

Outdoor Management Development
- A House Built on Sand?

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Abstract

The first Chapter introduces the thesis, setting out the initial question of what is meant by the term 'Outdoor Management Development (OMD, later OMDT by adding the word 'training')' and sets out a reconnaissance of methods together with a justification for the research and of the approach to presentation.

Chapter two notes that OMD springs partly from the diverse field of outdoor learning and that this diversity may have built confusion around its basic paradigms. A focus on commodification is introduced. The Chapter examines the roots and growth of outdoor learning and classifies the range of OMD offerings.

Chapter three examines literature, reviewing it and seeking evidence for the initial three focuses of the research (In summary, What is the range of management learning approaches that use the outdoors? What are the espoused and in-use theories of OMDT practitioners? To what extent is OMDT commodified? A fourth relating to OMDT culture was as added later). A lack of direct reference to OMD in outdoor literature is noted and there is critical examination of OMD literature itself. The issues raised by the literature research are summarised, and changes in the research focuses noted.

Chapter four examines the study's methodology and methods. Competing paradigms are noted and there are reflections on ontology, epistemology and methodology. OMDT's unsettled theoretical roots are examined, life-history and autobiographical research are contextually justified and ethics are discussed.

Chapter five commences with a description of the process of the research and discusses two series of data analysis; emergent and systematic. There is reflection on the data.

Chapter six makes conclusions and recommendations. In summary, these are that OMDT practitioners need to understand the potential of their medium and to avoid narrow targeting, that *bricolage* should be promoted in the medium, that close practitioner-client relationships lead to effective OMDT, that OMDT suffers from the lack of a robust theoretical basis, and that individualistic approaches work against building a clear theoretical basis for OMDT. In part 2 of Chapter 6, a great deal of interview data around research focuses 1 and 2 was examined, and conclusions reached. There was enough data to reach conclusions regarding research focus 3, but not enough around focus 4. There are two further recommendations, one from the systematic analysis and one from the literature (To build a programme of in-service learning for OMDT practitioners and that there should be further research seeking to identify different types of OMDT). The Chapter closes with a summary of findings and personal reflections.

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1: Introduction

1.1: Outdoor Management Development; a personal journey.

Chapter Summary

This Chapter introduces the thesis, aiming to justify it, and lays out the basic question it initially sets out to discover, which is to identify what is meant by the term 'OMD'. In doing so, the values, attitudes and beliefs of a selection of OMD practitioners are examined through life-historical and attitude-based interviews and there is reflection on historical considerations of the roots of OMD, a reconnaissance of the literature of OMD, and reflection on my own life in OMD. In this Chapter these matters are explained in outline and there is an examination of the sometimes chaotic mix of paradigms which inform OMD, together with a justification for the research and an explanation of the approach to presentation.

1.1.1: Introductory comments

This thesis is, among other things, a personal journey; I have been involved with Outdoor Management Development (OMD) for over thirty years; for much of that time it has been my sole livelihood. In part, therefore, this research aims to develop my understanding, and to address concerns which have been forming for around a decade on such things as the authenticity of the medium and a perceived lack of expertise among some practitioners.

A wider aim is to investigate the world of outdoor management development. There are a number of reasons for doing this. The field has not been over-visited by researchers, and those who have undertaken research have had their own axes to grind: Greenaway (1995) is largely

interested in the effect of review, Stokes (2000.1) on seeking out and constructing a narrative for the medium, Donnison (2000) seeks to develop a theoretical understanding of the field and Ibbetson (1998) evaluates outcomes. Of these, my research most matches Donnison's and is most sympathetic to Stokes', but is distinguished from both by a focus on particular areas. These are:

1) Historical considerations of the heterogeneity of the various roots of OMD.

2) Life-historical investigation of a number of OMD practitioners, and thus of their understanding of the medium. These have been chosen from the large number of small OMD operators who make up much of the British OMD workforce, a group not well-represented in the research.

3) Reflection of my own life in OMD; this has lasted since 1979 and includes spells as a buyer of OMD, working for a provider, many years of self-employment and, latterly, academic involvement. This breadth of experience is very unusual in OMD.

1.1.2: A personal lens

Although this dissertation follows a generally accepted pattern, it bears the imprint of its author in a number of ways. As Jung (1976) has noted, we make sense of the world in a variety of ways. In my case, this takes a graphic and pictorial form. This extends to the way in which I communicate my understanding, and manifests itself through the frequent use of diagrams and mind-maps, which I find add a dimension to understanding that pure text can lack. I have an active imagination and, perhaps conditioned by the frequent act of drawing parallels between theory and action in my working life as a facilitator, do the same in my writing by use of metaphor.

I believe there are benefits in the use of diagrams, mind-maps and metaphors. These can both make complex matters clearer (see fig. 4 for example), and illustrate the complexity of particular matters in a way that text cannot (see fig. 3 for example).

1.1.3: Theoretical heterodoxy, emergence, and roots.

A First Focus: When preparing to write, I found myself caught in an uncomfortable 'box' of sometimes competing theoretical gravitational pulls, simultaneously drawn towards outdoor learning, management learning, groupwork, and educational theory. There are a bewildering variety of theoretical and philosophical positions open to me. This theme is expanded upon in section 1.5. The possibility that this clash of gravitational pulls applies not only to me but to OMD itself provides a narrower focus for the research, prompting the question 'what is OMD?' This is my first focus. To favour one paradigm over the others might be comfortable, but would not be an accurate reflection of the currently messy and borrowed state of OMD theory; a state which tends to repudiate both Kuhn's (1996) ideas of paradigms and paradigm shifts and Goodson's idea (Goodson, 1995: 7) of academic drift.

A Second Focus: One of the issues which arose from the interviews is the matter of emergent learning. This is a second focus, but is also a pattern for the writing of the dissertation itself, in which emergence and serendipity (Williams, 2006) are neither unexpected nor unwelcome. Thus, the concept of bricolage emerged from reflection on the way some of the participants in the research used whatever tools were at hand, both to fashion careers in OMD and to design and deliver programmes. I did not seek bricolage (defined by Cleaver (2012: 33) as '*to make creative and resourceful use of whatever materials are at hand, regardless of their original purpose*'); it emerged from the process of interview and reflection which was central to this dissertation.

The inclusion of an historical thread in the research is important. There has never been a rigorous study of the diversity of the roots of British OMD, or even of development training, although Everard (1992) has published a brief history of the organisations that comprised the former Development Training Agencies Group (DTAG).

The history of OMD may contain lessons for those reflecting on other areas of management development, a field much given to fads (Stokes, 2000), of which Drops (<http://www.aabri.com/LV2010.pdf>, accessed 19th August 2012) lists a considerable number. Ponzi and Koenig (2002) note the trajectory of such fads is one of a move from innovation at the forefront of progress through rapid diffusion to disillusion and discontinuing use of the particular method. This seems to accurately reflect the trajectory of OMD from around 1980 to the present, with the height of fashion among training buyers being achieved around 1990.

1.2: Why study OMD?

Given the likeness between the trajectory of OMD and Ponzi and Koenig's (2002) description of a fad, OMD is worthy of study in that its history may contain lessons for practitioners of other management development methods which run the risk of becoming fads.

This aim is assisted by interviewing practitioners who are still working in the field. It may be that they provide clues for survival after the collapse of the fad. The focus on independent and semi-independent practitioners is new ground: Donnison's (2000) Stokes (2000.1), Greenaway's (1995) and Ibbotson's (1998) work were concerned with participants, the literature, aspects of practice and outcomes. It can be argued that, in focusing on emergence and seeking the views of facilitators, this work is foreshadowed by Hovelynck (2003), but that research was in the setting of one organisation (Outward Bound Belgium) with, presumably, its own culture and norms. This group is different. Four are independent operators, running small or one-person businesses, two are in slightly

larger organizations but both have, like the independents, responsibility across the board for the sale, design, delivery and follow-up of programmes. In this, the group typifies the rather fractured nature of the British OMD world in which there are a very few larger businesses and a large number of small businesses, each competing for a share of the market.

Even the larger UK outdoor businesses typified by the Brathay Trust, are small in comparison to most industrial and commercial undertakings. For example, Brathay's income from all sources at the end of the 2011-12 tax year was just under £3.5 million (Brathay Trust, 2012), something less than the weekly income for a medium-sized Tesco store.

The people whom I interviewed have survived for a long time and achieved security within this fractured and competitive business. It is possible, even likely, that they have acquired a fair degree of hands-on understanding of the field and it is useful to attempt to tap into and make explicit that somewhat tacit knowledge.

There is a larger reason than these, and it relates to my first research question (see above). Practitioners of OMD sometimes talk of it as if it was a unified medium with clear rules and boundaries. It is not, and a reconnaissance of it is perhaps overdue; if providers take their own idiosyncratic constructs as objective fact, it is not surprising that potential clients, perhaps having a different view, might seek to satisfy their development needs elsewhere.

Similarly, it is possible that OMD actors sell the medium short. From a personal point of view, I became a very early adopter of OMD because I saw it as a potentially less pain-ridden alternative to the T-Group in which intense immersion powerfully and positively affected me but wounded others. I sought a process which had the same power but with less pain, and where, as in the T group, participants were encouraged to define their own problems and find their own answers within the compass

of a set of exercises, inputs and reviews which grew in complexity. This is the antithesis of some OMD 'products' which seem to focus solely on a commodified selling of teamwork and leadership programmes (e.g. <http://www.Leadershipresources.co.uk>, accessed 3rd August 2012).

1.3: A Commodity?

The way that OMD is currently sold may demonstrate that the medium is one in which ideas of open or emergent outcomes are sometimes replaced by descriptions of a reassuringly professional process wherein outdoor provision is tailored to particular areas of management life. Thus, *'OMD has long been used as a way to facilitate accelerated change and develop effective leadership and teamworking skills'* (<http://www.developing-potential.co.uk>, accessed 19th July 2012). The applications here specified are sometimes combined with the imperative to have 'fun', as in *'A well designed 'serious' outdoor/indoor residential development training programme ... should be lots of FUN...'* (<http://www.iain.co.uk/beliefs.htm>, accessed 19th July 2012).

Sellers may also emphasise their commitment to the plans of potential sponsors and fundholders, one promising that by *'Using the power of the great outdoors, we will put together a programme based on your individual needs that will stretch and develop your team's leadership and interpersonal skills.'* (<http://www.developing-potential.co.uk>, accessed 19th July 2012) and *'...training ... needs to be tailored around the client's specific needs...'* (<http://www.iain.co.uk/beliefs.htm>, accessed 19th July 2012).

A Third Focus: the foregoing leads to the question of whether OMD become a commodified means of 'delivering' the predictable results required by HRM and HRD professionals' (Stokes, 2008) , which itself raise the question of whether it is capable of meeting more ambitious objectives.

What may be missing is the idea that people know their own learning needs better than most corporate planners, and that OMD is a means of facilitating an active/reflective space wherein they can clarify these and work on their own solutions, secure in the knowledge that mistakes, if made, do not jeopardise their careers.

Before further exploration, it makes sense to share my own view of OMD.

1.4: Brief description of OMD

Some restrict their vision of OMD. Minor (at <http://www.Leadershipresources.co.uk>, accessed 23rd August 2012), for example, asserts that its limited application is *'most effective when tied firmly to the basic concepts of leadership and teamworking'*. This can be seen as the 'closed-outcome' approach. It should be noted that my own preference is different; I prefer a process wherein, through a cycle of activity, reflection and review, a wider range of interpersonal and human/organisational matters can be surfaced, reflected upon, discussed and progressed. These matters emerge from the action/reflection process.

In figure 1 below, the overlapping represents the disorderly nature of the process of open-outcome OMD. This process, although more ambitious in intent than the teambuilding/leadership applications cited above, is mine and has no greater claim to being what providers and purchasers see OMD to be all about. Further, the construct could be applied to other experiential methods, so what value might the outdoors add? The answer is three things:

- 1) Surroundings which are alien to most participants and may provoke a heightened level of alertness, not only to the environment itself but also to one another.

2) A graphic setting in which task successes or failures are visible. This helps to reduce the politics of reflection, helping groups to concentrate on contemplating the reasons for whatever happened, rather than deflecting learning by debating marginal matters or blame-placing.

3) Depending on the activities, a level of memorability which may be absent from lecture-rooms.

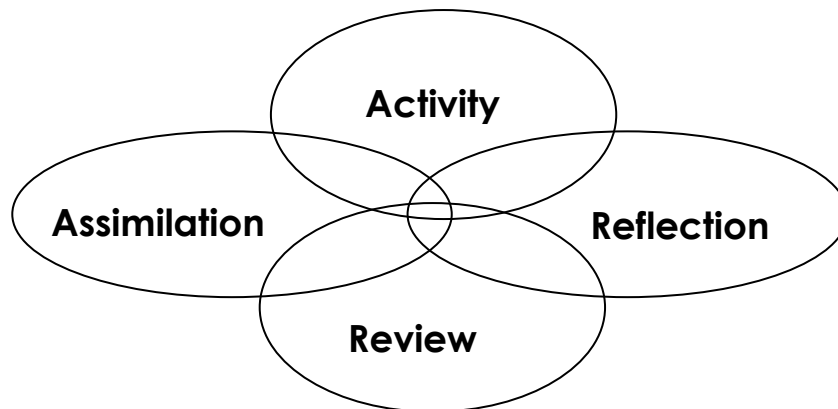


Fig 1: The Process of open-outcome OMD

Once again, the same might be said of other experiential media, but the outdoors has additional features. Especially in Britain, the unpredictability of climate requires participants to deal with the unexpected in ways seen as similar to the way that managers have to deal with unpredictable change at work.

There is also the effect of the surroundings. Much OMD still uses cliffs, caves, open water and beautiful places. This combination of challenge and the picturesque is unique in management learning, and may be a useful aid to memory. OMD websites barely mention these three factors.

It is worth investigating the existence or otherwise of a paradigm which emphasises competences and a systematic approach to OMD, rather than one which encompasses awe and wonder.

1.5: A Confusion of paradigms

As noted above, OMD is subject to heterogeneous paradigmatic influences. These include:

1.5.1: Outdoor learning

Although often taught as a distinct subject, outdoor learning is itself not a unified field. At the root is a divergence of opinion about the very meaning of the term. To some, for example Mortlock (2004), it is about adventure - what to look for in the wilderness, how to thrive and develop in it, how to nurture and protect it. To others, for example Hovelynck (1997) and Greenaway (1993), the outdoors is primarily a medium for human development.

1.5.2: The backwoods as a learning environment

In 1913, Joseph Knowles walked *'buck naked into the Maine woods'* (Turner, 2002: 466), surviving comfortably therein for two months, as he had said he would. Knowles was expressing a critique of modernity and making an early act of censure against what Hahn (1960:7) termed the 'sin' of spectatoritis, the act of watching instead of doing. Knowles was among the earliest to see the wild outdoors as both a means of escape from drab routine and a route to personal development. Other expressions of the same thought can be found in the climbing adventures of generations of Britain's leisured classes (Graves, 2000) and, later, their working class compatriots such as the 'hard' climber Joe Brown (Brown, 2001) and the idea expressed and funded by the Welsh Assembly Government (WAG), that the woods are *'a backdrop to inspire teachers ... as a way of encouraging children to set their imaginations free'* (<http://wales.gov.uk/newsroom/childrenandyoungpeople/2009/090325learning/>, accessed 25th August 2012)

Thus, there is a long-lived strand of outdoor learning that holds that interaction with the outdoors itself aids human development. The media are the message, and the teacher's role is limited to one of facilitative

oversight. The underpinning paradigm is based on the relationship between humans and nature.

1.5.3: The outdoors as a tool of Human development.

Others see the outdoors as a medium for other messages. Thus, organisations such as Outward Bound assert that the outdoors is a tool for the process of human development; a tool manipulated by skilled facilitators to achieve socially positive ends such as *'improved personal and emotional well-being ... improved social well-being ... Improved connection with the natural environment ... Improved enthusiasm and confidence in learning'* (Outward Bound, 2011:13). Connection with the natural environment is included in that list, but is only one of four objectives, the others being around social, personal and educational development. The medium has largely ceased to be the message. The human: nature paradigm has been supplemented by a social development one.

The above are two ends of a continuum in outdoor learning. Contributions to issue 58 (summer 2012) of 'Horizons', the magazine of the Institute of Outdoor Learning (IOL) show that outdoor practitioners have a bewildering width of interests ranging from 'hard' technical matters to poetry; this width of interests tends to demonstrate that the outdoors harbours a deeply eclectic mixture of professional aspirations and values with no theoretical position being taken for granted across the field.

1.5.4: Management learning – another range

If the outdoors has a range of paradigms, so does management learning. In Britain, the dominant paradigm emanates from a perceived necessity to satisfy shareholders, so that the balance between the interests of shareholders, entrepreneurs and employees is often sacrificed to the needs of that one group. A variation of this also applies to much State-funded managerial activity, with fundholders replacing shareholders in a culture of targeting and performativity, a reduction of

judgement to the output-effect of financial input, noted by Lyotard as pervasive in modern society (Lyotard, in Bartos, 1990). This philosophy is applied to the fields of education, healthcare and others.

Labelling this approach as 'neo-Fordist' reflects a move from the sheltered dullness of the Fordist social contract (Gottfried, 2000: 236-7) to a less secure position in which discontinuous employment and the bypassing of collective bargaining favours shareholders and fundholders (sometimes together in public-private initiatives). In such an atmosphere, it is difficult to sell training which cannot show a direct payback. The neo-Fordist paradigm may also be a reason for the diminution of OMD programme duration; it is difficult to sell seven-day courses in a fast-moving world in which potential participants may feel that demonstrating the ability to leave the job for a week may be taken as evidence that either they or their the job are not really necessary. OMD that survives under such a paradigm may be the type which emphasises clarity of subject and the willingness to set specific, measurable, achievable, realistic and time-bound (SMART) targets (Krouwel, 2012: 32-33).

Against this performativity/neo-Fordist paradigm is set the humanist agenda long promoted by such as McGregor (1957 and 2006), Herzberg (1993) and Handy (1994) which, tends to advocate a liberal management style in which people are trusted to want to do a good job and to meet deadlines. This paradigm may be a more sympathetic home to OMD of the self-developmental variety.

1.5.5: Outdoorsland

Also offered to the educational and corporate worlds is a variant of outdoor learning in which the fun of '*radio-controlled model car racing or the excitement of an in-grounds high ropes course*' (<http://goape.co.uk>, accessed 25th August 2012) without process facilitation, is purported to promote a range of improvements in group relationships. There is an active supply of this form of outdoor activity, with

a web search of the phrase 'Corporate team building' (22nd September 2012) finding 1.3 million entries in the world, with 129,000 in the UK alone.

1.5.6: Pre-paradigmatic chaos?

Given the range of paradigms, it may be that OMD suffers from a lack of identity. Following an earlier edition of Kuhn (1996), Teece (1986: 285-305) notes that there is a pre-paradigmatic stage in the development of any given branch of science, in which a body of generally agreed theory is absent. Teece further records that maturity is not achieved until a dominant paradigm emerges.

The pre-paradigmatic phase is noted for being a highly confusing one in which competing ideas clash. This can certainly be true of OMD, and is worth further consideration, especially in the light of the research itself, in which the participants expressed little sense of discomfort at the lack of paradigmatic clarity, seeming to use the consequent freedom to build their own paradigmatic worlds, becoming adept at a process wherein programmes are *'formed through the uneven patching together of old practices and accepted norms with new arrangements'* (Cleaver, 2012). Although this may be good for them as individuals, I have some concerns regarding the misunderstandings which may arise in interaction between the idiosyncratic values of practitioners with the perhaps equally eclectic positions of purchasers, without a moderating body of agreed theory.

The paradigmatic insecurity of OMD may also leave it open to attack from any paradigmatic position. Thus, for example, the literature review notes attacks on OMD which assume failure from a positivist stance. In another example paradigmatic closure is assumed, and one OMD programme is treated as being representative of the generality of OMD.

As discussed above, OMD is not a clearly defined medium. Activities range from some designed to intimidate through simulated terrorism (Krouwel, 2001), to entertain (<http://www.actiondays.co.uk>, accessed 25th August 2012), to teaching a preset group of competencies

(<http://www.lain.co.uk/omd> accessed 25th August 2012), and to helping people change their values. Quinney (2002) notes that '*Courses advertised and sold as outdoor management development vary from Sunday School excursions to something akin to SAS survival training.*'

This provokes the thought that there may be no such thing as OMD. There may just be a number of methods and approaches which have been conveniently labelled 'OMD'. This alone requires further exploration. In addition, there are other reasons for the research set out in Chapter 2.

1.6: The Need for this research

Section 1.5.6 refers to a pre-paradigmatic chaos analogous to Hergenhahn's description of psychology in the late twentieth century. This was described (Hergenhahn, 2005:12) as a preparadigmatic discipline '*...because it does not have one widely accepted paradigm but instead several competing schools or camps that exist simultaneously*'. This seems to fit OMD. The approach lacks unity. Perhaps practitioners lack an understanding of the nature of the paradigmatic battlefield they inhabit.

Research is needed to either remove or identify the paradigmatic fog or to seek ways forward.

