ProQuest Number: 10697128

ProQuest 10697128

Management Innovations: Their Adoption, Diffusion and High-Fidelity Adaptation

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A thesis submitted in partial fulfilment of the requirements of
Sheffield Hallam University
for the degree of Doctor of Business Administration

August 2016

ABSTRACT

Innovation in the widest sense is, arguably, the only thing that drives organisations and economies forward – as such innovation ought to be a prime concern of decision-makers, whether in the private or public spheres, but equally of those academics who study organisations. Recent research has also emphasised the importance of management innovation for firm performance, both as a complement to technological innovation (Damanpour *et al.* 2009) and as an independent phenomenon (Mol and Birkinshaw, 2009) and there is broad agreement that a better understanding of management innovation should be high on the research agenda (Volberda *et al.* 2013).

This research is based on a single fine-grained longitudinal case study that focuses on the chronology as a narrative of a management innovation and uses archival data to explore not only how the case study organisation changes in order to adopt a management innovation, but also addresses research questions linked to the content, deployment approach and performance of that management innovation.

It uses the case study to develop and validate a seven phase Intraorganisational Management Innovation Framework that is used to characterise the life-cycle of management innovations and also a Management Innovation Content Typology that is used to characterise their content. It finds that the role and impact of senior leadership and line manager support is consistent with Peeters *et al.* (2014) findings of fostering of legitimacy of the management innovation and also the actions of internal change agents to be instrumental in maintaining a high level of conformity. Fidelity to the original management innovation is also enhanced by recipients' participation in a global Performance Management System (De Waal, 2004) with its ingredients of a Strategy House, Policy Deployment Matrix and a weekly performance review or Comms Cell.

The study also shows an emerging pattern of resistance from individuals to the adoption of the management innovation and it attributes this partly to 'over-zealous' behaviours by the internal change agents linking these to their role and psychological profiles. Rowland and Higgs (2009) describe this as 'shaping' leadership behaviours and a 'directive' approach to change. The study identifies the management innovation as 'hybridised' (Mamman, 2002) with its 'roots' in the existing disciplines of Project Management, Organisational Development and Lean Six Sigma or Continuous Improvement – this is consistent with the Gibson and Tesone (2001) argument that management innovations will morph into other names as time goes by.

This has been a journey of discovery that began in 1999 when I started my MBA then continued in 2006 with my MSc and in 2010 with the DBA. Each time I've looked for a 'higher mountain', found it and then climbed it. Writing this thesis has been a humbling yet defining experience and all-consuming for several years. Starting in the middle with the narrative - then going to the literature to frame it - then back to the narrative for the conclusion was the right thing to do. With hindsight I could have done it a lot quicker had I realised this sooner.

As I flick through the pages I still get a frisson of excitement when I recognise my handwriting or see my name or identify one of my ideas – that will never change. I am an integral part of this research and it is an integral part of me. It's also been a journey of relationships and I'm incredibly grateful to so many people who have walked with me. To Malihe, my Director of Studies for her unflinching support and gentle challenge over the years, to the other members of the amazing ADP Team for their friendship, to Jacqui, my partner, boss, mentor and friend, to that increasing ADP community in GSK, to my long-suffering wife and family - Sandy, Richard and Janine - and to so many others along the way.

Most of all this is dedicated to my Dad - who passed away in 2015 - for his never failing encouragement to me to say 'yes I can'.

Dad – I did it!

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1.1 Introduction

This section of the thesis introduces not only the research context, aims and objectives but also the theoretical gap in the literature and empirical gap in practice. It identifies a set of priority research questions and ends with an outline of the structure of the thesis that includes chapter headings and contents.

1.2 Research Rationale

Innovation in the widest sense is, arguably, the only thing that drives organisations and economies forward – as such innovation ought to be a prime concern of decision-makers, whether in the private or public spheres, but equally of those academics who study organisations (Hervás-Oliver and Peris-Ortiz, 2014). Management innovation, however, remains an under-researched area (Volberda *et al.* 2013) with surveys by Crossan and Apaydin (2010) and Keupp *et al.* (2011) reporting, respectively, only 3% and 9% of the innovation literature as focusing on management innovation. However, as recent research emphasises the importance of management innovation for firm performance, both as a complement to technological innovation (Damanpour *et al.* 2009) and as an independent phenomenon (Mol and Birkinshaw, 2009; Volberda and Van den Bosch, 2004, 2005), a better understanding of management innovation should be high on the research agenda (Volberda *et al.* 2013). According to Mol and Birkinshaw (2009:1269) Hamel (2006, 2007) in particular has forcefully argued that *"in today's age management innovation may represent one of the most important and sustainable sources of competitive advantage for firms because of its context specific nature".*

Ansari *et al.* (2010) suggests that although existing models have offered considerable insight into why practices are initially adopted by an organisation, they typically do not

delve deeply into what happens to such practices during and after adoption (Wolfe, 1994; Zeitz *et al.* 1999). Røvik (2011:642) refers to these activities as translation or *"the more or less deliberate transformation of practices and/or ideas that happens when various actors try to transfer and implement them"* while Ansari *et al.* (2010) refer to this as a process of practice adaptation arguing that it is more likely to be the rule than the exception (Whitten and Collins, 1997) while suggesting that the study of diffusion processes in organisational settings needs more attention (Bromley *et al.* 2012).

There is also limited help for the manager practitioner who wants to create the right conditions for a successful adoption, diffusion and high-fidelity adaptation of a management innovation. The literature shows that guidance for manager practitioners (the users) of management innovation usually falls into one of two categories. The first is 'steps and principles' – these are the checklists, roadmaps, guides and associated ideas accompanying the management innovation. The second category is that of 'benefits and legitimacy' - this includes the notion that the proposed management idea not only possesses a practical application that will produce a benefit or pay off but also that this can be secured in a short period of time.

1.3 Research Aims

The aim of this research is to explore the adoption process of a management innovation in order to identify and extend our understanding of the constructs involved, also to provide guidance to management practitioners in terms of content and application.

The specificity of a new management innovation; its content, success criteria and characterisation of its deployment approach will inevitably be of interest to the 'players' in the knowledge creation 'process' (Senge and Scharmer, 2001) i.e. the academic community, professional consulting firms and management practitioners.

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GlaxoSmithKline (GSK) is a science-led global healthcare company that researches and develops a broad range of innovative products in three primary areas of Pharmaceuticals, Vaccines and Consumer Healthcare. They have a significant global presence with commercial operations in more than 150 countries, a network of 86 manufacturing sites in 36 countries and large R&D centres in the UK, USA, Spain, Belgium and China *(http://www.gsk.com)*.

GSK operate in a challenging marketplace where global economic issues, changes in the healthcare environment and increasing payer demands are changing the way that pharmaceutical companies operate. Individual parts of GSK have, in the past, adopted a range of existing management innovations as new ideas, objects and practices (Walker *et al.* 2011) with the aim of achieving a competitive advantage through performance improvement. These were Total Quality Management (Blythe *et al.* 1997), Six Sigma (Carleysmith *et al.* 2009), Lean (Selko, 2011), Organisational Development (Kelly, 1996; James *et al.* 2001) and Project Management (Alexander, 2008). In addition, GSK's development of a decentralised R&D structure has been acclaimed in the literature as generating a strategic management innovation (Mittra, 2008; Mittra *et al.* 2011; Garnier, 2008; Birkinshaw, 2014). At the time of this research GSK is approximately four years into the adoption and deployment of a new management innovation – Accelerated Delivery Programme (ADP) - described as *"improving the company's ability to execute strategy brilliantly"* (Alexander and Huggins, 2012:4) and bringing *"discipline, rigour and a new language in lean thinking, project management and change management"* (Lafferty and Chapman, 2014:196). ADP is an invention of GSK by a small group of internal consultants – each with considerable expertise in their respective fields of Lean Six Sigma, Organisational Development and Project Management – tasked with combining forces to select and develop a fusion of the simplest tools from each discipline. GSK's logic was that each discipline by itself was insufficient to effectively deliver the enterprise-wide change that was required to deliver the GSK strategies. However, a combination of the three – expressed as a set of simple tools and techniques, accessible to all employees and

easily deployed – was likely to be considerably more effective. Accordingly this section proposes an initial definition of ADP as a programme of deployment across GSK of a range of tools and techniques – from the contributory disciplines of Lean Six Sigma, Organisational Development and Project Management – with a programme goal of accelerating the implementation of the GSK strategies. It is GSK's adoption, diffusion and high fidelity adaptation of ADP that is the context of this research.

1.5 Research Objectives

A review of both the 'Research Aims' (above) and the 'Research Context' (above) provokes a number of questions that are linked not only to the performance of 'past' management innovations but also to the 'current state' and 'future state' of the deployment of ADP. These could be summarised as a set of preliminary research questions:

- How and why has GSK 'exited' a set of management innovations and 'entered' another?
- What is the most appropriate theoretical model or conceptual framework for this process?
- What are the defining characteristics of the new management innovation (ADP)?
- Which characteristics of the 'old' management innovations have been 'carried forward'?
- What were the 'failure modes' of the 'old' management innovations?

The author reflects that reviewing the rationale for the abandonment of the existing management innovations adopted by GSK would be interesting but may not add much to the body of knowledge – this is familiar territory in much of the literature (Antony, 2008, 2009; Black *et al.* 2006; Eng, 2011; Kumar *et al.* 2008; Dahlgaard *et al.* 2006; Shah *et al.* 2008; Mann, 2010; Greiner *et al.* 2005; Morris, 2010). On the other hand, reviewing the deployment and diffusion of the new management innovation - ADP -

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would potentially make a significant contribution to the body of knowledge and also provide useful guidance for future manager practitioners. As a consequence of this reflection the research objectives have become:

- Explore, within the case study organisation, the content of ADP – the 'What?'
- Explore, within the case study organisation, the methodology for the deployment of ADP – the 'How?'
- Explore, within the case study organisation, the underlying rationale for the continuing deployment of ADP – the 'Why?'

With this 'sharper' focus, and on the basis that brevity forces clarity of thought, the original set of preliminary research questions are reduced (simplified) to a set of priority research questions:

- **What are the critical features that characterise the content and specificity of ADP in the Case Study organisation?** The question of 'content' can be responded to in terms of the beliefs, behaviours, tools and practices that are deemed by users to represent ADP.
- **What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?** This is a question not only about the sequencing and content of the various deployment approaches used by the ADP Team but also how those approaches evolved over time.
- **To what extent is ADP responsible for change in the Case Study organisation?** This can be evaluated not only from the perspective of performance against objectives but also from the perspective of 'users' and 'customers'.

This research answers those priority research questions through a research strategy that uses constructs from the literature as well as longitudinal archival data to describe and explain the 'temporal sequence of events' (Van de Ven and Huber, 1990) that unfold as GSK executes its deployment of ADP. A single longitudinal case study focused on the chronology of a management innovation combined with the author's status as

participant observer and complete participant is able to extract information that would be difficult to access via other research methods. Data analysis, subsequent presentation and sense-making take place not only within an 'organisation as theatre' metaphor but also make use of a hierarchical data analytical framework comprising the five levels of:

- Qualitative content analysis.
- Quantitative analysis.
- Critical incidents.
- Secondary research questions and constructs from the literature.
- Chronological narrative.

In seeking to achieve these research aims and objectives this research sits not only behind and beside Alexander and Huggins (2012) but also separate and at a distance from it. 'Behind' in the sense that it provides an expanded richness of some of the detail behind the events, ideas and practices portrayed in Alexander and Huggins (2012); 'beside' in the sense that it covers a longer period of time and brings in the extended perspectives of change agents, users and beneficiaries. It sits 'separately' because of the way it contributes to the body of knowledge and professional practice by linking the case study to the empirical world and theory through the development of additional frameworks and constructs.

1.6 Research Structure

This thesis is divided into six chapters and Appendices.

Chapter 1 **Introduction** introduces the broad scope of the study and provides the reader with details of the research context and background information. It identifies the research aims and objectives and outlines its structure and contents. It includes details of contributions to both knowledge and professional practice.

Chapter 2 **Literature Review and Theoretical Framework** contains a critical review of the existing literature in the field and identifies potential gaps where further research is required. It develops a management innovation process framework and identifies critical constructs from the literature. These are combined with a set of secondary research questions to form a preliminary theoretical framework. The literature review is in three parts:

Part 1 assesses and critiques a seminal body of literature from the period 1990 to 2005 which focuses on what has been characterised as a fashion market for new management innovations, and seeks to understand why and how certain practices become popular including work on the suppliers of new management practices (Benders and van Veen, 2001; Clark, 2004) and the attributes of managers who buy into them (Gill and Whittle, 1993; Huczynski, 1993; Jackson, 1996) through to theories and discussions of how management fashions emerge (Abrahamson, 1991, Abrahamson, 1996). These references and perspectives may not appear up-to-date; however, the author's experience suggests that the arguments presented by this body of literature are still very relevant in the minds of current practitioners.

Part 2 reviews and builds on a more recent (2005 to 2014) body of literature that argues that new practices, processes, or structures are deliberately introduced by key individuals within organisations in order to improve the organisation's performance (Vaccaro *et al.* 2012) with much of the literature focused on the generation, adoption and mutation (adaptation) phases of a management innovation cycle as well as the role of change agents. It identifies gaps in the literature and builds on existing models to propose a draft framework for the management innovation life cycle.

Part 3 uses the literature to review and critique the management innovations that have already been deployed by GSK. It does this not only by identifying critical success factors and failure modes but also develops a management innovation content typology to compare and contrast the content of management innovations.

Chapter 3 **Research Design and Methodology** summarises the research strategy, research methods, research design, data collection and data analysis and includes not

only the rational for adopting a case study approach based on longitudinal archival data but also addresses the issues associated with the authors status as 'complete participant' or 'participant observer'(Gold, 1958).

Chapter 4 **Research Narrative** is in six 'acts' and uses an 'organisation as theatre' metaphor and analysis of 'critical incidents' to guide the reader through the narrative. 'Incidents' are presented as short 'cameos' in 'scenes' and are summarised with short reflections that also draw on the literature appropriate to the content:

- **The Prequel** acts as an introduction to the narrative and signals use of the 'organisation as theatre' metaphor and the use of the critical incident technique.
- **Act 1 'Why?'** consists of four 'scenes' that set the context through the reporting of the GSK Chief Executive Officer (CEO) succession process and the subsequent 'setting' of the new GSK strategies. It compares and contrasts the language of the CEO with the language of the senior leadership team (CET) and it explores the results of a survey of the 'Top 200' leaders in GSK.
- **Act 2 'How? (Part 1)** consists of four 'scenes' that describe the development and deployment of a set of evolving ADP 'strategies' over the period May 2009 to January 2013 and does so from the perspective of the ADP Team and their various partners.
- **Act 3 'Who?'** consists of two 'scenes' focused on internal change agents – the ADP Team themselves. There are several sets of data including not only team conversations and opinion-related survey data but also role and personality profiles and capability self-assessments.
- **Act 4 'How?' (Part 2)** consists of three 'scenes' that can be characterised as a sequence of 'customers of ADP' or 'users of ADP' telling the audience what they 'like' or dislike' about ADP, how ADP 'works' or 'doesn't work' as well as suggestions for improvement of ADP. The actors are a range of project managers, early adopter senior stakeholders, operational managers as well as ADP Practitioners.

- **Act 5 'What?'** consists of two 'scenes'. The first 'scene' explores the development of some of the artifacts or pieces of scenery that are on stage at all times. These are 'The Change Framework', 'The Fundamentals of Delivery', 'The Principles of Effective Change' and 'The Transformation Roadmap'. The second 'scene' explores the perspectives of members of the ADP community.
- **Act 6 'When?'** runs from May 2007 to October 2012 and examines two sets of artifacts. The first set are a pair of ADP 'journey' representations and the second set are commentaries from the CEO during his global employee broadcasts.

Chapter 5 **Research Findings** contains research reflections based on a review of the data across all 'acts'. The narrative in Chapter 4 uses a series of critical incidents; consequently the analysis is limited to the perspective of that particular incident or nearby incidents. The reflection in Chapter 5 considers the Chapter 4 narrative from the perspectives of groups of incidents with the aim of discerning the key themes and additional insights that link to both the research objectives and research questions.

Chapter 6 **Discussion, Conclusions and Implications** directly addresses the three priority research questions:

- What are the critical features that characterise the content and specificity of ADP in the Case Study organisation?
- What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?
- To what extent is ADP responsible for change in the Case Study organisation?

It does this not only by using constructs from the literature that were identified in Chapter 2 but also constructs from the research narrative and findings identified in Chapter 4 and Chapter 5. It not only presents a reflection on the theoretical and practical implications of the findings from this study but also acknowledges the limitations of the study, providing input for the formulation of recommendations for further research.

Chapter 1 introduced the research context, aims and objectives and identified a set of priority research questions. The purpose of Chapter 2 is to provide a thematic perspective on the state of the research on management innovation. It departs from the view that associates innovation merely with the invention of new technologies, products or services and instead explores the introduction of new management tools, techniques, and practices in facilitating organisational change and improving organisational performance. It does this through the use of not only the two main perspectives found in the literature i.e. a fashion or diffusion perspective and a rational or translation perspective - but also a view on the Management Innovations that GSK has already deployed. These perspectives are linked to one or more of the research objectives and through the identification of relevant constructs from the literature build further on the preliminary theoretical framework.

2.1 Introduction

Hervás-Oliver and Peris-Ortiz (2014) make the case that management innovation continues to be a source of competitive advantage, citing firms that have been on the ascendancy in recent years and arguing that their successes can partly be attributed to their management practices. However Volberda *et al.* (2013) report that although there has been a surge in academic interest recently, management innovation continues to remain an under-researched topic. In their analysis Crossan and Apaydin (2010) find that of the 50% of articles that clearly identified an innovation type, only 3% focused on management innovations. In another systematic review of the innovation literature from a strategic management perspective, Keupp *et al.* (2012) showed that of 342 articles, 246 included technological innovations and only 25 included management innovations (Damanpour, 2014). These statistics indicate that innovation has been primarily conceptualised as a technology based phenomenon. However, as recent research emphasises the importance of management innovation for firm performance, both as a complement to technological innovation (Damanpour

et al. 2009) and as an independent phenomenon (Mol and Birkinshaw, 2009; Volberda and Van den Bosch, 2004, 2005), a better understanding of management innovation should be high on the research agenda (Volberda *et al.* 2013). For example, the 2003 DTI Innovation Survey highlighted the poor adoption of best practices as contributing to the UK's relatively weak productivity levels (Leseure *et al.* 2004), Feigenbaum and Feigenbaum (2005: 96) argue that *"the systematization of management innovations will be a critical success factor for 21st century companies"* and Mol and Birkinshaw (2009: 1269) state not only that management innovation is *"one of the most important and sustainable sources of competitive advantage"* but also refer to it as *"needed to make technological innovation work"* (Mol and Birkinshaw, 2006: 26). Other studies such as Chandler (1990) and Birkinshaw and Mol (2008) clearly show how management innovation may not only change an organisation and bring potential benefits to it, but also redefine an industry by influencing the spread of new ideas.

Walker *et al.* (2011) define innovation as the generation (development) or adoption (use) of new ideas, objects, or practices with the generation of innovation resulting in a product, service, or practice that is new to the state of the art (or at least to an organisational population). The adoption of an innovation results in the use of a product, service or practice that is new to the unit of adoption — individual, team, or organisation (Damanpour and Wischnevsky 2006). Hervás-Oliver and Peris-Ortiz (2014) point out that existing evidence on the relationship between implementation of management innovation and organisational performance has generally identified a positive effect between the two constructs (Camison and Lopez 2010; Mol and Birkinshaw 2009). Hamel (2006:2) suggests that a successful management innovation creates long lasting advantage when it is:

> *"Based on a novel principle that challenges management orthodoxy; it is systemic, encompassing a range of processes and methods; and it is part of an ongoing program of invention, where progress compounds over time".*

With this definition in mind Birkinshaw *et al.* (2008) focus on management innovation at the operational level within an organisation in terms of the generation and implementation of new practices, processes, structures, or techniques, because these are the levels at which 'observable changes take place in the way work is done and the

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management innovation process can be witnessed'. Vaccaro *et al.* (2012) argue that changes in 'what managers do and how they do it' are likely to be ambiguous and hard to replicate, hence more likely to lead to sustainable competitive advantage and increased competitiveness.

This review of the literature highlights different approaches that researchers and bodies of literature have used to make sense of the phenomenon of management innovation, and it is useful to separate out two levels of analysis which, in turn, relate to the research objectives. The first level of analysis has been called the 'fashion' or 'diffusion' perspective (Van Veen *et al.* 2011) and assumes that *"the management innovation remains relatively invariant as it diffuses from adopter to adopter and that diffusion vectors channel the innovation from actors to other actors that adopt it for the same reasons"* (Abrahamson, 2006:512). This seminal body of literature spans the period 1990 to 2005 and focuses on what has been characterised as a fashion market for new management innovations, and seeks to explore why and how certain practices become popular including work on the suppliers of new management practices (Benders and van Veen, 2001; Clark, 2004) and the attributes of managers who buy into them (Gill and Whittle, 1993, Huczynski, 1993 and Jackson, 1986) through to theories and discussions of how management fashions emerge (Abrahamson, 1991, 1996). This body of literature, despite its age, has had a significant impact and its arguments are often present in the author's conversations with practitioners.

The second level of analysis has been called the 'rational' or 'translation' perspective (Sturdy, 2004) – spanning the period 2005 to 2014 - building on the rational actor model, in which organisational adoption is motivated by a *"desire for technical or efficiency gains and related boosts to economic performance"* (Kennedy and Fiss, 2009:897). This perspective also assumes that *"management innovations are permanently translated when they travel through populations. The innovation differs from its translation because actors transform what travels to fit their unique needs in time and space"* (Abrahamson, 2006:513). This is a more recent body of literature that is focused on the detail, antecedents and consequences of the generation, adoption and mutation (adaptation) phases of a management innovation cycle as well as the role of change agents.

The third level of analysis uses the literature to review and critique each of the Management Innovations that GSK has already deployed. It does this not only by identifying their critical success factors and failure modes but also develops a management innovation content typology to compare and contrast the content of management innovations.

2.2 Management innovations as fashions or fads – the diffusion perspective

Management fashion theory constitutes a 'school of thought' (McKinley *et al.* 1999), with the most frequently quoted and seminal works coming from Eric Abrahamson and his co-authors (Abrahamson 1991, 1996; Abrahamson and Fairchild 1999; Abrahamson and Rosenkopf 1993) as well as Carson *et al.* (1999, 2000), Spell (1999), Ettorre (1997), Staw and Epstein (2000) and Gibson and Tesone (2001) with the largest body of literature located in the period 1990 to 2005. These references may appear somewhat dated however the author's experience is that the concept and logic of management innovations as 'fashions' or 'fads' is still very relevant in the minds of practitioners.

Benders *et al.* (2001:33) consider management 'fashions' as *"best conceptualised as the production and consumption of temporarily intensive management discourse and the organisational changes induced by and associated with this discourse"*. Abrahamson (1996:257) defines management fashions as: *". . . a relatively transitory collective belief, disseminated by management fashion setters that a management technique leads to rational management progress"* and the fashion-setting process as *"the process by which management fashion setters continuously re-define both their and fashion followers' collective beliefs about which management techniques lead rational management progress"*.

Both of these definitions introduce the concept of 'instability, change and impermanence' that suggest the inevitability of an ending or an end-point. The overwhelming majority of this literature promulgates the view that management fashions are created by 'management fashion setters' who advocate their interventions to the management practitioner community. In other words, it is not

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managers themselves who create the fashions, but management consultants and the academic community who then 'sell' them to managers (Abrahamson, 1996; Fink, 2003; Strang *et al.* 2001). Czarniawska and Sevón (2005) describe this process as 'broadcasting' - mostly from USA-based centres – and characterise adoption as 'imitation' that is 'mediated by organised bodies who take care of accrediting and ranking within the field of management education'.

Drawing heavily on DiMaggio and Powell (1983), Abrahamson (1996) also introduces the concept of 'management fad' and suggests that that this, instead, sees similar organisations within a particular group of adopters as the main source of imitation while paying little attention to the origins of innovations. Notwithstanding these comments, the literature often uses the terms management fads and management fashions interchangeably. Gibson and Tesone (2001) suggests that fads are generally thought of as a craze, a temporary cultural blip in society, like the Hula Hoop craze of the 1950s or the miniskirts of the 1970s while, on the other hand, management fashions are a more serious phenomenon, although often as 'temporary and compelling'. Pascale (1991) argued that management ideas acquired the 'velocity of fads' in the post-1945 period - he attributed this to the ascendance of a concept of 'professional management', which was based upon the premise that a set of generic concepts exist that can underpin management everywhere. Such presumed universal concepts diminished the reliance upon the 'bottom-up' management wisdom that had been prominent in pre-war times, and lent themselves to the mass marketing of 'managerial techniques' in the style of the packaged goods industry (Huczynski 1993). In an attempt to articulate their concerns regarding the propensity of management consultant 'gurus' to market 'new' solutions (Forrest, 1984), a large number of scholars have invoked the concept of the 'fad' as a convenient and economical means of debunking guru theory (Collins, 2001). Consequently, in much of this literature the term is used in a pejorative way and pointing at a concept's 'faddishness' seems to suffice to question and challenge its usefulness. Coulson-Thomas (1996) even applies the analogy of a flu epidemic suggesting that fads 'spread quickly and leave people and organisations the worse for wear when they pass'.

Miller *et al.* (2002) rise to the defence of management fads by noting that many current management practices started in this way; they were discovered or created by someone, after which they found their way into management practice. He points out that the point of differentiation between a management fad and a management practice can be related to the age or newness of the practice and that there is a point in time at which a management fad sufficiently demonstrates its effectiveness in numerous and diverse settings to warrant an evolution from fad status to something which implies more permanence. Scarbrough *et al.* (2001) suggest that fashion-setting, as an important stimulus to innovation, is worthy of serious academic consideration. This is consistent also with Abrahamson's (1996:279) plea that:

> *"Management fashions are not cosmetic and trivial. Management fashions shape the management techniques that thousands of managers look to in order to cope with extremely important and complex managerial problems and challenge".*

A further review of the literature reveals a great deal of common ground between authors as they explore management ideas, fashions and fads and the author has grouped these into two groups or categories:

The first group could be labelled 'steps and principles' – these are the checklists, roadmaps, guides and associated ideas, in other words the implementation technology which accompanies the management fashion itself. Their purpose seems to be to reduce management anxieties about travelling 'safely from where they are to where they'd like to be' (Huczynski, 1992). They show how the fashion can be put into practice and will indicate the specific actions managers must take to solve problems or improve their companies. Gibson and Tesone (2001) suggest that the management fashion will be 'framed' with labels, buzzwords, lists and acronyms such that the related concept will be more easily understood and communicated. Proponents will suggest that these are 'universally relevant' and capable of being applied to almost any industry or organisation, or culture. This is either because of 'content universality' which proposes that all organisations share fundamentally the same features thus the same specific idea prescriptions offered can be applied to all of them; or, alternatively through the claim of 'process universality' which does not seek to offer a single best

solution, but instead a single best process to arrive at the best solution (Miller *et al.* 2002).

The second group could be labelled 'benefits and legitimacy' - this includes the notion that the proposed management idea not only possesses a practical application that will produce a benefit or pay-off but also that this can be secured in a short period of time. Claimed benefits will tend to take the form of outcomes such as greater effectiveness, more productive workers, deeply satisfied customers and both the management fashion and its benefits will usually 'resonate with the pressing business problems of the day' (Gibson and Tesone, 2001) or 'be in tune with the Zeitgeist' (Miller *et al.* 2002). Whatever the type of benefit, it is frequently difficult for 'aspiring gurus' to objectively demonstrate the direct contribution (legitimacy) of a particular management technique (Huczynski, 1992) so there is often a reliance on indirect methods e.g. by listing past customers there is an implication that these have found the service offered to be beneficial. Historically, popular management ideas have been authorised upon one of the three bases of common sense, scientific research and adoption by others (Huczynski, 1992). The power of these is cumulative in that the more bases the idea can appeal to the more attractive it becomes to managers. Gibson and Tesone (2001) agree but add the extra detail that management fashions are legitimised by gurus and disciples and will gain credibility by the status and prestige of their proponents or followers.

A number of authors have introduced the idea that the 'best' management ideas, fashions and fads are characterised by a certain degree of conceptual ambiguity (Benders *et al.* 2001). Somewhat contradictorily they do not always consist of clear-cut recipes for practitioner managers to be able to tackle their problems; instead, to increase the chance of gaining popularity, fashion setters are advised to keep their product ambiguous to a certain degree (Kieser, 1997). Both Giroux (2006) and Benders *et al.* (2001) call this 'interpretative viability' and argue that concepts must necessarily lend themselves to various interpretations to stand a chance of broad dissemination. Braam *et al.* (2007) comment that on the one hand this is an essential prerequisite for a management fashion to become popular, on the other it opens the door for eclectic and even opportunistic usages such that what happens under a label's guise may be

only loosely coupled to the contents which its launchers had in mind. In this situation, Kieser (1997) suggests that management fashion users are not blindly copying concepts but instead use their own judgements in deciding how to enact 'fashionable rhetoric'.

Peters and Waterman (1982) were one of the first to recognise that management fashions will create value to an organisation for a set period of time, and then, are either absorbed into the management philosophy of the company, or abandoned altogether. This view that most management fashions exhibit a life cycle is accepted by much of the literature (Carson *et al.* 2000, Gibson and Tesone, 2001; Gill and Whittle, 1993; Spell, 2001) however some writers do distinguish between management fads and management fashions. Management fads are viewed as being more short-term in their life cycles, generally peaking in about five years, and then rapidly dropping off in interest among both practitioners and the academic community (Ponzi and Koenig, 2002; Ryan and Hurley, 2004). Management fashions on the other hand are more enduring, with interest among practitioners and the academic community taking place over an extended period of time (Crandall *et al.* 2005). There is less agreement about the nature and characteristics of these life cycles although the Gibson and Tesone (2001) bibliographic study of five management fads demonstrated general support for the contention that fads display a symmetrical life cycle. They suggest that management fads are preceded by periods of dormancy followed by an upward and downward trend. The slope (rate of increase and decrease in number of articles) for each fad is different and some life cycles seem to last much longer than others. This same study found that the decline of one fad was usually interdependent with the development and increasing popularity of another management fad that replaced it. Røvik (2011) suggests that for management fashion scholars, the starting point for research is the bell-shaped lifecycles of booms and busts that characterises the popularity curves of 'real' fashions and fads in populations where rapid upswings are followed by equally rapid downturns (Abrahamson 1991; Abrahamson and Eisenman 2008; Abrahamson and Rosenkopf 1993; Burns and Wholey 1993; Carson *et al.* 2000; Gill and Whittle 1993; Pascale 1990). The best known model, however, may be the one by Ettorre (1997) who points to management fads as going through the five stages of

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discovery, wild acceptance, digestion, disillusionment, and hard core. The Ettorre (1997:35) version of this model is reproduced in Figure 2.1.
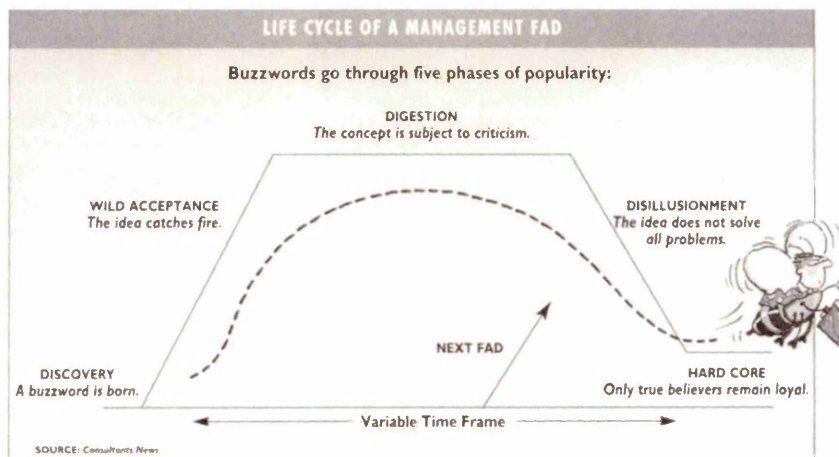
Figure 2.1 Fad life-cycle (Ettorre, 1997:35)

2.2.1 Management innovations as fashions or fads – the rationale for adoption

The use of the verb *pursue* in the dictionary definition of a fad - 'a short-lived but enthusiastically pursued practice or interest' is a reminder that many authors will characterise management innovations in terms of the motives of those practitioner managers who 'consume' them (Huczynski, 1993). There are a number of views in the literature which, taken together, form a useful framework for analysis of management innovations.

One view in the literature (Williams, 2004) represents this approach as a 'fetish for change' and that practitioner managers will crave innovations because of a perception that in the turbulent environment of a dynamic marketplace the only way to stay ahead is to generate competitive advantage via innovations - new concepts, techniques and ideas. Such organisations could then claim they were being far-sighted by being among the pioneers with respect to the introduction of a new approach. This argument is not concerned with benefits (actual or potential) but with customer and stakeholder perceptions. Staw and Epstein (2000) found that organisations often copy other organisations in an effort to gain legitimacy rather than technological or

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economic advantage. As March and Olsen (1976) noted, when technologies are poorly understood and organisations face problems with ambiguous causes and unclear solutions, copying other organisations may simply be a low-cost heuristic for finding useful solutions. Grint (1997) concurs and his 'rational approach' suggests that management theory has generally been construed to represent a rational development towards more effective systems over time and that managers will also appear rational if they appear to use management fads that stakeholders believe are efficient means to important ends (Abrahamson 1996). Conversely, the argument goes, if managers do not appear to use such techniques, then stakeholders' expectations that the organisation is run rationally will tend to be disappointed, and stakeholders will tend to withdraw their support from the organisation, thereby increasing the likelihood of failure. This perspective is closely linked to the Sturdy (2004) 'Institutional View' which suggests that organisations sharing the same environment will employ similar practices' i.e. isomorphism (Kostova and Roth, 2002: 215) with practices adopted for symbolic reasons—seeking peer and shareholder legitimacy—rather than, or even regardless of, efficiency or control outcomes (Whittington, 1992:707).

A second view in the literature sets the issue in an individual practitioner manager context - any new management fad is usually introduced into an organisation by a 'champion' who promotes its adoption. This not only increases the visibility of the person doing the championing within the company but also demonstrates to others that this individual is both creative and is actively seeking improvements. The new technique or idea may not necessarily offer a solution to organisational needs, but is rather an ideal road to power and influence (Wood and Caldas, 2001). Cranier (1996:50) proposes that *"latching onto the latest great idea may serve to advance your career . . . aspiring managers cast around for recipes for success and ideas which can distinguish them from the crowd."* Grint (1997) suggests that management fads deployed via a change programme may provide the practitioner manager with a new identity and also argues that change programmes are sometimes used by senior managers as a means of maintaining or re-establishing the organisational distance between themselves and middle managers. This perspective is closely linked to the Sturdy (2004) 'Political View' which suggests that ideas are sought, adopted and/or

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championed by particular individuals to support/defend their career interests, even if they recognize that the idea may be flawed (Watson, 1994). Alternatively, it may be that inter-organisational rivalry is the issue such that managers of higher reputation organisations adopt management fashions to distinguish their organisations from lower reputation organisations (Abrahamson 1996). The more the managers of lower reputation organisations adopt fashionable techniques to make their organisations look like higher reputation organisations however, the more both higher and lower reputation organisations look alike; hence, the greater the pressure on the managers of higher reputation organisations to adopt a new management fad that will re-distinguish their organisations from lower reputation organisations.

There is a third view in the literature which the author will refer to as the 'Peter Principle' (Peter and Hull, 1969) i.e. 'in a hierarchy every employee tends to rise to their level of incompetence'. Mayer (1983) adopts this perspective and describes managers as having not only little 'managerial know-how' or desire to 'learn their new craft' but also as anxious to produce immediately and preferring 'quick-fix solutions' to dynamic problems. Huczynski (1992) agrees and suggests that practitioner managers have to deal with an increasingly complex world. Often they have difficulty understanding excessively technical language; have a limited span of attention, memory and judgement; and tend to be convinced by some modes of communication and not others. Grint (1997) refers to this as the 'contagion model' and goes further to suggest that, from this perspective, leaders are inadequate to the task (for whatever reason) of steering their organisations through uncertainty. They are forced to look beyond themselves for salvation, responding not logically but emotionally as they consider how an idea or individual may save them rather than examining what the external situation suggests is best. This perspective closely links to the Sturdy (2004) 'Psychodynamic View' which points to managers' underlying anxieties and yearnings and a corresponding 'need' for a *potentially* comforting sense of order and identity and/or control leading to what are, sometimes impulsive decisions to adopt simplistic and rational ideas without serious attention being given to their likely effectiveness (Jackall, 1988).

The fourth and majority view in the body of literature responding to this issue concerns itself with the argument that the phenomenon of management fashion is the result of conscious and unconscious collusion between managers (as consumers) and consultants (gurus) as suppliers of management fashions (Huczynski 1993). The term 'guru theory' was used by Huczynski (1993) to describe the diverse writings which emerged during the 1980s from authors such as Tom Peters, Michael Porter and Rosabeth Moss Kanter, as well as practitioners such as Lee Iacocca and John Harvey-Jones each of whom he positions into one or other of the categories of 'academic guru', 'consultant guru' or 'hero manager'. He acknowledges that their writings themselves are diverse but makes the point that they all draw much of their authority from the individual authors themselves with the popularity of the idea depending on the power of the guru (Greatbatch *et al.* 2005, Jackson, 2001). Mangham (1990) suggests that in their 'performance' the gurus demonstrate the qualities of interpersonal charisma and 'eloquence' that managers admire and wish to master and that they must appear 'legitimate, convincing and trustworthy' (Kantola, 2014). Fink (2003) agrees and tries to portray gurus and consultants as 'providers of meaning' (rather than 'problem solvers') but through the employment of effective rhetoric. Sturdy (2004) also comments on the persuasive power of an agent's charisma, rhetoric and presentation techniques, describing it as the Dramaturgical View. Clark *et al.* (1998) agree and argue that the popularity and impact of particular guru ideas is related to their ability to (re)frame their analyses in such a way that they resonate with the expectations and understandings of their target audience. If they fail to convince their target audience of the plausibility and appropriateness of their ideas then their prescriptive advice will probably not be heeded. Benders and Van Veen (2001) offer an analytical scheme of argument types they suggest are typically used by 'consultant gurus' to render a concept fashionable for managerial audiences. This rhetoric falls into seven categories and forms a useful framework:

- The threat of bankruptcy in case of non-adoption.
- The promises of performance enhancement.
- Promotion using well-known and successful users of the concept.
- The stressing of the concept's universal applicability.

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- Presenting the concept as easily understandable with a catchy title.
- The presenting of the concept as timely, innovative and future-orientated.
- The concept has a level of interpretive viability.

2.2.2 Management innovations as fashions or fads – the academics debate

This review of the literature points to not only the overlap between the different perspectives but also concludes that some academics have developed the potentially harmful auto-response (Grover *et al.* 2000) of dismissing any new management innovation as nothing more than a fad. Donaldson and Hilmer (1998:18) argue that:

> *"Faddism creates an impediment to greater intellectual productivity by allowing unproven and incorrect ideas to go unchallenged. This tends to prevent the more rapid production of sound theory backed by cumulative empirical research"*.

A closer examination of this literature exposes an additional ideological perspective (Huczynski, 1994) with evidence of a polarisation of opinions amongst authors. From the perspective of writers from the 'critical school', the role of the academic community should be to raise the class consciousness of practitioner managers and to shift the research focus of management practice onto its social and political aspects (Grey and Mitev, 1995). Salaman (1979) argues that it is the interests of the powerful that shape research more significantly than the curiosity of the researcher. These concerns have led authors taking a radical perspective to denounce management innovations inspired by the quality movement e.g. TQM or Six Sigma - as dysfunctional at best and, at worst, profoundly dehumanising. Steingard *et al.* (1993:31) suggest that:

> *"TQM conceals a capitalist schema of alienation, dehumanisation, and totalitarianism with the aim of creating an army of 'worker bees' whose sole raison d'être is the care and feeding of the organisational production system. The TQM worker is caught in the endless dance of performativity, trapped in a spiritually and physically denigrating tautology of 'kaizen carrot and stick'"*.

De Cock (1998) reflects that this quote illustrates that it is as tempting for academics to get carried away by their own hyperbole as it is for managers to be caught by the

fervour of the quality gurus' rhetoric. The lived reality of employment may be far more complex and unruly than managerialist representations make it seem, but it is also far less dramatic than some of these radical representations would like to believe. On reflection, the author can recall a healthy resistance to a number of TQM inspired change programmes, but anyone who would have suggested that these were all part of a conspiracy to alienate and dehumanise workers would have attracted rather bewildered looks.

These arguments seem to propose that critical scholarship deals with matters which are real and significant, whereas the management fads of guru theory address issues of little consequence, which are, by definition, insubstantial and ephemeral (Collins, 2001). Clark *et al.* (1998) disagree and argue that the swings in management fashion inspired by management gurus are an extremely serious matter for the academic community. This is partly because the ideas they develop and disseminate permeate throughout the manager practitioner community such that they become the issues that the academic community investigates (Wilkinson *et al.* 1997).

Notwithstanding the above, many authors seem to refuse to take management fashions seriously as they contrast the rhetoric of the gurus with the 'reality accessed by the academy community' (Collins, 2001). The author suggests that much of the critical academic inquiry seems to be shaped by a desire to answer two, obviously deeply troubling questions:

Firstly - why do managers not select the elegant ideas and rigorous analyses produced by the academic community? While endorsing the idea that academia 'can and should make a difference' to the consumers of management advice, Mohrman (2001) argues that the academic community has failed to make significant interventions in the worlds and experiences of manager practitioners because they tend to talk <u>at</u> rather than <u>with</u> managers (Collins, 2004). This is a point echoed by Abrahamson and Eisenman (2001) who argue that management scholars will have to alter their rules of engagement if they are to challenge the predominance of the gurus.

Secondly - why do managers select and purchase products from the advice industry, which objective analysis reveals to be methodologically and conceptually flawed? This has been addressed elsewhere in this literature review, however, in common with Heller (2002), Salaman (1979) argues that although academic debunking has claimed to offer the truth about guru theory and the advice industry, a more political mode of analysis of the question reveals that the academic criticism of guru theorising might be better understood as a turf war for the monopoly of management studies (Collins, 2001).

Although these are important issues they have already been explored in the context of this literature review and also evolve out of a body of literature located primarily in the period 1990 to 2005. Since that time much of the 'steam' appears to have left the debate and the author's own experience and reflection would suggest a number of reasons for that:

Firstly - some management fashions have developed to the point of becoming embedded or 'institutionalised' (Colyvas *et al.* 2011) as legitimate practices in organisations. Management innovation has been recognised as a potential source of competitive advantage for organisations - its study has become respectable and this is covered in the next part of this literature review.

Secondly - because of its relevance to management practitioners and 'practical utility' (Corley and Gioia, 2011) research in management innovation has additional value with its ability to bring the academic community closer to the manager practitioner community, while the rapid expansion of programmes of postgraduate study for manager practitioners creates 'pracademics' (McNatt *et al.* 2010) bringing the manager practitioner community closer to the academic community.

Thirdly – manager practitioners are not as gullible as much of the literature assumes. There will always be curiosity about the latest ideas from gurus and management consultancies but also more scepticism and rationalism than the literature gives credit for. Ideas may be adopted but will not remain invariant – instead they will be adapted

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to suit the requirements of a particular organisation and pressing business issues. This is the perspective adopted by the second part of this literature review.

2.3 Management innovations – the rational / translation perspective

The main body of literature for the rational or translation perspective on management innovation is located in the period 2005 to 2014 and builds primarily on the core papers in management innovation (Birkinshaw *et al.* 2008), on the process of management innovation (Damanpour *et al.* 2009), on the performance effects of management innovations (Mol and Birkinshaw, 2009) and on the sources of management innovation (Volberda *et al.* 2014). It explores not only the issues associated with how a management innovation and the individuals driving it deliver improvements in organisational effectiveness (Birkinshaw and Mol, 2008) but also on the management innovation stages of generation, adoption and diffusion and the role that 'human agency' play in that process. The introduction of the concepts of adoption, adaptation and translation of a management innovation represent the main point of departure for the rational / translation perspective from the simplistic 'adopt / not adopt' (Lewis and Seibold, 1993) set of choices from the fashion / diffusion perspective.

The definitions of management innovation are not easily agreed in the literature with definitions of the concept referring variously to the terms of:

- Organisational Innovation (OECD, 2005; Armbruster *et al.* 2006, 2008; Battisti and Stoneman, 2010).
- Administrative Innovation (Daft, 1978; Kimberly and Evanisko, 1981; Damanpour and Evan, 1984; Damanpour *et al.* 1989).
- Managerial Innovation (Hwang, 2004; Damanpour and Aravind, 2012).
- Management Innovation (Hamel, 2006; Birkinshaw and Mol, 2008; Mol and Birkinshaw, 2009).

Damanpour and Aravind (2012) argue that these definitions of administrative, organisational and management innovations overlap significantly and by bracketing these together the result is a broad phenomenon. But the distinctions among practice, process, structure, and techniques are not clean, either conceptually or empirically, so it would be difficult to define management innovation in a way that excluded one or other of them. It is helpful to use the terminology and operational definition proposed by Birkinshaw and Mol (2008) of management innovation as 'the generation and implementation of a management practice, process, structure, or technique that is new to the state of the art and is intended to further organisational goals' which encompasses the essence of most of the constructs. In their review of the literature on management innovation Birkinshaw and Mol (2008) offered a further definition of management innovation as a 'difference in the form, quality, or state over time of the management activities in an organisation, where the change is a novel or unprecedented departure from the past'. Birkinshaw and Mol (2008) also reflect upon 'two equally valid points of view' regarding the novelty of management innovation, namely, 'new to the state of the art' and 'new to the organisation'. In the first instance, 'new to the state of the art' implies a level of analysis as management at large since this definition implies no known precedents. In the case of 'new to the organisation', this implies the level of analysis as the 'firm' (Vaccaro *et al.* 2012). In this instance, organisations may be able to draw on the practices that have previously been implemented elsewhere, but the success of new practices may also depend on their adaptation to their specific context within the organisation in which they are introduced (Ansari *et al.* 2010).

Birkinshaw and Mol (2008) suggest that this perspective on management innovation gives conscious attention to the individuals who drive the process and Sturdy (2004) agrees that the rational school is closely associated with human agency. He differentiates between external and internal change agents as a means of furthering organisational performance. External change agents are individuals who *"are independent consultants, academics, and gurus who are proactive in creating interest in, influencing the development of, and legitimising the effectiveness and retention of new management practices"* (Birkinshaw *et al.* 2008:832). They are typically seen as not only bringing new knowledge and a fresh perspective into the organisation but also

providing legitimacy by lending their credibility to inventions, acting as sounding boards and theorising about an innovation (Kaplan, 1998). Birkinshaw *et al.* (2008:832) suggest that this provides both moral and cognitive legitimacy and contrast this with internal change agents *"who are the employees of the innovating company proactive in creating interest in, experimenting with, and validating the management innovation in question"*. Peeters *et al.* (2014) show that internal change agents not only serve different roles at different stages in the management innovation process (Birkinshaw and Mol, 2008), but that their influence depends also on their level in the organisation. They suggest that the impact of interventions by senior leaders is not necessarily due to their formal power to decide and impose actions but rather 'the ability to create an organisational context that encourages and facilitates local initiatives to experiment with the management innovation'. This can help internal change agents through fostering the legitimacy of the innovation and the subsequent attention that it receives in the organisation. Birkinshaw *et al.* (2008) recommend further research to consider the extent to which internal and external change agents are acting in harmony while Birkinshaw (2001) proposes the concept of an 'internal competition lifecycle' between groups of change agents working on 'competing' Management Innovations.

Notwithstanding the above, there has been little research into the required factors for effective change agents. Hamilton (1988) offers a framework of:

- An openness and responsiveness to other's needs and concerns – empathetic, tolerant, flexible and patient.
- Comfort with ambiguity and an ability to make sense of it – intuitive and imaginative.
- Comfort with one-self in relation to others – self-reliant and venturesome.

Some of the literature refers to the use of the MBTI (Myers, 1975) in forming teams of change agents (Cameron and Green, 2015; Sample, 2004) while other authors discuss the need for collaborative working (Yazici, 2005), a focus on relationships and change (Yuki, 2002), engagement through earning trust and growing relationships (Maister *et al.* 2000).

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The literature exploring management innovation as a process derives primarily from the literature on technological innovation and describes how the innovation is originated, developed, commercialised, diffused, adopted, or implemented (Klein and Sorra, 1996; Rogers, 1995; Van de Ven *et al.* 2000) and is defined to encompass multiple patterns, stages, or phases (Roberts, 1988; Van de Ven *et al.* 2000). Pelz (1983:67) presents evidence to suggest a complex nonlinear model and suggests that *"for organisational innovations that are originated or highly adapted, or those that are complex or uncertain, the staging sequence will appear overlapping and disorderly".* The literature on management innovation broadly groups these stages into management innovation generation and management innovation adoption (Damanpour and Aravind, 2012).

The process of generation of management innovations, however, has not been examined specifically until recently (Damanpour *et al.* 2012). Mol and Birkinshaw (2009) suggest that managers introduce management innovations either based on knowledge about management practices their firm already possesses or they attempt to actively look out for new knowledge on management practices above and beyond those presented to the firm through its immediate reference group. Using language similar to the process of technological innovation, Birkinshaw and Mol (2006) were the first to identify five phases for the generation of management innovations as:

- Dissatisfaction - with the status quo.
- Inspiration - usually from the outside.
- Invention - triggered by a combination of dissatisfaction and inspiration.
- Validation - from both inside and outside.
- Diffusion - to other organisations.

Much of the literature on the adoption phase of management innovation also continues to reference the literature on technology innovation in a haphazard or even indiscriminate way with Damanpour and Schneider (2006) suggesting that the process

of adoption in organisations has also been divided into a variety of phases e.g. evaluation, initiation, implementation and routinisation (Hage and Aiken, 1970); awareness, selection, adoption, implementation and routinisation (Klein and Sorra, 1996); knowledge awareness, attitudes formation, decision, initial implementation and sustained implementation (Zaltman *et al.* 1973); and initiation, development, implementation and termination (Angle and Van de Ven, 2000). The author has grouped these into the three general phases of preadoption, adoption decision and post-adoption, often referred to as initiation, adoption (decision) and implementation (Rogers, 1995; Pierce and Delbecq, 1977; Zmud, 1982). Damanpour *et al.* (2006) argue that an innovation is adopted when top managers decide to go ahead with the new idea and allocate resources to it. Implementation, on the other hand, requires cooperation and commitment of non-managers and these are linked to diffusion which is described by Rogers (1995) as the process by which a management innovation is communicated through certain channels over time among the members of a social system.

Ansari *et al.* (2010) suggests that although existing models have offered considerable insight into why practices are initially adopted by an organisation, they typically do not delve deeply into what happens to such practices during and after adoption (Wolfe, 1994; Zeitz *et al. 1999*). Røvik (2011:642) refers to translation as *"the more or less deliberate transformation of practices and/or ideas that happens when various actors try to transfer and implement them"* while Ansari *et al.* (2010) refer to this as practice adaptation and argues is more likely to be the rule than the exception and presents the study of diffusion processes in organisational settings as needing more attention (Bromley, *et al.* 2012; Gondo and Amis, 2013) especially processes of adaptation *within* organisations (Kostova and Roth, 2002). The literature has used the term re-invention to refer to this process of adapting a diffusing innovation (Larsen and Argawalla-Rogers, 1977; Rice and Rogers, 1980; Rogers, 1995). Other terms include reorientation and variation (Normann, 1971), corruption (Lozeau *et al.* 2002), levels of transfer (Lillrank, 1995), alteration and optimisation (Damanpour and Evans, 1984), reconfiguration (Henderson and Clark, 1990; Meyer and Goes, 1988), emulation with innovation (Westney, 1987), modification (Mamman, 2002), and hybridisation (Botti, 1997). Indeed, the translation literature rejects the notion that recipients adopt 'the

same thing for the same reason' (Mueller *et al.* 2011) and instead focuses on how actors modify ideas to 'fit their unique needs in time and space', being themselves transformed in the process (Abrahamson, 2006, pp. 512–513). Based on the work of Bruno Latour, translation implies that actors do not simply accept and enact an idea, they act by 'modifying it, or deflecting it, or betraying it, or adding to it, or appropriating it' (Latour, 1986, p. 267). During the act of translation, translators 'edit' imitations (Mueller *et al.* 2011) — they rename, customise, reinterpret, drop or add parts, or even reinvent what is imitated as it travels across 'global space and time' (Sahlin-Anderson, 1996).

Ansari *et al.* (2010) identify the concept of 'fidelity' which concerns the degree to which the innovation-in-use matches the use intended by designers and sought by implementers. They go on to define the seemingly paradoxical concept of 'high-fidelity adaptation' as how organisations will, on the one hand, seek to discourage 'undesired' adaptations that damage the integrity of the management practice (Ansari *et al.* 2010) while, on the other hand, strive to encourage 'beneficial' adaptations of the sort where 'imperfect imitation' – either for cultural relevance or in the interests of continuous improvement - increases practice effectiveness (Posen *et al.* 2013). Ansari *et al.* (2014) identify a tension between the standardisation and variation of a management innovation and suggest the options used by organisations to maintain high fidelity and conformity are:

- Creating and certifying progressive achievement levels.
- Setting discretionary and mandatory adaptation parameters.
- Allowing differential adaptation to context-specific and 'systemic misfits'.

Walker *et al.* (2011) state that completion of implementation will occur when the management innovation is accepted by users and is in regular use however Røvik (2011:640) highlights a final phase of entrenchment which occurs when a management innovation is *"transformed into practice (anchored in organisational structure, routines and daily activities) and that certain intended effects are being reproduced"*. Heusinkveld *et al.* (2012) refer to this as sedimentation or when the management

innovation has moved through a process of institutionalisation (Zucker, 1977; Tolbert and Zucker, 1996; Scott, 2000; Greenwood *et al.* 2002) to become regarded as an enduring part of organisational practice, or as a common stock of knowledge of management practitioners (Zucker, 1977; Zeitz *et al.* 1999; Hasselbladh and Kallinikos, 2000) or as a 'way of life' (Andersson *et al.* 2006). Colyvas *et al.* (2011:30) offer a helpful distinction between diffusion and institutionalisation as *"the former is concerned with spreading, or how things flow, whereas the latter is concerned with stickiness, or how things become permanent"*. Madsen and Stenheim (2014:104) agree and propose that:

> *"impact consists of both (1) a time dimension and (2) a space dimension. The time dimension is related to the institutionalisation of the concept, whereas the space dimension is related to the degree to which the concept is widely diffused and prevalent."*

Diffused but not institutionalised – only a temporary impact.	**Diffused and institutionalised – enduring and long-lasting impact**
Neither institutionalised nor diffused – very limited impact.	**Institutionalised but not diffused – limited impact in the social context as a whole but enduring impact in a particular segment**

(vertical axis label: Degree of Diffusion)

Degree of institutionalisation

Table 2.1 A typology of the impact of management innovation concepts (Madsen and Stenheim, 2014)

Table 2.1 shows the Madsen and Stenheim (2014:104) typology of management innovation impact using the two constructs of diffusion and institutionalisation ranked on a scale from low to high.

2.3.2 Management innovations – a framework

At this stage in the literature review the author will pause for reflection and to make an observation. There is much overlap and sharing between the related fields of technological innovation and management innovation however this has led to a proliferation of terminology - but not necessarily a proliferation of content - especially when associated with the generation and adoption stages linked to a management

innovation. This may be because the academic community have chosen not to differentiate between the two or it may be because the field itself is relatively new and empirical frameworks have still to be developed. Assuming the latter then the author would suggest a good starting point is the Birkinshaw *et al.* (2008:832) proposal of a four-phase management innovation process that relates primarily to the situation where an innovation is both produced and consumed in the same organisation. It is reproduced in Figure 2.2 and is viewed from the perspectives of both internal and external change agents. It consists of:

- Motivation – the circumstances that lead individuals to consider developing their own management innovation.
- Invention - an initial act of experimentation out of which a new hypothetical management practice emerges.
- Implementation - the technical process of establishing the value of the new management innovation in a real setting.
- Theorising and labelling – the social process whereby individuals inside and outside of the organisation make sense of and validate the management innovation to build its legitimacy' (Birkinshaw *et al.* 2008).

In this vein, the Birkinshaw *et al.* (2008:832) four-phase process can resemble the generation and piloting of a managerial innovation before its diffusion within the population. The Birkinshaw *et al.* (2008:832) framework also identifies the nature of the interactions between phases as well as referencing inputs provided by both organisational and environmental contexts.
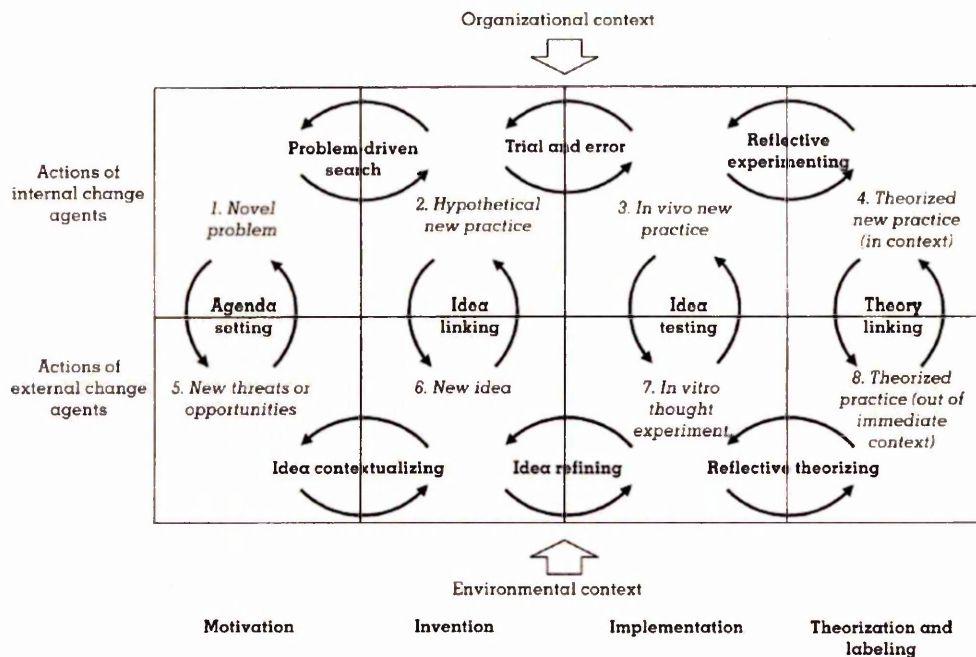
Figure 2.2 A Management Innovation Process Framework (Birkinshaw *et al.* 2008:832)

The Birkinshaw *et al.* (2008:832) framework is a good start on the development of a single management innovation process framework that not only extends from 'motivation' all the way to 'entrenchment' but also consolidates the content of the various stages or phases based on the literature and resolves any potential confusion associated with the proliferation of terminology. In addition, the proposal and development of such a framework can act as a provocation for a process of empirical testing to take place. Such a framework is developed and proposed by the author and is shown in Table 2.1. This retains the dual perspectives of Internal and External Change Agents and extends the Birkinshaw *et al.* (2008:832) framework from Theorisation and Labelling to include the additional stages of:

- Diffusion and Adoption.
- Evolution, Adaptation and Translation.
- Assimilation and Entrenchment and Sedimentation

The extended Intraorganisational Management Innovation Process Framework in Table 2.2 is used to consider certain management innovations in the remainder of this research.

	Motivation	Generation & Invention & Initiation	Adoption Decision & Implementation	Theorisation & Labelling	Diffusion & Adoption	Evolution & Adaptation & Translation	Assimilation & Entrenchment & Sedimentation
Description	The organisation deems that existing management practices are inadequate for their needs and chooses not to adopt an existing solution from elsewhere.	This refers to the phase in which a *hypothetical new practice* is first tried out in an experimental way.	A top-down adoption decision requires making sense of the actions of internal and external change agents in an implementation plan for what is currently an *in vivo new practice.*	This builds the rationale to link the original problem and innovative solution and expressing that logic in terms that resonate with key constituencies. Labelling selected to reflect theorisation.	Diffusion and adoption occur when members of the population choose to acquire and use the new practice. Requires motivation of users and support of middle managers for the innovation.	The more or less deliberate transformation of practices and/or ideas that happens when various actors try to transfer and implement them into a new context.	The management innovation is transformed and anchored into an enduring part of organisational practice with the intended effects being reproduced.
Actions of Internal Change Agents	They engage in a problem-driven search process beginning with proximate contacts, developing their own solutions or engaging with external change agents.	They come up with a hypothetical new practice through exercising *problem-driven search, trial and error, or idea linking* with external change agents.	They try out the proposed new practice and evaluate its progress against the original idea (*trial and error*) and the reactions of other employees.	They build legitimacy in the organisation through theorising about the value of the new practice and labelling it in such a way that its value is consistent with the prevailing norms.	May be involved in facilitating cross-fertilization of ideas among organisational members with diverse backgrounds.	May be involved in the initial translation process (from ideas to quasi-objects) and / or assisting adopters in translating into practices to assure fidelity / uniformity.	May be involved in teaching the concept's theoretical foundation, its related techniques, tools and procedures and certifying achievement levels
Actions of External Change Agents	They generate influential points of view by linking their experience and interpretation of changes in the environmental context with agenda-setting conversations about the issues executives face.	They come up with a new management practice through *idea contextualizing, idea refining,* and *idea linking.* These can be viewed as developing new solutions to existing problems, followed by empirical evidence.	They rarely play an active role in implementation but oscillate back and forth between what might make sense in the world of ideas and the *in vivo* implementation of what works in the world of practice.	They frame the innovation as a logical solution to a generic challenge or problems that all organisations face and show how the innovation is consistent with existing management practice.			May be involved in *prescription* or *regulation* i.e. the degree to which agents prescribe and monitor the organisational implementation and use of a concept against adaptation parameters.

Table 2.2 An Extended Management Innovation Process Framework

The adoption by GSK of a range of existing management innovations as new ideas, objects and practices (Walker *et al.* 2011) with the aim of achieving a competitive advantage through performance improvement has already been indicated in Chapter 1 Section 1.4. Chapter 1 Section 1.5 has also indicated that this research will not review the rational for the abandonment of those management innovations on the basis that this particular subset of the literature is already mature. Instead this section will briefly review the literature on Total Quality Management (Blythe *et al.* 1997), Six Sigma (Carleysmith *et al.* 2009), Lean (Selko, 2011), Organisational Development (Kelly, 1996; James *et al.* 2001) and Project Management (Alexander, 2008) for the purpose of not only using the example of TQM to develop a management innovation content typology to compare and contrast the content of management innovations but also to develop frameworks of critical success factors and failure modes for consideration in evaluation of a new management innovation.

2.4.1 Management Innovations – successes and challenges

Within GSK, Blythe *et al.* (1997) claim that TQM has improved products and services, decreased wasted resources, sustained competitive advantage, motivated the workforce and increased employee involvement. However they go on to comment on the significant effort from senior managers required to embed and sustain such an initiative and that even 18 months into the deployment projects are still being driven in a top-down manner.

Dufton *et al.* (2009) report that in some GSK factories, Lean and Six Sigma tools have been used from 1991 however the process improvement methodology met little enthusiasm in R&D at the time and uptake was minimal. Notwithstanding the above a Six Sigma programme was re-launched in R&D in 2003 with members of staff trained in Lean and Six Sigma tools including change management and deployed full-time as dedicated practitioners. The programme customised the factory-based concepts with a 'greater focus on lean thinking and change management, while somewhat reducing

focus on the Six Sigma statistical tools'. Dufton *et al.* (2009) subsequently reported that the implementation of Lean Sigma in R&D had been found to be more challenging than in the factory not only because of a strong culture and matrix processes across lines and product teams that dilute sponsorship but also because of a perceived imposition of improvement methods onto what scientists believe to be a creative, innovative activity.

Selko (2011) states that in order to drive the business needs of GSK and keep the focus squarely on the customer, combining Lean and Six Sigma was the most efficient and proven route to take and labelled the approach as Operational Excellence (OE) - reporting annualised cost savings of £300 million by 2004 through its network of manufacturing sites (Carleysmith *et al.* 2009). Selko (2011) also argues that 'traction on a lean journey' requires 'getting' the tools to the shop floor in a manner that is sustainable. He also reports that once this was happening employees were reporting a higher level of job satisfaction and improved communication between management and staff.

Kelly (1996) describes an OD intervention in GSK that focused on achieving a smooth cultural transition as part of a merger. The stated goal was to produce individuals and teams who would could take 'risks and responsibility' for their actions. James *et al.* (2001) describe an OD intervention that had the objective of better understanding customers and promotion of collaborative working. Their paper focuses on the challenges of leading a team of multinational change agents and recommends a set of success criteria.

The focus of Pellegrinelli *et al.* (2009) is the role of a Project Management Office (PMO) in GSK and promotes a vision of a group of planners or analysts working across the project management organisation who are supporting and relieving project managers. Alexander (2008) describes project management as a major force in GSK requiring the development and implementation of project management training at every level. She goes on to describe a GSK initiative to improve people capabilities and processes, enabling technologies and support services to deliver integrated project and portfolio planning and claims that project team members now use a common language to

identify the risks on their projects and approach risk management in a more consistent way, which is having an effect throughout the entire organisation.

2.4.2 Management Innovations – content typology

Within the literature opinions differ about the content of Management Innovations with Boaden (1996) being particularly critical that there is no consensus on the terminology and definitions of TQM. Dean and Bowen (1994) agree that the best approach to characterisation of TQM is by its principles, practices, and techniques. Sousa and Voss (2002:92) concur and argue that:

> *"Empirical research that assesses TQM and what constitutes TQM should be conducted at the level of practices because the practices are the observable facet of TQM, and it is through them that the TQM implementation is accomplished and managers work to achieve quality improvements".*

Srinivasu *et al.* (2010) suggest that any definition of TQM should contain a set of core values or mutually reinforcing principles (Dean and Bowen, 1994) as well as their supporting set of practices and techniques (Sousa and Voss, 2002). Hellsten and Klefsjö (2000) provide further insights with their comments that methodologies and techniques are ways to work within the organisation to reach the values, these consist of a number of activities performed in a certain way and that tools are rather concrete and well-defined, which sometimes have a statistical basis, to support decision-making or facilitate analysis of data.

Hellsten and Klefsjo (2000:242) then go on to adapt the framework originally proposed by Dean and Bowen (1994) to a systems model (see Figure 2.3) focusing on 'principles / values', 'practices / techniques' and 'tools'. This is a helpful model not only because it can be converted into a typology applicable to any Management Innovation but it also avoids specifying definitions that are either too narrow and context specific or too broad such that they can encompass all other Management Innovations (Shah and Ward, 2007).
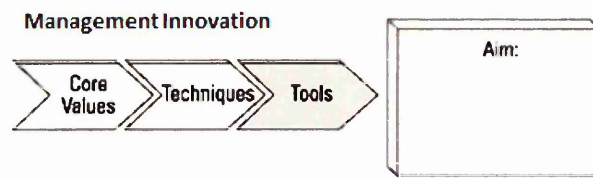
Figure 2.3 Management Innovation (Hellsten and Klefsjo, 2000:242)

Aim	Core Values and Principles	Methodologies and Techniques	Tools
Increase external and internal customer satisfaction with reduced amount of resources	• Management Commitment • Focus on Customers and Employees • Continuous Improvement • Everybody's Participation • Base decisions on Facts	• Quality Function Deployment • Quality Circles • Benchmarking • Policy Deployment • Design of Experiments • Supplier Partnerships • Employee Development • Process Management	• Flow Charts • Customer Surveys • Pareto Analysis • SPC • Ishikawa Diagram • Factorial Design • Relationship Diagraph

Table 2.3 Total Quality Management (adapted from Hellsten and Klefsjo, 2000).

Table 2.3 shows the author's consequent application of this management innovation content typology to TQM while the author's subsequent application to the remaining management innovations deployed by GSK is in Appendix I Tables I1 to I4.

2.4.3 Management Innovations – critical success criteria

The author suggests that there is merit in considering the existing management innovations adopted by GSK in terms of their critical success factors as agreed in the literature with the justification that if ADP meets the same set of criteria then ADP is likely to be at least as successful as those deployments. The author has compiled a summary of these recommendations from the literature and that summary is shown in Table 2.4 and also referred to in Chapter 6 of this research.

Management Innovation	Critical Success Factors
TQM Ismail Salaheldin, 2009; Fuentes *et al.* 2006; Kanji, 2000; Kaynak, 2003	Top management commitment People management Customer focus Process management Quality data and reporting.
Six Sigma Kwak *et al.* (2006) Weiner, 2004; Antony *et al.* 2002; Buss and Ivey, 2001; McClusky, 2000	Management involvement and organisational commitment. Project selection, management, and control skills, Encouraging and accepting cultural change Continuous education and training.
Lean Scherrer-Rathjea *et al.* 2009	Lean will not succeed without visible management commitment. Develop formal mechanisms to encourage and enable autonomy. Openly disclose mid- to long-term lean goals Ensure mechanisms are in place for the long-term sustainability of lean Communicate lean wins from the outset Continual evaluation during the lean effort is critical.
OD Kiran, 2014	The intervention must be relevant to the organisation and its members. Interventions must be based on valid knowledge that desired outcomes can actually be produced. The intervention transfers change-management capability to organisation members. Success depends on the expertise, experience and talents of the OD consultant.
Project Management Westerveld, 2003	Leadership style and co-operation in the project team. Project goals are aligned with those of stakeholders. Engagement with internal and external stakeholders. Effective and efficient use of project resources. Contractual relationships with partners. Effective use of project management skills in execution of the project.

Table 2.4 Existing Management Innovations – Critical Success Factors

2.4.4 Management Innovations – failure modes

Similarly the author suggests there is merit in considering the potential failure modes outlined in the literature for the management innovations already deployed by GSK. The justification is that if ADP is able to avoid those potential failure modes then ADP is likely to be more successful than the deployment of the existing management innovations. The author has compiled a summary of these potential failure modes from the literature and that summary is shown in Table 2.5.

Management Innovation	Management Innovation Failure Mode
TQM Antony, 2009; Black *et al.* 2006; Evans and Lyndsay (2005); Lazarus *et al.* 2004; Benedetto, 2003; Dooley *et al.* 1998; Kolesar, 1995	Without a single integrated approach TQM became a set of tools rather than a business improvement strategy. It also neglected the change management dimension.
Six Sigma Eng, 2011; Alvesson *et al.* 1996; Antony, 2004; Antony, 2008; Kumar *et al.* 2008; Pande *et al.* 2000	Six Sigma has been criticised as difficult for non-technical people to apply and requiring investment in training. Difficulties have also been reported in meeting the data acquisition requirements with service processes.
Lean Dahlgaard *et al.* 2006; Shah *et al.* 2008; Mann, 2010	Lean is best suited to mass production environments with stable requirements. It can lead to reduced organisational agility.
OD Greiner *et al.* 2005; Weidner, 2004; Worren *et al.* 1999	OD has been criticised for not delivering business results and although still practiced (by the few) it has been replaced by Change Management (practiced by the many) as part of integrated organisational change efforts.
Project Management Morris, 2010; Clarke, 1999; Maylor, 2001; Pinto, 2002; Engwall, 2003	Studies show a disparity between the growing body of PM know-how and the effectiveness of its applications to projects. In other words more projects are failing despite a greater focus on PM.

Table 2.5 Existing Management Innovations – Potential Failure Modes

2.5 Gaps in the literature

This section seeks to not only identify the gaps in the bodies of literature reviewed in this chapter but to also use them as additional constructs for the theoretical framework that guides this research.

It is difficult to argue that the literature using the perspective of management innovation as fashion / diffusion is anything but mature – both in terms of quantity and age (1990 to 2005). Nevertheless the author suggests that the debate around a management innovation's 'rationale for adoption' (as summarised by Sturdy, 2004), 'argument type' or 'rhetoric' (Benders and Van Veen, 2001), 'invariant nature' (Abrahamson, 1996, 2006) and 'interpretative viability' (Benders and Van Veen, 2001)

is still very relevant – based on the author's experience and in conversations with manager practitioners. The constructs of a management fad life-cycle in Figure 2.1 (from Ettorre, 1997) and 'academic dismissal' (Grover *et al.* 2000) would also appear relevant for the same reason.

The author has already argued that the literature around the management innovations already adopted by GSK can be considered mature. However, the material in Chapter 2.4.1 is useful in understanding the research context and the compilations in Table 2.4 and 2.5 also provide helpful insights when predicting the likely success of ADP. Similarly Figure 2.3 (from Hellsten and Klefsjo, 2000) provides a model that will be valuable in not only answering the first research question but also providing guidance for practitioners.

In contrast, the author suggests that the literature on management innovation from the rational / translation perspective is still in its early stage and is at the point where much of the recent literature has already made suggestions for further research. The author has compiled these as Table 2.6.

Author	Suggested research focus	Suggested research area (gap in the literature)
Volberda, Van Den Bosch & Mihalache (2014)	Management innovation cycle	Exploring in its entirety the multilevel process of generation, diffusion, adaptation, adoption, and eventual exit.
Mueller & Whittle (2011)	Translation stage	Develop a set of concepts to understand the detailed, micro-level interactions through which ideas are translated.
Ansari, Reinecke & Spaan (2014)	Implementation and adaptation stages	The implementation and *adaptation* of new practices.
Mol & Birkinshaw (2009)	Diffusion stage	How new management practices diffuse inside firms and the role geographically disparate units play in such diffusion processes.
Damanpour & Aravind (2012)	Generation and adoption	The generation process of managerial innovations has rarely been probed and that the adoption processes of technical and managerial innovations are similar.
Mol & Birkinshaw (2009)	Implementation stage	The process of implementation of new-to-the-firm practices that are adapted from elsewhere.

Daniel, Myers & Dixon (2012)	Management innovation content	Studies could explore how characteristics of the practice relate to adoption rationales or characteristics of the subsequent adoption.
Heusinkveld & Benders (2012)	Sedimentation of management fashion	Study the routes of different forms of sedimentations of management fashions within organisations. This implies that an idea's evolution should not be regarded as a single route leading to either abandonment or institutionalization but as being more heterogeneous / open-ended.
Heusinkveld & Benders (2012)	Research methods	Longitudinal case studies are still under-utilised, but can provide valuable clues both for the important but under-researched questions such as the changing long-term cognitive and behavioural impact of management ideas in organisational practice.
Volberda, Van Den Bosch & Mihalache (2014)	Organisational change	Explore how the organisations themselves change in order to adopt the new practice.
Volberda, Van Den Bosch & Mihalache (2014)	Role of change agents	That is, what are the mechanisms that help change agents—considered in the rational perspective—to navigate the institutional environment to legitimize the new practice?
Henk (2014)	Role of change agents	How do the motivations or the personalities of change agents affect their roles and actions. Also, we need to gain further understanding of the interrelationship between these change agents.
Birkinshaw, Hamel & Mol (2008)	Role of change agents	Explore whether key change agents involved in management innovation are able to take on hybrid internal/external roles. A second line of inquiry might be to consider the extent to which internal and external change agents are acting in harmony.
Daniel, Myers & Dixon (2012)	Other stakeholders	Include the view of a wider range of staff and other stakeholders, such as customers, suppliers and external regulatory agencies. The inclusion of such perspectives may help to confirm the presence of certain rationales such as the political and cultural rationales.
van Veen, Bezemer & Karsten (2011)	Other stakeholders	More attention for the role and activities of managers and other actors in the management innovation process. Their active role needs to be taken into account in future research on a theoretical as well as an empirical level.

Table 2.6 The Management Innovation literature – gaps and further research

Of the fifteen suggested research areas from the recent literature, seven were linked to a call to explore, in more detail, some or all of the phases of a management innovation process. This is consistent with the author's observation that additional conceptual models and frameworks that build on what has gone before but also address the challenges of proliferation of terminology are appropriate. Of the remaining suggested research areas, five were linked to a suggestion for further

research into the roles of change agents and other stakeholders in the management innovation process.

2.6 Theoretical framework

This Chapter has used not only the two different perspectives found in the literature on management innovation i.e. a fashion or diffusion perspective and a rational or translation perspective - but also a review of the existing management innovations deployed by GSK. A section of themes from 'gaps in the literature' can be added to the original research framework:

- Research objectives:
    - Explore, within the case study organisation, the content of ADP – the 'What?'
    - Explore, within the case study organisation, the methodology for the deployment of ADP – the 'How?'
    - Explore, within the case study organisation, the underlying rationale for the continuing deployment of ADP – the 'Why?'
- Priority research questions:
    - What are the critical features that characterise the content and specificity of ADP in the Case Study organisation?
    - What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?
    - To what extent is ADP responsible for change in the Case Study organisation?
- Gaps in the literature:
    - Explore the multi-level process that is represented by a management innovation cycle from generation to sedimentation (Volberda *et al.* 2014; Birkinshaw *et al.* 2008).

- Explore further the roles of change agents and other stakeholders in the management innovation process (Birkinshaw *et al.* 2008; Henk, 2014; Van Veen *et al.* 2011).
- Use of longitudinal case studies to explore how organisations change in order to adopt a management innovation (Heusinkveld and Benders, 2012; Volberda *et al.* 2014).

Chapter 2 also allows for the construction of the explicit theoretical framework or summary structure of constructs and definitions (Swanson and Chermack, 2013) as shown in Table 2.7. This supports the study by connecting it not only with the appropriate literature but also the relevant frameworks developed by the author in Tables 2.2 and 2.3.

Constructs	Definitions
Management innovation as 'fashion', its invariant nature and the role of fashion-setters (Sturdy, 2004; Abrahamson, 1996, 2006).	The management innovation is a transitory collective belief that can be represented as the imitation or adoption by fashion 'followers' of ideas that have been disseminated by fashion 'setters'. Rhetoric and other persuasive techniques will be used to convince audiences of the plausibility and appropriateness of their ideas.
Interpretative viability of the management innovation (Benders and Van Veen, 2001).	The management innovation requires a certain degree of conceptual ambiguity in order to be broadly disseminated.
A management fad life-cycle (Ettorre, 1997) and 'academic dismissal' (Grover *et al.* 2000).	The management innovation is short-lived but enthusiastically pursued and characterised by a rapid upswing of interest followed by an equally rapid downturn. As such, the management innovation will be considered as not worthy of serious academic consideration.
The management innovation process and its phases of adaptation / translation and diffusion / institutionalisation (Birkinshaw *et al.* 2008; Volberda *et al.* 2014; Ansari *et al.* 2014; Mol and Birkinshaw, 2009).	The adoption process of the management innovation is predictable and will broadly comprise the phases outlined in Figure 2.2 and extended by the author in Table 2.2.
The roles of internal / external change agents and other stakeholders (Birkinshaw *et al.* 2008; Daniel *et al.* 2012).	The deployment of the management innovation is a social process with conscious and deliberate input from groups of internal change agents as well as external change agents. The latter not only influence the development of the management innovation but also legitimise its effectiveness and retention.
The environmental and organisational contexts (Birkinshaw *et al.* 2008).	The generation and adoption of the management innovation is motivated by perceived changes in the business environment. In an organisational context the impact of interventions by senior leaders and other stakeholders is to create the

	opportunity that encourages and facilitates local adoption of the management innovation.
Management Innovation Content typology (Hellsten and Klefsjo, 2000).	The content and specificity of the management innovation can be characterised in a systems model or content typology as shown in Figure 2.3 and developed by the author in Table 2.3.

Table 2.7 Theoretical Framework

2.7 Summary

This Chapter has provided an overall perspective on the state of research on management innovation. It has used not only the two main perspectives found in the literature i.e. a fashion or diffusion perspective and a rational or translation perspective but also reviews the literature on the Management Innovations already deployed by GSK to identify a typology of management innovation content. It extends and develops the Birkinshaw *et al.* (2008) management innovation framework and also identifies gaps or suggested opportunities for further research from the relevant literature. These perspectives, in turn, have generated additional constructs which are linked to one or more of the research objectives to build further on the preliminary theoretical framework.

Chapter 1 introduced the research context, aims and objectives and identified a set of priority research questions. Chapter 2 provided a thematic perspective on the state of research on management innovation and identified relevant constructs from the literature to build further on the preliminary theoretical framework. Chapter 3 is an elaboration not only of the research strategy, philosophy and methods but also develops the research design to address its data collection and data analysis challenges. It closes by exploring the issues represented by the researcher being both 'inside' and 'part of' the data.

3.1 Research Philosophy and Research Strategy

In the case of organisational change, the process of transition is generally studied over time and within an historical and organisational context (Dawson, 1997). The approach is often multi-disciplinary (Clark *et al.* 1988) and centres on the collection of longitudinal data over periods of real and retrospective time (Pettigrew, 1985). In practice, longitudinal research can refer to a number of quite different types of study and some of these differences can be traced to disagreement among scholars on the meaning of organisation change and how to study it. Van de Ven and Poole (2005) link these disagreements to different ontological views that scholars hold about organisations and different epistemologies about methods for conducting research. The epistemological thread running through these works is the difference between scientific explanations cast in terms of independent variables causing changes in a dependent variable, and explanations that tell a narrative or story about how a sequence of events unfolds to produce a given outcome (Vand de Ven and Poole 2005). These quite divergent explanations are referred to, respectively, as *variance* and *process* methods (Mohr, 1982).

Van de Ven and Poole (2005) summarise the debate around alternative organisational ontologies and epistemologies with a typology of four approaches for studying

organisational change. The four approaches in the typology, illustrated in Table 3.1, are based on the work of Mohr (1982) and result from viewing the ontology of organisations as consisting of things or processes and epistemologies as variance or process methods for studying organisational change. Approaches I and II adopt variance and process methods, respectively, to study change in an organisational entity that is viewed as a real social actor with an enduring identity. Approaches III and IV adopt variance and process methods, respectively, to study change in an organisational entity that is viewed as a set of processes of organising. The typology (Van de Ven and Poole, 2005) provides a repertoire of ways to study organisational change.

- Approach I studies change in an organisational entity with a variance methodology. It is particularly well-suited for examining research questions such as what are the causes or correlates of change in organisations. This approach treats change in an organisational entity as a dependent variable and explains it as a function of independent variables. Time is simply a linear *continuum* divisible into uniform units.

- Approach II adopts a process methodology to study research questions of how change unfolds in organisational entities. Change is conceptualised as a succession of events, stages or cycles in the development of an organisation. Time is *transactional* with a focus on the temporal occurrence of significant events or 'critical values' (McGrath and Kelly 1986) so dependent on the observers operating within it.

- Approach III presumes the world is composed of processes and applies the process research approach. It examines how processes such as sense making or conflict resolution unfold over time. Time may enter into theories by way of *temporal predispositions* of people, organisations, and cultures – these can include time urgency or temporal orientation (past, present, future) (Waller *et al.* 2001)

- Approach IV studies investigate processes through *quantitative analysis* of an event series. This strategy (a) specifies indicators or variables that characterize attributes of events, (b) codes events to assign values to these variables, and (c)

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analyses the resulting time series to examine questions about the sequence, pattern, or structure an unfolding process. Time can serve as an independent, dependent, or moderating *variable* of the change process.

		Ontology - an organisation is represented as being:	
		A social actor, a real entity, a 'thing'.	A verb, a process or organising, emergent flux.
Epistemology – method to study change.	Variance method	**Approach I** Variance studies of change in organisational entities by causal analysis of independent variables that explain change in the entity as a dependent variable.	**Approach IV** Variance studies of organising by dynamic modelling of agent-based models or chaotic complex adaptive systems.
	Process narratives	**Approach II** Process studies of change in organisational entities narrating sequence of events, stages or cycles of change in the development of an entity.	**Approach III** Process studies of organising by narrating emergent actions and activities by which collective endeavours unfold.

Table 3.1 A typology of approaches for studying organisational change (Van de Ven and Poole, 2005)

In his work Mohr (1982) insists strongly on the necessity of keeping variance and process theories separate perhaps because of the association with the epistemological and ontological assumptions of a particular paradigm. Langley (1999) criticises this artificial separation of variables and events as difficult to satisfy and notes that, in practice, phenomena of different kinds are intertwined. Fidock and Carroll (2009) also criticise the Mohr (1982) perspective of variance and process theories as a rather restrictive and mechanistic view of change and argue for a wider discourse that advocates methodological and theoretical pluralism. They suggest that, in particular, combining the two research approaches has the potential to provide richer and more complete descriptions and explanations through leveraging the strengths of variance research in providing answers to the 'what' questions and the strengths of process research in providing answers to the 'how' questions (Van de Ven and Poole 2005).

Mueller and Urbach (2013) offer an alternative to the dominant epistemologies of process and variance with their 'systems approach' that emphasises the 'components,

relationships, as well as the properties and boundaries of that system in contrast to its environment'. They go on (Mueller and Urbach, 2013:7) to suggest that:

> *"A researcher employing system thinking has to pay close attentions to the role of time in her/his theory as the behaviour of the parts is generally more dynamic than the behaviour of the whole and that the shaping of the whole thus tends to lag behind. Also, all parts of the system ... are linked together by mutual feedback and feedforward mechanisms. "*

After reflecting on the research questions, the research context and the self-identification of the author as a 'Positivist', this research has assumed an objectivist ontology as well as the methodological and theoretical pluralism that is advocated by Fidock and Carroll (2009) and Langley (1999) and can be characterised as a combination of Approaches I and II from Table 3.1. The author agrees with Cairney (2015) that the study of narrative – often using content analysis with discourse analysis – if examined in a 'systematic empirical manner' can be entirely consistent with positivist scholarship. This approach allows for both 'What?' and 'How?' Research Objectives to be addressed, process issues can be viewed through a quantitative lens and time provides not only a means of logically ordering a progression of events but also as an identifier of event sequences and phases.

Given not only the nature of this particular research topic and its underlying focus on determining the merit or worth of a particular management innovation through an emphasis on contextual understanding but also its methodological and theoretical pluralism, then a case study-based approach seems the most appropriate research strategy (Kumar *et al.* 2009; Simons, 2009). Piekkari *et al.* (2009:569) conceive the case study to be a *"research strategy that examines, through the use of a variety of data sources, a phenomenon in its naturalistic context, with the purpose of 'confronting' theory with the empirical world"*. It is an approach that *"explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information . . . and reports a case description and case themes"* (Creswell, 2013:97).

There are three case study approaches identified in the literature (Hyett *et al.* 2014). The first, proposed by Stake (1995) and Merriam (2009), is situated in an interpretive

or social constructivist paradigm and supports a transactional method of inquiry, where the researcher has a personal interaction with the case (Hyett *et al.* 2014). Stake (2005) identifies the aim of case study research as being 'the study of the particular' with the aim of providing an 'understanding of human experience'. He regarded this as epistemologically distinct from generating causal explanation.

The second approach, proposed by Ragin (1992, 1997) draws on a critical realist philosophy to make the case that causal explanations should take context into account to be meaningful and that explanations are necessarily local and 'historical' rather than law like. Critical realists advocate the use of case studies for theory testing especially those cases that are 'most likely' or 'least likely' to confirm or disconfirm a theory.

The third and dominating approach, by Yin (2009), Flyvbjerg (2011), and Eisenhardt (1989), approaches case study from a positivist viewpoint. Johnson and Duberley (2000) argue that positivism is the dominant epistemology in management research and is both ontologically and epistemologically objective. They go on (p. 98) to state that:

> *"Positivists assume that there is a point at which an observer can stand back and objectively or neutrally observe what they understand to be an external reality. In doing so, provided that the correct methodological procedures are followed, positivists think that they can observe without influencing what they observe. This allows the scientist to objectively test theory by gathering data, or the facts that can be collected through observation of an external objective reality".*

Collins (2010:38) notes that:

> *"As a philosophy, positivism is in accordance with the empiricist view that knowledge stems from human experience. It has an atomistic, ontological view of the world as comprising discrete, observable elements and events that interact in an observable, determined and regular manner".*

Dudovskiy (2014) argues that positivism is difficult to explain in a precise and succinct manner because there are vast differences between the settings in which positivism is used by researchers; however he goes on to suggest that business relationships can be justly perceived as aggregations of relationships between individuals within and

between firms and that positivism is one of the most suitable approaches to study the nature of relationships.

In the case study literature Eisenhardt (1989) effectively builds on Yin (2009), but there are differences between the two. Yin has more of a practical concern for applications to policy making and consulting while Eisenhardt prefers the use of case studies for theory building in management research (Piekkari *et al.* 2009). Eisenhardt and Graebner (2007) acknowledge that case studies can be used for different purposes but focus on their role in the development of inductive theories that form 'bridges from rich qualitative evidence to mainstream deductive research'. Ragin (1992, 1997) agrees and labels this a 'variable-oriented' approach that 'extracts the research subject from its context and decomposes it into variables'.

The author has already self-identified as a 'Positivist' and this research – with not only its focus on the development of constructs to explore and explain GSK's deployment of ADP and on practical application by manager practitioners but also its systematic empirical approach (Cairney, 2015) – sits in the positivist territory already claimed by Yin and Eisenhardt.

3.2 Case Study Research

Case study research is one of the most powerful research methods in operational management (Voss *et al.* 2002) however Darke *et al.* (1998:280) caution that the 'case study research method' is <u>not</u> worthy of consideration if:

> "A phenomenon is well understood and mature, where constructs exist already and are well developed, where understandings of how and why the particular phenomenon occurs is not of interest, and where understandings of the contexts of action and the experiences of individuals in a single setting is not relevant".

Yin (2009) presents four situations where he suggests that case study research is appropriate:

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- To explain complex causal links in real-life interventions.
- To describe the real-life context in which an intervention has occurred.
- To describe the intervention itself.
- To explore those situations in which the intervention being evaluated has no clear set of outcomes.

In this context, the set of research objectives and research questions focus attention on the 'why', 'what', 'how' of a particular series of events and Yin (2009:17) is particularly helpful when citing Schramm (1971) to argue that:

> "The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result".

Moon (2007) agrees and suggests a case study is particularly good for examining the question series: 'who', 'what', 'where', 'how' and 'why', which are enquiries about a contemporary set of events over which the investigator has little or no control (Yin, 2009) or a real-life context within which events take place and to capture the essence of events, especially as they unfold (Russ-Eft, 1999). Especially, the 'how' question is suitable for a case study because this question deals with operational links needed to be traced over time, rather than mere frequencies or incidence (Yin, 2009). Burnes (2004) suggests a case study approach is preferred when, as in this case, the researcher is interested in 'why' an organisation is making a change,' how' it approaches the change and 'what' factors had assisted it to manage the change successfully (Russ-Eft, 1999). Other strengths of the case study approach are that it measures behaviour rather than verbal responses to a survey; it uses a variety of different data sources, including archival records, interviews, direct observations, participant observations, and artifacts. It is also the ideal methodology when a holistic, in-depth investigation is needed (Feagin *et al.* 1991).

Eisenhardt (1989) and Yin (2009) express their preference for the multiple case study because of its strength in providing 'analytical generalisation' while Piekkari *et al.* (2009) draw attention to a 'tension' between pursuing the 'replication logic' of multiple cases and seeking new theoretical insights with the richness of a single case. Dyer and Wilkins (1991) argue strongly for the superiority of the 'deep or classic single

case study', which, because of its rich, contextual insights into the dynamics of phenomena, has the capacity to be 'paradigm creating' or 'paradigm challenging'. Gerring (2004:342) agrees and offers a definition of a case study as *"an intensive study of a single unit for the purpose of understanding a larger class of (similar) units"*. He proposes that a 'unit' signifies a 'spatially bounded phenomenon' that is observed over a delimited period of time.

Using the Gerring (2004) definition this research can be characterised as an 'intensive study of the deployment of a management innovation' i.e. ADP as the single unit. GSK represents the set of spatial boundaries and the delimited period of time is 2008 to 2012. Another typology that helps in conceptualising case study research comes from Thomas (2011).
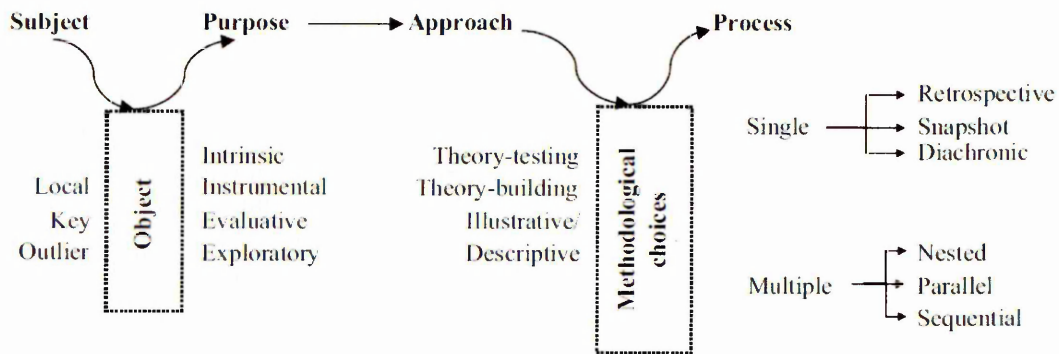
Figure 3.1 A typology of case study (Thomas, 2011:518)

Figure 3.1 – reproduced from Thomas (2011:518) - represents a framework or *"classificatory schemata"* that *"maps out the terrain and potential routes to travel"* (Thomas, 2011:511) and is based on a number of considerations, selections and decisions that the researcher makes in the design of the case study. These are:

- **The Subject** – is usually selected because it represents an interesting or unusual example and acts as a lens through which the properties of the *object* are refracted. In this research the subject is the deployment of a management innovation i.e. ADP, a selection based on *local knowledge* and the author's familiarity with the subject. Thomas (2011) argues that this should be the same

as the case – the author would agree with Yin (2009) and Gerring (2004) that the subject is perhaps better represented as the embedded unit(s) of analysis.

- **The Object** – constitutes the analytical frame within (and through) which the subject is viewed. In this research the object comprises not only the characteristics of the deployment process and the content of the management innovation but also the perceived performance (success and failure criteria) i.e. the priority research questions.

- **The Purpose** – is directly connected to the object of the study, it is the reason for doing the research. This research can be represented as *intrinsic* because of the author's interest in the topic, also as *evaluative / exploratory* in terms of providing answers to the priority research questions.

- **The Approach** – is linked to the significance of theory in the conduct of the research. This research is not intended to be *"entirely descriptive, moving in a theoretical vacuum"* (Thomas, 2011:516); instead the author *builds a theory* by first building a theoretical framework from the literature and secondly using secondary research questions to identify additional constructs.

- **The Process** – as discussed above this research is characterised by being about a *single* case. It is both *retrospective* and *diachronic* in the sense that it explores change over time.

3.2.1 Case Study Design

The positivist tradition favours a 'design logic' to case study research, in which fieldwork is preceded by the careful development of a 'blueprint' (Yin, 2009) or plan for the case study. The blueprint turns a case study into a theoretical endeavour; it anchors the study in existing literature, specifies the research questions, unit of analysis, the nature of the desired theoretical contribution, and may even include the *"a priori specification of constructs"* (Eisenhardt, 1989:536) before the start of fieldwork. The plan sets out the 'logical sequence' (Yin, 2009) to be followed.

This research is anchored in the literature on management innovations and started with three priority research questions. Chapter 2 identified additional constructs, 'gaps' from the literature and a theoretical framework – see Table 2.7:

- Priority research questions:
    - What are the critical features that characterise the content and specificity of ADP in the Case Study organisation?
    - What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?
    - To what extent is ADP responsible for change in the Case Study organisation?
- Gaps in the literature:
    - Explore the multi-level process that is represented by a management innovation cycle from generation to sedimentation (Volberda *et al.* 2014; Birkinshaw *et al.* 2008).
    - Explore further the roles of change agents and other stakeholders in the management innovation process (Birkinshaw *et al.* 2008; Henk, 2014; Van Veen *et al.* 2011).
    - Use of longitudinal case studies to explore how organisations change in order to adopt a management innovation (Heusinkveld and Benders, 2012; Volberda *et al.* 2014).

Constructs	Definitions
Management innovation as 'fashion', its invariant nature and the role of fashion-setters (Sturdy, 2004; Abrahamson, 1996, 2006).	The management innovation is a transitory collective belief that can be represented as the imitation or adoption by fashion 'followers' of ideas that have been disseminated by fashion 'setters'. Rhetoric and other persuasive techniques will be used to convince audiences of the plausibility and appropriateness of their ideas.
Interpretative viability of the management innovation (Benders and Van Veen, 2001).	The management innovation requires a certain degree of conceptual ambiguity in order to be broadly disseminated.
A management fad life-cycle (Ettorre, 1997) and 'academic dismissal' (Grover *et al.* 2000).	The management innovation is short-lived but enthusiastically pursued and characterised by a rapid upswing of interest followed by an equally rapid downturn. As such, the management innovation will be considered as not worthy of serious academic consideration.

The management innovation process and its phases of adaptation / translation and diffusion / institutionalisation (Birkinshaw *et al.* 2008; Volberda *et al.* 2014; Ansari *et al.* 2014; Mol and Birkinshaw, 2009).	The adoption process of the management innovation is predictable and will broadly comprise the phases outlined in Figure 2.2 and extended by the author in Table 2.2.
The roles of internal / external change agents and other stakeholders (Birkinshaw *et al.* 2008; Daniel *et al.* 2012).	The deployment of the management innovation is a social process with conscious and deliberate input from groups of internal change agents as well as external change agents. The latter not only influence the development of the management innovation but also legitimise its effectiveness and retention.
The environmental and organisational contexts (Birkinshaw *et al.* 2008).	The generation and adoption of the management innovation is motivated by perceived changes in the business environment. In an organisational context the impact of interventions by senior leaders and other stakeholders is to create the opportunity that encourages and facilitates local adoption of the management innovation.
Management Innovation Content typology (Hellsten and Klefsjo, 2000).	The content and specificity of the management innovation can be characterised in a systems model or content typology as shown in Figure 2.3 and developed by the author in Table 2.3.

Table 2.7: Theoretical Framework

This research framework and theoretical framework with its constructs can be used as a guide to generate additional partial research questions. These, in turn, not only set out the logical sequence for the research but also allow the researcher to hold up the data and examine it from a number of different perspectives:

- What were the environmental / organisational circumstances that lead GSK to deploy ADP (The 'Why')?
- How did GSK deploy ADP across GSK – from the perspective of internal change agents (The 'How')?
- Who were the internal change agents (The 'Who')?
- How did GSK deploy ADP across GSK – from the perspective of external change agents and other stakeholders (The 'How')?
- What is ADP? (A question about comparative content).
- What were the antecedents of the deployment of ADP across GSK (The 'When')?

In addition, and as with any research design, there are criteria for judging the quality of the case study design. There are four research quality methods that are commonly used in social science and these are trustworthiness, credibility, conformability and

data dependability (Stjelja, 2013). These are summarised using the Yin (2009) definitions and are combined with the actions taken in this research to ensure research quality – they are shown in Table 3.2.

Test	Description	Action taken in this research
Construct validity	Use of appropriate measures to explore contexts.	Research used multiple data sources including documentation, interviews and archival records. Evidence was entered into a customised database. Two journal articles have explored the same context.
Internal validity	For case studies that propose a casual claims. Tests whether all explanations have been considered and whether the evidence is convergent.	Triangulation of evidence and statistical tests has identified some causal links.
External validity	Identifies domains to which findings can be generalised.	This is a single case so replication logic cannot apply. However the research does map to the domain of management innovation.
Reliability	Keep good guidelines regarding the method that has been employed in a study.	Consistent sets of questions used in interviews. Transcripts, notes and links to artifacts entered into database.

Table 3.2 Case Study quality criteria

3.3 Research Method

The Research methods section outlines the particular strategies used by the author to collect the evidence necessary to answer the original set of Research Questions. For the purposes of this study these were:

- Interviews (structured and semi-structured) using Qualitative Methods.
- Focus Groups using Qualitative Methods.
- Surveys - team and organisation-wide surveys using Quantitative methods..
- Observation – applied to videos and meetings and using Qualitative Methods.
- Content Analysis of photographs, videos and meeting content using Qualitative and Quantitative Methods.

- Discourse Analysis of interview transcripts, speech transcripts and audio recordings using Qualitative methods.

The author's primary role was participant as observer i.e. 'undertaking prolonged observation, is involved in all the activities of the organisation and whose role is known' (Gold, 1958). Both Data Collection and Data Analysis are covered in Sections 3.3.1 and 3.3.2 respectively and are concerned with an electronic database comprised of archival data that is secondary data. The author has also sourced additional archival data from the GSK Intranet as well as data collected for Alexander and Huggins (2012). For the purposes of this section these can also be considered as secondary data.

3.3.1 Data Collection

The "How?" research objective is concerned with describing and explaining the temporal sequence of events that unfold as an organisational change occurs (Van de Ven and Huber, 1990) and requires a 'process theory' explanation of the temporal order and sequence in which a discrete set of events occurred based on a story or 'historical narrative' (Abbott 1988). Ployhart and Vandenberg (2010) describe this process of seeking to identify the cause of the change process by the use of one or more substantive predictor variables as *explanatory* longitudinal research. This requires the collection of longitudinal data which allows the present to be explored in relation to the past and the emerging future. Pettigrew (1990) in his seminal paper suggests that time must be conceived of as more than just a chronology of events and that *"we need to try and understand how the discrete events that make up our experience of change ... are generated by a logic unfolded in the process of change itself"* (p267). He argues (p268) for a goal of *"understanding the underlying logics in the process of change ... and this requires data on events, interpretations of patterns in those events, when they occur in socially meaningful time cycles, and the logics which may explain how and why these patterns occur in particular chronological sequences"*. Pettigrew (1990) also warns that the collection and analysis of comparative and longitudinal data on a change process is a highly complex social and intellectual task interspersed with times of feeling over-whelmed and occasionally *"an often illusory*

sense that order is prevailing" (p269). To assist in this monumental task Abbott (1988) suggests that researchers should first generalize in terms of a narrative history or a story while Pettigrew (1990) recommends the author focus on critical incidents and social dramas. In an earlier publication, Pettigrew (1979) noted that each critical incident provides a clear point of data collection, an important practical consideration in such an extended stream of time, events, people, and processes.

Stake (1995:49) provides the particular insight that:

> *"There is not a particular moment when data gathering begins. It begins before there is commitment to do the study: background reading, acquaintance with other cases, first impressions. A considerable proportion of all data is impressionistic, picked up informally as the researcher first becomes acquainted with the case".*

McAdam and Bailie (2002) remind readers that a single case can add significantly to the understanding of a phenomenon provided multiple data sources are used to mitigate the possible effects of researcher bias (Delgado *et al.* 2010) and provided over-generalisation is avoided (Yin, 2009). Within each data source there is an emphasis on depth and quality rather than population size (Eisenhardt, 1989). This process of comparing different sources of data to obtain valid theoretical constructs is referred to as triangulation (Carson and Coviello, 1996) and aims to draw on the particular and different strengths of various data collection methods (Pettigrew, 1990). Denzin (1984) identified the concept of methodological (or within method) triangulation which involves the use of two or more research approaches from the same tradition. When qualitative and quantitative methods are used simultaneously and the findings from each method are complementary, then this is 'simultaneous triangulation'. When one method is used in advance of another method, this is 'sequential triangulation' (Casey *et al.* 2009). The 'mixed methods' approach was originally an outgrowth of the 'triangulation of methods' movement (Dunning *et al.* 2008) and has traditionally been presented as a dualism of qualitative and quantitative research methods or as two different ways of viewing and measuring / assessing reality. Many researchers consider this to have been a somewhat artificial distinction and therefore to be discarded (Bryman 2001; Tashakkori and Teddlie 2003). However, and notwithstanding the paradigmatic nature and intensity of the mixed methods

debate it is helpful to note that a case study is not *just* a method but *rather* a research strategy (Hartley, 2004; Titscher *et al.* 2000). Stake (2005:443) puts it this way:

> *Case study is not a methodological choice but a choice of what is to be studied, by whatever methods we choose to study the case.*

This means that a number of methods – quantitative, qualitative or both (Kohlbacker, 2000) can be used, and indeed, that analytical eclecticism is the key (Thomas, 2011).

Case studies involve the collection of in-depth and detailed data (Stjelja, 2013) and according to Yin (2009) there are six possible sources of evidence for case studies - these are documents, archival records, interviews, direct observation, participant-observation, and physical artifacts. There is no one particular source of information that is superior to the others (Yin, 2009), with each source having its own strengths and weaknesses. Data collection, however, is not only limited to the above mentioned sources, the sources of evidence can be extensive and they may consist of films, photographs, videotapes, projective techniques and psychological testing and life histories (Stake 1995; Tellis 1997; Yin 2009). Hence, case studies are designed to incorporate a wide array of data from multiple sources of information, in order to capture an in-depth picture (Tellis 1997; Harling 2002). Yin (2009:114-124) contends that benefits from these data sources are maximised if three principles are followed - shown in Table 3.3 as well as the corresponding actions taken in this research.

Principle	Justification	Action taken in this research
Multiple sources of evidence.	Multiple sources of evidence allow a process of triangulation and corroboration to develop converging lines of enquiry.	Research used a single repository of data containing multiple data sources including documentation, interviews and archival records.
Create a case study database.	A formal database increases the reliability of the case study by allowing for independent inspection of the raw data.	All data was extracted from a single electronic repository and entered into a customised electronic database.
Maintain a chain of evidence.	This is similar to the notion used in forensic investigations and also increases the reliability of the case study by allowing an external observer to trace the researchers' steps in either direction of travel.	The use of a data analysis framework linked to use of a dated critical incident analysis technique allows cross-referencing.

Table 3.3 Case Study principles for data collection.

The main data repository for this research consisted of a Lotus Notes® intranet-based database that was used by the ADP Team as a central storage and collaboration space for documents and information from multiple sources. The ADP Team started the process of transitioning to a SharePoint® team site before the Lotus Notes® database was 'decommissioned' in late 2012. At the time of 'decommissioning' it contained approximately 10GB of data and 2,000 files with each file often having multiple files or data sets embedded. Archival data are the routinely gathered records of an organisation (Marshall and Rossman. 2010) and, in this instance, contained documents that included letters, emails, agendas, meeting minutes, presentations, publicity material, videos, pictures, photographs, surveys, semi-structured and unstructured interviews – all from the period 2008 to 2012 – a rich vein of material. Archival data provides a useful record of changing issues and historical areas of sensitivity (Dawson, 1997) and useful insights into organisational events and processes (Gill and Johnson, 1991). As a first step in the data collection process the author modelled the database using a mind-mapping technique with Freemind® software to both provide some structure and a sense of hierarchy – that framework is shown in Figure 3.2 - note that for reasons of confidentiality some of that information is redacted.

Marshall and Rossman (2010:116) suggest that use of archival documents *"is an unobtrusive method, rich in portraying the values and beliefs of participants in a setting"*. However they caution that these are essentially standardised discourses 'associated with the value system an organisation wants to promote' and should be viewed with scepticism because the meaning of the documents is not transparent. The author suggests this risk is substantially reduced by the author's role as 'complete participant, who is a member of the group being studied' (Gold, 1958) and an 'insider' i.e. 'inside the phenomenon that is being observed' (Merton, 1972). Haniff (1985:112) argues that *"insiderness is crucial in research because outsiderness is, by its very nature, limiting in terms of understanding hidden meanings"*. Labaree (2002) agrees that the value to the researcher resulting from the shared experience, greater access, cultural interpretation, contextual information, deeper understanding and clarity of thought should not be underestimated.

External Consultant handover
- Project PR1 — Source Docs; Scoping Docs Jun '09
- Project PR3 — Source Docs; Scoping Docs Jun '09
- Project PR5 — Source Docs; Scoping Docs May - Jun '09
- Project PR7
- Project PR2
- Project PR4 — Source Docs.
- Project PR10
- Other resources
- Project PR9 — Interview as background May '09
- Supply Chain — Interviews with [xxx] May '09
- Project PR8
- Master ADP Project File

Website sub team — 4 Meetings Oct'09 to Mar'10

Survey Results — 2012 GSK Survey could compare ADP team with others

References Section
- Architecture
- Coaching Approach
- Comms and Stakeholders
- June 2009 Team Event
- Learning Curriculum
- Metrics and KPIs
- Old PMO
- Projects Workstream
- Resourcing / Team Development
- BU7
- Z99 Archives
- ADP Confidentiality Agreements

DBA

Weekly Curriculum Design Meetings
Dump of website content with index — Website Nov 2010
Jan 2011 ADP Exchange
Table cloths — Sponsor Meeting
Sponsors Meetings
Confirmation Tracker Mar'11-Feb'12 121 — Practitioners
Confirmation Tracker Sep'11-Sep'12 159
GSK Strategy
Friday Daily Prayers and L&OD Meeting
Content Custodian
CEO broadcasts from Jun'08 — CEO Messages
All content Aug'09 — Boot Camp 2009
Tipping Point — Adhoc Workshops

Team Meetings
- 15 Meetings from 1st Sep '09 — 2009
- Weekly Team Meetings
- 49 Meetings — 2010
- 29 Meetings
- 28 Jan '11 F2F World Cafe — 2011
- Feb '11 F2F Videos and Photos
- 14 Meetings until 9th July — 2012

PTS Cohort Impact
Actual Oct'12 Video of ACEO & ADP — CEO Video
Transcript of video
Transcript of video — What has the regulatory department
CEO and ADP Oct'12
2011 Times Interview with CEO
Jacqui and Phil Paper — What is ADP?V3
2011 Leaders Conference. PPt. Video — European Leaders
F2F Slides and Documents — Feb2011F2F
Survey results
Forum 4 Transcripts
Redeveloping Fundamentals March 2011 — Fundamentals
First analysis of 61 Practitioners scores
Yammer ADP Otput Jun'12 to Jan'13 — Yammer
What is ADP
Process Excellence: Trends and Success Factors
One Direction Broadcast Transcript
March 2011 Glasgow Conference
Vision Factory Blueprint Document
[xxx] Change Stories

Leadership Team Meetings
- 2009 — 7 Meetings from 20th Oct '09
- 2010 — 24 Meetings
- 2011 — 25 Meetings
- 2012 — 5 Meetings to 9th Feb '12
- Strategy LT — 6 Meetings 10th Apr to 4th Sep '12
- Delivery LT — 7 Meetings 24th Feb to 21st Aug '12

Hot News — 58 files from Jun '11 to May '12 includes some Hot News
FLL Elective May 2012 — One Day Fundamentals Elective
Comms Cell
- 2011 — 26 emails
- 2012 — 26 Emails to 5th July '12
Business Improvement CoP — Meeting Outcomes Jun'11
BU PMO Meetings — 3 Meetings Sep'09 - Jan'10

Action Logs, AAR & Attendance
- Actions 4 Mar 2010
- AAR 3 Jul 2012
- AAR 21 May 2012
- Action Log 17 May 2012
- Action Log Archive 2011
- Action Log 9 Jul 2012
- Attendance 3 Jul 2012
- Attendance 15 May 2012

Jacqui Paper — Interviews, Analysis and The Paper Jun - Oct '12
PTS Cohort Impact — What doing differently? 14 feedbacks from PTS cohort

VOC Data F2F — Oct '12
- [xxx] — 1 file
- Email Master Files — 7 files
- Email Practitioners — 4 files
- Email Operational Managers — 9 files
- Email Stakeholders — 11 files

Fundamentals Review Meeting
- Oct'10 Meeting reviews etc from all cohorts
- FSG What went well? Not sure.

Recordings — 16 Meetings recorded
VOC — Nov 2011 F2F Interview Data (Raw and Summnary Slides)

Figure 3.2 Data collection 'mind-mapping' technique using Freemind®

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Throughout this research the author has often been reminded of Pettigrew's (1990:274) comment that:

> "The central problem is dealing with complexity; first of all, capturing the complexities of the real world, and then making sense of it. There is no release from the overwhelming weight of information, from the task of structuring and clarifying, from the requirement for inductive conceptualisation. The result is death by data asphyxiation - the slow and inexorable sinking into the swimming pool which started so cool, clear and inviting and now has become a clinging mass of maple syrup".

The literature is rich in ideas to help resolve this particular problem. Van Maanen (1988) suggests a process of searching for rich and complex descriptions, building them up and then ordering and presenting ideas in a finely honed narrative. Strauss (1987) is also concerned with capturing complex descriptions and is particularly strong on the operational elements of simplifying complex data through techniques of data reduction and display. Pettigrew (1990) offers a 'temporal bracketing strategy' i.e. using time decomposition to structure process analysis and sense making. Miles and Huberman (1994) propose a set of 'analytic manipulations' to assist the researcher in 'playing' with their data and data analysis will use all of these to greater or lesser degrees as the narrative unfolds. These are:

- Putting information into different arrays.
- Making a matrix of categories and placing data in such categories.
- Creating data displays – flowcharts and other graphics – for examining the data.
- Tabulating the frequency of events.
- Examining relationships between variables using second-order measures such as means.
- Putting information into chronological order.

Braunscheidel *et al.* (2011) suggest that an analytical strategy helps focus the research efforts and improve prospects for reliability and validity in findings so the concept of a 'data analysis framework' is introduced here. The primary level of analysis is the

development of the 'chronological narrative'. The secondary level of analysis views the data through lenses represented by a composite set of the aforementioned primary and secondary research questions. These were:

- What were the environmental / organisational circumstances that lead GSK to deploy ADP (The 'Why')?
- How did GSK deploy ADP across GSK – from the perspective of internal change agents (The 'How')?
- Who were the internal change agents (The 'Who')?
- How did GSK deploy ADP across GSK – from the perspective of external change agents and other stakeholders (The 'How')?
- What is ADP? (A question about comparative content).
- What were the antecedents of the deployment of ADP across GSK (The 'When')?

The tertiary level of analysis builds on an adaptation of the Pettigrew (1990) recommendation that the author focus on critical incidents. In this case an analysis of Figure 3.2 shows a regular pattern of events throughout the period; there were 139 meetings of the ADP Team, 74 meetings of the ADP Team leadership team and 34 meetings of the ADP sponsors. Whilst these were not always critical incidents in their own right they frequently signalled the presence of potential critical incidents in the recent-past or near-future. The author subsequently rated each of these entries in the much longer list of potential critical incidents on a 1 to 5 scale in terms of their strength of association with the priority research questions. It is those incidents with a high strength of association i.e. with a rating of 4 or 5 - that were then considered as critical incidents for the purposes of this research.

The final level within the 'data analysis framework' is content analysis. According to Titscher *et al.* (2000:55), classical content analysis is *"the longest established method of text analysis among the set of empirical methods of social investigation"* it is *"essentially a coding operation"* with coding being *"the process of transforming raw data into a standardized form"* (Babbie, 2001:309). In this case the qualitative content

analysis was used to derive coding categories directly and inductively from the raw data before conversion into quantitative variables for further statistical analysis. The qualitative data provides understanding of the meaning of the concepts and variables used, but the statistical analysis provides also access to patterns, trends and underlying dimensions in the data not readily evident in the detail of the qualitative analyses (Bazeley, 2004).

To summarise, data analysis used a hierarchical data analytical framework comprising the five levels of:

- Qualitative content analysis
- Quantitative analysis
- Critical incidents
- Secondary research questions and constructs from the literature
- Chronological narrative

The role of the analytical framework is of great importance with Miles and Huberman (1994) distinguishing between two types of frameworks. One is classified as tight and pre-structured — the other as loose and emergent. Each has its 'pros and cons', however this research uses a 'tight and evolving' analytical framework. The reason for suggesting a tight framework is to reflect the degree to which the researcher has articulated his 'preconceptions'. The reason the framework should evolve is to allow for the development or emergence of additional constructs from empirical observations (Dubois and Gadde, 2002).

3.3.3 The Researcher inside the Data

Allum (1991) suggests that 'insider' researchers must come to terms with four interrelated challenges to their position. These are:

- The struggle to properly locate the author and their impact on the text within the text.
- The maintenance of objectivity and accuracy.
- The requirement to reject the sense of familiarity that comes with the 'intimacy of insiderness'.
- The issue of constructing and deconstructing presumptions of truthfulness in the text.

Two sets of factors come into play in terms of dealing with these issues. The first links to the nature of the research strategy and data collection, the second to the researcher himself. The research is based on a case study and sits firmly in the positivist tradition with data analysis based on a retrospective exploration of archival material as secondary data. The author / researcher can never be truly independent having both framed the research questions, mapped the journey through the data as a 'data analysis framework' and was part of the ADP Team i.e. an insider for approximately two-thirds of the period under consideration. Coghlan (2003:456) suggests that as an 'insider' the researcher has:

> "Knowledge of their organisation's everyday life. They know the everyday jargon. They know what is legitimate and taboo to talk about. They know what occupies colleagues' minds. They know how the informal organisation works and whom to turn to for information and gossip. They know the critical events and what they mean within the organisation".

The author confesses to a certain frisson of excitement of coming across his name, a sentence, a picture or an idea that is associated with himself and became very aware of being "a member of the landscape" (Clandinin and Connelly, 2000:63). Writing became, at times, almost autobiographical and there was a sense of being 'owned by the journey' (Shope, 2006) and a desire to stress the 'journey over the destination' (Ellis and Bochner, 2000). Coghlan (2007) suggests that this is a considerable challenge and requires 'rigorous introspection and reflection in order to expose underlying assumptions'.

Nevertheless the author was only one member of the ADP Team, has paid attention to use methods of triangulation and is confident in his own ability to remain detached and objective throughout this research. In this case the 'insider' advantages for data analysis associated with complete participation in the culture far outweigh the potential disadvantages. Sipe and Ghiso (2004) also comment that analysis is a 'judgement call' since researchers bring their subjectivities, their personalities, their predispositions and quirks to the process. Saldana (2009) recommends that researchers should be organised, exercise perseverance and flexibility, be creative and rigorously ethical, have an extensive vocabulary and be comfortable dealing with ambiguity. Stake (1995:19) concurs but takes care to remind the reader that:

"Good research is not about good methods as much as it is about good thinking."

3.4 Research Ethics

The research involves the use of a database of secondary data (archival data) giving indirect access to subjects, through interview, questionnaire, focus groups or other group sessions. It also involved the occasional participant observation of subjects. All subjects were aware of the existence of this secondary data, the purpose of the research or that they were being observed as part of research activity. It seemed reasonable to assume their consent and also to take reasonable precautions to avoid any identification of specific individuals. None of the participants could be considered as 'vulnerable' nor could there be reasonably considered to be any foreseeable risk of harm to the researcher or the University or physical or emotional harm to any of the participants.

GSK have given their permission to be referred to throughout by name; however precautions have been taken – through redaction of data – to anonymise individuals, Business Units and Projects within the Case Study organisation and also to remove what might be considered as commercially sensitive information.

This Chapter describes the development of a piece of case study research, based on a longitudinal single-case, with the data represented by archival material. It uses a typology to characterise the research in terms of a study of the deployment of ADP in GSK over the period 2009 to 2012. This research has assumed an objectivist ontology combined with the methodological and theoretical pluralism that is advocated by the literature. It is based in a positivist tradition and uses a hierarchical analytical framework based on the research questions and constructs from the literature review. It acknowledges the challenges to the researcher's objectivity by his status as 'complete participant', 'complete participant' or 'insider' and argues that these are not only manageable risks but are outweighed by the advantages represented by that 'insider knowledge' of the organisation.

Chapter 1 introduced the research context, aims and objectives and identified a set of priority research questions. Chapter 2 provided a thematic perspective on the state of research on management innovation and identified relevant constructs from the literature to build further on the preliminary theoretical framework. Chapter 3 elaborated the research strategy, philosophy and methods and developed the research design that viewed data through lenses represented by a composite set of the primary and secondary research questions.

The rationale for Chapter 4 is that a structured exploration of critical incidents will enable the discernment of key themes and activities throughout the narrative so supporting the original research objectives and responses to the research questions.

The purpose of Chapter 4 – as a sequence of six acts – is to collectively explore the narrative that forms a representation of the deployment of ADP by GSK through these lenses. Each act represents – in turn - one of the secondary research questions or lenses through which the relevant critical incidents can be chronologically explored:

- What were the environmental / organisational circumstances that lead GSK to deploy ADP (The 'Why')? – Act 1.
- How did GSK deploy ADP across GSK – from the perspective of internal change agents (The 'How')? – Act 2.
- Who were the internal change agents (The 'Who')? – Act 3.
- How did GSK deploy ADP across GSK – from the perspective of external change agents and other stakeholders (The 'How')? – Act 4.
- What is ADP? (A question about comparative content) – Act 5.
- What were the antecedents of the deployment of ADP across GSK (The 'When')? – Act 6.

Chapter 4 concludes with a set of summary conclusions. The purpose of the Prequel is to set up the narrative by introducing its key concepts and components.
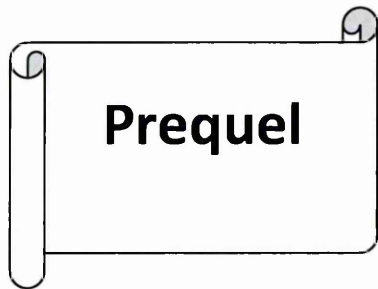
Prequel

Rees (2008) suggests organisational change research and literature should not be seen as a closely defined discipline but rather as an 'integrating mechanism that brings together ideas and theories from a range of academic fields'. Dawson and Buchanan (2005) argue that most theoretical and managerial accounts of organisational change are narrative-based with Hawkins and Saleem (2012) agreeing that it is story and narrative analyses that are often called on in investigating and understanding organisational change.

However narrative analysis can take several different forms and includes research that has been written in a story-like manner, research that collects stories, and research that looks at organisational life as story-making (Czarniawska, 1998). The term 'narrative' has itself been defined in several and sometimes seemingly incompatible ways (Rees and Hassard, 2010):

- *"Narrative is a way of understanding one's own and others' actions, of organizing events and objects into a meaningful whole, and of connecting and seeing the consequences of actions and events over time"* (Chase, 2005:656).

- *"Narrative form can be loosely defined as a sequence of events, experiences, or actions with a plot that ties together different parts into meaningful whole"* (Feldman *et al.* 2004:148).

- *"A 'narrative' is something that is narrated, i.e. 'story'. Story is an account of incidents or events, but narrative comes after and adds 'plot' and 'coherence' to the story line"* (Boje, 2001:1).

- *"Narrative constructs that relate consequences to antecedents through event sequences in context over time appear to be particularly relevant to understanding the unfolding of complex organizational change processes"* (Buchanan and Dawson, 2007:672).

The author suggests that there exists sufficient commonality between these definitions to justify considering the extended event sequence represented by the deployment of ADP by GSK as a 'narrative'.

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To provide some structure at the narrative level the author has used a metaphor to 'stimulate perceptions and explanations' that otherwise might not get made (Schon, 1993). Metaphors can be purposefully used as catalysts or vehicles for thought and clarification of a topic (Dexter *et al.* 2002) with Cornelissen (2005) suggesting that this increased understanding is *creative*, with insights being emergent rather than existing antecedently.

The 'organisation as theatre' metaphor, which provides a language of theatre (actors, scenes, scripts etc.), has gained a dominant status in the academic community (Cornelissen, 2005) with Burke (1962) suggesting that not only are organisational contexts of conflict, uncertainty, rhetoric and choice inherently dramatic but also offering five frames that link theatrical terms to questions for the researcher:

- The act – what happened?
- The scene or situation in which the act took place – when or where was it done?
- The agent or person who commanded the act – who did it?
- The means or instruments used by the agent – how did he / she do it?
- The purpose of the act – why did he / she do it.

As well as using the Burke (1962) 'frames' to guide readers this research adds the concepts of 'performance' - where each set of incidents and events – 'the script' - is also interpreted though the lens of an 'audience' – in this case the reader.

As the audience progresses through the script it becomes clear that many of the events taking place are variously called 'all-hands meetings', 'face-to-face meetings', 'team meetings' or 'workshops' and are occasions where people - 'the cast' - come together either physically or virtually to review performance, discuss issues, solve problems or to adjust the strategy. These form a regular and easily identifiable pattern of events with 139 meetings of the ADP Team, 74 meetings of the ADP Team leadership team and 34 meetings of the ADP sponsors. Whilst these were not always significant events or critical incidents in their own right they frequently signalled the

presence of significant events in the recent-past or near-future and often contained a full set of archival records including emails, documents, photographs and videos. The 'selection process' for the final list of critical incidents is covered in Section 3.3.2.

Within the script significant events are signalled with a change of 'scene' while minor events are signalled using the symbol below – this will also be used to signal a change of topic within a meeting or a change of meeting.

For the purposes of this research these events will be considered 'critical incidents' and reviewed using a revised version of the questioning approach suggested by Chell in Cassel and Symon (2004) applied to documentary evidence rather than interviewees. A critical incident is described as one that makes a significant contribution, either positively or negatively, to an activity or phenomenon (Bitner, Booms and Tetreault 1990; Grove and Fisk 1997). Critical incident technique (CIT) data can be used qualitatively for narrative analysis, coding and categorisation or quantitatively to 'assess the type, nature and frequency of incidents' (Gremler, 2004). For this research, qualitative analysis of the raw data from the critical incident was used to derive coding categories before conversion into quantitative variables for further statistical analysis. It is the context and content of the critical incident, the coding categories, the quantitative analysis and subsequent conclusions that, together, form the narrative of the deployment of ADP by GSK.

To keep the 'performance' to a manageable length, rather than reproduce the content of each 'incident' in full, a portion of the content of each incident is instead presented as a short cameo. Text from the archival records is indicated in *italics* and can be from a document, an email, a photograph or a video.

Another way of conceptualising this approach is to continue with the 'theatre' and 'performance' metaphors and consider each incident as a 'zoom-lens' perspective, looking closely at the main characters and events in the story perhaps using the

binoculars that the audience finds clipped into the back of the seats in front of them. Of course, by focusing on ever smaller pieces of the 'action' – right down to 'seeing / hearing' the words of individual actors the audience can miss not only what else is going on but also the wider significance of on-stage events. This is compensated for with the richness of the data but to help the audience a summary of the key points as well as a reflection is provided at the end of each 'Scene' and each 'Act'.

In addition, and to help the audience maintain their awareness of the chronology of events, a date indicator is provided at the start of each section of script and there are Intermissions at the end of each group of scenes to allow the audience time for reflection. The full names of individuals, Business Units and projects have been redacted for reasons of confidentiality.

The narrative that is the deployment of ADP by GSK is expressed over six 'acts' which correspond closely to the composite set of the primary and secondary research questions. Act 1 sets the context for the deployment of ADP with the setting of the GSK strategies by a new CEO and the subsequent response of the senior leaders and the rest of the organisation. In Act 2 the audience hears 'how' the ADP Team deploys ADP over the period from its inception in 2009 to the end of 2012.The only voices heard are that of the ADP Team and some of their partners. Act 3 is focused on the ADP Team themselves while Act 4 views the deployment of ADP from the perspective of 'customers' and other stakeholders. Act 5 describes the methodologies and toolsets of ADP – both from the perspective of the designers (the ADP Team) and the users while Act 6 explores other perspectives from sets of ADP 'artifacts' and the voice of the CEO.

So, please sit back, relax and enjoy the show...

Act 1

Why?

The Prequel set up the narrative by introducing its rationale, key concepts and components. Act 1 consists of four 'scenes' that are concerned with the purpose of not only fulfilling the research objectives of exploring, within the case study organisation, not only the underlying rationale for the continuing deployment of ADP – the 'Why?' but also the methodology for the deployment of ADP – the 'How?'. To do this it not only sets the context by reviewing the reporting of the arrival of the new GSK Chief Executive Officer (CEO) and the subsequent 'setting' of the new GSK strategies but also by drawing on the appropriate literature. It compares and contrasts the language of the CEO with the language of the senior leadership team (CET) and it explores the results of a survey of the 'Top 200' leaders in GSK. The final scene uses an internal report to look forward in time and link ADP as a solution to some of the risks that have been identified.

PROGRAMME CONTENTS

Act 1 Scene 1 reports the arrival of a new CEO in May 2008 and the first CEO global employee broadcast in June 2008. Act 1 Scene 2A is also set in June 2008 and covers the results of interviews with 15 CET members and their perspective of the new GSK strategies. Act 1 Scene 2B represents an analysis of the four sets of CEO communications during the period June 2008 to June 2009. This is followed by an Intermission. Act 1 Scene 3 explores the results of a survey of the 'Top 200' leaders in GSK in April 2009. The survey looks at their perspectives on 'strategy execution' and 'delivering change'. Act 1 Scene 4 is set in November 2010 and is based on a report

that identifies ADP as a solution to the risk posed by inadequate change management capability in GSK. Act 1 Epilogue is set in November 2011 and looks back at the impact on the aforementioned 'Top 200' leaders. Act 1 Summary brings together the story from Act 1, its themes and key messages.

RAISE THE CURTAIN

Act 1
Scene 1
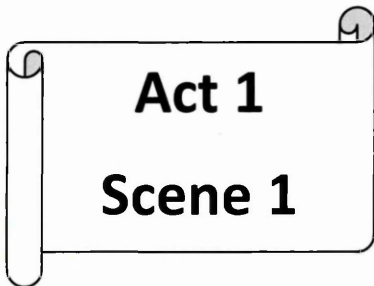
This scene covers the period from May to June 2008 and the initial activities surrounding the appointment of a new CEO of GSK who took over from his predecessor on **May 22nd 2008**. The purpose of this scene is to report on the language used by the new CEO and use this to not only introduce the organisational context and the new GSK strategies but also to compare and contrast that language with the appropriate literature.

Gioia and Chittipeddi (1991) suggest that the CEO is typically portrayed as someone who has primary responsibility for setting strategic direction for the organisation, as well as responsibility for guiding actions that will realise those plans. The literature is replete with stories of new CEOs who dramatically change the strategic directions of their companies (Potts and Behr, 1987) with Goodstein and Boeker (1991) arguing that the process of executive succession provides an important switching mechanism through which organisational inertia can be overcome.

The scene is set in an auditorium in Raleigh-Durham, NC, USA on **26th June 2008** and the occasion is the first global employee broadcast for the new CEO. The audience is made up of local employees, the senior leadership or

corporate executive team (CET) members and, via electronic link, some tens of thousands of GSK employees across the globe.

These global 'town hall' style meetings are new to GSK and, apart from the CET, few employees will have seen the script or know what's coming next. The literature suggests they could expect an appeal to a collective identity, shared history, values and aspirations (Shamir *et al.* 1993, 1994) as well as a promotion of the CEO vision, the organisation, himself or a combination of all three (Gardner and Avolio, 1998). When disseminating the vision Sashkin (1988) defines three key content dimensions of speeches by organisational leaders that deal with change, ideal goals and people working together. CEOs play an important part in crafting and dispersing organisational values and visions to both organisation members and the external environment (Den Hartog and Verburg, 2004). According to Bartlett and Ghoshal (1989) the understanding and acceptance of the vision and the resulting increased identification and commitment at the level of the individual manager can act as 'global glue' and become a 'beacon' of strategic direction and an 'anchor' of organisational stability.

So, the lights dim, the curtain rises and the CEO starts his Global Employee Broadcast message with a gentle lead in to remind the audience of the collective identity, the leader's identification with the followers, the follower's efficacy, a reference to shared values and a 'future, non-specific goal' (Shamir *et al.* 1994). He says:

> *"We have people in 80 sites, 30 countries, somewhere between 25,000 and 50,000 people are watching us right now,*
>
> *All across the world, we have an incredibly passionate organisation who wants to see GlaxoSmithKline succeed, which is really what we are all about as a CET: we want to make sure that we deliver success to the organisation.*
>
> *This isn't my company, it isn't the CET's company; it is all of our company and we need to work together to make sure that we improve our prospects of success in the future".*

The CEO moves on to talk about the GSK 'context' or the 'dynamic cultural, political and business environment' (Pellegrinelli *et al.* 2011) in which GSK operated at the time. He displays a 'stormy seas' image – see Figure 4.1.1 - to convey the certainty of

the forthcoming events before using language that is stark and almost apocalyptic in nature to instil a 'sense of urgency' (Kotter, 2009) and the painful realisation that change is necessary in order to succeed. He says:

> "Let me start with a context, which is a place where we should always start. There is absolutely no point in talking about an agenda for change or, indeed, a strategic agenda if we do not at least have a shared understanding of the context in which we are operating".

Figure 4.1.1 Stormy seas Image.

> "Why do we need to change? The reason why we need to change is because this industry over the next five years will go through an unprecedented degree of challenge. I do not mean unprecedented for the pharmaceutical industry; I mean unprecedented for any industry. I do not believe any industry has ever been so big, so profitable, so successful and will face literally corporate life-threatening events in the next five or six years.

> This is not like the steel industry where you gradually lose competitiveness to the Korean marketplace. This is not like the car industry where gradually your designs go out of fashion, or your cost base becomes a little less competitive. It is not like those industries. This is an industry that will be here one day and gone the next unless we innovate and unless we create new streams of value as an organisation and as an industry. That will happen in the next five or six years".

At this point the CEO signals a change of tone by using a slide – see Figure 4.1.2 - with a quotation widely ascribed to Winston Churchill (Etling, 1996): *"If we do not take change by the hand, it will surely take us by the throat"*. The CEO continues to characterise the coming period as *"incredibly turbulent and stormy"* for the industry, then acknowledges the fears of the audience before resetting the scale of the

challenge as a *"period of choppy seas for GSK"*. With the perceived risk, perhaps, reduced in the minds of the audience, the CEO starts to signal the 'development of the vision' while continuing to remind the audience of the 'need for change' (Kotter, 2009). He says:

Figure 4.1.2 Winston Churchill quotation.

"The good news for GSK is that of the 15 [major pharmaceutical] companies, three will be the same or larger than they are today. Of those three, GSK is one. We're in a position where we have created for ourselves a foundation of opportunity in what will be an incredibly turbulent, stormy period for the industry.

This environment that I have just described to you is at one level extremely intimidating. It is easy to look at it and to be frightened. I look at it the other way; I look at it as the opportunity for us absolutely to take change as a challenge, not to be beaten down by it, not to be frightened by it, but take it as an opportunity to transform our relative position.

That for me is what we really have to grasp. The CET shares that view. We take the view that going into this period of choppy seas is the moment where there is an opportunity – no guarantee – but an opportunity for this company to create a unique position, a position where we cannot just deliver superior earnings, but where we can start to reinvent the business model, not follow the sector but to create a GSK way of succeeding in this marketplace. That is what I want to talk about today".

The slide backdrop – see Figure 4.1.3 - now changes to a compass rose to signal that the CEO is moving on from the 'why' to talk about the 'how' and 'what', in other words he 'communicates the vision' (Kotter, 2009) before sharing more detail to show how it applies to all aspects of the business and to all stakeholders – see Figure 4.1.4. He says:

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Figure 4.1.3 Compass Rose

"What is the plan? What is the course that we are going to set over the next few years? Well, there are a few things we have to address, and I am going to try and outline those briefly".

Figure 4.1.4 Strategic Themes

"That's really our objective, to grow a more diversified global business, our objective to deliver more products of value from R&D and our objective to simplify the ways in which we operate as a business. Now, obviously, inside the organisation we have two other very key objectives which are to empower our workforce and to build trust with society. But as far as our shareholders are concerned I think inevitably their first interest points are on those first three more business orientated objectives and that's what we've been sharing".

It's the closing stages of the 'performance' now and the CEO makes reference to the continuity between past and present, the collective identity, followers' efficacy and 'values and distant goals' (Shamir *et al.* 1994). The scale of the challenge has again

been reduced to a simpler set of options i.e. continuing under 'sail-power' or using 'engine-power'. He says:

> *"We need to make it easier for people to get their job done. We have to get out of the way. That's standardisation, but actually it allows the people who rely on a system to breathe, to get on and do their job. That's empowerment. That is what we need to do. We need to find ways to release time and then culturally, we need to find managers, supervisors and ways of working which allows individuals to be more empowered in their decision-making.*
>
> *Resilience is a key feature of GSK. What I am asking everybody to do now is start to add to that resilience passion, belief, commitment, a pro-active stance. I am asking you to move from being opportunistic to being pro-active. Let's go after it. We are going to go into some very stormy seas. We have two choices. We can go in with sails and we can get blown from side to side, wherever the storm chooses to take us, or we go in with some engines, and we get right through those seas in the way we want to get through those seas.*
>
> *I want to add to this organisation's backbone of resilience a belief that we can drive our future. I think we can. I am asking you all to embrace that same belief, step forward and go into the next few years with a real sense of confidence that our future is what we make of it".*

This Scene shows that the language and tone of the CEO speech is entirely consistent with the predictions of Shamir *et al.* 1993, 1994; Gardner and Avolio, 1998; Sashkin, 1988 while its content is entirely consistent with not only the assumption that top executives will determine new corporate strategies but also supports the significance of executive succession team changes in stimulating major organisational changes (Tushman *et al.* 1996).

The new CEO uses his first Global Employee Broadcast to *"unveil a major strategy overhaul"*. His speech could be viewed as following the Kotter Change Model (Kotter, 1996) with its use of a 'stormy seas' metaphor to establish a 'sense of urgency'; references to the support of the CET as a 'guiding coalition'; a new strategy and vision is 'developed and communicated'; a 'call' to employees that 'empowers broad-based action'. Kotter's model appears to derive its popularity more from its direct and usable format than from any scientific consensus on the results (Appelbaum *et al.* 2012) however it seems to be applicable in this analysis.

Act 1

Scene 2A

In the first part of Scene 2 semi-structured interviews were carried out with 15 CET members in **June 2008**

June 28 2008

which explored questions to do with perceived organisational strengths and weaknesses, organisational current state and future state, as well as their views as to the feasibility and viability of the five strategies. The purpose of this scene and the author's analysis is to not only validate the original starting points and mindset alignment of the CET but also to check for consensus within the CET and identify any patterns of difference. Transcripts of 10 interviews were made available. These interviews took place at the same time as the CEO's first Global Employee Broadcast (Act 1 Scene 1) and the CEO has already indicated the CET share his view.

By focusing on subsets of questions the author's analysis of this interview data can provide an insight into the CET's confidence as to the outcome of any of the strategic themes. For this analysis the constructs of 'optimism' and 'scepticism / pessimism' were used with each interviewee assessed and rated against each construct. The literature supports the bi-dimensionality of optimism and pessimism as positive or negative outcome expectancies (Chang, 1996) and in the past has been measured using both the Leadership Practices Inventory (LPI) (Kouzes and Posner, 1988) and the Kirton Adaption - Innovation Inventory (KAI) (Kirton, 1976). For this analysis each interview was summarised by the author against each component of the strategy and then reviewed to rate levels of optimism and scepticism / pessimism against a 1 – 5 Likert scale. This is an adaptation of the approach suggested by Pieterse *et al.* (2012). The author developed the rating criteria as shown below.

- A rating of 5 (highly optimistic) was recorded if the interviewee used the phrases similar in tone to *"We can deliver this...", "Totally possible ...", "This is achievable", "We're on the way with this ..."*.

- A rating of 4 (mildly optimistic) was recorded if the interviewee used the phrases similar in tone to *"We can do some fairly strategic things ...", "We can have opportunities to ...", "On the wave but not there yet ..."*
- A rating of 3 (neutral) was recorded if the interviewee used the phrases similar in tone to *"I think it's a good thing ...", "This has to start with ...", "We need to have ....*
- A rating of 2 (mildly pessimistic) was recorded if the interviewee used the phrases similar in tone to *"This is a problem I have ...", "We have to admit that ...", "We need to be more ...".*
- A rating of 1 (highly pessimistic) was recorded if the interviewee used the phrases similar in tone to *"Can't achieve this...", "There are too many hurdles ...", "Hold your breath and hope ...".*

Once the ratings were complete the author used Minitab® to generate an Analysis of Means (ANOM) output. ANOM uses a 'confidence interval type of approach' to compare the mean of each group to the overall process mean and to detect statistically significant differences between groups. ANOM is an exploratory data analysis (EDA) approach that uses an inductive approach to summarise the main characteristics of a data set, often using graphical displays. Its main benefit is in 'seeing what the data can tell us' without formal modelling or hypothesis testing task (UCSB, 2015). The ANOM for response rating by each GSK strategy is shown in Figure 4.1.5. The red lines in Figure 4.1.5 represent the confidence intervals and the green line the grand mean of the data set. The mean for each variable is shown as a small filled circle with a vertical line connecting it to the grand mean. That filled circle is red if it falls outside of the confidence intervals indicating a difference in means for that variable that is statistically significantly different. It remains black if the mean of that variable falls inside the confidence intervals.
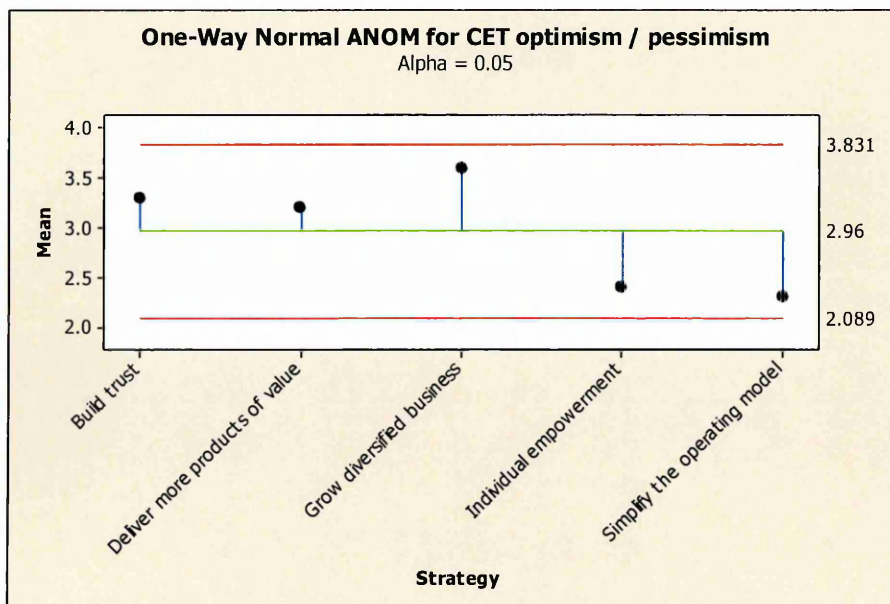
Figure 4.1.5 ANOM for CET Optimism / Pessimism Rating by Strategy

The ANOM analysis indicates the strategies that the CET felt most optimistic about were 'Growing a diversified global business', 'Delivering more products of value' and 'Build trust'. The strategies that the CET was most pessimistic about were 'Simplify the operating model' and 'Create a culture of individual empowerment'. The differences are significant but not statistically significant. There was not a significant difference between CET members.

Act 1
Scene 2B

The purpose of this second part of Scene 2 is to use the language of the CEO to evaluate indicative progress against the GSK strategies and to compare and contrast that with the initial CET optimism / pessimism constructs from the first section of Scene 2. The author's analysis uses the CEO global employee video broadcasts which take place in June, September and December of each year. The first was on **26th June 2008**; the second on **18th September 2008**, the third on **11th December 2008** and the fourth was on **3rd June 2009**.

The CEO is the only person on stage for these, he talks to a live (and video linked) audience without notes and with a few slides to illustrate some of the points made. The venue moves around the globe. The CEO is using these events to continue working on 'communicating the change vision' (Kotter, 1995). Full transcripts were available and a content analysis highlighted a theme of consistent referencing to the GSK strategic priorities using a framework of categories. The author's summary analysis by each GSK strategy is shown below:

Strategy 1: Grow a diversified global business.

The CEO's language on the current state shifts from the apocalyptic *"a degree of challenge unprecedented for any industry"* with a stark injunction *"to deliver greater growth in sales"* to the metaphoric *"we have been running as a fleet with three or four aircraft carriers"*. The response to the injunction seems limited to a moderate restructuring and some merger and acquisition activity over the period May – September 2008. However by December 2008 the language is significantly more upbeat *"we can do more but we have very good momentum"*. This is reflected in an increased level of planning activity associated with specific targets for the Business Units as well as increased merger and acquisition activity. By June 2009 The CEO's key metric has shifted significantly and this is visible in the sheer quantity of product / market activity that he quotes. In June 2009 he awards each strategy with a performance rating and he scores this strategy as deserving a *'B grade'*.

Strategy 2: Deliver more products of value.

The CEO reminds the audience that this is not only about *"delivering product after product across the portfolio"* but also meeting the needs of *"of the other stakeholders in the system"*. However the news seems to get better as in September 2008 he is sharing *"the good news is that we are already on track to be a real outstanding*

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performer" but cautions *"Can we still screw it up? Absolutely! We have to stay incredibly focused".* In December 2008 he says *"We can start to see the light at the end of that tunnel. The delivery of the pipeline products I talked about that the beginning of this conversation really signals the evidence of what R&D is achieving"* and in June 2009 *"R&D is delivering; the challenge is to endlessly reload that pipeline. Much has been achieved in R&D".* The positive language is reflected in the increased number of drugs and products referenced as 'Successes' and seems to be linked to the organisation changes around the Drug Discovery Performance Units (DDPU). In June 2009 he awards each strategy with a performance rating and he scores this strategy as deserving a *'B-plus grade'.*

Strategy 3: Simplify the operating model.

The CEO reminds the reader of the task *"our complex way of working needs to change because it's expensive and slows us down"* but appears to become increasingly frustrated over time. His language starts with commitment *"I'm not going to give up until we've got this right. We are totally committed to doing that"* (June 2008), *"and now you are going to see, we're going to start to really attack this"* (September 2008) then concern *"Simplification remains for me a frustration. I'd like to see a greater increase in pace"* and recommitment *"I make no apology for continuing to put as much pressure as I am humanly capable of".* However he ends in frustration *"this drives me absolutely insane as it's a critical thing for us to do".* It appears that activities are either linked to a particular Business Unit – manufacturing – or an IT project. Other activities are planned but there seems no indication of any successful outcomes. In June 2009 he awards each strategy with a performance rating and he scores this strategy as deserving a *'D grade'* adding that *"we will fail if we do not simplify this company".*

Strategy 4: Create a culture of individual empowerment.

The CEO speaks to this in two ways. The first is to clearly articulate not only what he feels is the key principle that *"We need 110,000 people putting their shoulder to the wheel. The only way we are going to do that is if we empower them"* and *"Make sure a) people know what is expected of them; b) they feel confident themselves to make a decision, that they know what the rules of engagement are; and c), let them then get on with it"* but also his concern that *"where our managers and supervisors have not*

realised that I expect them to be a leader, not simply a maintainer of the status quo".
By June 2009 he appears to be losing patience *"we have other parts of the organisation where our managers weren't even prepared to sit down with their team to have the discussion on empowerment that I asked them to do last year".* In June 2009 he awards each strategy with a performance rating and he scores this strategy as deserving a *'D-minus'* grade.

Strategy 5: Build trust.

The CEO consistently links external trust with a *"permission to trade"* that is granted by society at large and is eroded by negative press or a perceived lack of transparency. He declares himself pleased in this area as expressed in his phrase *"taken a leadership position on..."* and awards performance on this strategy a rating of an *'A-minus grade'.*

As Act 1 moves towards an Intermission Scene 2B shows that the CEO appears most satisfied with progress against the three strategies of 'Grow a diversified global business', 'Deliver more products of value' and 'Build trust'. These were also the GSK Strategies the CET was most optimistic about, 12 months previously, in Act 1 Scene 2A. The CEO is least satisfied with progress against the two strategies of 'Simplify the operating model' and 'Create a culture of individual empowerment' with a significant amount of frustration evident in the language he uses. These were also the GSK Strategies the CET was most pessimistic about, 12 months earlier, in Act 1 Scene 2A.

There appears to be a relationship between the rating of each GSK Strategy against the CET optimism / pessimism construct and the respective CEO perceived performance score 12 months later - although discerning a cause and effect relationship is not easy. One perspective is to argue that CET was most optimistic about delivering the outcomes that most represented 'business-as-usual' i.e. those that could be considered as doing 'more of the same'. Similarly the CET were less optimistic about delivering the outcomes that represented a shift to a more inward-looking focus and required them to lead a still to be defined internal organisational change. The author argues that another way of expressing this is that the differences are linked to an organisational preference for 'task' over 'relationship' or 'change-oriented' behaviours (Yuki, 2002).

Act 1

Scene 3
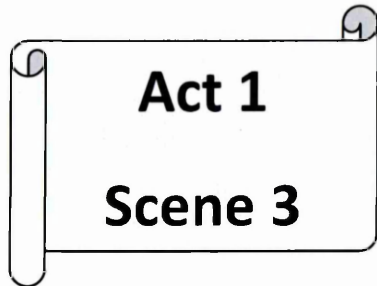
As the audience return from the Intermission the stage clock is reset to **April 2009** and the 'Top 200'

leaders in GSK have completed a survey in advance of a 'leading change' workshop – this title and topic had already been selected by the group. The purpose of this scene, and the author's analysis, is to use that data to evaluate alignment across this group of respondents in terms of their self-reported ability to deliver the change represented by the GSK strategies.

There were 7 questions in the survey all scored on a 1-5 Likert scale (Strongly Disagree to Strongly Agree). The questions were:

- *Question 1: GSK Senior Leaders I work with are clear about how we will execute on the strategic priorities for GSK.*
- *Question 2: I am clear about how we will execute on the strategy.*
- *Question 3: As the senior leadership cadre of GSK we are aligned on what leadership behaviours are required to deliver this change.*
- *Question 4: As the senior leadership cadre of GSK we are equipped to exhibit the leadership behaviours to deliver change.*
- *Question 5: I feel equipped with the necessary tools and processes to lead change.*
- *Question 6: In leading change, I see role models among CET.*
- *Question 7: In leading change, I see role models among my peers.*

The purpose of the survey was to gather input on how well positioned GSK was to change and what more needed to be done to empower Business Units to achieve the strategic goals more rapidly.

Summary results by Business Unit were available for 127 respondents (but not at individual detail level) and had been analysed using a 'top-box' approach. In executive

summaries results are often presented using the top box (or cumulative frequency) method. Van Bennekom (2013) suggests this is because this number is most understandable to the greatest number of people, and it avoids having to explain the scale used. He suggests using the mean scores in the body of the report, especially in graphs showing results across a series of survey questions, as providing the best overall statistic of the typical rating given by survey respondents. Without the original data it is not possible to reverse the top box scores back to their individual scores on the Likert scale but it is possible to perform a partial reversal by assuming 'Agree' as the equivalent of a 4.5 score, Neutral as the equivalent of a 3.0 score and Disagree as the equivalent of a 1.5 score.

The results of this subsequent analysis by the author are shown as an ANOM analysis of respondents' mean responses - by Question is shown in Figure 4.1.6 and by Business Unit (BU) in Figure 4.1.7.
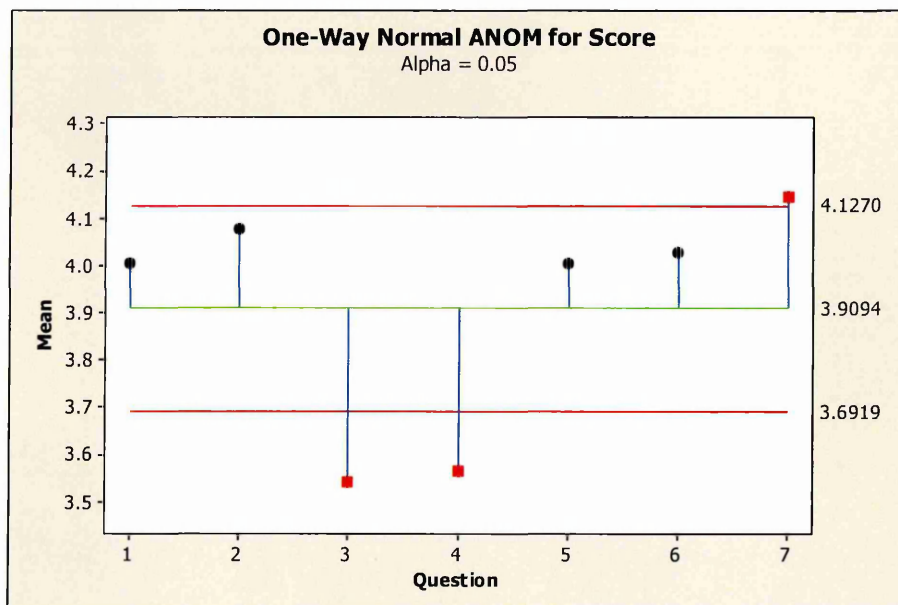
Figure 4.1.6 ANOM of respondent scores by Question

Figure 4.1.6 shows that the mean responses to Question 3 and 4 are statistically significantly below the mean responses to the other questions. Questions 3 and 4 have two differences to the other questions. The first is they refer specifically to the

collective and universal 'we' – in this case the 'senior leadership cadre of GSK' – other questions reference the individual 'I' indicating a potential 'self-reporting' bias (Taylor and Brown (1988). The second difference is that they reference 'leadership behaviours to deliver change'. Figure 4.1.6 also shows that the mean response to Question 7 is statistically significantly higher than the mean responses to the other question – this could be linked to the fact that Question 7 is quite general and non-specific – "*I see role models amongst my peers*" so less demanding of the respondent.
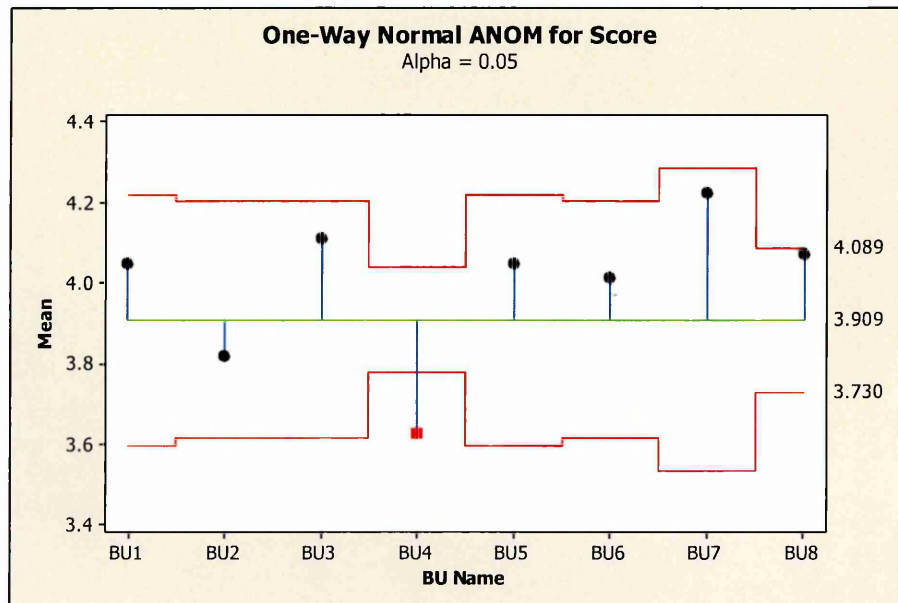
Figure 4.1.7 ANOM of respondent scores by Business Unit

The author's second ANOM analysis is by each Business Unit and is shown in Figure 4.1.7. This analysis shows that the mean responses from BU4 are statistically significantly below the mean responses from other Business Units. By itself this indicates that there is variation amongst Business Units in terms of their self-reported ability to both execute the strategies and lead or deliver change. However, as BU4 represents 32% of respondents, the lower mean response assumes a greater weighting and greater importance.

Scene 3 shows that, overall, the top-200 respondents score themselves highly in terms of their ability to execute the GSK strategies. This is despite variable performance

ratings from the CEO which could indicate a level of 'self-reporting bias' (Taylor and Brown, 1988).They are less certain about the leadership behaviours associated with their abilities to deliver the change required by the organisation – also indicating a preference for 'task' over 'relationship' or 'change-oriented' behaviours (Yuki, 2002) as previously mentioned in Scene 2B.
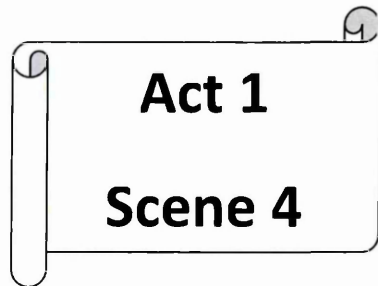
Act 1

Scene 4

In this final scene of Act 1 the performance jumps forward in time to a report to CET dated **18**[th] **November 2010**. The purpose of this scene is not only to serve as closure to the main activity in Act 1 but also as an introduction to the rest of the script by bridging across the events of 2008, 2009 and 2010. The text is reproduced not so much as a 'spoiler for the plot' but to rather act as a 'trailer' such that the audience can be considered as fully 'briefed' in anticipation of the scenes that follow.

The report opens with comments that point back to the level of ambition inherent in the GSK strategies and the risk represented by inadequate change management:

> *"GSK's strategic plan is highly ambitious and success is dependent on an unprecedented level of enterprise-wide change. CET identified a significant risk area for GSK, as 'Inadequate change management leading to failure to implement major business initiatives while maintaining critical business processes'".*

The report defines provides a definition of change management that is similar to Moran *et al.* (2001):

> *"Change management is a proactive, structured approach to transitioning individuals, teams, and organisations from a current state to a desired future state. It is an organisational process aimed at empowering employees to accept and embrace changes in their current business environment".*

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The final paragraphs are reproduced in full and provide the linkage between not only an organisational need to improve leadership capability to drive change and ADP as a solution to that need but also the proposed evolution of change management capability inside GSK:

> "**Background** - in the years following the merger, GSK's approach to change was somewhat fragmented and inconsistent, with no common methodology or over-arching governance. The advent of a new CEO with new strategic priorities in 2008, combined with themes from the global empowerment survey and the global leadership survey clearly indicated the need to build greater leadership capability to effectively drive change.
>
> **Change Management Framework: Accelerated Delivery Programme -** In mid-2009, [GSK] ... initiated the Accelerated Delivery Programme (ADP) – an enterprise approach to change in GSK. Drawing on internal and external best practice, ADP was quickly established as the 'change management framework' which is in ever increasing use across the organisation. This framework provides a more structured and rigorous approach to change, with a simple and effective methodology that addresses real business issues.
>
> **Evolution of Change Risk Management -** GSK has put in place a solid foundation for effectively driving and managing change. Our aim in the longer term is that ADP will become a natural way of working across the whole of GSK".