The original three research focuses (see pages 17, 18 and 21) contribute to this examination of the paradigmatic fog: The first focus, what is OMD? speaks directly to it. The second, what and how have practitioners (particularly isolated ones) learned? is relevant because evidence of heavy diversity in that area would reflect paradigmatic confusion, and the third (whether OMD become a commodity, delivering the predictable results required by HRM and HRD professionals) is related to it as a potential lowest common denominator whereby those unwilling or unable to engage with the undoubted complexities of paradigmatic

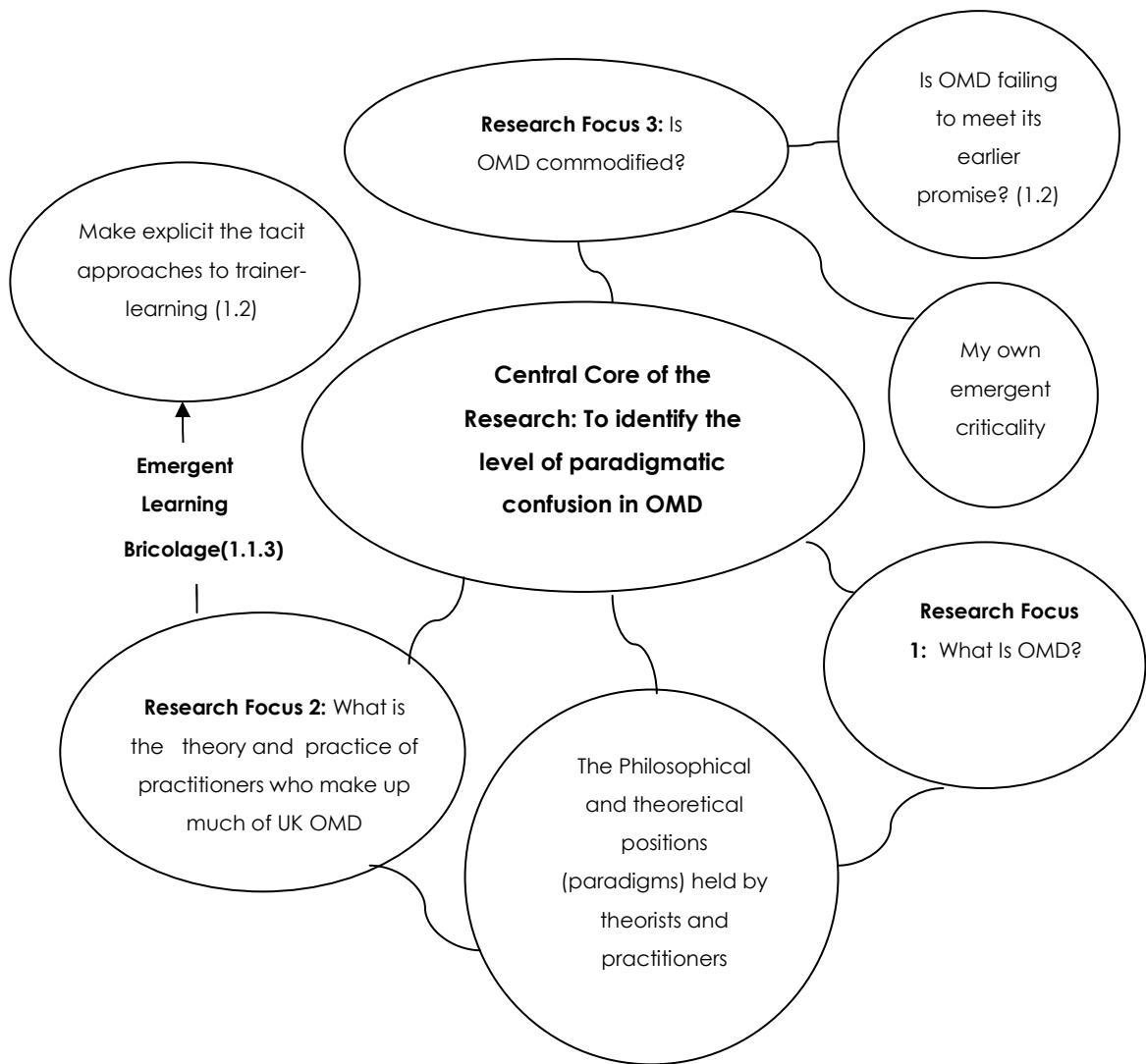


Fig. 2: Research Objectives summarised

reflection might still be able to generate OMD income; a kind of antithesis to the idea of paradigmatic chaos.

As a start to that process, an examination of the roots of OMD provides context and further demonstrates the tangle of ideas, practices and policies that have brought OMD thus far. This is the aim of the next chapter.

1.7: The aims of this research summarised.

The foregoing discussion touches on a number of areas of research. For my own and the reader's guidance, I have summarised these above in a mind-chart (fig. 2).

1.7.1: The Research Question Summarised.

Based on the foregoing, my overarching research question is to seek to establish the theoretical and practical range of British OMD. This is aimed to be accomplished by three areas of focus:

1.7.2: What those involved believe OMD to be: The aim here is to establish not what OMD actually is, but what the various stakeholders *believe* it is. It may be that there is no generally accepted paradigmatic compass by which practitioners navigate (see section 1.6). If this is the case the ramifications for the field will be examined.

1.7.3: Discovering the knowledge and theoretical positions taken by OMD practitioners: What do they think they are doing? (See section 1.1.3). This examination is required in order that people may understand the understanding of those to whom they entrust their training. This includes making explicit the tacit understandings held by practitioners of OMD that may supplement or supplant theoretical understanding.

Related to this is the question of whether OMD practitioners are generally *bricoleurs*, improvising from the materials to hand, or whether they tend to stick to prepared plans of work.

1.7.4: Is OMD Commodified?

Commodification may attract providers by its apparent simplicity and customers by its apparent reliability. Is OMD commodified and if so, what are the effects of this on the medium?

1.8: Contributions to knowledge.

This research contributes to knowledge in a number of ways:

1) It breaks new ground by being the first research into the myriad small enterprises which form much of British OMD.

2) There has been little serious enquiry into the beliefs and understandings of the OMD practitioners inhabiting this fragmented world, and this work aims to initiate inquiry into this area.

3) A critical examination of the history of OMD has not been attempted before, and thus adds to the knowledge of the medium.

4) Research involves processes of action and reflection, and thus may facilitate learning which emerges from the process of research. Although the two areas above were the initial focus of research, it is possible that understandings unrelated to these may emerge. If this is the case, such understandings will be highlighted at the end of the section in which they occur and in a reflective section at the end of each Chapter.

1.9: Notes on presentation and structure

1.9.1: Presentation.

I have used a variety of presentational methods. These include tables, Venn diagrams and connection-maps . These are used for a number of reasons, including adding clarity by visual representation, aiding brevity and aiming to convey a picture of the complexities with which the OMD practitioner is faced. Thus, figure 2 aims to give the reader an overview of the purposes of this research, whereas figure 3 aims to portray the complexity of the roots of OMD in a way which illuminates and guides the writing which follows.

1.9.2: structure

I have followed a modified version of the conventional structure for a dissertation in that I have included a Chapter on the History of OMD separately from the literature review. This is because both history and literature provoke questions for practitioners. Apart from that, the overall structure follows that of a conventional dissertation.

2. An intertwining of Roots – A Short History of OMD.

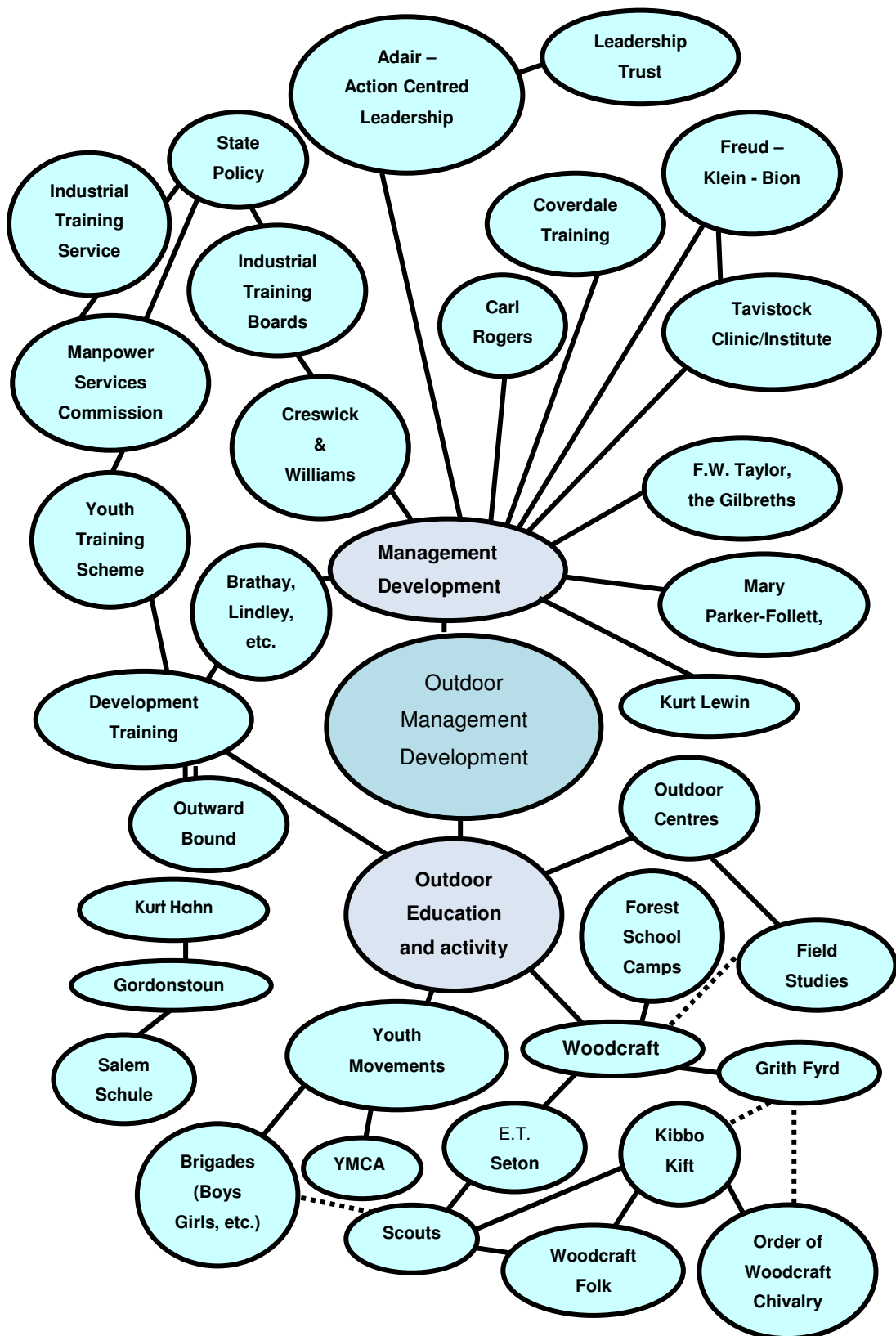


Fig 3: The multifarious and overlapping roots of OMD

Summary: Purpose and outline of this Chapter

Research focus: This chapter demonstrates that OMD springs in part from a wider field of outdoor learning, and examines the development of that field, demonstrating that it is by no means unified in its roots, aims and objectives, and that this may have had the effect of building confusion around OMD's basic paradigms.

In further detail, the chapter, despite cataloguing a diversity of roots, contributes towards the basic research focus of identifying what OMD is (focus 1) by noting and examining its outdoor roots and the theories and practices upon which those roots are based. This gives us clues to the theories, practices and assumptions of OMD itself (focus 2). The section on the State's relationship to industrial and commercial training and development is also shown to contain some of the seeds of commodification (focus 3).

Chapter outline: The Chapter starts with a brief overview to set the context, and moves on to examine early efforts at outdoor learning in Britain, making the point that, despite the views of a number of writers, outdoor learning pre-dates Outward Bound. This section is followed by a discussion on Outward Bound itself, which has relevance given its prominence in the literature.

The narrative continues with an examination of the growth of outdoor learning in Britain, which has particular relevance in that it introduces an original method (fig. 4 and notes) for classifying the rather wide range of offerings described as outdoor learning or outdoor education. State policy (as it affects OMD) and its tendency to commodify is then discussed.

The Chapter finishes with an examination of the early years of OMD (which contribute to the commodification debate) before closing with a summary of how the matters discussed affect the focus of the research.

2.1: Introduction

In examining a phenomenon, it is useful to study its roots; we may achieve a greater understanding of the present from reflection on the past. It is also the case that this exploration is itself a contribution to knowledge in that, with the limited exceptions cited in the text of this Chapter, there is no available history of OMD from which future researchers, practitioners and users can draw.

It is easy to understate the level of diversity present in OMD. The connections-map above (figure 3) therefore performs three roles. It illustrates my understanding of the roots of OMD, acts as a working summary of the Chapter and affords a visual synopsis of the complexity of the roots of OMD.

The chart is only an outline, and some organisations on the chart have been influential beyond their actual contribution to OMD. Thus, Outward Bound is included due to its influence in pioneering the developmental use of the outdoors, whereas the Impact Development Training Group, much more based within OMD, is excluded through being more active than influential.

2.2: OMD – a brief overview

OMD has been a feature of British training and development at least since the Leadership Trust set up shop in 1975. During the 1980s, it became something of a fad (Ponzi and Koenig, 2002) and OMD businesses proliferated, possibly bolstered by the plentiful work provided by the Youth Training Scheme (YTS) (See 2.6.4). OMD continued to prosper into the 1990s, perhaps achieving some sort of maturity in 1994, the year in which three of the four British books on the topic were published. This apparent arrival may actually mark the commencement of a slow and continuing process of decline, perhaps aided by a Channel 4 documentary on a form of OMD in which *'A bloke with vertigo is forced to climb a yacht's mast in 30-foot seas [and] ... People are quite*

literally keelhauled....' (<http://www.goodwilltraining.co.uk/>, accessed 26th August 2012). British OMD has largely been a fractured field of small businesses, so numbers are difficult to pin down, but there is a strong sense that it is essentially a medium of the past.

A lack of clarity of purpose may contribute to this apparent decline. This research therefore seeks (research focus 1) to explore the range of views of what OMD is, so that those involved might have a clearer view of the medium.

A start to that process of exploration is to examine the lessons provided by the histories of the diverse roots of OMD.

2.3: Outdoor Education and Activities – before Outward Bound.

Writers on OMD such as Bank (1994) and Tuson (1994) tend to cite the establishment of Outward Bound in 1941 as the first manifestation of outdoor learning in Britain. Some, such as Everard (1993) also note Baden-Powell's setting-up of Scouting around 1909.

There are, however, deeper, older and wider British roots than these, dating back to the middle of the 19th Century. Boys' Clubs and the Young Men's Christian Association (YMCA) began in the 1850s and contained elements of outdoor activity; the Boys' Brigade pioneered camping as a leisure/developmental activity in the 1880s (Peacock, 1973); in Europe in the early 20th Century, groups such as the German Wandervögel (Koch, 2000) emerged before the first World War and, like the later Czechoslovak 'tramping' movement (Waic and Kössl, 1994), embraced an anti-bourgeois romantic view of the outdoors similar to that promoted by E.T. Seton (Seton, 1903), who provided much of the early motivation and human subject-matter for Scouting, and remaining very influential in the woodcraft movement (see [http://www. Woodcraft](http://www.woodcraft)

.org.uk/history, accessed 18th August 2012). These were not OMD, but they contained, as did scouting, a focus on outdoor activity.

In Britain, Scouting outgrew most of its rivals. The leaders showed an ability to compromise with power (Boemer, E. in Baden-Powell, R., 1908/2004), which alienated some within the movement. One, the Scout Commissioner, woodcraft advocate and writer John Hargrave left Scouting to form the Kibbo Kift (<http://www.kibbokift.org/jhbio.html>, accessed 18th August 2012), a woodcraft group basing its philosophy on an imagined Saxon past supplemented by borrowings from Norse and Native American lore. Its objective was the promotion of '*the regeneration of man through the open air life*' (Ibid). Here we see one of the roots of a sometimes-tacit view in outdoor learning that the outdoors, in and of itself, can provide some form of regeneration. The appropriately descriptive and frequently-used aphorism is 'The mountains speak for themselves' (James, 1980 in <http://www.wilderdom.com/Facilitation/Mountains.html>).

The Kift was a small, short-lived body, but spawned a number of longer-lived organisations. The Woodcraft Folk, accessed 12th September 2012), created by a schism in the Kift, has existed since 1924 as the youth wing of the co-operative movement (<http://www.woodcraft.org.uk>), and Forest School Camps (<http://www.fsc.org.uk>) trace their roots to around 1930 (Brand, 2003). In addition, the Grith Fyrd (Anglo-Saxon for 'Peace Army'), an organisation originally aimed at unemployed adults, continues. (Grayson, 1934, accessed 12th August 2012, <http://www.Britishpathe.com/video/army-of-peace> accessed 12th August 2012).

Early activists such as Seton and Hargrave were not only keen on the outdoors as a way of helping people to build relationships with nature, but also as a means of promoting their own brands of citizenship and of changing the world. The Kift were driven by beliefs that the conventional world had failed and should be rejected; the outdoors provided an

alternative, reconnecting with nature through woodcraft and building a spiritual but non-religious world-view. Thus, as well as the outdoors providing psychic regeneration, it was seen as a seat of spirituality and ritual was encouraged as part of the Kift's 'rediscovered' identity. This may have gone so far as to lead the Order of Woodcraft Chivalry (OWC), an influential breakaway from the Kift, to adopt elements of new paganism. (<http://www.pagan-network.org/forums/index.php?topic=19416.250;wap2>. Accessed 5th October 2012).

Currently, Louv's writing (Louv: 2006) echoes some of the values of the Woodcraft-based organisations, displaying an interest in sustainability and in combating an indoor life-focus that echoes Hargraves' and Seton's work, as does the idea of Forest School, originally imported from Denmark but now a major feature of, for example, education in Wales where, among other things, early-years provision is specified to include '*activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability*' (http://wales.gov.uk/topics/educationandskills/earlyyearshome/foundation_phase/?lang=en, accessed 19th September 2012).

In summary, this segment of the outdoor world brought ideas of redemption and even spirituality through interaction with nature to the table of outdoor learning.

Scouting, on the other hand, began by using the tools of woodcraft (and much else) to produce people who would fulfil their promise of doing their duty to God and the Queen, presumably thus becoming model citizens. If ritual is used, it is to underscore the essentially benign nature of the conventional world.

For the benefit of this dissertation, the bipolarity between the Kift and its offspring and those organisations situated comfortably in the world boils

down to reflecting on whether the outdoors is about giving people a radical alternative to everyday life, or is it about helping them to become good citizens in the everyday world?

This parallels a bipolarity which exists to this day in wider outdoor education. Is it instrumental, as in scouting, or can learning emerge from the process, as in woodcraft-based education? This is paralleled in OMD, where the debate between instrumentally focussed learning and emergent learning (for example self-development) goes back at least to 1983.

The core of this research is to identify levels of paradigmatic confusion within OMD, and it seems that the first is here identified as the clash between emergent and pre-set learning objectives (see section 3.5 for a more detailed examination of this conflict).

The fact also remains that all the organisations cited above predate Kurt Hahn's arrival in Britain (1936) by some years, and the establishment of Outward Bound by at least a decade. The woodcrafters had influential (and notably imaginative) followers, in such as D.H Lawrence, H.G. Wells and Julian Huxley (<http://www.kibbokift.org>, accessed 18th August 2012) and thus Hahn did not arrive in a Britain wholly unprepared for his ideas; the idea of human development through the outdoors, and differences as to whether that should be instrumental or emergent was already decades old.

2.4: Outward Bound - A Place For Human Development?

Hahn, building on his experience leading the progressive Salem Schule (Flavin, 1996) and Gordonstoun, (Ibid) was able to persuade others such as the shipowner Lawrence Durning Holt to fund the first Outward Bound School at Aberdyfi (Aberdovey), Wales. Hahn's works were underpinned

by his view that *'it is palpable neglect not to impel young people into health-giving experiences, regardless of their inclination'* (Hahn, 1957) The direct link to personal development is provided by a later elaboration of his philosophy in which he emphasised that such impulsion was aimed at presenting the young person with opportunities for self-discovery (James, 2000: 4).

Hahn believed that an active approach to personal development was necessary to counteract the malign influence of a civilisation suffering from a decline in physical fitness, initiative, enterprise, memory, imagination, care, self-discipline, and compassion.

Hahn *'...was revolted by the fascistic movements ... with their disregard for justice'*, and *'want(ed) to use adventure education as a tool to arm young people against the allure of fascism and war...'* (Flavin, 1996). His belief in impelling into experience was thus aimed at helping people learn their own lessons.

It needs to be noted (and is expanded upon in section 3.3.2) that not all of OB's founders shared this intention. Some wished to create a supplement to the British boarding school system. Thus there was, at the very beginning of Outward Bound, a clash of intentions between showing people that they were better than they thought, and a desire to turn out successors to *'the great empire-builders'* (ibid). Thus, the instrumental/emergent dichotomy reappears, this time in the founding years of Outward Bound.

2.5: Growing use of the outdoors

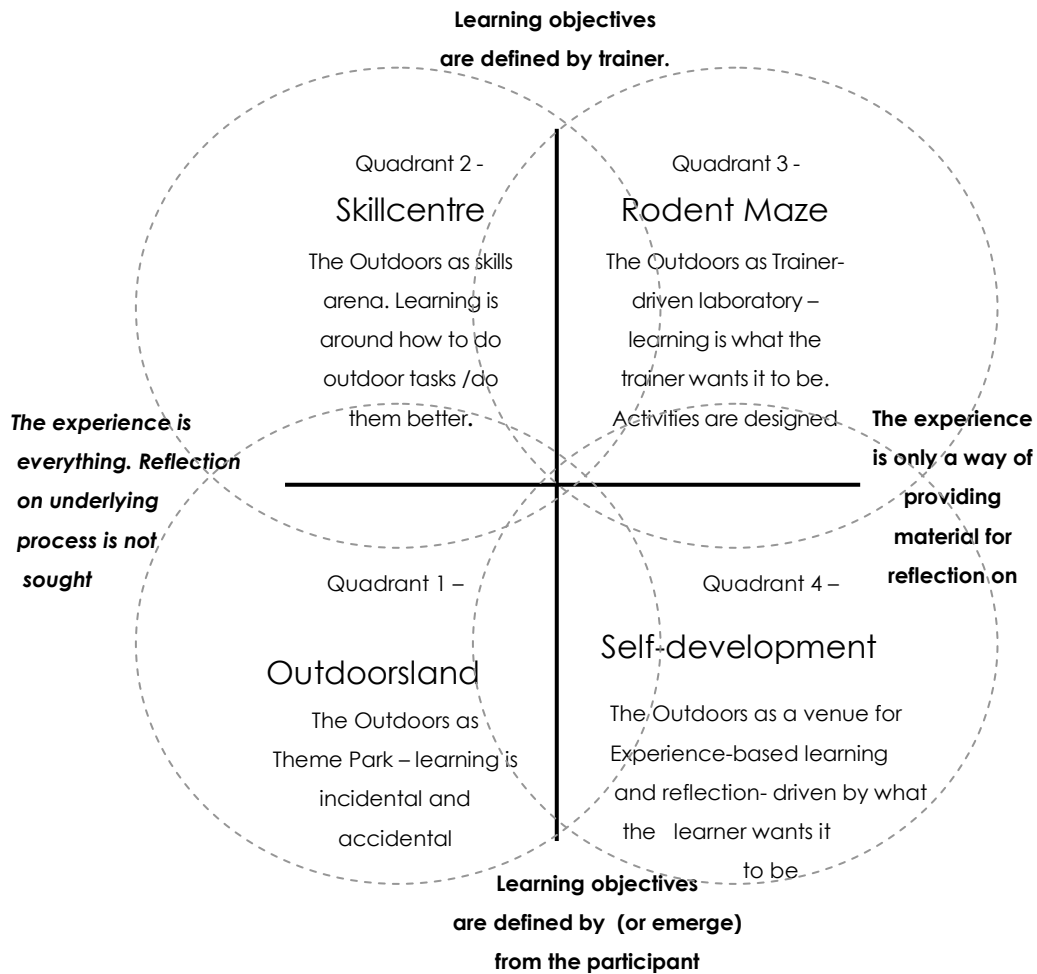


Fig.4. Ownership of learning and reflection in the outdoors, showing a range of positions taken by outdoor businesses

2.5.1: Introduction.