As Act 1 draws to a close we see that Scenes 2, 3 and 4 indicate that the 'pessimism' of the CET in delivering those GSK strategies linked to an internal organisational change is not only correlated with the CEO-reported progress against those same strategies but also the top-200 leaders self-reported concerns over leadership behaviours. As a consequence it appears that these are now identified as a risk to the delivery of the GSK strategies and have been characterised as 'Inadequate change management capability'. ADP is seen as the 'solution' to the problem with its focus on change management leadership and organisational capability and has to become a 'way of working' across GSK.

Act 1

Epilogue

The epilogue takes place 'off-stage' and requires the audience to 'time-travel' to **November 2011** to a report from the CIPD Conference. A GSK senior leader is giving a brief presentation. The purpose of the scene is to provide an intriguing 'sound-bite' linking the GSK context, strategies, leaders and ADP.
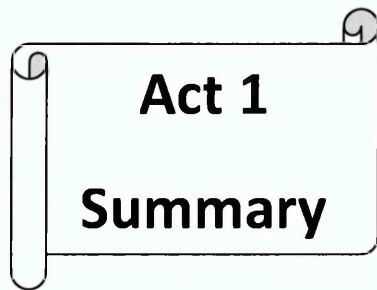
"Firm moved "from being an oil tanker to being a yacht [She] outlined the transformation that has been taking place at GSK … which has focused on simplifying the operating model and creating a more diversified business, as well as trust and empowerment".

"The pharmaceutical industry was and is going through a lot of change," she said, describing the operating conditions for the company as a perfect storm in which the company saw itself as an oil tanker when it needed to be a yacht. "It continues to be stormy," she said. "But we have a leaner and fitter crew."

"Among the initiatives that have been introduced are an accelerated delivery programme aimed at delivering business results faster and more effectively, a renewal of the senior talent pool - which has seen almost all of the top 200 people change or move role - and improvements to succession planning". (CIPD, 2011)

BRING THE CURTAIN DOWN
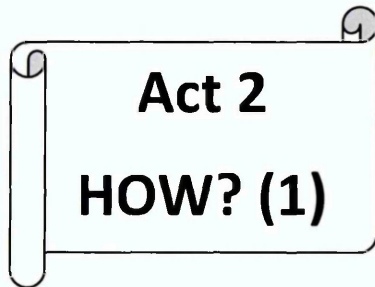
Act 1

Summary

Act 1 consists of four 'scenes' that are concerned with the purpose of fulfilling the research objective of exploring, within the case study organisation, not only the underlying rationale for the continuing deployment of ADP – the 'Why?'; but also the methodology for the deployment of ADP – the 'How?'.

It shows that there is a new CEO in GSK who, as expected (Den Hartog and Verburg, 2004) is introducing a new set of strategies. These represent a significant organisational change and in Scene 1 the CEO appears to be using the Kotter (1996) model to introduce and deploy that change. In Scene 2A the CET is optimistic about some of these strategies and pessimistic about others and 12months later Scene 2B shows that based on a CEO 'performance rating' their levels of optimism / pessimism are justified. Scene 3 confirms that the GSK 'top-200' leaders are also not at all optimistic about their collective ability to lead and deliver the change required while Scene 4 confirms the eventual organisational recognition of that challenge when an internal risk audit identifies inadequate change management as a risk to the delivery of the GSK strategies. This identifies ADP as a potential solution to the problem of low levels of capability in driving and managing change and has an objective of becoming a 'way of working' or an 'applied organisational capability' (Haas and Hansen, 2005) across GSK.

Act 2

HOW? (1)

The Prequel set up the narrative by introducing its rationale, key concepts and components. Act 1 set the context for the deployment of ADP with the setting of the GSK strategies by the new CEO and the subsequent response of the senior leaders and the rest of the organisation. The purpose of Act 2 – with its four 'scenes' - is to address the research objective of exploring, within the case study organisation, not only the methodology for the deployment of ADP – the 'How?' but also the underlying rationale for the continuing deployment of ADP – the 'Why?'. To do this it describes the development and deployment of a set of evolving ADP strategies over the period **May 2009** to **January 2013** and does so from the perspective of the ADP Team – the 'internal' change agents - and their various partners. Each scene represents a cluster or group of incidents and activities. There are 'Intermissions' between each scene and a further reflection at the end of each scene.

PROGRAMME CONTENTS

Act 2 Scene 1 runs from May 2009 to January 2010 and reviews the Programme and Project Charters for the Accelerated Delivery Programme as well as the development of the ADP strategy for 2010. There is an intermission at the end of this Scene.

Act 2 Scene 2 runs from February 2010 to January 2011 and reviews the 2010 ADP strategy by the ADP Team as well as a mid-year review of performance against the 2010 ADP strategy. There is a SWOT analysis, meetings with the ADP Steering Team and a sequence of meetings and discussions at a time when the 2011 ADP Strategy was developed. There is a reflection and intermission at the end of this Scene.

Act 2 Scene 3 runs from January 2011 to January 2012 and reviews not only the 2010 ADP performance against Business Unit objectives using figures from the policy deployment matrix (PDM) but also looks back at some of the performance issues from 2010 and reports the detailed activities associated with the strategies for 2011. It reviews the reported progress and challenges faced by the ADP Team in execution of the 2011 strategies and looks forward at a potential 2012 strategy through review of a draft proposal by the ADP leadership team. It considers a SWOT analysis of the ADP deployment across the various Business Units and covers the development of the ADP 2012 strategy. This is a lengthy scene so contains a mid-scene intermission before concluding with a reflection and a further intermission.

Act 2 Scene 4 runs from January 2012 to January 2013 and reviews the performance against the 2011 objectives as well as the performance reviews of the 2012 strategies. It also shows the development of the 2013 ADP strategy before introducing the 2013 ADP strategy and reviewing the set of performance against objectives – using the PDM - for 2012 as well as some of the commentary that sits behind those figures. This scene concludes with a reflection before the Act 2 Summary which reviews the content of Act 2 and presents its main themes and key messages.

RAISE THE CURTAIN

Act 2 Scene 1
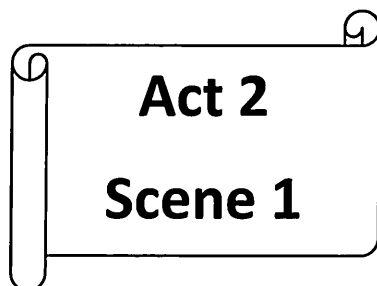
The purpose of this scene is to explore key frameworks from the early months of ADP. It reviews some of the early documentation from that period – charters and a vision statement – as well as identifying some key principles that lead into the 'unveiling' of the 2010 ADP strategy. This scene can be characterised as a crew of stage-hands building the 'set'. It is a short scene - running from May 2009 to January 2010 – opening to an empty stage that goes on to put in place the 'scenery' and 'props'

that will stay in place for most of Act 2. The voices heard during these early scenes of Act 2 are from several groups of actors comprised of the ADP 'team' and their leaders. Act 3 shows that the ADP Team are a group of 'experts' in the disciplines of Project Management (PM), Organisational Development (OD) and Lean Sigma or Continuous Improvement (CI) or Operational Excellence (OE). There are initially thirteen of them although the team size has grown to twenty by 2011.

On 18th May 2009 there is a slide pack with the first mention of the acronym ADP as the *'Accelerated Delivery Process'*. The context of the presentation was to outline a focus on change that CET sought to promote:

> *"We are going to take a number of projects that we've got to get right, and we're going to build a capability around the projects so that people are learning how not just to deliver change but how to lead".*

However another slide provides some additional clarification with a comment that deconstructs this approach and aligns it with some earlier comments on projects:

> *"We will use an [action learning] approach that will drive performance to meet each project's objectives and deliverables, whilst building long-term capabilities. The content underpinning the whole action learning process will be a unique blend of Project and Change Management, Continuous Improvement and leadership that will build organisational capability across GSK to execute change quicker than our competitors".*

There are two other documents available from this period, the first is titled 'Project Charter (ADP)' from **June 18th 2009** and the second is 'Programme Charter (ADP)' from **September 20th 2009** and it appears that the 'P' from the ADP acronym is morphing from 'Process' to 'Project' to 'Programme'. One perspective is that the increased scope represented by the name change is intended to confer increased organisational legitimacy. Suchman (1995:574) suggests that: *"legitimacy is a generalised perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed systems of norms, values, beliefs and definitions."*

At a team meeting in **November 2009** there is a documented 'discovery' that *"ADP Team members report that working directly on capability development with project team members can lead to a real increase in skills"* but cautions *"this can take time (to allow for practice and repeat experiences - not usually an instantaneous change) and a significant amount of coaching input"*. The team had completed a training course on a Change Approaches Framework (Rowland and Higgs, 2009) which appears to have been influential (more information is in Chapter 6) as it is followed with an email that expands on this 'discovery' with a request to adopt an 'emergent change approach'.

The work of Rowland and Higgs (2009:209) indicates that:

> *"Change approaches which tended to be programmatic, and see change initiatives as linear, sequential and predictable tended to fail in most contexts; change approaches which recognised change as a complex, responsive process, tended to be successful across most contexts".*

They developed (p.29) the Change Approaches framework – reproduced in Figure 4.2.1 – with its four different approaches to change and found the 'Master' and 'Emergent' change approach appeared to have a positive relationship to successful change, and that 'Directive' or 'Self Assembly' change approaches did not have a positive relationship to successful change. They found the 'Master' change approach was strongly related to success in contexts of ongoing, longer term change while for high magnitude change the 'Emergent' change approach was most correlated to success - this means that the bigger and more complex the change, the less the leader can directly control it.

Rowland and Higgs (2009) also identified what they felt to be the leadership factors that are most related to successful change outcomes in different contexts and labelled these as Shaping, Framing and Creating Capacity. They found that Shaping leadership behaviours were ineffective in supporting successful change, and in particular high magnitude change. However there was a very strong relationship between leaders who can frame and the success of their efforts in implementing high magnitude change – especially in those situations where quick results were required. In the context of longer term change, and where the change was ongoing then Creating

Capacity leadership was most related to success and they showed a strong correlation between Creating Capacity and an Emergent change approach.
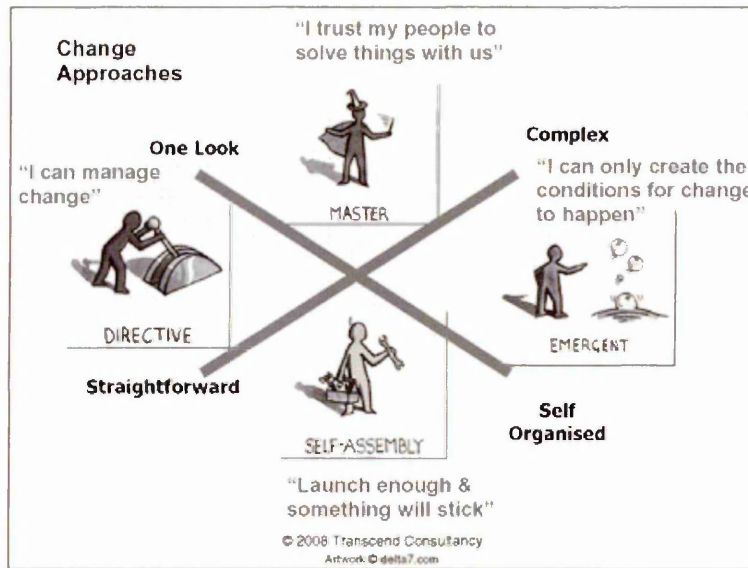
Figure 4.2.1 Rowland and Higgs (2009:29) Change Approaches framework

An additional email expanded on a request to explicitly include capability or skills building in future activities. Comments include:

> *"If we want a rapid and sustained change in GSK change capability we should use the ADP Team experience in Wave 1 to identify the core skills which make a difference. We could then identify key named individuals to target for skill building … in the expectation that others will see and start to copy their behaviours … help them be successful, communicate their success and build their skill".*

As the team reflects on the appropriate approaches for their strategy then 'building capabilities' now resumes its earlier level of importance (from the 'project' and 'programme' charters) with the suggestion *"let's explicitly lay out our goals around skill building in the Wave 2 strategy"*.

On December 11th 2009 there was an 'ADP Strategy Day' for the entire ADP Team. This meeting produced a document that claims to be an ADP strategy. Quigley (1994:37) states that strategies *"offer a road map*

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to the future and guidelines to how people are to act and interact to attain what they regard as desirable". In this document the ADP 'vision' was stated as:

- *Every employee is empowered and motivated and capable of driving improvement to benefit our customers.*
- *GSK is recognised as the best in the industry at adapting to the external environment and rapidly executing strategic priorities.*

The next section in Scene 1 runs for the short period from **November 2009** to **January 2010.** It is a period of intense activity, the entire ADP Team are fully engaged in working on their projects and the ADP leadership are applying themselves to the question of 'what next?'

In **November 2009** a 'conversation' started about the shape of Phase 2 of the ADP strategy – Phase 1 being the initial 10 projects starting in July 2009. This produces a lengthy series of arguments which, when deconstructed by the author, devolve into questions and choices around four so-called strategic levers. These are discussed and modified at further meetings in **November 2009** before being finalised at a team meeting on **January 7th 2010**. At that meeting not only was the wording adjusted further with additional strategic levers identified but decisions were made with respect to the available choices.

The 'conversation' concluded on **19th January 2010** when the ADP Team leader presented the slide shown in Figure 4.2.1. It's labelled as the ADP 2010 Strategy House. The **'roof' of the 'house'** contains the 'vision statement' (Jolayemi, 2008) with the phrase *"Substantially increased business benefit"* which is the deliverable from the original Project Charter. The **'strategies'** of *"Every employee is empowered, motivated and capable of driving continuous improvement to benefit customers"* and *"GSK is excellent at rapidly executing strategic priorities and proactively shaping the external environment"* are outputs from the Programme Charter and represent the 'medium term' plans or goals from Jolayemi (2008). In future scenes the 'enablers' are called

'strategies'. The 2010 turn around metrics are the goals or targets for the 'enablers' – these are referred to as annual plan metrics in Jolayemi (2008).

Substantially enhanced business benefit

Strategies	Every employee is empowered, motivated and capable of driving continuous improvement to benefit our customers	GSK is excellent at rapidly executing strategic priorities and proactively shaping the external environment.

2010 Enablers

Develop a **critical mass** ADP extended network of approx 150 people highly skilled and experienced in CI, PM and change leadership.

Scale up the number of ADP projects through the use of the extended ADP network using an appropriate selection process.

Focus CI efforts on the critical areas where **productivity** needs to be immediately enhanced (eg NA Pharma)

Create simple **summary packages** of ADP tools and system, create conditions for successful adoption by the broader business.

Thoroughly engage the broader business through a comprehensive **communications** particularly within senior management groups.

2010 Turnaround Metrics	Extended ADP Team to number 150+	ADP supported projects to number 50+	One successful productivity transformation	Substantially adopted simple ADP approach	Evidence of aspirational aligned CET

Figure 4.2.2 ADP 2010 Strategy House

As Act 2 moves towards an Intermission, Scene 1 shows that the scope and scale of ADP is increasing in its first few months of 'life'. The intent is for a small group of 'experts' – Schroeder *et al.* (2008) describe this as a parallel-meso organisational structure – to apply their expertise to a series of important projects with the expectation that an 'action learning' approach will provide a faster delivery of benefits from those projects – as shown in Leonard and Marquardt (2010). Over time there is a shift away in language from the focus on 'projects' and 'benefits' to other labels e.g. 'critical areas', 'strategic priorities' that appear to provide increased legitimacy (Suchman, 1995).

There is also an initial expectation of a transfer of skills to build capability in the project teams. This is initially 'misplaced' before being 'rediscovered' based on the teams experience working on these critical projects. Haas and Hansen (2005) suggest this can sometimes be problematic due either to a lack of familiarity or trust between the parties or to the difficulty of articulating knowledge that is tacit (Hansen, 1999). Scene 1 also indicates a shift away from 'action learning' to 'capability building' and using an 'emergent change approach' (Rowland and Higgs, 2009) as the scope and scale of ADP is also shifting from specific projects to the whole of GSK.

By the end of 2009 the ADP Team have developed a framework – based on the Strategy House from Hoshin Kanri (Jolayemi, 2008) (see Appendix J for more information) – to articulate their 2010 activities that includes both short term and long term goals. Their focus for 2010 is in five areas:

- Skills transfer or capability building to a wider group.
- Using that wider group to work on additional projects.
- Targeting their efforts in particular on Business Units characterised as 'early adopters' (Rogers, 1995).
- Identifying and developing the ADP 'content' in terms of its tools and techniques – as suggested in Hellsten and Klefsjo (2000).
- Engaging with senior leaders to foster legitimacy and to influence employee behaviours. This is consistent with De Jong and Den Hartog (2007) and Peeters *et al.* (2014).

INTERMISSION

Act 2

Scene 2

As the audience take their seats following the intermission they notice that Figure 4.2.2 is projected as a backdrop to the stage and the rest of Scene 2 is played out against that backdrop. The purpose of Scene 2 is to explore the evolution of ADP in 2010. It starts with sections detailing the questions and responses of the ADP team to the 2010 ADP Strategy House in Figure 4.2.2. In mid-2010 there is the development of a crucial piece of the ADP Performance Management System (De Waal, 2004) and later in 2010 there are meetings with the ADP Steering Team as well as meetings that review progress against the 2010 strategies. The scene closes with the development of the 2011 Strategy House.

This next section covers an ADP Team meeting – the whole ADP Team is on stage and is the only voice that we hear. It takes place over the two days **3rd and 4th February 2010**. The actors are the full ADP Team and the intent of the two day face to face meeting is for the team to review the 2010 strategy. At this stage the 'strategy house' had been developed by ADP leaders with the final version shared with the ADP Team in the week before this meeting.

On the first day of the meeting the team were split into three groups and asked to consider what 'questions' they had about the 2010 ADP strategy, what would need to happen to 'accelerate' delivery of the 2010 ADP strategy and what could slow down or act as a 'blocker' to delivery of the 2010 ADP strategy. In the first section there were 21 questions raised and the author's analysis of those is shown in Figure 4.2.3. The category with the most questions (48%) was '**the strategy is incomplete – something is missing'**. Comments included:

> *"The human element missing - don't want to implement change by rolling over people", "culture of learning", "change leadership", "capability and skill elements", , "success metrics for projects" and "standard work".*
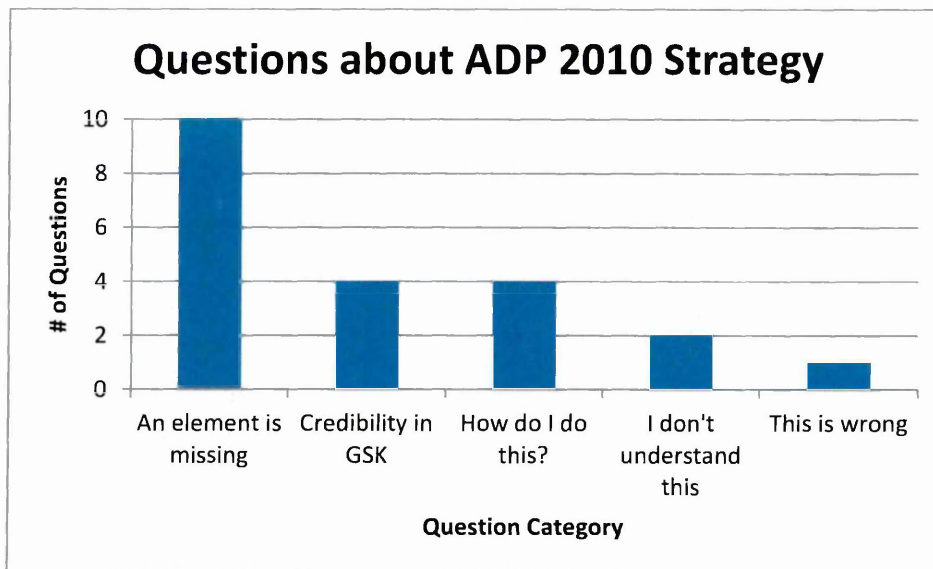
Figure 4.2.3 ADP Team questions about 2010 Strategy

The next section of the meeting produced 19 potential 'accelerators' that were suggested by the group and the author's analysis of those is shown in Figure 4.2.4. The categories with the largest number of potential accelerators (26%) were labelled **'People'** – in this section the suggestions were inward looking and directed at the ADP team themselves – and **'Unipart'**. The team had recently visited Unipart and that has raised the idea that GSK could *"contract ADP out to Unipart"* or *"adopt the Unipart way"*.
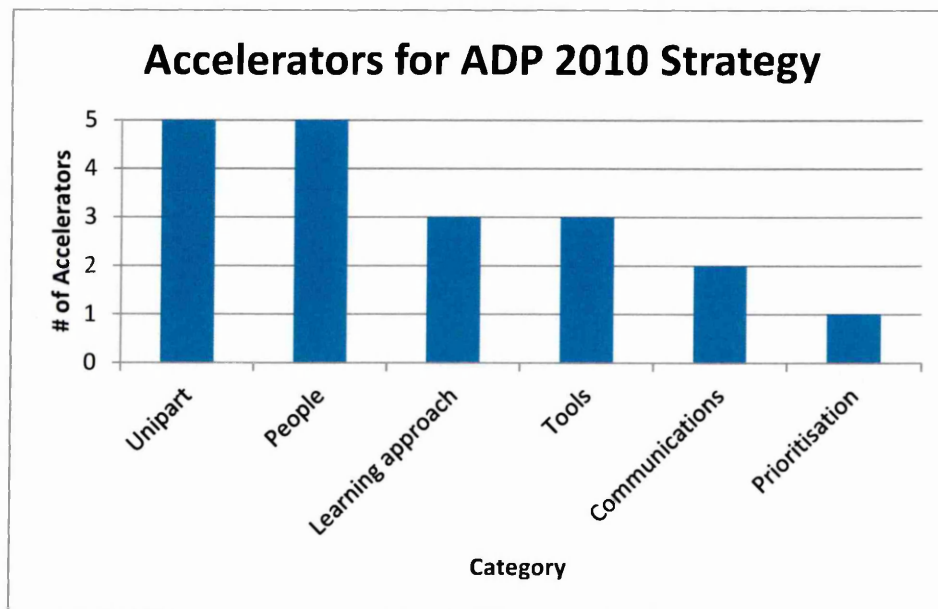
Figure 4.2.4 Suggested Accelerators for ADP 2010 Strategy

In the final section of the meeting there were 17 potential 'blockers' that were suggested by the group and the author's analysis of those is shown in Figure 4.2.5. The category with the largest number of potential blockers (41%) has been labelled **'Resistance'** and is focused on the issues that could lead to stakeholders not wanting to work with the ADP Team. Comments included:

> "There's a linkage between continuous improvement and redundancy", "people don't want to do projects", "people won't be willing to risk joining ADP", "ADP is perceived as [Business Unit] BU9 continuous improvement", "leadership will see it as a threat to their control or career".
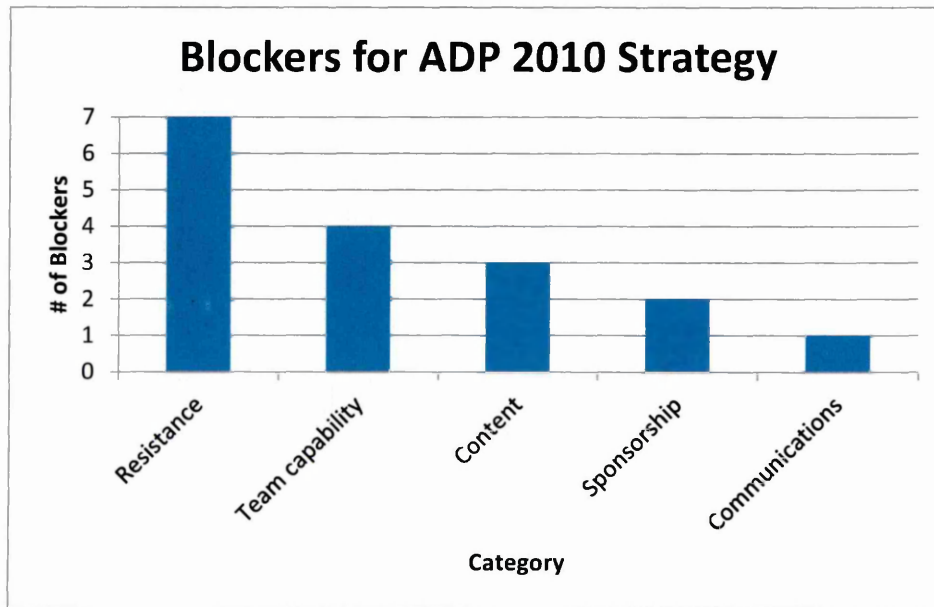
Figure 4.2.5 Suggested Blockers for ADP 2010 Strategy

The next part of Scene 2 is on **22nd and 23rd June 2010** at a 'virtual' team meeting with participants in the USA and UK. The meeting ran as combined sessions while the working days overlapped and as separate sessions at other times. It's been over four months since the previous meeting although there have been weekly team meetings in the period between. The agenda includes the topic *"identify gaps in deliverables for 2010 goals"* indicating the potential likelihood that the 2010 deliverables from Scene 1 are at risk of not meeting their objectives. The first part of the meeting introduced the 'Policy Deployment Matrix' (PDM) (Dale, 1990) to the group. An example can be found in

Appendix A. This was one of the recommendations covered earlier in this scene after the February 2010 visit to Unipart. The slide pack from that meeting shows a representation of the implementation – see Figure 4.2.6 – showing the relationship between Strategies, Objectives, Projects, Results or Metrics and the formatting of the PDM.
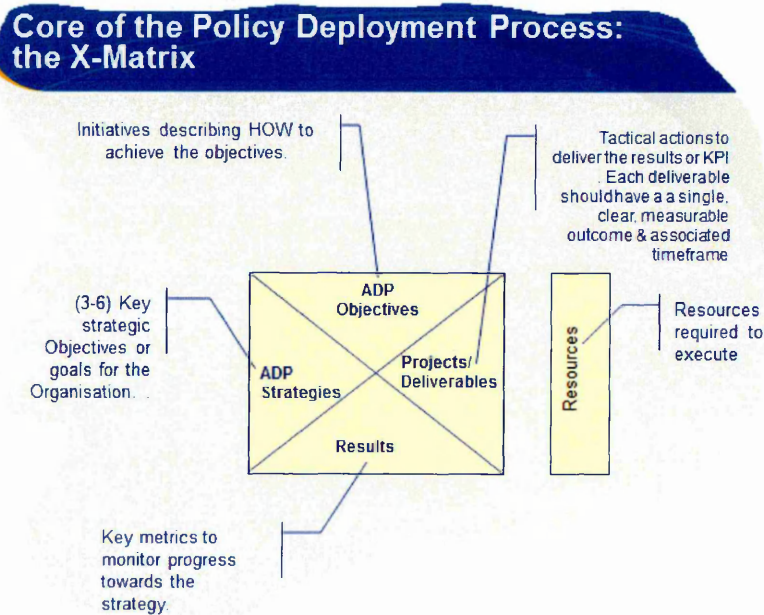
Figure 4.2.6 Core of the Policy Deployment Process – the X-Matrix

The next section of Scene 2 contains two parts both taking place at an ADP Team meeting on **19th October 2010**. It's a virtual meeting across the two locations of GSK House in the UK and the GSK offices in Philadelphia, USA and the usual cast of the ADP Team are on stage for the first part of the scene. This looks at the deployment of ADP using a SWOT analysis – an analytical method developed in the 1960s (Learned *et al.* 1965) which is used to identify and categorise significant internal and external factors faced by an organisation (JRC, 2009). Notes from the section of dialogue generating the SWOT analysis show 35 comments including 10 'strengths', 7 'weaknesses', 9 'opportunities' and 9 'threats' – the author's analysis of which shows a number of categories emerging, these are shown in Figure 4.2.7. The category with the largest count of 'strengths' comments is 'the content' of ADP. These show the team's developing

confidence in the tools and techniques of ADP. There is more analysis in Chapter 5 however comments included:

"The Fundamentals", "Good training", "Our USP – the PM (Project Management), CI (Continuous Improvement), CM (Change Management) triangle", "the ADP PDM (Policy Deployment Matrix)".
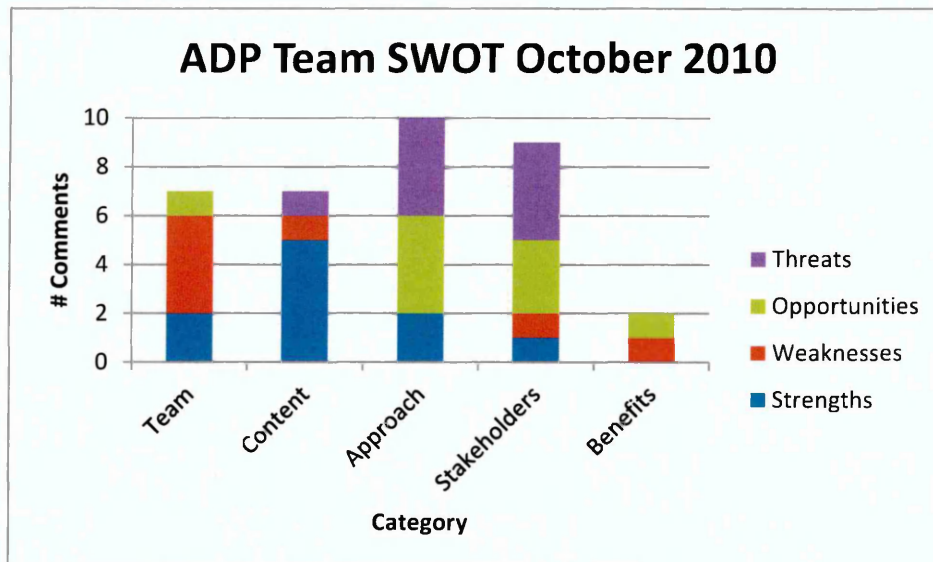
Figure 4.2.7 ADP Team SWOT Analysis

For the second part of the **19th October 2010** meeting the team are joined by three members of the ADP Steering Team – all senior leaders in GSK. The script is based on question and answer principles and the dialogue lasts for approximately 45minutes, however the author's analysis of the meeting notes show three discrete themes.

The first theme could be summarised as **'What do the Steering Team 'see'?'** with initial comments acknowledging the perception that ADP went through a difficult start-up period in terms of engaging with project teams. The second theme could be titled **'What do the ADP Team 'see'?'** with members of the ADP Team confirming a sense of increasing momentum characterised as 'pull from the business' and the shift from 'project delivery' to 'capability building'. The third and final theme could be titled **'What are the priorities for 2011?'** with most of the Steering Team focused on their desire to see an extension of ADP into all areas of GSK such that it becomes embedded as a GSK way of working. Other comments in this final category included:

"We look to drive the infection further to have an ADP presence everywhere", "It will be so engrained we won't need an ADP Team - don't think that will happen in 2011, probably about 5 years", "We want to see people really living it".

At a subsequent team meeting on **21st October** the stage is in two parts with some of the actors – the ADP Team – split either side of a division, representing participants in London and in the USA. Conversations between both parties aren't always clear and notes show that there are, from time to time misunderstandings. The declared intent of the meeting is not only to 'look back' at performance in 2010 but also to 'think forward' to the 2011 ADP strategy. The first section of the meeting asked participants to list the **successes** and **achievements** so far in 2010. This produced 27 comments which, the author's analysis shows, could be broken into five categories – perhaps unsurprisingly there is considerable overlap between this exercise and the categories produced by the earlier SWOT analysis. The author's analysis is shown in Figure 4.2.8. The categories with the equal-largest (22%) number were '**Content**', '**Benefits**' and '**Team**' - which referred to the strengths and limitations represented by individual members of the ADP Team rather than the collective. Comments in this category included:

"Appreciation in collective working in OD, PM and CI – collaboration", "Great expertise in team to start the journey"' "We hired xxx!", "We can't spread ourselves enough to cover all the requests".
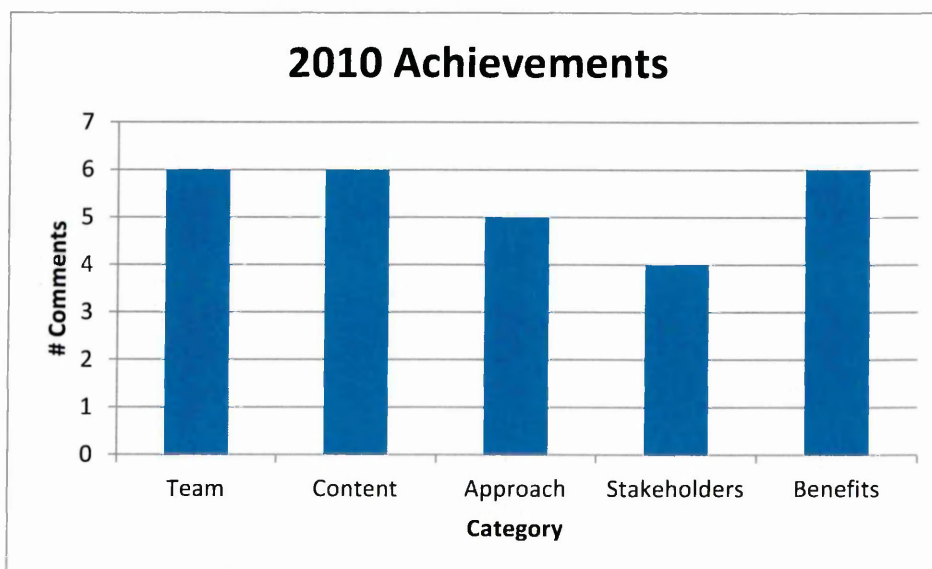
Figure 4.2.8 ADP Team 2010 Achievements

The second section of this meeting reviewed the current levels of performance against the goals associated with the 2010 strategies. As a reminder to the audience these were (from Figure 4.2.2):

- Skills transfer or capability building to a wider group (Strategy 1).
- Using that wider group to work on additional projects (Strategy 2).
- Target their effort s in particular Business Units (Strategy 3).
- Identify and develop the ADP 'content' in terms of its tools and techniques (Strategy 4)
- Engage with senior leaders (Strategy 5).

The data seems to indicate that strategies one, two and five will miss their targets for 2010. The 'capability build' target will not be met until February 2011. In June 2010 there were 26 projects being supported by the ADP Team – current indications are that only 14 are being carried out in an ADP 'way'. The proportion of 'aligned' CET members is also off track.

With a number of strategies at risk of missing their targets the ADP Team conducted a short 'problem solving' exercise. A 'Five Why' exercise – from the Toyota Production System (Ohno, 1988) - was carried out on the risks to the Strategy 1 objective and this produces a number of key insights that, with hindsight, are relevant and these are:

- The targets did not have sponsorship from stakeholders in operational roles.

- The ADP Team does not have sufficient credibility to be able to select candidates for the extended team.

- The ADP Team did not have ADP resource embedded in the target Business Unit groups to build capability.

A similar exercise - using the Ishikawa causal diagrams created by Kaoru Ishikawa (1968) - on Strategy 2 was less conclusive but seems to point to a conclusion that with an objective of 'projects done in an ADP way' there were no clear cut success criteria to assess against. There was no further recorded discussion.

The next part of Scene 2 is on **30th November 2010** with the Steering Team again joining the ADP Team on stage. At an earlier meeting they had requested the ADP Team bring *"two or three issues from their current projects"* for the combined group to 'work on' during the meeting. The script refers to the request that they be *"the recurring issues we face in embedding the fundamentals"*. Prior to the meeting the ADP Team 'brainstormed' then voted on the issues they wanted to bring to the Steering Team. These issues continue to highlight the ADP Team's concern over their roles, the credibility of ADP within GSK and their own insecurity that results from that. The options were:

- *"There is current confusion in the role and objectives of [Learning and Organisational Development] L&OD vs. ADP; this also extends to (although not as heated) the other communities of OE and PMO"* - this 'issue' received 6 votes from the ADP Team.
- *"We are working on projects where there is no pull, pain or ROI"* - this 'issue' received 6 votes from the ADP Team.
- *"We are not capturing hard data and metrics to demonstrate benefits in GSK"* - this 'issue' received 4 votes from the ADP Team.
- *"Leaders prefer being in a fire fighting mode to building capability; they don't want to be teachers, it's not their role"* - this 'issue' received 5 votes from the ADP Team.

At the meeting with the Steering Team there was only sufficient time to discuss the first question and the Steering Team expressed their concern about the choice of that particular issue and how large an issue it really was:

"Are we crashing into customers? Are we being pro-active? If you're not clear on communication then it will be confusing for the customer. People just need to be clear where they go to for help. We need some clarity of what each group does".

The final part of Scene 2 runs for the period **November 2010** to **January 2011** and covers those meetings or discussions when the 2011 strategy was developed. The broad themes were developed by the ADP Leadership team in early November 2010 before being subject to multiple reviews and refinements over the next few months. The audience is shown the evolution from the initial draft developed by the ADP leadership team and shared with the ADP Team on **16th November 2010.** It

is clear from the content analysis that the intent was set by the ADP Leadership Team in November 2010 – further changes in December / January were of a minor nature.

The final version of the ADP 2011 Strategy House was shown to the ADP Team on **January 23rd 2011** and is shown in Figure 4.2.9.
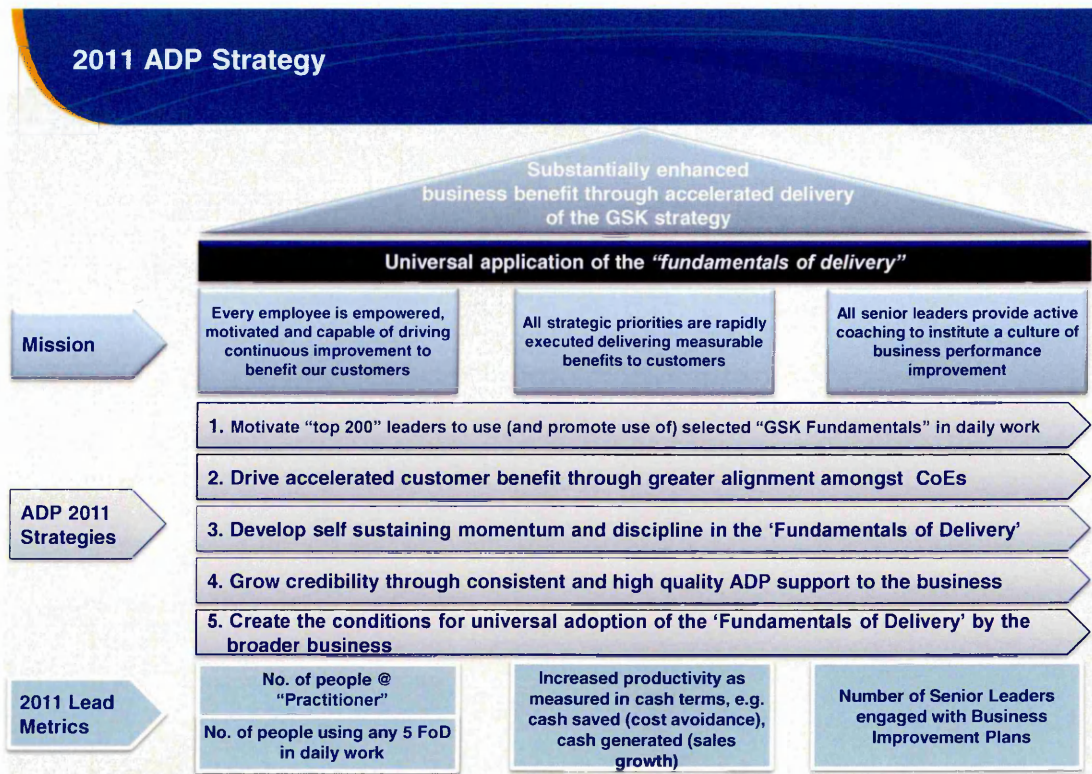
Figure 4.2.9 ADP 2011 Strategy House

As Act 2 moves towards an Intermission, Scene 2 shows that at the start of 2010 the ADP Team are not completely engaged or supportive of the 2010 Strategy which, O'Connor (1993) suggests, may result in 'overt resistance'. They also have concerns not

only around the role they play in delivering the strategy and their identity but also around the content, delivery and legitimacy of ADP, the likelihood of team success and also how that reflects on themselves and their careers. The ADP Team see GSK through a 'lens of insecurity' (Brown, 1997) about their futures. However, by the end of 2010 the ADP content that represents a significant 2010 achievement has been developed and there is evidence of successes and increased engagement across Business Units which Maister *et al.* (2000) refer to as 'earning trust' and 'building relationships'.

As in earlier scenes the ADP Team still take their strength and legitimacy from their contributing disciplines of PM, CI and OD, however the team is concerned that the capability of others in the team is not as good as it needs to be. Nevertheless, by the end of 2010 successes are attributed to the different backgrounds or expertise of the ADP Team and a collaborative style of working.

There is also some uncertainty about the 'right' ways of working with other peers and colleagues who are operating in somewhat similar roles and are seen as competing groups. Birkinshaw (2001) suggests internal competition can result in duplication, strategic incoherence and infighting. The Steering Team consider this a minor issue, that there will be interdependencies and the ADP Team should resolve them. Instead the Steering Team consider the objective of skills transfer as a success criterion and are curious about 'leader dissatisfaction' and 'reaching middle management' (De Jong and Den Hartog, 2007). They acknowledge a difficult start for the ADP Team and suggest this was because GSK was not ready or able to cope with some of the simple concepts represented by ADP. They feel – but are unsure – that the organisation is now past that stage and the ADP Team confirms a significantly increased demand on them now that businesses are seeing the benefits of ADP. Maister *et al.* (2000) points out that consultant 'engagement' issues are often to do with difficulties in 'earning trust' and 'building relationships'. The Steering Team have confidence in the direction of travel of ADP and want more in 2011 – confirming their intent that ADP becomes the GSK 'way of life' (Andersson *et al.* 2006).

Although the 2010 strategy house was developed and deployed to the ADP Team In January 2010 there was no clearly defined sense of how the strategies were going to

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be delivered (Jolayemi, 2008) or a tracking mechanism put in place until June 2010. In fact robust definitions for metrics (Jolayemi, 2008) were not in place until October 2010 - too late to hit targets in 2010. However, by the end of 2010 the ADP Team have a simple, very visual way of measuring their own and each project's performance against targets – using the policy deployment matrix (PDM) from Hoshin Kanri (Dale, 1990). Performance is assessed on a weekly basis in a Comms Cell or performance review meeting (De Waal, 2004). There is a further analysis of performance against objectives in Chapter 5 and Chapter 6.

In the ADP 2011 Strategy House (Figure 4.2.9) the ADP Mission - in the 'roof' section (Jolayemi, 2008) - re-introduces the link between the outcomes of business benefit and accelerating delivery of the GSK strategy - while the Fundamentals are now an enabler to the 'under the roof' section. The 'employee empowerment' measure - in the Mission or medium term goals section (Jolayemi, 2008) - remains unchanged for 2011. The 'executing strategic priorities' measure introduces the concept of 'measurable benefits' (Schmidt, 2006) resulting from the rapid execution of strategic priorities. There is a new goal introduced for 2011 which links coaching by senior leaders to a culture of 'business performance improvement'. The 2011 focus is in five areas:

- Skills transfer or capability building to a set of Business Units.
- 'Partnering' with other groups of internal consultants.
- Further developing and standardisation of the ADP team 'ways of working' or 'consulting processes' (Kubr, 2002).
- Further developing the ADP 'content' in terms of its tools and techniques.
- Engaging with senior leaders – to foster legitimacy and influence employee behaviours as suggested by De Jong and Den Hartog (2007) and Peeters *et al.* (2014).

Comparing and contrasting the 2010 and 2011 strategies shows three overarching strategic themes emerging. These are 'engaging leaders', 'targeting Business Units' and

the 'ADP support system'. There are further analyses of the content of the various Strategy Houses in Chapter 5 and Appendix G.

INTERMISSION

Act 2
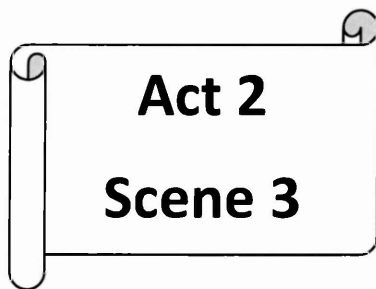
Scene 3

As the audience return to their seats following the intermission they notice that Figure 4.2.9 – the 2011 ADP strategy - is projected as a backdrop to the stage and Scene 3 is played out against that backdrop.

The purpose of this scene is to explore the evolution of ADP in 2011. It starts by reviewing performance against the 2010 objectives, first by the ADP team then with a commentary by the ADP steering team. There is also an extra analysis by the ADP team of the underlying reasons for shortfalls in performance. A mid-year ADP 'health check' uses a World Café approach and is followed not only by the usual reviews of self-reported performance against ADP strategies but also looks further forward into 2012 and the development of the ADP 2012 Strategy House.

On **27th January 2011** the Steering Team gave their comments on the ADP 2011 Strategy House. Their opening comments referred to the criticality of the year: *"2011 is the crux year for ADP - if we don't get to 'tipping point' this year, not sure we ever will"*. They also referred back to their earlier comments about 'leaders' from Act 2 Scene 2 and requested more definition on these. This was followed by a review of the final PDM for 2010 which the author has summarised in Table 4.2.1 showing not only the original objectives but also

the performance against those objectives with a short commentary about each metric. This shows performance against 2 out of the 5 metrics as missing their targets.

Metric	2010 Target	2010 Actual	Comments
Extended ADP Team to number 150+	150	77	The team extended the timeframe for achievement of this goal to March 2011 with a forecast of 162
ADP supported projects to number 50+	50	50	Target achieved although 54% or projects were inside two sets of programme activities.
One successful productivity transformation	1	1	None
Substantially adopted simple ADP approach	Not specified	Not specified	Assessment used a 1:3:9 rating and claimed that only 15% supported activities had not adopted a 'simple ADP approach'.
Evidence of aspirational aligned CET	50%	30%	Data shows 6 ADP Projects with CET alignment and support. It's not clear how this is assessed.

Table 4.2.1 ADP 2010 Performance against objectives

The next section of Scene 3 reviews a face-to-face team meeting on **14th and 15th February 2011**. This took place in London with nineteen members of the team attending over three sessions. The first session received additional feedback on the achievements of 2010 from the ADP Steering Team and also reviewed the underlying reasons for successes and failures of 2010 with a view to learning lessons for 2011. The ADP Steering Team feedback was positive about progress and measurement against objectives but expressed concerns about learning from what had happened. Comments included:

> *"Goals were quite challenging - great progress! Like the objective way you are assessing progress - seems quite solid. This will be useful when we want evidence to share with others, particularly CET; The main concern is that we ensure sustainability. , Would be good to reflect on why it has taken longer to achieve upskilling goal than originally planned, what can we learn from this?"*

The meeting subsequently broke into smaller groups to conduct a root cause analysis of missing the '**Upskilling**' targets for 2010 using an 'Ishikawa diagram' (Ishikawa,

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1968) and a 'Five Why' analysis (Ohno, 1988). The first exercise produced 27 potential causes and the author's analysis shows that these broke down into three categories of response. The author's analysis - in Figure 4.2.10 – shows the category with the most (41%) potential 'causes' is **'Leadership Commitment'**. This focused on a lack of active support on the part of line managers either due to simple apathy (passive resistance) or complaints of irrelevance and other priorities. Comments included:

"Lack of agreement to action coaching, Amount of control we had over behaviour, Aligned manager is key – where absent it is ineffective, Lack of leadership buy-in/commitment – strategy, No buy-in to have practitioners, Leaders don't buy 'leaders as coaches', Nobody coached me so I don't need a coach, Short-term results not long-term capability building".
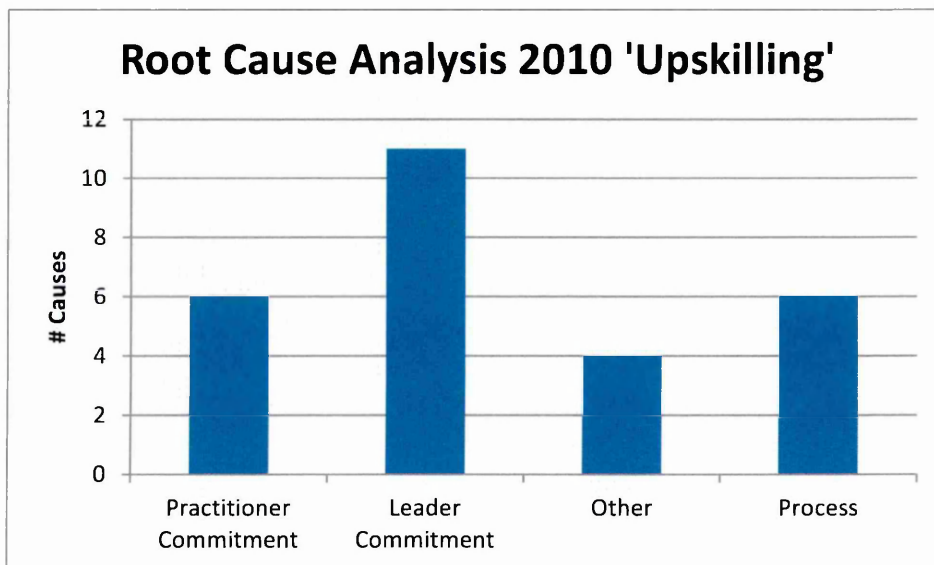
Figure 4.2.10 Root Cause Analysis against 2010 upskilling target

A second group, looking at the failure to reach the target on **'ADP Projects'** applied the 'Five Why' root cause analysis approach (Ohno, 1988) and came up with similar findings. The author's analysis showed three categories of comments that can be labelled **'Leadership Commitment'** - which focused on issues to do with effective sponsorship of projects, a second category of **'Project team commitment'** - which focused on challenges in engaging and working with some of the project teams and a

third category of **'project processes'** – which covers a similar set of engagement issues and concerns with metrics. Comments in this category included:

"Entering part way through, Low key communications, What is 'off-track'? – done in ADP manner – are we really clear? Are we aligned on and understand 'ADP manner' – are numbers inflated? Imprecise on expectations and confirmation."

The next section of Scene 3 is on **28th June 2011** and is based on a meeting between the ADP Team and their Business Unit partners which took the form of a World Café. Brown (2002) offers this description:

"The World Café is a creative process for facilitating collaborative dialogue and the sharing of knowledge and ideas to create a living network of conversation and action. In this process a café ambiance is created, in which participants discuss a question or issue in small groups around the café tables. At regular intervals the participants move to a new table. One table host remains and summarises the previous conversation to the new table guests. Thus the proceeding conversations are cross-fertilised with the ideas generated in former conversations with other participants. At the end of the process the main ideas are summarised in a plenary session and follow-up possibilities are discussed".

In this case there were 4 'café tables', one for representatives of each Business Unit plus members of the ADP Team who were 'aligned' with that particular Business Unit – BU7, BU6, BU8 and BU3. There were two rounds of questions then three rounds linked to a problem solving process:

- *Round 1 - What is going well in the deployment of the ADP ways of working in your Business Unit?*
- *Round 2 - What is constraining you in achieving your Business Unit Targets?*

This material is a rich source of information with photographs available of each tablecloth – in this case each is aligned to a particular Business Unit and these are shown in Figures 4.2.11 to 4.2.14. Each photograph contains a number of 'entries' i.e. a drawing or piece of text. The author has transcribed text-based entries and translated drawing-based entries into categories of topics. Simple counts of topics and categories have been used to discern the importance of a particular category. Some comments on the photographs have been redacted to protect confidentiality.

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Figure 4.2.11 World Café BU8

Figure 4.2.12 World Café BU3

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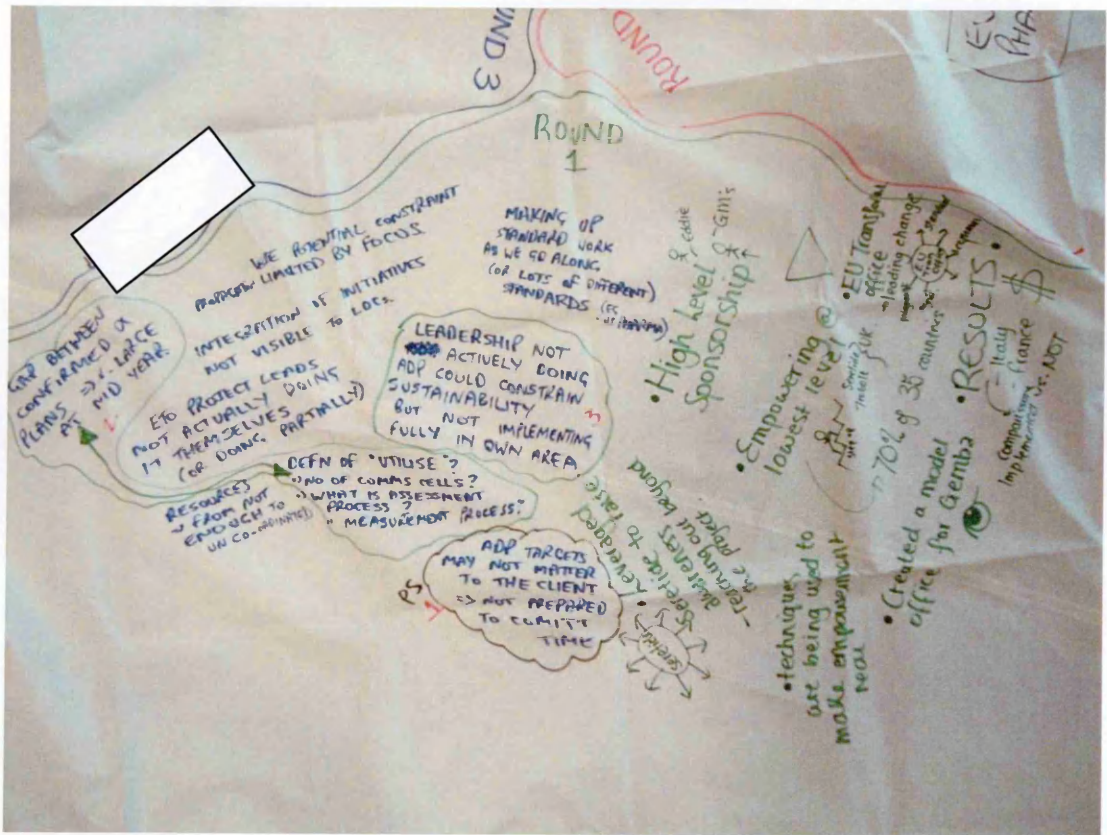
Figure 4.2.13 World Café BU6
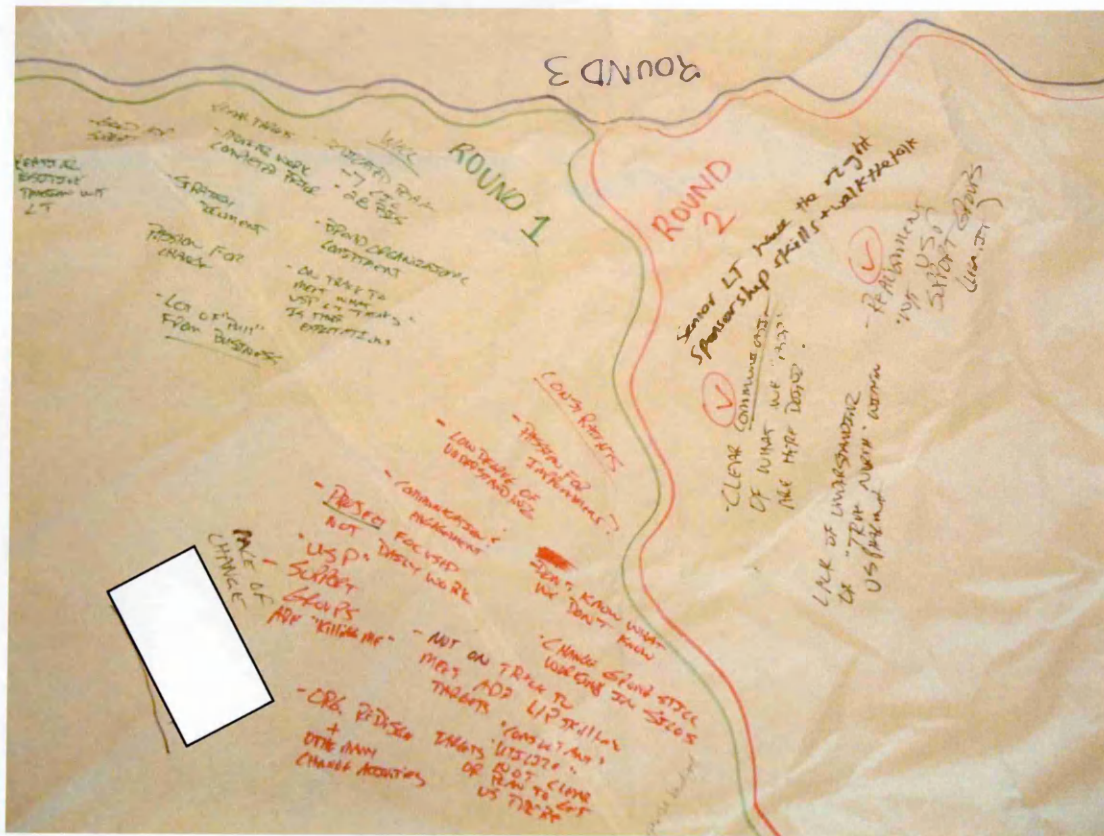
Figure 4.2.14 World Café BU7

The first question is **Round 1 - What is going well in the deployment of the ADP ways of working in your Business Unit?** In the BU8 Business Unit the author's analysis of comments shows that most of the successes seem to be associated with the increased demand for the **support of the ADP Team** and the work they're doing on specific projects and upskilling. Some of the tablecloth comments are shown in Figure 4.2.15 and transcribed below:

> *"Not just training, focused on very tangible and high-priority business goals, Lots of pull and engagement, Empowerment meetings with engagement and accountability".*

Figure 4.2.15 What is going well in BU8

The second question is **Round 2 - What is constraining you in achieving your Business Unit Targets?** In the BU8 Business Unit the author's analysis of comments shows that there are two main sets of constraints; the first is to do with the perceived prevailing **consensus driven and risk-averse culture** in BU8. The second set is to do with the **lack of clarity of the role** and the comparative importance of the goals of ADP. Some of the tablecloth comments are shown in Figure 4.2.16 and transcribed below:

> *"Mystique of ADP, Lack of alignment in what ADP is, what it's for and how to get it, Innovation vs Process, Time constraint to confirm practitioners so can only reach utilise in 2011".*
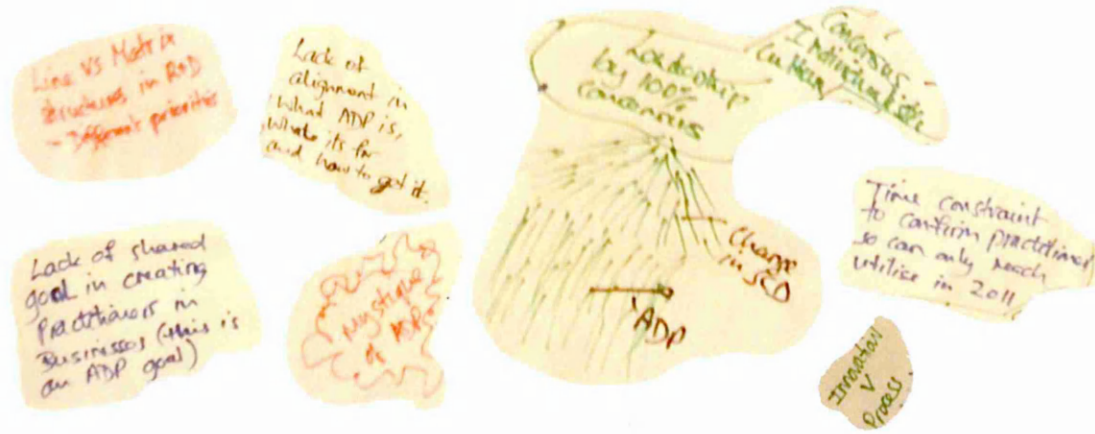
Figure 4.2.16 What is constraining in BU8

The next section of Scene 3 is on **21st to 23rd November** for an ADP Team face to face meeting prior to which the leaders of the ADP Team had produced a 'strategy paper'. This looked at the current and future state of ADP under the three headings of 'situation' target' and 'proposal'.

In the section of the paper '**proposal'** the authors suggest that 2012 ADP Team resources be re-balanced with 60% going to '**supporting and sustaining the ADP early adopters'** i.e. Business Units BU6, BU7, BU9, BU10 with the goal of *"to deliver at least 50,000 people at utilise"*. The meeting broke into four separate groups to review the strategy paper, with feedback and insights captured on flipcharts. Comments were captured and analysed by the author to produce five categories of comments across the groups. The author's analysis showed that the first category with the most (39%) comments was to do with '**targets and metrics'**. Some of the flipchart comments in that category are shown in Figure 4.2.17 and transcribed below:

"They're consistent with the top of the temple but do they address benefit and do we have the right metrics? What are the lead / lag measures of success? What is the target? Is that realistic? Is it the right metric? Hard metrics are missing".
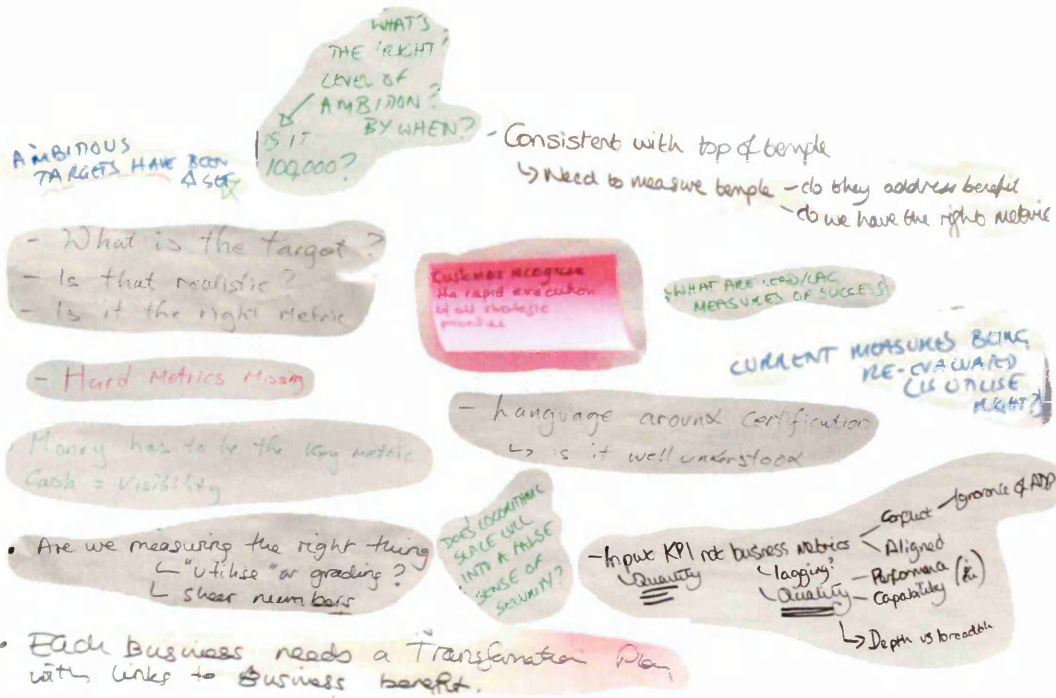
Figure 4.2.17 Strategy Paper comments

In the next section of this meeting the group received case-study style presentations from four of the so-called early adopter Business Units. Each group was asked to nominate what they felt were the top two or three critical success factors that the case studies shared – they did this by brainstorming, clustering of comments then voting. This produced a list of ten nominations which were voted upon. The factors receiving the most votes were '**Management support**', '**Beacon projects**' and '**Gemba**' – some of the flipchart comments for this category are shown in Figure 4.2.18.
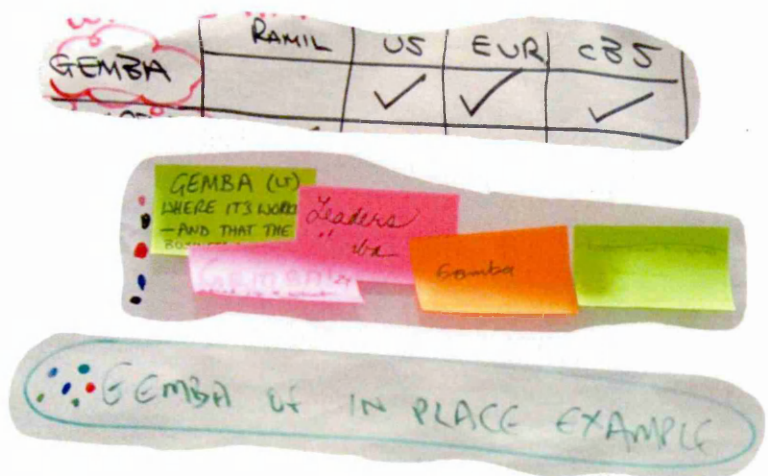
Figure 4.2.18 ADP Critical Success Factor voting

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As Act 2 moves towards an Intermission, the first part of Act 2 Scene 3 shows that the ADP Team has struggled at times in 2010 to get the engagement of leaders, project teams and project sponsors. Some of that difficulty was due to not only entering part-way through a project without a clear understanding of their role but also due to the lack of exit / entry criteria and assessment processes – Kubr (2002) refers to this as the consulting cycle. The problems with engagement are expressed both in terms of leaders' roles as sponsors of projects and their roles as line managers of those being upskilled. The latter see ADP as either not a priority or not necessary so, as a consequence, the commitment of ADP Practitioners to the 'journey' is variable. Maister *et al.* (2000) points out that consultant 'engagement' issues are often to do with difficulties in 'earning trust' and 'building relationships'. As a consequence the 'critical mass' ADP 2010 target of 150 was missed, apparently due to a slow start as the goal was achieved by March 2011 when it appears significant momentum had been built up. Although the 'ADP supported projects' goal had been achieved many of the projects were not at the 'business critical' or 'strategic' level that had been aspired to. In addition the level of CET 'alignment' target had not been reached and there is little evidence to show how this was being addressed. Nevertheless, ADP had been able to demonstrate value through a 'successful productivity transformation' as well as a level of 'stickability' by 'adoption' across a large number of supported activities. There is further analysis of performance against objectives in Chapter 5 and Chapter 6.

By mid-2011 the ADP team are reporting a strong 'pull' for support by the BU8 Business Unit despite a consensus driven culture which Goens and Streifer (2013) suggest might lead to slower decision making. They also report a concern to do with a lack of clarity about what ADP is and how its goals align. The ADP deployment in BU3 Business Unit appears to be lagging the deployment in other business units with the comment that it 'represents future potential rather than current engagement' however that appears to be attributed to BU3 organisational restructuring. Business Units BU6 and BU7 report success with their own in-house teams with high levels of sponsorship and engagement, however they also report concerns that ADP targets are not seen as clear, relevant or aligned with their own Business Unit goals.

Business Units have also reported the 'critical success factors' for a successful ADP deployment as:

- 'Gemba' – taking leaders to see ADP in action in other Business Units (Imai, 1997).
- 'Management Support' – leaders and sponsors being engaged and active in ADP related activities.
- 'Beacon projects' – those activities which when done in an 'ADP way' serve as examples and role models for others in the Business Unit. Jugdev and Muller (2005) describe these as 'proof of concept' activities.

After a break the meeting continues and the next section is intended to review progress against the five 2011 strategies. Each strategy was reviewed in turn by the group from the ADP Team that had been working on it through the year.

Strategy 1: Motivate 'top-200' leaders to use (and promote use of) selected GSK Fundamentals in daily work. The group working on this had intended to start with a 'willing' intact leadership team and develop them into credible ADP Practitioners as well as embedding ADP materials into leadership development programmes. The group have not scored themselves highly. Some of the flipchart comments are reproduced in Figure 4.2.19 and shown below:

"We have not publicised leaders doing the right things in a way that motivates other leaders to follow" and *"We did not build ADP principles into ELP leading to a missed opportunity to educate important leaders in ADP"*.
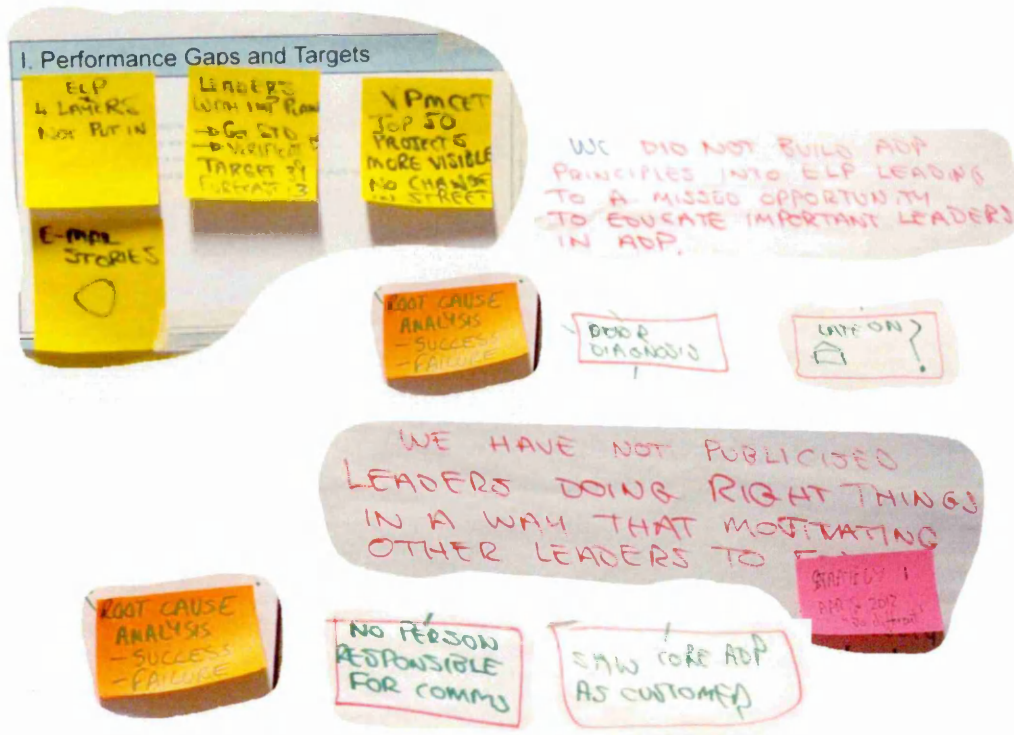
Figure 4.2.19 2011 Strategy 1 Review

Strategy 2: Drive accelerated customer benefit through greater alignment amongst CoEs. The group working on this had developed a plan that required them to "*develop the engagement plan to achieve greater alignment*" albeit with an underlying concern asking "*Do we have agreement? Do we have sponsors for this? Do we have a process to deliver e.g. Charter?*" This group's reflections are transcribed and reproduced in flipchart comments in Figure 4.2.20 below where they report that "*Early Adopter Business Units had been engaged but not the rest of the Business*" - representing that as four Business Units out of a total of twelve.
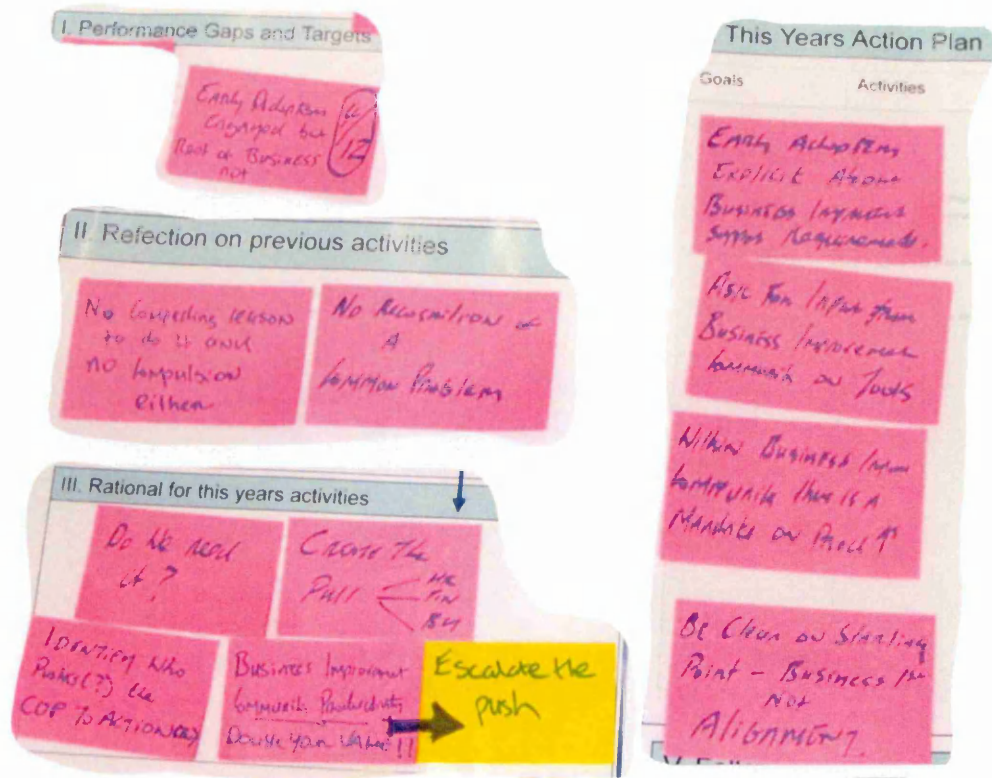
Figure 4.2.20 2011 Strategy 2 Review

Strategy 3: Develop self-sustaining momentum and discipline in the Fundamentals of Delivery. The group working on this had originally decided "*to diagnose where each Business Unit is re developing their business performance plan*" and the candidates were "*BU7, BU6, BU8, BU2 and BU1*". Comments are transcribed and reproduced in flipchart comments in Figure 4.2.21 below where they report that:

> "*What is the plan and ownership by BU? What is the proposition that drives the right conversations that defines success and measures with targets by BU? What is the ADP introduction and exit strategy and journey map?*"

I. Performance Gaps and Targets

① Establish the 'build'
What Did success look like? not clear
- 2/6 consultants, + 3 offers
- Ca 20 Transformational Leads
② us 5/6 consultants us places
BIS 28 us plans Roll time

II. Reflection on previous activities
— Ca 3 consultants
Std role definition — BI Specialist
— transformational lead
Clarity on "utilise"
EG - I want to be soft fundamental - definitions
sustaining by year end
Limited succession planning
Limited measure of success for the strategy
USO continued help consultant development

III. Rational for this years activities ② challenge
Do Differently: what is the plan + ownership
↳ B&T ⇒ proposition
→ right conversations ⇒ Define success measures
: right tactics for B4
recruitment : Succession plan fast moving
↳ ADP Talent management
Consultant team 2/2/2 → Best mix? for sustainable
ADP model Talent us experience
Intro +
→ ADP exit strategy ③ e.g. U L. + Sourcing
→ ADP std work + mgmt ore ....

Figure 4.2.21 2011 Strategy 3 Review

Strategy 4: Grow credibility through consistent and high quality support to the business. The group working on this had earlier commented that "*all five themes are inter-related, the credibility of ADP Team depends on successful execution of all*" and developed a simple plan that required them to:

"*Develop ADP Standard work and process, Define ADP Role Description, Develop Capability Assessment Process, Design Gap Closing plan (buy-in/build)*"

Flipchart comments are transcribed and reproduced in Figure 4.2.22:

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Figure 4.2.22 2011 Strategy 4 Review

Strategy 5: Create the conditions for universal adoption of the Fundamentals of Delivery by the broader business. Comments from flipcharts are transcribed and reproduced in Figure 4.2.23. The group working on this had earlier developed a framework based on a set of principles. It included four sets of activities of:

- *"Have a good product - make sure we package the Fundamentals.*
- *Make it accessible – make sure we launch the new website,*
- *Make everyone aware – create readiness and run a 2-4 hour Fundamentals experience,*
- *Ensure affiliated use by partnering with the right customer segments in the right way, working on the right projects and reaching 'tipping point' in terms of Business Unit upskilling. This last requires an alignment of the internal ADP structure with individual Business Units".*

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Figure 4.2.23 2011 Strategy 5 Review

For the final stage of the meeting the team conducted a SWOT analysis. There were five groups, four from just the ADP Team and another group from the business. The overall theme for consideration was '**Embedding Business Improvement / Fundamentals into the GSK DNA'**. The author's analysis showed that this produced 157 comments which split into 40 'Strengths', 43 'Weaknesses', 34 'Opportunities' and 40 'Threats'.

A second pass through the data shows that these break down into the 10 categories of Communications, Content, Environment, Global Reach, Other, Other Consultants, Spread across GSK, Stakeholders, Successes, Team. This analysis is shown in Figure 4.2.24. The category with the largest number of **strengths** (37%) is '**team'** and indicates an increased confidence in the capabilities of the ADP Team. There is a further analysis in Chapter 5 however comments included:

"Capabilities, Resources, Assets, People, Cultural/ behaviours, Funded well, Committed team with complementary skills, Breadth of Skills (diversity, quality, capability of people), ADP Team commitment, Capability in ADP Team, Practitioners across BU's, Range of external experience and internal experience, ADP programmes stability beyond 2011, Shared belief that we are doing the right thing, Getting better at understanding business needs, Skills of team".

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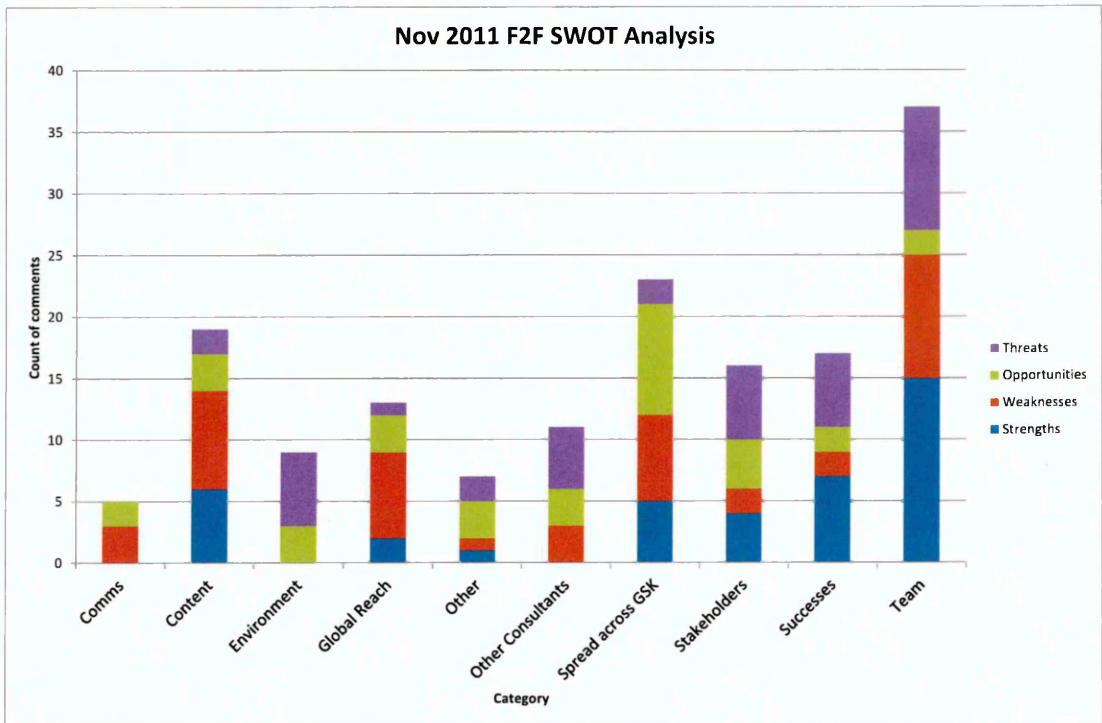
Figure 4.2.24 SWOT analysis November 2011

The final section of Scene 3 rewinds the clock to review the development of the ADP 2012 strategy. On **15th November 2011** at the regular weekly team meeting the team had another brainstorming session about the potential 2012 strategies. This produced 51 comments on individual post-it notes – the author's analysis showed that these clustered into six categories which covered forty (78%) of the comments.
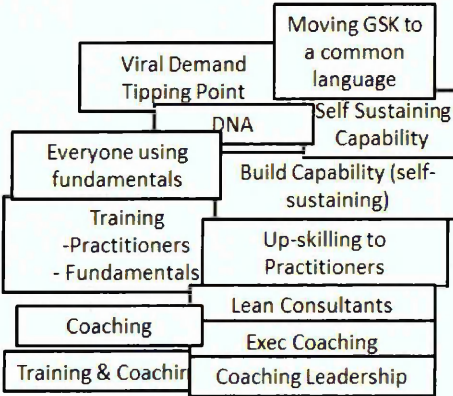
Figure 4.2.25 2012 Strategy suggestions – building capability

The Category with the most post-it notes (33%) was 'building capability in Business Units' through training and coaching individuals to get GSK to a point of 'universal adoption' of the Fundamentals. Comments in this category were captured and are reproduced in Figure 4.2.25.

At the ADP Team Meeting on **31st January 2012** the final version of the ADP 2012 Strategy House was shown for the first time and there are some significant differences from the Strategy House of 2011. The ADP 2012 Strategy House is reproduced in Figure 4.2.26.

2012 Accelerating Delivery Programme Strategy – v10

ADP Mission	*To embed a performance driven culture within* **GSK through use of the Fundamentals**

Transformational goals (Lag)	By the end of 2015 we will increase the Performance improvement rate across GSK (EPS and Free cash flow) providing total shareholder return to exceed external analysts expectations	We will have gone from having 200 performance review systems (Communication Cells) to 10,000 embedded across the globe by the end of 2015	From our March 2009 Employee Survey baseline we will by May 2014 have made significant improvements in the engagement & 'Empowerment in action' of the organisation.

ADP 2012 Strategies	1. Support the GSK transformational Journey appropriate for each Business Unit
	2. Increase employee alignment and engagement across the organisation via effective GSK strategy deployment and performance management systems
	3. Increase the number of Leaders using and coaching the fundamentals
	4. Deploy a highly effective and efficient ADP support system which helps everyone

2012 Lead Metrics	1) Increased productivity as measured in cash terms 2) No. of people @ Practitioner 3) No. of consultants	Number of Leaders with Business Improvement Plans	No. of Leaders as practioners	1) Customer rating of ADP consultant effectiveness 2) ADP Team measure

Figure 4.2.26 ADP 2012 Strategy House

As Act 2 moves towards an Intermission, we see Scene 3 as a 'large landscape' containing a lot of detail. The first part shows the ADP Leadership Team proposing an ADP 'strategy' that requires the ADP team to focus the majority of their effort on the small number of Business Units furthest along their ADP journey so as to reach 50% of

GSK. This focus on a small number of Business Units was not ambitious enough for the ADP Steering Team who were expecting a greater focus and more detail on engagement with senior leaders. There are also concerns over proposed targets and metrics, whether they are the right ones or too ambitious and also whether capability or financial benefit should be the 'right' target. However, in the second part of Act 2 Scene 3 and when it came to a vote by the ADP Team, the 2012 strategy proposals to do with building capability in Business Units and persuading senior leaders to use strategy deployment had high support. The 2012 strategy proposal to do with the process of moving Business Units along their 'transformation journey' (Andersson *et al.* 2006) and delivery of cash benefits had moderate support while the 2012 strategy proposals to do with running Beacon Projects (Jugdev and Muller, 2005) and better alignment with other internal consultants (Birkinshaw, 2001) had only low support.

The second part of Act 2 Scene 3 also shows towards the end of 2011, the ADP team self-reporting their progress against the 2011 ADP strategies. The group working on Strategy 1 had not completed what they set out to do from a February 2011 meeting. They felt this was primarily due to not only a poor root cause diagnosis and late development of the strategy but also because they lacked a person responsible for communications – although the meaning of this is unclear. The group working on Strategy 2 claimed success in the four Business Units characterised as early adopters (Rogers, 1995) although the attempted reconciliation with other consultants in the wider business improvement community had not been successful as there was no 'shared' recognition of a common problem. Their proposal for 2012 seems to be more of the same although the group does ask if this activity is still necessary. The group working on Strategy 3 were also successful in the four Business Units characterised as early adopters (Rogers, 1995) although most of their issues were to do with quality and quantity of resourcing as Business Units still looked to the ADP Team for direction as each Business Unit built up their own in-house business improvement teams. The group working on Strategy 4 reported partial success in that they completed the ADP Role Description but other activities to do with building or assessing internal ADP Team capability had not been completed. The ineffectiveness of the ADP Team 'consulting process' (Kubr, 2002) appears to be still a concern and frustration is expressed that the ADP 'approach' is not standardised enough and there are calls for a clearer articulation

of its 'value proposition'. However their proposal for 2012 appears to be simply completing the 2011 planned activities and it is unclear why the team was unsuccessful in their objectives for 2011. The group working on Strategy 5 report that they have failed by not reaching the goal of 'Universal Adoption of the Fundamentals of Delivery (Haas and Hansen, 2005) – an ambitious goal. However they had been successful in reaching four out of five of their objectives. The team proposed to continue into 2012 with a goal of 'increased adoption'.

Notwithstanding the above, by the end of 2011, there is an increased self-confidence in the capabilities and commitment of the ADP Team. The so-called 'Beacon Projects' (Jugdev and Muller, 2005) and the Fundamentals of Delivery have given ADP substantial credibility cross GSK. As the ADP Steering Team call for the ADP Team to 'go wider' across GSK Business Units and to 'go deeper' into GSK Business Units to fulfil the 'way of working' goal there are still concerns over a shortage of resources for the ADP Team, its lack of global reach and some insecurities presenting to do with the 'talent' process and programme longevity.

In the 2012 ADP Strategy House (see Figure 4.2.26) the original ADP Mission - in the roof of the house (Jolayemi, 2008) - references to 'business benefit' and 'accelerated delivery of strategy' outcomes have been removed and replaced with a reference to the enabling embedding of a desired culture that will be recognisable by its use of the Fundamentals. This is consistent with the earlier goal setting guidance from the Steering Team. The section of medium term goals has also changed its name – in this case from 'Strategy' to 'Mission' to 'Transformational Goals' – this is consistent with Jolayemi (2008). The themes of 'Employee empowerment', 'Execution of Strategies' and 'Leadership behaviours' - the latter was added in 2011 – have been common to all years. However, the 2012 'Goals' are now specific targets in the format 'from X to Y by Z' as recommended by Covey (2014). There are still three overarching strategic themes from comparing 2010, 2011 and 2012. These are 'engaging leaders', 'targeting Business Units' and the 'ADP support system'. The focus on Leaders (in the Strategies section) using the Fundamentals continues and has expanded to Leader-related activities to do with Strategy Deployment (Jolayemi, 2008) and performance management systems (De Waal, 2004) while the focus on two Business Units has

become all Business Units as appropriate. The ADP Content development and ADP Team capability now come under the one strategy – to develop a highly effective and efficient ADP support system. There is no mention of greater alignment amongst COEs – groups of other internal consultants. That could be because of the challenges faced with this strategy in 2011 or perhaps because greater penetration into Business Units mean it's no longer a concern. There are further analyses of the content of the various Strategy Houses in Chapter 5 and Appendix G.

INTERMISSION

Act 2
Scene 4
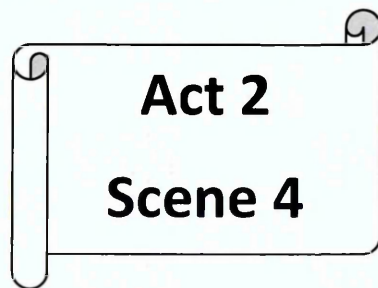
As the audience take their seats following the intermission they notice that Figure 4.2.26 is projected as a backdrop to the stage and Scene 4 is played out against that backdrop. Scene 4 runs from January 2012 to January 2013 and its purpose is to explore the evolution of ADP in 2012. It does this by reviewing the performance against the 2011 objectives as well as performance reviews against the 2012 strategies. It also shows the development of 2013 ADP strategy before introducing the 2013 strategy and reviewing the set of performance against objectives – using the PDM - for 2012 as well as some of the commentary that sits behind those figures. Notwithstanding that most of the reported activity in this scene occurs in the first and last quarters of 2012, it is an extremely busy year with other activities reported from different perspectives in Acts 3, 4 and 5.

This first section of Scene 4 uses the final policy deployment matrix for 2011 - reviewed at the **January 31st 2012** team meeting - and the author's analysis is shown summarised in Table 4.2.2 as a performance against each target with an associated commentary. In this case the performance goals were achieved against four out of five metrics.

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Metric	2011 Target	2011 Actual	Comments
Employees at Utilise	2240	2956	Figures are based on individual Business Unit forecasts as targets.
ADP Practitioners	224	225	Figures are based on individual Business Unit forecasts as targets.
ADP Consultants	18	24	Figures are based on individual Business Unit forecasts as targets.
Cash (Increased productivity)	None specified	£276M	No targets set.
Leaders with business improvement (transformation) plans	39	11	Figures are based on individual Business Unit forecasts as targets.

Table 4.2.2 ADP 2011 performance against objectives

The next section of Scene 4 jumps forward to an ADP Team face to face meeting on **10th and 11th October 2012.** The first part of that meeting is a discussion with the ADP Steering Team. Prior to the meeting the ADP Team had agreed seven questions. These were:

- *What should ADP do more of?*
- *How can support functions align around the 3 priorities and what is ADP's role?*
- *Advice to the consultants – how do we avoid working on the wrong things?*
- *If you had a magic wand and could grant one wish to accelerate ADP or remove a blocker what would it be?*
- *How do we encourage BU's & Markets to build capability?*
- *How do we ensure we Implement/ Embed & Grow of existing initiatives to get to ROI?*
- *What is the ADP bottleneck for achieving scale?*

It's not clear which questions were asked as the notes from the discussion show a wide ranging conversation that generated 47 comments from the Steering Team. The author's analysis showed forty (85%) of those fell into eight categories. That analysis is shown in Figure 4.2.27. The category with the most (21%) comments was '**Simplify / Real'**. This covered the need to make ADP simple and accessible to people so they apply it yet still understand that it will require discipline. Other comments included:

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"Use ADP to eliminate complexity and drive simplification so value seen quickly and soon drives alignment, Make it natural for all on the shop floor, ADP is deceptively simple and the business under-estimates the discipline and energy needed to embed the WoW and capability, if people believe, we cannot go back, Seems to slow you down before you speed up - how do we make it simple and accessible – how do we free up peoples time?"
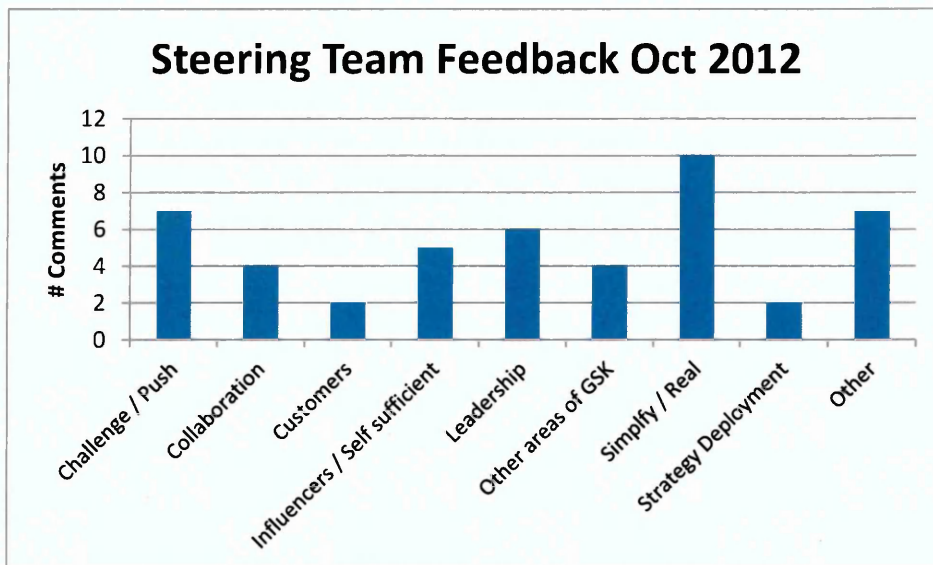
Figure 4.2.27 Steering Team feedback October 2012

In this next section of the meeting 13 different Business Units (BU) presented their 2012 ADP performance reviews in the form of flipcharts. Insights were captured in the simple format of 'What's working well in the context of ADP Deployment in 2012 in your Business Unit?' (which generated 90 comments) and 'What's not going well in the context of ADP Deployment in 2012 in your Business Unit?' (which generated 81 comments). The author's analysis of comments showed 8 categories which covered 94% of the comments as shown in Figure 4.2.28. The category with the most 'went well' comments (26%) was 'Leader engagement' and pointed to an increasing level of senior leader endorsement and advocacy. The category with the most 'not well' comments (31%) was 'Capability'. This pointed towards the challenge of insufficient numbers of ADP Practitioners and not in the right locations.

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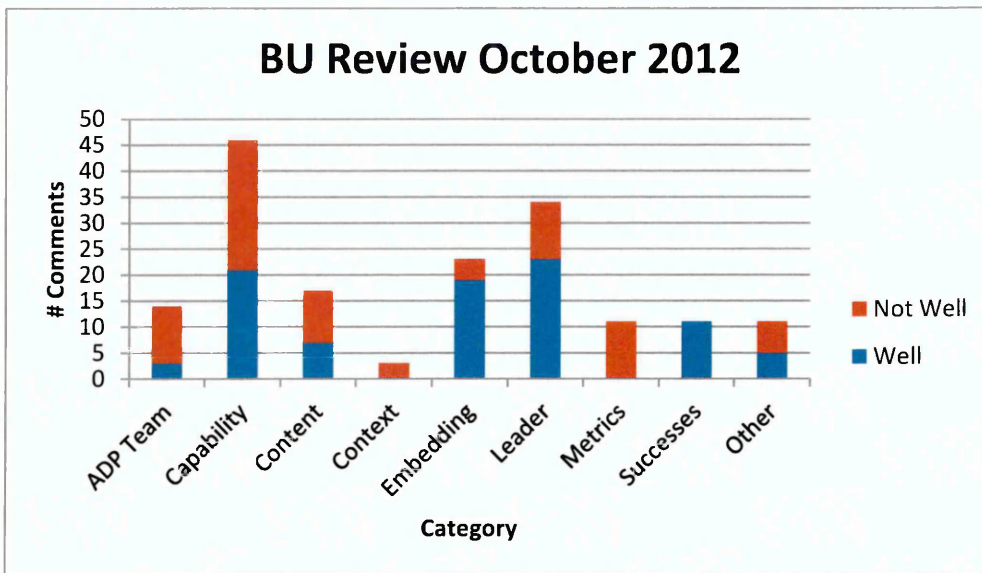
Figure 4.2.28 Business Unit ADP Review October 2012

In this next section of the same meeting each Business Unit was asked to present on its 2013 ADP approach and priorities. The author's analysis showed 74 comments, 95% of which were covered by the 6 categories as shown in Figure 4.2.29. The category with the most comments (43%) was '**Capability**'. This focused on the continuing efforts to spread the ADP ways of working through building and coaching ADP Practitioners.
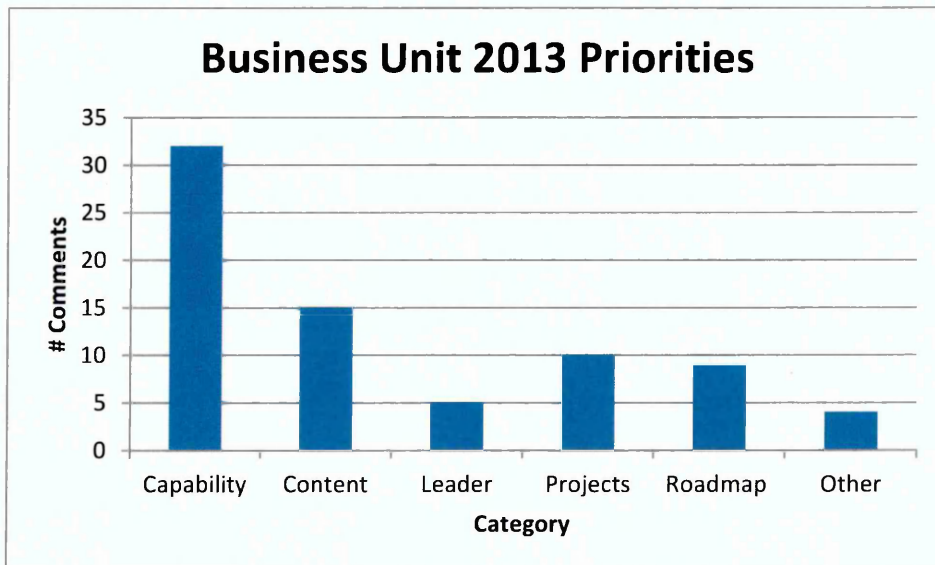
Figure 4.2.29 Business Unit ADP Priorities for 2013

The next section of Scene 4 was the final team meeting of 2012 on **December 13th 2012**. It reviews the various commentaries about challenges and success in delivering the ADP 2012 strategies and sets up the 2013 strategies.

In 2012 the intent of Strategy 1 was to **'Support the GSK transformational journey appropriate for each Business Unit'.** The ADP team felt this strategy was largely successful both in terms of meeting the Transformation Roadmap deliverable and also in terms of meeting the productivity target and progress made towards the capability targets and they stated that for 2013 *"the 2012 strategy remains sound".*

In 2012 the intent of Strategy 2 was to **'Increase employee alignment and engagement across the organisation via effective GSK strategy deployment and performance management systems'.** The ADP team felt that in 2012 this strategy was only *"partially effective"* and *"took considerable effort.*

In 2012 the intent of Strategy 3 was to **'Increase the number of GSK leaders using the ADP Fundamentals'.** The ADP team felt the strategy had not been *"fully realised"* and attributed this to a mix of being over ambitious and not having support mechanisms in place.

In 2012 the intent of Strategy 4 was to **'Deploy a highly effective and efficient ADP Support system which helps everyone'.** The team summarised the efforts of 2012 with the statement that *"the current ways of working required to support strategy 4 were not sufficient in scope, focus or efficiency to meet the goal of the strategy".*

This final section of this meeting introduced the ADP 2013 Strategy House and this is reproduced in Figure 4.2.30.
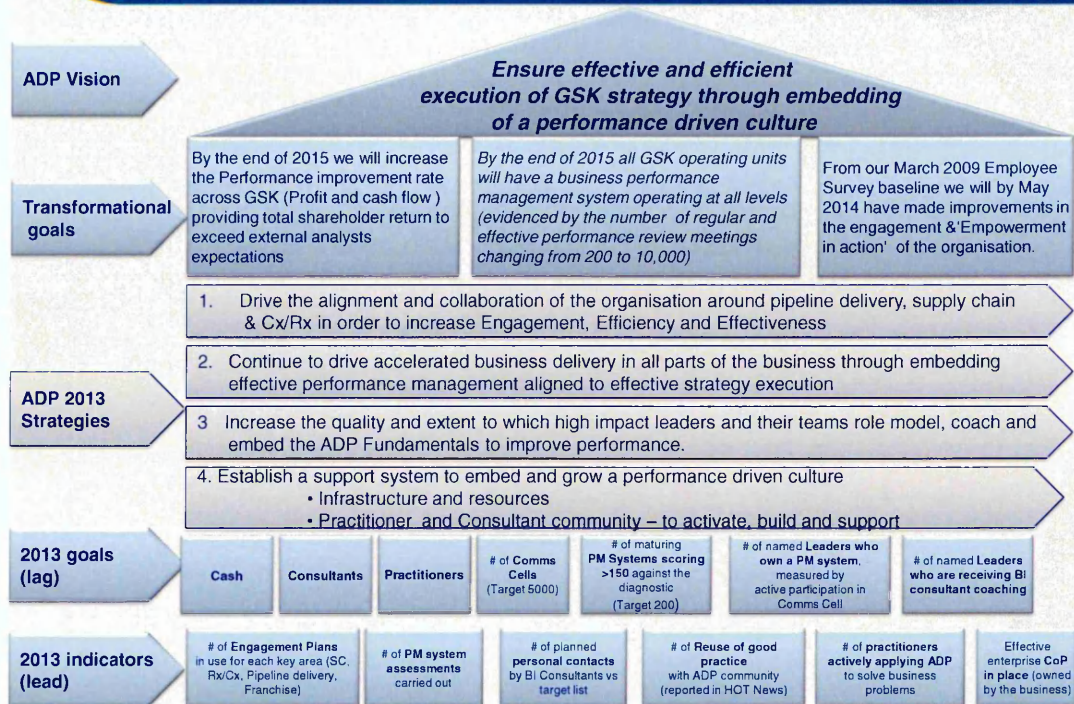
Figure 4.2.30 ADP 2013 Strategy House

The last section of Scene 4 reviews the final policy deployment matrix of 2012 and is shown summarised in Table 4.2.3 as a performance against each target with an associated commentary. This shows that performance goals were met for only three out of eight metrics.

Metric	2012 Target	2012 Actual	Comments
Increased productivity measured in cash.	£397M	£430M	None
ADP Practitioners.	917	631	None
ADP Consultants.	69	45	None
Leaders with business improvement (transformation) plans.	69	41	This is a cumulative target for 2011 and 2012.

Leaders as ADP Practitioners.	78	85	Leaders are at CET-2 level in the organisation.
Customer rating of ADP Team effectiveness.	Not specified	Not specified	Not measured
ADP Team measure.	Not specified	Not specified	Not measured
Teams who have a routine performance review meeting.	460	1092	A new metric added after completion of the 2012 Strategy House.

Table 4.2.3 ADP 2012 performance against objectives

In terms of performance against targets, Act 2 Scene 4 shows that in 2011 activities and projects in five Business Units had been able to demonstrate £276M of 'increased productivity' although it is not clear whether this is from 'cash saved' or 'cash generated'. This has continued in 2012 when the productivity or cash target has been exceeded with contributions from 50% of Business Units. In 2011 the 'capability build' targets have been exceeded, despite concerns over definitions and alignment from the Business Units earlier in the year. However In 2012 the 'capability build' metrics missed their targets with 61% of Business Units missing their ADP Practitioner target and 22% of Business Units missing their ADP Consultant targets. In 2011 the objective aligned with 'Motivate top-200 leaders' did not meet its goal. This trend continued in 2012 with 33% of Business Units missing their 'Leaders with Plans' target and 28% of Business Units missing their 'Leaders as ADP Practitioners' targets. There is further analysis of performance against objectives in Chapter 5 and Chapter 6.

As Act 2 moves towards its conclusion, Scene 4 shows that in 2012 Business Unit representatives are reporting increased levels of senior leader engagement with specific leaders being named, however they are also reporting a systemic middle management refusal to believe that ADP will help deliver their Business Unit objectives. Fischer and Rohde (2013) describe this as management resistance to innovation. The Steering Team encourage the ADP Team to 'be bold', keep 'pushing' and get leaders in all Business Units behind their adoption of the ADP ways of working. The consequent ADP Strategy 3 is to develop a subset of the Fundamentals in a targeted subset of leaders and communicating this widely so others will want the same.

Business Units continue to report their desire to embed the ADP ways of working deeper into their Business Units and this is partly attributed to the successes of the 'beacon projects' (Jugdev and Muller, 2005). Business Units have also expressed an ambition to move further along the transformation roadmap (Jorgensen *et al.* 2007) and have requested an increased complexity of the ADP content. The ADP 2012 Strategy 2 focuses on the deployment of Strategy Deployment (Jolayemi, 2008) and Performance Management (De Waal, 2004) using a 'standard' diagnostic tool. We also hear the lack of an effective ADP 'support system' has meant that Business Units have created their own ADP materials. Notwithstanding the above, there are also concerns with the complexity of the ADP content. Steering Team asked that the ADP Team keep ADP simple so that people will be able to apply it to their daily work – they suggest that making ADP complicated will slow down the embedding.

There is increasing ADP capability across Business Units however ADP is still seen as a resource rather than a way of working. The Steering Team continue to encourage the ADP Team to be explicit about the need to embed capability and make Business Units self-sufficient however for 2013 there is a proposed shift of focus away from embedding ADP ways of working in the separate Business Units to those cross functional teams most closely aligned with the enterprise strategy. The argument appears to be that a focus on Business Units and their day to day issues risks diverting effort away from the longer term enterprise transformation.

Figure 4.2.30 shows that the 2013 ADP Mission - Vision or roof of the house (Jolayemi, 2008) - contains an outcome - execution of the GSK Strategy - and an enabler - embedding a performance driven culture. For 2013 the words 'effective and efficient execution of the GSK Strategy' are preferred to the language in 2012 of 'accelerated delivery of the GSK Strategy'. The 'employee empowerment' measure - medium term goals (Jolayemi, 2008) - remains unchanged for 2013. The 'performance improvement' measure also remains largely the same for 2013 with the exception of the replacement of 'EPS' with 'Profit' as a measure. 'Performance Management Systems' (De Waal, 2004) are introduced for 2013 however the measure (Communications Cells) is unchanged. For 2013 the overall set of strategic themes - in the Strategies section – continues with the three themes of 'Engaging Leaders', 'targeting Business Units' and

the 'ADP support system'. For 2013 the 'Engaging Leaders' strategy is unchanged while the 'targeting Business Units' strategy has switched its focus to a series of cross functional teams linked to the wider GSK strategy. For 2013 the 'ADP support system' strategy has switched its emphasis from the support system itself to outcomes linked to embedding a performance driven culture (De Waal, 2004). There are further analyses of the content of the various Strategy Houses in Chapter 5 and Appendix G.

BRING THE CURTAIN DOWN
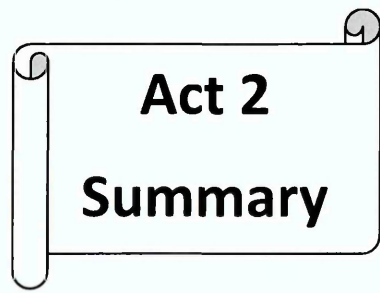
Act 2
Summary

The purpose of Act 2 – with its four 'scenes' - is to address the research objective of exploring, within the case study organisation, not only the methodology for the deployment of ADP – the 'How?' but also the underlying rationale for the continuing deployment of ADP – the 'Why?'. To do this it describes the development and deployment of a set of evolving ADP strategies over the period May 2009 to January 2013 and does so from the perspective of the ADP Team – the 'internal' change agents - and their various partners.

Act 2 Scene 1 shows the intent of ADP shifting towards the goal of becoming a 'way or working' across GSK. The original plan was for a small group of 'experts' to apply their expertise to a series of important projects with an expectation of a faster delivery of benefits from those projects and a transfer of skills to build capability in the project teams. The change was not only away from 'projects' and 'benefits' to 'critical areas' and 'strategic priorities' but also from 'action learning' to 'capability building' and the adoption of an 'emergent' change approach (Rowland and Higgs, 2009).

By the end of 2009 the ADP Team have developed the concept of a Strategy House from Hoshin Kanri (Jolayemi, 2008) to articulate their proposed approach in a way that included a vision or mission, medium term goals, a set of strategies, current year 'lag goals' and short term 'lead metrics' (Jolayemi, 2008). Over subsequent years the format stays roughly the same and although the content changes from year to year each section follows a consistent set of themes. Each year, participating Business Units set themselves targets against the lag goals and lead metrics with progress against these being self-reported by participants and 'managed' through a weekly performance review 'virtual' meeting of all participants – a 'Comms Cell' (Covey, 2014) – using a Policy Deployment Matrix or PDM (Dale, 1990; Jackson, 2006). This combination of Strategy House, PDM and Comms Cells is referred to as a Performance Management System (De Waal, 2004) and also has its roots in Hoshin Kanri (Jackson, 2006).

Act 2 Scene 2 shows that at the start of the programme the ADP Team struggled to engage effectively with project teams and project sponsors due to not only entering part-way through a project without a clear understanding of their role but also due to the lack of a standard consulting process (Kubr, 2002). Nevertheless, the situation improves and the ADP Team attribute much of their success in Scenes 2 and 3 to their collaborative style of working made possible by different backgrounds and expertise. They take much of their strength and legitimacy from their contributing disciplines of Project Management (PM), Continuous Improvement or Lean Six Sigma (CI) and Organisational Development (OD). By the end of Scene 4 the so called 'Beacon Projects' (Jugdev and Muller, 2005; Rogers, 1995) and the Fundamentals of Delivery have given ADP substantial credibility across GSK.

There is much debate over the 'targets and metrics' (Meyer, 1994) - whether they are the right ones or too ambitious, whether it was the metric or the intent behind the metric that is important. However Scene 4 shows the benefits targets were always met in full, as were the capability targets albeit with the exception of two Business Units who failed against ambitious self-set targets. Business Unit performance against the 'Leaders' target was only partially successful. Performance by the ADP Team against their strategies was self-assessed and self-reported and

Scenes 2, 3 and 4 found that for the ADP strategy 'engaging leaders' performance of the strategy was only partially effective or not fully realised. The ADP strategy 'targeting Business Units' self-reported initial difficulties with sponsorship and efforts to align with other groups of internal consultants were eventually abandoned. For the strategy 'ADP support system' the ADP Team reported that standardisation of their own 'internal processes' (Kubr, 2002) was consistently sacrificed to the call of the 'urgent over the important' (Covey, 2014).

As the ADP ways of working become embedded in several Business Units the deployment evolves to go wider across GSK Business Units and deeper into GSK Business Units. To maintain that momentum Steering Team ask the ADP Team keep ADP simple so that people will be able to apply it to their daily work as they believe that making it complicated will slow down the embedding of ADP. Some stakeholders have expressed concerns with the complexity of the ADP content however the Steering Team have encouraged the ADP Team to 'be bold', keep 'pushing' and get leaders in all Business Units behind their adoption of the ADP ways of working such that all Business Units are self-sufficient in their ADP capability.

Act 3

WHO?

The Prequel set up the narrative by introducing its rationale, key concepts and components. Act 1 set the context for the deployment of ADP with the setting of the GSK strategies by the new CEO and the subsequent response of the senior leaders and the rest of the organisation. Act 2 described the development and deployment of a set of evolving ADP strategies from the perspective of the ADP Team and their various partners. The purpose of Act 3 - consisting of two 'scenes' – is in addressing the research objective of exploring, within the case study organisation, not only the underlying rationale for the continuing deployment of ADP – the 'Why?' but also the methodology for the deployment of ADP – the 'How?'. To do this it focuses on the internal change agents who are charged with the deployment of ADP – the ADP Team themselves. The author's analysis covers several sets of data that help with this including not only team conversations and opinion-related survey data but also role and personality profiles and capability self-assessments. Each scene represents a cluster or group of incidents and activities.

PROGRAMME CONTENTS

Act 3 Scene 1 starts on May 27th 2009 and describes the proposed organisational structure for the ADP Team as well as role templates for the individual Consultants making up the ADP Team. It goes on to report on an ADP Team meeting on February 4th 2010 - immediately after the setting of the ADP strategy for 2010 – where the team reflects upon what they have learned and what they 'need more' of. This is followed with an MBTI assessment carried out by the ADP Team on June 22nd 2010. The next

section explores the results of a team survey on February 15th 2011 and goes on to detail the steps taken by the ADP Team as they 'Problem Solve' some of the issues raised by that survey. This scene is followed by a reflection and an intermission.

Act 3 Scene 2 starts with a review of the results of a capability self-assessment by the ADP Team against the GSK Fundamentals on November 3rd 2011. It continues with an analysis of a set of Leadership images selected by the ADP Team and explores what that says about the team. The final section of this scene takes place on June 28th 2012 and looks at an analysis of a GSK-wide survey. A follow-up meeting with the ADP Team on July 12th 2012 documents the subsequent discussions. This scene is followed by a reflection while Act 3 Summary reviews the contents of this section and summarises its key messages and themes.

RAISE THE CURTAIN

Act 3
Scene 1
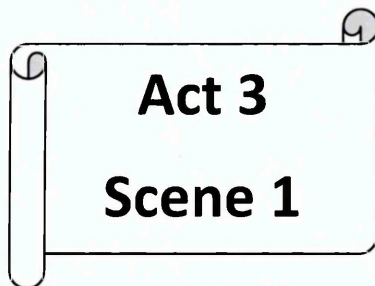
The purpose of this scene is to explore the characteristics of the internal change agents that become the ADP team. It does this through the author's analysis using data from the recruitment process for the ADP team, personality profiling of the ADP team and survey data from the ADP team.

The first information available about what will become known as the 'ADP Team' is an 'Action Learning Team Structure' slide from a slide deck titled 'Accelerated Delivery Programme Overview' and dated **May 27th 2009**. This is reproduced in Figure 4.3.1.

May
27
2009
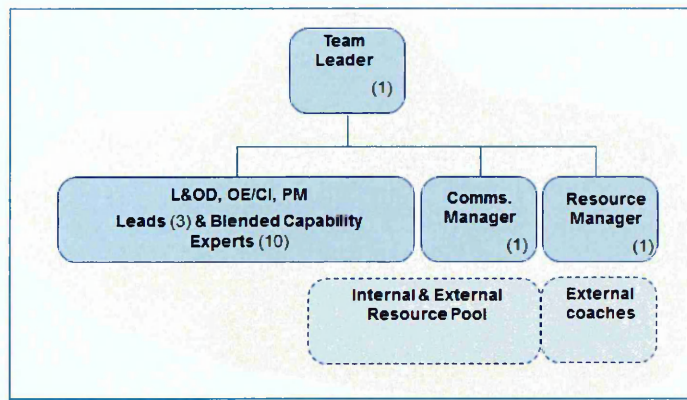
Figure 4.3.1 Action Learning Team Structure

The detail of the organisation structure is also available on the same date and shows a 16-strong team differentiating between Consultants in the various disciplines of Project Management (PM), Continuous Improvement (CI) and Organisational Development (OD) reporting into an existing L&OD CoE (Learning and Organisational Development Centre of Excellence) and part of the Hunan Resources (HR) organisation – reproduced in Figure 4.3.2. 'Job Templates' are also available for each role and these are further deconstructed and compared in Appendix B.
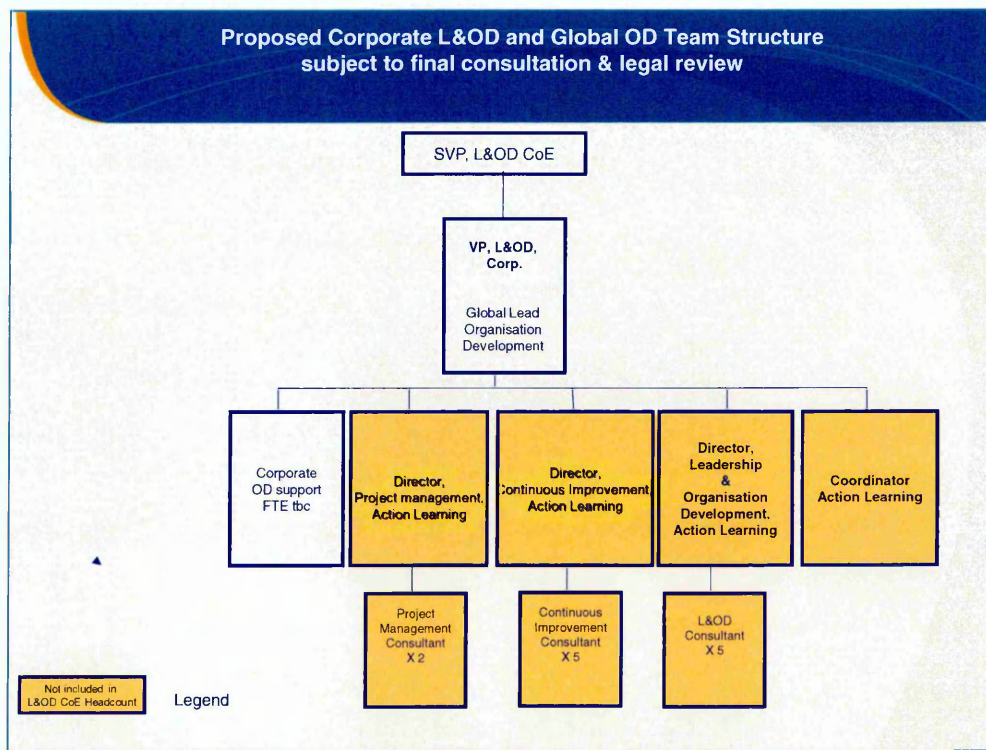
Figure 4.3.2 Team Structure by Discipline

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The next section of Scene 1 takes place over the two days **3rd and 4th February 2010**. The actors are the full ADP Team and the intent of the two day face to face meeting is for the team to review the 2010 strategy. At this stage the 'strategy house' – Figure 4.2.2 in Act 2 Scene 1 - had been developed by the ADP leadership with the 'finished' product shared with the ADP Team a week prior to this meeting. In the final stages of the meeting the participants are invited to reflect on not only what they had learned over the course of the team meeting – this produced 64 comments - but also what they needed to know more about – this produced 34 comments. The author's analysis showed that the category with the most comments (25%) concerned the various '**skills and tools**' that the team had **learned about** during the two days with those comments mostly pertaining to soft or inter-personal skills. In the same category – with 56% comments - the team **wanted more** of these. That analysis is shown in Figure 4.3.3.
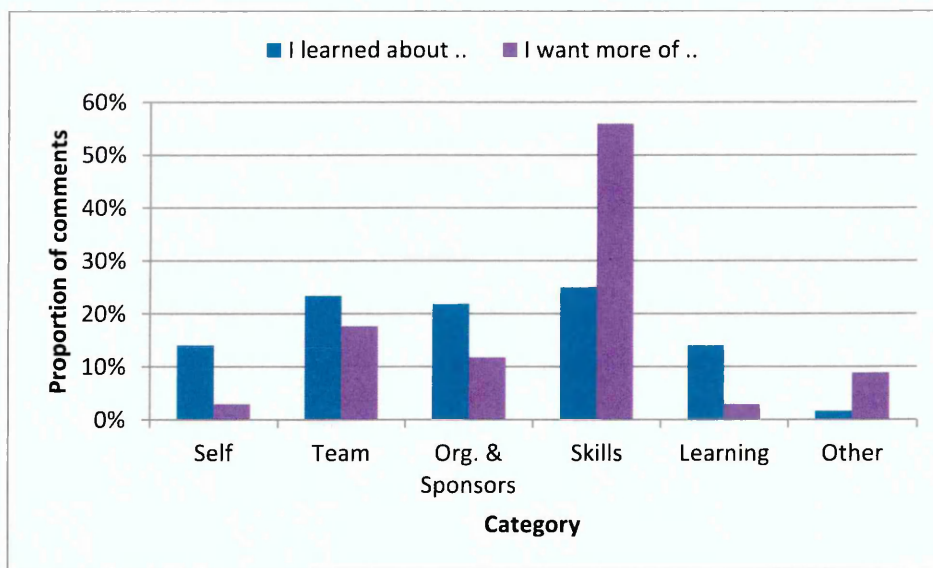
Figure 4.3.3 ADP Team learning

There was another ADP Team meeting on **June 22nd 2010** before which all 23 team members completed a Myers Briggs Type Indicator (MBTI) personality assessment. Loosely based on Jung's theory of personality types (Jung, 1971) the MBTI (Myers and Myers, 1980) is one of the most popular personality assessment tools currently in use (Bushe and

Gibbs, 1990). Kuipers *et al.* (2009) found that the MBTI is used used predominantly as an instrument for personal development and as a vehicle for group members to gain a better understanding of each other. Boje (2001) has adapted the work of Keirsey and Bates (1978), Benfara and Knox (1991) and Kroeger and Thuesen (1992) to the MBTI to develop a set of 'temperament types' and the author has used this model and combined it with the MBTI data from the ADP Team to develop the analysis shown in Table 4.3.1.

Modality / Temperament	% Population (Boje, 2001)	Count (ADP Team)	% ADP Team
SJ (Traditionalist)	43%	7	30%
NF (Catalyst)	30%	5	22%
NT (Visionary)	14%	11	48%
SP (Trouble Shooter)	13%	0	0

Table 4.3.1 ADP Team MBTI preferences

From Table 4.3.1 it is difficult to argue that, within a small group of experts recruited for a specific task, the ADP Team is under-represented in terms of 'traditionalists' and 'catalysts' however 'visionaries' seem to be over-represented and the absence of 'trouble shooters' is interesting.

At another team meeting in **February 15th 2011** the ADP Team reported the results from a survey of 22 questions with respondents scoring questions on a 1 (Strongly Disagree) to 5 (Strongly Agree) Likert scale. There were 19 respondents and the data had already been clustered using a top-box analysis into Agree / Strongly Agree, Neither Disagree / Agree, Disagree / Strongly Disagree clusters. Some original data was also available that enabled the author to construct mean scores for each question and cluster of questions. The highest scoring questions are shown in Table 4.3.2 with the initial analysis showing only questions that scored greater than 66% at Agree / Strongly

Agree. In this category the highest scoring question was *"We back-up or fill in for each other when needed"*.

Top Scoring Questions	% Agree or Strongly Agree	Mean Score
We back-up or fill in for each other when needed.	95	3.9
Members of our team are good at their individual tasks.	85	3.83
Our team leader encourages teamwork and cooperation.	84	3.84
Our team has sufficient resources (e.g., funding, equipment) to perform effectively.	69	3.56

Table 4.3.2 Highest scoring questions from questionnaire

The lowest scoring questions are shown in Table 4.3.3 with the initial analysis looking at questions that scored less than 33% at Agree / Strongly Agree. The author has added the mean score. The lowest scoring question in this category was *"Members of our team clearly understand each other's roles"*.

Lowest Scoring Questions	% Agree or Strongly Agree	Mean Score
Members of our team clearly understand each other's roles.	10	2.70
Our team's priorities are clear.	25	3.05
Conflict is handled effectively within our team.	26	2.89
Work is distributed properly within the team.	26	2.97
Our team has the right staffing levels to handle the volume/type of work.	31	2.90
Our team leader provides us with useful feedback.	32	3.19
Our team leader takes appropriate action with team members who may be hurting the team.	32	3.11

Table 4.3.3 Lowest scoring questions from questionnaire

At the team meeting on **February 15th 2011** the team discussed the questionnaire and the potential issues underlying the team responses. That conversation was captured and the author has analysed the comments. The author's analysis showed four categories – each with roughly the same number of comments. The first category of comments can be summarised as the team **'not knowing what we're working on'** and links to uncertainty raised in responses to the question "*Members of our team clearly understand each other's roles*". The second category of comments is **'longevity of ADP'** and links to the questions "*Our team's priorities are clear*" and "*We share a common view of where the team is headed*" and covers the team's quite strong concerns about whether there are future prospects for the ADP Team. The third category of comments is **'resources linked to performance'** and links to the questions "*Our team has the right staffing levels to handle the volume/type of work*" and "*Our team has sufficient resources (e.g., funding, equipment) to perform effectively*" and "*Work is distributed properly within the team*" and concerns the team's concerns over resources and an imbalance of workload. The fourth category of comments was **'allocation of skills'** and links to the item '*Members of our team are good at their individual tasks*' and covers concerns to do with the unevenness of both 'allocation' and 'depth of knowledge'.

At the ADP Team meeting on the next day - **February 16th** - the team carried out a 'problem solving exercise' (MacDuffie, 1997) on the issues raised for the lowest scoring questions from the survey. They addressed three concerns:

The first problem solving exercise addressed the question "*members of our team clearly understand each other's roles*". The author's analysis showed that the process identified issues to do with the lack of an approach that aligns ADP resources and the lack of a standard consulting approach. The second problem solving exercise was based on the responses to the item "*our team has the right staffing levels to handle the volume/type of work*". The author's analysis showed the process identified a family of 'root causes' (MacDuffie, 1997) linked to the requirement for not only a 'demand management process' to manage priorities but also a model that allows for the scaling up of ADP support to a Business Unit i.e. a consulting process (Kubr, 2002). The third

problem solving exercise was based on the responses to the item *"We share a common view of where the team is headed"*. The author's analysis showed that the process identified two 'families' of potential 'root causes' (MacDuffie, 1997). The first is linked to the ADP Team's concerns over the longevity of ADP and how that impacts their own feelings over personal job security. The second is potentially linked to a lack of communications with [and by] the ADP Team leaders. There is a request for further data on this last point.

As Act 3 moves towards an Intermission, Scene 1 shows that in May 2009 GSK is expecting to recruit 'blended capability experts' - with deep but narrow levels of expertise - into a 'parallel-meso structure' (Schroeder *et al.* 2008) who are contributing to 'Action Learning Projects' (Leonard and Marquardt, 2010). Much of the focus appears to be on the skills that the Consultants will bring into the projects and, apart from a goal of 'transferring their capability', there's little discussion about how the consultants will operate as a team. Yazici (2005) suggests that consultants with deep levels of expertise may find collaborative ways of working difficult. There are 78% of the ADP Team who are in the Boje (2001) categories of 'traditionalists' or 'visionaries' (Boje, 2001) and will be people who not only pay attention but also visualise long-range plans and the steps for achieving them. They will become anxious if their plans are disrupted and under stress may substitute action with theorising (Boje, 2001). The remaining 22% of the ADP Team are in the Boje (2001) category of 'catalysts' - these will be people who have a talent for managing people and will seek harmony in the team. They will become frustrated when others fail to do the same (Boje, 2001). There are no 'trouble shooters' (Boje, 2001) in the team. Boje (2001) suggests that this might mean the team is lacking members who provide flexibility and agility.

By February 2010, and consistent with Sternberg (1997), the ADP Team - as experts in their field – are hungry for new skills. They do value spending time together and getting to know each other but don't prioritise learning more about themselves. Nevertheless, by February 2011 the ADP Team's confidence in each other's individual skills is at a high enough level that they can 'back-fill' or 'cover' for each other and concerns are mostly about resourcing and the lack of a planned response to an increasing workload. It seems the quantity and variety of work carried out by the team

is also leading to a concern about the adequacy of staffing levels and collective knowledge sharing. The ADP Team claim that their approach to engaging with Business Units – or 'consulting process' (Kubr, 2002) is *ad hoc and reactive*' and they agree to develop a demand management planning process which allows them to scale up the support when requested by a Business Unit. This is consistent with the majority of the team's MBTI preference for certainty in planning (Boje, 2001).

There are early concerns over the credibility and legitimacy of ADP in GSK and that has translated into concerns about the team's role, the longevity of ADP and their individual futures. The team describe this as a 'lack of clarity' and is a consistent theme throughout this scene. There are not only issues to do with how conflict is managed and understanding each other's roles and the team's priorities but also concerns with the amount of useful feedback from the ADP team leader. As a result the ADP Team decide to change their operating model from 'solo players' to a 'buddy system' - with two team members collaborating on projects. In addition they agree to develop their 'standard work' in terms of chartering and knowledge sharing and to align a single point of contact as a 'lead' for each Business Unit. The ADP Team leadership also state they will involve the ADP Team more closely in 'co-creating' the future and the 'amplification' of successes. This is also consistent with the majority of the team's MBTI preference for certainty in planning (Boje, 2001).

INTERMISSION

Act 3
Scene 2
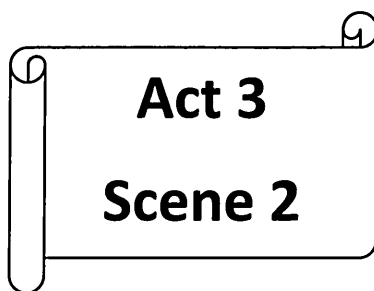
The purpose of Scene 2 is to explore the characteristics of the internal change agents that become the ADP team. It does this through the author's analysis using data from the results of a capability self-assessment by the ADP Team against the GSK

Fundamentals of Delivery in November 2011. It continues with the author's analysis of a set of Leadership images selected by the ADP Team and concludes with the author's analysis of a GSK-wide survey and the subsequent discussions with the ADP Team. This scene is also followed by a reflection.

At an ADP Team meeting on **November 3rd 2011** each team member self-assessed themselves against the Fundamentals of Delivery. There were 20 ADP Team members who participated in the exercise but not every score has been recorded. The assessment method is the same as is used for assessing scores of ADP Practitioners in Act 5 and is shown in Table 4.3.4. The intent is that all ADP Consultants are rated at a 5 for all of the Fundamentals. More information on ADP Practitioner assessment and the Fundamentals of Delivery can also be found in Act 5.

Label	Description	Score
Don't Know	No knowledge of	1
Utilise	Use in daily work	3
Teach	Teach and coach others to use	5

Table 4.3.4 Fundamentals self-rating assessment

The author's analysis of that data is shown in Table 4.3.5 and indicates that:

- The Fundamental with the highest mean score is 'Personal Accountability' with 90% respondents scoring at 5.
- The Fundamentals with the equal second highest mean score is 'Coaching' and 'Implementation Planning' with 63% respondents scoring at 5.
- The Fundamentals with the lowest number of respondents scoring at 5 is 'stakeholder engagement' and 'Go and See' at 38%.

Fundamental	Description	Mean Score	% at 5
	I seek the **Voice of the Customer** to understand what they really need and value. *Typical tools and Practices: Gemba, Interviews, Strategy Deployment*	4.1	57%
	I **'go and see'** to understand processes, accountabilities and performance. *Typical tools and Practices: GEMBA Walks, Process Mapping*	3.5	38%
	I carry out **Problem Solving** in order to identify **Root Causes** and implement sustainable solutions. *Typical tools and practices: Change Framework, Problem Statement, Root Cause Diagnosis.*	3.9	57%
	I effectively define the **benefits** and **scope** of work to ensure alignment with strategy. *Typical tools and practices: Project Charter, Project Mural, KPI's, Return on Change*	4.1	57%
	I make conscious decisions about the **Approach to Change** to ensure successful implementation. *Typical tools and practices: Change Approaches, Change Curve.*	3.8	50%
	I carry out **implementation planning** to accelerate execution and deliver benefits. *Typical tools and practices: Joint Planning Session, Risk and Issue Management*	4.3	63%
	I carry out **Visual Performance Management** to engage and align teams. *Typical tools and practices: KPI's, Comms. Cells, Accountability Boards.*	3.8	50%
	I take responsibility for **Continuously Improving** my part of the business. Typical tools and practices: Sand-Pebbles-Rocks, Standard Work, Change Framework.	3.7	44%
	I effectively **engage** the right **stakeholders** and sponsors to accelerate delivery. *Typical tools and practices: Stakeholder map and Management Plan*	3.6	38%
	I am **personally accountable** for my own effectiveness, learning and development. *Typical tools and practices: Reflection, Journaling*	4.8	90%
	I **coach** individuals and teams to improve performance. *Typical tools and practices: Feedback, Coaching, Inverted Triangle*	4.3	63%
	I focus on our **Ways of Working** in order to increase team effectiveness. *Typical tools and practices: IPO, Advocacy/ Inquiry, Fist or Five, AAR*	4.0	50%

Table 4.3.5 ADP Team Fundamentals self-assessment

The next part of Scene 2 refers to an ADP Team meeting on **March 8th 2012** prior to which each team member was asked to submit a 'picture' which, to each person, represented their concept of 'leadership'. There were seventeen images and more information can be found in Appendix C. A collage display of those images is reproduced in Figure 4.3.4.

Figure 4.3.4 Leadership images – a collage.

The author's analysis has taken each 'Leadership image' and matched it with an archetype based on the author's perceived alignment with the Golden (2014) archetype characteristics. Both Golden (2014) and Tepes (2013) have used the Pearson and Marr (2002) archetypal Indicator to diagnose a total of 12 archetypes which share

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one of four 'driving sources' of 'Freedom', 'Ego', 'Social' or 'Order'. Stevens (2006) suggests that Jung originally defined the concept of archetypes as 'developed elements of the collective unconscious' that can only be discerned when they 'enter consciousness as images' or manifest in 'behavior on interaction with the outside world'. Golden (2014) agrees and goes further to state that:

> *"Most, if not all, people have several archetypes at play in their personality construct; however, one archetype tends to dominate the personality in general. It can be helpful to know which archetypes are at play in oneself and others, especially loved ones, friends and co-workers, in order to gain personal insight into behaviors and motivations."*

The author's subsequent analysis - see Table 4.3.6 - characterises the members of the ADP Team by both their archetype and driving source. It shows that 13 members of the ADP Team (72%) are represented by the 'Ego' and 'Order' 'driving sources' and 5 members of the ADP Team (28%) fit into the half represented by 'Freedom' and 'Social' 'driving sources'. More information on this analysis can be found in Chapter 5 and Appendix C.

Archetype	Driving Source	Count
Hero	Ego	5
Creator	Ego	2
Explorer	Freedom	2
Jester	Freedom	1
Caregiver	Social	1
Everyman	Social	1
Ruler	Order	2
Sage	Order	4

Table 4.3.6 ADP Team characterised by archetype

The next section of Scene 2 is in **June 2012** when GSK conducted a company-wide employee survey that was completed by over 68,000 people. The survey comprised 55 questions covering five topics with each question scored on a 1 (Strongly Disagree) to 5 (Strongly Agree) Likert scale. The topics were:

- *Engagement*
- *Empowerment*
- *Values*
- *Change Management*
- *Sustainability and Resilience*

Summary results were made available for the ADP Team (15 respondents) and, as a comparator, summary results for another group of internal consultants from the Talent, Leadership and Organisational Development (TL&OD) team were also available. This group of 38 respondents shares a similar geographical spread as the ADP Team; UK team members were co-located in London and their role overlapped that of the ADP Team.

The author's analysis of that data from the ADP Team showed a mean score of 3.94 and a standard deviation of 0.8. Data from TL&OD showed a mean score of 4.05 and a standard deviation also of 0.8. Minitab's Two-Sample T-Test indicates – see Figure 4.3.5 - that any question with a difference in means greater that 0.41 would be statistically significant with a P-value less than 0.05. The author's analysis in Table 4.3.7 highlights those questions that had a difference in means greater than 0.41.

```
Two-Sample T-Test and CI
Sample   N    Mean   StDev   SE Mean
1       15   3.640   0.800     0.21
2       38   4.050   0.800     0.13

Difference = mu (1) - mu (2)
Estimate for difference:  -0.410
95% upper bound for difference:  -0.001
T-Test of difference = 0 (vs <): T-Value = -1.68 P-Value = 0.049  DF = 51
Both use Pooled StDev = 0.8000
```

Figure 4.3.5 Minitab Two-Sample T-Test

Question	ADP Team Mean Score	TL&OD team Mean Score	Difference Mean Scores
I rarely think about looking for a new job with another company.	3.07	3.84	0.77
Senior Leaders at GSK have the ability to deal with the challenges we face.	3.53	4.05	0.52
GSK recognises productive people.	3.27	3.89	0.62
I understand how my performance is evaluated.	3.33	3.92	0.59
Senior Leaders at GSK demonstrate that employees are important to the success of the company.	3.13	3.58	0.55
Senior Leaders at GSK demonstrate that creating an inclusive environment is a top priority at GSK.	3.4	3.95	0.45
The people I work with adapt easily to new ways of doing things.	3.73	3.32	-0.41
GSK is making the changes necessary to compete effectively.	3.6	4.16	0.56

Table 4.3.7 GSK survey comparison of ADP Team versus TL&OD

Table 4.3.7 shows 8 questions where the difference between the ADP Team mean score and the TL&OD team mean score is more than 0.41. Four of those questions are to do with the ADP Team's perception of senior leaders' capability and decision making. Three questions are linked with how, individually, they feel and behave. One question is a comment on individual adaptability and is the only question where the ADP Team mean score is greater than that of the TL&OD team.

There was further discussion on these survey results at a subsequent ADP Team meeting on **July 12th 2012** where comments were recorded and transcribed. There were 68 comments which, the author's analysis showed, fell into four categories that covered 94% of the comments. That analysis is shown in Figure 4.3.6. It shows that the largest category with 35% of the comments was '**Personal evaluation**' where respondents expressed their concerns about the topics of their 'evaluation' and 'empowerment'.

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The second largest category with 24% of the comments was '**Leaders'** where respondents articulated their concerns with the 'leadership capability' of the leaders that they interacted with. The third category with 21% of the comments was '**Resilience'** where respondents expressed their current concerns over their levels of 'work – life balance'. The fourth category with 15% of the comments was '**Looking for other jobs'** where respondents commented on the fact that the ADP Team scored more highly than the TL&OD team.

2012 GSK Survey - Comments
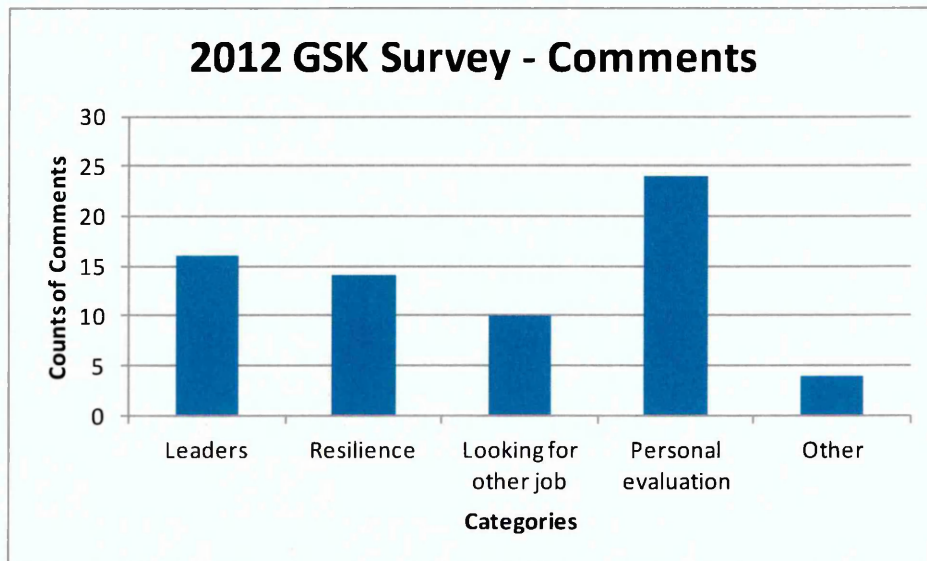
Figure 4.3.6 GSK Survey results – comments from ADP Team

As Act 3 draws to its conclusion, Scene 2 uses a variety of sources to discern the character traits of the ADP Team and makes use of Golden's (2014) suggestion to characterise archetypes in terms of goals, strategies, strengths, weaknesses and fears. The author's analysis shows that for 72% of the ADP Team their success comes from application of their individual mastery. Performance is based on people 'doing it our way' so conversations will tend to focus on 'what we do'. The ADP Team have previously expressed their concern about the levels of skills across the team. That concern appears to be justified as, on average, only 59% of the ADP Team is at 'teach and coach' level 5 against each of the Fundamentals The range is from 38% to 90% and the mean score across all 12 Fundamentals is 4.1 – which is only slightly more than the minimum 3.5 score required to become an ADP Practitioner (see Act 5 for details).
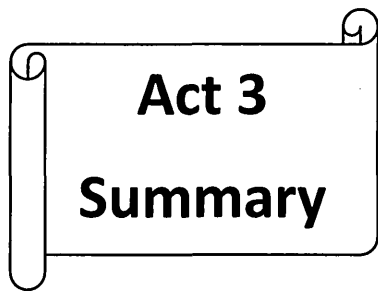
Golden (2014) also suggests that anxieties will increase when there's unclear priorities and decrease when the team feels confident about the team's capability and resources (Golden, 2014).

The author's analysis also shows that for 28% of the ADP Team their success is derived from a sense of individual and community well-being. Performance is achieved through helping people connect together so conversations will centre on 'who we are'. Anxiety levels will increase with poor communication and disharmony in the team and decrease with a perception of good teamwork and a fair distribution of workload (Golden, 2014). For these team members the February 2011 challenges to do with resources and 'staffing levels' will be exacerbated by an ineffective 'consulting process' (Kubr, 2002) and may be showing up as a 'resilience' problem in July 2012.

Issues to do with 'leader feedback' and 'performance evaluation' are common across February 2011 and July 2012 surveys. Some of the language can be interpreted as issues of 'identity' and feelings of being 'unappreciated and unloved' (Brown, 1997). The lower score on 'evaluation' and 'productivity' may signal continuing problems with the perceived 'legitimacy' of ADP. However, and perhaps surprisingly, the ADP Team do self-assess themselves as more agile and responsive to change than TL&OD and appear nonplussed by their responses to the 'looking for another job' question. The team consider they operate in a different market to the TL&OD Consultants so comparative measures may not be appropriate.

The ADP Team feel that they have a different perspective of senior leaders due to their closer proximity and / or have higher expectations of them as 'transformational leaders' (Parry and Proctor-Thomson, 2002). Consequently, the ADP team suggests, they are correspondingly more dissatisfied when senior leaders are perceived to 'fail'.

BRING THE CURTAIN DOWN

Act 3

Summary

The purpose of Act 3 is in addressing the research objective of exploring, within the case study organisation, not only the underlying rationale for the continuing deployment of ADP – the 'Why?' but also the methodology for the deployment of ADP – the 'How?'. To do this it focuses on the internal change agents who are charged with the deployment of ADP – the ADP Team themselves. In Scene 1 - May 2009 - GSK is recruiting 'blended capability experts' - with deep but narrow levels of expertise - into a 'parallel-meso structure' (Schroeder *et al.* 2008) who are contributing to 'Action Learning Projects'. A majority of those recruited are 'traditionalists' or 'visionaries' (Boje, 2001) who not only pay attention but also visualise long-range plans and the steps for achieving them. A minority are 'catalysts' (Boje, 2001) - who have a talent for managing people and seek harmony in the team.

By February 2010, the ADP Team - as experts in their field – are hungry for new skills and by February 2011 their confidence in each other's individual skills is at a high enough level that they can 'back-fill' or 'cover' for each other and concerns are mostly about resourcing and the lack of a planned response to an increasing workload. There are other concerns over the credibility and legitimacy of ADP in GSK while issues to do with 'leader feedback' and 'performance evaluation' are common across February 2011 and July 2012 surveys. These translate not only into concerns about the team's role, the longevity of ADP and their individual futures but are also interpreted as issues of 'identity' and feelings of being 'unappreciated and unloved' (Brown, 1997). The ADP Team respond by changing their 'operating model', agreeing to further develop their 'standard work' in terms of chartering and knowledge sharing and the ADP Team leadership stating that they will involve others more closely in 'co-creating' the future.

By late 2011 – in Scene 2 - a majority of the ADP Team feel that their success comes from application of their individual mastery and consequently remain concerned about the levels of skills across the team with, on average, only 59% of the ADP Team at 'teach and coach' level 5 against each of the Fundamentals. A minority of the ADP Team feel their success is derived from a sense of individual and community well-

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being. For these team members, issues to do with resources and 'staffing levels' as well as the lack of effective consulting processes appear to have translated into 'personal resilience' issues by July 2012.

Act 4

HOW? (2)

The Prequel set up the narrative by introducing its rationale, key concepts and components. Act 1 set the context for the deployment of ADP with the setting of the GSK strategies by the new CEO and the subsequent response of the senior leaders and the rest of the organisation. In Act 2 the audience heard 'how' the ADP Team deployed ADP over the period from its inception in 2009 to the end of 2012. The only voices heard are that of the ADP Team an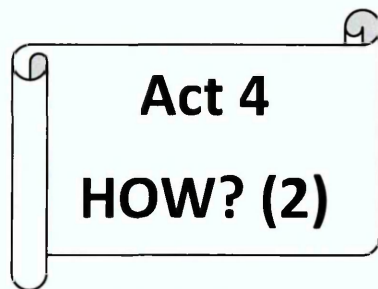d some of their partners. Act 3 focused on the ADP Team themselves. The purpose of Act 4 is in addressing the research objectives of exploring, within the case study organisation, not only the methodology for the deployment of ADP – the 'How?' but also the underlying rationale for the continuing deployment of ADP – the 'Why?'. It does this using three scenes characterised as 'customers of ADP' or 'users of ADP' telling the audience what they 'like' or 'dislike' about ADP, how ADP 'works' or 'doesn't work' as well as suggestions for improvement of ADP. The actors in Act 4 are a range of project managers, senior stakeholders from 'early adopter' Business Units, operational managers as well as ADP Practitioners. The period covered is January 2010 to October 2012 with each scene representing a cluster or group of incidents and activities. There are 'Intermissions' between scenes to allow the audience time for reflection.

PROGRAMME CONTENTS

Act 4 Scene 1 is set in January and May 2010 and reviews the performance of the initial wave of projects. Data is drawn not only from PowerPoint slides and 'in-the-moment' artist's representations of presentations but also from a survey of twenty-two

members of the various project teams. There is a reflection and intermission at the end of this scene. Act 4 Scene 2 is set on January 11th 2011 and looks at stakeholder's perceptions of the progress of ADP to date. The cast for this scene is large – 139 on the stage – and the scene plays out using a 'World Café' approach. Data comes from images of the tablecloths used for participants to capture thoughts and ideas as they respond to the various questions posed. There is a reflection and intermission at the end of this scene. Act 4 Scene 3 starts on October 25th 2011 and looks at senior stakeholder's perceptions of ADP. The Scene continues on October 3rd 2012 and looks at the perceptions of a much larger group of stakeholders. It uses survey data from a group of fifteen of senior stakeholders, twenty-two operational managers across Business Units who are in the process of deploying the ADP ways of working and thirteen ADP Practitioners. There is a reflection at the end of this scene while Act 4 Summary is a review of Act 4 with its key themes and messages.

RAISE THE CURTAIN

Act 4
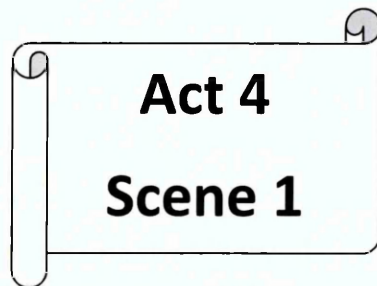
Scene 1

The purpose of Scene 1 is to review the performance of the initial wave of ADP 'action learning' projects. It does this by firstly using an author's analysis of PowerPoint slides and 'in-the-moment' artist's representations of presentations and secondly reporting an analysis of survey data from twenty-two members of project teams.

This first section of Scene 1 is an evaluation, by participants, of the performance of ADP Phase 1 'action learning' projects and takes place on **January 6th 2010**. Invitations had been sent to

Jan
6
2010

representatives of all ADP Phase 1 projects by CET sponsors in November 2009. The event was described as *"the official launch of an ADP Community of Practice, stemming from the first wave of ADP projects"* and expressed the fulfilment of this intent as *"everyone has the opportunity to connect and share learnings and insights"* and *"that everyone will take away ideas and inspiration from hearing other people's stories in an informal and collaborative environment."*

Sources of data for this analysis are responses to a set of questions about ADP experiences:

- *"Describe the purpose and progress of your project".*
- *"Describe the impact (good and not so good) of the ADP methodology."*
- *"What have been the key learnings from your project?"*
- *"What advice can you give to help drive the GSK change program more aggressively?"*
- *"How would you go about developing more change agents in GSK?"*

Responses were in the form of a PowerPoint slide deck and a subsequent presentation by participating project representatives. There were also artist's 'impressions' of the content of each presentation – drawn 'live' and 'in real time' – referred to as 'scribing capture documents'. These are produced by a 'scribe' (or 'graphic facilitator') who:

"Works on large walls, using markers pens to map conversations live at events, interpreting and drawing ideas quickly, using pictures, diagrams and symbols to make ideas visible and accessible. The role of a Scribe is translating to allow as many people as possible to understand the information being conversed".

For each project presentation the 'scribe' is listening to the words of the presenter and building a *"rich picture"* or pictorial representation of the words, ideas and themes as communicated by the presenter. The Open University (2014) states that:

"Rich pictures were particularly developed as part of Peter Checkland's Soft Systems Methodology for gathering information about a complex situation (Checkland, 1981; Checkland and Scholes, 1990). Drawings can both evoke and record insight into a situation".

The 'logo' for the event is shown in Figure 4.4.1.
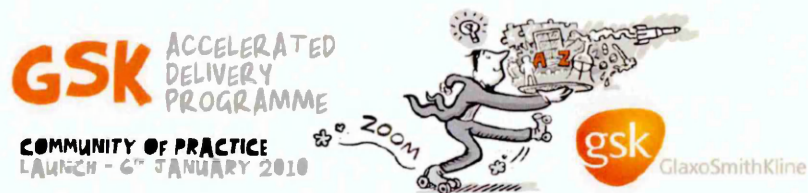
Figure 4.4.1 ADP Community of Practice logo

The projects presenting were Projects 'PR1' to 'PR10' inclusive. Data was available from both the PowerPoint slide deck and the scribing capture document for each presentation. Having two complimentary sources of data not only allowed for a level of triangulation but the latter provided insights from the words that were used and captures a casual commentary more effectively than the former. The completed 'graphics' or 'rich pictures' from each project are shown in Figure 4.4.2 to Figure 4.4.11 inclusive. Note that some details have been redacted for reasons of confidentiality.