Outward Bound was merely the first of many outdoor education providers; there has been a massive growth in the number of outdoor centres in the last half-century. A web-search carried out on 10th January 2013 found over one million Google references to the whole of the term 'outdoor education centre'.

Numerical growth has been matched by growth in ideological diversity, and enterprises now exist to make and meet the demand from schools, businesses and other organisations for a wide range of outdoor options. This diversity can be confusing, and In an attempt to clarify my own

confusion I arrived at a quadrant model (fig. 4 above). This is explained below in OMD terms, but could also apply to young peoples' outdoor activities.

Quadrant 1 - Outdoorsland: Some believe that simple but exciting outdoor tasks are useful in developing team-spirit. This seems to be based on the view that by sharing a mixture of challenging or enjoyable activities, people will bond in a way that is helpful to them and their employers.

Quadrant 2 – Skillcentre: Some believe that immersion in the outdoors and learning about it is sufficient for people to develop. Thus courses which focus on the skills of, for example, survival, are offered as OMD programmes.

Quadrant 3 – Rodent Maze: Courses which resemble self-developmental programmes but in which the learning is channelled by facilitators into prearranged areas through a mixture of frontloading (Priest and Gass, 1993), isomorphic framing (ibid) and focussed programme design.

Quadrant 4 – Self-Development: Courses in which the programme of activities may be fixed, but from which learning is emergent, and facilitation is designed to help the process of emergence.

2.5..2: The Outdoor Quadrants.

Although there are a variety of approaches to outdoor learning, many assert that their offering is aimed at some type of human development. There are, as already discussed, a range of views of how the outdoors might be used to achieve developmental aims, and the quadrant aims to be a window into that range and a tool to identify differences of approach. As such, it is explored and expanded later in this thesis. The quadrant is silent on matters such as State policy, which I review below.

2.6: State Policy (Education and Training)

2.6.1: Early stirrings.

Fears that Britain's training was inadequate arose as early as the 1950s (Pemberton, 2001, accessed 25th July 2012), leading by 1964 to the prevailing voluntary arrangements being supplanted by legislation promoting industrial training.

2.6.2: Industrial Training Boards (ITBs)

In 1970, under the terms of section 1 of the 1964 Industrial Training Act, a number of ITBs were established (Evans, 1992: 7). Leadership was provided by a mixture of business and organised labour, and the Boards were free to set levies and disburse grants.

The levy-grant system proved unpopular and following the 1973 Employment and Training Act, the ITBs lost their independence and became part of the Training Services Agency of the British Government's Manpower Services Commission (MSC). There followed a move to a system in which businesses were inspected by Board staff and exempted from levy if found to comply with standards ultimately set by government (Evans, 1992: 17). Exemption could save an organisation a cost equal to around one percent of the annual payroll, so the pressure to comply was high. People were needed to administer this system, and a benign side-effect was a vast increase in the recruitment of training officers.

The MSC, through the Training Boards, expected training to be a systematic process geared to business needs. Thus was established a managerialist system of satisfying training needs geared to systematically identified business requirements. This system, with which I, as a company training manager, interacted from 1974 to 1981, was closely focussed on vocational training, tending to see 'management development' as, if anything, the development of a set of positivistically-measurable skills. Development of human potential on a wider scale was not formally within the remit of the ITBs and thus tended not to figure. This

may have had an effect on the composition of nascent OMD, in that the criteria for acceptability by the ITBs was based on 'measurables' which OMD providers might then have striven to provide. There were occasional exceptions: The Food, Drink, and Tobacco ITB (FDTITB) supported the pioneering effort of Creswick and Williams (Creswick and Williams, 1979), whilst the Paper and Paper Products ITB (PPPITB) helped fund my own early involvement in OMD. Apart from such occasional exceptions, the ITBs largely focussed on vocational training.

2.6.3: The passing of the ITBs.

Despite their shortcomings, the Thatcher government's abolition of the ITBs was seen by some as the ending of the influence on training policy of non-central-governmental interests (Holmes, 2007). *Marxism Today* (September 1981) saw it as an attack by government on training.

Some still call for the reintroduction of ITBs, pointing to the allegedly poor functioning of their centrally-controlled successors: *'Clearly, the abolition of the ITBs, espousedly to improve training and skills levels, has been an utter failure ... their reintroduction is urgently needed...'* (Holmes, 2012).

I owe the ITBs a debt; Due to the need they created for company training officers, I was able to escape from routine clerical work. This led directly to my work in OMD. Nevertheless, their focus on systematic training set a benchmark for future HRD policy which may have militated against emergent self-development in OMD.

2.6.4: YTS; Foundation for mushroom-like growth.

Those training officers who remained in employment after the demise of the ITBs often gained funding by running programmes under the aegis of the Youth Training Scheme (YTS) which ran from 1981 to 1990. YTS was semi-obligatory six-month in-service training programmes for unemployed youth, funded and content-controlled by the MSC. A compulsory component was a one-week residential.

The major increase in demand for residential training provoked by YTS could not be met by the few development training organisations existing in 1981. This resulted in the entry into the field of a large number of new organisations, some of which were inexperienced in group process facilitation and simply offered outdoor activities without the benefit of reflection.

Thus, YTS, whilst providing a large number of programmes for development trainers and thus subsidising the nascent OMD sector, may have precipitated a lowering of standards in development training. That this may continue, is shown by the existence of organisations which sell outdoor pursuits or war games as teambuilding (For example, see <http://www.actiondays.co.uk/mission-x>, accessed 9th October 2012).

2.6.5: State Policy since the MSC

Since the demise of the MSC and YTS in 1985, State training policy has been enacted through a series of locally or sector-based regulatory bodies, the latest of these, Sector Skills Councils (SSCs), are designed to be *'independent, employer-led, UK-wide organisations [aiming to] create the conditions for increased employer investment in skills which will drive enterprise and create jobs and sustainable economic growth'* (<http://www.ukces.org.uk/ourwork/sector-skills-councils>, accessed 14th August 2012). The SSCs are largely focussed on measurable competencies rather than notions of systematic training. Each SSC has a wide remit, so that Skillsactive, the SSC for sport and outdoor learning also caters to the needs of the caravan manufacturing industry (<http://www.skillsactive.com>). Such organisations are silent regarding OMD, but the continued emphasis on measurable performance improvement does not support ideas of emergent development.

2.6.6: OMD and State Training Policy – no relationship?

British OMD experienced its growth largely after the demise of the ITBs, at a time when state interest in the mechanics of manager-development was at a low ebb.

The YTS years (1981-1990) are the years of OMD's rise from specialist backwater to popular fad. State training policy, focused as it was on providing some kind of occupation for young people, is only marginally relevant to OMD. Nevertheless, YTS did lead to an increase in the supply of trainers willing to undertake work with a developmental focus, whether or not they understood the depth of skill required.

Despite this, it seems that the trajectory of UK Government training policy since the demise of the ITBs has had little relationship to OMD, given that the medium came to prominence post-ITB, that is, at a time of government disengagement from efforts to directly influence the course of management training and development.

A more direct influence on the development of OMD may have been provided by psychology, which is discussed below, with particular reference to the work of Bion and others.

2.7: Psychology

2.7.1: Introduction.

The work of Bion and Rickman in War Office Selection and the Tavistock Institute requires some examination as a sometimes-overlooked root of process-based matters in OMD. Around ten years before the advent of Coverdale, Bion, Rickman and associates pioneered the use of leaderless group-work in what has become known as the Northfield Experiments, later adding a 'hands-on', outdoor element in war Office Selection Boards (WOSBs) and later (at the Tavistock Institute) pioneering the way for group-focused work.

This thread is the source of an approach to group development which is rooted in psychotherapy, and as one which influenced some early and influential figures in Management Development and a few OMD pioneers, it is very worthy of examination.

Those OMD programmes with a predominantly humanistic focus resemble in some ways the wartime work that Bion and Rickman and others carried out with those whose minds were disturbed by war. Together, the psychiatrists set up an organisation which has been described as the first self-reflective institution (Harrison, 2000: 8), in a way that brings Lave and Wenger's (1991) idea of Communities of Practice to mind. To Harrison, the Northfield experiments are the first real attempt at group-work. In addition, some of the therapeutic approaches – for example their informal and unstructured approach to art-therapy (Harrison, 2000: 201) bears a close resemblance to the use of the graphic and performing arts by Outward Bound *Ceska Cesta* (Krouwel, 1995, Martin et al , 2004).

Harrison (ibid) records that the Northfield staff were confronted, like OMD practitioners, with the dilemma of whose needs to prioritise – authority's by curing men just enough to send them back to the battle, or the men themselves by fully restoring their mental health? OMD practitioners face a similar dilemma when they consider whether to address the client's training needs or work on 'live' issues that emerge in real-time from the interactions of the group.

Extremes of this dilemma are illustrated by quotations from two OMD facilitators. Firstly, the compliant:

' ... there were a lot of people in those days who ... [said] 'it's all about developing the people who came on the course'. Stuff that! You work for the organisations who pay the money, and they want specific results.....' (Krouwel, 1999: 36)

Secondly, the subversive:

'... the reason that I'm doing this job is to affect individuals and sometimes that's in conflict with the objectives of the Companies.....in fact I would say that my objectives – which I often keep to myself – are on a different level to the Companies' ones....' (ibid).

2.7.2: Roots and Background to Northfield.

Early light is shed upon group theory by Le Bon's interest in the behaviour of humans *en masse* (Harrison, 2000: 26). Freud argued that group actions were determined by unconscious intra-psychic mechanisms rather than just instinct. Fairbairn and Klein took this view further, asserting that object (human) relations govern the activity of groups. Bion and Rickman's Northfield experiments and WOSB leaderless groups were the first practical application of these concepts (Harrison, 2000: 34).

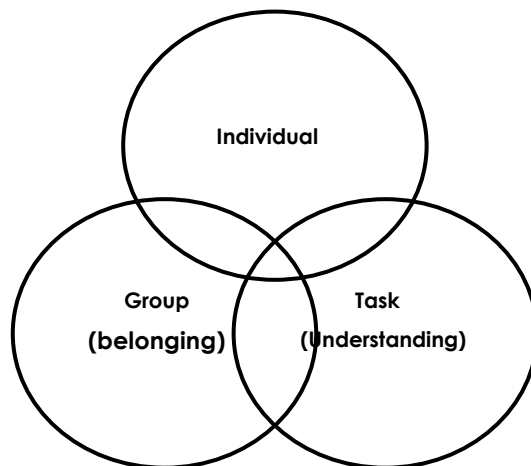


Fig. 5: Adair's Action-Centred Leadership Venn diagram

In the years around 1920, William McDougall sought to establish general principles of group life, noting that organised small groups behaved in a less '*emotional, fickle, inconstant, irresolute and extreme*' way than crowds (Harrison, 2000: 30).

This gives a rationale for the use of small-group based programmes, rather than the mass efforts which sometimes occur. Of further interest to outdoor developers is McDougall's view (Harrison, 2000: 30) that understanding and belonging are both needed for groups to become effective.

McDougall's views (Harrison, 2000: 30) are a precursor of the well-known task-group-individual Venn diagram (see fig. 5 above) often used in OMD to illustrate the conditions necessary for effective team working (Adair, 1973).

Others influenced Bion and Rickman: W.H.R. Rivers – who introduced Rickman to psychoanalysis – was a key in linking Freud's theories to the treatment of War Neurosis in the First World War (Harrison, 2000: 33), but differed profoundly from Bion and Rickman (both Western Front veterans) in believing that officers should benefit from an almost hypnotic state of compliance in their subordinates (Harrison, 2000: 33). Rivers' views have parallels in OMD efforts designed to instil obedience rather than promote autonomy. Opposition to this view is expressed by Rickman who, in 1938, predicted that victory in the coming war would go to the side which builds a community made up of people who trust one another (Rickman, 1938: 372, in Harrison, 2000). If this is so, there is a lesson for management learning; that teams and groups in which trust exists are likely, perhaps in the long-term, to experience success in their tasks. Again, this is a precursor of Adair's ideas on building team skills.

2.7.3: WOSBs – the world's first use of leaderless groups

Bion and Rickman pioneered the use of leaderless groups in a developmental way, building on the experimental work of Lewin, Lippitt and White (Lewin et al, 1939) and developments upon it by French (Harrison, 2000: 67) to aid the process of separating potential officers from those without officer-potential. This was by observing and assessing the performance of groups lacking named leaders in co-operative tasks. Bion believed that the real life situation presented by such activities provides an effective measure of peoples' ability to retain and use effective personal relationships to achieve survival (Bion, 1946).

Some of the 'real life situations' noted above were prototypes of the 'grounds exercise' (Krouwel and Goodwill, 1995) familiar to OMD practitioners. Primary sources of WOSB content are not readily available;

I spent two days in the National Archives, Kew, searching for them and found no trace; only information on such matters as WOSB staffing and administration.

Descriptions of some WOSB activities have, however, crept out via popular media. Thus, Miller (1993: X) describes a 1941 task which is still used today (See Appendix L: Exercise 'Poacher's Escape'). The novelist George McDonald Fraser (Fraser, 1972) notes river-crossing (See Appendix M) and 'electric fence' (similar to 'Poacher's Escape') activities in a Far-East WOSB, and a television comedy offers a parody of a Selection Board activity (Allen, 1973) involving a plank and two hanging tyres.

These serve to testify that WOSBs, as well as meeting their dual function of *'broadening the social class base for recruitment ...and providing a selection process which would allow candidates to show their talents in realistic situations'* (Miller, 1993: ix) were also the first recorded example of using the type of outdoor tasks (the same tasks in some cases) which remain familiar today in some OMD programmes. It is significant that WOSB is also the first recorded example of a directly instrumental use of the outdoors (as an assessment / development tool) rather than as an end in itself or an indirect tool of, for example, toughening for Imperial service.

This examination of the theory underpinning some OMD is important for gaining an understanding that the roots of OMD are deeper than is commonly understood. We move from it to briefly examine early attempts at OMD, in effect the first emergence of a distinct OMD from the web of influences around it.

2.8: Early Approaches to OMD.

A short overview of early attempts at OMD helps to place it in its theoretical context.. This will be discussed in considerably greater detail in
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the literature review (Chapter 3), so it is sufficient to note some early efforts.

The John Ridgway School of Adventure was operating by the end of 1969 and can claim to be the first provider of OMD, although the owner's methods have often been the subject of criticism from within OMD (<http://www.goodwilltraining.co.uk/> accessed 26th August 2012).

The Leadership Trust was formed in 1975 (<http://www.leadership.org.uk>, accessed 5th October 2012) and had a closer managerial focus. Although the site of much management development, the trust's early sole concentration on leadership tended to give it a closed-solution focus, rather than a more generally developmental one.

The Brathay Hall Managers in Action programme, of a similar vintage to the Leadership Trust, seems to have been very much a traditional Outward Bound-style activity programme with a managerial population. The managers I sent to it in 1978 talked of things like cutter racing rather than review or reflection.

By 1980, Challenge Training was operating (Krouwel, 1980). It can lay claim to being the first truly OMD business, spurning Ridgway's physicality and the Leadership Trust's emphasis on a single skill, to partly base its approach on the work of Creswick and Williams (Creswick and Williams 1979, Krouwel, 1980), fusing the Outward Bound experience of one of its partners with the organisation development background of the other.

OMD attracted the positive attention of the management academic press, reached fad status, and had books written about it (Bank, 1994; Krouwel and Goodwill, 1994; Tuson, 1994). From around the mid-1990s, academic writing took on something of a critical tone and the medium, no longer a novelty, attracted outdoor providers who, sensing a profit but lacking knowledge of Organisation Development (OD) methods,

offered simple outdoor experiences, perhaps leading to a levelling and commodification of the medium.

These historical notes will be expanded upon in the next chapter, in which the literature related to OMD is examined.

In the meantime, it should be noted that early OMD business tended to occupy quadrants two, three and four of figure 3. The John Ridgeway School of Adventure offered physical challenge as a way of learning, but rarely reflected upon what was happening in terms of process (Quadrant 2 – See interview B), with the Leadership Trust using the outdoors as a way to teach something (Quadrant 3) and Challenge Training operating a more open learning policy (Quadrant 4).

Thus, from the early years, OMD was not unified by any particular set of underlying values.

Reflective summary of chapter 2

This chapter illustrates a diversity of roots for OMD showing that from the earliest days (compliant scouting versus the radical Kibbo Kift, Hahn's desire to impel into experience versus the desire of other Outward Bound pioneers to produce new Empire-builders), there has been a confusion and diversity of philosophies underpinning OMD. Early OMD efforts were themselves diverse, with Ridgeway preaching a Spartan immersion in experience without planned reflection, the Leadership Trust using the outdoors to teach a topic, and Creswick and Williams seeking a mix of planned and emergent learning (Interview with Creswick, 2010).

Although this appears to hinder identification of what OMD is (Research focus 1), it is helpful as it demonstrates a heretofore largely ignored diversity of roots which starts to raise the question 'is OMD actually an identifiable entity, or is it really a number of different things covered by a perhaps too-encompassing title?' For me, this is an extension of focus 1, not a negation of it, and contributes towards the central core question by beginning to identify some paradigmatic confusion within OMD. An examination of the literature will investigate this further.

It is also noted that the State's relationship to industrial and commercial training and development (particularly the ITB focus on a standardised approach and the explosive growth of residential provision for YTS) may contain the seeds of commodification (Research focus 3).

3. Reviewing the Literature

Chapter Overview

The Chapter examines literature related to OMD, seeking both to review it and whether there is evidence for the three focuses of the research (What is OMD?, What are the espoused theory and the theories-in-action of OMD practitioners? Is OMD commodified?).

The chapter is in a number of sections, each with a particular focus. In the first section (3.3), an overview on the literature of outdoor learning notes a lack of direct reference to OMD in the literature of outdoor learning, although writing on the relevant topic of facilitation is noted and recorded. In the second section (3.4), there is a deeper examination of the literature on OMD, looking at early enthusiasm and early writings within practice. This identifies an early dichotomy within the field between commodified and emergent strands and is followed by a noting of early academic interest in OMD and critique from within and outside the field.

Critique and research both from academia and within the field is noted in sections 3.6 and 3.7, from which emerges a questioning and modification of Focus 1 (What is OMD?), a questioning which is reinforced in section 3.8, which examines the debate around whether OMD is its own reality or a simulation of work-based reality. Sections 3.9 and 3.10 contrast commodified and emergent-groupwork approaches to OMD, before the Chapter closes with a brief examination of the similarity of the issues facing OMD and the equally experiential medium of theatre before summarising the effect literature has had on the focuses of the research. A final section summarises the issues raised by the literature research and the way these have changed/refined the research focuses.

3.1: Introduction

As discussed in Chapters 1 and 2, OMD is often portrayed as a distinct learning medium but actually has heterodyne roots. As Ibbetson and Newell (1997: 58) note, OMD, although treated as a unitary concept, is actually characterised by diversity. The root-disciplines of OMD include outdoor learning, organisation development, and management development, all of which in themselves encompass a wide range of paradigmatic positions and sub-disciplines.

This confusion of tongues will be revisited in the section on findings, but for now leads to complications in examining the literature as writers' theoretical standpoints are not always clear. For example, those with a positivist management background sometimes seek 'proof' that OMD achieves particular targets (Stokes, 2008: 3), whilst facilitators with a Rogerian background might be happier with a sustained exploration of human potential. Similar confusion arises between the continuum of values from 'hard' outdoor trainers to those with a 'soft' group therapy agenda. Williams (1990: 7) notes that OMD seems to involve everything from splat gun-ridden adventure training to carefully planned and structured programmes.

It is important to remain alert to the range of attitude in the literature of the patchwork of ideologies which contribute to the theoretical make-up of OMD. In order to deal with this variety and to facilitate a sense of structure, this literature review is divided into four sections: Outdoor learning, OMD, OD /groupwork and other forms of experiential learning.

3.2 Fields of Literature

3.2.1: Outdoor Learning

This thread surprises by its lack of direct interest in OMD, with the Journal of Adventure Education and Outdoor Learning (British) focussing almost completely on other areas.

3.2.2: Literature on OMD

This is a large section; there is abundant scholarly work (together with a few books) from within the world of management development, and thus this is the source of much of the literature, although there has been a diminution in new writing since around 2007.

The literature on OMD is examined in sections 3.4 to 3.9. In section 3.4, early enthusiasm for the medium is explored and the work of early providers is examined. Section 3.5 looks at early academic thinking on OMD. Section 3.6 discusses academic critique of the field. Section 3.7 concentrates on critique from within the field; Section 3.8 concentrates on whether OMD is a simulation or has its own reality. Finally section 3.9 focuses on Commodification.