Project PR1

MULTIPLE COMPONENTS

Figure 4.4.2 Project PR1

Project PR2
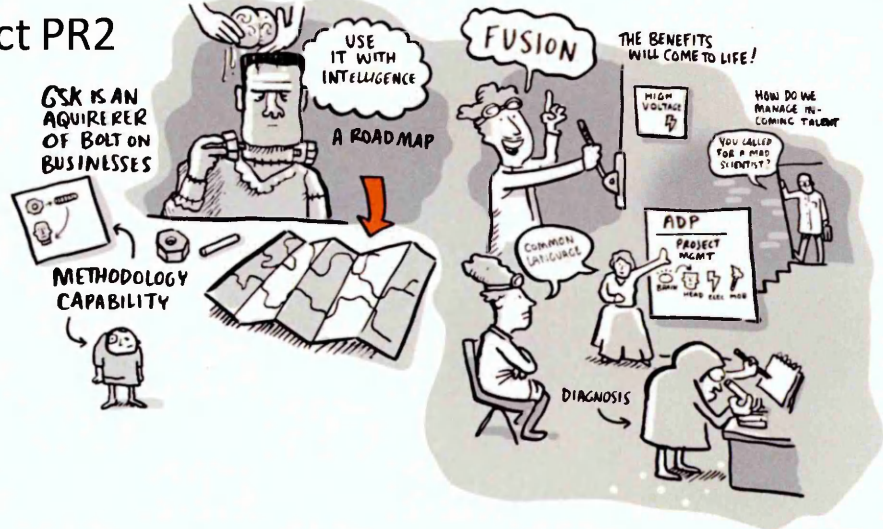
Figure 4.4.3 Project PR2

Project PR3
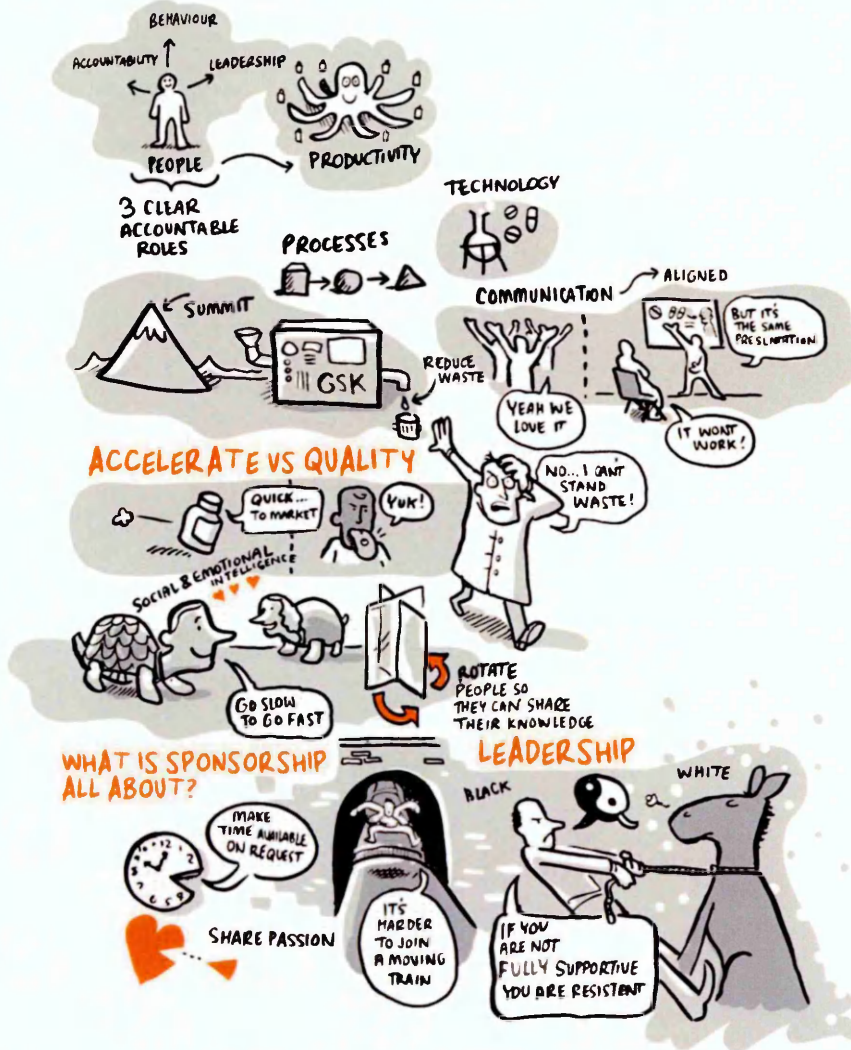
Figure 4.4.4 Project PR3

Project PR4

Figure 4.4.5 Project PR4

Project PR5
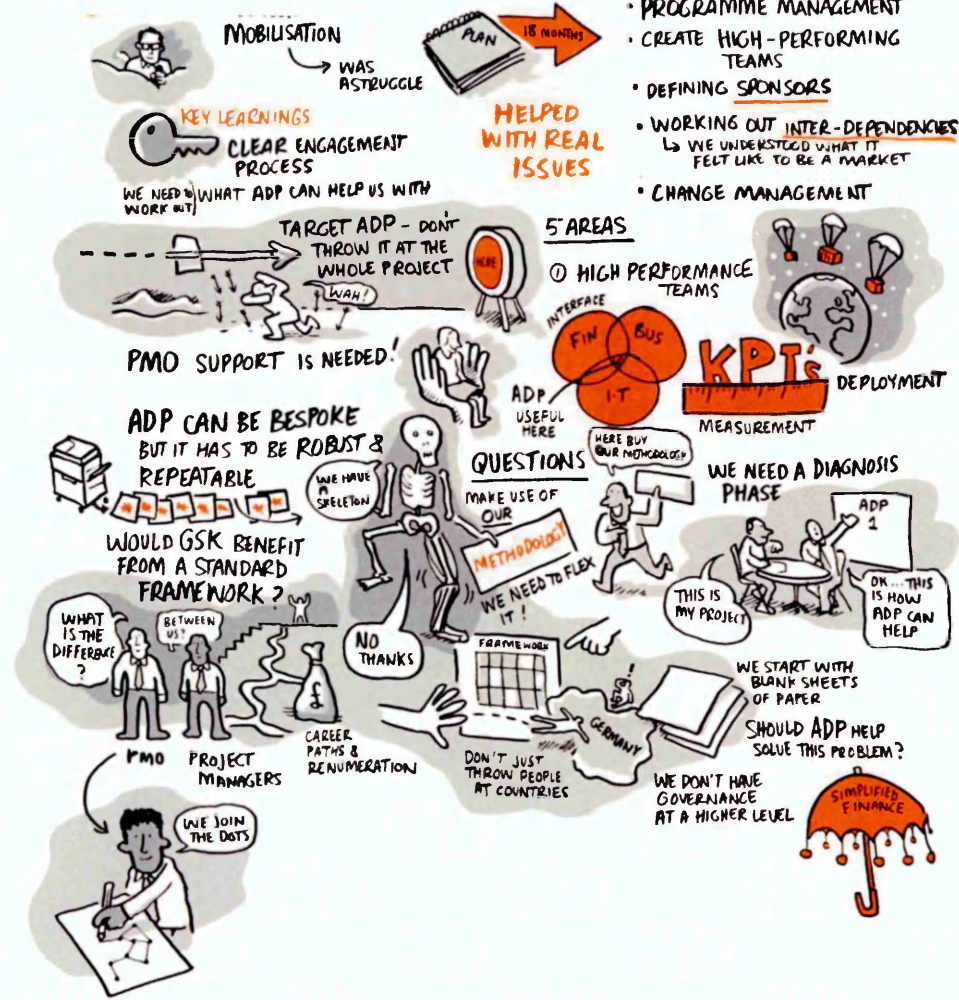
Figure 4.4.6 Project PR5

Project PR6
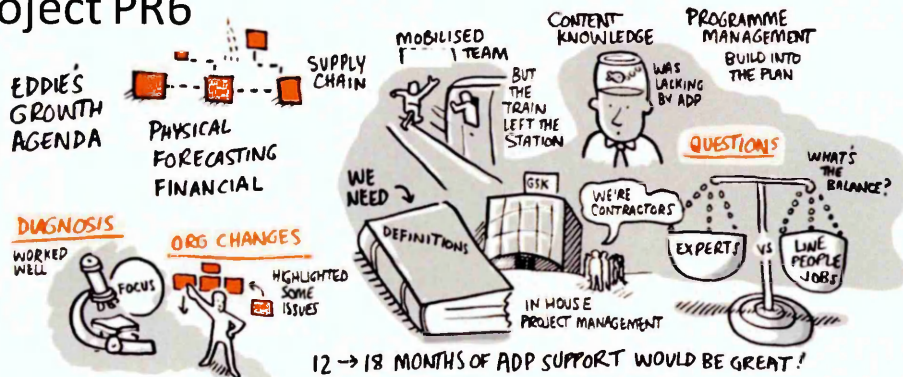
Figure 4.4.7 Project PR6
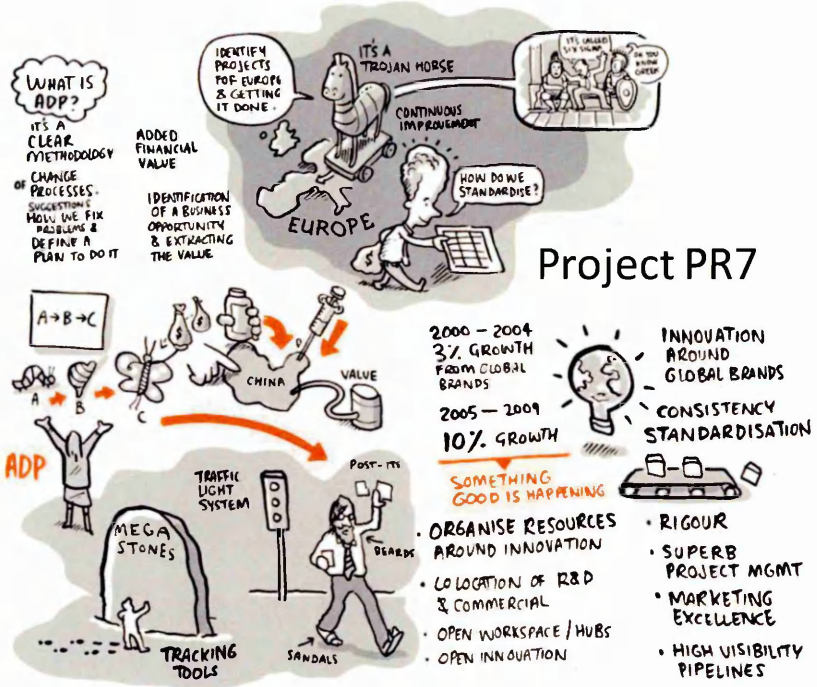
Project PR7

Figure 4.4.8 Project PR7

Project PR8
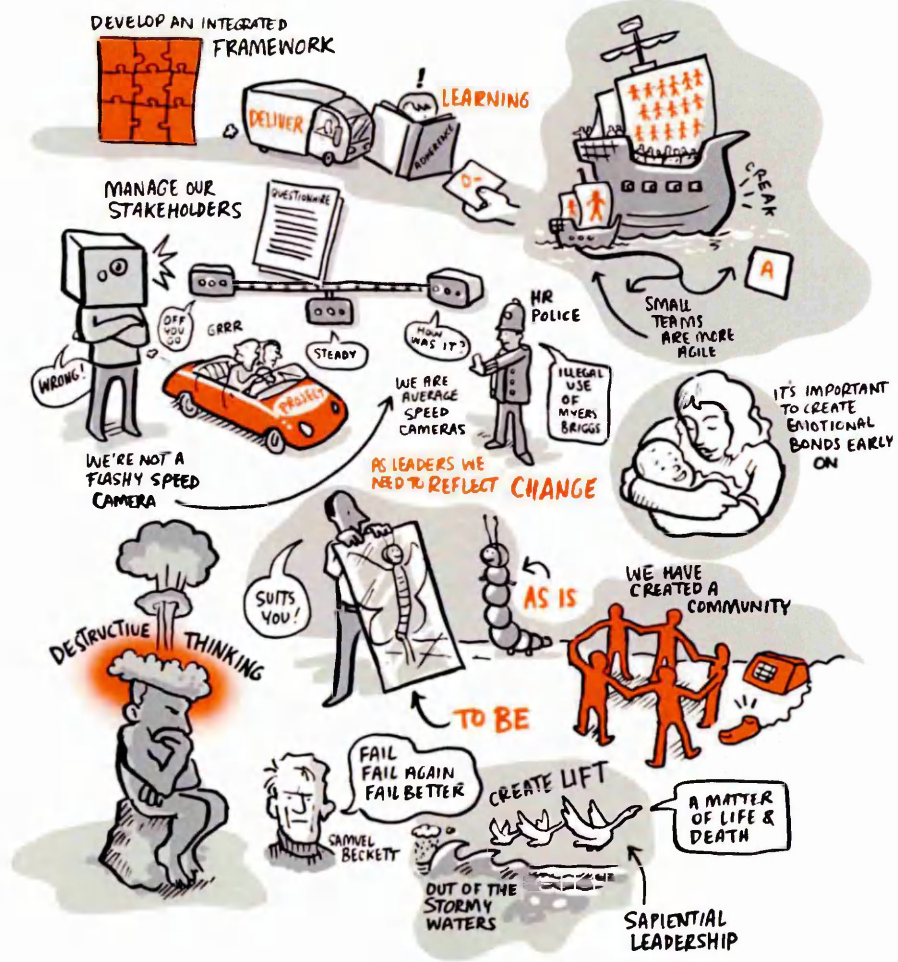
Figure 4.4.9 Project PR8
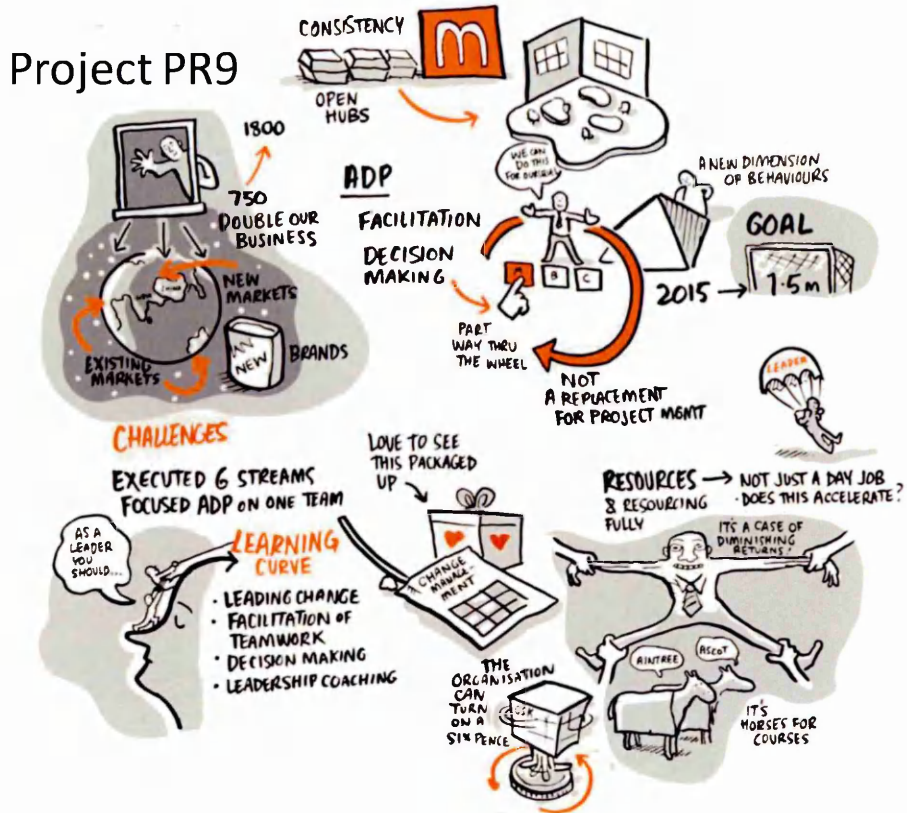
Project PR9

Figure 4.4.10 Project PR9
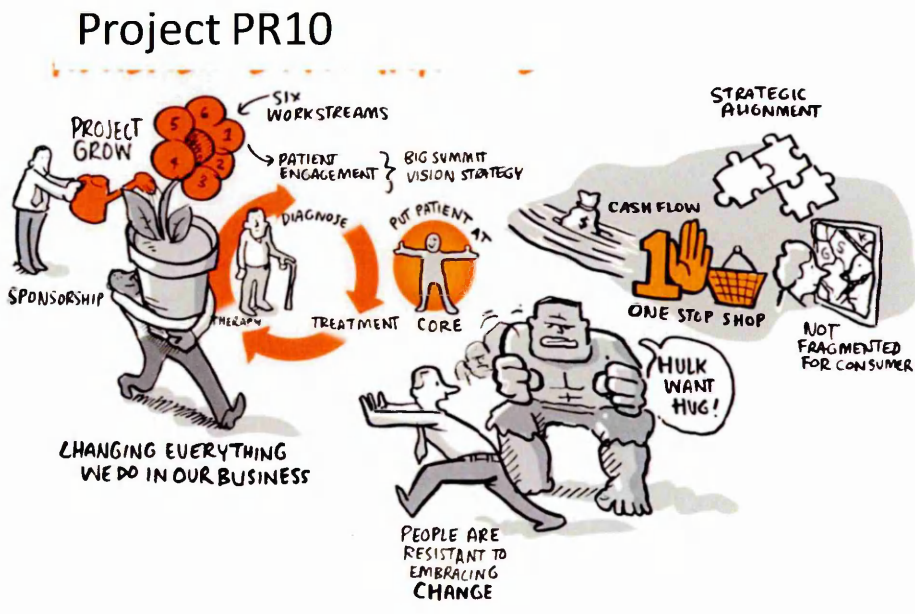
Project PR10

Figure 4.4.11 Project PR10

The author's subsequent analysis of the available data showed that the question around the '**positive impact of ADP on your project**' produced 37 comments which fell into three categories covering 62% of the comments. The category of responses with the most (26%) comments is '**teams**' with comments containing a reference to the positive impact of ADP on **teambuilding** and **teamwork** within the project. Details from the various graphics linked to that category are shown in Figure 4.4.12.
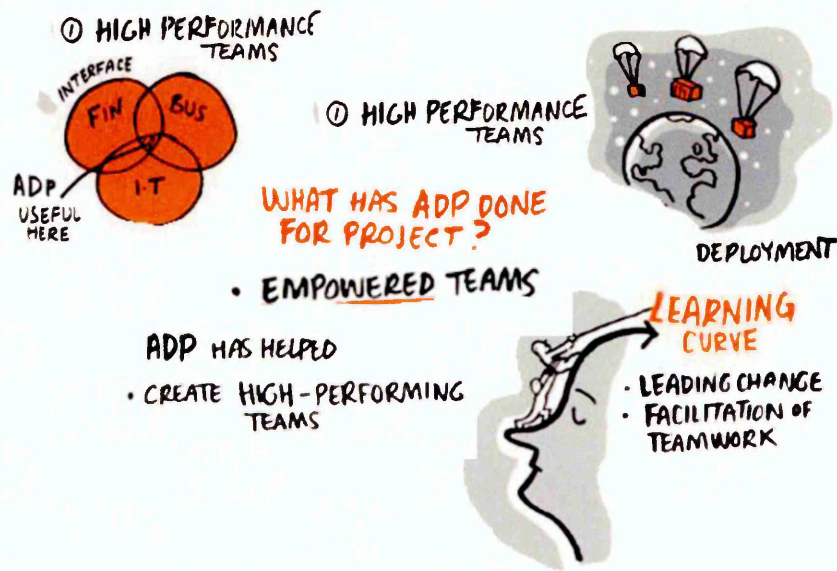
Figure 4.4.12 Impact on teambuilding and teamwork

Comments referencing the positive impact of ADP have been quite straightforward to discern, however comments referring to the negative impact, key learnings and 'advice' have been mixed up and there is a considerable amount of variation between projects in terms of where and how (in their PowerPoint slides) these comments are placed. Nevertheless and notwithstanding the above it is possible to discern separate categories of comments. The first category is '**initial engagement**' and refers to the significant challenges and difficulties experienced for the project teams in engaging - or in the start-up phase of working with - the ADP Team. Further detail from the graphics is shown in Figure 4.4.13 and other comments included:

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"Initial confusion on role of ADP, Initial engagement challenging - took time to understand what ADP was all about, On large projects ADP needs a clear engagement approach, Initial engagement with ADP was not best practice, Need for quicker and strong engagement with project team, Early communication and clear rationale for ADP approach & its benefits".
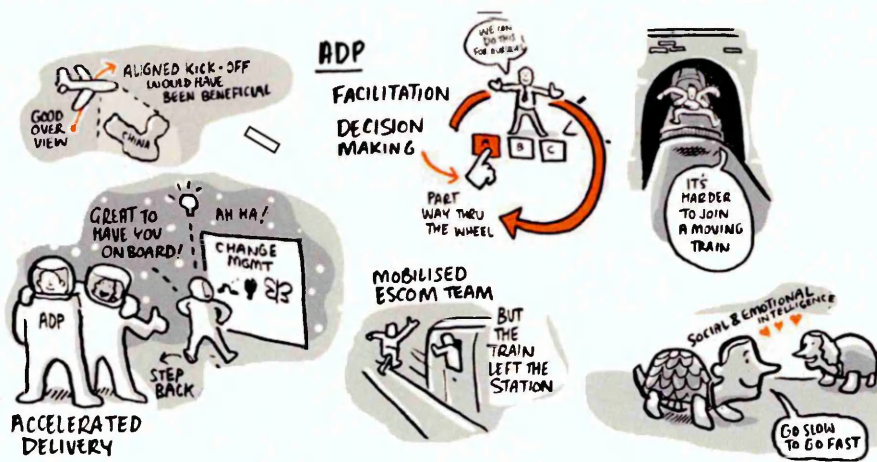
Figure 4.4.13 Problems with initial engagement

A further analysis looks at the individual projects of 'PR2', 'PR3', 'PR5' and 'PR8' as there are additional sources of data for those projects. **Project PR2** had no comments in the 'positive' categories but several in the 'negative' categories of '**misaligned objectives'**, '**communication and simplification'** and '**skills and expertise'**. Further details are shown in Figure 4.4.3 and comments are shown below:

"ADP tools are so generic that it is sometimes unclear how they should be applied. There is a significant quantity of ADP material which is a potential barrier to its use. There is a potential conflict between external consultant methodology and ADP methodology. Need to make methodology more widely and readily accessible".

Scene 1 continues with a cast of representatives from the initial wave of ADP projects, albeit a slightly different list of projects. The evaluation took the form of a survey of 22 respondents reported in a meeting on **May 11th 2010** and rated projects on a 1 to 5 basis for a range of questions. The purpose of the exercise was identified with the statement:

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"We are keen to get a sense of the progress of the ADP supported projects. The simple table below comprises 5 questions which reflect the CET's original aspirations for ADP. For your project please provide a score and comment. The output across the projects will be summarized as one of several inputs into the discussions at the CET meeting in May."

The projects under evaluation were 'PR1' to 'PR8' inclusive and 'PR10'. It is not clear why there is not any data for project PR9. The questions were:

To what degree has this project:
- *Accelerated the execution of GSK strategy by demonstrating delivery?*
- *Delivered through a structured, disciplined way of working?*
- *Used an action learning approach that delivered through 'working on real work'?*
- *Helped to build sustainable capability in the organization in leadership, change and continuous improvement and project management?*
- *Helped to embed GSK values and leadership behaviours to deliver excellence?*

Scoring was on the basis of *1 – "Not really", 2 – "To a small degree", 3 – "To a good degree", 4 – "Significantly", 5 – "Very significantly".*

The data was available as summarised scores and categorised comments. The author's analysis used an ANOM analysis to highlight areas of interest for further exploration. The summarised scores by Question number are in Figures 4.4.14 showing that differences between individual questions are not significant or statistically significant.
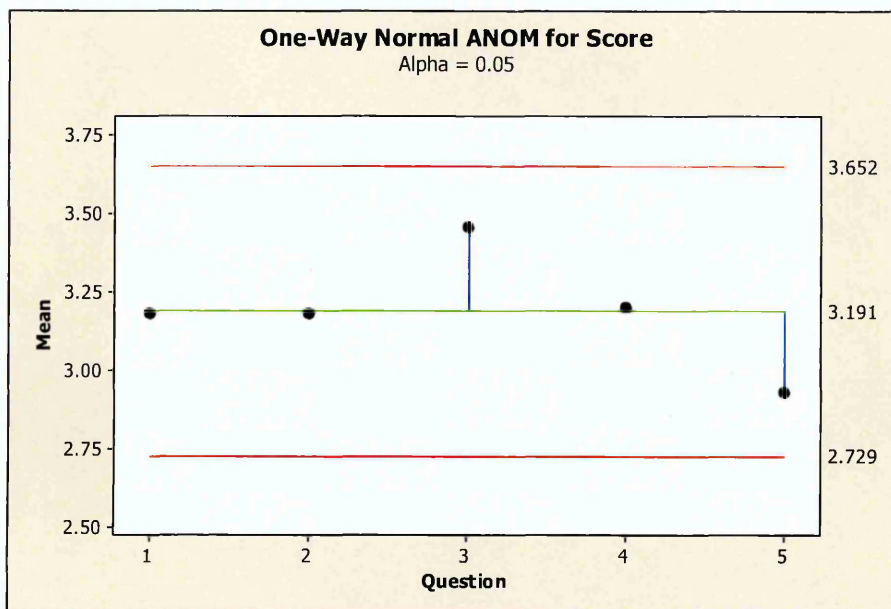
Figure 4.4.14 ANOM of respondent rating by question

In this next part of this analysis the author's ANOM analysis in Figure 4.4.15 shows the projects where ADP has been most (or least) successful – based on the mean score across all questions. The data indicates that projects PR10 and PR8 were the 'most successful' and that projects PR2, PR3 and PR5 were 'least successful'. The ANOM analysis shows those differences to be significant and statistically significant.

Project PR2 has recorded comments that fall into the category of problems with **'initial engagement'** and refers to the difficulties experienced by the project teams in starting to work with the ADP Team. Comments included *"The ADP Team struggled to identify how best to work with us"* and *"ADP Team changes could have been handled better"*.

Project PR8 has recorded comments that mostly fall into the category of **'tools and techniques'**. Comments included:

"Projects have embraced some consistent and basic approaches to running their meetings that have made a difference e.g. Ground rules, roles, Fist or Five for decision making."
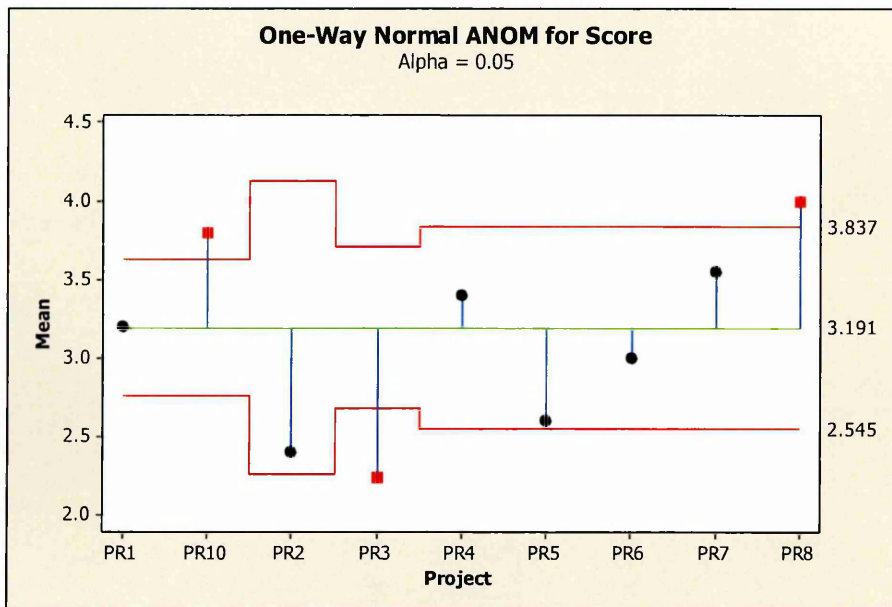
Figure 4.4.15 ANOM of respondent rating by project

As Act 4 moves towards an Intermission, Scene 1 shows project leaders reporting back on their ADP 'action learning' projects and the author's analysis indicates that some projects have been more successful than others in their deployment and use of ADP.

Some project teams are reporting not only improved internal and external relationships – with teams and stakeholders - but also an enhanced project management and planning capability after working with the ADP Team. This is further reinforced with the finding that ADP has accelerated delivery of project objectives, supported the adoption of disciplined ways of working and used action learning to build sustainable capability and embed GSK values.

Benefits to other project teams have been overshadowed by problems to do with the initial engagement between ADP and the project teams. Some projects were already underway before the ADP Team arrived and that arrival has been disruptive with the disruption presenting as conflict over methodology with external consultants or as misaligned objectives. The ADP Team are also experiencing both overt resistance – arguments that 'it won't work here' - and covert resistance – personal characterisation as the 'mad scientist who hates waste' or 'bearded sandal-wearing with post-its'. There are indications that this may be due an over-zealous or evangelistic approach on

the part of the ADP Team. Others have complained that the ADP Team have not been able to communicate in a simple and easily understood manner – resulting in a degree of scepticism. The perceived complexity of ADP as well as the lack of clarity about its role and value proposition seems to have resulted in project teams considering themselves to be inexperienced with the ADP toolset and requesting more definitions and simplification as well as help with building that capability in their teams.

INTERMISSION

Act 4
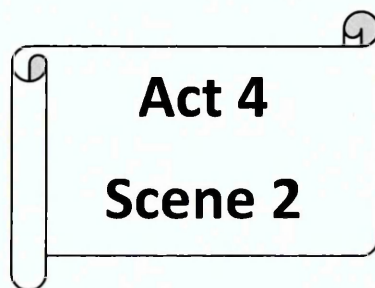
Scene 2

This Scene is set on **January 11**[th] **2011** and its purpose is to explore stakeholder's perceptions of the progress of ADP to date. It does this with a large cast – 139 on the stage – and the scene plays out using a 'World Café' approach. Data comes from images of the tablecloths used for participants to capture thoughts and ideas as they respond to the various questions posed. This scene takes place in two places at the same time and the audience sees the stage split into two with a floor to ceiling divider separating the two halves. The stage is very busy with large numbers of people all at the same time. The setup is done as a voiceover by an announcer and sets the context for the audience. There is an intermission at the end of this scene.

On **January 11**[th] **2011** two parallel meetings took place – at the same time but in different time zones - one in the GSK London offices with 99 attendees and the other, in GSK Philadelphia with 40 attendees. These were drawn from a mix of *"ADP Project Leaders and team members, participants from the 2010 ADP Training sessions, CET, ADP executive sponsors, the Global Transformation Network, Talent & Leadership team and OD Business leads"*.

The meeting was called 'The ADP Exchange Meeting' and notes for the set-up on the day included the comments:

"Objectives and set context for today – one year on since ADP Project Review day 6th Jan 2010. Challenges to GSK continue, this is why we need to work and lead differently, ADP is part of the solution. You will have seen something about the projects and their experiences on the pre-view videos, a number of those people are in the room so seek them out!

The design of today is NOT listening to endless PowerPoint presentations! Using 'World Café' (or ADP Café in this case) to exchange your experiences and learn from each other in small groups. You'll get the opportunity to move around and exchange experiences and questions with a wide variety of people in the room. The focus today is on leadership and learning from each other's experiences in the past year.   This is your event; you will get out what you're prepared to put in, be it great insights or killer questions."

The World Café process has been introduced to the audience earlier – in Act 2 Scene 3 – and the GSK participants are reminded that:

"This is an alternative to passive listening to 20+ slide presentations! Café analogy – you table hop and join discussions with different sets of people. The questions are posed by your local facilitator in UK and US.

In this case there were 12 tables in the UK and 4 tables in the US. The three questions were:

- *Round 1 - What successes have you had in your project and what impact has ADP had?*
- *Round 2 - What barriers have you overcome and what is slowing you down?*
- *Round 3 - 'GSK's rate and quality of delivery of strategic priorities is variable and therefore sub-optimal, this will cause detriment to the company's competitiveness'. So, what can be done to address this problem – could be self, team or at the organisation level. From everything you have heard today, what actions could really make a difference?*

The final part of the meeting would be a:

"Personal commitment - reminder that Change starts with self - from everything you have heard today, what one thing will you commit to doing that will help GSK accelerate execution in your area of GSK? Write your statement starting with the words 'I WILL.....'

This material is a rich source of information. Photographs are available of each tablecloth as well as copies of the, the 'I Will...' statements, the After Action Review and comments about the success of the meeting by CET sponsors. The photos from the UK event are high quality with each tablecloth neatly segmented by Question number and it is very clear which question a particular comment is referring to. The US event used rectangular tables without any segmentation of tablecloths – consequently it has been challenging to ascribe comments to a particular question with a high level of accuracy. Photos of tablecloths are shown as a backdrop to the stage to allow the audience to get a sense of the scale of the event.

Each photograph contains a number of 'entries' i.e. a drawing or piece of text. The author has transcribed text-based entries and 'translated' drawing-based entries into categories of topics. Simple counts of topics and categories have been used to discern the importance of a particular category.

The first question was **Round 1 - What successes have you had in your project and what impact has ADP had?** The author's analysis showed 109 entries from the UK and 54 entries from the US in response to this question with 5 categories emerging from the photos linked to this question. These categories cover 92% of the entries. The first category with 43 entries (26%) is **'discipline, focus, standards, prioritisation and simplification'.** These entries contained a reference to the benefit from an improvement from an increased level of 'discipline, focus, standards, prioritisation and simplification'. Further detail is in Figure 4.4.16 - a composite of tablecloth 'entries' in this category from a number of. Transcribed comments in this category included:

> *"Clarity and focus, Performance mindset, Focused way of doing things, Clarity and focus alignment, Foundation and discipline, Prioritisation, Simplification, Standardisation, Focused delivery, ADP gives focus, Rigour and discipline".*
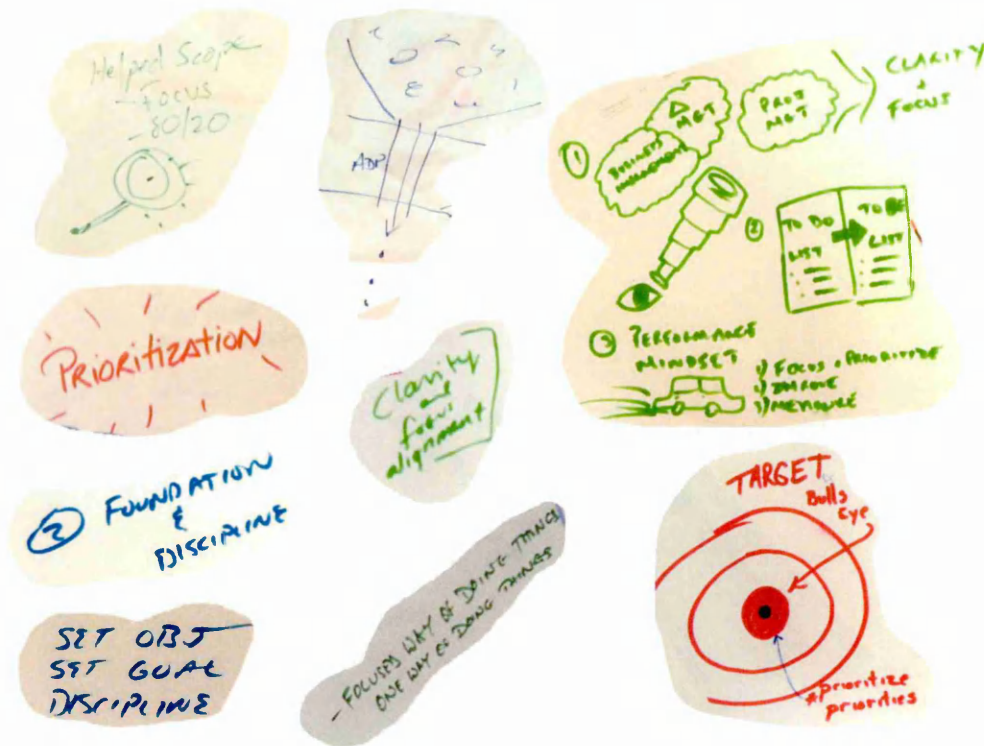
Figure 4.4.16 Project successes in discipline and focus

The second question is **Round 2 - What barriers have you overcome and what is slowing you down?** The author's analysis showed 109 entries from the UK and 35 entries from the US in response to this question with 5 categories covering 74% of the entries emerging from the photos linked to this question. The category with the most entries is **'language and complexity'** with 20 entries (14%) referring to this as a barrier in the sense that it can delay understanding by making ADP **'more complicated than it needs to be'.** Further detail is in Figure 4.4.17 - a composite of tablecloth 'entries' in this category from a number of tablecloths. Transcribed comments in this category included:

> *"ADP seems complex and intimidating, Need to simplify communication and make it more accessible, Tools sometimes create more complexity, Understand explicitly what ADP is with clear words and language, We're making it more complicated than it is, ADP can seem very mysterious and complex, Toolkit can be a bit overwhelming."*
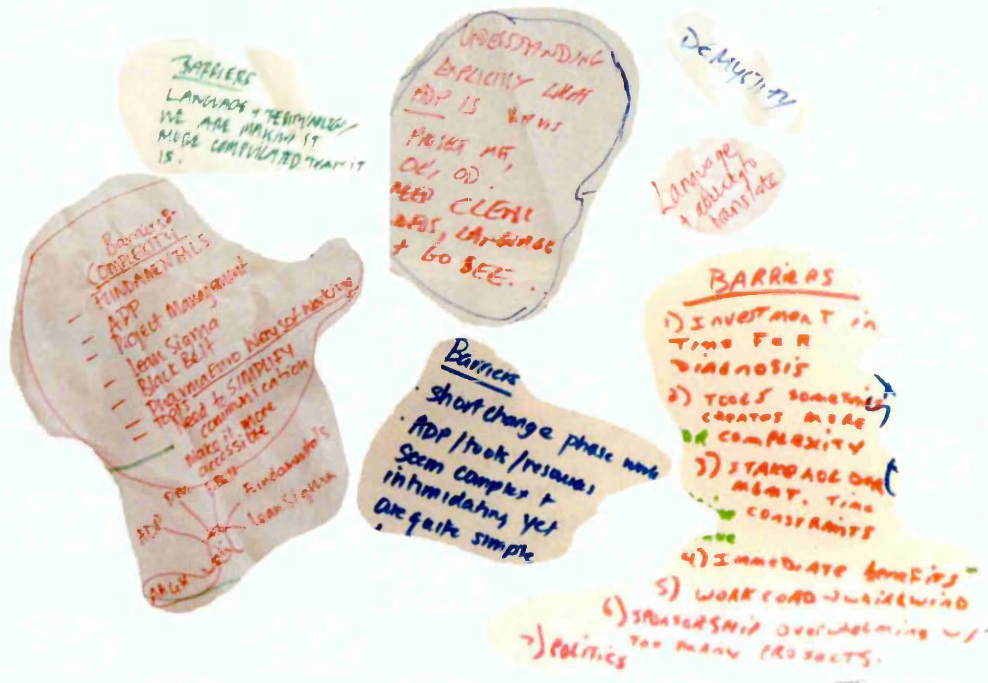
Figure 4.4.17 Project barriers – language and complexity

The third question is **Round 3 - GSK's rate and quality of delivery of strategic priorities is variable and therefore sub-optimal, this will cause detriment to the company's competitiveness'. So, what can be done to address this problem – could be self, team or at the organisation level. From everything you have heard today, what actions could really make a difference?** The author's analysis showed 105 entries from the UK and 14 entries from the US in response to this question with 4 categories emerging from the photos linked to this question covering 43% of entries. The category with the equal-most entries **'prioritisation'** with 19 entries (13%) linked to providing an increased focus on working on the **'right things'**. Responses indicated this as something that GSK don't currently practice. Further detail is in Figure 4.4.18 - a composite of tablecloth 'entries' in this category from a number of tablecloths. Transcribed comments in this category included:

> *"Clarity on priorities, Prioritise, we're doing too much with too few people, Need right number of priorities, Do less stuff – prioritise more, Focus on vital few, Too many strategic priorities, communicate vital few, Dedicate resources to the priorities."*

Figure 4.4.18 Solve problems through prioritisation

The analysis to this point has focused on a large pool of data representing inputs from 139 people, at different levels of the GSK hierarchy, from different Business Units who will have had different interactions with ADP and the ADP Team – which is why this is such a rich pool of data. The other variable is that there are two different meetings, one in UK and one in US. The US meeting was also much smaller with a different table layout and the table hosts appeared to play a different role to that in the UK.

Nevertheless and notwithstanding the above the author's analysis showed differences between the respondents from the two sets of participants – these are shown in Table 4.4.1 and use Minitab's 2-Proportion hypothesis test for statistical significance.

Category	UK	US	Significance (P-value)
Round 1: 'Diagnosis, root cause analysis and problem solving'	13%	24%	0.091
Round 1: 'Engagement and stakeholder management'	13%	24%	0.091
Round 1: 'Teamwork and team building'	26%	13%	0.040
Round 1: 'Planning and project management'	17%	2%	0.000
Round 2: 'ADP language and complexity'	17%	6%	0.040
Round 2: 'Skills with ADP tools'	12%	3%	0.030

Table 4.4.1 UK versus US responses

A final set of instructions were given to participants. They were asked the question *"from everything you have heard today, what one thing will you commit to doing that will help GSK accelerate execution in your area of GSK?"* Responses were written on 'post-it' notes and placed on a wall of the meeting room.

Responses had to start with the words "I will…" The results are shown in Figure 4.4.19 and represented 74 'I will' statements from UK participants (75% of attendees) and 29 'I will' statements from the US (73% of attendees). All the 'post-its' were transcribed and that data was available for analysis.

The author's analysis shows that of the 103 statements 81 (79%) committed to personally take forward the ADP ways of working into their part of GSK using language such as:

> *"using, advocating, driving, communicating, leading, sharing, applying, modelling, supporting, rolling out, embedding, de-mystifying, ensuring, sustaining, talking, focusing, spreading, promoting, teaching, pushing, challenging, teaching …"*

A further 10 participants (10%) committed to using a particular ADP tool or technique.

Overall this translates to 92% of UK participants and 79% of US participants - who had completed an 'I will' statement - making written commitments to promoting ADP ways of working in their Business Units. The difference between UK and US proportions was tested and found to be not significant or statistically significant.

Figure 4.4.19 Collage of 'I Will …' statements

As Act 4 moves towards an Intermission, Scene 2 has shown that the World Café approach (Brown, 2002) has been very effective in generating insights, ideas and solution across a large and diverse group of people. It has demonstrated that there is an overwhelming support and personal commitment from project leaders, senior leaders, project teams and all present as part of this 'ADP Community' to promote, support, use and share these ADP ways of working in GSK. Participants confirmed the finding from earlier scenes about the successes and impact of ADP identifying not only that the ADP ways of working provides benefits to projects in terms of improving
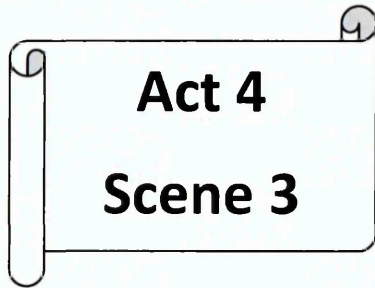
teamwork and team performance but also enhances the team's ability to engage and manage stakeholders. There is also an enhanced capability around project management and planning skills while the earlier findings of accelerated delivery 'through a structured disciplined approach' have been characterised as 'discipline, focus, standards, prioritisation and simplification'. Participants also reported a new set of benefits accruing from deployment of the ADP ways of working that is linked to improved capabilities in 'diagnosis, root cause analysis and problem solving' (MacDuffie, 1997).

The challenges from earlier scenes related to engaging with the ADP Team seem to be no longer referred to - however the perceived complexity of the ADP ways of working is still a concern to respondents and may be linked to a level of resistance, 'lack of buy-in' or difficulty in engaging with some stakeholders. Other concerns are interlinked and refer to the perceived challenges in having sufficient, resource, skills and time to deploy the ADP ways of working 'properly'.

There are statistically significant differences between World Café responses from US and UK participants. One explanation could be that this is just natural variability across the interactions between a small number of projects and ADP consultants i.e. the difference is statistically significant but not important. An alternative explanation is that the focus of the US-based ADP consultant / Project interaction was less on project management and team building and more on the use of 'formal tools' i.e. problem solving - with the tools being well explained and understood. The same logic would suggest that in the UK the focus was more about team building and project planning without necessarily explaining the tools – leading to frustration because the toolkit was 'shown but not unpacked or explained'.

Overall the respondents are very clear that clear that clarity on strategic priorities is required to enable them to focus on GSK's 'vital few' initiatives. ADP is in its infancy and participants strongly believed that expanding and promoting ADP across the whole of GSK is a critical activity.

Act 4

Scene 3

The purpose of Scene 3 is to examine the perceptions of ADP by a large and varied group of stakeholders. It does this by using survey data from senior stakeholders, operational managers across Business Units who are in the process of deploying the ADP ways of working and ADP Practitioners.

The first part of Scene 3 takes place on a quiet stage with a cast of just five people – each a leader or senior stakeholder in the organisation but not running a Business Unit at CET level. They share the fact that they all represent Business Units that can be categorised as 'early adopters' of the ADP ways of working. The date is **October 25th 2011** and the actors are leaders L1, L2, L3, L4 and L5. Each participated in a structured interview responding to 21 questions in 6 categories with 7 of those questions requiring a free text response and the remaining 14 questions rated against a 1 to 5 scale where 5 is *"the best it can be, no improvement needed"*, 4 is *"very good, some minor improvements required"*, 3 is *"it's OK"*, 2 is *"it's at a basic level but needs attention"* and 1 is *"not very good, needs a lot of attention"*.

The seven question categories were:

- *Delivery - Substantially enhanced business benefit through accelerated delivery of the GSK strategy.*
- *ADP deployment - Universal application of the "fundamentals of delivery".*
- *Teams - Every employee is empowered, motivated and capable of driving continuous improvement to benefit our customers.*
- *Benefits and prioritisation - all strategic priorities are rapidly executed delivering measurable benefits to customers.*

- *Leaders as coaches - all senior leaders provide active coaching to institute a culture of business performance improvement.*
- *Current and future plans - general.*

For all responses there are good records of free text. The analysis starts with an ANOM analysis generated by the author and looks for mean response differences by Respondent, Question and Question Category. Figure 4.4.20 is the ANOM for mean differences by respondent and indicates that mean responses from leaders L1 and L3 score consistently higher than leader L5. The difference is significant and statistically significant with the differences made even clearer with the language used in the free text sections. Leaders L1 and L3 describe the **'level of support'** they have received as *"Brilliant - lots of support"* and *"Full time headcount embedded in the team"* and the benefits of *"ADP discipline and process with the right leadership skills"* and *"disciplined planning"*. Leader L5 scores **'level of support'** at 2 and states he has created his own group to provide *"practical everyday help rather than theory"*. Leader L4 comments that *"I don't know where ADP resource is spent – I don't 'feel' a priority"*.
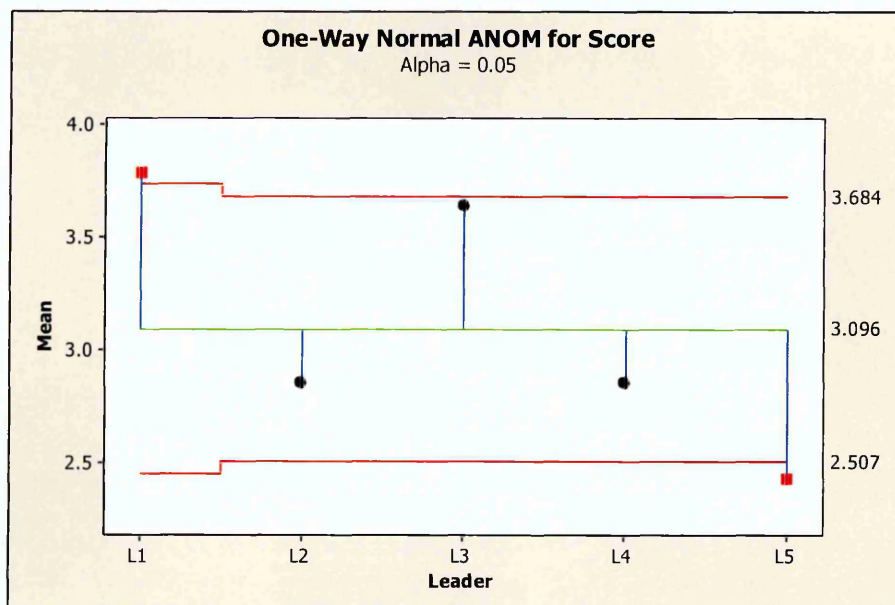
Figure 4.4.20 ANOM for rating by respondent

In the next part of Scene 3 the previous actors – Leaders L1, L3, L4 and L5 - leave the stage and leader L2 is joined by fourteen other senior stakeholders. It is now **October 3rd 2012**, one year after the previous questionnaire. Each senior stakeholder was asked ten questions in five categories:

- *GSK/BU Strategy and execution in 2012.*
- *ADP Fundamentals of delivery adoption and application.*
- *Leadership coaching of ADP Fundamentals of delivery.*
- *Change agent capability.*
- *Plans for 2013.*

Seven of the ten questions were the same as asked of the senior stakeholders interviewed in October 2011. Leader L2 was the only senior stakeholder interviewed on both occasions.

For all questions there are good records of ratings and free text comments. As before, the analysis will start with an ANOM analysis generated by the author and looks for mean response differences by Question, Person and by Question Category. The analysis will start with an ANOM comparison between 2011 and 2012 performance where there are questions in common. The author's analysis shows an increase in mean responses between 2011 and 2012 however closer examination – see the ANOM in Figure 4.4.21 - indicates this is mainly down to the responses from leader L2. In one of her 2011 responses leader L2 stated that:

> "2011 is the implementation of ADP programme. This is the introduction year of concepts and tools. 2012 shall be the year of embedding and continuous improvement. We need to develop more change agents to support utilization of new ways of working/tools and methodologies."

One-Way Normal ANOM for Score (L2)
Alpha = 0.05
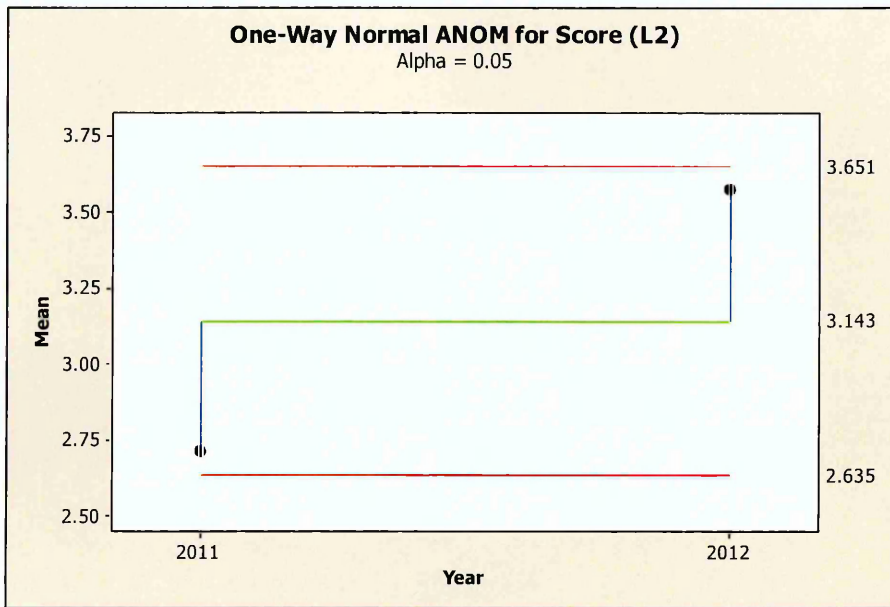
Figure 4.4.21 ANOM for respondent L2 by Year

The next analysis of the same set of data continues with Minitab's ANOM analysis generated by the author and looks at mean response differences by Question, Person and by Question Category. It is an analysis of all senior stakeholders (SS) across all questions with the ANOM analysis shown in Figure 4.4.22 This indicates mean responses from senior stakeholders SS11 and SS4 are significantly lower than a group in the top half of the chart made up of SS2, SS5 and SS6. In this analysis, based on their comments in the free text boxes, SS2, SS5 and SS6 share a number of comments in common. Firstly, **they have applied ADP and seen some benefits.** Comments included:

> *"We apply ADP for [xxx] project and a lot of things were done after a 3 month project, Significant improvements in the understanding of ADP techniques and application, Ways of working save time in discussion and getting to consensus, We're tracking performance by visual dashboard, We can adapt and change quickly."*
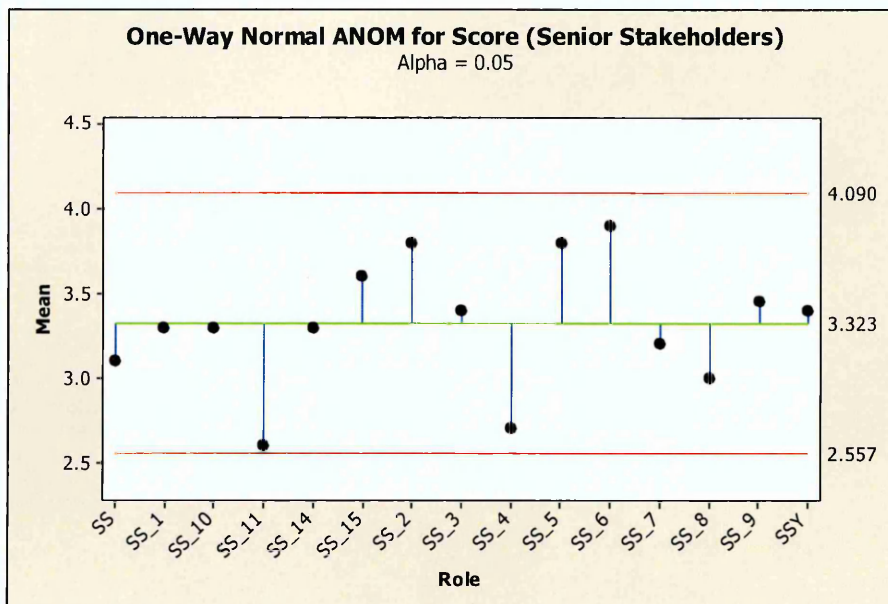
Figure 4.4.22 ANOM for respondent ratings by respondent

The next analysis of this same data set is an author-generated ANOM analysis of mean responses by question categories in Figure 4.4.23. This indicates senior stakeholders mean responses for questions in Category 1 and Category 2 are higher than the mean responses for questions in Category 3 and Category 5. The differences are significant and statistically significant. In this analysis question category 1 "*GSK/BU Strategy and execution in 2012*" and question category 2 "*Fundamentals of Delivery and Application*" share a common category of verbatim comments. This is the category of **'respondents have applied the ADP ways of working and have delivered the benefits'**. Comments included:

> "*We have done a superb job of analysing the process and cut it down in the way we talked about in the kaizen. We have a roadmap and have stuck to it, already seeing significant benefits in terms of 'elimination of waste' and better coordination to improve delivery, GSK Fundamentals have been identified as an essential business skill for project managers.*"
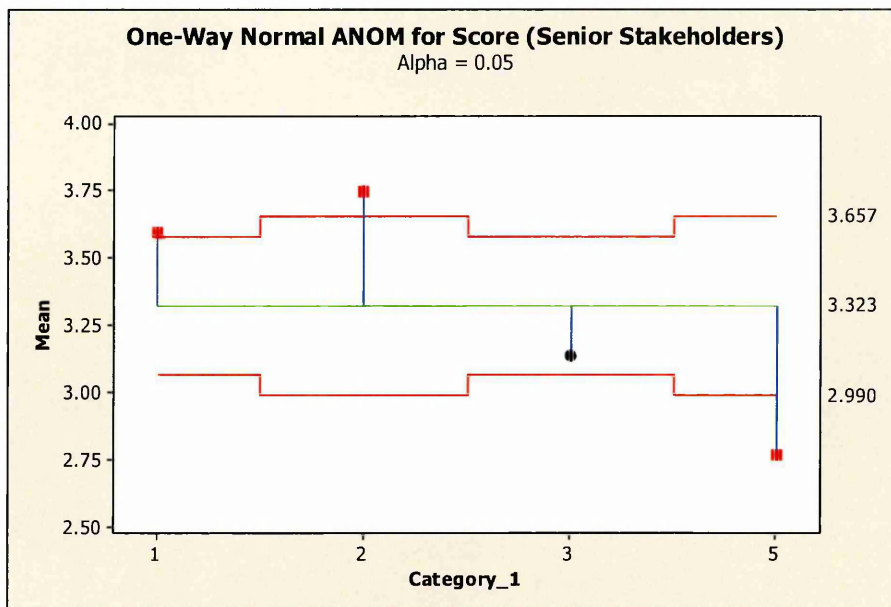
Figure 4.4.23 ANOM for respondent ratings by question category

The final analysis of this data set is an ANOM analysis by the author of mean responses by individual questions in Figure 4.4.24. This indicates senior stakeholders scored mean responses to Question 3 *"How well has ADP and the business improvement community been able to support you in 2012?"* and Question 5 *"To what extent are you seeing genuine business benefit and value delivered from the application of the ADP FOD?"* more highly than mean responses to Question 14 *"Do you have sufficient number of change agent/business improvement capacity within your BU - the number of people assigned?"* and Question 15 *"Do you have sufficient number of change agent/business improvement capability within your BU - the skills of the people assigned?"*. The differences are significant and statistically significant. The free text responses to Question 3 indicate that a **strong level of support** has been received. Comments included:

> *"We wouldn't be where we are without the support we've had, Very committed support and created strong engagement in the organisation for the benefits of ADP, Very strong and consistent support from [xxx and yyy] has heavily helped through 1:1 coaching, Great support from [zzz and aaa] for the workshop particularly, the facilitated Kaizen was a huge success."*
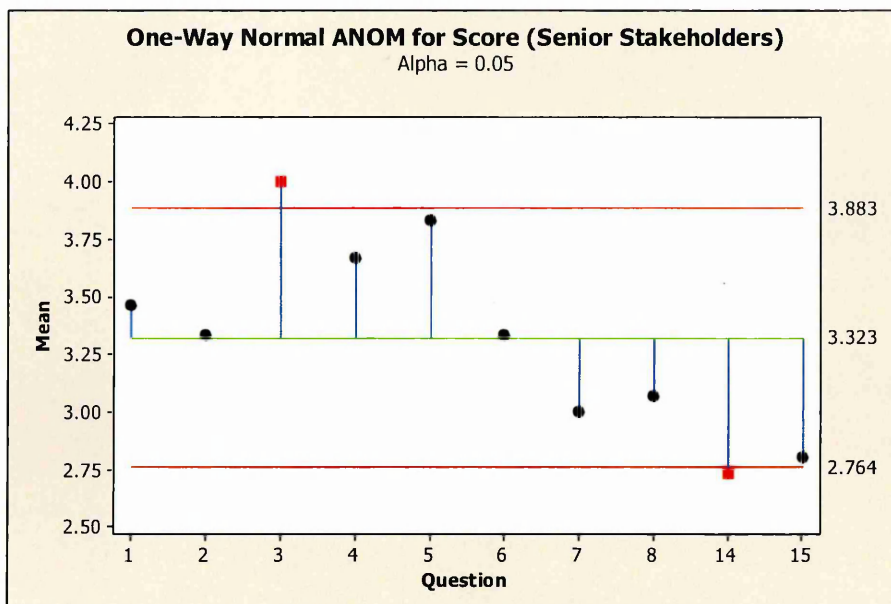
Figure 4.4.24 ANOM for respondent ratings by question

In addition to the above analysis there were additional free text questions in this dataset that were seeking information on broad categories. One broad category of questions was '**accelerators**' which contained these two questions:

- *What has helped to accelerate delivery of your strategy in 2012?*
- *What improvements to capacity or capability could further accelerate business performance improvement?*

The author's analysis showed that this set of questions produced three categories of comments. The largest category of comments was to do with '**application**' which suggested application of ADP to key projects was linked with a detailed plan, appropriate resources, use of simple ADP tools from the start - all aligned with a willingness to experiment and practise. Comments included:

"Having senior management involved in delivery of key projects / programmes using ADP FOD, Start to experiment with ADP ways of working, Having the FOD at the start of new studies and challenging to do the right thing instead of just do things right, Identifying tools with an immediate and tangible effect."

For the next section of Scene 3, the group of senior stakeholders leave the stage and are and are replaced by twenty-two operational managers (OM) from Business Units who are in the process of deploying the ADP ways of working. The date is still **October 3rd 2012**. Each operational manager is asked questions from the same list as the senior stakeholders but only for those questions in the following categories:

- *ADP Fundamentals of delivery adoption and application.*
- *Leadership coaching of ADP Fundamentals of delivery.*
- *Plans for 2013.*

The analysis will start with Minitab's ANOM analysis by the author and look for mean response differences by Question, Person and by Question Category. The ANOM analysis showed no significant differences between mean responses for question categories or between questions. However the ANOM analysis in Figure 4.4.25 looking at differences in mean scores between respondents shows that the mean scores for operational managers OM12 and OM13 are significantly highly than the mean scores for operational managers OM15 and OM16. Analysis of the free text comments shows that operational managers OM12 and OM13 have '**experimented with the ADP ways of working**', '**delivered the benefits**' and are ready to move on to '**embedding them**' into their daily work. Comments include:

"We have seen the tangible results of the managed-care pull through pilot that was initiated last December, The use of the ADP tools are now common place in our work space, The accountability board has enabled everyone to be transparent about their tasks and it has resulted in us being able to move work packages around resulting in flexibility."
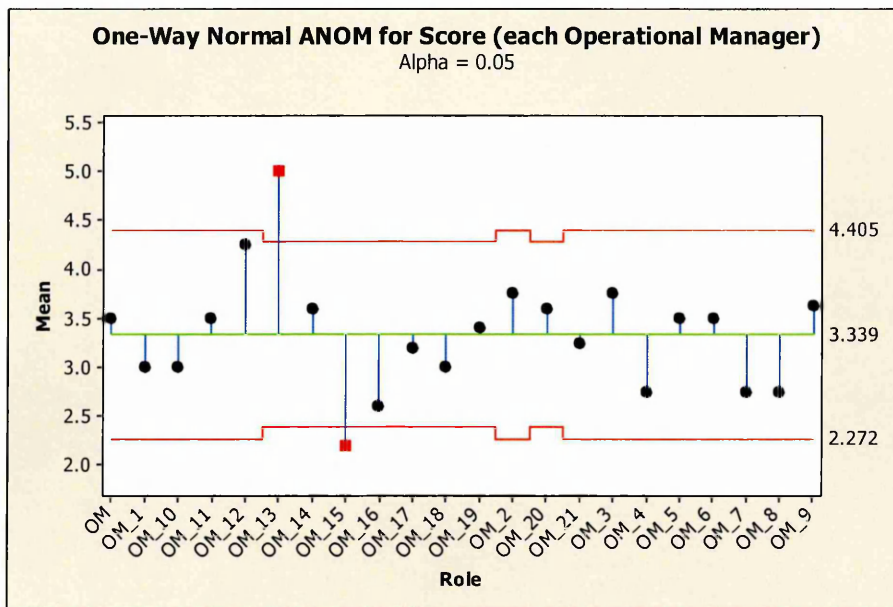
Figure 4.4.25 ANOM for respondent ratings by respondent

In the next section of Scene 3 the set of operational managers leave the stage and are replaced by thirteen ADP Practitioners with the stage clock still set on **October 3rd 2012**. Each ADP Practitioner is asked questions from the same list as the senior stakeholders but is only asked questions from the following categories:

- *ADP Fundamentals of delivery adoption and application.*
- *Leadership coaching of ADP Fundamentals of delivery.*
- *Support.*
- *Plans for 2013.*

The author's analysis will start with Minitab's ANOM analysis and look for mean response differences by Question, Person and by Question Category. The ANOM analysis showed no significant differences between responses for question categories. However the ANOM in Figure 4.4.26 looking at differences between mean responses to Questions shows that mean responses to Question 5 "*To what extent are you seeing genuine business benefit and value delivered from the application of the ADP FOD?*" and Question 10 "*To what extent does your manager support your ability to apply ADP Fundamentals/ways of working on a day to day basis?*" score significantly higher than mean responses to Question 8 "*Rate your current ability to coach in strategy deployment*" and Question 13 "*How well connected do you feel to other ADP*

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practitioners and the BI community?". As all respondents are all ADP Practitioners it would be expected to see a strong response to Question 5 and comments included:

> *"Where it works and we have been able to make it work - great! Really helping to drive consistent implementation across business, M-ERP is clearly framing the project around ADP."*
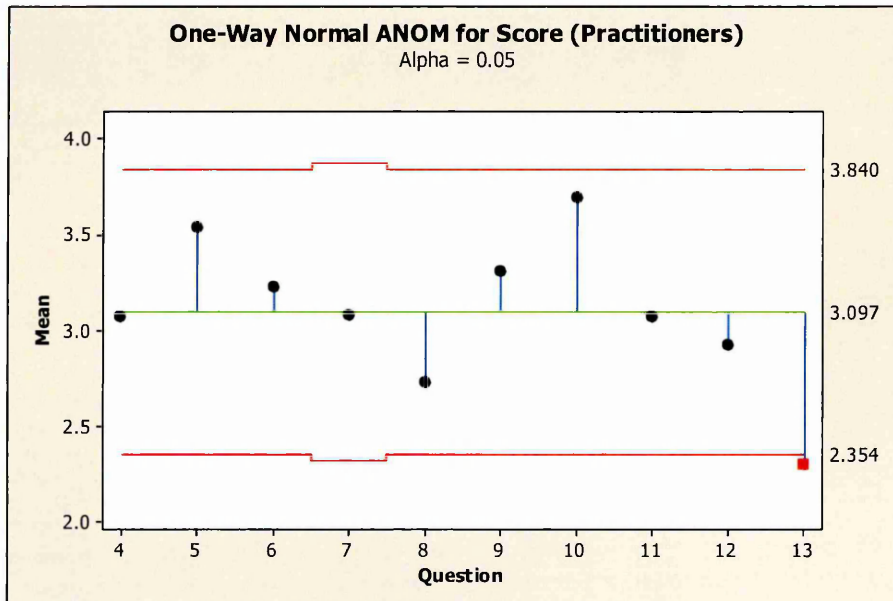
Figure 4.4.26 ANOM for respondent ratings by question

The ANOM analysis in Figure 4.4.27 shows the mean response differences across individual practitioners. It indicates that mean responses from ADP Practitioners P12, P4 and P9 are significantly higher than the mean responses from ADP Practitioners P10, P5 and P6. An analysis of free text responses from ADP Practitioners P10, P5 and P6 indicates two categories of comment. The **first** of these refers to a perceived need for **'more training or coaching'** and the **second** category of comments refers to the desire for an ADP community that can offer functional support and act as a **'convincer of others'.** However the language used is 'passive' (in the sense of wanting it to happen) rather than 'active' (in the sense of making it happen).

> *"Proposed to build ADP Community in order to create capability and capacity, Don't know who other practitioners are in my business - search tool never seems to work and there is no other way of finding out, Have asked to meet with other*

practitioners in my category but need higher level support from ADP and sponsorship from leadership to say they want it".
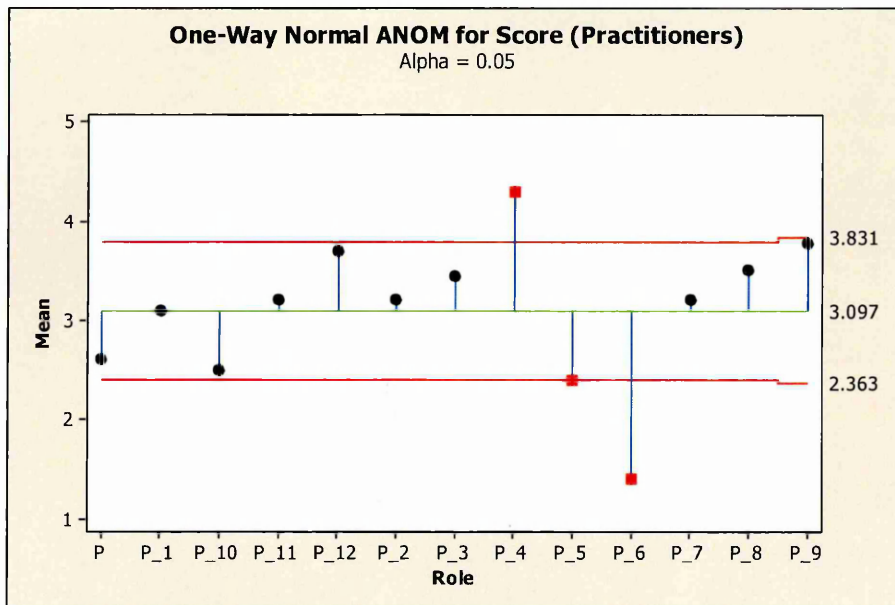
Figure 4.4.27 ANOM for respondent ratings by respondent

In addition to the above data set there were four free text questions for the ADP Practitioners. These were:

- *What are the biggest barriers you can see on adopting the ADP FOD as a consistent way of working?*
- *What support do you need from the ADP community to get greater and more consistent value out of the FOD in your day to day work?*
- *What support do you need for you to be better business improvement coach in 2013?*
- *What is the one action you could take personally to improve your knowledge or application of the FOD?*

The author's analysis showed that responses to the first question linked to a category of comments articulating that deploying the ADP ways of working **'takes time'** and can result in **'scepticism if not done well'**. It suggests that ADP Practitioners be careful to avoid a **'purist'** approach. Comments included:

"Scepticism about its value is accentuated by certain ADP practitioners who can be too process driven, formal and not pragmatic in the application of the FOD. This creates a sense in the organisation that ADP is a process and doesn't add

value. Senior management resistance is lack of awareness and over-claim of benefit. It takes time to create critical mass."

This is the final section in Scene 3 and it is time for the grand finale with all members of the cast that have participated in Act 4 Scene 3 on the stage. The stage is crowded with thirteen ADP Practitioners, twenty-two operational managers and fifteen senior stakeholders. The stage clock still shows the time as **October 3rd 2012**. Not all sets of actors had the same parts so an outline of the script (question categories) is shown in Table 4.4.2. As questions in Question Categories 2 and 3 are across all respondents the author's analysis will concern itself with those categories.

Category & Question		Category and Description	SS (Senior Stakeholders)	OM (Operational Managers)	P (ADP Practitioners)
Q1, Q2, Q3	1)	GSK / BU strategy and execution	Yes	No	No
Q4, Q5	2)	ADP Fundamentals of delivery adoption and application	Yes	Yes	Yes
Q6, Q7, Q8)	3)	Leadership coaching of ADP Fundamentals	Yes	Yes	Yes
Q9, Q10, Q11, Q12, Q13	4)	Support	No	No	Yes
Q14, Q15	5)	Change Capability	Yes	No	No

Table 4.4.2 Question Category and Description versus Respondents

The author's analysis will start with Minitab's ANOM and look for mean response differences by Question, Role and by Question Category. The ANOM analysis in Figure 4.4.28 shows that ADP Practitioners score lower than operational managers and senior stakeholders but not significantly. A further analysis indicates that ratings from senior stakeholders are 'driving up' the mean scores for Question 5 *"To what extent are you seeing genuine business benefit and value delivered from the application of the ADP*

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FOD?" and ratings from ADP Practitioners are 'driving down' the mean scores for Question 8 *"Rate your current ability to coach in strategy deployment"*.

One-Way Normal ANOM for Score (Categories 2 and 3)
Alpha = 0.05
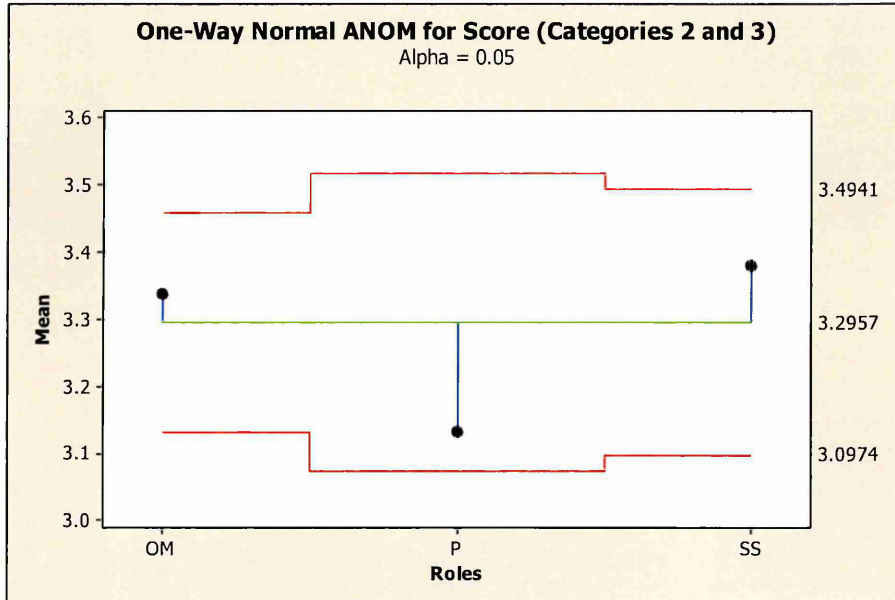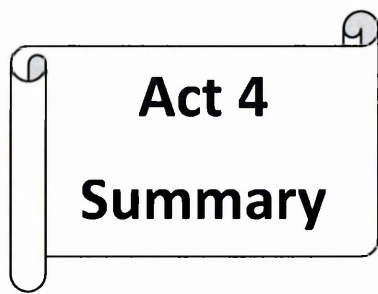
Figure 4.4.28 ANOM for respondent ratings by role type

As Act 4 draws to its conclusion, Scene 3 has shown that respondents who have applied ADP ways of working have received high levels of support and coaching from their line managers and use detailed plans to deliver their objectives. They have not only seen considerable benefits in terms of accelerated delivery of projects but also as an increased focus on continuous improvement and see it as a skill set of real importance to their teams. They have also received dedicated support from the ADP Team and that is often associated with a specific, named individual. That support is usually expressed in terms of an embedded resource and capability building. The ADP Fundamentals are very strongly aligned to the desired ethos in these Business Units and respondents continue to see the benefits of more effective and disciplined teamwork, a process improvement focus and accelerated delivery of project deliverables against timelines. All ADP Practitioners are determined to apply and deploy the ADP ways of working to their projects and teams.

Senior stakeholders not only have greater awareness of the connection between the application of ADP and improved business performance but also see greater levels of business benefit than operational managers and ADP Practitioners. They also have the highest level of concern over the quantity and quality of change agents but this is countered with evidence of benefits received from investing in building internal ADP capability with ADP Practitioners. However ADP Practitioners do not feel well connected to other ADP Practitioners and the business improvement community although there is a sense of 'waiting for this to happen' (Zhang, 2010).

A perceived lack of support from the ADP Team can result in resistance (O'Connor, 1993) and even hostility (Kotter and Schlesinger, 2008) although the nature of a cause and effect relationship is unclear. Sometimes the reverse is true if ADP Practitioners are too 'process driven' or 'purist' (Yuki, 2002) and this has resulted in scepticism and resistance of some stakeholders. That resistance is characterised as a 'barrier of perceptions' that requires not only 'evidence' from other areas (O'Connor, 1993) but also a 'simpler language' (Rogers, 1995) to speed up understanding and can take the effect of requests for more proof and examples of ADP 'working' in GSK (O'Connor, 1993). Respondents who have either not received that level of support from the ADP Team or have just started on 'their ADP journey' show these higher levels of resistance and tend to consider themselves insufficiently 'expert' to apply something that is perceived to be a set of 'complex tools' that require 'extra work' to successfully implement. They are unwilling to 'try it out' and request support and 'training' in the 'right way' to 'do things'. There is a further analysis of the data set from Act 4 Scene 3 in Chapter 5.

BRING THE CURTAIN DOWN
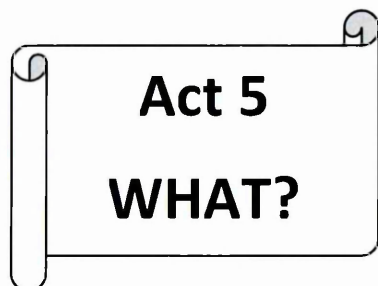
Act 4

Summary

Act 4 sets out to address the research objectives of exploring, within the case study organisation, not only the methodology for the deployment of ADP – the 'How?' but also the underlying rationale for the continuing deployment of ADP – the 'Why?'. It does this using three scenes characterised as a sequence of 'customers of ADP' or 'users of ADP' telling the audience what they 'like' or 'dislike' about ADP, how ADP 'works' or 'doesn't work' as well as suggestions for improvement of ADP.

Scene 1 shows project leaders reporting back on ADP 'action learning' projects where some teams are reporting not only improved internal and external relationships – with teams and stakeholders - but also an enhanced project management and planning capability after working with the ADP Team. However benefits to other project teams have been overshadowed by problems to do with the initial engagement between ADP and the project teams. This has manifested itself as both overt and covert resistance.

Scene 2 uses a World Café approach (Brown, 2002) to generate insights, ideas and solutions across a large and diverse group of stakeholders. It demonstrated not only overwhelming stakeholder support and personal commitment for ADP but also confirmed findings from earlier scenes about its successes and impact. The earlier challenges related to engaging with the ADP Team seem to be in the past however the perceived complexity of the ADP ways of working is still a concern to respondents.

Scene 3 has shown that respondents who have applied ADP ways of working have seen considerable benefits in terms in terms of accelerated delivery of projects and also seen an increased focus on continuous improvement. This appears to be linked to support from their line manager and from the ADP Team. Respondents who have either not received support from their line manager or the ADP Team or have just started on 'their ADP journey' show resistance to ADP and tend to consider themselves insufficiently 'expert' to apply something that is perceived to be a set of 'complex tools' requiring 'extra work' to successfully implement.

Act 5

WHAT?

The Prequel set up the narrative by introducing its rationale, key concepts and components. Act 1 set the context for the deployment of ADP with the setting of the GSK strategies by the new CEO and the subsequent response of the senior leaders and the rest of the organisation. In Act 2 the audience heard 'how' the ADP Team deployed ADP over the period from its inception in 2009 to the end of 2012. The only voices heard were that of the ADP Team and some of their partners. Act 3 was focused on the ADP Team themselves while Act 4 viewed the deployment of ADP from the perspective of its 'customers'. The purpose of Act 5 is in addressing the research objectives of exploring, within the case study organisation, not only the content of ADP – the 'What?', but also the methodology for the deployment of ADP – the 'How?' and the underlying rationale for the continuing deployment of ADP – the 'Why?'.

It does this in two scenes running from April 2009 to January 2013 with Scene 1 exploring the development of some of the artifacts or pieces of scenery that are on stage at all times. These are 'The Change Framework', 'The Fundamentals of Delivery', 'The Principles of Effective Change' and 'The Transformation Roadmap'. To preserve the clustering of similarly themed content the sequencing of the narrative is not always in chronological order in and between Scenes. Scene 2 explores the perspectives of members of the ADP community with each scene representing a cluster or group of incidents and activities. There are also 'Intermissions' to allow the audience time for reflection.

PROGRAMME CONTENTS

Act 5 Scene 1 starts by reporting the workshops and meetings of the period April to October 2009 that developed 'The Change Framework' and formulated the 'Principles of Accelerated Change (PACE)'. The next part of this Scene reports the development of Versions 1 and 2 of the 'GSK Fundamentals of Delivery' and deconstructs a set of interview transcripts with the ADP Leadership Team before looking at the development and performance of ADP Practitioners over the period November 2010 to December 2012. The final part of the Scene looks at a paper from the ADP Team Leadership in October 2011 that describes 'What ADP is' before concluding with a description of the evolution of the 'ADP Transformation Roadmap'. There are reflections and Intermissions mid-scene and at the end of this scene.

Act 5 Scene 2 starts with meetings in late 2010 that discuss 'tools that make the most difference' and an analysis of transcripts of a 'fishbowl' session with participants in the first three 'waves' of ADP 'trainees'. The Scene goes on to explore responses to the question asked in May 2012 of a group of ADP Practitioners – 'What are you doing differently?' - before concluding with an analysis of twenty one interviews with a group of respondents from the various phases of the ADP deployment. Interviews take place in May 2012. There is a reflection at the end of the scene while Act 5 Summary reviews this section and summarises the themes and key messages.

RAISE THE CURTAIN
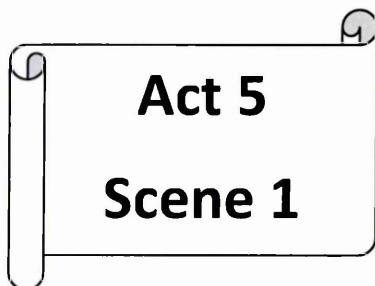
Act 5
Scene 1

The purpose of Scene 1 is to explore the development of some of the artifacts or pieces of scenery that are on stage at all times. These are 'The Change Framework', 'The Fundamentals of Delivery', 'The Principles of Effective Change' and 'The Transformation Roadmap'.

The first part of Scene 1 is on **April 7th and 8th 2009** at a two day workshop with internal consultants from the OD team and the Operational Excellence (OE) team. There were also representatives from two external consultancies. The aim of the workshop was to:

- *Create the (draft) GSK 'change architecture' (integrating both Change Management and OE).*
- *Build ownership and energy for the product and its business application (engaging both OD community and the line).*

The first session of the workshop covered participants *"biggest thought about how GSK should change the way it changes"*. The author's analysis showed that responses fell into four categories with each category attracting roughly the same proportion of comments. The first category described the role of '**Leadership**' in change, the second category described '**where change happens**' and focused on not only where it 'should' happen but also the need for flexibility depending on the location. The third category can be described as '**Learning from before**' and the fourth category can be summarised with the phrase that '**Change isn't a toolkit'.** The second session introduced the concept of a 'Change Pathway' as a potential 'template' and asked participants to suggest:

- *The phases of change (in an overall cycle).*
- *The activities or interventions required in these phases.*
- *The tools to help leaders do this.*
- *The essential leadership behaviours required.*

The final output from these workshops is a graphic dated **27th May 2009** and reproduced in Figure 4.5.1. This shows not only the graphic but also indicates the purpose of each phase as well as the expected leadership behaviours associated with each phase. This is the final version of the Change Framework and was subsequently 'tested' among an existing group of leaders.

The author's analysis shows that this activity produced 29 pieces of feedback and responses from those seeking further changes – these have been summarised into 3

categories. The category with the most - 63% - comments was **'an element is missing'**. Other comments included:

> *"It's two way not just a circle – need to check back as well, Anticipated more around people (and the impact on people) i.e. what those on ground want, Missing links of actions to outcomes, Where is vision? What about GEMBA or measurement in each phase? Change is not an event – needs a shift in attitude from management to leadership."*
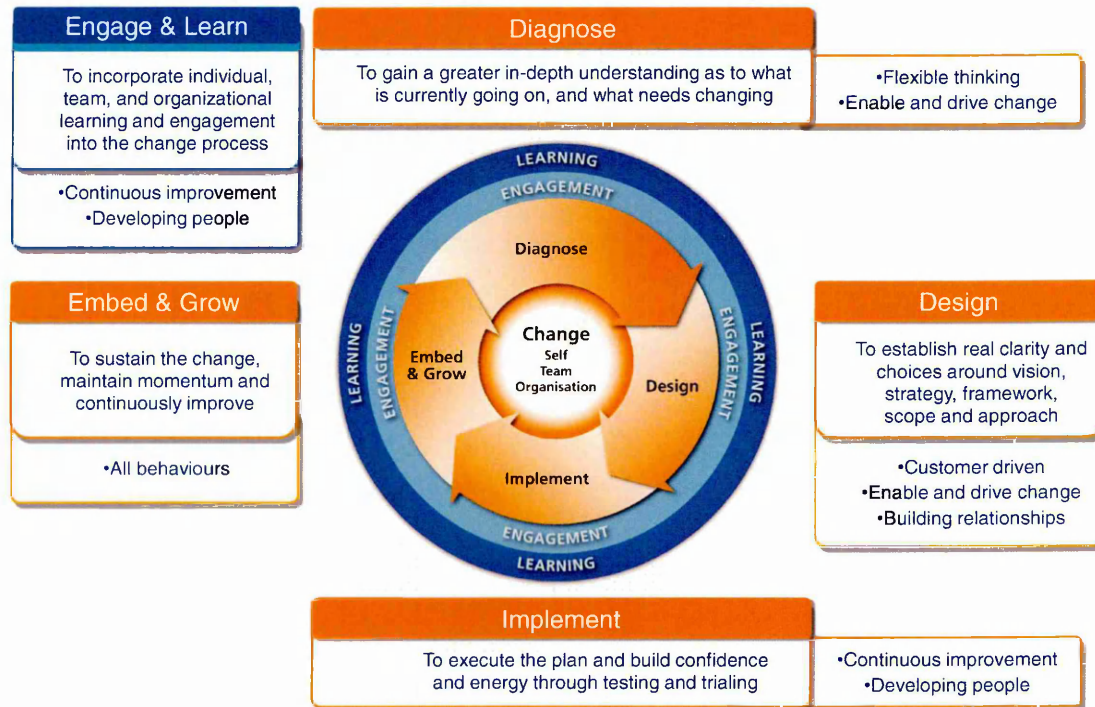
Figure 4.5.1 The Change Framework © 2016 GSK group of companies

The next part of Scene 1 refers to the earlier two day workshop on **April 7th and 8th 2009** that developed the Change Framework with participants from the OD and OE teams as well as two external consultancies. During the second part of this workshop it was suggested to the participants that developing a set of 'change principles' would *"hit home the message that what we are doing is a change intervention in its own right"*. Participants were asked to break into groups and share their experiences of where *"they have seen successful fast and sustainable change, highlight what was present in these stories, and*

use this empirical data to validate, prioritise and complete a set of Principles of Accelerated Change (PACE)".

By **11th June 2009** a set of team meeting notes refer again to this topic and its presumed role in accelerating change:

"PACE (principles for accelerated change) – these have been bubbling up for some time now on this project – latest draft attached – their purpose within the Change Framework is to signpost to people what accelerates implementation of big change – such an important theme for this work – I'd like to get your reactions to these tomorrow since they will be an important 'handrail' throughout the Learning Events".

By **October 8th 2009** these had become as shown in Figure 4.5.2.

Principles of Accelerated Change (PACE)

1. Change starts with 'self' first

2. Clear, active committed and visible sponsorship by key stakeholders (at all levels)

3. Simple timebound measures tied to financial/business results

4. People impacted own and design the change

5. Focus on the vital few things you can change now

6. Fit for purpose solutions that address customer needs

Figure 4.5.2 The PACE Principles

The next section in Scene 1 is on **July 13th 2010** at an ADP Team meeting where concerns were being expressed about the perceived deficiencies of the Change Framework and the potential consequences. Comments included:

Situation / Hypotheses

- *GSK Change Managers are turning to and employing external consultants to support implementation of their change projects because there is currently insufficient structure, process and tools to bridge them from the GSK Change Framework to practical day-to-day implementation.*
- *Multiple change management methodologies are being referenced and used to varying degrees across the organisation to support implementation of change projects.*

Leading to...

- *A lack of consistency in change management language and tools being applied across the organisation.*
- *A lack of clarity on what are considered to be current GSK best practice change management methodology and tools beyond the Change Framework and the Change Approaches.*

On **July 27th 2010** an ADP Team meeting debated what were the 'ADP Principles' and devised the following list. Note the partial overlap with the PACE principles.

- *Using the Change Framework to guide change efforts.*
- *Teaching, feedback and coaching 'in the moment''.*
- *Sharing knowledge and enthusiasm with everyone we can.*
- *Designing fit for purpose solutions.*
- *Identifying the most effective change approaches.*
- *Focusing project scope on the vital few important things.*

The group then asked themselves "*What tools or skills should we develop further - the vital few?*" and came up with ideas that became a list of activities and associated tools for Leaders and Teams under the two headings of:

- *Choosing to do the right things.*
- *Getting better at getting the right things done.*

At the same meeting these became identified as the 'GSK Fundamentals' or 'Fundamentals of Delivery' – "*A business view – this is translated into what leaders and teams must actually do*" – and are shown in Figure 4.5.3.

Tools/methodologies supporting the fundamentals

Choose to do the right things

	Tools/methodologies
Leaders seek the Voice of the Customer – enquire and seek to understand what the customer needs and values	Seeking feedback Surveying Gemba
Leaders accurately define scoping and boundaries and ensure alignment with strategy.	IPO Change mural, Project charter
Leaders accurately define benefits. KPIs and targets	KPI & metrics Bold Moves (Business impact)matrix
Leaders effectively engage stakeholders and sponsors.	Stakeholder mapping

Getting better at getting the right things done

	Tools/methodologies
Leaders are responsible for leading and managing the performance improvement process	Sand-Pebbles-Rocks Visual controls After Action Review
Leaders make conscious decision about the approach to change.	Change Framework Change approaches Change curve
Leaders 'gemba' with a purpose of confirming processes, standards, accountabilities, team and individual performance.	Gemba
Leaders coach individuals in order to improve performance	Coaching & feedback
Teams carry out visual performance management.	Visual controls Comms cell
Teams carry out root cause diagnosis, problem solving or continuous improvement.	Continuous improvement cycle Problem solving cycle
Teams carry out disciplined implementation planning and execution.	Joint Planning Session Risk and Issue mgt Action Planning
Teams increase the effectiveness of their ways of working.	IPO Advocacy and Inquiry Observers Fist or Five After Action Review Continuum
Teams manage stakeholders and sponsors	Stakeholder management

---

"GSK Fundamentals"

"Deliver excellence by being the best you can be" –The GSK Spirit

We will grow GSK by working in a disciplined way, by challenging and supporting each individual to release their full potential; constantly seeking to improve.

Choose to do the right things

In order to select the right things to do,

• Leaders seek the Voice of the Customer – enquire and seek to understand what the customer needs and values

• Leaders accurately define scoping and boundaries and ensure alignment with strategy

• Leaders accurately define benefits. KPIs and targets

• Leaders effectively engage stakeholders and sponsors.

Getting better at getting the right things done

In order to getting better at execution,

• Leaders are responsible for leading and managing the performance improvement process

• Leaders make conscious decision about the approach to change.

• Leaders 'gemba' with a purpose of confirming processes, standards, accountabilities, team and individual performance.

• Leaders coach individuals in order to improve performance

What we all do together:

• Teams carry out visual performance management.

• Teams carry out root cause diagnosis, problem solving or continuous improvement.

• Teams carry out disciplined implementation planning and execution.

• Teams increase the effectiveness of their ways of working.

• Teams manage stakeholders and sponsors

Figure 4.5.3 The Fundamentals (Version 1) © 2016 GSK group of companies

The next part of Scene 1 is on **March 9**[th] **2011** when an ADP Content Team meeting proposed that *"defining Version 2 of The Fundamentals is the first step on the critical path to developing new workshop materials, new website etc."* The ADP Content Team would:

"Develop Version 2 of the Fundamentals using the principles of rapid prototyping, where the product development occurs in parallel with the collection of customer feedback, with the product design evolving with each round of feedback."

By **March 22**[nd] **2011** the Content Team had received additional input from the rest of the ADP Team on Version 1 of the Fundamentals. The author's analysis showed 15 sets of comments and the ADP Content Team (working on the issue) presented the following conclusions on Version 1 of the Fundamentals:

- *There are too many fundamentals.*
- *When reading left to right the number becomes overwhelming.*
- *There is some duplication and overlap.*
- *The focus of debate seems often to be on the right hand column (the tools).*
- *The focus is on leaders / teams rather than 'I'.*
- *They are hard to access, not intuitive – certainly not KISS.*
- *The split between choosing / doing the right things is distracting.*
- *The faculty input to the last version focused mainly on the tools.*

They also proposed that Version 2 will have the following changes:

- *Reduces focus on tools but doesn't rule out other tools when 'teaching' fundamentals.*
- *Simplify to remove duplication.*
- *Re-order to make more intuitive and link better to change framework.*
- *Shift focus to 'I' with a rewording to the first person 'I will.am... etc.'*
- *Wordsmith to produce a consistent What? Why? How? format.*
- *Reword Fundamentals.*
- *Add in some tools and removed others.*

Feedback on a proposed Version 2 of the Fundamentals was discussed at an **April 6**[th] **2011** Content Team meeting. The author's analysis showed 56 feedback comments that fell into seven categories and these are shown in Figure 4.5.4. The first category with 55% of the comments was **'tools'** with

respondents indicating their support for a particular tool, or concern that a particular tool had not been included. Comments included:

> *"One thing that resonated really well with me at the last ADP practitioner's forum session was Standard Work. Lots of interest, but 'sand-pebbles-rocks' is important and we need to do a better job of explaining it! PDM - could go either way, get some feedback from other groups, I'm not confident about coming up with a "new" acronym on PDCA".*
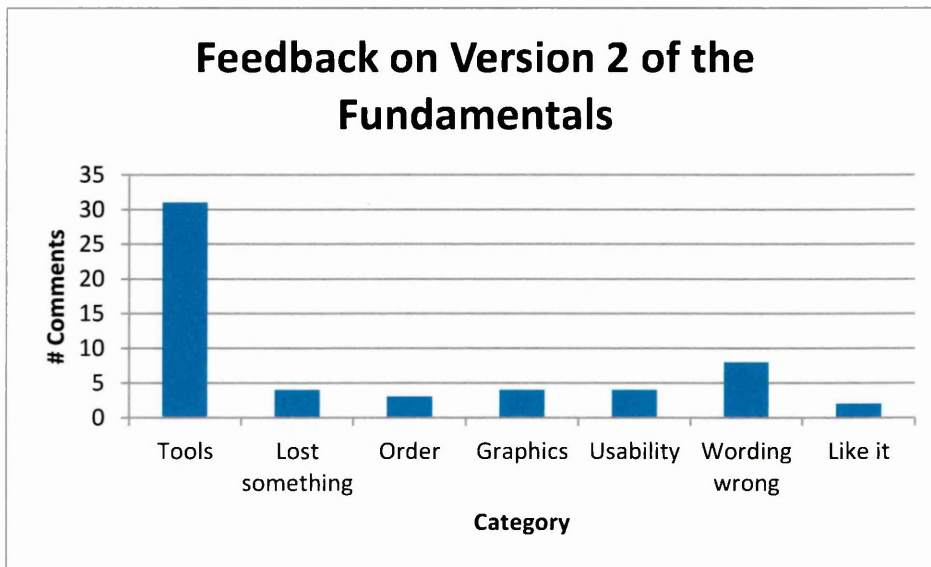
Figure 4.5.4 Feedback on proposed Fundamentals (Version 2)

The final Version 2 of the Fundamentals was launched at a **28th June 2011** Leadership Team Meeting and is shown in Figure 4.5.5 and Figure 4.5.6. Figure 4.5.5 shows the Fundamentals as a list while Figure 4.5.6 shows the Fundamentals linked to the Change Framework.

GSK Fundamentals for Delivery

Choose to do the right things • Get better at getting the right things done

	I seek the **Voice of the Customer** to understand what they really need and value. *Typical tools and practices: Gemba, Interviews, Strategy Deployment*	Diagnose
	I **'go and see'** to understand processes, accountabilities and performance. *Typical tools and practices: GEMBA Walks, Process Mapping*	Diagnose
	I carry out **Problem Solving** in order to identify **Root Causes** and implement sustainable solutions. *Typical tools and practices: Change Framework, Problem Statement, Root Cause Diagnosis*	Diagnose
	I effectively define the **benefits** and **scope** of work to ensure alignment with strategy. *Typical tools and practices: Project Charter, Project Mural, KPI's, Return on Change*	Design
	I make a conscious decision about the **Approach to Change** to ensure successful implementation. *Typical tools and practices: Change Approaches, Change Curve*	Design
	I carry out **Implementation Planning** to accelerate execution and deliver benefits. *Typical tools and practices: Joint Planning Session, Risk and Issue Management*	Design
	I carry out **Visual Performance Management** to engage and align teams. *Typical tools and practices: KPI's, Comms. Cells, Accountability Boards*	Implement
	I take responsibility for **continuously improving** my part of the business. *Typical tools and practices: Sand-Pebbles-Rocks, Standard Work, Change Framework*	Embed & Grow
	I effectively **engage** the right **stakeholders** and sponsors to accelerate delivery. *Typical tools and practices: Stakeholder Map and Management Plan*	Engagement
	I am **personally accountable** for my own effectiveness, learning and development. *Typical tools and practices: Reflection, Journaling*	Change Self, Team, Organisation / Learning
	I **coach** individuals and teams to improve performance. *Typical tools and practices: Feedback, Coaching, Inverted Triangle*	Change Self, Team, Organisation / Learning
	I focus on our **Ways of Working** in order to increase team effectiveness. *Typical tools and practices: IPO, Advocacy / Inquiry, Fist or Five, AAR*	Change Self, Team, Organisation / Learning

Note: This illustrates the primary Fundamentals for each phase of the Change Framework; however **all** Fundamentals can be relevant in any phase.

© GSK 2011

Figure 4.5.5 The Fundamentals (Version 2) © 2016 GSK group of companies
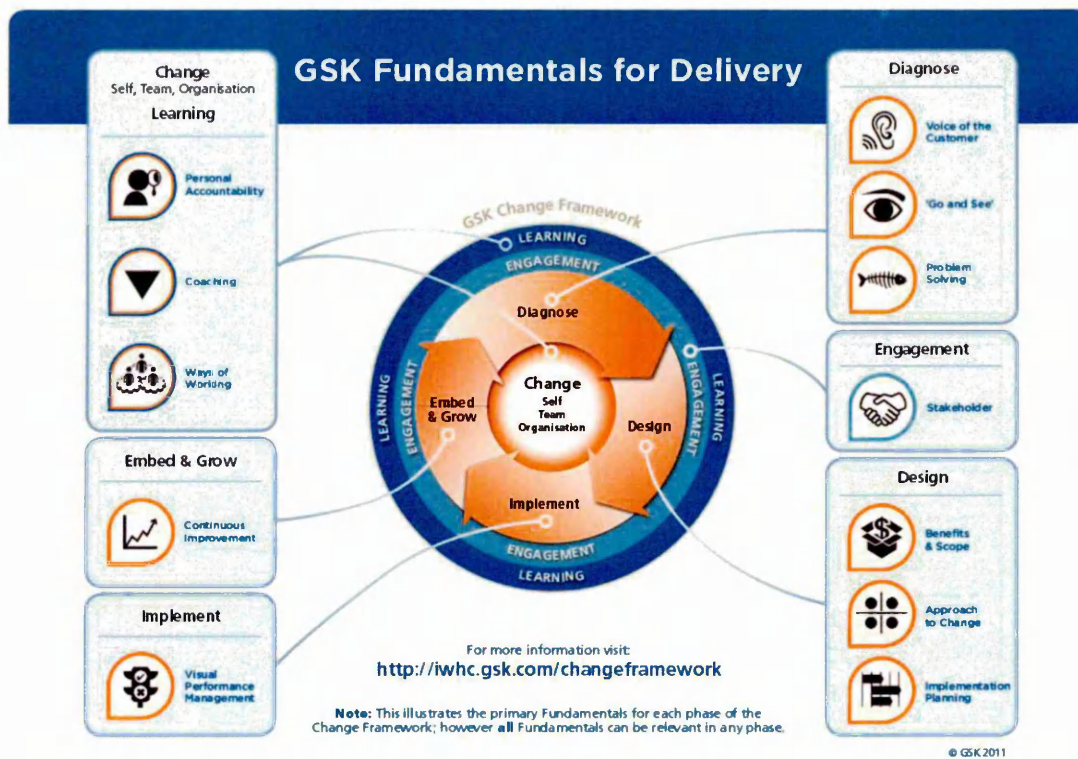
Figure 4.5.6 The Fundamentals (Version 2) linked to the Change Framework

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The next part of Scene 1 is on **3rd December 2012** when four members of the ADP Leadership team were interviewed. The purpose of the interview was to capture their collective description of the Fundamentals with the intent of developing short animations about each Fundamental for the ADP website. The interview follows the flow and order of the Fundamentals and addresses each one in turn – it lasted 75 minutes and a full transcript of 12,000 words was available. The author's analysis of the transcript considered each Fundamental in turn and in the same order as shown in Figure 4.5.5.

I seek the Voice of the Customer to understand what they really need and value.
Comments included:

> "There's a reason this one is at the top of the list because everything should start with the voice of the customer. Because it's the aligning thing for all the work we do. We typically have not been brilliant even knowing who our customer is at times, so a lot of these are internal customers we're talking about".

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I 'go and see' to understand processes, accountabilities and performance. Comments included:

> "You've got to be there long enough and you've got to stay there long enough and look around, and ask people questions, and look and look until you really see. So seeing is the outcome and it's what happens everywhere, and once you see you reach understanding, and once you've reached understanding you decide what action you need to take".

I carry out Problem Solving in order to identify Root Causes and implement sustainable solutions. Comments included:

> "The bit that's missed out is the root cause. If we've got a project to put a solution in place we've not gone back and checked that it's going to solve the problem, and putting a root cause analysis in place in the middle says okay, so now we understand why we're getting this so we can go and check whether or not our solution is going to solve the problem".

I effectively define the benefits and scope of work to ensure alignment with strategy. Comments included:

> "We understand the why we're going to go and do it and we understand what we're going to get out of it at the end. If we don't do all of that, why start? In fact, if we don't do all of that we're probably going to fail anyway".

I make a conscious decision about the Approach to Change to ensure successful implementation. Comments included:

> "For many major changes, we did not think about what type of change approach would work best. We did not even realise we had options! We certainly did not realise different approaches have very different probabilities of success. Codifying these alternate approaches, has given us the language to have meaningful discussions and make informed choices".

I carry out Implementation Planning to accelerate execution and deliver benefits. Comments include:

> So the difference here is we help a team co-create their joint plan ... you see here that skill of having a team work together even to a level of the materials that are used, brown paper, sticky notes, walls, so you can't walk in here with a computer and a Gant chart as big as that wall after you've sat for hours in your ivory tower creating what you think is the plan".

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I carry out Visual Performance Management to engage and align teams. Comments include:

> *"One is about making things visual, so before ADP, you would not have seen anything on the walls around, these rooms, and the floors, there just was nothing. So that's been a massive change, even to get people to put their stuff out on walls, so even to make visual what your team is about has been a huge change".*

I take responsibility for continuously improving my part of the business. Comments included:

> *"I would de-bold the continuous improvement because it's actually about wherever I am. So there's 100,000 people in GSK, they are all working in bits of the business, if they all improve and took responsibility for improving their bit of the business, then the whole organisation gets the benefit of that".*

I effectively engage the right stakeholders and sponsors to accelerate delivery. Comments included:

> *"So ... this kind of gets to the heart of what is different about ADP from the many, many other things that are similar, that are out there, but actually lots of people in the organisation have been using for many years. It's about engagement, it's about nothing happens unless people actually start to behave differently and this is all about the people part".*

I am personally accountable for my own effectiveness, learning and development. Comments include:

> *"Many people will say 'My manager is responsible for my learning', and actually we turn it round and say 'No I am responsible for my learning'. So what's the role of a manager, the manager's role is to bring out the full potential of their team members. So the ultimate accountability for their own learning and development is with the team member".*

I coach individuals and teams to improve performance. Comments included:

> *"The big thing for me about this is the inverted triangle and this concept of the manager, not being the person that is the most important person in their organisation, but actually it should be the enabler for the rest of the team to be the best that they can be, either through direct support or as this says through coaching".*

I focus on our Ways of Working in order to increase team effectiveness. Comments included:

> *"So for me this is [asking] how can we as small groups function more effectively together, because we know if we do that we'll increase the probability of reaching our goals. If we don't do that the downsides seem to be a lot more meetings and longer meetings and less commitment in meetings as well, whereas if we do this, we do tend to get shorter meetings".*

As Act 5 moves towards an Intermission, the first part of Scene 1 showed that in 2009 a group of GSK 'experts' from the disciplines of Project Management, Organisational Development and Continuous Improvement (Lean Sigma) collaborated to develop a framework with input that represented the best from their disciplines. The Change Framework was the result and was designed as a process with phases, objectives, tasks and activities that link to Learning as well as Leadership Behaviours. The intent is that it would be used as a model for change in GSK and includes a set of Principles for Accelerated Change (PACE) that are intended to serve as an 'accelerator' of that change and underpin the Change Framework but not be embedded in it. Notwithstanding its collaborative design approach the Change Framework is seen as too simplistic and prescriptive by some and not simple enough by others and this leads to a conclusion that the Change Framework does not provide sufficient 'content' - structure, process and tools - to take users into practical implementation. Rather than add extra detail to the Change Framework the ADP Team have elected to develop a set of 'ways of working' to help leaders and teams in their daily work.

These are called the 'Fundamentals of Delivery' and although the intent of their evolution was away from 'tools' much of the ensuing debate has focused on the tools content while the evolution from activities of leaders and teams to the first person i.e. 'I will ...' has largely gone unnoticed. Leaders of the ADP Team focus on the intent and principles behind the twelve Fundamentals and less on the tools and practices. They say:

The Voice of the Customer Fundamental is a continuous process that aligns the work that teams do and provides insights on customer needs and how well those needs are

being met. The goal of 'Go and See' is in identifying improvement opportunities (Imai, 1997) and is also intended to be used by leaders to coach their teams. The focus of the 'Problem Solving' Fundamental is on finding 'Root Cause' rather than implementing solutions (MacDuffie, 1997). This is intended as a team activity that also drives alignment and understanding within a team.

'Benefits and Scope' helps ensure alignment of projects with the high level goals of the organisation, helps engagement and alignment in the project team and increases chances of project success. The focus of 'Approach to Change' (Rowland and Higgs, 2009) is on people's commitment rather than compliance and the more effective change approaches are those that involve those impacted in designing the change. There are different 'Approaches to Change' and in general, organisations do not consider which would be most appropriate. 'Implementation Planning' makes the plan visual using simple tools and focuses on the process of planning rather than the plan itself. It is also about the engagement and alignment of project teams.

'Visual Performance Management' answers the 'Are we winning?' question (Jolayemi, 2008), identifies improvement opportunities and is first and foremost 'visual' using 'walls rather than in desks'. It can also require a cultural change or a mindset shift as performance becomes visible to all (De Waal, 2004). 'Continuous Improvement' 'is usually about the small scale day-to-day improvements made by individuals (Bessant *et al.* 1994), has to be owned and initiated by individuals and requires 'standards' to assess performance against (De Waal, 2004). Effective 'Stakeholder Engagement' is a key part of ADP and can make or break a project (Turner, 2014). Achterkamp and Vos (2008) agree and suggest 'stakeholders' have to be engaged and re-engaged as they change through the life of a project.

The 'Personal Accountability' Fundamental is about owning one's personal learning and development rather than it being the responsibility of a line manager or supervisor. It requires taking a detached, more objective view of oneself with the subsequent reflection a way of amplifying learning about oneself. The 'Coaching' Fundamental helps individuals and teams be 'the best they can possibly be' by driving 'change starts with self' - at the heart of the Change Framework – and is a key part of a

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leader's and manager's responsibilities. 'Ways of Working' helps teams do the right things and work on how they do them. It contains some simple tools that will help team and meeting effectiveness, the consequences of not doing this being longer meetings and less effective teams.

INTERMISSION

Scene 1 continues after a break and resumes by rewinding the stage clock to an earlier ADP Team Meeting on **23rd November 2010** where there was a discussion about the 2010 goal of upskilling 150 people. Further details can be found in Act 2 Scene 1 however the conversation stated that:

> *"We do not have a really clear definition of what we mean by 'upskilled' i.e. the criteria by which we will judge that someone has achieved this".*

In addition:

> *"We have not agreed terminology i.e. what will we call people who are 'upskilled'".*

The subsequent proposal to address this problem had four components that together contained a process to address the concerns raised above. This was:

- *"The criteria for upskilling is:*
    - ○ *Evidence of utilisation of at least 10 of the Fundamentals.*
    - ○ *Evidence of Coaching/Embedding at least 5 of the Fundamentals.*
    - ○ *A development plan to address gaps and opportunities.*
- *The assessment to be conducted by an ADP Coach who reviews the self-assessment, the evidence record of utilisation of tools and supporting documentation e.g. journaling, completed coaching workbook or equivalent and develop plan to address any gaps and further learning.*
- *Successful assessment entitles the participant to call themselves an 'ADP Practitioner' with a formal notification of approval to successful participants.*

- *In order to drive consistency and maintain standards, it is proposed that the coaching network self-regulate approvals. In the first instance, a meeting will be held at the end of Jan for the ADP coaches of the 77 people currently on track for Dec 2010. After this initial calibration meeting, it is intended that we move to a more immediate approval process by the coach, with no need to wait for a coaching network meeting."*

So called 'Certification' data is available for 110 ADP Practitioners certified against Version 1 of the Fundamentals during the period **January 24th 2011** to **February 28th 2012** and also for 207 ADP Practitioners certified against Version 2 of the Fundamentals during the period **September 12th 2011** to **December 21st 2012.**

The author's analysis is based on the scoring systems used for the self-assessment carried out by ADP Practitioners-to-be of 1 for 'Not Used', 3 for 'Utilised' and 5 for 'Coached / Embedded'. The author's analysis of mean responses using Minitab's ANOM analysis showed no difference – whether practical or statistically significant – over time, or between the different versions of the Fundamentals or between ADP Action Coaches. There were, however, practical and statistically significant differences between individual Fundamentals across both versions and that analysis is shown in Figures 4.5.7 and 4.5.8 with further information in Appendix D.
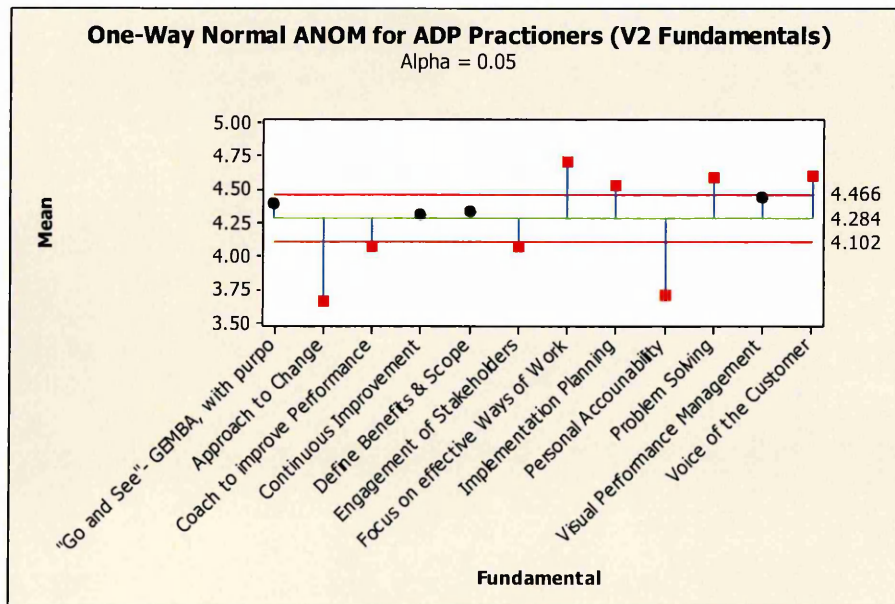
Figure 4.5.7 ANOM for Practitioner assessments against Fundamentals (Version 2)
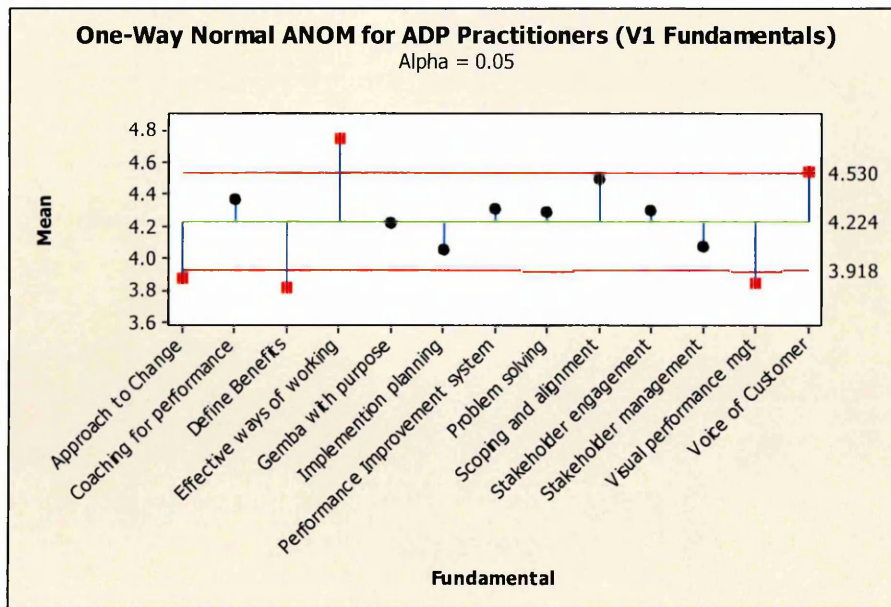
Figure 4.5.8 ANOM for Practitioner assessments against Fundamentals (Version 1)

The next section of Scene 1 is at a Team Meeting on **25**[th] **October 2011** discussing a paper that had been produced by the ADP Core Team Leadership. It is divided into the sections of:

- *What is ADP?*
- *Where can ADP be applied?*
- *How is ADP being applied in GSK?*
- *What does the ADP Team do?*
- *What does the ADP Team NOT do?*
- *What are the guiding principles of ADP?*
- *What are the ADP ways of working?*

Sections of the paper have been extracted by the author and these are shown in Figures 4.5.9 to 4.5.15.

What is ADP?

ADP helps a business execute its strategy by establishing a disciplined and systematic approach that drives ongoing performance improvement. ADP does not create strategy.

ADP does this by combining *simple* approaches drawn from Organisation Development, Lean Six Sigma and Project Management underpinned by the GSK Change Framework. Applying these approaches together delivers greater effectiveness and efficiency in an engaging way, which in turn results in improved capability and behaviour.

Figure 4.5.9 What is ADP

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Scope of GSK Fundamentals – tools and approaches

Continuous Improvement	Project Management	Organisation Development
• Design of Experiments • Advanced statistics • Design for manufacture • Measurement systems analysis • Reliability • Lean Audit • Quality Function Deployment • Statistical Process Control • Kaizen workshop • Failure Mode Effects Analysis	• Project Governance • Project Appraisal and Budget Management • Probabilistic Planning Methodologies • Full project Lifecycle Management • Programme Management • Benefits realisation strategies • Project Closeout	• Change readiness assessment • Change resilience (link to E4P) • Change Management strategy • Change Management planning • Organisation culture assessment • Organisational Design/model • Organisational diagnosis/ OD planning • Leadership coaching • Communication and engagement plan

Increasing expert role

General Practitioner Role

ADP Team provide Coaching / Upskilling in all Fundamentals

• Gemba • Voice of customer/survey design • SIPOC • Visual management • Comms Cell • Bold moves • Continuous improvement cycle • Problem solving cycle	• Joint planning session • Risk+ Issue management • Action planning	• Change Mural • Change approaches • Change curve • Group process • Coaching & feedback (in the moment) • Return on change • Team effectiveness tools*

Metrics/ KPIs

Change Framework

Stakeholder Management

* Includes IPO, Advocacy & Enquiry, Meeting Roles, Fist or Five, After Action review (AAR) Continuum

Figure 4.5.10 The Fundamentals – Tools and Approaches

Where can ADP be applied?

ADP delivers benefit in a variety of situations including:

- *Translating a business strategy into an execution and performance plan* - ADP helps translate strategy into actionable plans with clear lead (indicator/process) and lag (outcome) metrics to monitor and improve delivery

- *Framing and resolving problems* – establishing team capability to diagnose root cause, determine solutions and create implementation plans

- *Improving team and business productivity* – applying ADP to 'front line' work where the most tangible benefits can be achieved in the shortest timeframe eg sales productivity, R&D delivery teams, factory floor efficiencies

- *Delivery of complex business change* – in an engaging way, by including those most directly impacted by the change in its design

- *Improving efficiency of every day work* – including clarifying accountabilities, efffective team interactions and meeting practices

Figure 4.5.11 Where can ADP be applied?

How is ADP being applied in GSK?

The most prevalent use of ADP ways of working in GSK is in **strategy deployment** and **driving performance management**.

Figure 4.5.12 How is ADP being applied in GSK?

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Figure 4.5.13 What does the ADP Team do?

Figure 4.5.14 What does the ADP Team not do?

Figure 4.5.15 What are the ADP 'principles' and 'Ways of Working'?

The final part of Scene 1 is at an ADP Team Meeting on **November 2nd 2011** that shared a model developed by Business Unit BU5. This is a 'lean capability model' and is based on Jorgensen _et al._ (2007) suggestion that _"sustainable lean requires attention to performance improvement and capability development"_ and proposed a 'lean capability' framework.

Business Unit ADP Transformation Roadmap

Capability & Business Performance

Prove	Build understanding	Build Business Improvement capabilities and begin deployment	Full deployment at all levels – 'In place'	Way of life – 'In use' convert to benefit
Prove the approach is transferable to targeted business unit	Build understanding in the organisation	Build capability in the organisation	Business improvement starting to happen at all levels of the business	Business improvement is the process and mindset by which the business is run

	Prove	Build understanding	Build Business Improvement	Full deployment	Way of life
ADP is doing (engagement and delivery of standard offerings)	• Driving pilot project/s	• Building capability through experiential learning • Project coaching	• Coaching of leadership • Deployment of management system	• Facilitating strategy deployment	• Facilitating business unit diagnosis
BU Leaders are doing	• "Test the water" • Learning where/how ADP approach can help meet business challenges	• BU executive team EXPRESSING commitment to: Personal change & development ADP approach/principles • Committing resources	• BU executive team MODELLING commitment to: Personal change & development ADP approach/principles, e.g. Leading problem-solving • Integration into traditional budget process	• BU executive team REINFORCING commitment to: Personal change & development ADP approach/principles, e.g. Through the PDP process all leaders problem-solving • Using strategy deployment	• Solving business problems at all levels – sand, pebble, rocks

Figure 4.5.16 The ADP Transformation Roadmap © 2016 GSK group of companies

ADP: What we deliver

ADP Intervention	Value to the business	Fundamental Capabilities	Examples
Strategy Deployment	• Converting strategy to executable plans with full organisational alignment • Increased likelihood of meeting strategic goals	Voice of the Customer / Benefits & Scope / Visual Performance Management / Implementation Planning	
Business Performance Improvement	• Improved daily execution • Accelerated decision-making • Increased speed to identify and address problems and opportunities	Visual Performance Management / Problem Solving / Continuous Improvement / Coaching	
Targeted Problem Resolution	• Helps you address key issues • Focused and robust diagnosis • Fact-based decision-making • Increased likelihood of success • Accelerated delivery	'Go and See' / Problem Solving / Coaching / Visual Performance Management	
Major Change Delivery	• Accelerated delivery • Increased likelihood of sustained benefits • Improved programme management AND organisational alignment	Benefits & Scope / Stakeholder / Approach to Change / Implementation Planning — **Change Framework**	

Figure 4.5.17 Activities within the context of the ADP Transformation Roadmap

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The team decided to develop an ADP 'version' of this and that evolution is shown in Appendix E. This subsequently became known as the Business Unit ADP Transformation Roadmap and is shown in Figures 4.5.16 and 4.5.17. It links stages of an 'ADP journey' to activities and also describes types of intervention carried out by the ADP Team. Note some of the artwork has been redacted for reasons of confidentiality.

As Act 5 moves towards an Intermission, this second part of Scene 1 showed that, of the Fundamentals, it is the practices linked with 'seeking the Voice of the Customer' and 'more effective team ways of working' with 'meeting practices' that are the most widespread amongst the ADP Practitioner community. Change Management concepts such as 'Approaches to Change', taking 'Personal Accountability' and 'Coaching' are the least widespread amongst the ADP Practitioner community. It is the practices linked with 'Implementation Planning', 'Visual Performance Management' and 'Problem Solving' that are increasing in use amongst the ADP Practitioner community.

It also showed that ADP has a set of guiding (PACE) principles and a set of 'ways of working' - The Fundamentals – that combine simple approaches from OD, Lean Sigma and Project Management with the Change Framework to drive performance management and embed strategy deployment. The ADP Team's preference is to coach others 'in the moment' rather than providing training or 'fixing' problems. They also have a 'Transformation Roadmap' document that provides a link between the Fundamentals, ADP Team activities and benefit or value to Business Units. It can be used to describe not only the roles and responsibilities of the ADP Team and Business Unit leaders but also deliverables at each stage of the journey and can facilitate conversations and negotiations with Business Unit leaders. It is able to do this by linking an abstract destination – 'way of life' - to 'benefit' and breaks the journey down into steps that are comprehensible to leaders.

INTERMISSION

Act 5

Scene 2

The purpose of Scene 2 is to explore the perspectives of members of the ADP community in responding to the 'What?' Research Objective. It does this through the author's analysis of Team Meetings, transcripts of a 'fishbowl' session with participants in the first three 'waves' of ADP 'trainees' and responses from ADP Practitioners before concluding with an analysis of twenty one interviews in May 2012 with a group of respondents from the various phases of the ADP deployment.

The firsts section of Scene 2 starts on **November 30TH 2010** with an ADP Team Meeting discussing the ADP tools and techniques that *'made the most difference'*. The author's analysis showed that this produced 53 votes from the 14 ADP Team members present. An analysis of that voting is in Figure 4.5.18 which shows that 4 'tools and techniques' accounted for 72% of the votes.

Nov
30
2010
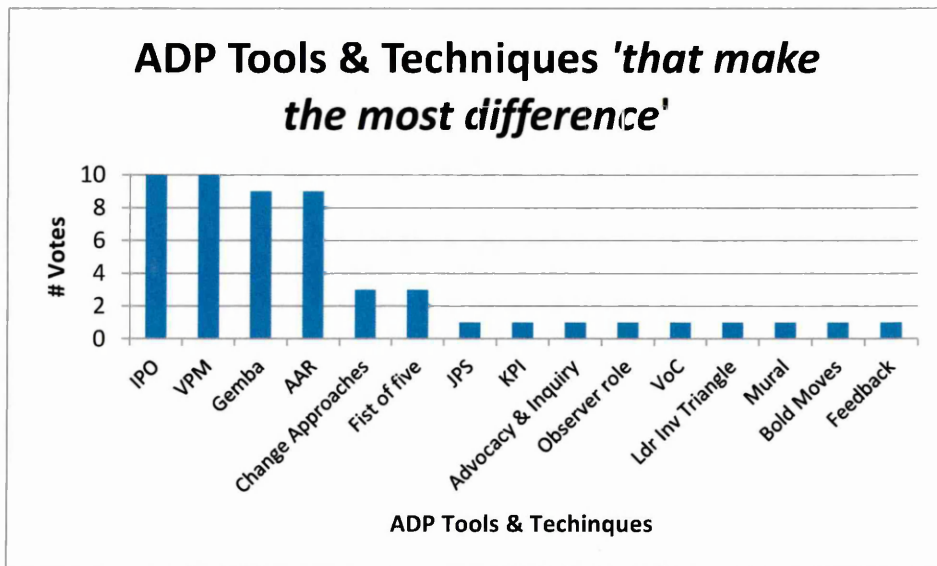
Figure 4.5.18 ADP tools and techniques that make the most difference

The author's second analysis of the same data reviews which of the ADP Fundamentals these tools and techniques are part of. That analysis is shown in Figure 4.5.19 and concludes that three of the ADP Fundamentals – 'Ways of Working', 'Visual Performance Management' and 'Gemba' - account for 81% of the votes. 'Ways of Working' by itself accounted for 45% of the votes.
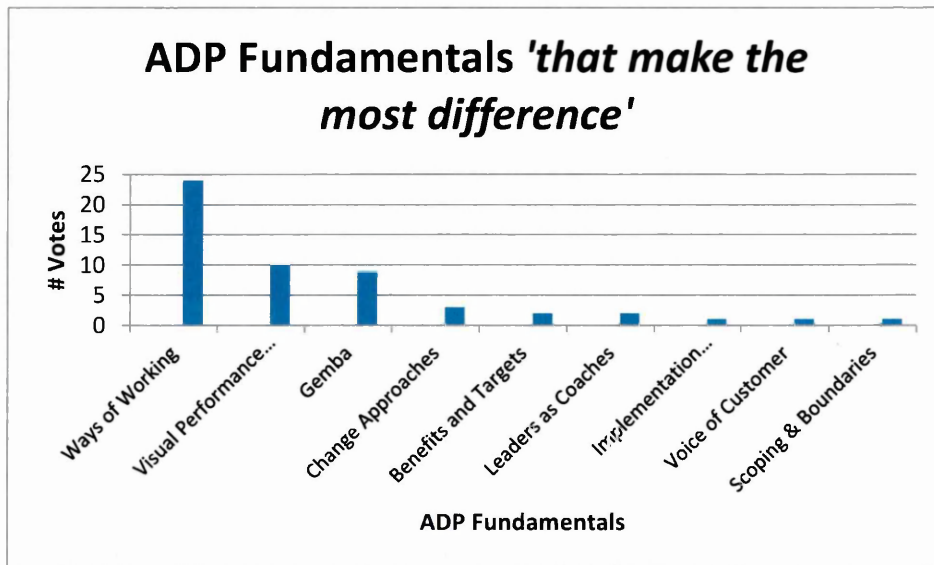
Figure 4.5.19 The ADP Fundamentals that make the most difference

The next part of Scene 2 is on **December 1st and 2nd 2010** at 'fishbowl' meetings with participants of the first three 'waves' of ADP training. The total number of participants at each meeting is not recorded but the actual transcripts of those meetings were available.

Fishbowl conversations are a form of dialogue that can be used when discussing topics within large groups. Their advantage is that they allow an entire group to participate in a conversation by the vehicle of people joining and leaving the discussion. In a group situation the *"knowledgeable people (the fish) sit in circle to discuss a series of directional questions, surrounded by a larger group of observers in an outer circle (the bowl). The inner circle is the stage for speaking and contributing. Those in the outer circle must listen actively and move into the role of fish when they wish to participate in the conversation".* (UNHR, 2014)

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The first conversation lasted 24 minutes, with approximately 12 participants, the second conversation was for 39 minutes with approximately 8 participants and the third conversation was for 52 minutes with approximately 12 participants. Each group responded to two questions – the language used to deliver the questions varied slightly between groups but in essence the questions were the same:

- *Question 1: What impact have the Fundamentals forums - meaning the programme - had on you? What have people noticed in you that has changed? Have you noticed anything about yourself that has changed?*

- *Question 2: If you were part of our faculty about to run another experience, what would you do the same and what would you do differently?*

Full transcripts were available and the author has analysed these in discrete pieces of individual dialogue with each piece containing multiple comments which aligned to categories that emerged after a secondary analysis. The author's analysis showed that across both questions there were 158 pieces of dialogue which produced 361 comments aligned to 10 categories with further detail shown in Figure 4.5.20. The categories with the most comments (22%) against **Question 1** were **'Change starts with self'** and **'Implementing and Applying'**. Comments in this latter category included:

"I saw how he has improved the process in how he works, and I found myself going back and thinking actually this can apply to me, I do think that when we go out and we begin to implement some of the ideas it brings the Fundamentals in terms of much sharper focus as well".

Comments in the former category included:

"You have to tell yourself that you're going to change and you're going to do things a little bit differently, and it does take some doing, it's easy to fall back into your routine patterns".

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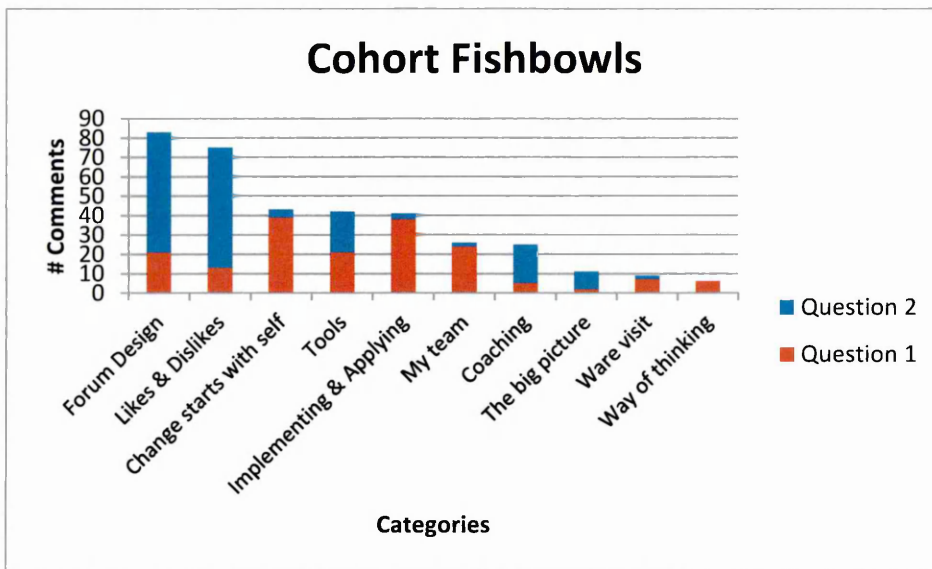
Figure 4.5.20 Impact of Forums and Do Differently in Forums

The author's analysis also showed that **Question 2** generated 185 comments split across 9 categories although 94% of the comments were covered by 4 categories. The categories with the most comments (35%) were '**Forum Design** 'and '**Likes and Dislikes'** of particular topics that were covered. Some spoke about how the design of the Forum allowed them time and space to 'embed' the learning in their daily work. Comments included:

> *"The great thing about this programme is how it was set out, so there was separation between our meets as a cohort, which was really good, so it was run over a period of time, plus in between there was an opportunity to really embed, by going out and practicing what you've learned, We got a little bit of information and then we had to use it".*

In the next section of Scene 2 in **February 2012,** twelve recently certified ADP Practitioners from one Business Unit were asked – by email – to *"list what YOU are doing differently as a result of attending the ADP Programme".* All respondents provided their comments by return of email and the author's analysis showed that respondents generated 105 comments of which 85% could be linked to one or other of the Fundamentals through mention of a particular tool or practice. The analysis of comments by each Fundamental is in Figure 4.5.21 and shows that 6 Fundamentals account for 81% of the comments. The

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Fundamental with the most comments (36%) is *'I focus on our **Ways of Working** in order to increase team effectiveness'*. Comments included:

> "I am regularly using the ways of working tool, Meeting role assignments and IPOs are prevalent and tools are being used in a variety of areas, Meetings are ending early with someone pushing us to a agreed timeline, I chair meetings differently and they have been much more effective, the change has been recognized by attendees, co-chairs and sponsors."
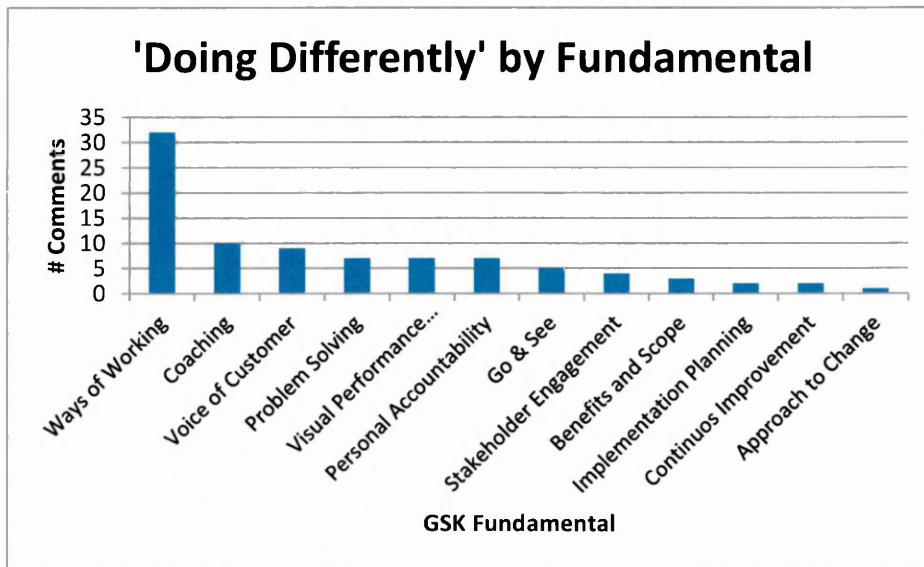
Figure 4.5.21 What Practitioners are doing differently

In the next part of Scene 2 in **May 2012** a total of twenty-one interviews were carried out with various members of the ADP community across GSK. These interviews were part of the data collection activity that eventually produced the paper by Alexander and Huggins (2012) and resulted in 18 summarised transcripts. With the exception of nine quotations from those interviews the data was not utilised in Alexander and Huggins (2012) and the author's analysis has been conducted post-publication of that paper.

The author's analysis of participants showed representation from 11 Business Units and a spread of respondents 'becoming aware' of ADP from 2009 to 2011. Interviews were semi-structured and lasted for approximately 45 minutes. Each interview was recorded with transcripts summarised and checked for accuracy with each

interviewee. Questions followed three categories – each with a number of sub-questions – the interview protocol (script) is shown in Table 4.5.1.

Topic	Detail
Question 1	*To begin with, I'm interested in your part in the ADP journey so far* • *When did you get involved – why, what convinced you?* • *What did you expect?* • *What actually happened?*
Question 2	*Moving on, I'd like to hear about the impact that ADP has had on you and your team?* • *Impact on you?* • *Impact on your team?* • *Impact on the organisation?* • *Are there any specific benefits that have been delivered as a result?*
Question 3	*Finally, tell me about your overall impressions of ADP and what you've learnt* • *What is different about the ADP approach?* • *What, if anything, surprised you?* • *What do you tell other people about ADP?*

Table 4.5.1 Interview protocol for semi-structured interviews

The author's analysis roughly follows the order of the questions identifying and drawing out cluster of comments that will be of interest to the audience. The **first question** touched on participant's initial involvement in ADP and generated a number of broadly similar comments. They included:

"Heard a little bit but didn't have a lot of understanding about what it was so not sure of expectations, I had never heard of it before and so had no expectations whatsoever, I didn't know what we were getting in to!"

The **second set** of questions dealt with the impact of the participants' involvement with ADP. The largest group of comments (78%) mentioned how ADP was **'spreading out'** into their immediate teams and across GSK. Comments included:

"What has been fantastic is [my team] have chosen to go on the journey with me, I think it is amazing to be able to watch, At first it was a little like "what is this?!" but that has been the most interesting and rewarding thing to see, they made the choice collectively to go on this journey together".

The **third set of questions** produced responses to the specific question *"What, if anything, surprised you?"* The author's analysis showed that participants responded to this question with 28 comments of which 3 categories covered 89% of the comments. The category with the most (36%) of comments was to do with **'tools'**. Comments included:

> *"Given me some really useful tools to help with areas which were not my natural strengths, I wouldn't be fazed if you gave me a job that I had no previous experience in because I think the tools allow you to go in, seek to understand, do a really good diagnosis, work with the key individuals, come up with tangible solutions that you can road test".*

The transcripts of the **third set of questions** also showed responses to another question *"What advice would you give to the ADP Team?"* – this was not in the original protocol but was asked of most respondents. The author's analysis showed that produced responses that fell into two categories with roughly the same number of comments each. These were labelled as 'focus **on real work'** and **'Communications and Messaging'**. Comments overlapped to some extent and included:

> *"Clarifying what ADP stands for could help support more understanding – its lack of a clear message means different things to different people, I realised there was a good fit between the [expected] leadership behaviours ... within GSK and the Fundamentals, Focus should be on using fewer tools really well rather than rattling through them all at once".*

These transcripts also showed up a set of responses that the author has put into a category called **'Problems, Dissonance and Internal Tensions'**. Within this category there were two sub-categories with roughly equal numbers of comments. These were labelled **'resistance to ADP'** and the **'ADP Team'**. The latter referred to the challenge represented by inexperienced ADP Team members who not only had an overly theoretical approach but also found it difficult to engage with anything other than their own discipline. Comments overlapped to some extent and included:

> *"There were unresolved tensions between the 3 different legs of the stool (OD, OE and PM) - during a Kaizen Event the ADP Team weren't really on the same page, people were in their functional silos. This for me was not a compelling experience, The frustration I have is that the faculty often take a very theoretical approach to it which can really switch people off".*

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As Act 5 draws to its conclusion, Scene 2 shows that, based on data from November 2010 and assuming that ADP Team members will actively promote the use of the tools and techniques they believe to be the most effective – then there will be an increased incidence of ADP Practitioners and project teams using 'team ways of working' and meeting practices. This is borne out by the data in Scene 1 Figures 4.5.7 and 4.5.8 as well as Figure 4.5.21 in Scene 2. What ADP Practitioners are 'doing differently' is recalled primarily in terms of tools and practices and some have found that the experience has weighted the hard tools heavily at the expense of soft skills and there are concerns over both the quantity of tools and the speed with which participants are exposed to them. As a consequence participants have not always found implementation and application of tools to their daily work easy but have persevered as they see value in doing so.

Some feel that the Fundamentals Forum is too long and should be 'slimmed down' and have even questioned whether it should be run at all. However the design of the forum in that it leaves time for embedding in participants' real work is appreciated by participants. The action coaching that participants receive is not only a core component of the experience but also one that is highly valued by participants and despite a focus on tools, most respondents comment on their 'personal development' – not only in terms of their own leadership capability but also the personal change journey they had been on.

People became involved with ADP for a variety of reasons. Some had little or no expectations and some became involved in the context of receiving 'help' from the ADP Team on their projects or wanted to learn more about change management tools and practices. Most respondents agree that ADP is becoming increasingly successful in terms of its wider adoption by teams across GSK and that it works as an effective way of delivering business benefits. Success for participants is often expressed in terms of improved engagement and alignment of teams while the use of Strategy Deployment is also commented on as a benefit.

Participants commented that the initial engagement with the ADP Team did not always go well with, apparently, some of the ADP Team not as experienced in

embracing and using ways of working from outside of their own discipline. Others in the ADP Team were reported as being overly theoretical in their approach to participants and this generated a resistance to ADP partly because of a perceived association with manufacturing but also because of the 'newness' of ADP.

BRING THE CURTAIN DOWN
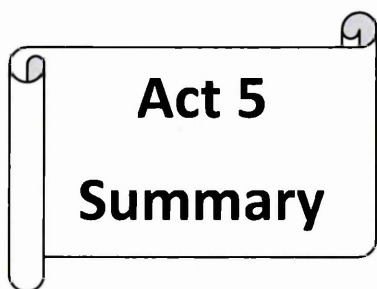
Act 5

Summary

The purpose of Act 5 is in addressing the research objectives of exploring, within the case study organisation, not only the content of ADP – the 'What?, but also the methodology for the deployment of ADP – the 'How?' and the underlying rationale for the continuing deployment of ADP – the 'Why?'.

It does this in two scenes running from April 2009 to January 2013 with Scene 1 exploring the development of some of the so-called artifacts of ADP. These are the Change Framework, the Principles for Accelerated Change (PACE), the Fundamentals of Delivery and the Transformation Roadmap. All of these originate from their contributing disciplines of Project Management, Organisational Development and Continuous Improvement (Lean Sigma). Together they provide users with sets of guiding principles, structures, processes and 'ways of working' – although much of the ensuing debate among the ADP Team and wider ADP community has been at the level of the tools and practices. Participants have not found implementation and application of tools to their daily work easy but have persevered as they see value in doing so.

Scene 2 shows that most widespread amongst the ADP Practitioner community are the practices linked with 'seeking the Voice of Customers' and 'more effective team ways of working'. Some ADP Practitioners feel that ADP weights the hard tools heavily

at the expense of soft skills and there are concerns over both the quantity of tools and the speed with which participants are exposed to them. However, most participants note that the action coaching they receive is a highly valued component of their ADP experience that has also taken them on a 'personal development' journey. Most respondents also agree that ADP is becoming increasingly successful in terms of its wider adoption by teams across GSK and that it works as an effective way of delivering business benefits, however, some respondents commented that the initial engagement with the ADP Team did not always go well and referred to members of the ADP Team as being overly theoretical in their approach to participants.

Act 6

WHEN?

The Prequel set up the narrative by introducing its rationale, key concepts and components. Act 1 set the context for the deployment of ADP with the setting of the GSK strategies by the new CEO and the subsequent response of the senior leaders and the rest of the organisation. In Act 2 the audience heard 'how' the ADP Team deployed ADP over the period from its inception in 2009 to the end of 2012. The only voices heard were that of the ADP Team and some of their partners. Act 3 was focused on the ADP Team themselves while Act 4 viewed the deployment of ADP from the perspective of its 'customers'. Act 5 described the methodologies and toolsets of ADP – both from the perspective of the designers (the ADP Team) and the users. Act 6 consists of one 'scene' with the purpose addressing the research objectives of exploring, within the case study organisation, not only the methodology for the deployment of ADP – the 'How?' but also the underlying rationale for the continuing deployment of ADP – the 'Why?'.

PROGRAMME CONTENTS

Act 6 Scene 1 runs from May 2007 to October 2012 and is a group of related incidents that examine two sets of artifacts. The first is a trio of representations of the ADP 'journey' and the second a set of CEO global broadcasts. Act 6 Summary reviews the contents of this section and identifies its themes and key messages.

Act 6

Scene 1

The purpose of Act 6 is to make use of some little-used artifacts to explore events of the early period of ADP allowing for a level of data triangulation. These artifacts - two of which are shown in Figures 4.6.2 and 4.6.3 – extend over a long period of time and are covered in one single scene.

Figure 4.6.2 is a photograph of 'The ADP Journey Line' and was used to describe the 'ADP Journey' for visitors to the ADP offices. Figure 4.6.3 is the 'ADP Timeline' and was developed by a small group of those involved in the early days of ADP as part of the data collection activity that eventually produced the paper by Alexander and Huggins (2012). This data was not utilised in Alexander and Huggins (2012) and this analysis has been conducted post-publication of that paper. A further source has also been used for this analysis – this is a PowerPoint file claiming to represent 'The story of ADP'. The cover page is shown in Figure 4.6.1.

The story of how ADP,
The GSK Change Framework and
The GSK Fundamentals were born

Figure 4.6.1 The Story of ADP cover slide
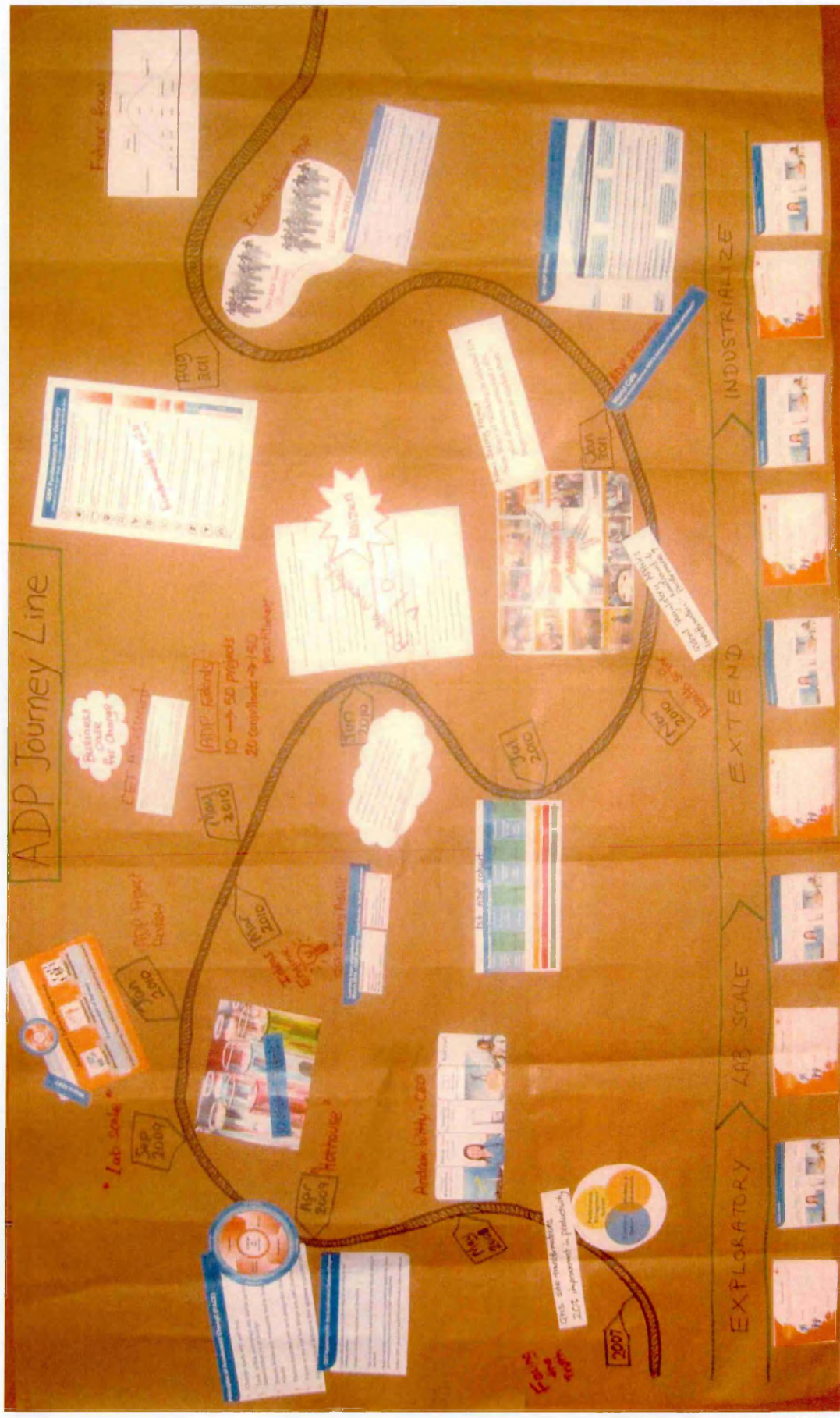
Figure 4.6.2 The ADP Journey

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Figure 4.6.3 The ADP Timeline

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The first part of Scene 1 is across **2007** and **2008** when there were two parallel activity streams both with the goal of 'transforming' GSK. One by the Learning and Organisational Development (L&OD) team of internal consultants and the second is represented by the 'GMS' label – actually the Operational Excellence (OE) team of internal consultants.

L&OD had interviewed CET with a view to developing a 'set of GSK values and behaviours'. They engaged with external consultancies and built a proposal for a 'leadership development programme' as a means of 'transforming GSK'. This approach was rejected by the CET. Those steps are shown in Figure 4.6.4 from the ADP Timeline.
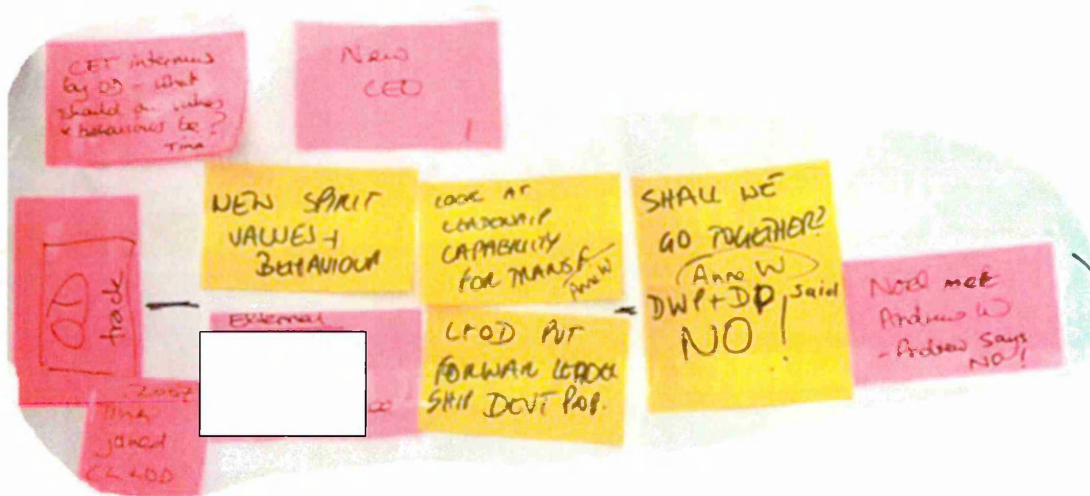
Figure 4.6.4 The L&OD proposal

At the same time the OE team made a proposal for a company-wide approach based on what had been deployed in the GSK manufacturing plants i.e. Lean Six Sigma. This proposal was also rejected by CET and is shown in Figure 4.6.5 from the ADP Timeline. Both groups had made a conscious decision not to collaborate with each other in developing their respective programmes.

Figure 4.6.5 The Lean Six Sigma proposal

Figure 4.6.6 The CEO visits a manufacturing site

These events were subsequently followed by a visit by the new CEO to a manufacturing site. What happened during that visit is 'explained' in the 'notes' linked to 'The Story of ADP' and is also shown in Figure 4.6.6.

"The CEO heard there was a place in BU5, where they knew how to align with business strategy and bring about sustained improvement. So he paid a visit to the BU5 site at [xxx]. When the CEO arrived at [xxx], he found many great ways of working but most precious of all, he found visual performance management! Everywhere he went, he saw charts with different colors and symbols that immediately told everyone how they were doing and where there were problems. But did "seeing the problems" scare anyone? NOOOO! By seeing the problems, they were confident they could fix them. The CEO thought it was BRILLIANT, and

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wanted this to be used all across the company, not just in BU5. He brought this idea to the CET and asked, 'Who can help me share this with everyone, not just those in BU5?' [xxx] and [yyy], stepped forward. 'We too believe this is the way forward and we will find others to help', they said. So with CEO support, BU5 and BU13 begin to work together to lead a new way of working at GSK. And they gathered experienced employees together to see how GSK could get started."

The 'mandate' from the CEO was followed a period of engagement with groups of external consultancies and differences starting to emerge between the two contrasting approaches of *'develop a toolkit'* and *'one way to do change'* as well as the 'labelling' as ADP. These events are shown in Figure 4.6.7 from the ADP timeline.
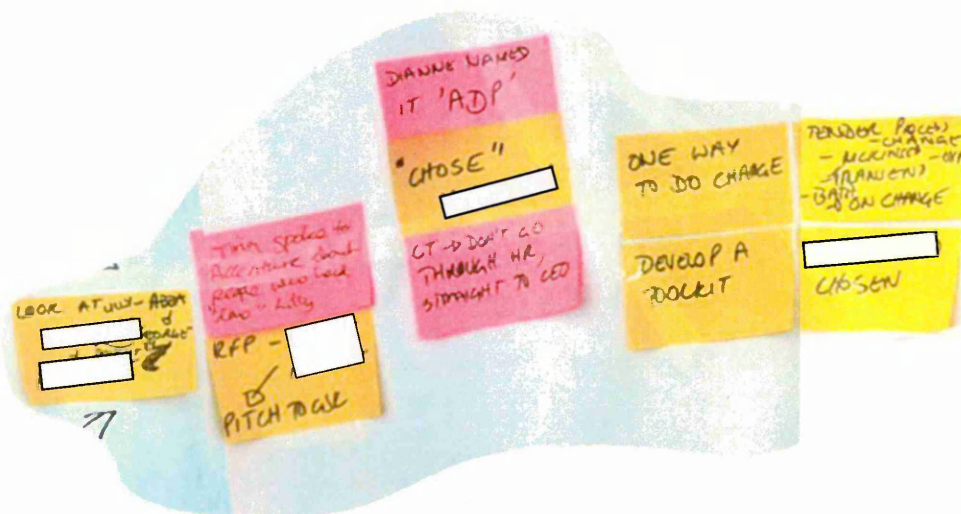
Figure 4.6.7 Engaging with external change agents

This next section of Scene 1 shows the phase of collaborative activity that culminated in the 'Hothouse' in **April 2009** which resulted in the development of the 'Change Framework' and 'PACE Principles' (see Act 5). The other conclusions from that activity were that the group should "*not rely on [external] consultants* "but instead "*got to do it yourself – work it out*". This is shown in Figure 4.6.8 from the ADP journey and the ADP timeline. The 'Story of ADP' states that:

> *"That group discovered that we already had great strengths in project management, change management and continuous improvement and they concluded that if we put them all together, something magical might happen..! And they were right: when the three ingredients were mixed together, the*

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Change Framework appeared! It looked so simple and yet powerful; it really could transform our ways of working, and help us to continuously improve business performance and customer value."

Figure 4.6.8 Developing the Change Framework

The next phases of activity were to do with recruitment of a team and training that team, engaging with sponsors and establishing a governance mechanism while, at the same time, working on disconnecting the group from the various external consultants. This is already covered in Act3 and is shown in Figure 4.6.9 from the ADP Timeline.
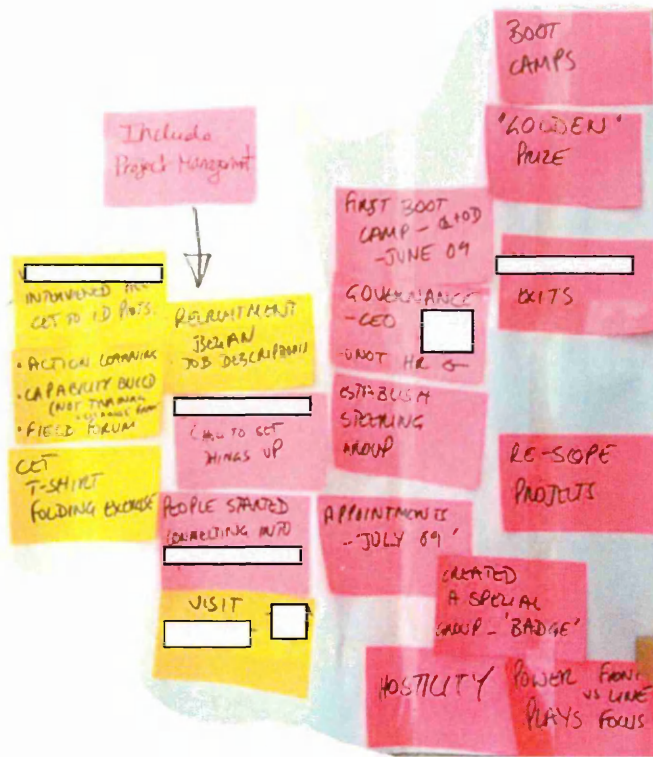
Figure 4.6.9 Disengaging external change agents and building the ADP Team

The 'Story of ADP' suggests that:

> "This Change Framework needed a dedicated expert team to share it with the wider GSK community. And that is how the Accelerated Delivery Programme Team was born! But that was just the beginning. They knew they were on to something, but it was just a theory. They needed to test it. They picked 10 projects to use the GSK Change Framework to see if this would really work or not. Ten really BIG projects".

This is shown in Figure 4.6.10 from the ADP journey and is described in Act 2 and Act 4.

Figure 4.6.10 Working together on Projects

The next part of Scene 1 is on **December 1st 2009** when, in his Global Employee Broadcast, the CEO explicitly linked ADP to the 'Simplification' strategy:

"Let me think a little more now about simplifying the way we operate and … I have shown you already that we are not perfect at this …. I know there is a lot more we could be doing and I wish we could be simpler quicker, but it will take all of us a lot of effort to make that happen. However, we do make progress and we are doing so in a number of arenas. One of the things we started this year are the Accelerated Delivery Programmes (ADP), which are being rolled out in several key areas of the organisation."

He implies that the inspiration for this comes from the GSK manufacturing plants and their use of Lean Six Sigma:

"… they are designed to bring a greater discipline, a greater focus on standardised working procedures. We are applying them to some areas where people have not really felt they could be applied. If you mentioned Lean Sigma or Lean Tools, people in Manufacturing would … know exactly what you mean. People in Commercial would say … I am not interested, and the people in BU8 would say … we don't need stuff like that! So we are really trying to debunk some of the myth around standard work. BU5 have delivered an enormous amount of value to this company through the adoption of these tools, and it is completely clear that we can do a lot more across the broader organisation."

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He is careful to make the case that CET is engaged and supportive:

"The CET spent a day and a half being trained on these tools themselves so that the CET were not just talking theory, but they had some sense of how these things might work in practice. The ADPs are staffed by some of our best people from across the organisation and have a CET mentor with each of them so that really the CET can get its sleeves rolled up and see what is going on, not to do the work, not to steal the glory but to be there to be part of whatever is being achieved".

The connection with projects and process improvement is established:

"To give you an idea of the diversity of how this is working, one of the ADPs supported by xxx is around improving our talent base in this company. So we need to stop treating talent development as a surprise when it goes well and a disappointment when it goes badly. We need to treat it as a process. A second area, which I happen to mentor, is the ADP for late-stage development: how can we make development more efficient in the organisation?"

He goes onto imply the linkage between ADP and financial benefits:

"... for those of you who perhaps still need some persuasion ... I had a great example just a couple of weeks ago where one of the teams designing a clinical trial were asked to come and talk to the ADP about how they might save money in their project. They said ... we have already done everything we could possibly do ... we have saved all the money we could possibly save. They sat down ... with the ADP Team on some of the tools ... that the ADP Team had identified often reduced cost. In two hours ... that team saved $200,000".

The speech continues to encourage others to have a similar mindset and confronts the resistance to change that will be present:

"We need everybody ... to open up their mind, open up their offices and engage with the ADP Teams, whether it is within R&D or elsewhere, and steal shamelessly the ideas and best practices which are being brought. Even though your initial ongoing assumption might be ... I am being constricted and told how to think, you have to be big enough to acknowledge that the probability is that somebody else has already identified some of the solution to your problem. Let us be smart enough to take the opportunities from others and build on them, rather than continuously reinventing the same problem. That is a real challenge for the organisation.

He closes the speech by setting out what he hopes for from ADP:

"I hope that, by doing this today, we can stimulate even more interest. This is an easy way to meet your objectives, create resources for the company and allow us

to do more in terms of delivering for this organisation. ADP is a major programme that will change the culture of the organisation, we are seeing some very good results and I appreciate the tremendously hard work that is being deployed into it".

The next stage of Scene 1 switches back to the 'Story of ADP' which identifies the development of the ADP Fundamentals – also in Figure 4.6.11 and Act5:

"From the mists of confusion, it started to become clear: although the projects were all different, the same sort of solutions kept coming up. There were common approaches that worked time after time and what's more, everyone could use these in daily work – not just on change projects. And so the GSK Fundamentals were born! The Fundamentals are about choosing to do the right things, and getting better at getting the right things done every day. The Change Framework is about managing change. The Fundamentals can all be applied at any stage in the change framework but each Fundamental is particularly relevant in a certain phase. The most important thing to remember is that GSK Fundamentals are much more than a set of tools, it is a way of working and a way of leading change."
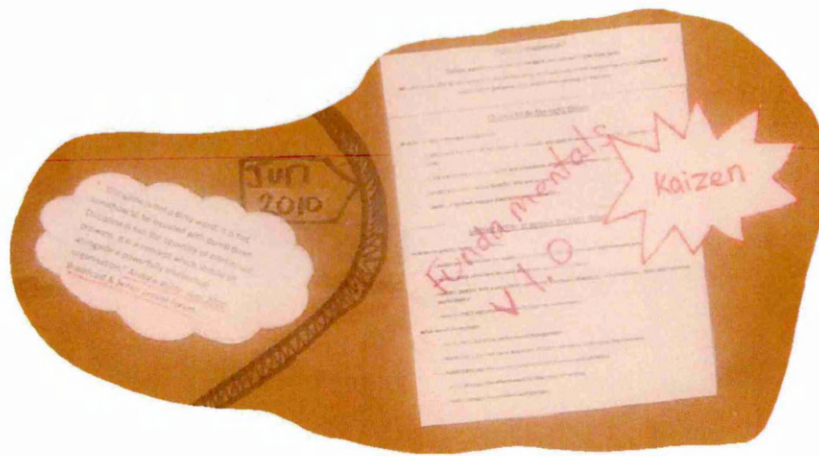
Figure 4.6.11 Developing the Fundamentals

This next part of Scene 1 switches back to the CEO for a further Global Employee Broadcast on **June 8th 2010** where the 'example' of Business Unit BU5 is again highlighted:

"We see remarkable degrees of change … a significant and sustained improvement in our quality of product output and a sustained reduction in our

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cost of goods. Why are they pulling this off? Because they have ... a disciplined approach to the way in which teams are put together, the way they prioritise and the way they ... create focus on high value-added activity".

The link between ADP and Lean Six Sigma is again made:

"That is where the ADP (Accelerated Delivery Programme) programme is inspired from, to help export that logic to the rest of the organisation, ... those same skills that make the production lines in [xxx] work 60 per cent more quickly now than two years ago can make our sales representatives in [xxx] more effective tomorrow than they were yesterday. It is a way of thinking and it is something that we want to export. It is why the ADP programme is important, and I am delighted with the progress that most of the ADP initiatives are achieving, although not all".

However he closes with a paragraph that uses the language of 'change' and links to one of the key 'PACE principles':

"I can go to a factory in Britain, a ... factory in America ... and I hear exactly the same message. More importantly, that message is ... coming to me from the men and women who work on the production line. That is why BU5 are achieving so much, and that is an inspiration for the whole organisation. How do we ... make sure the men and women on the production line are the ones who truly are engaged and taking ownership of the change that is going on in that organisation?"

There is another meeting on **July 9th 2010** – this time with senior leaders- where the CEO is recorded as linking ADP to a 'transformation' of effectiveness:

"Last week, the CET and I held regional ... meetings (where) we shared ... our reflections of the recent review of strategy, operating model and ways of working. Our focus ... was raising our effectiveness and we spent much of the time in discussion about taking this forward. Our success ... depends on our ability to transform our ways of working ... the meeting discussed the need for good process discipline to drive the delivery of key change projects in GSK. A review of the GSK change programme has shown that this discipline does not exist in all areas – a rigorous and disciplined approach to change, using the 'Accelerated Delivery Programme' (ADP) framework, will ensure we transform GSK in the most efficient manner possible".

At roughly the same time the 'Story of ADP' identifies the use of 70:20:10 learning principles (Lombardo and Eichenger, 2006) by suggesting that:

"If you want to reduce the time it takes to deliver critical work, create more capacity in your organisation, unlock creativity and innovation in your organisation, sustain transformational change and reduce the amount of time spent in meetings then the GSK Fundamentals for Delivery can help you do that and much, much more! So in 2010 the GSK Fundamentals hit the streets with a Forum, Fieldwork, Feedback model. With this approach, employees get to practice on their real issues, supported by feedback to fuel their ongoing development. Those that attend the class, go back and teach the tools to their colleagues. And those colleagues will teach others, and so on and so on".

Figure 4.6.12 Building capability with Practitioners

These events are shown in Figure 4.6.12 from the ADP Journey and, at this point, Scene 1 has taken the audience to the end of 2010 while the ADP Journey Line goes until the end of 2011; however that material has already been explored in Acts 2 and 4. There are two final comments that fit into this Scene – the first is the closing exhortation from the 'Story of ADP':

"And that is the story of how ADP, the Change Framework and GSK Fundamentals were born. The question is how will it end…? The answer is in your hands… With your help, we can transform GSK's ability to deliver sustained improvement in customer value. So this isn't the ending, but it could be a very exciting beginning! The way ahead still looks quite difficult and challenging but now the journey looks exciting! Come and join us!"

The final section of Scene 1 is from the CEO in his Global Employee Broadcast of **October 12th 2012** where he first reflects on the changes to GSK:

"That is an example of how the organisation has been able to drive itself, be more efficient, leaner, more focused … What does that mean? We can be much more of an aligned organisation. We don't have to be schizophrenic … we can be a company that moves on with a generation of new opportunity all as one, rather than in the split way we have had to operate for the last 15 or 20 years. It is a huge change. How have [xxx] been able to achieve multiple geographic filings when we have never done it before? How have [xxx] done it in a way where we can feel a high level of confidence that everything that is in that dossier is right and there aren't any mistakes? How do we do that?

Next he explicitly links those changes to ADP:

"They have done that through ADP. They have done that through bringing in advice, acknowledging they have something to learn, bringing in the ADP Team and being thoughtful about how they have structured their tasks, how they monitor performance, how they create transparency of accountability and then they drive themselves towards it. The only way they could have achieved any of this was to have that structured approach. It doesn't have to be ADP, but in GSK it just happens to be ADP. If you go to GE or any of the other global corporations you will see other phrases, other technology, other techniques, but for GSK it is ADP. What we are seeing across the entire corporation is that more and more businesses are pulling in, if you will, the ADP ways of working, to really allow them to do far more than they have ever done, more quickly to a higher level of precision. That is the benefit of all of this".

Then he closes with a challenge to the rest of the organisation:

"Do you know what one of the interesting side effects of ADP is? Many people think about ADP and if they haven't been exposed to it, they think "I am going to be brainwashed". I saw a quote the other day; someone said "I thought ADP was 'We are all going to have to march in step together' kind of brainwashing". When people go through this process, the kind of feedback, the verbatim we get back is "What I learnt from ADP in a word: effectiveness, efficiency and, most powerfully, engaging. I felt like I could be engaged in this project. I saw my role. I understood what my role is and I was engaged".

"One of the things I would like everybody around the world to think about is how, as you start to get drawn in to the epicentre of the pipeline story of GSK … how are you going to make sure that you can competently, efficiently and in a disciplined way execute your task to the level we expect, … every single time? How are we going to make sure, when it hits you, the pipeline doesn't stop? We don't want to hit a bottleneck and) … the question is how do we all make sure we

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are not a bottleneck? ADP is a really key, powerful tool. It is now being drawn in by division after division after division, but if you are sat facing a tough problem, if you are sat facing an alignment issue, if you feel that you are bogged down in bureaucracy, get some help from the ADP project. Get them to come and help you. They will show you different ways of working. They will help you structure the problem. They will help you crack the problem and, you know what, if it is a really difficult problem they have hotwires straight to the top of the company to get you some help".

As Act 6 draws to its conclusion, Scene 1 can be considered as linking the script to the 'antecedents of ADP'. It shows the audience some of 'what really happened' and links to the role of internal change agents. At the start of Scene 1 there are two competing groups of internal consultants campaigning (Birkinshaw, 2001) to convince the CET that 'their' way was the best way to ensure delivery of the GSK strategies and 'transform' GSK. Both of these proposals were rejected. By chance, the CEO visited a manufacturing site and 'discovered' engaged and empowered teams using 'visual performance management' (Lurie and Mason, 2007) and 'problem solving' (MacDuffie, 1997) – an approach that seemed to work and provide considerable benefit to the organisation. On his return he asked the two competing groups to collaborate in deploying that approach across GSK. Note that this is a different version of the events than contained in the 'official version' reported in Act 1.

The CEO believes ADP comes from the process improvement environment in manufacturing as represented by Lean Six Sigma however he is publicly very supportive of the initiative and 'talks-up' (Peeters *et al.* 2014) the benefits to the rest of GSK. Meanwhile, with the 'birth' of the GSK Fundamentals, ADP is seen by the ADP Team as a 'way of working' or a 'way of leading change' for all across GSK (Andersson *et al.* 2006).