3.2.3: Organisation and Group Development

This is one of the historical threads of my literature search. Discovering a connection between Bion (and thus Klein and ultimately Freud) and OMD has, for me, filled a gap in the root-structure of OMD. Bion's pioneering groupwork in *War Office Selection Board (WOSB) programmes is perhaps the first occasion in which leaderless groups were given outdoor tasks which were co-operatively reviewed with sympathetic observers. Boot and Reynolds (1997: 89) note that this is arguably the most influential theory of group behaviour. This strand has been overlooked in OMD, and deserves investigation. In terms of a breakdown of sections, section 3.10, I examine groupwork and group processes, section 3.11 the influence of Bion, Rickman, the War Office Selection Board (WOSB);

3.2.4: Other forms of Experiential Learning and reflection on the literature.

There is literature on the use of non-outdoor experiential management development such as that which uses the skills and techniques of theatre. This has interesting parallels with OMD, especially in that there appears to be a range of offerings and underpinning theories. This takes place in

section 3.12. Section 3.13 focuses on my overall reflections on the literature.

To illustrate the lack of interest by the outdoor academic world in OMD, I have undertaken a content-analysis of the Journal of Adventure Education and Outdoor Learning (JAEOL). This journal was chosen due to its complete focus on outdoor learning (as opposed to, for example, the Journal of Experiential Education (JEE) which focuses on a wider range of milieu). I have carried out a less detailed analysis of the JEE, and noted the lack of OMD focus in the Australian and New Zealand journals.

3.3: Outdoor Learning

My examination of the literature on outdoor learning is focussed around the sole British academic journal dealing mainly with outdoor learning, the Journal of Adventure Education and Outdoor Learning (JAEOL), highly regarded within British outdoor academia. It achieved peer-reviewed form in 2000, and up to the end of 2012 has had twenty three- issues, a robust mixture of editorial material, book reviews and some 121 academic papers. Other peer-reviewed journals include the U.S. Journal of Experiential Education (JEE) which ostensibly deals with all types of experiential learning but tends in practice to focus on the outdoors, the Australian Journal of Outdoor education (AJOE) and, occasionally, the New Zealand Journal of Outdoor Education (NZJOE).

3.3.1: The content of the JAEOL

For those reflecting on OMD, the content of the JAEOL (See figure 4) provides food for thought. The 121 published papers show a variety of interests, being unified by not much more than a relevance to outdoor activity and learning. Among the most popular themes are aspects of practice, including seven papers on risk and safety, six on the skills of facilitating, seven on the connected matters of sustainability and sense of place, six on therapy through adventure, and six on the development/learning process. The journal also caters for the interests of

particular groups, with children and schools being the largest focus. Six papers emanate from a critical feminist/queer stance. There is also a group of papers relating to particular areas of learning or need (the elderly, families, inter-community reconciliation, inclusion)

Accepted paradigms do not go unchallenged, with, for example, a series of papers by Brookes (2003) powerfully challenging the Hahnian/Imperialist paradigm, which the author sees as dominant in British-rooted outdoor education. Allied to these are five papers advocating a variety of alternatives to Brookes' perceived cultural Imperialism.

A further three advocate the Norwegian 'Friluftsliv' approach to outdoor learning. This reflects a consistent interest by outdoor academics in the Norwegian approach.

In addition, there are papers on outdoor methodology, theory, philosophy, practice, and culture, among other topics.

The above analysis illustrates that, although there is much in the JAEOL, it is blind to OMD. This blindness does not only relate to contributors to the JAEOL. An Institute of Outdoor Learning (IOL)-sponsored history of outdoor learning (Ogilvie, 2012: 434) makes just one passing reference to OMD in its 747 pages.

3.3.2: Lack of OMD interest in Outdoor Learning Journals

The lack of interest shown by the JAEOL in OMD gives pause for thought. Why has British outdoor learning academia left OMD, once a reasonable proportion of the income generated in the field, out of its deliberations?

There are a number of possibilities. Has OMD become such a small part of outdoor learning that it fails to warrant academic interest? The thought is tempting, and OMD is past its busiest years, but even so two of the largest British outdoor development organisations (The Impact

Development Training Group and the Brathay Hall Trust) both heavily focus on OMD; there is still some market for it.

Another reason may be that outdoor academics fail to see OMD as having much significance to the world of outdoor learning. Brookes (2003), for example, offers a powerful critique of traditional development training, one of OMD's roots (Ogilvie, 2012: 434). He emphasises its instrumental nature in preparing citizens for Empire, advocating a more environmental focus to outdoor education, emphasising that outdoor learning should be learning *about*, not *in*, the outdoors. Given that OMD takes the latter approach, it may have been dismissed by some outdoor academics.

There is something in what Brookes says. Certainly, Geoffrey Winthrop Young, an early apologist for Outward Bound, asserts that the fledgling Trust should be a kind of compressed public school, suitable for producing, in Young's words, '*successors to the great Empire Builders*'. which was seen as beneficial but costly and time-consuming. It is unlikely that Young was alone in his views, given that they appear in an Outward Bound-sponsored book (ed. James, 1957).

The power of Brookes' critique of neo-Hahnism may have had the effect of focussing academic attention away from OMD. Given that even management academics such as Badger et al (1997) attribute the roots of OMD to, among others, Outward Bound, this is hardly surprising, and might tar OMD with the same Imperialist brush as Outward Bound.

Further possibilities are that outdoor academics do not think that OMD is part of the world of outdoor learning, or are not interested in it. This would be in contrast to management academics who, from the early days of OMD, have had much to say about OMD with, for example, the periodical 'Training Officer' giving much of its October 1980 edition over to writings on OMD and a 1983 edition of the peer-reviewed journal Management Education and Development (MEAD) carrying two

extensive pieces on OMD. There has been a steady flow ever since although, perhaps reflecting a wider loss of interest in OMD, this has reducing to a trickle in recent years.

The lack of interest in OMD shown by the JAEOL applies perhaps to a greater extent in Australia, Canada and New Zealand, all of whose outdoor learning journals tend to take a Brookes-like 'nature-first' agenda.

Topic-group	Approximate category	Papers	Relevance to OMD
Careers	The profession	1	3
Reconciliation	Social Action	1	2
Inclusion	Social Action	2	3
Schools (6) and Children, usually girls OR boys. (6)	Particular Interests	12	3
Goals of outdoor HE students	The profession	1	3
Schools	Particular Interests	6	3
Play	Process	2	2
Learning	Process	1	2
Research methods	Academic	2	3
Instructors	The profession	1	3
Group Dynamics (or lack of attention to)	Techniques	1	2
Dramaturgy (as a description of a Czech methodology)	Techniques	1	2
Older people	Particular interests	1	3
Families	Particular interests	1	3
The ethics of care	Philosophy	1	3
Psychological resilience	Process	2	2
Journeys	Metaphors	3	2
Narrative	Process	1	2
Crisis Management	Skills	1	3
Risk / safety	Skills	7	3
Facilitating	Process/Skills	6	2
Decision-Making	Skills	1	2
Sustainability / sense of place	Philosophy	7	3
History of OE (critical)	Critique	6	3
Adventure culture and therapy	Practice	7	2
Learning / development process	Process	6	2
Decision-making	Practice	1	2
Technique (teaching it)	Skills	1	3
Social Capital	Philosophy	1	2
Motivation	Philosophy	4	2
Feminist /Queer	Critique	6	3

Environmental education	Skills	2	3
Paradigms	Philosophy	3	2
Revisionist Critique	Critique	3	3
Occupational Socialisation	Critique	1	3
Evaluation	Practice	1	2
Competency	Critique	1	2
Alternatives to cultural imperialism	Critique	5	2
Friluftsliv (Norwegian outdoor philosophy)	Critique / advocacy	3	3
Outdoor technology	Practice	1	3
Anglo-Czech linguistic comparisons	Culture	1	3
OMD	Process	1	1
Transfer of Learning	Practice	1	2
Methodology and ideology	Theory	4	3
'Solo' experiences	Practice	2	3
Physiology	Practice	1	3
Impact of theory and pedagogy on provision	Theory/Practice	1	2
Unclassifiable	Unclassifiable	3	3

Fig. 6: Topics covered in the Journal of Adventure and Outdoor Learning

Key (Relevance to OMD)

1 = totally relevant to – and about – OMD

2 = Some relevance to OMD (e.g. Process)

3= No relevance to OMD beyond also being outdoors - focussed

Despite its title, the US-based Journal of Experiential Education (JEE), published since 1987, is largely outdoor-based. It had produced 970 individual pieces of academic writing by spring 2012. Only six have been focussed on OMD, echoing the British experience with only one dated later than 2000, and none since 2006. The presence of a host of articles on service-learning in more recent editions may be a pointer to what has happened to the U.S. OMD market.

Thus, English language outdoor and experiential learning journals have, at least since 2000, largely ignored OMD. Is the same true in other areas of the media? In section 3.4 I will examine writing (largely from the management press) on OMD.

3.3.3: Writing on Facilitation in outdoor-focussed journals.

The craft and skill of facilitation is an area of common ground between parts of outdoor learning and parts of OMD, and the JAEOL is not silent in this area. Germane to this study (and examined later) are Brown's (2002) musings on the controlling nature of the 'gatekeeping' facilitator and his 2003 paper on the use of paraphrases and summaries to similarly control the outcomes of group discussions.

3.4: Outdoor Management Development

3.4.1: Introduction

Writing on OMD tends to fall into three categories; pieces which unreservedly laud the outdoors; serious attempts to reflectively convey the benefits of OMD, and critical writing.

3.4.2: Early enthusiasm

Two examples are illustrative of the first of these categories. The first (Davis, 1981), is British and follows a group of managers on a programme at Outward Bound Eskdale, where they, among other fairly 'hard' outdoor activities (including a night in a tent in below-zero conditions), are required to impersonate secret agents, stealing fake plutonium (Davis, 1981:2). The article expresses a taken-at-face-value view of the learning, with a number of features which recur in later writing, thinking and buying decision-making:

1) A blind acceptance of what committed proponents of OMD say it achieves: Thus, the arguable statement that it is beneficial to place '*executives in an unfamiliar environment [that] puts them under physical, emotional and mental stress*' (Davis, 1981: 58) is accepted at face value.

2) An inappropriate use of statistics: in this case a survey which '*shows that around 90% of the participants found the week to be both a helpful and enjoyable use of time*' (Ibid: 63). As such

comments may be based on small samples, this can bestow a false aura of quantitative veracity onto programmes. OMD is not alone in this, but it is noted by Jones and Oswick (1993) as being a particularly widespread and unhelpful practice in OMD.

3) A vagueness as to actual learning outcomes: for example, the director of the centre which hosted the programme avers that '*they seem to find our courses very useful*' (Ibid: 58) without offering any explanation of how or why that might be. Planning, leadership, and confidence (along with mental refreshment and physical fitness) are later cited (without evidence) by the management academic heading the programme.

4) An almost cult-like process of conversion from scepticism to belief: One participant '*reprimanded for his negative attitudes on day one*' (ibid: 62) publicly withdraws his criticisms towards the end of the course (very early in the morning, immediately after a very testing overnight activity, when his resistance to persuasion might be considered to be at a low ebb). Group bonding is portrayed in a similarly cult-like way, with one official pronouncing that '*If we'd got our hands on the enemy, I think we'd have beaten them to a pulp*' (Ibid: 67).

The second laudatory piece, 'The Wilderness Lab comes of age' (Long, 1987) is written by an OMD practitioner in the United States. Although no organisation claimed to use OMD before the mid-1980s (Wagner et al, 1991), there are similarities with the earlier British piece, particularly in relation to the bonding effect of outdoor challenge (Long, 1987: 36) and the unfamiliarity of the setting and tasks (Long, 1987:31). The author (Ibid) also recounts her own Damascus-road conversion to OMD. This is by no means a unique occurrence, with participant E initially possessing a strongly opposition to the outdoors, being '*...explicitly anti any kind of outdoor management development*' (E1.1) until experiencing the work of a sophisticated designer and facilitator at work, whereupon '*... we*

hadn't got more than a day into the first programme before I was an absolute convert...' (ibid)

Long's thesis is that the outdoors is a harmoniser and leveller of people. This is illustrated by the opening vignette in which squabbling managers are brought to their senses by '*an intense, no-nonsense corporate veteran*' (Long, 1987: 30) who reminds them that '*this is not the way we did it in the woods...*' (ibid). Long is less critical of the medium than even Davis, averring that it is, in some unspecified way, '*magic*' (ibid: 37). She also expresses a view that the learning on programmes is metaphoric. This, and the implication that the trainer (rather than the learner) fashions the metaphor, has become a common view in OMD. (See, for example, Gass and Priest, 1998: 67), and is, for me, a critical weakness of OMD, especially in the United States: Does it not weaken perception of an activity to be told that it is a metaphor for something else rather than an event in its own right? Should not real people deal with real situations really, rather than be reduced to the role of actors in a metaphoric presentation of some other reality? As Hovelynck (2001:7) notes, adventure education (and by extension OMD) has '*unmistakeably bent toward a didactic stance*', and trainer-driven metaphors are disguised didacticism.

Although Long unselfishly shares her perceptions of how particular tasks may provoke particular learning, she, like Davis, is evangelical rather than critical of the medium.

The effects of pieces such as these two may have helped trigger a fad for OMD which has not have been wholly positive for its long-term sustenance. Such glowing reports about such exciting outcomes can raise expectations so that, sensing a 'quick-fix', clients flock to a market where suddenly increased demand is met by inexperienced trainers delivering inadequate programmes; up to 200 OMD firms existed in 1995 in the UK, according to Burletson and Grint (1996: 191). Krouwel (2002: 4) notes that suppliers sometimes content themselves with providing

'*outdoor pursuits at silly prices*'. This situation is one in which the seeds of commodification (research focus 3) can germinate: If a trainer is unsophisticated, it seems simpler to sell outdoor pursuits as 'teambuilding' or 'leadership', perhaps gaining a little understanding of a few models of theory along the way (Stokes, 2000: 9),

Long's piece attempts to explain the processes of outdoor programmes. Others, such as Williams and Creswick, went further, seeking to establish the role, purpose and effect of OMD.

3.4.3: Explanatory Writings and Creswick and Williams.

One of the earlier widely-available writings on OMD emanates from the magazine 'The Director'. The article's un-named author focuses on programmes organised by Creswick and Williams for the Imperial Group (Imperial) and the Food, Drink and Tobacco Industry Training Board (FDTITB) from 1976. Whilst undoubtedly positive in tone, it has the benefit of explaining a coherent purpose for OMD; that it can help managers to develop the skills required when '*faced with an unprecedented rate of change, new technology, new competition for raw materials and markets, new social and political pressures ... where customary solutions are inappropriately rigid...*' (The Director, 1979). The simple one-page paper makes a number of points which differentiate the Imperial/FDTITB version of OMD from others:

1) There is no talk of metaphors: OMD is seen (ibid) as something of an antidote for unreal case studies and business games.

2) The medium is not the message: any outdoor skills acquired are a mere by-product of the event.

3) Learning from OMD is not about particular management competencies: It is about what emerges, with programmes designed to aid the adoption of a flexible attitudes to change.

This use of OMD to face the future we do not yet know might be termed 'version 1' OMD. Creswick and Williams, in their own less widely available paper (Creswick and Williams, 1979), expand on the ideas outlined in the 'Director' paper providing a schematic representation of the links between the outdoor environment (novelty, reality, and challenge) with features of management development: planning, creativity and

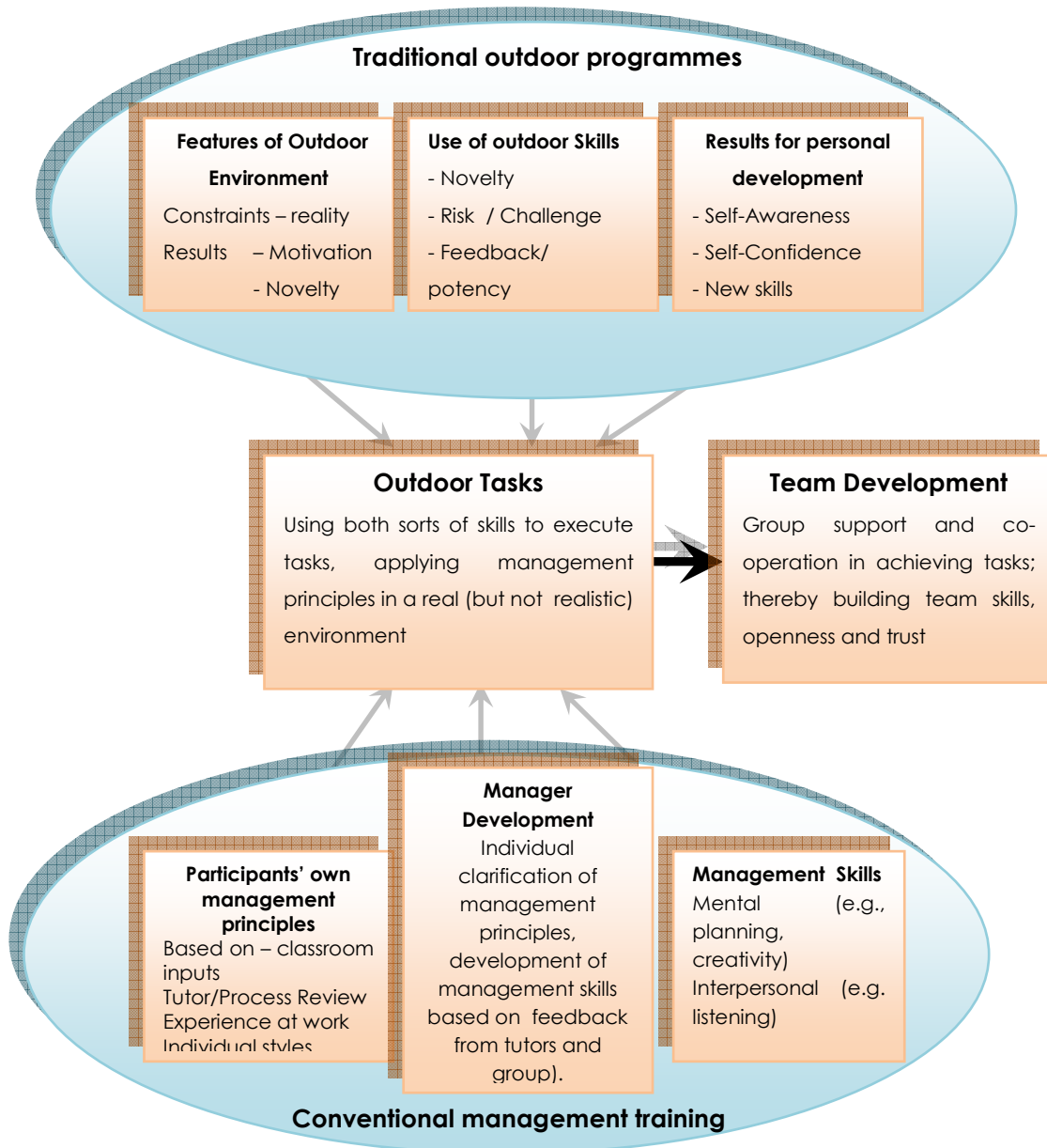


Fig 7: Outdoor Learning and management development
(After Creswick and Williams, 1979)

interpersonal skills development. As Krouwel and Goodwill (1994) note, this attempt to fuse two worlds (See fig. 7 above) was, even sixteen years after original publication, rare and useful.

It is also incomplete in that it focuses on practice, ignoring the different ontologies, methodologies and epistemologies of the worlds of outdoor education and management development. Thus, at an early stage, the opportunity to explore the roots of the new fusion was missed, and seems to have occurred rarely since, other than in perfunctory nods in the direction of Kurt Hahn and Outward Bound. Exceptions are Krouwel (2002; Appendix D) and Petriglieri and Wood (2005).

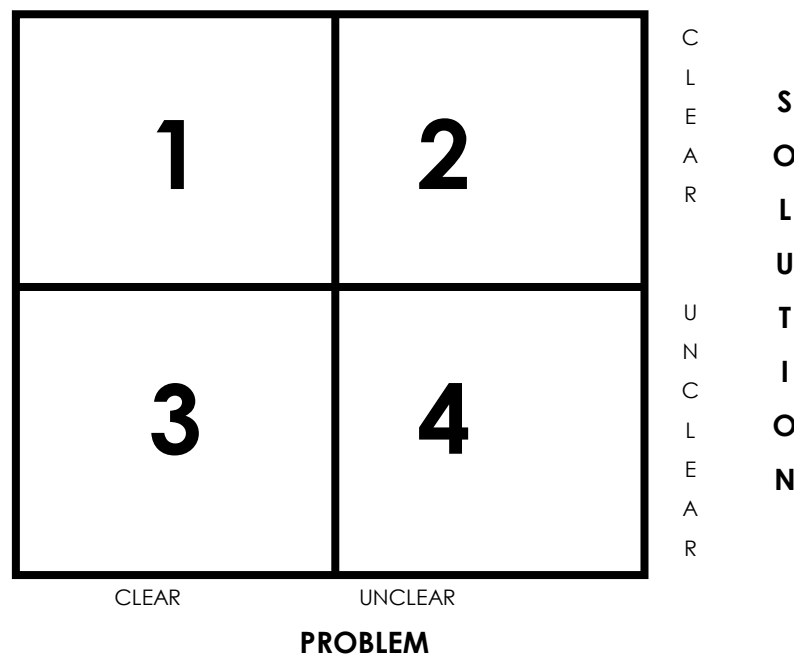


Fig. 8: the Creswick/Williams complexity window

More useful is their understanding that there is a continuum of outdoor activity, ranging from tasks with heavy and technical outdoor content to tasks which *'do not demand specific outdoor skills but which do demand that participants accomplish real tasks in a real environment'* (Creswick and Williams, 1979: 5).

Others may have failed to note the messages transmitted by Creswick and Williams over thirty years ago. Not least of these is a simple tool for understanding the range of complexities to be taken into account when designing programmes, a four-position window (Ibid: 6) used by them to illustrate the growing complexity and unpredictability which they believed to be a feature of the management future (see figure 8 above).

This works by contrasting the nature of problems and solutions, dividing each into clear and unclear. Thus, box 1 (Clear problem/clear solution) is for problems which are so routine as to be clearly visible and to present clear solutions. Box 2 (unclear problem / clear solution) is for those problems which are capable of a variety of definitions but for which, once defined, there is a ready solution. Box three (clear problem/unclear solution) turns this around and is for those problems which, though easily defined, present a variety of solutions. Box 4 (unclear problem/unclear solution) is for those areas of high ambiguity in which both problems and solutions are capable of a variety of interpretations.

Creswick and William believed that this latter situation was becoming increasingly frequent, and that outdoor programmes should be used to immerse managers in ambiguity in order to develop coping strategies. They therefore included, towards the end of programmes, activities of high complexity in which neither problems nor solutions were clear, and tended to shift as the task (often of up to 36 hours) progressed.

Others from Mossman (1982) to Krouwel (2002) have used the construct to illustrate matters of course and exercise design.

3.4.4: Explanatory writings; Thorn EMI Programmes

Turner (1987) shares some of Williams and Creswick's views, and in recounting programmes run in Thorn EMI since 1978, noted that outdoor programmes have a scale and dimension which could not be provided indoors (Turner, 1987: 54), averring that those who undertook Thorn EMI's

outdoor programmes had better careers than those who did not. Sadly, given the hundreds that attended, no serious attempt was made to research these outcomes which remain tantalisingly anecdotal. Turner does aver that attendees '*talk about being better communicators, better planners, better delegators, better resource managers, better problem solvers, better time managers etc.*' (Turner, 1987: 55).

Turner also acknowledges a debt to the Cider making Company H.P Bulmer, whose pioneering OMD programmes ran from the early 1970s (Turner, 1987: 54).

3.4.4: Williams, Creswick and Thorn EMI: Some reflections

I have used the term 'version 1' to describe the sophisticated offerings of Creswick and Williams because I am beginning to think that the range of offerings called 'OMD' are so varied that it is misleading to think of them as related to the offerings of, say, John Ridgeway (whose physically-focussed programmes might be termed 'version 0' OMD) To lump both into the simple sole category of 'OMD' is of no benefit to either. Creswick, Williams and Turner were practising management developers, who needed to justify their efforts by outcomes; their advocacy of OMD was because they believed that it produced exceptional management development results.

This results focus was substantiated and developed by Burnett (1994), who noted that in the outdoors, contrary to expectations, managers with lower levels of cognitive complexity, who might reflect upon themselves in relatively simplistic ways were more likely to gain powerful insights than those who operated at higher levels, who would be more likely to simply elaborate their existing thoughts (Burnett, 1994).

My thinking is progressing towards the idea of seeking to identify a distinct range of offerings, *versions* of something currently all resting on the title 'OMD'.

Burnett was an academic. Her interest in OMD was a precursor for others from that background, and it is to these whom we now turn.

3.5 Some early academic views of OMD

Academic enquiry is not always as constrained by considerations of practice as were Williams, Creswick and Turner. Thus early academic writings are worth considering. Sadly most of them, according to Beeby and Rathborn (1983), consist of write-ups which tend to be '*more descriptive than analytical*' (1983: 171). Exceptions, they believed, were limited to Creswick and Williams (see above) and Mossman (1982), to which might be added their own paper and Mossman's 1983 paper.

3.5.1: Mossman: From clarification to critique in two years

Notable for its wide view of OMD, Mossman's 1982 paper, like Creswick and Williams, achieved only limited circulation at the time of publication (Beeby and Rathborn, 1983: 171). This is a pity as it contains some highly relevant observations, including an assessment of what can be achieved in the outdoors, putting personal growth and development as a first priority. This privileging of personal development is unusual in that providers often downplay this aspect of programmes, seeking instead to sell leadership and teamwork programmes (See, for example, <http://www.thekeynetwork.co.uk> , accessed 13th September 2012 and <http://www.developing-potential.co.uk>, accessed 13th September 2012) which Mossman places at a lower priority.

Mossman (1982: 4) also notes early efforts at combining indoor and outdoor programmes and the debate around the desirability of attempting assessment and development in the same programme. He comes into his own when justifying the outdoors as an arena of management learning, noting that the absence of task reality is actually helpful (Mossman, 1982: 7:1), supporting Revans' view that managers require risk to learn (Mossman, 1982:5) and that the outdoors has an immediacy which surfaces otherwise-hidden interpersonal, inter-group

and emotional issues (ibid). Despite his views on the reality of the outdoors, he surprisingly adopts (Mossman, 1982: 8) the idea of the outdoors as a place in which to enact sponsor/designer-generated metaphors. This has become something of a taken-for-granted among U.S. academics such as Priest and Gass (1993: 24).

If Mossman's first paper is a summary of the state of thinking around OMD in 1982, his second, a year later, is more critical, using an extended comparative table (Mossman, 1983: 187-192, see fig. 9 below) to focus on the idea of self-development (See Pedler *et al*, 1990), and its relative absence from OMD. Reference to metaphor is now absent, with the central thesis being firmly around the idea of the outdoors as an arena for self-development.

This speaks strongly to research focus 1; in effect, In a management development context, Mossman is asking the question 'what is the outdoors for?' and advocating an answer (self-development) which is neither Ridgeway-style toughening-up nor sophisticated development of the Creswick-Williams type. It is radical in that it passes the learning agenda completely to the participant, relegating the facilitator and organiser to a subordinate role. This might be termed 'version 2' OMD.

3.5.2: Early critique of OMD.

Mossman is not alone in adopting a critical tone towards OMD; Kirk (1986) shares his concern about the lack of opportunities for self-development, averring that pre-packaged programmes based on the assumption that all managers are the same (Kirk, 1986: 90) will fail to please anyone. Dainty and Lucas (1992) respond to this view by suggesting that the diversity of OMD may be misunderstood, and offer evaluative frameworks to clarify the confusion through an analysis of task structure (loose or tight) and desired outcomes (self and other awareness, broad concrete skills such as leadership and teambuilding,

MANAGEMENT TRAINING	SELF-DEVELOPMENT
<p>Uses outdoors to help participants learn specific skills. The needs of the participants are assumed to be similar.</p>	<p>Uses outdoors to help participants develop in areas identified by participants as important. Serendipitous learning is also experienced and welcomed.</p>
<p>Tasks and activities are formally reviewed, focussing on social and interpersonal issues of a group or inter-group nature</p>	<p>Review focuses on personal as well as interpersonal / Intergroup issues.</p>
<p>Based on a desire to improve participant behaviour in the workplace</p>	<p>Based on holistic ideas of humanistic psychology</p>
<p>Participant is seen as a manager</p>	<p>Participant is seen as a person</p>
<p>Philosophical basis is that there are experts who know what is best, what managers need</p>	<p>The participant knows more about their own needs than do others</p>
<p>Objectives pre-set by trainers and/or sponsors</p>	<p>Objective negotiated personally by each course member with staff /course members</p>
<p>Tasks are pre-set to meet trainers/sponsors objectives</p>	<p>Participants work with tutors to select tasks to explore the issues they have decided upon. Specific tasks may surprise, but the learning objectives will not.</p>
<p>Participants control the way in which they tackle the task (no frontloading), which may be influenced by trainer inputs/learning from previous tasks</p>	<p>Participants control the tasks, but roles may be set within them based on individual learning objectives</p>
<p>Review dominated by trainers who draw out the learning points they wish to emphasise</p>	<p>Management of the review process is shared by all – participants and trainers.</p>
<p>Group tasks, with little individual focus in review.</p>	<p>Group tasks, with individual, as well as interpersonal and intergroup matters reviewed.</p>
<p>Course designed without reference to participants</p>	<p>Course designed with participants</p>
<p>Limited programme flexibility</p>	<p>High programme flexibility. Event process can be re-negotiated.</p>
<p>Participants can choose to opt-out of a given task. A straight on/off decision.</p>	<p>Participants have needs which they should work on. Tasks and activities aim to meet those needs</p>
<p>Staff roles are safety, technical instruction, and process consultancy.</p>	<p>Safety, instruction, technical instruction, process consultancy, and feedback</p>
<p>Attitudes: Staff - 'we know what you need' Participants – 'You're the experts' Sponsors – 'This event is designed to meet our definition of your needs'</p>	<p>Attitudes: Staff – 'participants know what they need, our job is to help them find it' Participants – 'How can you help me?' Sponsors - 'How can we help you develop yourself'</p>
<p>Participants are sent or volunteer to attend</p>	<p>Participants seek to attend, sometimes volunteering on the advice of trusted others.</p>
<p>Actively engages the intellectual, social, and physical, and sometimes also the emotional aspects of each person.</p>	<p>Actively engages the physical, emotional, intellectual, social, aspects of each person</p>

Fig. 9 : A comparison of management training and self-development (Krouwel, 2002, after Mossman). This table portrays the actions that proceed from applying either a 'management training' (hidden didacticism) or 'self-developmental' (facilitating emergent learning) paradigm to OMD programmes. It may be noted that there is a continuum of attitudes between these two extremes.

narrow concrete skills which are specific but can be applied in many situations, such as active listening). They also reflect on review, describing a continuum between low and high intensity (Dainty and Lucas, 1992: 111). They continue the line of critique initiated by Mossman in seeing the outdoors as having great potential for the advancement of self- and other- awareness, but frequently failing to deliver in these areas, keeping instead to the perhaps more predictable (and managerialistically measurable) waters of broad and narrow skill-development. Again, they identify that practitioners seem to be taking a line of least resistance – a route which can lead to commodification (research focus 3).

3.6: Academic Research into OMD

I have examined four Doctoral theses based on OMD. They have varying degrees of relevance to this work.

3.6.1: Lucas – A Mixed-Method Enquiry

Lucas (1992) is the oldest, and, although using mixed methods, quantitatively tests four outcome hypotheses: increased self awareness, enhanced ability to learn, change in self-concept, and increased usage of "openness" behaviours. Of these, only self-awareness showed a quantitatively viable increase, the other three confirming the null hypotheses.

She debates (Lucas, 1992: 2) whether this is due to methodological faults, but also interestingly notes that that the results reflect a quandary related to the nature of personal development (Lucas, 1992: 186-7); that it is a very complex phenomenon, demanding distinctive methods and thus may not lend itself to quantitative evaluation.

One of the reasons for this quandary is that personal development is an internal process. Lucas asserts that although there are many theoretical models suggesting how it occurs, these are themselves deductions from

observed behaviours rather than observations of the process itself and are thus based on propositions which are themselves one step removed from the phenomenon in question.

She also notes that literature lists three distinctive features of OMD. (Lucas, 1992: 20): 1) Firstly, that the outdoors provides a real environment in which to work, secondly, that the outdoors lends itself to programme designs which are open-ended and therefore can meet individual learning needs, and thirdly that in the outdoors the whole of the individual is engaged in the learning process

The foregoing is of interest to this research in that, at a relatively early date, emergent outcomes to OMD programmes ('open-ended' in Lucas's terms) were seen as a strength of the medium.

Lucas's research is of further interest to this work, particularly in her understanding that personal development is a very complex phenomenon (Lucas, 1992: 186) which, in spite of a number of theoretical frameworks which try to explain it, is an area around which there is still a high degree of uncertainty and ambiguity.

Unlike this research, Lucas focuses upon course participants.

3.6.2: Greenaway.

The next oldest piece of Doctoral research comes from Greenaway, and dates from 1995. Although it focuses on review, there is some content that is germane to this thesis. In particular he notes (from twelve interviews with participants) that they delight in being part of a successful team, and in experiencing the sum being greater than the parts. This again points to an autonomy that cannot be given to participants by 'planned outcome' activities, as does his finding that people appreciate the value of giving or receiving support. This tends to question the view of OMD as an arena for inter-participant bullying (Burlinson and Grint, 1996). Indeed, much of Greenaway's inquiry into the attitudes of participants

(his major focus) tends to support the idea that they prefer facilitated programmes wherein (Greenaway, 1995) they feel empowered to learn, having an intense experience which is sufficiently vivid or stirring to have a direct and lasting effect. He also notes that the effect may change over time, presumably as this is through further reviewing, in some progressive rather than negative way.

In reflecting on his dissertation Greenaway reports an impressive list of benefits of OMD (http://reviewing.co.uk/research/ple_sum.htm#themes). These include freedom to learn through experiencing a free-flowing, block and barrier-free learning climate in which creativity and risk-taking is supported, personal achievement. Typically, these include overcoming a personal fear, broadening horizons through meeting new people and doing new activities, experiencing a new learning culture, making insightful connections (the 'ah-ha! moments that participant 2 in this research talks about, and Thomas (1997) prizes), learning from 'lows' and from group feedback, learning how to generate and release energy both personally and in teams. Course experience is seen as powerful, intense and vivid although sometimes hard to describe. Finally, learners reported that they learned how to learn (see also Lucas, 1992 and Krouwel and Goodwill, 1994).

This is an impressive list, made up solely from themes common to Greenaway's 12 interviews. It should be read with caution, however. All the researched participants attended programmes at Brathay Hall. This centre had, and maintains, an intellectually rigorous focus on outdoor learning which is unique and which makes its depth of programme thought and planning much greater than most. It would be difficult to generalise to the rest of the OMD world from research carried out at Brathay.

Nevertheless, Greenaway's research shows what OMD can accomplish. The OMD studied (offered by Brathay) seems to be very much in the variant 1 category, having no competency-focus. Indeed, Greenaway's introduction makes it clear that 'development' is easy to recognise, but

hard to describe. This makes it problematic for those who seek measurable outcomes from OMD (see also Lucas, 1992). Nevertheless, it occurs, though through (sometimes sudden, 'ah-ha') insight and access to feelings rather than the more conventional means associated with training and teaching.

As with Lucas, Greenaway's research is focussed on participants rather than training staff.

3.6.3: Donnison

Donnison's (2000) phenomenologically-based interview research is also from a Brathay background, and agrees with Lucas and Greenaway in averring that although many descriptions of experiential learning place an emphasis on the rational aspects of the process (Donnison, 2000: 2), participants in his study stressed the role of feelings and emotions. It is worth noting that this may sit uncomfortably with an HR profession which is accustomed to focussing on competencies.

Donnison's research suggests that OMD outcomes are much more likely to be changes in participant's feelings and emotions rather than in their cognitive or intellectual development.

Although Donnison's research is with course participants, he also examines the role of the facilitator; one of his questions is whether the trainer or facilitator's skill and behaviour has a significant effect on the successful outcome of an OMD course (Donnison, 2000: 263). The number of comments participants made about the effect of the trainer on OMD course outcomes lends support to suggestions in the literature that the behaviour of the trainer does indeed have a significant impact (Donnison, 2000: 264).

This finding lends support to my decision to focus research on OMD practitioners. It should be noted, however, that as with Lucas and

Greenaway, Donnison's research is largely focussed on participants rather than training staff.

3.6.4: Stokes

Stokes (2000) takes a different tack to Lucas, Greenaway and Donnison, using reflection on narrative via a participant-observation process to note a number of interesting and previously ignored features of OMD. He sees it as unsatisfactorily moored to a '*positivistic and modernistic management development pedigree*' (Stokes, 2000: 308).

He also uniquely but interestingly notes '*an equally insidious concern regarding "representationalism" ... as underpinning "deeply rooted ideological persuasions" (Hassard and Holliday, 1998: 1) that influence processes of construction for many individuals.*' Noting that these factors lead to OMD modernistically constructing a view of itself as an "industry" (Ibid, 309) in order for providers and commentators to gain '*legitimation in relation to shared concerns over modernistic meta-narrative imperatives (Aldrich and Fiol, 1994)*'. This (ibid) encompasses a desire to escape the labels of outdoor pursuits and outdoor education, aiming instead to '*attempt to be embraced by a perceived orthodoxy*'. He also notes how the above-mentioned positivistic patterns are operationalised via, among other things, the concept of isomorphic transfer.

He asserts that this, and the '*linear "before-after", "input-output" methodologies it has invoked*' (ibid) have helped to '*perpetuate a constrained and myopic approach to discussing experiences within OMD*' (309).

He significantly notes that ...'*To "offer" the "use" of the outdoors as a "tool" or resource to be consumed seems perhaps reductionist and moving towards an ethos of commodification*'. (Ibid, 310).

3.6.5: Some common threads in the Doctoral writings

The arc of research starting with Lucas and ending with Stokes is marked by a dissatisfaction with positivist and modernist characterisations of the medium. Lucas notes the inadequacy of her own positivist research, and Stokes condemns the apparent submission of OMD practitioners to the same positivist managerialism that requires such research.

All four theses focus on larger OMD organisations, particularly Brathay Hall (for whom Greenaway and Donnison worked) and Outward Bound. This is in contrast with my own research, which focuses on those from the myriad smaller organisations and sole traderships which make up a large part of OMD. The courses researched are sophisticated examples of OMD (variant 1). These contrast with some of the programmes offered by smaller enterprises which, being less financially secure than the larger organisations and thus perhaps more tempted to accept any work offered, and whose staff may not be as thoroughly trained in matters of group process and personal development as the staffs of larger enterprises.

Nevertheless, some germane points emerge from the theses. These include:

1) Personal development is a complex internal process, difficult to identify and measure through quantitative research, about which there is a degree of uncertainty and ambiguity. (Lucas).

2) Emergent outcomes were identified by Lucas (1992) and Greenaway (1995) as being a strength of the medium.

3) Course experience is seen as powerful, intense, and vivid, although hard to describe (Greenaway). He also notes 'ah-ha!' moments of insight.

4) Participants stressed the role of feelings and emotions in their learning (Donnison).

5) Despite the foregoing, modernistic 'before and after' methodologies have perpetuated a constrained and myopic approach to discussing experiences in OMD. (Stokes).

On the evidence of all the above, research shows OMD as a contested space, with modernist outcome/behaviour focuses competing with a more post-modern, subjectivist, feelings-based learning.

3.6.6: Moving on.

Mossman, Kirk, Dainty and Lucas, and to a lesser extent Beeby and Rathborn, together with the writers of Doctoral dissertations, are all critical proponents of OMD. They like it but want to improve it. Others offer critique from a less committed position. These are noted below.

3.7: Critique and Criticism of OMD

Criticism from outside OMD takes a number of forms and emanates from a number of theoretical positions. The selection below illustrates this, also showing that OMD, being a wide enough discipline to lack a unified theoretical stance, struggles to offer an adequate defence. It is attacked on all sides by various means and unable to muster an appropriate defence.

3.7.1: Buletson, Grint and ethnographic critique.

Buletson and Grint (1996) head the critical charge with an ethnographic study of five OMD programmes, using interviews and annotated observation. They set out to systematically demolish the claims made by a small selection of OMD writers (Mossman, Long, Dainty and Lucas, Irvine and Wilson) that OMD is based on the assumption that the novel environment '*generates an entirely different form of interpersonal dynamics that operate as if they were isolated from normality.*' (Buletson and Grint, 1996: 188).

They carry out their task efficiently, although a loaded and sardonic delivery hinders acceptance – for example their use of terms like ‘touchy-feely’ (Ibid: 191) to reinforce argument. They criticise rather than offer reasoned critique, for example, taking a line from a William James essay - ‘*the Moral Equivalent of War*’ (James, 1949) out of context and attributing it to Irvine and Wilson (1994).

They also seem to have chosen an unusually toxic mixture of stakeholders to research; trainers, for example, who laugh at participants’ problems, company development managers who spy on participants’ performance, and participants who use humour as a means of bullying. These are not, in my extensive experience, any more typical of those involved in OMD than any other walk of life. I have occasionally encountered them all, but in a very small proportion of programmes. The only way I could replicate Buletson and Grint’s apparently awful experiences would be to condense all the worst incidents I have seen in the last 34 years into one research paper. It is, in other words, possible that Buletson and Grint have either been unfortunate in their choice of observed programmes, or have been selective in their observations. For me, this critically undermines their case.

That they are able to make their criticisms at all underlines an incipient weakness in OMD. Such is the width of the values and attitudes populating OMD that it holds no settled philosophical position, thus leaving itself open to critique from any number of theoretical positions, in this case critical ethnography. This contributes to the case that OMD is by no means a single theoretical entity, and suffers from being tacitly treated as such. Further evidence for critique from a variety of positions is set out below.

3.7.2: Stokes: Cultural comparisons

Stokes (2008) offers a thoughtful study of British and French experiences with OMD. His discussion of the roots of OMD attributes it (Stokes, 2008: 25) to such British institutions as Outward Bound and the Special Air Service

(SAS) many of whose former officers, he asserts, direct OMD enterprises. Stokes does not note the likes of Bion, Rogers and Dewey or such authoritative practitioners as Williams and Creswick, none of whom fit his otherwise well-documented case.

To me, this idea of the Anglo-centrism of OMD is weakened by a history of writing and theorising from the United States (for example <http://www.tarrak.com/FREE/res.pdf>, accessed 22nd November 2012) and Switzerland (Petriglieri and Wood, 2005). Further, my experience with management groups in the above countries and in France, Finland, Romania, Serbia, Cyprus, Poland, Slovakia and Singapore showed that they seemed to work as well as my programmes in Britain.

Again, however, OMD struggles to defend itself from attack, this time mounted from the area of comparative cultural studies.

3.7.3: Ibbetson, Newell and the cost of failure.

Ibbetson and Newell's (1996) quantitative study of a weekend programme demonstrated that in an OMD programme based around a competition, the effects on attitudes towards teamwork were negative for all except the winning team. Although the evidence is persuasive, such programmes may not be typical of OMD as some (pace Dainty and Lucas, 1992) are designed around activities wherein competition against fellow-employees is not promoted.

The critique came on this occasion from a positivist perspective, and once again could not be adequately repudiated by reference to any dominant qualitative perspective in OMD. It would be difficult to do so when such a wide range of activities and methods is encompassed by the term 'OMD'?

3.7.4: Jones, Oswick and observation.