By the end of 2012 GSK has managed significant changes in its overall effectiveness and the CEO publicly links these changes in effectiveness, efficiency and engagement to the use of the ADP ways of working. The CEO characterises ADP as a GSK wholly-owned business improvement technique and encourages the whole organisation to use it in transforming GSK as well as for use in delivery of 'key change projects' (Jugdev and Muller, 2005).

Act 6

Summary

The purpose of Act 6 is in addressing the research objectives of exploring, within the case study organisation, not only the methodology for the deployment of ADP – the 'How?' but also the underlying rationale for the continuing deployment of ADP – the 'Why?'. It does this through the use of so far little-used artifacts to explore events of the early period of ADP and can be considered as linking the script – in Acts 1 to 5 - to the 'antecedents of ADP'.

It starts by documenting the internal power struggle between two competing groups of internal consultants campaigning to convince the CET that 'their' way was best before being asked to collaborate following the CEO visit to a GSK manufacturing site and 'discovering' what he wanted.

The CEO is very supportive of the emerging initiative and is publicly 'talking-up' ADP to the rest of GSK however it appears that, in his mind, ADP is very much a process-improvement set of tools that come from a set of roots in Lean Six Sigma and used primarily for cost reduction. Nevertheless the CEO appears to see ADP is a tool for transforming GSK as well as for use in delivery of key change projects. The story continues in parallel by documenting the activities of the ADP Team as they develop the Fundamentals which are seen by the ADP Team as a 'way of working' or a 'way of leading change' for everyone across GSK. By the end of 2012 GSK has managed significant changes in its overall effectiveness, efficiency and engagement and the CEO links these changes to the use of ADP as a set of ways of working.

The purpose of Chapter 4 is to collectively explore the narrative of the deployment of ADP by GSK through a series of lenses represented by a composite set of the primary and secondary research questions. These are represented as a sequence of six 'Acts'. This section is a summary of the findings from Chapter 4.

Act 1 responds to the question 'What were the environmental / organisational circumstances that lead GSK to deploy ADP (The 'Why')?' by describing the introduction of new strategies by a new CEO in response to changing environmental circumstances. The CET is optimistic about some of these strategies and pessimistic about others and 12months later - based on a CEO 'performance rating' – those levels of optimism / pessimism appear justified. The 'top-200' leaders in GSK are also pessimistic about their collective ability to lead and deliver the change required while a subsequent internal report also confirms change management as a risk to the delivery of the GSK strategies. ADP is identified as the solution to the problem of low levels of capability in managing change and has the objective of becoming a 'way of working' across GSK.

Act 2 responds to the question 'How did GSK deploy ADP across GSK – from the perspective of internal change agents (The 'How')?' It describes a plan for a small group of 'experts' to apply their expertise to a series of important projects with an expectation of a faster delivery of benefits from and a transfer of skills to build capability in the project teams. Initially the ADP Team struggled to engage effectively with project teams due to entering part-way through projects without a clear understanding of their role. As the situation improves the ADP Team attribute their successes to their collaborative style of working and their different backgrounds and expertise. They develop – and 'refresh' - a Strategy House from Hoshin Kanri (Jolayemi, 2008) to articulate their annual strategy and added a Policy Deployment Matrix and Comms Cells to form a Performance Management System (De Waal, 2004). From the Strategy House the current year benefits targets were always met in full, as were capability targets, however performance against 'Leaders' targets were only

partially successful. As the ADP ways of working become embedded in several Business Units the credibility of ADP has increased to the extent that the Steering Team encourage the ADP Team to 'be bold', keep 'pushing' and get leaders in all Business Units behind their adoption of the ADP ways of working such that all Business Units are self-sufficient in their ADP capability.

Act 3 responds to the question 'Who were the internal change agents (The 'Who')?' and starts with the recruitment of 'blended capability experts' who are contributing to 'Action Learning Projects'. A majority of those recruited are 'traditionalists' or 'visionaries' (Boje, 2001) who can visualise long-range plans and the steps for achieving them. A minority are 'catalysts' (Boje, 2001) - who have a talent for managing people and seek harmony in the team. A majority of the ADP Team feel that their success comes from application of their individual mastery and consequently remain concerned not only about the levels of skills across the team but also the team's role, the longevity of ADP and their individual futures. These are interpreted as issues of 'identity' and feelings of being 'unappreciated and unloved' (Brown, 1997). A minority of the ADP Team feel their success is derived from a sense of individual and community well-being. For these team members, issues to do with resources and 'staffing levels' as well as the lack of effective consulting processes appear to have translated into 'personal resilience' issues by July 2012.

Act 4 responds to the question 'How did GSK deploy ADP across GSK – from the perspective of external change agents and other stakeholders (The 'How')?' by initially showing project leaders reporting not only improved internal and external relationships – with teams and stakeholders - but also an enhanced project management and planning capability. However these are overshadowed by problems to do with the initial engagement between ADP and the project teams. Later data indicates these problems have been overcome and reconfirms the earlier findings that respondents who have applied ADP ways of working have seen considerable benefits in terms in terms of accelerated delivery of projects and also seen an increased focus on continuous improvement. This appears to be linked to support from their line manager and from the ADP Team. Respondents who have either not received support from their line manager or the ADP Team or have just started on 'their ADP journey'

show resistance to ADP and tend to consider themselves insufficiently 'expert' to apply something that is perceived to be a set of 'complex tools' requiring 'extra work' to successfully implement.

Act 5 responds to the question 'What is ADP? (A question about comparative content)' by describing the development of sets of guiding principles, structures, processes and 'ways of working' – most originating from their contributing disciplines of Project Management, Organisational Development and Continuous Improvement (Lean Sigma). Most widespread amongst the ADP Practitioner community are the practices linked with 'seeking the Voice of Customers' and 'more effective team ways of working' with many noting that the action coaching they have received is a highly valued component of their ADP experience. Others have commented however that the initial engagement with the ADP Team did not always go well and referred to members of the ADP Team as being overly theoretical in their approach to participants.

Act 6 responds to the question 'What were the antecedents of the deployment of ADP across GSK (The 'When')?' by documenting the internal power struggle between two competing groups of internal consultants campaigning to convince the CET that 'their' way was best before being asked to collaborate following a serendipitous CEO visit to a GSK manufacturing site and 'discovering' what he wanted. It appears that the CEO sees ADP is a tool for transforming GSK as well as for use in delivery of key change projects.

Chapter 1 introduced the research context, aims and objectives and identified a set of priority research questions. Chapter 2 provided a thematic perspective on the state of research on management innovation and identified relevant constructs from the literature to build further on the preliminary theoretical framework. Chapter 3 elaborated the research strategy, philosophy and methods and developed the research design that viewed data through lenses represented by a composite set of the primary and secondary research questions. In Chapter 4 the Prequel set up the six Acts of the narrative by introducing its rationale, key concepts and components. Act 1 set the context for the deployment of ADP with the setting of the GSK strategies by the new CEO and the subsequent response of the senior leaders and the rest of the organisation. In Act 2 the audience heard 'how' the ADP Team deployed ADP over the period from its inception in 2009 to the end of 2012.The only voices heard were that of the ADP Team and some of their partners. Act 3 was focused on the ADP Team themselves while Act 4 viewed the deployment of ADP from the perspective of its 'customers'. Act 5 described the methodologies and toolsets of ADP – both from the perspective of the designers (the ADP Team) and the users while Act 6 explored other perspectives on the ADP deployment based on ADP 'artifacts' and the voice of the CEO. The purpose of Chapter 5 is to further interrogate the Chapter 4 narrative and to report the principal outcomes that were revealed or indicated – the findings from that interrogation - that link to both the research objectives and research questions.

5.1 Introduction

Chapter 5 concerns itself with all the research objectives:

- Explore, within the case study organisation, the content of ADP – the 'What?'
- Explore, within the case study organisation, the methodology for the deployment of ADP – the 'How'?
- Explore, within the case study organisation, the underlying rationale for the continuing deployment of ADP – the 'Why'?

Chapter 5 also concerns itself with all the research questions:

- What are the critical that characterise the content and specificity of ADP in the Case Study organisation?
- What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?
- To what extent is ADP responsible for change in the Case Study organisation?

The narrative in Chapter 4 uses a series of critical incidents; consequently the analysis is limited to the perspective within that particular incident or nearby incidents. Chapter 5 considers the narrative from a perspective across groups of incidents with the aim of discerning key themes or findings from Chapter 4 that link to both the research objectives and research questions. There are 9 parts to Chapter 5 as follows:

Section 5.1 is an introduction to Chapter 5 with Section 5.2 using an analysis of all incidents – the whole script - to discern significant themes. Section 5.3 interprets the various meetings with the ADP Steering Team.

Section 5.4 explores the self-reported performance of the ADP strategies while Section 5.5 uses the year-end PDM to compare performance of the ADP strategies by goal, by Business Unit and also to determine the level of contribution of each Business Unit to the annual targets. Section 5.6 links together the various insights about the ADP Team from the various scenes in Act 3.

Section 5.7 compares and contrasts the two SWOT analyses from Act 2 while Section 5.8 reviews and interprets the survey data from all respondents in Act 4. Section 5.9 Summary reviews this chapter and summarises its key findings.

5.2 Critical Incident – Category Significance Chart

The purpose of Section 5.2 is to look across the 139 various scenes and critical incidents in Chapter 4 to discern the key themes that run through the narrative. The author's analysis has been carried out by reviewing the verbatim comments in each

activity or incident – both spoken and from other artifacts – and identifying categories of comments. A second pass through the narrative rated each category by the proportion of content representing each category within each incident. A third pass through the narrative rated each category by the proportion of incidents that contain content representing each category. The full list of categories is shown in Appendix F as well as their respective ratings against those two dimensions.

Scoring on both of these dimensions is important – a category of significance will have a high mean proportion of content within incidents and also be represented across a high proportion of incidents. This is based on Flanagan's (1954) suggestion that the greater the number of independent observations reporting an incident then the more likely the incident is relevant to the aim of the study. This analysis has used a threshold proportion of 0.25 for category validity which is consistent with suggestions by Borgen and Amundson (1984). Categories are plotted against the two dimensions in Figure 5.1 with Categories 1 to 6 falling either inside or close to that threshold proportion and these are described in more detail in the following sections:

Category #1 is a category of comments that refer to not only the stages of the ADP 'journey' for a Business Unit or 'a roadmap' (Kappel, 2001; Jorgensen *et al.* 2007) as a key theme but also the strategies and choices that enabled the journey to take place. The ADP sponsors set the tone with their early comments that:

> *"We have a long way to go, We are at the tipping point of a bigger pull, We have broken the bat, we now have the opportunity to drive the process, I'm optimistic, We look to drive the infection further to have an ADP presence in every business, It will be so engrained we want to walk around and see people living it."*

The spreading of ADP across GSK is based on 'pull' from Business Units rather than 'push' – represented by an 'emergent' approach to change (Rowland and Higgs, 2009) with 'self-sustaining' or 'way of life' (Andersson *et al.* 2006) across all Business Units as the key success criteria. Capability building (Haas and Hansen, 2005) to reach a 'tipping point' of ADP Practitioners (Shapiro, 2003) appears critical as does 'coaching support' (Bowles *et al.* 2007) to embed ADP into leadership teams (Peeters *et al.* 2014; De Jong and Den Hartog, 2007).

Figure 5.1 Critical Incident Significance Chart

Category #2 is a category of comments that refers not only to the issues with ADP metrics as a key theme - specifically their relevance, definitions and likelihood of achievement but also requests for a simpler more accessible set of definitions and language about ADP and its associated tools. Comments included:

> *"ADP Targets may not actually matter to the client – so not prepared to commit the time, What is the process for measurement? There is an inability to confirm key ADP metric in a standard way, We set over-ambitious targets in cash and leaders as practitioners in BU8, We're delivering the metric not the intent behind the metric".*

The role of and justification for a separate set of ADP metrics within an ADP Performance Management System (De Waal, 2004; Meyer, 1994) is, at times, unclear to the ADP community. There are complaints that there is no consistent definition of what ADP is with users sometimes confused by the complexity and variety of the ADP disciplines and tools. In addition potential 'users' of ADP are requesting examples and success stories of ADP application before becoming 'users'.

Category #3 is a category that is linked to comments about how respondents have 'applied ADP and seen the benefits'. Some of these describe the concept of 'beacon projects' (Jugdev and Muller, 2005) which are initiatives that *"start small then industrialise after success by focusing on regions that were fully resourced"* and *"focus on quick wins with demonstrable action"* and *"pilots for proof of concept"*. Other respondents attribute success on specific projects to the use of the ADP ways of working. Comments included:

> *"We have never attempted this number of assets in parallel before but the fact that they were delivered on time is a great success, ADP helped us get tangible improvement in the timeline and the stress has gone down, We have seen the tangible results of the managed care pull through pilot that was initiated last December".*

In summary, when ADP is applied to specific projects it works and delivers tangible results - these are often characterised as an accelerated delivery of project benefits.

Category #4 is a category of comments that has been characterised as 'the tools and content of ADP'. Comments fall into four sub-categories the first of which included a general appreciation not only of the usefulness and relevance of the tool set to specific situations but also their simplicity and role in raising levels of self-confidence. Comments included:

"Early on it felt like multiple sets of tools one after another, but … it is actually just common sense and … really does work, It's not about one set of tools but it's about finding the right set … to grow using the ADP tools as a foundation, I was surprised at the simplicity of the tools yet how effective they are".

Comments indicate that tools work well in all situations and are described as mostly 'common sense' (Huczynski, 1992). These are usually expressed as the ADP Fundamentals with their corresponding website and training materials. The Ways of Working are often referenced as a Fundamental or a set tools that improve meeting efficiency.

Category #5 has been characterised in terms of a key theme linked to comments 'about the ADP Team and their processes' (Kubr, 2002). Comments included:

"Our model is flawed – under-funded and under-resourced, In 2011 the process by which ADP Consultant resources was allocated was fairly ad hoc and was not robust enough, a one size fits all approach in terms of how the ADP Team engages with various BUs is not fit for purpose"

The ADP Team have tried over several years to build a robust consulting process (Kubr, 2002) and they perceive themselves to have been not successful in that. They take confidence from their shared abilities but at the same time are concerned there is variation within the team and resources are spread too thin. There is also a concern that their roles are only short term.

Category #6 refers to a category that has been characterised as 'working with senior leaders and managers'. Comments included:

"We have not publicised leaders doing the right things in a way that motivates other leaders to follow, We did not build ADP principles into ELP leading to a missed opportunity to educate important leaders in ADP".

Engagement with GSK leaders and endorsement by them has been a consistent focus of ADP, both from the Steering Team and by the ADP community. This appears to have been a difficult journey through most of the timeline however there seems to be more success by the end of 2012.

5.3 Steering Team Interaction

The purpose of Section 5.3 is to look through the lens of the Chapter 4 interactions with the ADP Steering Team – a group of senior leaders and CET members – and discern key themes and additional insights. There have been 4 interactions with the Steering Team – October 2010, November 2010, January 2011, October 2012 – and all can be found in Act 2. The author's analysis of these interactions showed categories of discussion that could be characterised as **Reassurance, Direction, Guidance** and **Correction**. Comments included:

> *"The organisation will still need a group in this space that could be here for a long time if not permanently. The objective should be one of skills transfer not getting bigger and bigger. If you manage yourselves out of the business then you will have done a great job. Drive ADP further back down the value chain, Dive deep into the organisation to drive adoption and embedding".*

Comments showed the Steering Team 'reassuring' the ADP Team that if they are successful then their future is assured; 'directing' the ADP Team to focus on changing leader's behaviours across GSK; 'guiding' the ADP Team to ensure ADP's impact is felt by keeping ADP simple and accessible to all and, finally, 'correcting' the ADP Team by asking it to stop competing with other groups of internal consultants (Birkinshaw, 2001).

5.4 ADP Strategies Performance

The purpose of Section 5.4 is to review the Chapter 4 narrative from the perspective of each of the ADP 'strategies' over the period under consideration. Act 2 has already identified the three 'themes' running through and across the ADP strategies of

'engaging leaders', 'targeting Business Units across GSK' and the 'ADP support system or infrastructure'. Further information on these is available in Appendix G.

The 'theme' of Engaging Leaders contains the sets of ADP Team 'strategies' from Act 2 and as shown in Table 5.1:

Year	Strategy
2010	*'Thoroughly engage the broader business through a comprehensive communication particularly with senior management groups'.*
2011	*'Motivate 'top-200' leaders to use (and promote use of) selected GSK Fundamentals in daily work'.*
2012	*'Increase the number of Leaders using and coaching the fundamentals'.*
2012	*'Increase employee alignment and engagement across the organisation via effective GSK strategy deployment and performance management systems'.*
2013	*'Increase the quality and extent to which high impact leaders and their teams role model, coach and embed the ADP Fundamentals to improve performance'.*
2013	*'Continue to drive accelerated business delivery in all parts of the business through embedding effective performance management aligned to effective strategy execution'.*

Table 5.1 Engaging Leaders

Summary comments from the ADP Team included:

"We tried to 'boil the ocean' – too many projects with different directions, not strategically directed at the main goals of ADP. We tried to impact total Leadership population, rather than identifying individuals/groups that have the most impact on modelling, promoting and coaching the Fundamentals".

Overall, the ADP Team felt that the performance of this strategy was only partially effective. Standards had been developed for the aligned metrics of Strategy Deployment and Performance Management but only applied sporadically. The ADP Team felt that trying to impact the total leadership population was a mistake and has consequently led to ADP not being strongly associated with leadership.

The 'theme' of Targeting Business Units contains the ADP Team 'strategies' from Act 2 and as shown in Table 5.2:

Year	Strategy
2010	*'Scale up the number of ADP projects through the use of the extended ADP network using an appropriate selection process'.*
2010	*'Focus continuous improvement efforts on the critical areas where productivity needs to be immediately enhanced'.*
2011	*'Drive accelerated customer benefit through greater alignment amongst COEs'.*
2011	*Develop self-sustaining momentum and discipline in the Fundamentals of Delivery'.*
2012	*'Support the GSK transformational journey appropriate for each Business Unit'.*
2013	*'Drive the alignment and collaboration of the organisation around pipeline delivery, supply chain and Cx/Rx in order to increase Engagement, Efficiency and Effectiveness'.*

Table 5.2 Targeting Business Units

Summary comments from the ADP Team included:

"In 2012 we are seeing a tipping point for ADP, moving from a predominantly 'push' model to an environment where BU's are beginning to 'pull' for support at various levels in the organisation. Different BU's are in different places with respect to transforming their ways of working and embedding a performance-driven culture."

There were initial difficulties with effective sponsorship of this strategy and efforts to achieve this through alignment of other groups of, apparently competing, internal consultants (Birkinshaw, 2001) were abandoned – although it's not clear why that is the case. Overall the ADP Team report that Business Units were engaged – assessed as 'pulling support' – using an 'emergent' approach to change (Rowland and Higgs, 2009) – through a focus on middle managers in specific 'early adopter' Business Units (Rogers, 1995). The ADP 'journey' for a Business Unit has been characterised using an ADP 'transformation roadmap' (Jorgensen *et al.* 2007) and is described in Act 5. As a Business Unit enters the later stages of the 'transformation road map' then transitioning support from the ADP Team to a within-Business Unit team is a significant step that appears to require careful attention.

The 'theme' of the ADP support system contains the ADP Team strategies from Act 2 and as shown in Table 5.3:

Year	Strategy
2010	*'Develop a critical mass of ADP people highly skilled and experienced in CI, PM and change leadership'* (Act 2 Scene 1B).
2010	*'Create simple summary packages of ADP tools and system; create conditions for successful adoption by the broader business'* (Act 2 Scene 1B).
2011	*'Grow credibility through consistent and high quality support to the business'* (Act 2 Scene 2D).
2011	*'Create the conditions for universal adoption of the Fundamentals of Delivery by the broader business'* (Act 2 Scene 2D).
2012	*'Deploy a highly effective and efficient ADP support system which helps everyone'* (Act 2 Scene 3D).
2013	*'Establish a support system to embed and grow a performance driven culture: Infrastructure and resources, Practitioner and Consultant community – to activate, build and support'* (Act 2 Scene 4C).

Table 5.3 ADP Support System

Summary comments from the ADP Team included:

"The 'whirlwind' of priorities in the Business Units takes priority over the 'support system'. There is a ... year on year target mindset which drives 'Urgent rather than Important' for the core ADP Team and BU community. This results in an unclear resource balance for the ADP core team in terms of BU execution v. GSK transformation".

Overall the ADP Team acknowledge that they not only set themselves an unrealistic goal with 'universal adoption' of the Fundamentals but also they feel that efforts towards standardisation of their own internal consulting processes (Kubr, 2002) including resource allocations were are consistently sacrificed to the call of the 'urgent over the important' (Covey, 2014).

The purpose of Section 5.5 is also to review performance of the ADP strategies but this time through the lens of the ADP 'goals' and 'metrics' from the period 2009 to 2013. Analysis of the respective 'Strategy House' from each year can be found in Act 2 while the 'Transformational Goals' or medium-term goals (Jolayemi, 2008) are shown in Table 5.4 and can also be found in Appendix G.

House Section	2010	2011	2012	2013
Roof Truss **Transformational Goals (Lag)** **Medium-term goals**	Every employee is empowered, motivated and capable of driving continuous improvement to benefit our customers.	Every employee is empowered, motivated and capable of driving continuous improvement to benefit our customers.	From our March 2009 Employee Survey baseline we will by May 2014 have made significant improvements in the engagement & 'Empowerment in Action' of the organisation.	From our March 2009 Employee Survey baseline we will by May 2014 have made improvements in the engagement & 'Empowerment in action' of the organisation.
Roof Truss 2 **Transformational Goals (Lag)** **Medium term goals**	GSK is excellent at rapidly executing strategic priorities and proactively shaping the external environment.	All strategic priorities are rapidly executed delivering measurable benefits to customers.	By the end of 2015 we will increase the performance improvement rate across GSK (EPS and free cash flow) providing total shareholder return to exceed external analysts' expectations.	By the end of 2015 we will increase the Performance improvement rate across GSK (Profit and cash flow) providing total shareholder return to exceed external analysts' expectations
Roof Truss 3 **Transformational Goals (Lag)** **Medium-term goals**	None	All senior leaders provide active coaching to institute a culture of business performance improvement.	We will have gone from having 200 performance review systems (Communications Cells) to 10,000 embedded across the globe by the end of 2015.	By the end of 2015 all GSK operating units will have a business performance management system operating at all levels (evidenced by the number of regular and effective performance review meetings changing from 200 to 10,000)

Table 5.4 Strategy House Transformational Goals Comparison

The author's analysis in Table 5.4 shows there to be three consistent categories of 'Transformational Goals' running through the years. The first category (**in blue font**) is 'empowered employees' – in 2010 and 2011 this was linked to a non-specific 'capability of driving continuous improvement' however for 2012 and 2013 this had become linked to a specific measure from the GSK Employee Survey. The second category (**red font**) is linked to 'delivery' of the GSK strategies. In 2010 and 2011 there is a non-specific reference to 'executing of strategic priorities' while in 2012 and 2013 there is a more specific metric however still linked to 'delivery'. The third category (in **green font**) is 'how leaders – and their teams – operate' with the category maturing over the period 2011 to 2013 from a 'culture of business improvement' to a 'performance management system'. The language used for these medium term goals evolves over time from broad to very specific and ends up in the format 'x to y by when' (Covey, 2014).

Using 'systems thinking' (Checkland, 1981) it is feasible to characterise these as an 'Input – Process – Output' systems model with 'empowered employees' as the 'Input', 'how leaders – and their teams – operate' as the 'process' and 'delivery' of the GSK strategies as the 'Output' with ADP characterised as the embedding of a Performance Management System (De Waal, 2004).

The 'current year lag goals' (Jolayemi, 2008) from the ADP strategies are shown in Table 5.5 and a similar analysis by the author shows there to be three categories of 'current year lag goals' during this period.

House Section	2010	2011	2012	2013
Current Year Lag Goals	One successful productivity transformation	Cash (Increased productivity)	Increased productivity measured in cash	Increased productivity measured in cash
Current Year Lag Goals	ADP supported projects to number 50+	Employees at Utilise		
Current Year Lag Goals	Extended ADP Team to number 150+	ADP Practitioners	ADP Practitioners	ADP Practitioners

Current Year Lag Goals		ADP Consultants	ADP Consultants	ADP Consultants
Current Year Lag Goals	Substantially adopted simple ADP approach	Leaders with business improvement (transformation) plans	Leaders with business improvement (transformation) plans	# named leaders who own a PM system as measured by active attendance at a Comms Cell
Current Year Lag Goals	Evidence of aspirational aligned CET		Leaders as ADP Practitioners	# named leaders who are receiving BI Consultant coaching
Current Year Lag Goals			Teams who have a routine performance review meeting	# maturing performance management systems scoring >150 against the diagnostic

Table 5.5 Strategy House Current Year Lag Goals Comparison

The author's analysis in Table 5.5 shows that the first category (in **red font**) is about 'projects and benefits'. In 2010 this is simply about the number of projects however for 2011, 2012 and 2013 this has become 'cash'. This links to the 'delivery' of the GSK strategies 'transformational goal' from Table 5.7.1. The second category (in **blue font**) is 'capability' and refers to the numbers who reach a particular level of capability. This links to the transformational goal of 'empowered employees'. The third category (in **green font**) is about 'Leaders and teams' and links to the transformational goal of 'how leaders – and their teams – operate'.

The definitions linked to 'capability' and 'project benefits' categories appear quite consistent from year to year while there is much more variation with the 'leaders and teams' category. In fact there are more goals linked to 'leaders and teams' than the other categories – this is because, as has already been noted, the ADP Team are still not clear about what aspect of leadership ADP should or will impact.

The next analysis in this Section reviews year-end performance against those same 'current year lag goals' (Jolayemi, 2008) and is shown in Table 5.6.

Year	Metric	Target	Actual	Comments	Achieved?
2010	ADP projects to number 50+	50	50	Target achieved although 54% or projects were inside two sets of programme activities.	Yes
2010	One successful productivity transformation	1	1		Yes
2011	Cash (Increased productivity)	None	£276M	No targets set. Benefit is claimed as a mix of cost savings and revenue increases. There are no further details.	Yes
2012	Increased productivity measured in cash	£397M	£430M	Benefit is claimed as a mix of cost savings and revenue increases. There are no further details.	Yes
2010	Extended ADP Team to number 150+	150	77	The team extended the timeframe for achievement of this goal to March 2011 with a forecast of 162	No
2011	Employees at Utilise .	2240	2956	Figures are based on individual Business Unit forecasts as targets.	Yes
2011	ADP Practitioners	224	225	Figures are based on individual Business Unit forecasts as targets.	Yes
2011	ADP Consultants	18	24	Figures are based on individual Business Unit forecasts as targets.	Yes
2012	ADP Practitioners	917	631		No
2012	ADP Consultants	69	45		No
2010	Substantially adopted simple ADP approach	None	None	Based on a 1:3:9 scales only 15% supported activities had not adopted a 'simple ADP approach'.	Yes
2010	Evidence of aspirational aligned CET	50%	30%	Data shows 6 ADP Projects with CEt alignment and support. It's not clear how this is assessed.	No
2011	Leaders with business improvement (transformation) plans	39	11	Figures are based on individual Business Unit forecasts as targets.	No
2012	Leaders with business improvement (transformation) plans	69	41	This is a cumulative target for 2011 and 2012.	No
2012	Leaders as ADP Practitioners	78	85	Leaders are at CET-2 level in the organisation.	Yes
2012	Teams who have a routine performance review meeting	460	1092	A new metric added after completion of the 2012 Strategy House.	Yes

Table 5.6 Strategy House Current Year Lag Goals Achievements

The author's analysis in Table 5.6 shows that the category (in **red font**) of lag goals **'projects and benefits'** was successfully met four out of four times or 100%. Note that represents £700M of cash benefits. The category (in **blue font**) of lag goals **'capability'** was successfully met three out of six times or 50%. For 2012 the 'capability' goals are distorted by inclusion of data from Business Units BU9 and BU6 who failed against ambitious self-set targets. Without those and allowing for a resetting of the 2010 goals it is possible to say 100% of targets were met. The final category (in **green font**) of lag goals of **'leaders and teams'** was successfully met three times out of six or 50%. The 'Leaders with transformation plans' goal was met in 2012 but appears to have missed the goal which is a cumulative target. In 2011 and 2012 Business Units appeared to struggle with the rather imprecise metric of 'leaders with improvement plans' but were more successful with some of the more easily measured metrics for 2012.

The final analysis in Section 5.5 assesses which Business Units contributed most to the goals and metrics and, by implication, were most engaged in their ADP journey. The year-end Policy Deployment Matrices are used to evaluate the contribution of each Business Unit by year and by current year lag goal (Jolayemi, 2008) with these being added together and normalised to show a proportion contribution, by Business Unit, to the cumulative current year lag goals for the period 2010 to 2012. Not every Business Unit made a contribution to every current year lag goal so the proportion of lag goals a Business Unit contributed towards was also calculated.

The author's analysis in Figure 5.2 shows individual Business Units plotted against these two dimensions i.e. their contribution to the cumulative current year lag goals for the period 2010 to 2012 (the X-axis) as well as how many of the goals – as a proportion – that they contributed to over the same period (the Y-axis). This shows Business Units BU6, BU8, BU10, BU13 and BU7 contributed 72% of the cumulative current year lag goals and can be considered as most 'advanced' in their ADP journey. Note that Business Units BU6 and BU7 were 'targeted' as 'early adopters' in 2011 and that Business Units BU6, BU7 and BU10 also developed their own in-house ADP business improvement teams in 2011.

Figure 5.2 Business Unit contribution to current year lag goals

The purpose of Section 5.6 is to provide extra insights into the ADP Team by looking again through the various lenses that were used in Act 3. These were:

- Scene 1 explores the skillsets required of individual Consultants.
- Scene 1 reviews an MBTI assessment carried out by the ADP Team.
- Scene 1 explores the results of a team survey completed by the ADP Team.
- Scene 1 details not only the conversations within the ADP Team as they 'Problem Solve' the issues raised by that survey but also a conversation about the talents, strengths and successes of the ADP Team.
- Scene 2 covers the results of two capability self-assessments by the ADP Team.
- Scene 2 explores the analysis of a set of Leadership images selected by the ADP Team and relates them to the archetype indicator.
- Scene 2 looks at an analysis of a GSK-wide survey and documents follow-up discussions with the ADP Team.

Act 3 Scene 1 indicates that the ADP Team members will be *"providing expertise in the area of project management'* or *'providing expert consultancy and technical leadership in the identification, design and implementation of a Continuous Improvement way of working"* or *"leading the diagnosis design and implementation of OD interventions"*. That level of individual expertise and the requirement to *"influence and coach senior executives in the organisation to challenge thinking and establish clear project goals"* and *"Must be able to operate and influence across all Business Units and across multiple disciplines, and have strong negotiating skills"* supports the high score in the capability self-assessment against the Fundamentals from Act 3 Scene 2 for the 'personal accountability' fundamental - see Table 5.7. This indicates the ADP Team are confident in their identity of individual mastery and capability and is aligned with the Hamilton (1988) suggestion that effective change agents are 'intuitive and imaginative' as well as 'self-reliant and venturesome'.

Fundamental	Description	Mean Score	% at 5
	I am personally accountable for my own effectiveness, learning and development. *Typical tools and practices: Reflection, Journaling*	4.8	90%

Table 5.7 Highest scoring Fundamental for the ADP Team

Similarly these high levels of individual expertise might indicate a reluctance to seek opinions and views of other stakeholders or even to validate personal ideas and assumptions. This is supported by the low scores in the capability self-assessment against the Fundamentals from Act 3 Scene 2 for the 'go and see' and 'engage stakeholders' Fundamentals - see Table 5.8. That reluctance could indicate potential problems with 'understanding and resolving issues' (Achterkamp and Vos, 2008) and is potentially at odds with the Hamilton (1988) suggestion that effective change agents should be 'empathetic, tolerant, flexible and patient with an openness and responsiveness to other's needs and concerns'.

Fundamental	Description	Mean Score	% at 5
	I 'go and see' to understand processes, accountabilities and performance. *Typical tools and Practices: GEMBA Walks, Process Mapping*	3.5	38%
	I effectively engage the right stakeholders and sponsors to accelerate delivery. *Typical tools and practices: Stakeholder map and Management Plan*	3.6	38%

Table 5.8 Lowest scoring Fundamental for the ADP Team

Act 3 Scene 1 uses the Keirsey (1998) mapping of four 'temperaments' to the Boje (2001) 'temperament types' – that analysis showed 78% of the team were in the SJ (Traditionalist) and NT (Visionary) categories. Act 3 Scene 2 looks at the distribution of Pearson-Marr archetypes (Pearson and Marr, 2002) within the ADP Team and found 72% of the ADP Team shared the 'driving sources' of 'Ego' and 'Order'. McPeek (2008) suggested that although there is some correlation between MBTI preferences and Pearson-Marr archetypes they are not directly associated and are actually 'tapping different constructs' - nevertheless there is evidence to suggest a majority of the ADP Team share a common set of behavioural attributes.

The analysis suggests that, for this majority, 'successes' will be characterised in terms of creating a better world through acts of courage that use individual expertise and mastery. They are rigorously logical and fiercely independent in their thinking and

believe they can overcome any obstacle with their will power. They are meticulous about schedules, have a sharp eye for proper procedures and expect colleagues to stick to their plan. Conversations with peers will be about 'successes', 'what we do' and 'how we do it' – their comments have included:

> "Ability to deliver PM, OD and OE, Doing real work, Working on important stuff – the right stuff, Understanding what creates value, Seeing and acting upon opportunities and challenges, Delivering results with financial impact, Working with whole teams – including the leader, Working on the right projects".

Anxiety levels will be raised if this majority feel vulnerable, unsure of the situation or not in control. They have a strict idea of how things should be done and frown on deviation from it so can become impatient when plans and projects get delayed. Often they are seen as cold and distant and they may ignore the feelings of others to get their way. 'Feel-good factors' would be when the team is running like clockwork – strong individual performance with adequate back-up and resources.

Similarly, the analysis suggests that a minority of the ADP Team will share a set of behavioural attributes – for this minority success will be characterised as team performance achieved though individual and community well-being, creating a better world through helping people connect together and doing things for them. They will focus on people within the organisation and on their individual development. Their style of leadership is more participative and others will describe them as good listeners, with a talent for managing people. Conversations with peers will be about 'who we are' and 'what we value about each other' – their comments have included:

> "Being experimental and willing to try, Having complimentary personalities and valuing differences, Having a sense of personal and team commitment, Learners who take risks, Team of mavericks in a jazz band."

For this minority anxiety levels will be raised if they feel there's a disharmony in the team, with poor communication and low inclusivity. 'Feel-good factors' would be good communication, teamwork, co-operation, sharing of information and fair distribution of workload.

Consequently, the high-scoring questions (Table 4.3.2) from Act 3 Scene 1 with their underlying themes of 'performance' and 'harmony' would be sources of satisfaction for both groups within the ADP Team. Similarly the low-scoring questions (Table 4.3.3) from Act 3 Scene 1 with their underlying themes of 'disunity' and 'uncertainty' would be sources of concern for both groups within the ADP Team. That underlying theme of 'disunity' and 'uncertainty' is illustrated by some of the comments from Act 3:

> *"In general it feels a bit out of control and as if requests are being thrown at the team each week. If we can fix this the team will have a better idea of what each other is doing and what is expected of them, Too many people want to voice their idea - there is sometime a lack of decision making and communication, Team's morale fluctuates over time, and is good whenever we are very transparent about where the ADP Team and ADP individuals are headed and when we identify development gaps/aspirations and work actively to meet these (as best we can.) We can do a much better job of individually being more proactive in sharing how we do things and good practices to increase the collective performance of the overall team."*

The underlying themes of 'evaluation' and 'empowerment' from Act 3 would also be of concern to the entire team. Some of those comments are shown below:

> *"We are a bit less clear on what we are empowered to do, wanting a bit more feedback...does this also link to being unclear with how we are evaluated and feeling underappreciated? It's less clear on how we are evaluated and a greater proportion feeling undervalued - perhaps an interesting link here. We feel productive people may not be rewarded - we see people being rewarded for 'playing the game'".*

So overall, the majority of the ADP Team are individualists, experts who are focussed on 'tasks and results' (Yuki, 2002) while a minority will be focussed on the 'health' of the team and see themselves as learners who take risks. These differences could lead to an increased tension within the ADP Team.

5.7 SWOT Analysis

The purpose of Section 5.7 is to look at the Chapter 4 narrative through the lens of two SWOT analyses. The first was carried out in October 2010 and can be found in Act 2 with an analysis in Figure 4.2.7 - reproduced here. The second SWOT analysis was

carried out in November 2011 and can also be found in Act 2, shown in Figure 4.2.24 – also reproduced here.
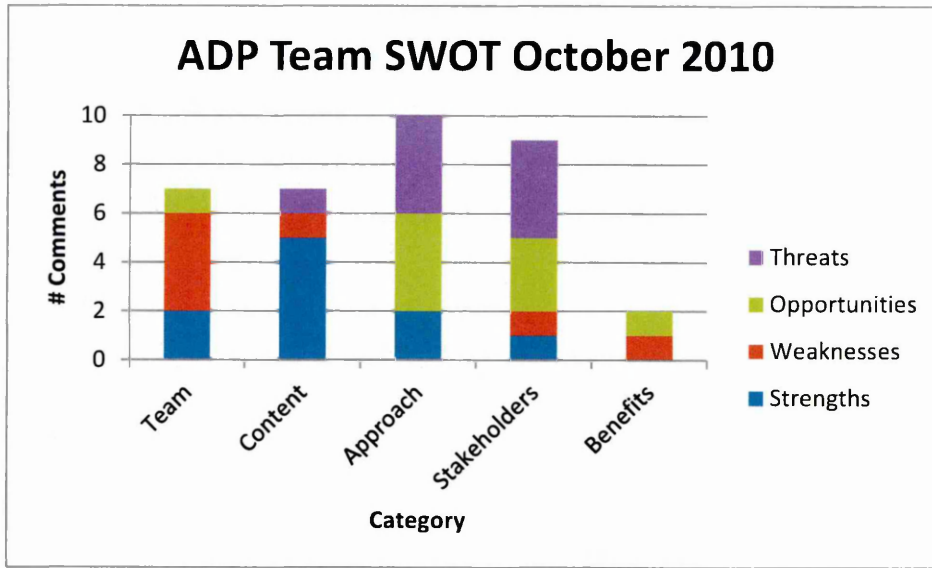
Figure 4.2.7 ADP Team SWOT Analysis
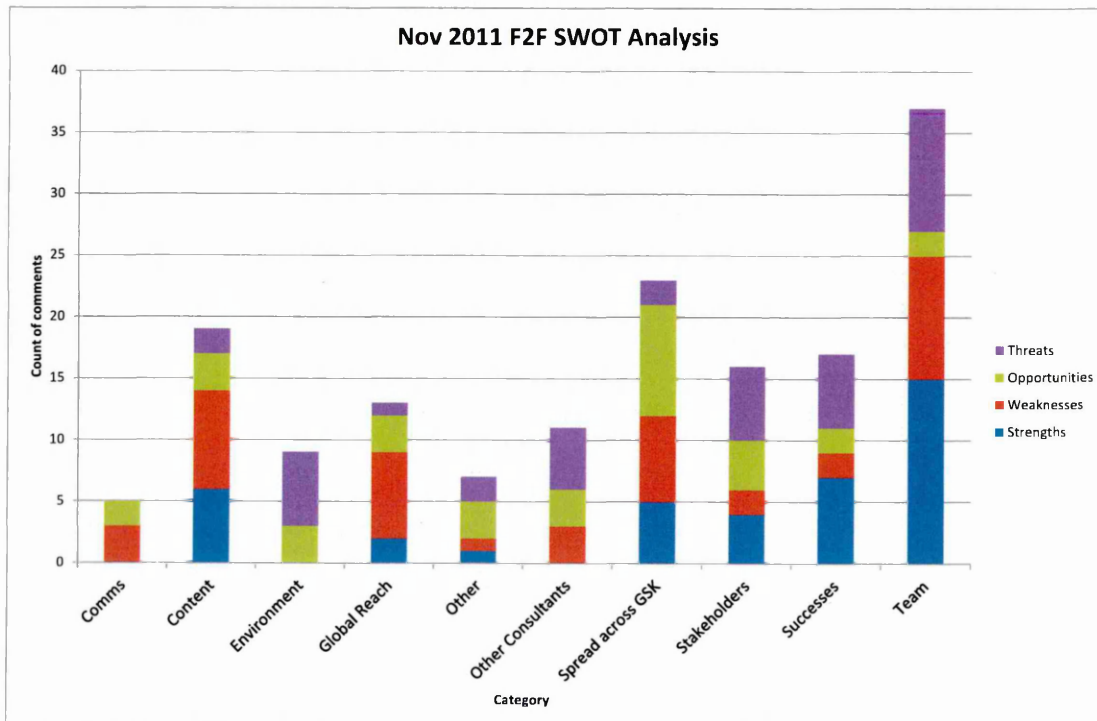
Figure 4.2.24 SWOT Analysis November 2011

Both of the author's analyses from 2010 and 2011 had categories of comments labelled 'Team', 'Content' and 'Stakeholders' in common. The categories 'Approach' from 2010 and 'Spread across GSK' from 2011 were broadly similar as were the categories 'Benefits' from 2010 and 'Successes' from 2011. The author's additional analysis is shown in Table 5.9 and indicates the proportion of total comments by category, by year and by SWOT element.

Category	Year	S	W	O	T	Totals
Team	2010	6%	11%	3%	0%	20%
Team	2011	10%	6%	1%	6%	23%
Content	2010	14%	3%	0%	3%	20%
Content	2011	4%	5%	2%	1%	12%
Stakeholders	2010	3%	3%	9%	11%	26%
Stakeholders	2011	3%	1%	3%	4%	11%
Approach	2010	6%	0%	11%	11%	28%
Spread across GSK	2011	3%	4%	6%	1%	14%
Benefits	2010	0%	3%	3%	0%	6%
Successes	2011	4%	1%	1%	4%	10%

Table 5.9 SWOT analysis comparison

The analysis in Table 5.9 indicates that the category of 'team' attracts roughly the same proportion of comments in 2010 (20%) as 2011 (23%). In 2010 this was seen as a weakness with comments indicating the team's lack of confidence in each other's skills because of "*variability of ADP Action Coaching and facilitation skills*". However by 2011 the proportions had moved such that this is seen primarily as a strength with comments indicating an increased confidence in the ADP Team's "*breadth of skills (diversity, quality, capability of people)*". Nevertheless 'team' also shows up as a significant 'weakness' although concerns are not only with a perceived shortage of resources but also reward and recognition. The category of 'content' was seen as strength but it appears that a closer scrutiny in the face of increasingly sophisticated demands is exposing some weaknesses. Stakeholder

support is seen as increasing but comments point out that it is still fragile and sensitive to leadership changes within Business Units. Comments also indicate that the strategy of focusing on 'early adopter' (Rogers, 1995) Business Units and 'beacon projects' (Jugdev and Muller, 2005) to 'spread ADP across GSK' is perceived as largely successful and producing gains that 'should be exploited'.

5.8 Interview Data in Act 4 Scene 3

The purpose of Section 5.8 is to review and interpret the October 3rd 2012 survey data from all respondents in Act 4 Scene 3. A further statistical analysis can be performed on the complete set of data to detect whether there were any other relationships between responses to individual questions. The author completed a correlation analysis between responses to questions using Minitab and this is shown in Table 5.10. A second analysis was carried out using the Dancey and Reidy (2004) categorisation of the Pearson's Correlation Coefficient as strong if it is in the range of 0.7 to 0.9 – this produced the inter-relationship diagraph in Figure 5.3 to identify relationships for those questions with strong response correlations that are also statistically significant i.e. a p-value less than 0.01.
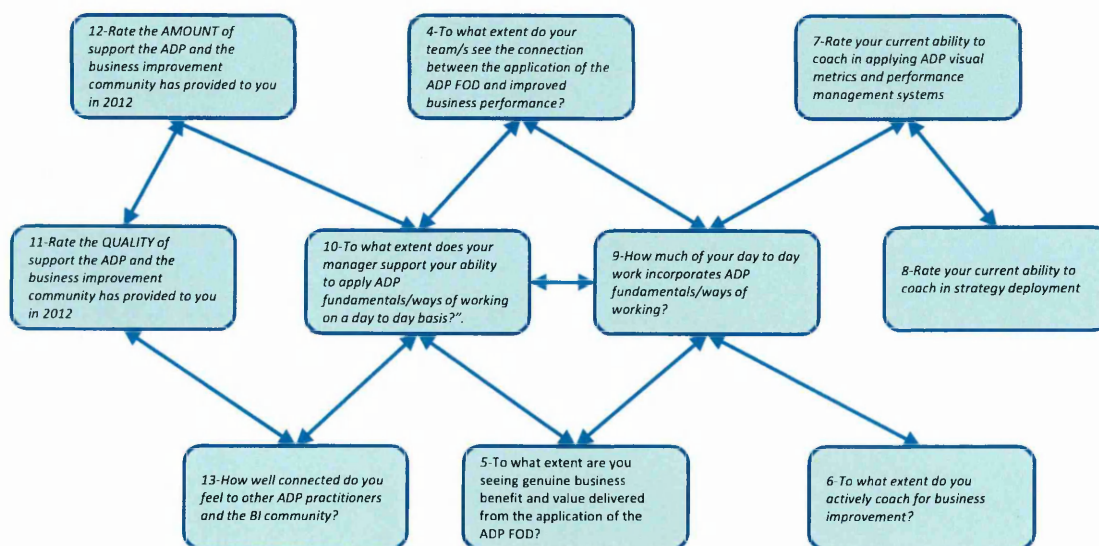
Figure 5.3 Inter-relationship Diagraph

Cell Contents: Pearson correlation
P-Value
* Not enough data in column.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Q2	0.499 0.025													
Q3	0.286 0.222	0.243 0.302												
Q4	0.155 0.515	0.129 0.587	0.205 0.386											
Q5	0.436 0.055	0.192 0.417	0.571 0.009	0.419 0.001										
Q6	0.242 0.303	0.515 0.02	0.144 0.544	0.196 0.156	0.322 0.018									
Q7	0.381 0.161	0.261 0.347	-0.53 0.042	0.081 0.58	0.099 0.499	0.57 0								
Q8	-0.051 0.857	0.074 0.792	-0.454 0.089	0.205 0.224	0.264 0.114	0.494 0.002	0.69 0							
Q9	* *	* *	* *	0.736 0.004	0.817 0.001	0.677 0.011	0.712 0.009	0.542 0.056						
Q10	* *	* *	* *	0.844 0	0.791 0.001	0.411 0.163	0.45 0.142	0.317 0.291	0.717 0.006					
Q11	* *	* *	* *	0.6 0.03	0.306 0.309	0.103 0.739	0.134 0.677	0.109 0.724	0.159 0.605	0.583 0.037				
Q12	* *	* *	* *	0.596 0.032	0.469 0.106	0.247 0.416	0.241 0.45	0.265 0.381	0.413 0.161	0.74 0.004	0.845 0			
Q13	* *	* *	* *	0.567 0.043	0.504 0.079	0.231 0.447	0.224 0.484	0.184 0.547	0.452 0.121	0.717 0.006	0.721 0.005	0.88 0		
Q14	0.038 0.877	0.421 0.072	-0.063 0.798	-0.262 0.278	0 1	-0.085 0.73	0.43 0.11	0.387 0.154	* *	* *	* *	* *	* *	
Q15	-0.178 0.525	0.458 0.086	-0.155 0.581	-0.203 0.468	0.141 0.615	0.134 0.633	0.219 0.432	0.206 0.461	* *	* *	* *	* *	* *	0.618 0.014

Table 5.10 Correlation using Pearson's Correlation Coefficient

At this point the author did consider additional statistical tests e.g. regression analysis – but noted that Questions 9 to 13 were only answered by the group of 13 ADP Practitioners and also referred back to his early training that 'correlation' and 'causation' are different constructs. Nevertheless and notwithstanding the above there are some conclusions that can be readily drawn:

Overall, and across respondents, the 'greater the use of the ADP Fundamentals in daily work' and the 'greater the amount of support by the line manager' then the 'greater the business benefit and value'. These two appear to be the key enablers of business benefit and value. The 'greater the use of the ADP Fundamentals in daily work' then the 'greater the ability to coach in visual metrics, performance management systems and the greater the amount of coaching that is going on'. The 'more support by the

ADP Team' and the 'greater the amount of support by the line manager' then the 'more connected the respondent feels to other ADP Practitioners'. The 'greater the perceived connection between ADP and improved business performance' then the 'greater the amount of daily work that incorporates ADP' and the 'greater the support in applying ADP is received from line managers'.

The author's final analysis of this data set is as a 'top-box' plot of all responses. This is shown in Figure 5.4 with the y-axis as % of respondents and, in this case, the 'top-box' is responses scoring 4 or 5. A score of 5 is *"the best it can be - no improvement needed"* and a score of 4 is *"very good - some minor improvements needed"*. Data is plotted along the x-axis from left to right in order of decreasing value of the 'top-box' score. The 'highest' and 'lowest' scoring question – by 'top box' and by respondent type - is shown in Table 5.11:

Respondent	Highest Scoring Question	Lowest Scoring Question
Senior Stakeholders	*"How well have ADP and the business improvement community been able to support you in 2012?"* (87%)	*"Do you have sufficient number of change agent/business improvement capability within your BU (the skills of the people assigned)?"* (20%)
ADP Practitioners	*"To what extent does your manager support your ability to apply ADP Fundamentals/ways of working on a day to day basis?"* (69%)	*"How well connected do you feel to other ADP practitioners and the BI community?"* (15%)
Operational Managers	*"To what extent are you seeing genuine business benefit and value delivered from the application of the ADP Fundamentals?"* (59%)	*"Rate your current ability to coach in strategy deployment".* (22%)
All	*"To what extent are you seeing genuine business benefit and value delivered from the application of the ADP Fundamentals?"* (64%)	*"Rate your current ability to coach in strategy deployment".* (34%)

Table 5.11 Top Box Analysis of Questions

The author's analysis in Figure 5.4 and Table 5.11 shows that 64% of all respondents rated the benefit received from the ADP ways of working as 'very good' or 'the best it can be'. This theme is closely linked to using ADP in respondent's daily work and support from their line managers. This same group has also been characterised as more mature in their ADP 'journey' and more likely to exhibit a preference to

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experiment or practise, to 'have a go' and try things. However 36% of all respondents rated the benefit received from applying the ADP ways of working as 'it's OK', 'needs attention' or 'not very good'. This group has been characterised as 'resistant' or 'hostile' based on the language used in their responses. They have also been characterised as more likely to be waiting for 'proof' before starting their ADP 'journey' and are less likely to be willing to experiment (O'Connor, 1993; Kotter and Schlesinger, 2008).

Also 87% of senior stakeholders rated the support they received from the ADP Team as 'very good' or 'the best it can be' and see a greater degree of business benefit than other respondents. However they are concerned about the change agent capacity and capability within their Business Units (Haas and Hansen, 2005). Notwithstanding the comments from senior stakeholders, 69% and 77% respectively of ADP Practitioners rated the quality and quantity of support they received from the ADP Team as 'it's OK', 'needs attention' or 'not very good' and only 15% of ADP Practitioners rated their feeling of connection to the wider ADP Community as 'very good' or 'the best it can be'. This is consistent with the ADP Team's focus on individual leaders as a strategic choice however the consequences for individual Practitioners appear to have been missed.
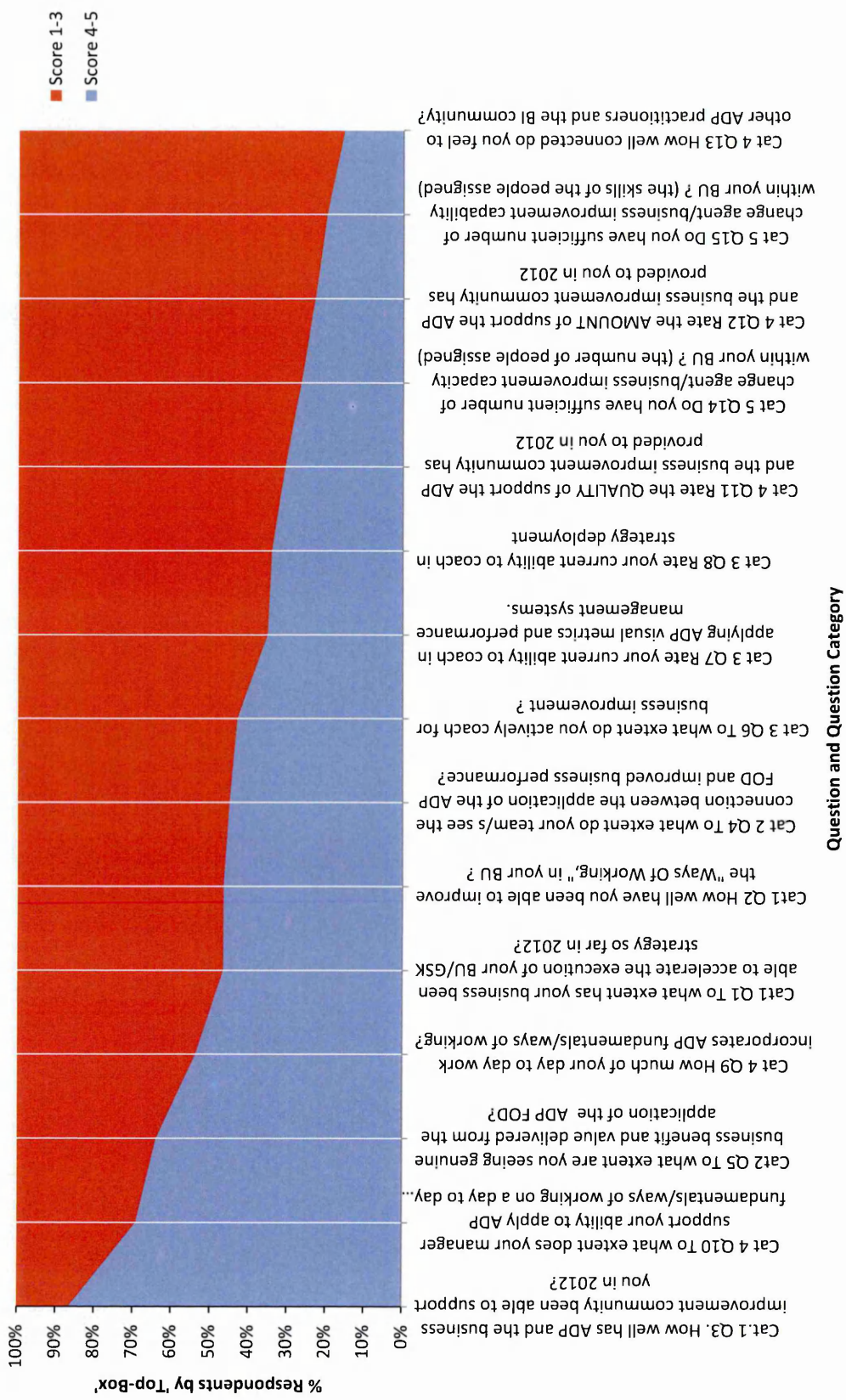
Figure 5.4 Top-Box analysis from all respondents

The narrative in Chapter 4 uses a series of critical incidents; consequently that analysis is limited to the perspective of a particular incident or nearby incidents. The purpose of Chapter 5 is to further interrogate the Chapter 4 narrative across groups of incidents and to report the principal outcomes that were revealed or indicated – the findings of that interrogation – that link to both the research objectives and research questions. This section starts with a summary of those abbreviated findings in Table 5.12 and concludes with a reflection on the findings contained in Chapter 5.

Chapter 5 Section #	Findings
5.2 Critical Incident – Category Significance Chart	A content analysis of critical Incidents indicates 6 categories reach the significance threshold indicating their relative importance to the narrative. These are: • The rate and extent of diffusion of ADP across GSK Business Units and influencing factors. • Respondents' requests for simpler definitions of ADP programme metrics and ADP itself. • Respondents have applied ADP to specific projects and seen tangible benefits. • The tools and content of ADP are mostly common sense and work well in most situations. • The ADP Team have been largely unsuccessful in implementing a robust model of consulting practices. • Engaging with and seeking endorsement from senior leaders has been a consistent focus of ADP.
5.3 Steering Team Interaction	A content analysis of interactions between the ADP Team and ADP Steering Team shows the consistent themes of: • Reassurance – that the ADP Team's future is assured. • Directing – the ADP Team to focus on changing leader's behaviours. • Guiding – the ADP Team to maximise the impact of ADP by keeping it simple and accessible. • Correcting – the ADP team by asking it stop competing with other internal consultants.
5.4 ADP Strategies Performance	The ADP Team self-reported on performance against their three strategic themes – from the Strategy Houses - as follows: • Engaging Leaders – only partially effective. • Targeting Business Units – largely successful although Business Units are at different levels across the organisation. • The ADP Support System – the goals of 'universal adoption' was were unrealistic and hampered by the lack of a standard consulting process.
5.5 Policy Deployment Matrices - Analysis	Content analysis of Transformational Goals shows the 3 categories of: • 'Empowered employees' – the Input. • How leaders and their teams operate – the Process. • 'Delivery' of the GSK strategies – the Output.

	Content analysis of performance / categories of Current Year Lag Goals shows:: • A category of 'projects and benefits' fully met its targets. • A category of 'capability' fully met its targets. • A category of 'leaders and teams' only partially met its targets. Five business units contributed 72% of the cumulative current year lag goals and can be considered most advanced in their ADP journey. Business units representing 80% of GSK employee base participated in the ADP Performance Management System.
5.6 The ADP Team - Insights	This finds that a majority (72% - 78%) share a common set of behavioural attributes. Success is expressed in terms of achievements through individual expertise and acts of courage, obstacles that have been overcome through sheer willpower and teams 'sticking' to plans. Their style of leadership is more directive and anxiety levels will increase if they feel vulnerable, unsure of the situation and not in control. This finds that a minority (22%-28%) share a common set of behavioural attributes. Success is expressed in terms of team performance, connecting people and individual development. Their style of leadership is more participative anxiety levels will increase if there's disharmony in the team, poor communication or low inclusivity.
5.7 SWOT Analysis	There were common factors between the SWOT analysis from 2010 and 2011: • The capability of the ADP 'Team' moves from a weakness to a strength. • The 'content' of ADP moves from a strength to a weakness. • The significance of 'stakeholders' reduces from 2010 to 2011. • 'Spread across GSK' is still seen as an opportunity but less of a threat in 2011. • 'Benefits' move from a weakness to a strength.
5.8 Interview Data in Act 4 Scene 3	Analysis shows the following: • The 'greater the use of the ADP Fundamentals in daily work' and the 'greater the amount of support by the line manager' then the 'greater the business benefit and value'. These two appear to be the key enablers of business benefit and value. • The 'greater the use of the ADP Fundamentals in daily work' then the 'greater the ability to coach in visual metrics, performance management systems and the greater the amount of coaching that is going on'. • The 'more support by the ADP Team' and the 'greater the amount of support by the line manager' then the 'more connected the respondent feels to other ADP Practitioners'. • The 'greater the perceived connection between ADP and improved business performance' then the 'greater the amount of daily work that incorporates ADP' and the 'greater the support in applying ADP is received from line managers'. • 64% of all respondents rated the benefit received from the ADP ways of working as 'very good' or 'the best it can be'. • 87% of senior stakeholders rated the support they received from the ADP Team as 'very good' or 'the best it can be' and see a greater degree of business benefit than other respondents. • 69% of respondents report 'the amount of support by the line manager' as 'very good' or 'the best it can be'. • 59% of respondents report the 'business benefit and value' from ADP as 'very good' or 'the best it can be'. • 31% and 23% respectively of ADP Practitioners rated the quality and quantity of support they received from the ADP Team as 'very good' or 'the best it can be'. • 15% of ADP Practitioners rated their feeling of connection to the wider ADP Community as 'very good' or 'the best it can be'.

Table 5.12 Summary of abbreviated findings – Chapter 5

As ADP spreads across Business Units and becomes embedded into leadership teams through provision of individualised coaching support (Bowles *et al.* 2007) to reach a critical mass or tipping point (Shapiro, 2003) of ADP Practitioners then it delivers tangible results (Jugdev and Muller, 2005) with 64% of overall respondents in Act 4 Scene 3 rating the benefit received from the ADP ways of working as 'very good' or 'the best it can be'. In Section 5.2 implementation is described as a structured approach delivered methodically – using a 'transformation roadmap' (Jorgensen *et al.* 2007) - and is associated with a 'set of tools' (Tague, 2005) often expressed as the Fundamentals or a set of Ways of Working that are described as 'mostly just common sense' (Huczynski, 1992). Business Units were engaged – assessed as 'pulling support' or using an 'emergent' approach to change (Rowland and Higgs, 2009) – through a focus on middle managers in specific 'early adopter' (Rogers, 1995) Business Units. In Section 5.5 this strategy of focusing on 'early adopter' (Rogers, 1995) Business Units and 'beacon projects' (Jugdev and Muller, 2005) was considered successful to the extent that Business Units BU6, BU7 and BU10 developed their own in-house ADP business improvement teams in 2011. The analysis in Section 5.8 also showed not only that 'the greater the use of the ADP Fundamentals in daily work' and 'the greater the amount of support to do that by line managers' then 'the greater the business benefit and value' but also 'the greater 'the perceived connection between ADP and improved business performance'. In other words the more that leaders promote ADP in their teams then the more it gets used – business benefits are increased the more ADP is used - and the link between ADP and business performance is reinforced in the minds of leaders and their teams.

In Section 5.3 the Steering Team have asked the ADP Team to focus on changing leader's behaviours across GSK so engagement with, and endorsement by, GSK leaders has been a focus of ADP - consistent with Peeters *et al.* (2014) and De Jong and Den Hartog (2007). The ADP Team tried to impact the total leadership population rather than individuals or groups of leaders resulting in 'too many projects'. The ADP Team felt that performance of this strategy was only partially effective or not fully realised and consequently ADP was not strongly associated with leadership. However, in terms of ADP Strategy House goals and metrics , there are more goals linked to 'leaders and teams' than the other categories – this is be because the ADP Team are still not clear

about what aspect of leadership ADP should or will impact. This conclusion is supported by the analysis in Section 5.5 which also shows that although current year lag goals (Jolayemi, 2008) for 'Capability' and 'Leaders and Teams' were only partially met the targets for 'Projects and Benefits' were met in full with over £700M of cash benefits attributed to ADP.

Also in Section 5.3 the ADP Team is concerned that their roles are only short term despite reassurance from the ADP Steering Team that if they are successful then their future is assured. The Steering Team also appear frustrated that the ADP Team seem to be competing with other groups of internal consultants (Birkinshaw, 2001). The ADP Team take confidence from their 'shared capabilities' (Haas and Hansen, 2005) but at the same time are concerned that there is variation across the team. Sections 5.2, 5.4 and 5.7 show that despite efforts over the years to build a robust consulting process (Kubr, 2002) the ADP Team feel that standardisation of their internal processes including resource allocations is consistently sacrificed to the call of the 'urgent over the important' (Covey, 2014). The author suggests that this is linked to the analysis from Section 5.6 that shows the majority of the ADP Team as individualists - experts who are focussed on tasks and results (Yuki, 2002; Keirsey, 1998; Boje, 2001; Pearson and Marr, 2002). A minority of the ADP Team will instead be focussed on the team and harmony in the team – they see themselves as learners who take risks. These differences may have resulted in increased tension between members of the ADP Team.

Section 5.2 shows that transitioning ADP support from the ADP Team to within-Business Unit support is a significant step requiring careful attention as the analysis from Section 5.8 shows that the more support that has been provided by the ADP Team and the greater the amount of support by the line manager then the more connected the respondent feels to the business improvement community. It is concerning that 69% and 77% respectively of ADP Practitioners rated the quality and quantity of support they received from the ADP Team as 'it's OK', 'needs attention' or 'not very good' however 87% of senior stakeholders rated the support they received from the ADP Team as 'as 'very good' or 'the best it can be'. It is also concerning that 36% of all respondents rated the benefit received from applying the ADP ways of

working as 'it's OK', 'needs attention' or 'not very good'. This minority group has been characterised as 'resistant' or 'hostile' based on the language used in their responses (Kotter and Schlesinger, 2008). They have also been characterised as more likely to be waiting for 'proof' before starting their ADP 'journey' and are less likely to be willing to experiment (O'Connor, 1993).This group is also more likely to request a simplified ADP (Rogers, 1995) and to complain that there is no consistent definition of what ADP is.

Chapter 1 introduced the research context, aims and objectives and identified a set of priority research questions. The Literature Review in Chapter 2 provided a thematic perspective on the state of research on management innovation and identified relevant constructs from the literature to build a preliminary theoretical framework. Chapter 3 not only outlined the research design and methodology but also considered the challenges of data collection, data analysis and the role of the researcher inside the research. Chapter 4 used a 'theatre' metaphor to depict the deployment of ADP as a 'performance' over six 'Acts'. Act 1 set the context for the deployment of ADP with the setting of the GSK strategies by the new CEO and the subsequent response of the senior leaders and the rest of the organisation. In Act 2 the audience heard 'how' the ADP Team deployed ADP over the period from its inception in 2009 to the end of 2012.The only voices heard were that of the ADP Team and some of their partners. Act 3 was focused on the ADP Team themselves while Act 4 viewed the deployment of ADP from the perspective of its 'customers'. Act 5 described the methodologies and toolsets of ADP – both from the perspective of the designers (the ADP Team) and the users while Act 6 explored other perspectives from ADP 'artifacts' and the voice of the CEO. Chapter 5 considered the Chapter 4 narrative from perspectives across groups of incidents with the aim of discerning the key themes and additional insights that link to both the research objectives and research questions. The purpose of Chapter 6 is to respond to the three research questions as well as discussing the theoretical and practical implications of the findings from the study.

6.1 Introduction

Chapter 2 developed the research framework from the research questions and 'gaps in the literature':

- Priority research questions:
  - What are the critical features that characterise the content and specificity of ADP in the Case Study organisation?

- o What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?
- o To what extent is ADP responsible for change in the Case Study organisation?
- Gaps in the literature:
  - o Explore the multi-level process that is represented by a management innovation cycle from generation to sedimentation (Volberda *et al.* 2014; Birkinshaw *et al.* 2008).
  - o Explore further the roles of change agents and other stakeholders in the management innovation process (Birkinshaw *et al.* 2008; Henk, 2014; Van Veen *et al.* 2011).
  - o Use of longitudinal case studies to explore how organisations change in order to adopt a management innovation (Heusinkveld and Benders, 2012; Volberda *et al.* 2014).

Chapter 2 used constructs from the literature to develop the explicit theoretical framework in Table 2.7. The observations from Chapter 4 and Chapter 5 have generated additional sets of empirical constructs - in **'Blue'** font in Table 6.1 - which now both enrich and considerably extend the original explicit theoretical framework.

Constructs	Definitions
Management innovation as 'fashion', its invariant nature and the role of fashion-setters (Sturdy, 2004; Abrahamson, 1996, 2006).	The management innovation is a transitory collective belief that can be represented as the imitation or adoption by fashion 'followers' of ideas that have been disseminated by fashion 'setters'. Rhetoric and other persuasive techniques will be used to convince audiences of the plausibility and appropriateness of their ideas.
Interpretative viability of the management innovation (Benders and Van Veen, 2001).	The management innovation requires a certain degree of conceptual ambiguity in order to be broadly disseminated.
A management fad life-cycle (Ettorre, 1997) and 'academic dismissal' (Grover *et al.* 2000).	The management innovation is short-lived but enthusiastically pursued and characterised by a rapid upswing of interest followed by an equally rapid downturn. As such, the management innovation will be considered as not worthy of serious academic consideration.

The management innovation process and its phases of adaptation / translation and diffusion / institutionalisation (Birkinshaw *et al.* 2008; Volberda *et al.* 2014; Ansari *et al.* 2014; Mol and Birkinshaw, 2009).	The adoption process of the management innovation is predictable and will broadly comprise the phases outlined in Figure 2.2 and extended by the author in Table 2.2.
The roles of internal / external change agents and other stakeholders (Birkinshaw *et al.* 2008; Daniel *et al.* 2012).	The deployment of the management innovation is a social process with conscious and deliberate input from groups of internal change agents as well as external change agents. The latter not only influence the development of the management innovation but also legitimise its effectiveness and retention.
The environmental and organisational contexts (Birkinshaw *et al.* 2008).	The generation and adoption of the management innovation is motivated by perceived changes in the business environment. In an organisational context the impact of interventions by senior leaders and other stakeholders is to create the opportunity that encourages and facilitates local adoption of the management innovation.
Management Innovation Content typology (Hellsten and Klefsjo, 2000).	The content and specificity of the management innovation can be characterised in a systems model or content typology as shown in Figure 2.3 and developed by the author in Table 2.3.
The Strategy House, Policy Deployment Matrix, Comms Cell and other Hoshin Kanri artefacts – together these are considered as a performance management system (De Waal, 2004) and can be linked to delivery of benefits.	A performance management system underpins the deployment of the management innovation not only by providing a tracking mechanism but also by accelerating its diffusion, institutionalisation and subsequent delivery of benefits.
The role of ADP Practitioners and Business Unit teams as internal change agents as well as 70:20:10 learning principles (Lombardo and Eichenger, 2006).	A parallel-meso organisational structure (Schroeder *et al.* 2008) act as internal change agents facilitating the deployment of the management innovation through adoption of a learning and development model. This includes the three elements of 'field work', coaching and classwork.
The Change Framework, PACE Principles, the Fundamentals, the Transformation Roadmap – in the sense that these can be considered as 'quasi-objects' or 'translation of ideas into objects' (Czarniawska and Joerges, 1996).	The deployment of the management innovation is supported by the inclusive, ongoing process of turning ideas into objects and actions. This requires interpreters and translators who are responsible for dis-embedding and re-embedding the management innovation in other parts of the organisation.
The degree of diffusion of a management innovation across Business Units (Madsen and Stenheim, 2014).	The level of intraorganisational adoption of the management innovation can be characterised in terms of the contribution of business units towards the performance targets associated with the management innovation.
Characterisation of a management innovation as tools and practices versus mindset and behaviours (Drucker, 2004; Fotopoulos and Psomas, 2009).	Although the management innovation can be conceptualised in terms of its 'hard' content of tools and practices it is the 'soft' skills that have the most impact in the minds of users.
Leadership approaches and an 'emergent' change approach (Rowland and Higgs, 2009).	When adopting the management innovation use of an 'emergent' change approach (see Figure 4.2.1) combined with a 'creating capacity' leadership behaviour is most effective in the context of high magnitude and longer term change.

Table 6.1 Extended Theoretical Framework

Chapter 6 uses this augmented theoretical framework to respond to the three research questions. It will also discuss the theoretical and practical implications of the findings from the study. They are discussed in the context of both the theoretical framework i.e. how do they contribute to the existing body of knowledge - and also the manager practitioner context i.e. how do the findings contribute to current professional practice. There is also a section that acknowledges the limitations of the study, providing input for the formulation of recommendations for further research.

6.2 Research Question 1: What are the critical features that characterise the content and specificity of ADP in the Case Study organisation?

The purpose of Section 6.2 is to provide responses to the Research Question **'What are the critical features that characterise the content and specificity of ADP in the Case Study organisation?'** This question is responded to from three perspectives; the first uses a typology from the literature review in Chapter 2 to characterise ADP. The second perspective is linked to how the ADP Team characterise ADP and the final perspective is based on what users (the cast in the Chapter 4 narrative) have said about ADP.

6.2.1 From the literature

The purpose of Section 6.2.1 is to provide a response to Research Question 1 by characterising the 'content' of ADP using the Hellsten and Klefsjo (2000) framework - originally proposed by Dean and Bowen (1994) – to focus on 'principles and values', 'practices and techniques' and 'tools'. As discussed in Chapter 2.4 this is a helpful model not only because it can be converted into a typology applicable to any management innovation but it also avoids specifying definitions that are either too narrow and context specific or too broad such that they can encompass all other management innovations (Shah and Ward, 2007).
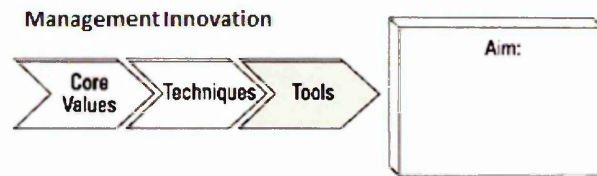
Figure 6.1 Management Innovation (Hellsten and Klefsjo, 2000)

The model from Chapter 2.4 is reproduced as Figure 6.1 and ADP can consequently be characterised using the same typology:

Aim: A review of Figure 4.2.30 in Act 2 suggests this would contain the three ingredients of:

- Business benefit - enabled by ...
- An improved delivery of the GSK strategy – enabled by ...
- A performance driven culture ...

De Waal (2004) argues that the combination of performance-driven behaviour or goal-oriented behaviour and regular use of the performance management process leads to improved results so it would be entirely appropriate for the 'Aim' to use the same language as the 2013 'ADP Vision' from Figure 4.2.30:

- Ensure effective and efficient execution of GSK strategy through embedding a performance driven culture.

Core Values and Principles: A review of Figure 4.2.30 in Act 2 suggests this could contain content linked to the three themes of:

- Engaging leaders
- Targeting Business Units
- ADP support system

In this case the request to leaders is to become not only role model leaders and coaches of the ADP Fundamentals in their teams but also to deploy performance management systems and strategy deployment. The ADP Steering Team are clear in their request from Act 2 for ADP to be *"engrained in GSK"* across all Business Units while the role of the ADP Team is not only to deliver that goal but also to provide an

enabling and supporting infrastructure. This suggests that the core values and principles could become:

- Strategy Deployment and Performance Management systems
- Leaders are role-models and coach teams in ADP.
- Support the embedding of ADP ways of working across GSK.

Methodologies and Techniques: A review of Act 5 Scenes 1 shows the roles of the Change Framework as a model for change; the PACE Principles as 'accelerators' of change and the Fundamentals as a set of 'ways of working' to help leaders and their teams in their daily work. These are artifacts or translations of ideas consistent with the definition of 'quasi-objects' (Czarniawska and Joerges, 1996; Schiermer, 2011) as the 'transformation and embedding of ideas as actions, objects and institutions'. Act 5 Scene 1 describes the development of the ADP Transformation Roadmap as a means of describing the ADP 'journey' for Business Units and leaders. Act 5 Scene 1 also reviews the development of the capability standard known as ADP Practitioners linked to the Fundamentals while Act 5 Scene 2 refers to the 'Forum, Fieldwork, Feedback' approach to training that is based on the a 70:20:10 leadership development practices standard i.e. development should involve 70% on-the-job learning, 20% learning through coaching relationships, and 10% structured learning/training (Corporate Leadership Council, 2004). This suggests that the methodologies and techniques could become:

- PACE Principles
- The Change Framework
- The Fundamentals
- Transformation Roadmap
- 70:20:10 learning principles.
- ADP Practitioners

Tools: A review of the tools associated with ADP can be found in Figure 6.1.4 – which is dated in early 2011 - while a list of the tools associated with the Fundamentals can be found in Act 5 Scene 2. Figure 6.1.4 is quite clear that the tools are associated with their parent disciplines of project management, continuous improvement and organisational development and that there are more specialised tools associated with

those disciplines. The Fundamentals themselves can also be positioned as a set of behavioural tools and techniques while the Policy Deployment Matrix and Comms Cells (or performance management reviews) are building blocks of performance management systems so could fit in this category. This suggests that the list of Tools could become:

- Basic PM tools
- Basic CI Tools
- Basic OD tools
- The Fundamentals
- Policy Deployment Matrix
- Comms Cells – weekly performance review meetings.

This analysis allows the reconstruction from the model of Figure 6.1 into the typology in Table 6.2. This same typology has also been used by the author to characterise the other management innovations deployed by GSK – these are shown in Appendix I.

Aim	Core Values and Principles	Methodologies and Techniques	Tools
Ensure effective and efficient execution of GSK strategy through embedding a performance driven culture.	• Strategy Deployment and Performance Management systems • Leaders are role-models and coach teams in ADP. • Support the embedding of ADP ways of working across GSK.	• PACE Principles • The Change Framework • The Fundamentals • Transformation Roadmap • 70:20:10 learning principles. • ADP Practitioners	• Basic PM tools • Basic CI Tools • Basic OD tools • The Fundamentals • Policy Deployment Matrix • Comms Cells

Table 6.2 ADP using the framework from Hellsten and Klefsjo, 2000.

6.2.2 From the ADP Team Leadership

The purpose of Section 6.2.2 is to respond to Research Question 1 by exploring the responses of the ADP Team Leadership. Act 5 Scene 2 shows them articulating that

ADP is made up from a combination of simple approaches from the contributing disciplines of OD, Lean Six Sigma and Project Management - allied to the Change Framework with a set of guiding (PACE) principles and some 'ways of working' known as The Fundamentals. They also state, in Act 5 Scene 2, that ADP is used in GSK to drive performance management and strategy deployment while the ADP Team coach others 'in the moment' rather than providing training or 'fixing' problems.

6.2.3 From the 'users'

The purpose of Section 6.2.3 is to respond to Research Question 1 by exploring what 'users' have said about ADP.

'Users' responses fall into four categories - the first category is linked to the Fundamental 'I focus on our Ways of Working in order to increase team effectiveness. Typical tools and practices are IPO, Advocacy / Enquiry, Fist or Five, After Action Review'. Drucker (2004) and Fotopoulos and Psomas (2009) suggest these will lead to a benefit to a business. Data from Act 5 shows that:

- 'Ways of Working' is about teams doing the right things and using simple 'soft' tools to help team and meeting effectiveness.
- Highest scores against both sets of the Fundamentals were for the Ways of Working and Voice of Customer fundamental.
- The Fundamental that scored highest when the team voted for the 'tools that make the most difference' was Ways of Working.
- The Fundamental that scored the highest when a group of recently certified Practitioners were asked 'what they 'were doing differently' was Ways of Working.
- Participants were asked about their involvement with ADP and the second largest category of comments was about adoption of the Ways of Working ADP Fundamental. Participants reported their teams to be more engaged and more effective.

The second category of responses is linked to the Fundamental 'I am personally accountable for my own effectiveness, learning and development. Typical tools and practices are reflection and journaling'. This is supported by data from Act 5 which shows that:

- Participants of the first three waves of ADP training were asked what impact the Fundamentals forums had on them. This produced responses in two main categories although both alluded to the concept of self-empowerment not only as a process requiring courage and personal change at a beliefs level but also as an outcome producing benefits from application.
- 'Personal Accountability' is about owning one's personal development through taking a detached, more objective view of ourselves and using reflection as way of amplifying our learning about ourselves.
- Respondents were asked about what surprised them during their involvement with ADP and the second largest category of comments concerned individual's personal change journeys to become more thoughtful and focused.
- Respondents were also asked what they tell other people about ADP and one category of responses concerned the individual's willingness to change and receive feedback and coaching to do that. These responses are close in meaning to the Personal Accountability Fundamental.