Jones and Oswick (2007: 327) attack OMD by the observation and participant observation of one course. They ponder on participants'

complaints regarding the lack of reflection time (Ibid, 333) without taking into account that time actually was allowed for this (Ibid, 335). Group review seems to have been contingent upon the availability of **the** special rooms, which Jones and Oswick think necessary for such activities (ibid, 331) and the programme seems to have used tasks which required nothing but physical effort. The writers conclude that location and structure influence the sense-making processes and the outcomes of programmes (Ibid 338) but fail to note the shortcomings in the programme as set out above. They, albeit tentatively, generalise conclusions from observation of this one programme.

Once more the lack of a clear paradigmatic position for OMD makes it unable to repudiate critique, this time offered from a constructivist perspective. This case also demonstrates a lack of understanding of what constitutes appropriate tasks in OMD. The principle task of the observed programme seems to have been a long walk with no apparent purpose. We have no indication of what they thought people might learn from that.

3.7.5: Positivist doubts.

3.7.5.1: Jones and Oswick: In another paper, Jones and Oswick (1993) conduct a survey of marketing and other OMD literature and suggest that any claims for proven outcomes for OMD were made in the absence of supporting evidence generated from systematic evaluation. They further note that in 1992, an Industrial Relations Service (IRS) survey of 61 users of OMD found that only 3% had adopted pre/post test comparisons of learning gained, whilst 81% opted for the traditional five-point-box 'happy-sheet' form of evaluation. Although this does not itself invalidate OMD, it does call into question the sophistication of those evaluating it. OMD may share this evaluative shortcoming with much of conventional management development, which tends to suffer from the same lack of rigorous evaluation. Indeed five-point scales can have the counter-productive effect of encouraging facilitators to court popularity, sometimes at the expense of learning, and add to the commodification

process by limiting feedback to that narrowly required to show that the planned and appropriate learning has taken place.

3.7.5.2: Badger et al: Evaluative Confusion: Badger et al (1997) display paradigmatic confusion in their attempt to research OMD. Having noted Mossman's (1982) concern that '*conventional data acquisition techniques, e.g. questionnaires and surveys are inappropriate to the evaluation of outdoor development*' (Badger et al, 1997:: 320), and that he was in favour of research through repertory grid and observation, they then seek to generate knowledge of OMD by means of a numerically based opinion-survey. This is of a number of companies in South-West England (56 responses from a survey of 100) and the results are in favour of the outdoors: 47% believed that outdoor programmes contributed to corporate objectives, 79% believed that OMD had resulted in increased effectiveness in the workplace, and 95% believed that the learning had been transferable to the workplace (Ibid: 323).

Having, despite Mossman's concerns, designed and conducted a quantitative survey, Badger et al then complain about the lack of qualitative information in it; that '*what was not clearwas how these conclusions on the part of participant were arrived at*' (Ibid: 323). They further perversely conclude that such positive outcomes may be due to anecdote and intuition (ibid: 323), both of which they discount, presumably in favour of the 'proper' quantifiable data which they have generated and ignored. They unwittingly demonstrate OMD's lack of a clear paradigmatic basis (Research focus 1) by hopping from one position (approval of action-research as an evaluative tool) to another (application of highly positivist surveys), to yet another (complaints that survey responses are anecdotal and intuitive, as if intuition were in some way not a valid human characteristic). Overall, they tend to confirm Stokes' (2000.2) observation that

qualitative methodologies, particularly a small number pointing towards observation and narrative accounts have tended to be

seen as 'anecdotal' (Irvine and Wilson, 1994:25), merely testimonial (Bronson et al. (1992:50) and based on 'poor' methodologies.

A third point of critique is their (Badger *et al*'s) expressed dissatisfaction with positive outcomes which may rest on 'anecdote and intuition'. This, like the reliance on 'systematic' methods is likely to indicate a preference for positivistic thought. Certainly, their thinking fails to harmonise with Strebel and Keys' (1995) view that '*Managers themselves have to be able to integrate and customize the relevant insight with the art and science of management*'. Badger *et al* seem to see OMD through an 'engineering' frame (Schein, cited in Strebel and Keys, 2005: 143).

3.7.5.3: Positivist dissatisfaction: Badger *et al* are not alone in their desire for positivist measurables but Stokes (2008:3) reiterates his 2000 view in 2008 (2008: 3), noting that '*Many writers on OMD are critical of approaches they see as 'anecdotal' and are reluctant to acknowledge value in non-positivistic approaches*'. .

These writers include Cole (1993:12), Irvine and Wilson (1994: 25) and Burnett (1994:18), who notes that OMD is by no means alone in lacking positivist proof for its outcomes. I, on the other hand, cannot imagine how the 'systematic' evaluation of my attendance on a 'T' group in 1977 would have highlighted the powerful changes that the process of those programmes wrought on my outlook. The evidence comes later, in the turn that my life and work took after that event, not in the boxes I ticked to satisfy the needs of the programmes' administrators.

3.7.6: Critique summarised.

The foregoing demonstrates a number of things about OMD and its critics. These can be summarised as that critique (and criticism) can be mounted on OMD from a variety of theoretical positions including (as here) positivist quantitative surveys, ethnographic investigation, cultural studies, observation, literary critique, and semi-positivist opinion-survey.

It also seems that OMD has attracted a following which is prepared to take a relaxed view of critique, seeming rather to criticise through

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selectivity (Burlinson and Grint), shifting the theoretical criteria (Badger *et al*) and analysis of unrepresentative programmes (Oswick and Jones).

3.7.7: No clear paradigm for OMD?

For me, the problem that the critics highlight is that OMD is not a unified field, so that deserved critique of the paradigmatic stance of one area may be simply irrelevant to another. Thus focus 1 struggles –the answer to the question ‘What is OMD’ is pointless. It is many things. It is thus easy to criticise – anyone can find a form of OMD with which they take issue and use critique of it as a club to batter the whole medium. We need a wider definition of outdoor provision for managers than that which is provided by the overall ‘OMD’ tag.

At present, the medium is open to attack from almost any paradigmatic position, theoretically undernourished and having to face a different direction each time it needs to defend itself.

3.7.8: Refocusing the Research.

This is an important issue for this research in that it undermines research focus 1 (What is OMD): It supports the idea of there being no clearly identifiable training/development approach that can be generally agreed to be OMD. This alters the focus from seeking to establish what OMD is, to establishing what variety of training and development approaches use the outdoors. Calling them by one title is misleading and should be avoided (we would not stupidly lump first-aid training, corporate entertainment and a T-Group as ‘IMD’, so why is this acceptable for OMD?)

These difficulties in terms of OMD’s identity also occur in the research itself, and are discussed later.

3.8: Critique from within OMD.

3.8.1: Petriglieri and Wood.

In a paper emanating from a major European management school, Petriglieri and Wood point out that *'if used properly, outdoor exercises can expose covert and unconscious dynamics in both individuals and groups, providing the raw material for meaningful behavioural learning'* (Petriglieri and Wood, 2005: 253). They also note a range of offerings, the most trivial of which are simple incentive events using outdoor pursuits such as quad biking. That there is a large demand for such 'edutainment' (Ibid) can be gauged from a web-search of the many businesses offering diversions such as variants of the television game 'It's a Knockout' (<http://www.itsaknockout.co.uk>, accessed 25th July 2012). That these may sometimes be perceived by buyers as actual management training is evidenced by Badger *et al's* (1997) noting that they were cited as such by participants to their survey. This 'edutainment' is similar to the 'outdoorsland' segment of my own construct (see fig.3). Petriglieri and Wood see a further use for the outdoors as a scenic background for essentially business-focused retreats, also noting that some OMD is aimed at building camaraderie and boosting morale through action – usually at the expense of reflection. They say of this class that:

Group facilitation, to the extent that it is employed, is left to mountain guides and sports instructors [the British equivalent being outdoor instructors] with limited psychological sophistication so that the articulation and integration of what one learns during the activities is usually overlooked or done poorly (Petriglieri and Wood, 2005: 254).

They are dismissive of the foregoing, favouring their last category, which they perhaps misleadingly term 'group problem-solving' - a counselling-based form of OMD in which self and other awareness is combined with the facilitation of personal and interpersonal effectiveness. Indeed, they demonstrate a commitment to emergent and developmental forms of OMD. This is very similar to my box 4 self-development construct (See fig. 4). They are scathing about any other uses of the outdoors for management development, averring that *'frankly, their potential is wasted'* (ibid: 255).

Their intellectual roots are deep, and they highlight the pioneering work of Bion, Rickman and Trist, including, among much else, their abandonment of passivity in the observer's role, to be replaced by interventions aimed at enhancing individuals' understanding of how groups operate and giving them the skills to improve things. They expand upon the affective role of OMD, dismissing cognitive-rational approaches, whilst offering an instructive comparison between cognitively rational 'assessment' and a more intuitive developmental role of outdoor exercises:

The main purpose for the use of outdoor exercises from the perspective of 'assessment' is evaluation, prescription of 'appropriate' behaviors, 'transfer of cognitive learning' back to the office work setting. The main purpose of outdoor exercises from the perspective of 'development' is enhancing an executive's capacity to lead responsibly through the understanding and integration of the rational and emotional factors at work in groups and organizations... the primary task of outdoor leadership is the development – through personal experience and awareness and understanding of the exercise of leadership and group dynamics. The goal is not to succeed at any particular exercise; the goal is to accomplish meaningful behavioural learning ...

(Petriglieri and Wood, 2005: 261)

They believe that size matters: *'the program segment containing the outdoor activities requires a minimum of three days'* (ibid). This is an unusual stipulation in a world which often expects predictable outcomes in one day, and is in contrast to the offerings of some outdoor centres (see for example <http://www.calloffthewild.co.uk/>, accessed 18th August 2012)

They cite testimony which undermines Burtson and Grint's (1996) conclusions: *'What you're doing when you participate in one of these programs is developing bonding in three or four days that could take place in three or four years ... in the workplace...'* (ibid: 263)

3.8.1.1: Significance of Petriglieri and Woods

From the perspective of this dissertation, Pertiglieri and Woods, without going so far in their differentiation as to give support to the idea of dispensing with the overall title 'OMD', powerfully make the point that there are a variety of approaches to OMD, all of which have their own very different purposes. Interestingly, their 'group problem solving' seems to fall between the 'version 1' OMD of Williams and Creswick and the 'version 2' OMD of Mossman, containing as it does Creswick/Williams-like structure and Mossman-like allowance for emergence. This hints at a continuum of approaches.

3.8.2: Stokes (2000.1)

In a paper which is critical of much of OMD, Stokes (2000.1) focuses critique around corporate, modernist and managerialist values '*profoundly involved with representationalist, modernistic and positivistic structures and atmospheres*' (Stokes, 2000,1:1). His point regarding the pointlessness of positivist research may indicate a deeper problem represented by an unspoken conspiracy by OMD providers to give sponsors the specific learning which they (the sponsors) think they want rather than undertake the more difficult task of helping them to understand how emergent, developmental and unpredictable cycles of action and reflection might lead to more powerful outcomes. In effect, as Stokes hints, commodification (research focus 3) arises from a desire to please customers, whose knowledge of developmental uses of the medium may be limited.

The process of taking things learned in the outdoors back to the work setting is termed 'isomorphic transfer' (Gall, 1987, Gass, 1991, and Jones, 1996, all cited in Stokes, 2000.1) and the positivist methods used to measure it attract particular criticism from Stokes, illustrating that OMD sometimes adopts a stance wherein the 'reality' of a course setting (people interacting to achieve some kind of task) is seen as somehow different to the 'reality' of the work setting (people interacting to achieve some kind of task) so that 'transfer' from one milieu to another must be

engineered. Again, commodification may result from the need to provide positivistically measurable outcomes from programmes.

3.8.3: Positivist assurance and tidy sequentialism: False Friends?

Whilst Stokes (2000:1) and Petriglieri and Woods (2005) decry the adoption of positivist values in OMD, others happily embrace them. Among these is Priest (Undated: 5) who undertakes a positivist comparison of classroom and outdoor programmes using Bronson's (1990) Team Development Indicator (TDI) to establish that both the two-day programmes showed strong team development, but that the outdoor one showed significantly greater and longer lasting gains. Whilst the results seem encouraging, they are not conclusive; for all we know a bad indoor course was compared with a good outdoor one. Perhaps the participants in one were less team-focussed than the other. The research is silent as to what factors in the outdoor programme were particularly helpful in promoting desired behaviour.

Honey and Loblely (1986) are positivist in another, more subtle, way: they believe that activities should be selected to '*make it likely that certain lessons emerge*' (Honey and Loblely, 1986:7), further stating that '*the key to success is what happens between, rather than during the outdoor activities*' (ibid). Whilst this is possibly aimed at giving primacy to review over activity, it assumes that experiential learning is some kind of orderly, sequential process. In this focus on a proper *time* for learning (after the event), their concerns parallel Jones and Oswick's (1997) regarding the proper *place* for it (a properly set-up training room).

This attitude is perhaps reflected in the adoption by many OMD practitioners of populist sequential models. These include the group development sequence originated by Tuckman (1965: 387-390), in which his four stages of group formation are reduced to the mnemonic 'forming, storming, norming and performing' (see for example the popular website <http://www.businessballs.com>, accessed 19th July 2012),

and Kolb's experiential cycle, often as adapted by Honey and Mumford (2000), which seems to assume that humans think and act linearly. Stokes (2008: 9) notes that such models, when used at all, are taken at face-value by trainers, with '*little evidence of any deeper questioning or exploration of the epistemological assumptions underpinning the models*' (ibid). This helps a tendency towards commodification (research focus 3), through a kind of MacDonalidization (Ritzer, 2011) of learning theory into simple linear packages.

3.8.4: Competencies denied

The competencies movement, which Priest and Gass (1993) connect to their brand of OMD, is rooted in a highly positivist world-view and continues to be influential in the world of Human Resource Management (HRM) and Human Resource Development (HRD). Competencies share a characteristic with some forms of OMD in that they exhibit a technocratic view of the world (Aufschnaiter and Wurzenrainer, 2010: 9) in which the aims of the client organisation remain unchallenged. Thus, although McEvoy and Buller (1997) see OMD programmes as neutral, they can, like all efforts to 'develop' people down desired pathways, be far from value-free. They run the risk of becoming the subtle form of brainwashing so feared by Buletson and Grint. This can take bizarre forms, such as the occasion when, presumably to develop skills in handling the unexpected,

Former SAS soldiers faked the kidnap of a senior partner in an accountancy firm [at the firm's annual black-tie dinner] while shocked colleagues watched in horror... The 250 guests were plunged into darkness whilst around them gunfire and flares exploded ...

(HR Briefing 46 , 2001).

Writing in the early days of the competencies approach, Chapman and Lumsden (1983: 31) promote a process which is the opposite of it, advocating that learning should emerge from the cycle of activity and reflection, although in forms hoped to be desirable to sponsors. In a private conversation (2010), Creswick expressed the same view.

Researching *after* the introduction of competencies, Ibbetson and Newell note that Kohn's challenge to the primacy of competition over co-operation is supported by their research on courses in which competition does not feature (Ibbetson and Newell, 1999).

3.8.5: OMD Books: Neutral or positivist.

Of the three books that emerged from British OMD in the mid-1990s, one, Tuson (1994) is placed firmly on positivist ground, viewing OMD as a machine for changing cultures and producing leaders and teams. The others, Bank's second edition of '*Outdoor Management development*' (1994) and Krouwel and Goodwill's '*Management Development Outdoors*' (1994) are essentially 'how-to' practical books, lacking methodological foundation, and with few pretensions toward theoretical positioning, firmly aimed at the practitioner and buyer.

Tuson should be read with caution as his understanding of theory seems not to be profound, recalling Stokes' (2008:9) views on depth of theoretical understanding displayed by OMD trainers. For example (Tuson, 1994: 35), he attributes the Plan-Do-Review-Relate-Back model to Kolb (whose model it superficially resembles) rather than to Lindley Lodge who were, as far as I am aware, using it (Marsh, 1974) almost ten years before Kolb's writings achieved prominence. Similarly, he modifies the Williams-Creswick window by substituting 'Method of Operating' for 'problem', and fails to acknowledge its authorship (Ibid: 62).

He also avers that tasks should be simulations of work. This reduces the potential for the task to act (qua Coverdale Training) as a *tabula rasa* for group process. Further, it is confusing to praise the outdoors for its reality, (Tuson, 1994:10), and then to assert that the programmes are about 'mimicking [my underlining]... *the situations which generate the issues*' (Ibid: 60).

Perhaps more important than these matters of detail is the general 'how-to' tone of the book. Tuson deals in unproven certainties rather than the challenging of the taken-for-granted that the outdoors might provide.

His view of the roots of OMD might be considered out of balance by some, as it devotes 3½ pages to the military and Outward Bound but only eleven lines to '*the tremendous advances made over the last 20 years on a practical level in the study of human behaviour*' (Tuson, 1994: 5).

Tuson perhaps illustrates the state of OMD at a time of great popularity: a fragile theoretical base, little sense of history, and psychologically unchallenging activities combining to make a milieu which is ripe for commodification (Research focus 3). His preference for tasks which mimic reality echoes the view that OMD should provide metaphors of the 'real' world so that the training can be 'transferred' smoothly into that world. This requires further consideration (see 3.09 below).

3.9: OMD: Reality or simulation?

At the root of considerations of the nature of OMD (Although for the reasons outlined in this literature review, my thinking is now critical of the overarching nature of that term) is whether it contains its own reality or whether it is a simulation of some other reality.

The importance of this distinction is that how one understands OMD is influenced by whether you see it simply as a copy of some other, 'real' reality (i.e., a simulation) or whether you believe it contains its own reality. Such understandings govern how one designs activities, how one reviews them, and how one relates activity on the course to the workplace.

An exploration of the literature is therefore important in giving clues as to which of the two views is in the ascendant.

3.9.1: Metaphor: Whose Learning?

The two ideas of metaphor and transfer appear in the literature (Priest and Gass, 1993) and require further examination.

Metaphor and transfer: In seeking to use Kolb's four-stage model, Meyer's (2003: 353) research starts with the premise that individuals and groups often behave the same way whether they are in the office or in the wilderness and thus OMD is seen as a metaphor for organizational behaviour. Meyer (ibid) also notes that, being fun, the lessons are not easily transferred back to the work environment.

This view that the activities, rather than being reality themselves, are metaphors for some other reality, into the service of which they are pressed, is shared by others. Priest and Gass (1993), for example, have a robust view of metaphor, making doubly sure that the lesson is driven home by a process of frontloading (telling people what they will learn) and isomorphic framing (making the metaphor explicit so that, for example, a rope spider's web is reframed as a distribution network (Priest and Gass, 1993: 24)).

There are two problems with sponsor/provider-generated metaphors: Firstly (and most seriously) they corral the experience to the needs of someone other than the participant, aiming to ensure that the experience results in them meeting the sponsor's idea of their learning needs. Thus, manipulation is given a cloak of discovery.

The second problem is that frontloading and isomorphic framing may not work. People stubbornly persist in learning what is appropriate to their lives even with loaded activities and post-activity questions. Thus, in a four-day business game in which the objective was to learn the managerial processes of planning, organising and controlling, I actually learned that I disliked the idea of treating people as inanimate objects.

Manipulative metaphor making seeks to deprive the participant of authentic discovery through reflection on action, and replace it with a process whereby experience is corralled and channelled in the interests of a targeting culture. In this, it resembles the 'rodent maze' quadrant in fig. 4.

McEvoy and Buller (1997: 212-213) take a different view of metaphor, seeing it as something that perceptive participants make for themselves as a result of their own reflections, without the need for designer-driven signposting. They are asserting that metaphor exists, but springs from the imagination of the learners rather than the machinations of the teachers. If, as McEvoy and Buller claim, metaphor is learner-generated, (1997: 213) then it is akin to the idea of 'flash-over' (Stuart and Binsted in Mossman, 1983), can be the vehicle for revelatory moments of understanding and can be truly self-developmental – the opposite of Priest's use of metaphor to create sponsor-driven lessons.

3.9.2: Transfer of learning

Despite McEvoy and Buller, thinking of a course as occupying a metaphorical space so separate from reality that one must seek bridges for the learning back into 'real' reality is perhaps a trap, leading to notions of 'transfer' (Hagar and Hodkinson, 2009: 620) in which a measurable something called learning is conveyed from one realm to another. Hagar and Hodkinson (ibid) note that this attitude is common in policy and academic literature.

It is also common in OMD (Burke and Collins, 2004: 678, Flor, 1991: 32, Gall, 1987: 54). This implies that the environment in which OMD is practised (even when in laboured metaphors) is so alien from the world of work that special mechanisms are required to take the learning home. This contradicts writers such as Creswick and Williams (1979, see above) who chose OMD because it had, in their view, more reality than the conventional management development of the time. It also contrasts strongly with my early experiences as a Company Training Manager, in which the return to the office following my assisting on Williams and Creswick's courses increasingly felt like a retreat from a reality in which I felt grounded and useful to an artificial, contrived one in which I felt ill at ease.

Perhaps the idea of transfer forms part of a positivist mind-set. Burke and Collins (2004: 678) certainly hold what Schein has termed an 'engineering' view of OMD (Strebel and Keyes, 2005: 143), using the language of the factory and the balance-sheet to aver that it is important to understand (their italics) the '*mechanisms*' (Burke and Collins, 2004: 678) by which outcomes (my italics) *accrue*. Their research is mechanistic, concluding that a lack of strategies for learning transfer has implications for the efficacy of OMD courses, not because transfer actually matters, but because '*the measure of OMD's value is likely to be linked strongly to the extent to which transfer can be demonstrated*' (ibid, 694).

This can also be seen as propositional learning (Hagar and Hodkinson, 2009: 622) in which courses are tools to do specific jobs (such as build negotiating skills) by replicating reality (Burke and Collins, 2004: 682). This does not hold together from a developmental viewpoint wherein sponsors need not fear censure when admitting that what the outdoors does is '*very, very specific to the individual*', to quote one of Burke and Collins' (2004: 689) participants. Indeed, some believe that true learning only comes from within the individual on the programme (Williams, 1990: 17), so learning, rather than being a transferable reified entity (Haggard and Hodkinson, 2009: 621) springs uniquely from the complexities of human interaction and reflection.

OMD programmes are a temporarily constructed reality. So is the world of work, and if learning on programmes is as powerful as it is often claimed to be (McEvoy and Buller, 1997: 208), elaborate transfer strategies should not be necessary because the learning is specific to individuals or groups (who may have shared learning from a common experience). If people do not carry the learning with them, perhaps the gap between the programme and day-to-day life is too wide, as might be in the case of the 'SAS' hijacking mentioned earlier (HR Briefing 46 , 2001), or in a workplace in which everything is measured, all the time.

3.10: Commodification: The SMART option?

As noted throughout this chapter, (3.2.2., 3.4.2, 3.5.2, 3.6.5, 3.7.2 (twice) 3.7.3 and 3.7.5(twice)) it is possible that OMD has suffered from a process of commodification. This can happen in the conditions noted by Williams (1990) wherein new organisations, hastily set up to make the most of the rapid growth of OMD, did not have depth of experience, so could only provide optimistic promises and a limited menu of activities and reviews, such as those listed by Stokes (2008: 9).

By the early 1990s, such was the popularity of OMD that Priest (1991: 15-16) felt it necessary to publish a shopper's guide to corporate adventure training which, at the same time as it cautions against the kind of inexperienced providers mentioned by Williams, reduces the medium to two glossy pages in a trade magazine.

This narrowing of offering can be seen to reach something of a nadir in 2004, when Hornyak and Page (2004: 467) felt able to assert that '*most outdoor courses are man-made and fall into two categories, high ropes and low ropes*'. This kind of narrowing facilitates a link with the idea of achieving specific objectives in that the man-made environment of a ropes course lends itself to tasks with predictable outcomes and routinised manageability, thus allowing '*focused programmes with measurable, achievable objectives*' (Williams, 1990: 17) to take place. Alder (1990: 17) picks up on this theme, calling for programmes which have '*specific, measurable results*'. Flor (1991: 32) adds that Organisation Development (OD) brings a need for '*an emphasis on specific, measurable results*' to OMD.

Between them, Alder, Williams and Flor (all publishing in 1991) have used most of the managerialist acronym 'SMART' (Specific, Measurable, Achievable, Realistic and Time-bound (Doran, 1981:35-36)). This was originally formulated as a means to set project management targets,

but is also now used as a tool for measuring management learning outcomes.

Given the large quantity of evidence cited in this Chapter, much of OMD seems to value the delivery of predictable programmes with predictable results. Thus it seems that literature supports the commodification focus (research focus 3) of this research.

The use of SMART components in OMD is also symptomatic of a positivist thinking which may have obscured humanist applications of OMD based around the idea of the outdoors as a vehicle for group process (Krouwel, 2002). The roots of the latter thread are examined below.

3.11: Groupwork and Group Process

3.11.1: Introduction - Coverdale Methods.

Creswick and Williams (1979: 4) report that their early interest in the use of the outdoors was sparked by discontent with the 'unreality' of then-current developmental activities for managers, but one thing they transplanted from that world was the idea that the realities of interpersonal and intrapersonal process derived from Bion and the Tavistock Institute (see Chapter 2) should take pride of place over 'task' reality.

This represents a different definition of OMD from that offered by the providers of predictable-outcome programmes, one in which primacy shifts from predictability of outcome to the generation of group process. It is also true that Williams and Creswick sought in part to harness process towards particular outcomes (especially around the ability to handle discontinuous change). Thus, if there is a continuum between work-outcome and human-outcome focuses (perhaps with the predictable-outcome school at one end and the self-developers such as Mossman at the other), Creswick and Williams come somewhere in between.

Creswick and Williams may have been influenced by Coverdale training, which took a view that course participants should take responsibility for their own actions (Babington-Smith and Sharp, 1991: 52), and that training exercises must therefore include human as well as technical elements. The origin of the term 'group process' is, incidentally, in a Coverdale context, attributed by Babington-Smith and Sharp to Matthew Miles' use of it in the Steel Company of Wales in 1960-1. (Ibid, 53).

3.11.2: Rogers, Mossman and Group Process

Coverdale is not the only source of groupwork in OMD. Some HRD practitioners, particularly from the humanist end of the humanist-managerialist continuum, favour the methods of group facilitation informed by Rogers' belief that '*the client usually knows better how to proceed than the therapist*' (Smith, 2004), perhaps echoing his excitement at empowering people to follow their own learning paths through a process of open, managed-but-unchannelled, review.

Focussing on process is not a simple matter. Mossman (1982) reports that researchers at Lancaster (Binsted, 1980) noted that high reality in training events led to high transfer of learning. Further, however, the researchers distinguished three dimensions of reality: task, process and environmental. The same researchers aver that when all three levels are high (as in a work-based group activity), learning is mainly about the task and how to do it better. If only process and environmental reality are high, learning is mainly about the environment (as, perhaps, in a group work-based project). Only when process reality alone is high (as in programmes with real but unwork-like tasks and an unfamiliar environment) does process-learning occur. Mossman further notes that in well-designed OMD programmes, *process reality* is generally highest and *environment reality* next (Ibid).

Crawford (1988), referring to the same Lancaster Learning Model, goes further, averring that outdoor programmes are almost bound to focus on process due to the low levels of task and environmental reality. Thus,

there is a thread of historical connection between process-based groupwork and outdoor and experiential education. This is particularly true of that OMD, the type desired by Creswick and Williams, in which people undertake tasks with low job-reality in an unfamiliar environment. This should make for a focus on process and emergent learning.

Rogers and Coverdale are not the deepest roots of the human-development wing of OMD. Bion and Rickman's work has its roots in the First World War, its first budding in the Second, and full fruition (in the Tavistock Institute) in the long peace that followed. This work is examined in detail later in this Chapter.

In the meantime, we may note that OMD is subject to a number of paradigmatic treatments, ranging from commodified to emergent learning. A further treatment is explored below.

3.11.3: Corraling the Process: Behaviourist Approaches.

Free process is not seen as universally desirable. Some seek – and can find - a more channelled approach to review, such as that promoted by Honey (Honey and Loble, 1986), which prefers to focus on particular interpersonal skills such as assertiveness, communication, face-to-face abilities, influencing, negotiation and team working.

As one participant in this research (E2/358) noted

' ... they [Rackham and associates, including Honey] picked up that one of the things that was going on at the time – one thing that was fashionable – was something called Coverdale Trainingand Coverdale was sold on the basis that 'the task doesn't matter so we'll train people in the process ... so we'll do lots and lots of meaningless tasks and we'll review for process'' (E2/358)

The tone of the above ('*meaningless tasks...*') implies that at least some OMD practitioners (the participant at least) were opposed to the wider, group-process methods of Rogers and Coverdale. In fact the participant (E2/357) avers support for behaviourism, as expressed through the work of

Colbert and associates, particularly Behaviour Analysis (Colbert, Honey and Rackham, 1971).

This approach is different from simple commodification, in that it implies an understanding of group process which is absent from the commodifiers, who are largely keen to simplify and formularise rather than understand. Where it differs from the likes of Mossman and even Creswick and Williams is that the understanding of group process is combined with a desire to manipulate it to instrumental means. Honey, Rackham and others are skilled and respected psychologists, but they believe in, and design programmes towards imparting, prearranged competencies to participants. Thus they combine psychological sophistication with a desire to channel learning into prearranged paths. This is similar to the third quadrant of fig. 4.

3.11.4: A continuum of attitudes to learning and review in OMD

From the foregoing, we see a continuum of attitudes towards the purpose and conduct of review, and thus of the learning purpose of OMD which mirrors a wider debate between managerialist (For example Rackham) and humanist (for example Rogers) attitudes to management itself – a debate that extends well beyond commerce into the management of social enterprise and state activity.

3.11.5: a Key question: Where do practitioners stand?

The continuum of attitudes regarding the learning purpose of OMD raises the question as to where OMD practitioners stand.

This is the key question of this research, addressed in the analysis of interviews and in the thoughts which follows this Chapter. For the sake of completeness, however, I examine some non-outdoor approaches to human development.

3.12: Non-outdoor approaches to experiential learning.

In an early critique of OMD, Irvine and Wilson (1994: 26) note that the outdoors is promoted as a place wherein it is *'impossible to hide behind organizational and educational norms'* (Dainty and Lucas, 1992), and point out that this is not just a selling point for the outdoors but also applies to any training or development that can be delivered in a way not attached to the organization. Clements, Wagner and Roland (1995: 52) make substantially the same point from a U.S. perspective. Theatre presents a case in point, and is examined below.

3.12.1: Theatre as Management Development

There are a variety of approaches to the use of theatre in management development. Nicolaidis and Liotas (2006) advocate psychodramatic improvisational acting to rehearse what one might do differently in the world of work. They largely content themselves with a tactical application of drama, using it to *'understanding impression management tactics ... working on the emotions ... developing skills such as creativity, spontaneity ... shedding light on important organizational issues'* (Nicolaidis and Liotas, 2006: 23). Boggs, Mickel and Brooks (2007) cover much the same ground, with trained actors enacting scenes from corporate life observed by students, who may interact with the professionals (Boggs et al, 835: 2007). Once again, psychodrama seems content to coach and train rather than facilitate development.

These approaches, like that of Olivier's use of selected readings from Shakespeare to teach leadership (Beirne and Knight, 2008: 592), all fail to challenge at a critical level, being content to *'contain reflection and promote a particular view of management'* (Ibid, 592).

This is not true of Broderick and Pearce (2001). Their aim is to replace outdoor adventure training (the term they choose to use for OMD) with an indoor dramaturgical approach that uses student-participated 'haunted house' mysteries. They make the critical claim that this enables power to be transferred from the teacher to the student. Their aim is thus as liberationist as the most critical outdoor practitioner. They clearly (ibid:

247) expect participants to slough off their own personas and achieve a liberation from teachers by adopting roles within the drama. The authors clearly see their approach to dramaturgy (using a different definition of the word than that used by the Czech and Slovak originators of another 'dramaturgical' approach (Krouwel, 1995, Martin et al, 2004)) as a developmental tool.

Likewise, Beirne and Knight advocate the use of radical theatre (in which participants do not adopt 'expert' roles) as a way *'to offer a potent means of eliciting voluntary participation, providing [management] students with an immersive learning experience and helping advance a critical pedagogy'* (Beirne and Knight, 2008: 608)

OMD has the potential to take a similarly creative critical stance. It is questionable whether it does, perhaps preferring to emulate Olivier by *'containing reflection ... and promoting a particular view of management'* (Beirne and Knight, 2008: 592).

It seems that theatre, like the outdoors, can be used in a variety of ways: The continuum which I have identified in OMD seems also to exist in theatre, with Olivier using the medium to teach competencies, Nicolaidis and Liotas (2006) and others using more radical models of theatre to coach, and Beirne and Knight (2008) seeking to use it to advance a critical pedagogy.

I will summarise that theme, and the emergence of (so far) three versions of OMD in the next section, as well as noting how the literature review has modified the research question.

3.13: Reflections on the Literature.

3.13.1: Claims for OMD.

OMD is claimed to address a great number of managerial matters including planning, leadership, confidence-building, mental refreshment, physical fitness (Davis, 1981); bonding, 'magic' (Long, 1987), change-

management, managing uncertainty, coping with the random, adopting a flexible attitude (the Director, 1979); creativity, interpersonal skills development (Creswick and Williams, 1979); better communication, delegation, resource management, problem solving, time management (Turner, 1987); personal growth and development, manager development, team development, organisation development, assessment (Beeby and Rathborn, 1983); self-development (Mossman, 1983); self and other awareness (Dainty and Lucas, 1992, Stokes, 2000.2), assessment, development, covert and unconscious dynamics in groups, camaraderie (Petriglieri and Wood, 2005); co-operation (Ibbetson and Newell, 1999), and leadership and teamwork (Tuson, 1994).

The length of this list raises questions. Currently, the major application for OMD is to build teams and produce leaders. This seems remarkably limited when contrasted with the above. The effect of the competencies movement is to have funnelled OMD into those areas where it is believed performance can be measured. Possibly practitioners are also responsible,, some being happier to take what may be seen as a safe option of delivering packages of commodified, pre-prepared semi-standardised 'teambuilds' rather than trying to match programmes to learners' actual needs. Whatever the reason, it seems that much of the medium is used for that which is easiest and most obvious. This may go some way to explaining its contraction.

Connected with this is the dominant paradigm for those practitioners of HRD who actually buy OMD. What might that be and what do they want? I address this matter below.

3.13.2: Paradigms of Learning in OMD

Although undoubtedly confusing in its scope and lack of unity, some themes can be discerned in the literature of OMD.

Principal among these is a divergence in views of the purpose of OMD. Some, like Priest see a product that, by use of tools such as frontloading,

can be turned into commodities to address a limited number of issues in standardised ways. Others, like Honey see OMD as a tool for fulfilling corporate needs in a more sophisticated way. Some like Creswick and Williams. Others, like Mossman (1983), McEvoy and Buller (1997) and Petriglieri and Wood (2005) see it as a way in which people can experience a transformational flash-over, or at least work out the lessons for themselves. Even the analytically-minded Burnett (1994) notes that those possessing lower levels of cognitive complexity were likely to gain powerful insights about themselves.

So literature is showing that there is a divergence as to the purpose of OMD, perhaps underpinned by the basic assumptions of sponsors and suppliers. This divergence has been noted before; Mossman hinted at it in 1983, Petriglieri and Wood (2005: 143) cite Schein's concept of an 'engineering' approach to leadership training (characterised by a proactively optimistic attitude of mastery of nature) in which the desideratum is a world in which people fit in with the perfectly operating system. They assert that many management teachers work from these assumptions. Certainly, much critique of OMD (Badger *et al* , for example) comes from this paradigm and focuses on OMD's apparent inability to display predictable outcomes. They may be right; predictability may not be a strength of OMD.

An alternative to Badger's positivist utopia is presented by Petriglieri and Wood (2005: 146), misleadingly entitled the clinical approach. Writing in the context of leadership development, they focus on the role of OMD in deepening working knowledge of natural human behaviour in order to permit autonomous, better informed decision-making, addressing new situations without relying on established procedures and processes. This resembles Creswick and Williams' (1979) idea of managers capable of dealing with 'box 4' matters.

The clinical approach is an incomplete alternative to the engineering paradigm, lacking some of the human compassion of a Rogers or Lewin

or the learner-autonomy offered by Mossman's self-development. It shares with Creswick and Williams a focus on instrumental uses of the knowledge to prepare managers for future discontinuous change rather than facilitating the completely learner-led outcomes envisaged by Mossman (1983).

What the range of attitudes displays is a field in which no paradigm dominates, and in which a variety of attitudes and practices thus compete. This may go some way to explaining OMD's decline. It may also be a reflection of wider paradigmatic unclarity.

3.14: Tacit Knowledge

Learning is not a totally conscious process. Tacit knowledge, a term originated in the 1960s by Michael Polyani (Ray, 2009: 75) and applied to professional practice by Donald Schön (Richmond, 1997), is a widely accepted concept (Eraut, 2000: 115) and is often characterised as knowledge which we possess but do not know how to explain. It is a commonplace way of knowing. Schön (in Raven and Stephenson, eds. 2001: 194) notes that '*Our knowing is ordinarily tacit, implicit in our patterns of action and in our feel for the stuff with which we are dealing...*' Significantly for this research, he adds (ibid) that '*the workaday life of the professional practitioner reveals, in its recognitions, judgments and skills, a pattern of tacit knowing-in-action*' and that we show ourselves to be knowledgeable in ways special to each of us (Schön, 1983: 49).

3.14.1: Jung and tacit knowledge: Carl Jung, the pioneer of psychoanalysis recognised the tacit domain in his use of the terms 'sensing' and 'intuitive' (Jung *et al*, 1964:49, Keirse and Bates, 1984: 17) to describe two mental preferences exercised by people, the latter being the propensity, for example, for people to find complex ideas coming to them as a complete whole (ibid:18), in effect springing unbidden from the well of tacit knowledge. As Goldsmith and Wharton (1993 : 20-22) note, those with an intuitive preference '*gain information*

by way of 'sixth sense' or hunch', attending to patterns and meanings which arrive at them via their imagination or memory. Whereas those with sensing preference like things to be clear, measurable and concrete, intuitives like opportunities to be inventive, quickly becoming bored with the systematic and aiming to see the whole wood rather than the trees (Ibid: 21). In effect, intuitives possess an active and lively tacit domain.

3.14.2: Argyris and Schön: Argyris and Schön (1996) develop the theme of tacit learning with their identification of two sorts of theories of action. Firstly, 'espoused theory': The theory of action by which we explain or justify a given pattern of activity (Argyris and Schön, 1996: 13). Secondly, 'theory in use' (ibid), theory in action which is '*implicit in the performance of that pattern of activity*' (ibid). It is noted that these theories may be tacit rather than explicit (Argyris and Schon, 1996:14).

3.14.3: OMD and espoused/in-use theory: In terms of OMD, as far back as 1979, Creswick and Williams used the outdoors as a tool to highlight distinctions between espoused and in-use theory by a process of canvassing group opinion on how an enterprise should be managed (the espoused theory), recording this, running a group-led task, and then helping the group compare this against what they actually did (the theory-in-use). This can be a revealing process, offering a recognition of action-theory which can open the door to developing modified, new and additional theories-in-action (Hovelynck, 2000: 8). The benefits are noted by Durrance (1998), who notes that Takeuchi uses Outward Bound methods to make tacit knowledge explicit, further asserting that in the outdoors 'participants get to recognise and express (make explicit) in a safe, nonthreatening context what confronts them every day (Durrance, 1998).

Another way in which tacit knowledge might occur in OMD programmes is in increasing mutual understanding between participants (Eraut, 2000:121) through a process of reflection and discussion on shared

activities. Indeed, a frequent post-course comment from participants is that 'we know each other better now'.

Schön further points out that we often cannot say what we know; much of our knowledge is tacit; embedded in our being. Thus we develop skill in, say, driving or interaction with others which exists but is difficult to articulate, or even hold in conscious awareness. I reflect that the sentence I have just written is an example of my tacit knowledge of English grammar – I would perhaps have been clearer if I had written '*be consciously aware of*' rather than '*hold in conscious awareness*', but somewhere inside me is a resistance using prepositions at the end of sentences.

3.15: Rephrasing the research questions; some outcomes of the literature search.

3.15.1: Research Focus 1

At the start of this research, I wanted to discover what OMD actually is. Reflection on the literature has modified my view enough to realign that focus. I now think that the term itself is misleading, implying as it does that there is one entity of learning with rules and conventions understood by all, as might, for example, be the case with transactional analysis (Berne) or SPIN selling (Rackham). In truth, there is a great range of understandings of what OMD is, and these understandings spring from widely differing, even incompatible, paradigmatic positions. Some, such as Priest and a host of providers and sponsors take positions deep within the quantitative, positivist world, expecting measurable results from OMD.

Others such as Williams, Creswick, Petriglieri and Woods and Mossman adopt a more qualitative, liberal-education position, expecting learning to emerge from the group process. Within this group there is a range from what might be termed 'developmental realists' such as Petriglieri and Woods, who expect learning identifiably useful to the sponsor to emerge, and those, like Mossman, who take a more emergence-purist stance, the

inference being that whatever emerges from a cycle of experience and reflection is likely to be of benefit to all concerned.

The existence of these fields persuades me that to think of OMD as one field is unhelpful both to the researcher and practitioner. I therefore reorientate focus 1 away from 'What is OMD?' to 'what is the range of management learning approaches that uses the outdoors?'

The idea of a continuum from engineering through clinical to self-development paradigms has parallels with the conclusions of the defining management thinkers of the first third of the 20th Century and that shown in psychology between behaviourists and cognitivists.

Positivist / Engineering Attitudes to OMD	Self-Development Approach to OMD
Sponsor defines targets	Targets emerge from process of reflection
Success defined by achieving targets (clear, defined, SMART)	Success defined by depth of PEARL (see appendix N) learning
Frontloading etc by trainers	Open questioning by facilitators to provoke emergence
Mathematically measured outcomes (e.g. Likert scales)	Qualitatively defined outcomes (e.g. observation, post course)
Formal task-review-apply process	Overlap between task and review
Linear models of learning	More chaotic 'organic' model of learning
Pre-defined trainer inputs	Inputs in response to emergent learning
'Table D'hôte' approach to learning – a limited list of pre-prepared 'dishes'	'Home Cooking' approach to learning – 'what do you need right now?'

Fig. 10: Learning Paradigms compared – a summary

In management, Taylor (1967), Fayol (1916) and the Gilbreths (Gilbreth, 1912) pioneered a positivist approach which Taylor termed 'Scientific Management', based on a strict division of labour. Through theorising and experimentation respectively, Parker-Follett (Graham, 1995) and Mayo (Mayo, 2007) adopted a more human-centred approach in which the role of the manager as motivator took primacy over the role of manager as measurer. Lewin (Kolb, 1984) and others built on this, pioneering a form of Organisation Development in which psychology

was used in conjunction with action-research to produce radical, human-based, results. Thus there is a continuum of attitudes in management itself which perhaps underpins the range of assumptions on purpose, methods and desired outcomes displayed in OMD. The continuum can be seen as a positivist-constructivist one, with characteristics as set out above in fig. 10.

3.15.2: Research Focus 2

In relation to tacit knowing, Argyris and Schön use the phrases 'espoused theory' (Argyris and Schön, 1996:13) to describe those fields of theory to which people subscribe (espouse) and 'theory-in-use' for the theories that people actually, but perhaps tacitly, adopt and use (Argyris and Schön, 1996: 15-16). This is important from the viewpoint of this research in that it is possible that the interviews may reveal practitioners' in-use and espoused theories. To this end, research focus 2 is rephrased from 'what is the theory and practice of practitioners who make up much of UK OMD' to 'what are the espoused and in-use theories of practitioners of training and development of managers using the outdoors?'.

3.15.3: Research Focus 3 (Commodification).

In writing on outdoor management training and development there is enough evidence of a commodification process to justify the continuation of research Focus 3: 'is OMD commodified?'. However, given the need to move away from thinking of OMD as an entity, this focus is rephrased to 'To what extent are approaches to management learning that use the outdoors commodified?'.

Given the foregoing, the research objectives mind-chart (fig 2) can be revised as fig. 11 (below).