The third category of responses is linked to the Fundamental 'I coach individuals and teams to improve performance. Typical tools and practices are feedback, coaching and the Inverted Triangle.' This is supported by data from Act 5 which shows that:

- 'Coaching' is about leaders helping individuals and teams be 'the best they can possibly be' and is a key part of a leader's and manager's responsibilities. These in turn are linked to 'change starts with self' which is at the heart of the Change Framework.
- Participants were asked about their involvement with ADP and the largest category of comments referred to the impact from leaders taking accountability for the performance of their teams, coaching them in ADP and the personal courage that requires. Participants recorded that the personal coaching they received was an important enabler.
- Respondents were asked about what surprised them during their involvement with ADP and the category with the third largest number of comments referred to the changes in an individual's leadership style – helping to empower and delegate more. These responses are closest in meaning to the 'coaching' Fundamental.

The fourth and final category of responses is about the Fundamentals providing structure, process and [common sense] tools to take ADP 'users' into practical implementation (Hellsten and Klefsjo, 2000). This is supported by data from Act 5 which shows that:

- ADP is more about the principles behind the Fundamentals rather than the tools and practices however much of the debate focuses on tools.

- In response to the question about Forum Design the category with the most comments concerned the quantity of tools and that these may be overwhelming for some.
- Participants of the first three waves of ADP training were asked what impact the Fundamentals forums had on them and one of the categories of comments referred to the power inherent in not only combining tools from the three disciplines but also in bringing the soft skills to the fore.
- This was echoed in Act 5 Scene 5D by respondents who wanted to learn more about change management tools and practices.
- Respondents were asked what they tell other people about ADP and the majority of comments either referred to the completeness of the tools or that there were too many tools and that a degree of simplification of the toolkit was required.

Section 6.2.3 as well as Section 6.2.2 agree that ADP has a strong dimension of providing a simple yet powerful (Huczynski, 1992) set of tools (Hellsten and Klefsjo, 2000) from the three disciplines of project management, lean six sigma (or continuous improvement) and organisational development. However this section has demonstrated that ADP has a strong dimension linked to 'soft skills' (Fotopoulos and Psomas, 2009) that improve team ways of working (Drucker, 2004). This also manifests as 'personal growth' and individuals taking accountability for their own change journey supported by, and as a consequence of, 'coaching' especially by leaders to improve their team's effectiveness (Gardner *et al.* 2005; Bowles *et al.* 2007).

6.3 Research Question 2: What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?

The purpose of Section 6.3 is to provide responses to the priority research question **'What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?'** The response will consider not only the details of the various deployment approaches used by the ADP Team but also how they evolved over time and will address the research question using four alternate perspectives.

The first perspective is based on the fashion / diffusion and translation / rational levels of analysis as detailed in Chapter 2 and subsequently links to a second perspective which is concerned with a view of ADP as 'travelling ideas as quasi-objects' (Czarniawska and Joerges, 1996; Schiermer, 2011) and references the use of a performance management system (De Waal, 2004). The third perspective explores the research from the perspective of 'leadership approaches' and 'approaches to change' (Rowland and Higgs, 2009) while the fourth perspective compares and contrasts the two versions of the antecedents of the deployment of ADP.

6.3.1 From the Fashion / Diffusion school

The purpose of Section 6.3.1 is to respond to Research Question 2 from the perspective of the 'fashion / diffusion' level of analysis as referenced in Chapter 2 Literature Review and uses the headings and language proposed by Sturdy (2004). The comparative analysis with ADP is shown in Table 6.3.

Management fashion perspective (Sturdy, 2004)	ADP
'Institutional View' – this suggests that organisations sharing the same environment will employ similar practices' with practices adopted for symbolic reasons.	The literature shows GSK competitors adopting Lean and Lean Six Sigma management innovations with much debate concerning their applicability to R&D (Carleysmith *et al.* 2009). There is no evidence of GSK competitors adopting a similar approach to ADP.
'Political View' – this suggests that ideas are sought, adopted or championed by particular individuals to support their career interests, even if they recognize that the idea may be flawed.	There is evidence that leaders who have adopted the ways of working improve their own performance and that of their team (Ch.5). This is happening with the majority rather than a small minority of leaders.
'Psychodynamic View' – this points to managers' underlying anxieties leading to impulsive decisions to adopt often simplistic and rational ideas.	Adoption of the ADP ways of working improves individual's performance as a leader (Act 5) and in terms of taking accountability for their own development (Gardner *et al.* 2005).
'Dramaturgical View' – this focuses on the persuasive power of agent's charisma and presentation techniques.	The ADP Team has adopted an 'emergent' approach to change (Rowland and Higgs, 2009) which relies on 'pull' from individuals and Business Units rather than a 'push' technique with its consequent rhetoric.

Table 6.3 ADP against the Management Fashion perspective

The analysis in Table 6.3 shows that, at least on a macro-level, there are no equivalencies between the ADP deployment approach and the management innovation as management fashion perspective.

This perspective also evaluates ADP against the headings proposed by Benders and Van Veen (2001) analytical scheme of argument types from the Management Fashion 'school'. That analysis is shown in Table 6.4. At an argument type (rhetoric) level it is plausible that the ADP Team could be considered as 'fashion setters' but there is no evidence to support that users are adopting for anything other than rational reasons.

Argument Types (Benders and Van Veen, 2001)	ADP
The threat of bankruptcy in case of non-adoption.	ADP was not 'mandatory' for Business Units. They had to choose to 'opt in' based on 'pull' – an 'emergent change' approach (Rowland and Higgs, 2009).
The promises of performance enhancement.	This is true. ADP offered performance enhancements if adopted (Ch.5).
Promotion using well-known and successful users of the concept.	The names of CET sponsors were used to confer legitimacy (Peeters et al. 2014); (Act 6, Act 4).
The stressing of the concept's 'universal applicability'.	This is true. The ADP Fundamentals were claimed to be universally applicable (Act 5).
Presenting the concept as an easily understandable commodity with a catchy title.	This is true. ADP is a simple acronym that is easily remembered – although the 'P' changed.
The presenting of the concept as timely, innovative and future-orientated.	Business Units adoption of the Fundamentals was considered innovative (Ch.5).
It has a level of interpretive viability.	The number of components in ADP allowed for a level of interpretative viability (Act 5).

Table 6.4 ADP against the Management Rhetoric perspective

ADP can also be viewed through the lens of 'interpretative viability'. This, according to Benders and van Veen (2001, p. 37), is crucial for marketing a new management fashion to a broad public. It allows for concepts to be both 'simple and clear but also ambiguous and contradictory'(Kieser, 1997, p. 59). Giroux (2006) describes this as 'pragmatic ambiguity' or the decoupling of labels (concepts) and associated 'practices'. In the context of ADP there is a case for arguing that the combining of its three originating disciplines could allow users the opportunity to adopt a 'pick and mix'

deployment strategy and there are concerns by users about ADP's 'ambiguity'. These are reflected in repeated calls for a 'simpler' or 'less-complex' ADP or requests for a definition of ADP. Nevertheless there is much evidence (in the preceding sections) that users 'converge' to a set of concepts related to 'soft skills' i.e. team ways of working, personal accountability, coaching and also a broad set of 'hard' tools. We have also seen how the concepts of ADP are 'translated' - the particular forms in which a concept takes shape when it is transferred across different contexts (Czarniawska and Sevón, 2005) - into the 'artefacts' of The Change Framework, PACE Principles, The Fundamentals and The Transformation Roadmap. Although the breadth of ADP does lend itself to the charge of 'interpretative viability' there are translation devices and discourses that have significantly reduced the likelihood of that happening.

It is also premature to judge whether ADP is following the management fad life-cycle (Ettorre, 1997) however there is some evidence to show that ADP has not suffered 'academic dismissal' (Grover *et al.* 2000). This is expressed not only in terms of publications (Alexander and Huggins, 2012; Lafferty and Chapman, 2014) but also in terms of external awards (Excellence in European OD Award, ODN Europe; Excellence in Performance Improvement Award, The Association of Business Psychology).

6.3.2 From the Translation / Rational school

The purpose of Section 6.3.2 is to respond to Research Question 2 through a perspective that uses the 'translation / rational' level of analysis as referenced in Chapter 2 (Literature Review and Theoretical Framework) and explores this by fitting ADP into the management innovation lifecycle framework in Table 2.2 from the Chapter 2 Literature Review that is based on Birkinshaw *et al.* (2008).

That analysis is shown in Table 6.5 and the deployment of ADP appears a good match with the proposed framework at a 'phase content' level and also from the perspective of the actions of both internal and external change agents. The author characterises Table 6.6 as an 'intraorganisational management innovation lifecycle framework'.

The analysis from Table 6.3 and Table 6.4 suggest that ADP was not initially adopted for any of the reasons suggested by the fashion / diffusion perspective nor did it conform to the assumption that management innovations remain relatively invariant. However the analysis in Table 6.6 shows that although there is a variant of ADP over time this is closer to the concept of 'evolution' rather than 'variation'. That evolution is clearly linked to the adoption of an annual strategy refresh process as described in Act 2. This can also be characterised as a 'parallel evolution' in the sense that as all Business Units are engaged, at the same time, in the ADP performance management system (De Waal, 2004) then the rate and direction of evolution is broadly similar for all adopting and engaged Business Units. Overall the framework in Table 6.6 shows a better fit of the ADP with the 'rational/translation' perspective (Birkinshaw *et al.* 2008) rather than the 'fashion/diffusion' perspective (Sturdy, 2004).

With respect to the diffusion of ADP, Erlingsdottir and Lindberg (2005:47) argue that for a *"certain management concept to spread the idea must be dis-embedded …, packed into an object …, be unpacked by the receiving organisation, then re-embedded into organisational practices and structures"*. The preceding section showed that, for ADP, the quasi-objects (Czarniawska and Sevón, 2005; Schiermer, 2011) are the artifacts and constructs from Act 5 such as the Change Framework, the PACE Principles, the ADP Fundamentals and the ADP Transformation Roadmap which embody the ADP ways of working. The fidelity of translation by the adopting Business Units (Ansari *et al.* 2010) is assured not only by the integrity associated with these quasi-objects but also by the assigning of members of the ADP Team to build capability (Haas and Hansen, 2005) in adopting Business Units by training, coaching and certifying members as ADP Practitioners. Chapter 5 shows that the support offered by the ADP Team is critical in ensuring that the initial unpacking is done correctly and they train those who will become future unpackers – whatever their role. The ADP Team acts as a parallel-meso structure (Schroeder *et al.* 2008) – of internal and/or external change agents - that help an organisation become more ambidextrous by providing a switching structure (Daft, 2001).

	Motivation	Generation & Invention & Initiation	Adoption Decision & Implementation	Theorisation & Labelling	Diffusion & Adoption	Evolution & Adaptation & Translation	Assimilation & Entrenchment & Sedimentation
Description (Act1, Act 2, Act 6)	A new CEO sets the GSK strategy and is dissatisfied with performance against the objectives of 'simplification' and 'empowerment'. Leader's change management capability is seen as a risk to a successful implementation of strategies.	The CEO visits a GSK manufacturing plant and sees a performance management system. Senior leaders agree to explore deployment of something similar across GSK.	Senior leaders agree to sponsor a set of 'critical projects' to be done in an 'ADP way'. Some projects are already under way.	The CEO signals the existence of ADP as a management innovation, as a set of tools and links it to the simplification strategy, to improved efficiencies and to changing the culture of GSK.	There is a shift focus from 'projects' to 'building capability'. An ADP performance management system is deployed as well as 70:20:10 learning experience.	There is now a focus on embedding ADP ways of working at a Business Unit level and there is a prioritisation of Business Units. The ADP performance management system is expanded to include early adopter Business Units.	ADP is anchored into organisational practice for many Business Units. The ADP performance management system is a parallel improvement strategy with the Change Framework and Fundamentals becoming a part of GSK language.
Actions of Internal Change Agents (Act 2, Act 3, Act 4, Act 5)	Teams of internal consultants proposed, respectively, a Lean Six Sigma deployment across GSK and a 'leadership development programme'. Both were rejected.	The two teams of internal consultants combine to develop a 'shared approach'.	The ADP Team is recruited and governance structures are set up. The ADP Team agree their ways of working and develop first quasi-objects i.e. change framework and PACE principles.	The ADP Team is supporting 'critical projects' and having mixed success. Some projects report benefits while others report difficulties in engaging with the ADP Team and their methods.	The ADP Team develops further quasi-objects i.e. The Fundamentals for use as they engage outside of the critical projects. They set direction and track progress through the Strategy House and PDM.	The ADP Team develops further quasi-object i.e. Transformation Roadmap to support the translation. The ADP Team is assigned to support specific business.	ADP is embedded in early adopter Business Units who also have their own teams of internal change agents. ADP Team is involved in teaching ADP Fundamentals and certifying ADP Practitioners.
Actions of External Change Agents (Act 6)	There was no involvement of external change agents at this point.	External consultants are engaged to present 'their' solutions and in interviewing senior leaders.	External consultants promote their tools / techniques and offer expert resources to assist deployment.	External consultants are no longer involved.	External consultants are no longer involved.	External consultants are no longer involved.	External consultants claim to have invented or use ADP and offer it within their portfolio.

Table 6.5 ADP against the Management Innovation lifecycle

The purpose of Section 6.3.3 is to respond to Research Question 2 from the perspective of a Performance Management System (De Waal, 2004). The Chapter 4 narrative shows that the likelihood of high levels of ongoing fidelity of adoption is not only assured by the ADP Practitioner certification but also by adopting Business Units participating in the ADP Performance Management System. De Waal (2004) identifies the requirements of an effective performance management system and these are shown in Table 6.6 which also includes a comparison with the ADP performance management system.

Performance management system 'requirements' (De Waal, 2004)	ADP (from Act 2)
Formulating the mission, strategies and objectives of the organisation.	These can be found in the system of using an ADP Strategy House on an annual basis.
Translating the objectives to the various levels of the organisation.	This is carried out through the PDM which is applied by Business Unit.
Measuring the objectives with key performance indicators (KPIs).	The Strategy House uses medium-term goals aligned with current year 'lead' and 'lag' metrics (Jolayemi, 2008).
Taking quick corrective action based on regular reporting of KPIs.	Progress is checked at a weekly performance review using a Comms Cell with corrective actions assigned.

Table 6.6 ADP against an 'effective' Performance Management System

De Waal (2004) goes on to identify five 'behavioural characteristics' required for an effective performance management system and these are shown in Table 6.7 which also includes a comparison with the ADP performance management system.

Performance management system 'behaviours' (De Waal, 2004)	ADP (from Act 2)
Business Units understand the meaning of KPIs.	Business Units participate in the defining and setting of KPIs.
Business Units are willing to participate in the ADP performance management system.	Participation is on a 'pull' i.e. voluntary basis.
Business Units can influence performance against the KPIs assigned to their Business Units.	KPIs are self-assigned.
Business Unit are stimulated to improve their performance against the KPIs.	Visual performance management using the PDM means that peer pressure plays a role.
Business Units find the performance management system relevant.	Participation in the ADP performance management system is seen as part of the embedding of ADP for that Business Unit.

Table 6.7 ADP against Performance Management System behaviours

The Strategy House, Policy Deployment Matrix and Weekly Comms Cell (Business Unit performance review) is based on Hoshin Kanri (Jackson, 2006) principles and appears to meet the first set of De Waal (2004) requirements. Although there have been doubts expressed by Business Units in Act 2 about the meaning of certain metrics, the levels of participation in the ADP Performance Management System (Chapter 5 Section 5.5) would indicate that most of the behavioural requirements are also being met – certainly for the early adopters and larger Business Units. In light of this the analysis In Tables 6.7 and 6.8 make a strong case for arguing that the high fidelity 'translation' process (Ansari *et al.* 2010) as represented by certification as ADP Practitioners (Act 5) and Business Unit participation in the performance management system not only ensures that ADP as a management innovation remained relatively invariant as it diffuses to Business Units but also facilitates the Assimilation, Entrenchment and Sedimentation phases of the Intraorganisational Management Innovation Lifecycle framework.

6.3.4 From the 'leadership' and 'change' perspectives

The purpose of Section 6.3.4 is to respond to Research Question 2 from the perspective of 'leadership approaches' and 'approaches to change'. In Act 2 Scene 1

the ADP Team declared their intent to adopt an 'Emergent' change approach based on the Rowland and Higgs (2009) Change Approaches framework.

An 'Emergent change approach' (Rowland and Higgs, 2009) assumes that organisations are complex and cannot be directly controlled and that leaders are only able to create the conditions for change by establishing a loose sense of direction for the change, establishing a 'few hard rules' to govern what needs to happen, and then stepping back to encourage people around them to self-organise to do the rest. These are summarised in Table 6.8 as well as the equivalent comparison against ADP. Rowland and Higgs (2009) continued their work to identify what they felt to be the leadership factors that are most related to successful change outcomes in different contexts. They labelled these factors as 'Shaping', 'Framing' and 'Creating Capacity'. These are summarised in Table 6.9 as well as an equivalent comparison with ADP.

Emergent change approach (Rowland & Higgs, 2009)	ADP
Create a single, overarching framework for the change and establish a clear strategic direction, this allows people to make sense of the change and how their work relates to it.	ADP uses the Strategy House concept within a performance management system to do this.
Steer the change through the overarching framework, to monitor and track change progress, to act as a compass for the overall change effort, and produce a standard set of metrics that helps the organisation to speak the same performance language.	ADP uses the Strategy House concept, a policy deployment matrix and weekly Comms Cell (performance review meeting) within a performance management system to do this.
Bring together diverse and informal networks of people and create the space for open free flowing dialogue and exchange of information.	Business Unit adoption of ADP is based on 'pull' from those leaders who have energy for change rather than using formal lines of control and authority. The ADP Team also deployed and encouraged use of social media for knowledge sharing amongst an ADP 'community'.
Build an overall sense of the 'journey', work step by step, sensing and adjusting as you go.	The 'journey' is adjusted each year as the part of an annual strategy refresh process. In addition the Transformation Roadmap represents a high level journey for Business Units.
Design any required tool kit by a cross section of the people who will need to use them.	The Fundamentals (Act 5) were designed by the ADP Team and tested by users.
Invest in creating local sustainable capability while encouraging people to enjoy experimenting within some agreed boundaries and direction.	Individuals in the ADP Team were assigned to Business Units to build local sustainable capability. The Fundamentals are not prescriptive and encourage variation and experimentation.

Table 6.8 ADP against an Emergent Change Approach

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Leadership approach (Rowland & Higgs (2009)	ADP
Shaping: • Likes to be the mover and shaker • Sets the pace for others to follow • Expects others to do what they do • Is personally persuasive and expressive. • Holds others accountable for delivering tasks. • Personally controls what gets done.	It's highly likely that, from Act 3 and Act 7 Scene 5, a majority of the ADP Team might act in this way. However, the leadership of the ADP Team does not lead in this fashion, either individually or in their interactions with the ADP Team or in interactions with other stakeholders.
Framing; • Helps others to see why things need changing and why there's no going back. • Works with others to create a vision and direction. • Shares overall plan of what needs to be done. • Gives people space to do what needs to happen, within the business goals. • Seeks to change how things get done, not just what gets done.	From Act 2 there are similarities in terms of how the ADP Team leadership work with the Steering Team and senior stakeholders. They understand this style and are comfortable with it.
Creating Capacity: • Develops people's skills in implementing change. • Lets people know how they are doing and coaches them to improve. • Gets people to work across organisational boundaries and along key processes. • Makes sure the organisation's processes and systems support the change.	From Acts 2, 3 and 4 this is how the ADP Team leadership work with the team and encourage the team to use when building capability with Business Units. For those who are used to a 'shaping' leader this could feel uncomfortable and an individual could be perceived as not leading. However it does overlap with framing and the actual ADP leadership approach is probably between the two.

Table 6.9 ADP against Rowland and Higgs (2009) Leadership Approaches

Rowland and Higgs (2009) found that Shaping leadership behaviours were least effective in supporting successful change. However there was a very strong relationship between leaders who can frame and the success of implementing high magnitude change. In the context of longer term change, then Creating Capacity leadership was most related to success and they showed a strong correlation between Creating Capacity and an Emergent change approach. Perhaps unsurprisingly, based on the analysis in Table 6.9, ADP is closely aligned with an Emergent Change Approach based on the definition of Rowland and Higgs (2009). Based on the analysis in Table 6.10, ADP overlaps both 'Framing' and 'Creating Capacity' leadership approaches. The work of Rowland and Higgs (2009) indicated a positive relationship between these sets of characteristics and successful change – especially high magnitude and longer term change.

The purpose of Section 6.3.5 is to respond to Research Question 2 through the perspective of consideration of the 'antecedents' to the development and deployment of ADP. From the language used in Act 1 Scene 2B the CEO appears frustrated with the progress against the two GSK strategies of 'Simplify the operating model' and 'Create a culture of individual empowerment' and links to Act 1 Scene 4 which positions ADP as a response to that lack of progress with its focus on building greater leadership capability to more effectively drive change.

On the other hand, Act 6 Scene 1 describes the activities of two competing teams of internal change agents promoting their versions of a 'solution' to the GSK 'transformation' i.e. Lean Six Sigma or a Leadership Development Programme – each of which were rejected by the CET. It also describes the subsequent visit of the CEO to a manufacturing site which demonstrated 'simplification' and 'empowerment' through the use of visual performance management and his request to develop and extend the same approach across GSK. The same scene also describes the efforts of external change agents to superimpose their ideas and solutions before being excluded in favour of a GSK-developed solution from the two sets of internal change agents – now collaborating instead of competing.

The author has included this section – in fact the whole of Act 6 – despite the fact that it does not correspond with the 'official' version of events in Act 1 and appears to have potentially failed a 'triangulation' test. Notwithstanding the above, the author argues that it vindicates his use of 'everyday' records – flipcharts, post-it notes, photographs etc. as sources of data rather than relying entirely on 'official' reports. Of course this is only possible because of the author's status as 'complete participant', 'participant observer' (Gold, 1958) or 'insider'. The version in Act 6 is less rational – but perhaps more believable - than the 'official' story from Act 1 and may more truly represent the 'reactive' and *ad hoc* nature of organisational life.

Section 6.3 has spanned across the whole narrative of Chapter 4 and Chapter 5 in its efforts to provide a response to the priority research question **'What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?'** It did this by considering four different perspectives. Firstly it used fashion / diffusion and translation / rational levels of analysis - as detailed in Chapter 2 – to show that, in general, the generation and deployment of ADP did not align with the characteristics of a management fashion but instead can be characterised as following an intraorganisational management innovation lifecycle framework based on Birkinshaw *et al.* (2008). Secondly it characterises the development, diffusion and evolution of ADP as taking place in and through a Performance Management System (De Waal, 2004) which provided the necessary overarching framework. Thirdly it compared and contrasted ADP with the Emergent change approach and Framing / Creating Capacity leadership approaches recommended by Rowland and Higgs (2009) as being strongly related to success in contexts of ongoing, longer term, high magnitude change. Fourthly it contrasted the two versions of the antecedents of the deployment of ADP – as a 'rational' decision following a logical process (from Act 1) and as a story of competition (from Act 6) within and between groups of internal change agents.

6.4 Research Question 3: To what extent is ADP responsible for change in the Case Study organisation?

The purpose of Section 6.4 is to provide responses to the priority research question **'To what extent is ADP responsible for change in the Case Study organisation?'** In this instance the concept of 'responsible for change' can be evaluated from three different perspectives; the first is based on what the literature says about critical success factors and potential failings of the of the other management innovations that GSK have previously deployed. The second perspective is that of the users - the actors – as well as data from the GSK Survey and the CEO. The third perspective is expressed in terms of meeting of the ADP objectives over the period of scrutiny and from the original charter as well as the degree of diffusion of ADP across GSK.

6.4.1 From the literature

The purpose of Section 6.4.1 is to respond to Research Question 3 by reviewing the so-called critical success factors for each of the various management innovations – from Chapter 2 - using the Chapter 4 narrative to add an equivalent commentary for ADP. The argument is that if ADP matches those critical success factors then it will be at least as successful as those other management innovations. The analysis is in Table 6.10.

Management Innovation	Critical Success Factors	ADP Comparison
TQM Ismail Salaheldin, 2009; Fuentes *et al.* 2006; Kanji, 2000; Kaynak, 2003	Top management commitment. People management. Customer focus. Process management. Quality data and reporting.	ADP is openly supported by senior leaders (Act 6, Act 4) and has a focus on coaching people (Act 5) and developing leaders (Ch. 5). The Fundamentals make reference to the importance of voice of the customer, continuous improvement and visual performance management (Act 5).
Six Sigma Kwak *et al.* (2006) Weiner, 2004; Antony *et al.* 2002; Buss and Ivey, 2001; McClusky, 2000	Management involvement and organisational commitment. Project selection, management, and control skills, Encouraging and accepting cultural change. Continuous education and training.	Senior leaders (Act 6, Act 4) and large Business Units have committed to ADP (Ch.5) and a set of ways of working including a set of project management tools (Act 5). There is a focus on capability building through 70:20:10 learning principles (Act 6) leading to certification as an ADP Practitioner (Act 5).
Lean Scherrer-Rathjea *et al.* 2009	Lean will not succeed without visible management commitment. Develop formal mechanisms to encourage and enable autonomy. Openly disclose mid- to long-term lean goals. Ensure mechanisms are in place for the long-term sustainability of lean. Communicate lean wins from the outset Continual evaluation during the lean effort is critical.	Senior leaders are visibly supporting the deployment of ADP (Act 6, Act 4) across Business Units while a performance management system sits in place with Business Units using a common policy deployment matrix to visibly manage performance against short and medium term ADP objectives (Act 2). The Fundamentals make reference to personal accountability, coaching to improve performance and individual responsibility for continuous improvement (Act 5).
OD Kiran, 2014	The intervention must be relevant to the organisation and its members. Interventions must be based on valid knowledge that desired outcomes can actually be produced. The intervention transfers change-management capability to organisation members. Success depends on the expertise, experience and talents of the OD consultant.	The mission and objectives of ADP are aligned to GSK strategies (Act 1) with annual plans and objectives in place that are managed in a performance management system to deliver those objectives (Act 2). ADP Consultants are experts in their individual disciplines and have a focus on transferring that capability (Act 3) to organisation members through 70:20:10 learning principles (Act 6).

| Project Management Westerveld, 2003 | Leadership style and co-operation in the project team. Project goals are aligned with those of stakeholders. Engagement with internal and external stakeholders. Effective and efficient use of project resources. Contractual relationships with partners. Effective use of project management skills in execution of the project. | The mission and objectives of ADP are aligned to GSK strategies (Act 1) while the Fundamentals make reference a leadership style of coaching as well as effective stakeholder engagement. The Fundamentals also refer to the use of project management tools linked to implementation planning and defining benefits and scope of work (Act 5). |

Table 6.10 Management Innovation Critical Success Factors

Table 6.10 indicates that - based on a set of critical success factors for each of the management innovations previously deployed by GSK - ADP aligns well with each of these so is likely to be at least as successful in terms of benefits delivery to GSK.

The next perspective in Section 6.4.1 reviews the so-called potential failure modes for each of the various management innovations – from Chapter 2 Table 2.5 - and adds the equivalent commentary for ADP. The argument is that if ADP is able to avoid these 'failings' then it should be more successful than the other management innovations. That analysis is summarised in Table 6.11.

Management Innovation	Management Innovation Failure Mode	ADP
TQM Antony, 2009; Black *et al.* 2006; Evans and Lyndsay (2005); Lazarus *et al.* 2004; Benedetto, 2003; Dooley *et al.* 1998; Kolesar, 1995	Without a single integrated approach TQM became a set of tools rather than a business improvement strategy. It also neglected the change management dimension.	ADP is an enabling business improvement strategy (Act 2) with a strategic and operational framework consisting of the annual strategy house and performance management system (Act 2), the Change Framework, the Fundamentals and the Transformation Roadmap (Act 5). The Fundamentals make reference to a set of change management tools (Act 5).
Six Sigma Eng, 2011; Alvesson *et al.* 1996; Antony, 2004; Antony, 2008; Kumar *et al.* 2008; Pande *et al.* 2000	Six Sigma has been criticised as difficult for non-technical people to apply and requiring investment in training. Difficulties have also been reported in meeting the data acquisition requirements with service processes.	ADP does not use statistical tools with a high data acquisition requirement. Capability building is done through 70:20:10 learning principles (Act 6).
Lean Dahlgaard *et al.* 2006; Shah *et al.* 2008; Mann, 2010	Lean is best suited to mass production environments with stable requirements. It can lead to reduced organisational agility.	ADP is focused on change (Act 1 Scene4) so does not necessarily require a stable environment to be effective.

OD Greiner *et al.* 2005; Weidner, 2004; Worren *et al.* 1999	OD has been criticised for not delivering business results and although still practiced (by the few) it has been replaced by Change Management (practiced by the many) as part of integrated organisational change efforts.	ADP is an integrated organisational change effort (Act 1) that includes change management and OD principles (Act 5) and delivers business results (Ch.5).
Project Management Morris, 2010; Clarke, 1999; Maylor, 2001; Pinto, 2002; Engwall, 2003	Studies show a disparity between the growing body of PM know-how and the effectiveness of its applications to projects. In other words more projects are failing despite a greater focus on PM.	The Fundamentals make reference to a set of project management tools and the disciplines of continuous improvement and change management to improve the effectiveness of project delivery (Act 5).

Table 6.11 Management Innovation Failure Modes

Table 6.11 indicates that - based on a set of potential failure modes for each of the management innovations previously deployed by GSK - ADP aligns favourably with each of these so is less likely to be subject to the same critique and failings.

6.4.2 From the 'users'

The purpose of Section 6.4.2 is to respond to Research Question 3 using the perspective of the users - the actors – and the CEO. In Act 6 Scene 1 the CEO comments that:

> *"If you go to GE or any of the other global corporations you will see other phrases, other technology, other techniques, but for GSK it is ADP. What we are seeing across the entire corporation is that more and more businesses are pulling in … the ADP ways of working, to really allow them to do far more than they have ever done".*

The CEO continues to promote ADP (Peeters *et al.* 2014) for solving difficult problems and as a GSK 'way of working' (Andersson *et al.* 2006). He also links it to the ADP Team for those in need of expert help (Schroeder *et al.* 2008).

Chapter 5 Sections 5.2 and 5.8 point to significant benefits from application of ADP to 'real work' and 'beacon projects' (Jugdev and Muller, 2005), to improvements in 'internal relationships' (Yazici, 2005) with 'stakeholders' (Achterkamp and Vos, 2008) and sponsors, to improved project management skills and accelerated delivery of

projects, to increased discipline and focus around standards and priorities with benefits from better problem solving. Other comments include:

> "The ADP process supports teambuilding ... people become advocates for the new ways-of-working, We [are] ... already seeing significant benefits in terms of 'elimination of waste' and better coordination to improve delivery".

Users at all levels in GSK report the effectiveness of applying ADP both in terms of 'hard' benefits and 'soft' benefits (Schmidt, 2006) with the analysis in Chapter 5 Section 5.8 showing that 64% of all respondents rated the benefit received from the ADP ways of working as 'very good' or 'the best it can be'.

In Act 5 there is evidence from participants in ADP 'Forums' of increased leadership capability and an improved engagement and alignment of their teams. This is supported by additional GSK Survey data from October 2012 that shows that, compared to teams led by non-ADP Practitioners, teams of direct reports led by ADP Practitioners feel more 'adaptable to change' and more 'empowered'. The level of difference is even greater for more senior leaders who are ADP Practitioners. The differences are significant and statistically significant – that data is in Appendix H.

6.4.3 From the objectives

The purpose of Section 6.4.3 is to respond to Research Question 3 from a perspective that is expressed in terms of meeting the sets of ADP 'soft' and 'hard' objectives (Schmidt, 2006) over the period of scrutiny and is based on analysis from Chapter 5 Section 5.5 and in Table 5.3. This shows that the category of lag goals 'projects and benefits' was successfully met four out of four times or 100% resulting in increased productivity of over £700M. The category of lag goals 'capability' was successfully met three out of six times or 50%. The final category of lag goals of 'leaders and teams' was successfully met three times out of six or 50%. In addition the original Project and Programme Charters from Act 2 Scene 1 referenced an 'accelerated delivery of benefits' and a 'sustainable change transformation' as desired outputs. There is evidence to say the former has been achieved.

There is a further analysis in Chapter 5 Section 5.4. This shows that for the ADP strategy 'engaging leaders' performance of the strategy was self-assessed as only 'partially' effective or 'not fully realised'. The ADP strategy 'targeting Business Units' self-reported initial difficulties with sponsorship and efforts to align with other groups of internal consultants were eventually abandoned. For the strategy 'ADP support system' the ADP Team reported that standardisation of their own internal processes (Kubr, 2002) was consistently 'sacrificed' to the call of the 'urgent over the important' (Covey, 2014). The fact that the ADP Team consistently self-report their work on the ADP strategies as only partially effective - counter to a 'self-reporting bias' suggested by Taylor and Brown (1988) – may simply be due to poor prioritisation.

Overall the meeting of targeted 'hard' objectives (Schmidt, 2006) – especially financial objectives - that are already underway has been very successful. There has been less success in meeting broader 'soft' targets (Schmidt, 2006) that perhaps require greater levels of engagement (Maister *et al.* 2000) with Business Units. Chapter 5 Section 5.8 also shows a connection between business benefits and the amount of line manager support to the users of ADP.

The final success criteria in this perspective are also found in Chapter 5 Section 5.5 and are based on the extent of the diffusion – or reach – of ADP across GSK Business Units. This is also linked to the project and programme charter goal – in Act 2 Scene 1 - of 'sustainable change transformation' and the Act2 Scene 1 challenge from the Steering Team to make ADP a 'way of life' (Andersson *et al.* 2006). As shown In Figure 5.2 from Chapter 5 Section 5.5, by the end of 2012 five Business Units – representing approximately 40% of GSK employees - contributed 72% of the cumulative current year lag goals; however, a total of nineteen Business Units representing approximately 80% of GSK employees were actively participating in the ADP Performance Management System and were represented with targets in the policy deployment matrix reviewed during a weekly performance review or Comms Cell. The degree of institutionalisation of ADP is unknown however the author suggests that Business Units representing a majority of GSK employees participating within the ADP Performance Management System can be considered a good surrogate measure.

Overall Section 6.4 provided responses from three different perspectives to the priority research question 'To what extent is ADP responsible for change in the Case Study organisation?' Firstly it used the literature to compare and contrast ADP with the critical success factors, criticisms and potential failure modes of GSK's preceding management innovations using the logic that a favourable comparison would indicate a higher likelihood of success for ADP than its predecessors. Secondly it reviewed the reported comments of the CEO and from ADP 'users' demonstrating not only the impact on project deliverables, soft and hard benefits but also GSK survey data indicating increased 'adaptability' and 'engagement'. Thirdly it examined the overall success of ADP in terms of meeting self-set objectives over the period of scrutiny and from the original charter as well as the degree of diffusion of ADP across GSK.

6.5 Research Questions – Summary of responses

The purpose of Section 6.5 is to summarise Sections 6.2 to 6.4 and provide a set of final responses to the three priority Research Questions which link to the original Research Objectives in Chapter 1.15.

The first priority research question was 'What are the critical features that characterise the content and specificity of ADP in the Case Study organisation?' Comparisons with the literature indicates that ADP meets the definition requirements of a Management Innovation (Birkinshaw *et al.* 2008) and can be characterised using a typology (Hellsten and Klefsjo, 2000) that presents as a set of principles, basic tools and practices – in Act 5 - from the contributing disciplines of project management, continuous improvement and organisational development. In terms of how ADP is manifested, Act 2 shows that ADP is being used in GSK to drive performance management (De Waal, 2004) and the use of strategy deployment (Jolayemi, 2008) while Act 5 shows the ADP Team coaching others (Bowles *et al.* 2007) 'in the moment' rather than providing training (Lombardo and Eichenger, 2006) or 'fixing' problems. In Act 4 'users' definitions and comments are in terms of an emphasis on team and meeting effectiveness (Drucker, 2004), a leadership style

that is based on 'coaching' (Bowles *et al.* 2007), a focus on personal accountability linked to individual change (Gardner *et al.* 2005) and a set of 'common sense' tools and techniques (Tague, 2005; Huczynski, 1992) linked to the Fundamentals – from Act 5.

The second priority research question was **'What success factors and phases are revealed by consideration of the multilevel process that is the adoption of ADP by the Case Study organisation?'** The 'generation' of ADP is not only described as a 'rational' decision following a logical process (from Act 1) - but also as a story of competition (from Act 6) within a group of internal change agents, between groups of internal change agents (Birkinshaw, 2001) and between internal and external change agents while also characterising it as the outcome of a serendipitous visit by the CEO to a manufacturing site. Comparisons with the literature (Sturdy, 2004) indicate that although the generation and deployment of ADP did not generally follow a management fashion perspective it could be construed from Act 2 as relatively invariant with changes being essentially evolutionary in nature. Act 2 shows the generation and subsequent diffusion of ADP can be characterised as following an intraorganisational management innovation lifecycle framework based on Birkinshaw *et al.* (2008) while maintaining high levels of fidelity (Ansari *et al.* 2010) in the Business Unit diffusion process. These result not only from a parallel evolution based on the adoption of an annual strategy refresh process (Jolayemi, 2008; Jackson, 2006) and a common performance management system (De Waal, 2004) acting as a single overarching framework but also because of the ADP Team, ADP Practitioners, The Change Framework, the PACE principles, the Fundamentals and the Transformation Roadmap and their role as 'quasi-objects' (Czarniawska and Joerges, 1996; Schiermer, 2011) in facilitating the 'translation' process. ADP also adopted an Emergent change approach and a Framing / Creating Capacity leadership approach (Rowland and Higgs, 2009) to influence the conditions that enabled the change – in this case the ADP deployment - to be successful rather than adopting a more directive or shaping approach.

The third priority research question was **'To what extent is ADP responsible for change in the Case Study organisation?'** Comparisons with the literature in Chapter 2

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indicates that ADP not only replicates the critical success factors of the preceding management innovations but also is set up in such a way as to avoid the criticisms and potential failure modes of the preceding management innovations. In Act 6 the CEO has publicly pronounced it to be a success based on application to critical organisational processes while in Act 4 and Chapter 5 Business Units are reporting not only 'hard' benefits in terms of cash benefits and accelerated project deliverables but also 'soft' benefits (Schmidt, 2006) in terms of improved capability, increased discipline, focus and relationships with stakeholders. In addition Chapter 5 shows that ADP diffusion across GSK is not only such that most Business Units have embedded ADP ways of working with the major Business Units at a self-sustaining level but also that teams led by ADP Practitioners are self-reporting increased 'adaptability' and 'engagement'. However and notwithstanding the above, in Act 2 Business Units are not consistently meeting their self-set targets from the ADP policy deployment matrix. In addition Act 2 shows the ADP Team consistently refers to itself as failing to deliver full implementation of the annual ADP strategies – this based on a self-assessment at the end of each year. Overall though, the author suggests that the positive endorsement of the CEO, the benefits reported by the majority of users and the degree of adoption by Business Units across GSK make it difficult to answer this Research Question with anything other than terms such as 'largely', 'greatly' or 'significantly'.

6.6 Contributions to the body of knowledge

The aims of this research were to use the generation, adoption and diffusion of a management innovation to not only extend the understanding of existing constructs but also develop an explanatory framework for the adoption, diffusion and high-fidelity adaptation of management innovations. It also set out to provide manager practitioners with guidance in terms of creating the conditions for a successful adoption and diffusion of large-scale management innovations across large organisations. In addition it was stated that the specificity of a new management innovation; its content, success criteria and characterisation of its deployment approach would be of interest to the 'players' in the knowledge creation 'process'

(Senge and Scharmer, 2001) i.e. the academic community, professional consulting firms and management practitioners. This study not only developed a Management Innovation Content Typology – based on Hellsten and Klefsjo (2000) - but also built on and extended ideas presented by Birkinshaw *et al.* (2008) to develop an Intraorganisational Management Innovation Framework. It has also tested and empirically validated a number of constructs and these are shown in the Theoretical Framework of Table 6.1. Section 6.6 discusses further those contributions.

6.6.1 The Management Innovation Content Typology

The Management Innovation Content Typology was developed by the author as an extension of the work of Dean and Bowen (1994); Hellsten and Klefsjo (2000) and is shown in Figure 2.3. This is a significant original contribution to the domain of Management Innovation that is validated not only by the author's application to the Management Innovations already adopted by GSK – in Table 2.3 and Appendix I – but also by application to ADP in Table 6.2. Its practical utility is in application to management innovations that lack consensus on terminology and content. It's value for the academic community, professional consulting firms and management practitioners lies in its ability to avoid specifying definitions that are either too narrow and context specific or too broad such that they can encompass all other management innovations (Shah and Ward, 2007).

6.6.2 Intraorganisational Management Innovation Framework

Chapter 2 has shown there is a proliferation of terminology in the Management Innovation literature and this study extends the work of Birkinshaw *et al.* (2008) in Figure 2.2 to propose a seven-step framework that consolidates content without sacrificing the variety of 'headings' associated with the phases of an intraorganisational management innovation framework – these start with 'generation' and pass though 'diffusion' to 'institutionalisation'. The framework is shown in Table

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2.2 and is an original contribution to the domain of Management Innovation that is empirically validated through a fine-grained longitudinal case study that explores how the case study organisation changes in order to adopt a management innovation. That validation is shown in Table 6.5. By itself the extension of the Birkinshaw *et al.* (2008) framework to characterise the multi-level management innovation process is a significant contribution and of value to the academic community, professional consulting firms and management practitioners. However also of note is the contextual richness of the narrative that allows the capture of the tension within and between groups of internal change agents – which continues for most of the period of this study. This contrast between the 'official' rationalised adoption decision linked to the environmental and organisational contexts and the 'actual' serendipitous adoption process is only made visible due to the author's status as 'insider' and his access to archival data – this level of detail is rarely captured in the existing literature. This narrative and the Intraorganisational Management Innovation Framework are an empirically-based response to calls in the literature for more research in the areas of the management innovation process, the roles of internal / external change agents and other stakeholders and the impact of environmental and organisational contexts (Birkinshaw *et al.* 2008; Volberda *et al.* 2014; Ansari *et al.* 2014; Mol and Birkinshaw, 2009; Daniel *et al.* 2012).

6.6.3   Other contributions

This study responds to calls from the literature to use longitudinal case studies to explore how organisations change in order to adopt a management innovation (Heusinkveld and Benders, 2012; Volberda *et al.* 2014). It finds the role and impact of CEO and line manager support corroborates not only Peeters *et al.* (2014) findings of fostering of legitimacy but also the concept of 'translation' and 'packing / unpacking' as expressed by Røvik (2011) and Ansari *et al.* (2010).

The logic of ideas being considered as 'quasi-objects' has also been proposed by Czarniawska and Joerges (1996); Schiermer (2011). However, each of these considers

the net result is that of variation of the management innovation. In contrast however, this study provided a significant contribution with the insight that it was the additional actions of internal change agents – operating in a parallel-meso organisational structure (Schroeder *et al.* 2008) – that were instrumental in maintaining the high-fidelity adaptation of the management innovation. They did this by 'packing' the management innovations into a set of 'artefacts' before personally taking charge of the 'unpacking' in the target population. The 'unpacking' process was reinforced through supervised training, coaching and on-the-job application using 70:20:10 learning principles (Lombardo and Eichenger, 2006). Recipients were carefully selected on a 'pull-pain-ROI' basis i.e. those who requested it the most, those who were in the most need and those who could provide the most benefit – in other words the recipients who were most likely to institutionalise the management innovation.

Fidelity to the original management innovation was also enhanced by recipients' participation in a global ADP performance management system – corroborating the work of De Waal, 2004 - with its ingredients of a Strategy House, policy deployment matrix and a weekly performance review or Comms Cell. This is itself a technique from Lean and is also known as Hoshin Kanri (Jackson, 2006). In this sense, it can be argued that a 'dimension' i.e. the performance management system - of the management innovation is being used to facilitate diffusion and sedimentation of the management innovation.

The study also found that although a management innovation can be conceptualised in terms of its 'hard' content of tools and practices it is the 'soft' skills that have the most impact in the minds of users – this corroborates the findings of Drucker, 2004; Fotopoulos and Psomas, 2009. It has shown that ADP has a strong dimension of providing a simple yet powerful (Huczynski, 1992) set of tools (Hellsten and Klefsjo, 2000) from the three disciplines of project management, lean six sigma (or continuous improvement) and organisational development. However it has also demonstrated that ADP has a strong dimension linked to 'soft skills' (Fotopoulos and Psomas, 2009) that improve team ways of working (Drucker, 2004). This also manifests as 'personal growth' and individuals taking accountability for their own change journey supported

by, and as a consequence of, 'coaching' especially by leaders to improve their team's effectiveness (Gardner *et al.* 2005; Bowles *et al.* 2007).

This study has also validated the work of Rowland and Higgs (2009) who suggest that when adopting a management innovation the use of an 'emergent' change approach (see Figure 4.2.1) combined with a 'creating capacity' leadership behaviour is most effective in the context of high magnitude and longer term change. Based on the analysis in Table 6.8, ADP is closely aligned with an Emergent Change Approach and based on the analysis in Table 6.9, ADP overlaps both 'Framing' and 'Creating Capacity' leadership approaches.

6.7 Contributions to professional practice

The major contributions to professional practice are in three areas. First is in terms of its content – the 'artefacts' of The Change Framework, PACE Principles, The Fundamentals and Transformation Roadmap. Second is the development and use of a performance management system used in the context of an emergent change approach to facilitate the diffusion of the management innovation. Third are the approaches used to maintain the fidelity of the management innovation i.e. 70:20:10 learning principles (Lombardo and Eichenger, 2006) facilitated by the ADP Team, ADP Practitioner certification, the nature of the 'artefacts' and careful selection of recipients based on 'pull, pain, ROI' criteria and their subsequent participation in the performance management system.

The roles of internal change agents – the ADP Team and Business Unit teams - in 'packing' into artefacts and 'unpacking' into target populations through 70:20:10 leadership development principles and subsequent certification as ADP Practitioners has already been covered, as has the use of a performance management system to drive diffusion and engagement. The literature shows that the use of a performance management system improves the performance and overall quality of an organization (Linge and Schiemann, 1996; Lawson *et al.* 2003; De Waal and Coevert, 2009).

ADP can be considered a 'hybridised' management innovation (Mamman, 2002) i.e. where several distinct ideas are merged to form a new idea and although its 'roots' in the disciplines of project management, organisational development and continuous improvement could appear obvious, the evolution of ADP is consistent with the Gibson and Tesone (2001) argument that management innovations will morph into other names and technologies as time goes by.

However and notwithstanding that the breadth and familiarity – in GSK - of the components of the management innovation should have rendered it relatively inoffensive to most practitioners there was resistance from individuals to its adoption. Rowland and Higgs (2009) identify this, potentially, as a consequence of an ego-driven, leader-centric approach and this is supported by the role and psychological profiles of the ADP Team. These showed the ADP Team as likely to adopt 'shaping' leadership behaviours and a 'directive' approach to change – described as 'over-zealous' or 'purist' and in situations where support through the implementation process is critical is less likely to result in a successful change (Rowland and Higgs, 2009).

6.8 Limitations and recommendations

This study clearly has a number of limitations and these are linked to decisions made in the research design phase of activity. The decision to limit data collection to use of internal archival data was made on the basis of expediency i.e. to keep the volume of data at a manageable level - and also to maintain a certain level of objectivity in deconstructing events. The author has no regrets but occasionally wonders if a few discrete sets of semi-structured interviews would have made validation of some of these conclusions more certain and would have meant, potentially, less work. Similarly the choice of incidents and timeline forced the development of a certain story – perhaps a different story would have emerged if the timeline was extended to (say) the end of 2014 or if the author had carried out a 'deep dive' into a smaller number of incidents. Again, the author has no regrets but would be intrigued to revisit some of the larger incidents e.g. the 'World Café' in Acts 2 and 4 to see what other stories are

being told. Finally there is the choice of a positivist research philosophy. Most longitudinal case studies have been approached from an interpretivist paradigm so bringing a process perspective to their research. However, the author took comfort from Mingers (2001) recommendation to adopt 'methodological and theoretical pluralism' and could recognise his own particular preferences in Fidock and Caroll (2009) description of a 'process researcher of a quantitative persuasion'.

The author does recommend further research to validate the findings of this study. These fall into five categories. The first would be to explore the application of the intraorganisational management innovation framework to other organisations with a view to validate the content and rationalise the phase headings. The second would be to further explore the role of internal change agents and artefacts in the diffusion phase of management innovations. The third would be to further examine the impact of using a performance management system on the diffusion of management innovations. The fourth would be another longitudinal study to examine the institutionalisation of ADP in GSK for the period 2013 to date. The fifth, and possibly the most important recommendation, would be to study the adoption and deployment of ADP by another organisation.

APPENDIX A

Figure A.1 shows the Policy Deployment X-Matrix for the ADP team based on performance against their objectives at end-December 2011.

Figure A.1 Final 2011 PDM

'Job Templates' are available for each of the ADP Team roles and these are shown in Table B.1

Category	PM Consultant	CI Consultant	OD Consultant
Job Purpose & Responsibilities	Providing expertise in the area of project management (planning, reporting, risks and issues management, processes / road maps, dependencies and resourcing management) governance, delivery frameworks, tools, metrics and supporting systems to improve the overall effectiveness of the Action Learning projects by building this project management capability within the teams. The focus must be on the transfer of this capability to the project team members	Provide expert consultancy and technical leadership in the identification, design and implementation of a Continuous Improvement way of working to improve the overall effectiveness of the Action Learning projects by building Continuous Improvement capability in the project teams. The focus must be on the transfer of this capability to the project team members.	Lead the diagnosis design and implementation of OD interventions to improve the overall effectiveness of the Action Learning projects by building leadership and change management capability and capacity for the team. The focus must be on the transfer of this capability to the project team members
Specialised Knowledge	BS / BA (Masters strongly preferred) in a related field or equivalent work experience. Project Management certification (PMP/Prince/2/APEX strongly preferred) or equivalent experience. Evidence of 'hands-on' experience in application of projects governance and delivery methods and tools (in context of both planning/portfolio management and delivery of solutions).	This level of technical competence is only likely (but not necessarily) to have been achieved through Master Black or Black Belt accreditation coupled with extensive practical experience within the Pharmaceutical industry or other industry sectors.	Ideally degree in Organizational Psychology or related degree plus professional qualification. Expertise should focus on Leadership / Executive Development and may also include OD*, Change Management, Organization Systems Design and Training & Development.
Experience	Must have recognized expertise in the areas of Project Management (e.g. APEX), and/or Change Management methods and techniques. Must have demonstrated experience applying these frameworks including managing complex change initiatives in large, culturally diverse organizations, and adapting to situations for impact / measurable results.	Long and broad experience of applying Lean Six Sigma solutions within across a variety of industries and/or business functions. Experienced in leading change initiatives and projects, resulting in direct financial benefit and behavioural change.	Significant experience in Human Resources/ HR Consultancy, Leadership Development or Organization Development. Experience of leading high impact/ profile projects and matrix teams

Table B.1 Job Templates

The 'Job Templates' show the requirements for highly experienced people, experts in their own fields. One factor that all roles share is the level of **'influencing skills'** required. Comments include:

> *"Influences and coach senior executives in the organisation to challenge thinking and establish clear project goals, gain input and sponsorship for recommendations. A level of business acumen and experience that quickly gains credibility and influence amongst all key stakeholders up to SVP level. Must be able to operate and influence across all business units and across multiple disciplines, and have strong negotiating skills."*

The other factor in common is the requirement for effective **'matrix working'**. Comments include:

> *"Very high degree of influencing is required across the CET sponsor, the project team, the L&OD Centre of Excellence and networking across the other project teams through the action learning team. In addition the broader CET sponsorship team and HR Leadership team will be key networks."*

Both Golden and Tepes (2013) have used the Archetypal Pearson-Marr Indicator (2002) to diagnose a total of 12 archetypes and these are shown in Table C.1:

Archetype Name	Characterisation (Tepes, 2013)
The Hero / Warrior	Impetuosity of competitive spirit, by dignity and pride, by the ability to formulate goals.
The Magician	Changes the circumstances by expansion of the perspective of thought and fact.
The Creator	Stimulates innovative spirit, imagination, quickness of mind.
The Innocent	Self-confidence, hope and optimism. They trust in people and feel safe in the world
The Sage	Quality thinking, which is critical in formulating his own opinions.
The Ruler / Leader	The ability to control, has responsibility and consistency.
The Orphan / Everyman	Provides a realistic view on happenings that we face and feels empathy for others.
The Caregiver / Altruist	A compliant and empathetic attitude in relation to others, the availability to provide help when needed.
The Lover	Defined by love for fellows, loyalty for the other.
The Jester	Joy for work and life, also by the ability to always be connected to the present time.
The Explorer	Acceptance of the differences between people, but also by the openness to experience new things.
The Rebel / Outlaw / Destroyer	Overcomes the vicissitudes and imbalances of existence and is able to respond and take control again.

Table C.1 Archetypes

The author has taken each of the 'Leadership images' and matched it with one of the archetypes based on a perceived alignment with the Golden (2014) characteristics. An example is shown in Figure C.1.

Image	Archetype	Description
	Caregiver	**Motto:** Love your neighbour as yourself **Core desire**: to protect and care for others **Goal**: to help others **Greatest fear**: selfishness and ingratitude **Strategy**: doing things for others **Weakness**: martyrdom and being exploited **Talent**: compassion, generosity The Caregiver is also known as: The saint, altruist, parent, helper, supporter.

Figure C.1 Archetype Example

Golding also suggests that archetypes share one of four 'driving sources' of 'Freedom', 'Ego', 'Social' or 'Order' and arranges these to form a 'wheel' as shown in Figure C.2.
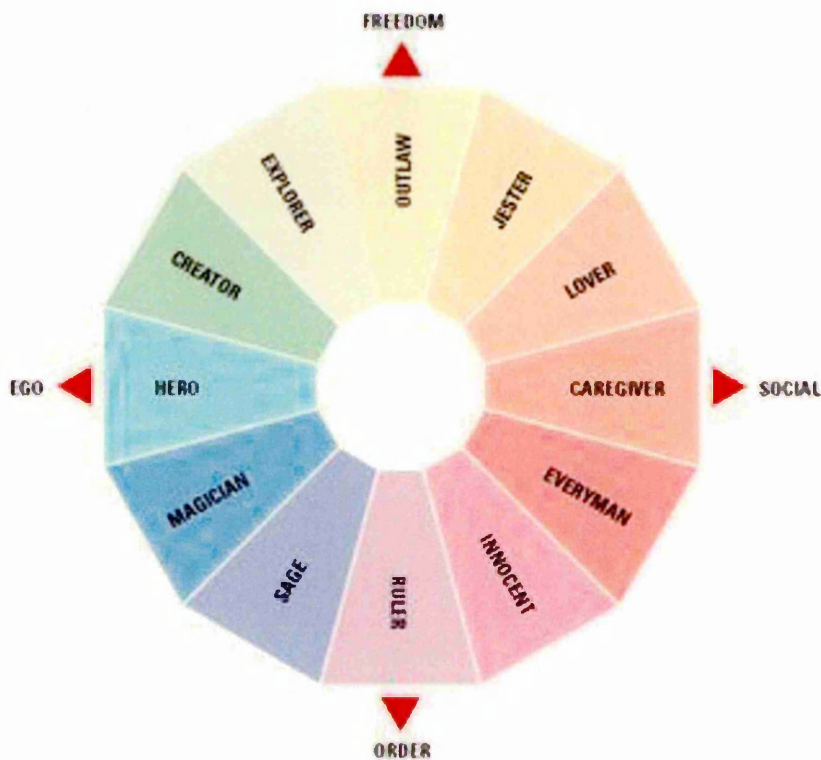
Figure C.2 Four Sources

Certification data is available for 110 ADP Practitioners certified against Version 1 of the Fundamentals during the period **24th January 2011 to 28th February 2012** and also for 207 ADP Practitioners certified against Version 2 of the Fundamentals during the period **12th September 2011 to 21st December 2012.**

Analysis is based on the scoring system used for the self-assessment carried out by ADP Practitioners-to-be of 1 for Not Used, 3 for Utilised and 5 for Coached / Embedded. An analysis using an ANOM approach showed no difference – whether practical or statistically significant – over time, or between the different versions of the Fundamentals or between ADP Action Coaches. There were practical and statistically significant differences between individual Fundamentals across both versions. A further comparison is shown in Table D.1. Text in 'red' is statistically significantly different from the Mean and indicates whether the difference is 'High' or 'Low'.

| V1 Fundamentals	ADP Practitioners Mean Score	V2 Fundamentals	ADP Practitioners Mean Score
Leaders seek the Voice of the Customer – enquire and seek to understand what the customer needs and values	4.55 (HIGH)	I seek the Voice of the Customer to understand what they really need and value.	4.61 (HIGH)
Leaders 'gemba' with a purpose of confirming processes, standards, accountabilities, team and individual performance.	4.22	I 'go and see' to understand processes, accountabilities and performance.	4.39
Teams carry out root cause diagnosis, problem solving or continuous improvement.	4.28	I carry out Problem Solving in order to identify Root Causes and implement sustainable solutions.	4.59 (HIGH)
Leaders accurately define scoping and boundaries and ensure alignment with strategy.	4.49	I effectively define the benefits and scope of work to ensure alignment with strategy.	4.33
Leaders accurately define benefits. KPIs and targets.	3.82 (LOW)		
Leaders make conscious decision about the approach to change.	3.87 (LOW)	I make a conscious decision about the Approach to Change to ensure successful implementation.	3.66 (LOW)
Teams carry out disciplined implementation planning and execution.	4.05	I carry out Implementation Planning to accelerate execution and deliver benefits.	4.53 (HIGH)

Teams carry out visual performance management.	3.84 (LOW)	I carry out Visual Performance Management to engage and align teams.	4.43
Leaders are responsible for leading and managing the performance improvement process.	4.31	I take responsibility for continuously improving my part of the business.	4.31
Leaders effectively engage stakeholders and sponsors.	4.29	I effectively engage the right stakeholders and sponsors to accelerate delivery.	4.07 LOW)
Teams manage stakeholders and sponsors.	4.07		
		I am personally accountable for my own effectiveness, learning and development.	3.71 LOW
Leaders coach individuals in order to improve performance.	4.36	I coach individuals and teams to improve performance.	4.07 (LOW)
Teams increase the effectiveness of their ways of working.	4.75 (HIGH)	I focus on our Ways of Working in order to increase team effectiveness.	4.71 (HIGH)

Table D1 Performance against the Fundamentals

This indicates that:

- The Fundamental 'Voice of the Customer' scores consistently 'High' across both versions of Fundamentals.

- The Fundamental 'Ways of Working' scores consistently 'High' across both versions of Fundamentals.

- The Fundamental 'Approach to Change' scores consistently 'Low' across both versions of Fundamentals.

- The Fundamental 'Problem Solving' scores higher in Version 2 than Version 1.

- The Fundamental 'Implementation Planning' scores higher in Version 2 than Version 1.

- The Fundamental 'Coaching' scores lower in Version 2 than Version 1.

Table E.1 shows the evolution of the Transformation Roadmap.

Phase	Lean Maturity, Lean Sustainability (Jorgensen *et al*, 2007)	BU9 Lean Capability Model (November 2011)	Draft ADP Capability Model (March 2012)	ADP Transformation Roadmap (June 2012)
1	Sporadic - characterised by random efforts at optimization in various organisational units typically led by experts with little to no general employee involvement.	Reactive: Tool-based (activity used to address specific issues)	Build Understanding by understanding the business requirements and applying BI to enhance existing ongoing projects	Prove the approach is transferable to targeted Business unit by working on pilot project, supporting Gemba visits to reference Business units and 'selling' benefits of approach.
2	Basic lean understanding and implementation. Experts and general workforce have received basic training and pilot projects have been initiated in isolated units for the purpose of experimenting with the individual lean tools and methods.	Formal: Some standardisation of approach, capability owned by central experts	Build Strategic Capabilities and begin deployment. Leaders learn by doing via small projects with ADP action coaching for key stakeholders. Create a 'Model' Business.	Build understanding in the organization through training and describing the change journey and approach. Stakeholder engagement and coaching continues as does project coaching and support.
3	Strategic lean interventions. Lean is now a part of the organisation's strategy and projects and activities are planned on the basis of established goals and objectives. Experience with lean tools and methods is acknowledged and recognized across the organization, although initiatives are still primarily implemented according to an established plan.	Deployed: Capability is being transferred into the organisation. The approach is aligned to Business goals.		Developing capability through deployment of ADP ways of working in organization. Action coaching of leadership through the change framework is continuing as is supporting deployment of a management system through coaching and assessment.
4	Proactive lean culture. Lean activities occur continuously in all areas of the organization. To think and act lean has become a part of the	Autonomous: Continuous Improvement at all levels of the organisation	Full Deployment of BI Transformation at all levels. The 'Model Business' being replicated across the business along with development of the	Business improvement is starting to happen at all levels of the business. Capability is transferred into the line organization and

	daily work and is more of a habit than a specific task, although efforts have not yet been made to extend these efforts outside of the organization's own boundaries.		process and capability for a business to self-diagnose. ADP support shrinks and starts to withdraw.	diagnostic processes are developed for full business unit review
5	Lean in the EME. Lean is no longer just an internal strategy and its impact is visible in activities throughout the EME (Extended Manufacturing Enterprise) level. Lean activities are planned, implemented, and monitored across the EME's boundaries with knowledge sharing an important component of activities.	Way of Life: Continuous Improvement is a way of life everywhere, Systems and processes are aligned to ensure sustainability.	Business Improvement (BI) is a way of Life and is converted to cash. Model businesses exist everywhere with teams self-diagnosing and making significant business improvements.	Business improvement is the process and mindset by which the business is run. Facilitation of Business Unit diagnosis continues although with the goal of developing leadership capability.

Table E.1 Transformation Roadmap

This analysis has been carried out by reviewing the verbatim comments in each scene or critical incident – both spoken and from other artifacts – and identifying 35 categories of comments in Table F.1. Each category is then rated in terms of the mean proportion of comments that represent that category within each scene and also the proportion of scenes that contain comments representing that category.

Label Number	Category Description	Mean Proportion in Incident	Proportion of incidents
1	The stages of the ADP 'journey' for a business unit with enabling strategies and choices that enable the BU to become self-sufficient.	0.30	0.46
2	Issues with ADP metrics and requests for a simpler more accessible set of definitions and language about ADP and its associated tools.	0.27	0.40
3	ADP has been applied, in 'real work' or 'beacon projects' and benefits have been seen.	0.27	0.29
4	The tools and content of ADP, their usefulness, relevance and simplicity as well as 'ways of working'.	0.29	0.28
5	The ADP team, their own internal processes and their status in the wider GSK.	0.24	0.29
6	Working with senior leaders and middle managers, getting buy-in from stakeholders.	0.25	0.25
7	A positive impact of ADP on levels of engagement, on teambuilding and teamwork within the project, on the levels of project management skills, accelerating delivery of projects. Also increased discipline and focus around standards and priorities with benefits from better problem solving.	0.21	0.28
8	Internal relationships with stakeholders and sponsors.	0.29	0.18
9	The promotion and embedding of ADP. It's spreading out and needs to go viral.	0.40	0.09
10	The significant challenges and difficulties in engaging - or in the start-up phase of working with - the ADP team	0.23	0.14
11	The strategies are incomplete, there is an element missing	0.41	0.08
12	Project teams want more ADP team support in building capability with ADP tools and techniques.	0.17	0.17
13	The benefits from the ADP action coaching approach.	0.23	0.09
14	The credibility, approach and reach of ADP	0.17	0.12

15	There is evidence of resistance to ADP, possibly from an overly purist approach and that is a barrier to using the ways of working.	0.31	0.06
16	Working in business units with ADP with Practitioners to build capability	0.23	0.08
17	There's not enough change agents resource of right quality and quantity to work on projects	0.13	0.11
18	How the benefits from ADP tools and techniques drive learning into the business	0.22	0.06
19	Respondents are not clear and need more help and information to do this.	0.22	0.05
20	Change starts with self	0.16	0.06
21	The benefits from an action learning approach to projects.	0.29	0.03
22	A business unit that is a future opportunity, environment is in place but maturity of organisation is a concern.	0.14	0.06
23	There's not enough time for leaders and teams to engage in ADP or do it properly	0.18	0.05
24	Getting people to take accountability for their challenges and actions.	0.20	0.03
25	The differences between ADP, project teams and external consultants with their respective priorities of 'methodology' and 'content'.	0.19	0.03
26	ADP is too simple	0.26	0.02
27	Use an approach that copies and pastes from Unipart..	0.26	0.02
28	The Fundamentals are aligned with our values and beliefs.	0.26	0.02
29	The positive impact of leader support	0.25	0.02
30	The need for an effective ADP Community	0.25	0.02
31	ADPs role in supporting Leadership capability.	0.21	0.02
32	GSK needs to prioritise so that we work on the 'right thing'.	0.09	0.03
33	Accelerated deliverables as an outcome.	0.17	0.02
34	GSK is not great at learning from outside or applying learning.	0.16	0.02
35	GSK needs better use of KPIs and benefits measurement	0.09	0.02

Table F.1 Critical Incidents

The evolution of the ADP Strategy House from 2010 to 2013 is in Table G.1 to G.3.

House Section	2010	2011	2012	2013
'Roof' (ADP Mission) (ADP Vison Statement)	Substantially enhanced business benefit.	Substantially enhanced business benefit through accelerated delivery of the GSK strategy.	To embed a performance driven culture within GSK through use of the Fundamentals	Ensure effective and efficient execution of GSK strategy through embedding a performance driven culture.
'Eaves' (Under the roof) (ADP Value Statement)	None	Universal application of the Fundamentals of delivery	None	None

Table G.1 Strategy House Roof

House Section	2010	2011	2012	2013
Roof Truss Transformational Goals (Lag) (Medium-term goals)	Every employee is empowered, motivated and capable of driving continuous improvement to benefit our customers.	Every employee is empowered, motivated and capable of driving continuous improvement to benefit our customers.	From our March 2009 Employee Survey baseline we will by May 2014 have made significant improvements in the engagement & 'Empowerment in Action' of the organisation.	From our March 2009 Employee Survey baseline we will by May 2014 have made improvements in the engagement & 'Empowerment in action' of the organisation.
Roof Truss 2 Transformational Goals (Lag) (Medium-term goals)	GSK is excellent at rapidly executing strategic priorities and proactively shaping the external environment.	All strategic priorities are rapidly executed delivering measurable benefits to customers.	By the end of 2015 we will increase the performance improvement rate across GSK (EPS and free cash flow) providing total shareholder return to exceed external analysts' expectations.	By the end of 2015 we will increase the Performance improvement rate across GSK (Profit and cash flow) providing total shareholder return to exceed external analysts expectations
Roof Truss 3 Transformational Goals (Lag) (Medium-term goals)	None	All senior leaders provide active coaching to institute a culture of business performance improvement.	We will have gone from having 200 performance review systems (Communications Cells) to 10,000 embedded across the globe by the end of 2015.	By the end of 2015 all GSK operating units will have a business performance management system operating at all levels (evidenced by the number of regular and effective performance review meetings changing from 200 to 10,000)

Table G.2 Strategy House Transformational Goals

2010	2010 Themes	2011	2012	2013
Thoroughly engage the broader business through a comprehensive communication particularly with senior management groups.	Engage with senior leaders.	Motivate 'top-200' leaders to use (and promote use of) selected GSK Fundamentals in daily work.	Increase the number of Leaders using and coaching the fundamentals.	Increase the quality and extent to which high impact leaders and their teams role model, coach and embed the ADP Fundamentals to improve performance.
Scale up the number of ADP projects through the use of the extended ADP network using an appropriate selection process.	Work on additional projects and business units across GSK.	Drive accelerated customer benefit through greater alignment amongst COEs	Increase employee alignment and engagement across the organisation via effective GSK strategy deployment and performance management systems.	Continue to drive accelerated business delivery in all parts of the business through embedding effective performance management aligned to effective strategy execution
Focus CI efforts on the critical areas where productivity needs to be immediately enhanced (eg NA Pharma)	Target their efforts in particular business units.	Develop self-sustaining momentum and discipline in the Fundamentals of Delivery	Support the GSK transformational journey appropriate for each Business Unit.	Drive the alignment and collaboration of the organisation around pipeline delivery, supply chain & Cx/Rx in order to increase Engagement, Efficiency and Effectiveness
Develop a critical mass of ADP people highly skilled and experienced in CI, PM and change leadership.	Skills transfer or capability building to a wider group.	Grow credibility through consistent and high quality support to the business.	Deploy a highly effective and efficient ADP support system which helps everyone.	Establish a support system to embed and grow a performance driven culture: Infrastructure and resources, Practitioner and Consultant community – to activate, build and support
Create simple summary packages of ADP tools and system; create conditions for successful adoption by the broader business.	Identify and develop the ADP 'support system' in terms of its tools and techniques.	Create the conditions for universal adoption of the Fundamentals of Delivery by the broader business.		

Table G.3 Strategy House Strategies

This uses additional GSK Survey data from October 2012 in Figures H.1 and H.2 that shows a statistically significant difference in the 'adaptability' and 'empowerment' scores for those teams led by leaders who are ADP Practitioners and shows the proportion of respondents rating those questions as 'favourable'.
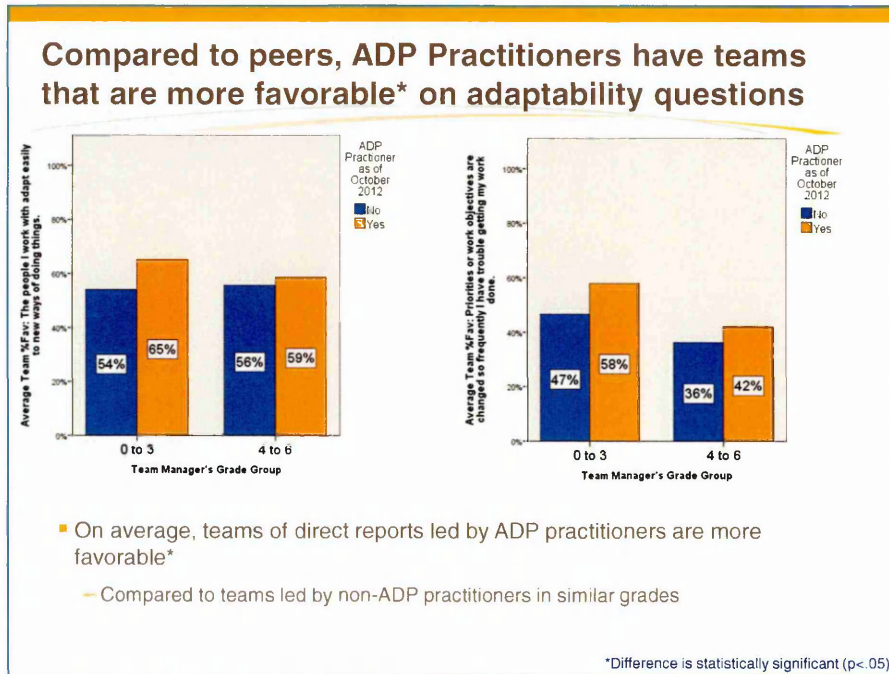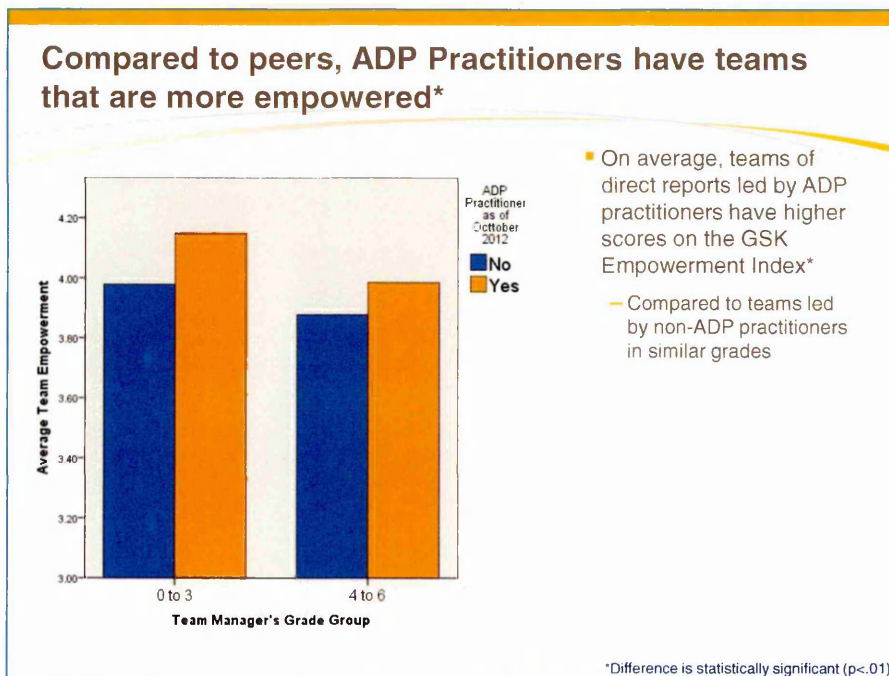

Figure H.1 Adaptability of ADP Practitioners

Figure H.2 Empowerment of ADP Practitioners

Table I.1 to I4 show the author's application of the Management Innovation Content Typology from Section 2.4.3. These are based on the literature as well as the use of the relevant Management Innovations within GSK:

Aim	Core Values and Principles	Methodologies and Techniques	Tools
Focus the organisation on customer requirements by reducing variation in organisational processes	• Focus on financial results • Following structured methods • Use of performance metrics • Use of a parallel-meso structure	• Quality Function Deployment • Design of Experiments • Process Management • DMAIC (Define, Measure, Analyse, Improve, Control) • DFSS (Design for Six Sigma) • Formal Training	• Process Maps • CTQ • Pareto Analysis • SPC • Ishikawa Diagram • Factorial Design • Statistical Tools

Table I.1 Six Sigma (adapted from Hellsten and Klefsjo, 2000)

Aim	Core Values and Principles	Methodologies and Techniques	Tools
Continuous improvement of processes by eliminating non-value add activities.	• Eliminate waste • Reduce lead-time • Continuous Improvement • Follow a structured method • Lean leadership	• Value Stream Analysis • Single piece work flow • Demand chain management • PDCA (Plan, Do, Check, Act) • Standardisation • Policy Deployment • Problem Solving • Performance Management	• Value Stream Mapping • Kanban • 5S • Takt Time • Standard Work • Visual Controls • Accountability Boards • Ishikawa Diagram • SPC

Table I.2 Lean (adapted from Hellsten and Klefsjo, 2000)

Aim	Core Values and Principles	Methodologies and Techniques	Tools
Improve an organisation's effectiveness though its people.	• Emphasis on performance improvement • Scientific method for organisational analysis • The Humanistic workplace • Organisational Culture	• Process Consultation • Action Research • Change Model • Coaching • Change Agents • A systems perspective • Galbraith (2007) Star Model	• Team building • Conflict management • MBTI • Surveys • Stakeholder Map • World Cafe

Table I.3 Organisational Development (adapted from Hellsten and Klefsjo, 2000)

Aim	Core Values and Principles	Methodologies and Techniques	Tools
To direct the use of diverse resources toward the accomplishment of a unique, complex, one-time task within time, cost, and quality constraints.	• The Project Lifecycle • The discipline of managing resources • Accreditation of training • Collaboration	• PMIBOK • PRINCE2 • MSP • Agile PM • Critical Chain PM	• Project Planning Matrix • PERT • Gantt Charts • CPM • WBS • Logic Network

Table I.4 Project Management (adapted from Hellsten and Klefsjo, 2000)

Performance Management Systems are referenced throughout this research and De Waal (2004) has written extensively on this topic suggesting a Performance Management System will include the following:

- The mission, strategies and objectives of the organisation.
- Translated objectives to the various levels of the organisation.
- Reporting of key performance indicators (KPIs).
- The taking of quick corrective action based on regular reporting of KPIs.

The first two of these requirements are sometimes translated using the analogy of a 'strategy house' and has its roots in the 'Toyota Production System house' or 'lean thinking house' - Larman and Vodde (2009) attribute this to Fujio Cho in 1973 - who later become chairman of Toyota. There is a further link to the QFD strategy house as developed by Gonzalez *et al.* (2004) who propose a modified Quality Function Deployment (QFD) house of quality that *"focuses more on the strategic level of the organization"* and *"promotes a loop for continuous improvement and organizational goals"*. Other authors (Jackson, 2006) refers to this as Hoshin Kanri - a quality planning and management method that was developed in Japan by Yokogawa Hewlett-Packard in the early 1970s (Calingo, 1996). By 1975, it had become widely adopted by other Japanese industries (Kondo, 1998). According to Babich (1996), there is no translation of Hoshin Kanri into English that captures all of the Japanese meanings. Different authors have given different literal interpretations of Hoshin Kanri (Evans and Lindsay, 2005; Lee and Dale, 1998). However, the following interpretation by Jolayemi (2008) is generally believed to be the most accurate.

- Hoshin - a compass, a course, a policy, a plan, an aim.
- Kanri - management control of the company's focus.

The literature is consistent on the 'contents' of Hoshin Kanri and Jolayemi (2008) identify the following:

- The mission statement – this communicates why the organisation does what it does - and is important in the formulation of vital few objectives. These are typically presented with an explanatory background that includes values, vision, and mission statement (Witcher and Butterworth, 1997).

- Values statements describe the standards that what an organization holds dear and cares about.

- An organisation's vision statement is the portrait of its future. The vision defines the organization's direction and aspiration. Lee and Dale (1998) say that a challenging, customer focused vision is pertinent to people at all levels and appropriate for the next five to ten years.

- The long- and/or medium-term plans or goals are what must be accomplished in order to achieve the vision. Some scholars specify a time frame of three to five years for medium-term plans (see Feurer et al., 1995; Leo, 1996; Malone, 1997). Others such as Kendrick (1988) and Kondo (1998) suggest one to two and five to seven years respectively. The literature does not differentiate between 'soft' and 'hard' goals (Schmidt, 2006).

- Babich (1996) and Wood and Munshi (1991) require annual plans that describes what that must be achieved this year so that the company can achieve long- and/or medium term objectives. Tennant and Roberts (2001b) argue this should involve the selection of activities based on the likelihood of achieving desired results. Shiba et al. (1995) list the following elements the annual plan should cover:

  o Statements of the vital few objectives for the coming one year period.
  o The metric to measure how well the organisation is performing against the vital few objectives. These are popularly known as performance measures.
  o The target value of the metric to be attained.

o   The deadline date by which the target value must be achieved.

o   The means or strategy that will be used to achieve the desired target.

BMGI (2014) suggest that strategic plans developed using Hoshin Kanri are usually visualised in an X-Matrix. These include the objectives, priorities and associated metrics and the literature shows that this has been referred to as a 'Policy Deployment Matrix' (PDM) - Policy Deployment being an Anglicised name for Hoshin Kanri. Dale (1990) describes this as:

> *"A process of developing plans, targets, controls, and areas of improvements based on the previous level's policy and on assessment of previous year's performance. Plans and targets are discussed and debated at each level until consensus is reached along with the methods of reaching the goals".*

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