3.16: Closing Thoughts

A key item in the OMD process is reflection. It is also a part of the process of reviewing literature, and prolonged reflection has brought home to me that perhaps the Taylor – Mayo range fails to extend far enough.

Mayo, after all, was as embedded in the capitalist system as Taylor; he just preferred more humane methods. Mayo's idea of business is still exploitation of humans by humans for profit. An analogy is the difference between a factory farm and an organic one. The pigs still meet their end in the slaughterhouse. All the above, from Fayol to Parker-Follett are instrumental in one way or another, and I find my interest moving beyond that continuum towards the less instrumental, more critical (and person-centred) ideas of self-development promulgated by Mossman and the Lancaster group.

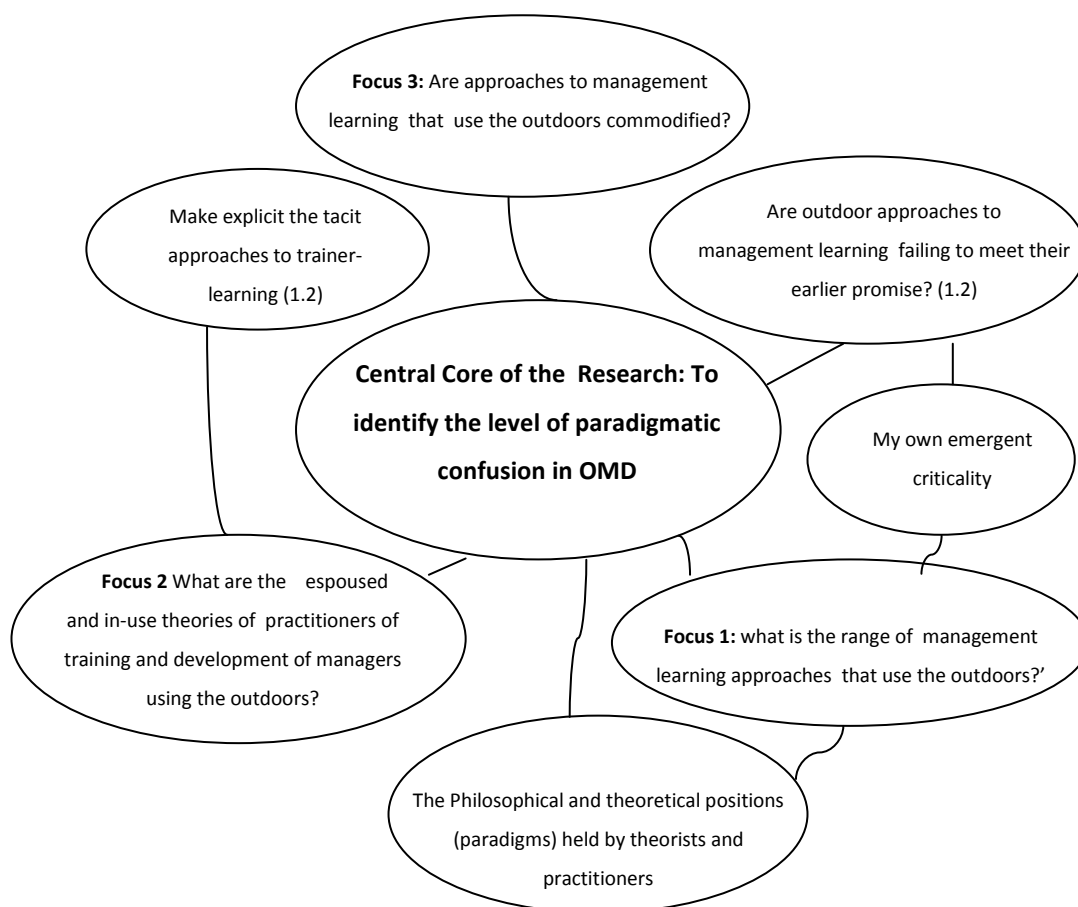


Fig. 11: Research objectives after revision based on literature review

4. Methodology and Methods

The aim of this chapter is twofold. Firstly, to examine the methodology which underlies the study and secondly to describe the methods adopted, with some reference to how they were applied in practice.

In the first part, competing paradigms are noted, as is the possibility that OMDT (the 'T' is added to acknowledge the finding in literature that the outdoors is sometimes used as a tool of *training* as well as for *development*) may be in a pre-paradigmatic state, with reflections on my own paradigmatic adherence and personal ontology, epistemology and methodology. The idea of a lack of paradigmatic unity in OMDT is developed in section 4.3 which examines OMDT's theoretical roots and notes the constructed and not-yet-settled nature of outdoor education and management development, and the managerialist-humanist conflict embedded in the latter and in OMDT. This all sets the scene for the place of my investigation, the paradigmatic positions of which are explored in the text and in a table (Fig. 12).

Research directions are explored in section 4.5, with the friability of OMDT's reality noted, life-history and autobiographical research contextually justified, and applications noted.

Methods (what I aimed to do and why) are explored in more detail in sections 4.6 - 4.9, and the Chapter ends with a note on ethics in section 4.10.

4.1: Methodology

4.1.1 Competing Paradigms and Paradigmatic options

The world of research is far from being a unified entity with shared values and attitudes (Allison, 2000: 16). According to Lincoln and Guba (1994:

105), questions not only of method but of ontology and epistemology are subordinate to the researcher's paradigmatic position. In the human sciences this can vary widely from tradition to tradition. Thus, sports science often tends towards a positivism which, in treating the human body as a means of performance, seeks reliability and generalisation of results (Bogdan and Biklen, 1998). Researchers from informal education, on the other hand, frequently tend towards a '*naturalistic approach that seeks to understand phenomena in context-specific settings* (Golafshani, 2003: 600), with '*findings not arrived at by statistical procedure...*' (Strauss and Corbin, 1990:17).

Researchers in outdoor education have largely, but not exclusively worked from a qualitative paradigm (see Bunyan and Boniface (2000) for a relatively unusual example of quantitative research in outdoor learning). They, like researchers in management learning such as Burgoyne (2004), and Pedlar, Burgoyne and Boydell (2006), have used a variety of qualitative methods. As long ago as 1992, Lucas noted the shortcomings of quantitative research in OMDT (see 3.6.1).

4.1.2: The pre-paradigm phase.

Kuhn (1996), believed that areas of science go through a pre-paradigmatic phase in which those involved do not share a common background of theory, with each inquirer starting from scratch, achieving little. In the context of OMDT, this is important for two reasons. Firstly, I need to be aware of my own paradigmatic position if the research is to be effectively grounded. Secondly, it may indicate a problem for OMDT. My research question was prompted by the uncertainty surrounding just what OMD actually is, and this in itself was prompted by a shift towards questioning in my own thinking regarding the efficacy of an OMDT which appears to lack clear identity, to the extent (see Chapter 3) that I do not believe that OMD resembles a unified entity, being a variety of approaches united by little more than a use of the outdoors.

If there were a paradigmatic consensus around OMDT, the confusion of purpose to which Dainty and Lucas (1992) allude might be avoided. If, as seems likely, OMDT is in a prolonged phase in which values, attitudes and paradigms are subject to the interpretational whims and assumptions of researchers and practitioners then, for example, the frustration I feel at programmes which focus on fun and enjoyment is personal, based on my particular paradigmatic values; the programmes themselves may have been delivered from a different paradigmatic position.

This paradigmatic confusion leads not only to unclarity around the purpose of OM but the risk that the substance of OMDT is open to criticism from a wide variety of paradigmatic positions, and lacks a clear paradigmatic base from which to defend itself. See sections 3.6 and 3.7 for examples.

This idea - that researchers' world-views (unmediated by any generally-held theoretical position regarding OMDT) guide them in fundamental ways - makes personal sense in terms of this thesis. Reflections on my own paradigmatic position, and how it affects the research, are set out below.

4.1.3: Reflection on my own life and education; a paradigm found.

It is important to this thesis to convey some understanding of my psychological and paradigmatic position as this will have an effect on the process and methods of research.

I have experienced much labour and some failure in formal education, finding it essentially less absorbing than following my own interests through activity, interaction, and reflection. Thus I find that '*autonomous and creative intercourse among persons, and the intercourse of persons with their environment*' (Illich, 1973: 24) raises areas of interest, sometimes leading to people with whom to share and develop that interest, and to ideas that challenge my own paradigmatic stance. In this, I follow

Thomas' (1997) view that theory (and indeed paradigmatic positioning) should not stand in the way of the active pursuit of insight.

My education has thus been a journey of reflective and interactive discovery, punctuated by periods of formal learning which inform, but are not a substitute for, experience.

Item	Positivism	Post-Positivism	Critical Theory	Constructivism
Ontology: form and nature of reality. What can be known about it?	Naive realism – 'real' but apprehendable reality.	Critical realism – 'real' but only imperfectly or probabilistically apprehendable	Historical realism – a virtual reality shaped by social, political, cultural, economic, ethnic, gender values.	Relativism – local and specific constructed realities
Epistemology: the nature of knowledge.	Dualist/objectivist – findings are true or not.	Modified dualist/objectivist – a critical tradition. Findings are probably true or untrue.	Transactional/objectivist; value-mediated findings	Transactional / subjectivist: created findings
Methodology: How can I go about finding out what I believe can be known?	Experimental / manipulative: hypotheses set up and verified, usually quantitatively	Modified experimental/manipulative: critical multipism, falsification of hypotheses; qualitative and quantitative methods	Dialogic/dialectic A systematic weighing of contradictory facts.	Hermeneutical/dialectic An interpretative approach to reading, reflection and verbal interaction.

Fig. 12: Inquiry paradigms (after Guba and Lincoln, 1994)

This shows **(in bold type)** my paradigmatic positioning.

This is different to following a planned educational pathway and constitutes a personal paradigm developed by learning through reflection upon experience. I believe (and act on the belief) that *'...knowledge is not absolute, immutable, and eternal, but rather relative to the developmental interaction of man with his world ...'* (anonymous, in Dewey, 1933). The paradigm underlining this voyage of discovery is one of reflective experience of a type, I discover, promoted by Dewey who argued that we *'learn something from every experience ... and ones accumulated learned experience influences the nature of one's future experiences'* (<http://www.wilderdom.com>, accessed 29th July 2012). Whilst much of this learning may be tacit (see 3.13.3), I would argue that this does not make it, if subjected to reflection, focussed and

purposeful, rather than merely random. This view is reinforced by the understanding that the experiential paradigm, a highly complex one drawing on sources such as Piaget, Dewey and Lewin (Kolb, 1984), tends to subjugate things like the written word to experience itself. Thus, part of my method is to interview participants with a view to unearthing their (perhaps tacit) understandings of why they do what they do in OMDT.

4.2: Personal ontology, epistemology and methodology

4.2.1: A personal Lens.

As noted above, I see the world largely through a reflective and experiential lens. My personal position is set out (In bold type) in fig. 12 (Guba and Lincoln, 1994: 109). This is abstracted from Lincoln and Guba (1994), and illustrates a range of research approaches, including (in heavy type) my own. I expand upon these below:

4.2.1.1: Positivism: Is a philosophical system named by Comte as an alternative to more faith-based or value-based systems (Mill, 2005) and which recognises '*only that which can be scientifically verified or which is capable of logical or mathematical proof*' (Oxforddictionaries.com., accessed August 6th 2013). Thus, positivism applies a naive realism to research, focusing only on concrete, apprehensible reality, seeking the objective truth in a situation, often through a quantitative process of experimentation requiring the testing of hypotheses by experiments on test groups, with the existence of a non-experimental control group against which to test results. For reasons expanded upon in 4.2.2. below, I have not adopted this approach.

4.2.1.2: Critical Realism: Is a philosophical view propagated by Bhaskar, who also termed it '*critical naturalism*' (Corson, 1991: 223). As in positivism, reality is seen as 'real' (Guba and Lincoln, 1994), but only conditionally so; thus findings are merely probably, not absolutely, true or untrue (ibid). Thus the uncompromising objectivity and dualism of positivism is somewhat modified, and methods, whilst often similar to

those adopted by positivists, include qualitative, as well as quantitative, approaches.

4.2.1.3: Critical Theory: Is based on historical realism – a virtual reality shaped by social, political, cultural, economic, ethnic, gender, and transgender values. The Internet Encyclopaedia of philosophy (<http://www.iep.utm.edu/con-meta/#SH4b>), accessed 19th August 2013) notes that critical theory is characterised by three things: It is interdisciplinary, emancipator and critical of contemporary capitalist society. It adopts a position of historical realism, seeing reality as being shaped by social, political, cultural, economic, ethnic and gender values. (Guba and Lincoln, 1994). Guba and Lincoln (ibid) also note the dialogic and dialectic nature of critical theory, and I warmly relate to this weighting of contradictory facts (ibid). I do however, find that the underlying rationality is at odds with my perception of OMDT, which, although sometimes using the rhetoric of rationalism as a marketing cloak, seems in practice to be an act of faith (Krouwel, 2001).

4.2.1.4: Constructivism: Also known as 'naturalistic enquiry' (Lincoln and Guba, 1985). In this paradigm, reality is based on

'multiple, intangible mental constructions, socially and experientially based, local and specific in nature... and dependent for their form and content on the individual persons or ...groups holding the constructions' (Guba and Lincoln, 1994: 110).

Given this ontological fluidity, the epistemology that follows is inevitably subjectivist, and indicates that research (such as my interviews) should seek what people see without necessarily expecting to find unity between participants (or even within the same participant when discussing different times, places and activities). OMDT practitioners live and work within locally constructed realities.

It seems to me that in the shifting world of OMDT, a constructivist position is the most appropriate to adopt. I discuss this further below.

4.2.2: A personal ontology My own ontological standpoint is influenced by my career in OMDT, a world in which new, albeit temporary realities were created on each course, with each course - team, each client and each group of participants. In this work, perhaps fifty times a year one is faced with a new set of variables. I set these out on the following page in the form of a mind-map (see fig. 10). This illustrates the complexity of choices with which OMDT organisers/facilitators (including those interviewed) deal with on a very frequent basis.

This complexity encompasses at least fifteen variables (some substantial) for each course (and these may vary further within courses), and I as leader need to balance the (sometimes conflicting) needs of trainers, clients and the venue, as well as to design and sequence appropriate activities while dealing with such unpredictable matters as the British weather. What it does not show is that as each course progresses, a distinctive course-reality is assembled (by all the participants) which is the product of a unique set of people and circumstances.

This has promoted my experientially generated view, certainly of OMDT, but also via my twenty-year working life in OMDT that reality is, within the confines of the variables set out below, temporary and mutable. Thus, my ontology is experientially-grounded and relativist.

4.2.3: A personal epistemology

Laverty (2003: 3) notes that as long ago as the early years of the 20th century, Husserl criticized psychology for being '*a science that had gone wrong by attempting to apply methods of the natural sciences to human issues. [ignoring] the fact that psychology deals with living subjects ... not simply reacting automatically to external stimuli*' (ibid), thus ignoring context and creating a highly artificial situation. One escape-route from this bind is the phenomenological study of lived experience (Van Manen, 1997). In this it is useful that facilitation, one of the key roles that I undertake in OMDT, is effectively a kind of field-based phenomenology

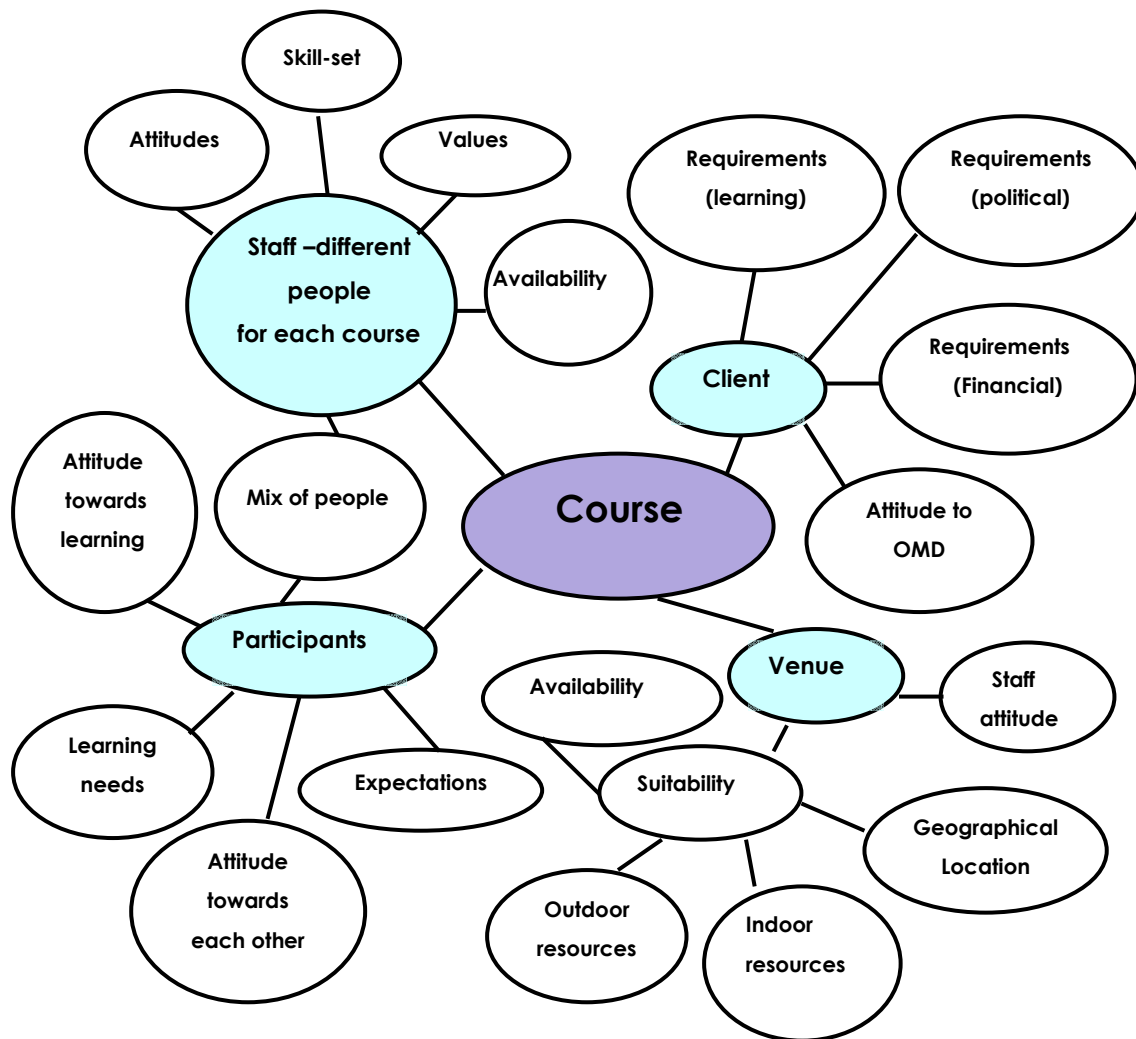


Fig. 13: Course variables in OMD programmes – demonstrating the complexity with which OMDT facilitators and organisers regularly deal.

wherein the facilitator aims to build a relationship with those attending a programme so that they can consider their past and current experience, seeking routes for further action and development. It is a far messier process than might be implied by that bald description, but in essence, the art of facilitation can be seen as a form of field-phenomenology.

4.2.4: Methodology of the research.

The methodologies adopted by this research are congruent with the above, being focussed around conversations with practitioners aimed at eliciting their understanding of OMDT. I emphasise that these conversations were emergent, although later there was systematic

analysis of their content. I was more concerned with allowing participants to express their values, attitudes and feelings than in pinning-down any closed targets. Nevertheless, I sought, through reflective and systematic analysis, evidence of references to research focuses 1,2,3 (see 3.14.1-3) and 4 (see 4.6.3).

The ontology, epistemology and methodology of this study are my own, and are not necessarily congruent with those adopted generally within OMDT. A discussion of these, and the roots of OMDT, follows.

4.3: Outdoor Management Development: Roots

In this section, I examine the roots of OMDT. The key point of learning is that both outdoor education and management development are themselves constructed fields. Both are provisional, each including a range of understandings of what they are. Note that this examination is supplementary to that in Chapter 2, and is important for the methodology of this research in that the lack of theoretical stability in each field gives OMDT practitioners little clarity as to the theoretical basis of their own field, which is a hybrid emerging from at least two socially constructed worlds. To elucidate:

4.3.1: World 1 – Outdoor Education.

Outdoor education is held by Badger *et al* (1997) to trace its roots to the establishment of Outward Bound in 1941. Others point to the earlier work of E. T. Seton and Baden-Powell or note the Victorian English ruling class adoption of challenging outdoor activities (Graves, 2000). Certainly, there were residential farm training centres and work-camps in 1920s Britain, aimed at hardening '*soft and temporarily demoralised*' unemployed young men and teaching them farm skills (Field, 2011).

4.3.1.1: Outward Bound. It might be argued that the above were either merely leisure activities or responses to economic conditions, and believe that outdoor learning first fully emerged from Hahn's first-generation

supporters such as Hogan and Fuller (Hogan, 1967) during the Second World War. Certainly, belief in the efficacy of the Outward Bound process quickly took root, as is illustrated by the speed with which business incorporated it into training schemes (Hogan, 1967), and by such phenomena as the film 'The Blue Peter' (1952).

Outward Bound is now an international organisation and as well as many further charitable providers, local authority outdoor centres have multiplied as have other outdoor-based businesses. The Association of Heads of Outdoor Education Centres (AHOEC) lists 61 member-centres in Britain (<http://ahoec.org/#> accessed 18th October 2012).

4.3.1.2: The Outdoor 'Industry'. Since the Second World War, outdoor learning enterprise in Britain has grown exponentially, and boasts such signs of business maturity as trade associations (The Institute of Outdoor Learning (IOL) and the Association of Heads of Outdoor Education Centres (AHOEC)), dedicated courses of higher education, and professional qualifications.

The growth in outdoor provision is based on a number of criteria, including:

- 1) Acceptance of Hahn's view that people had become too passive, and were subject to the 'disease' (Hahn's term) of 'spectatorism' (Hogan, 1968) which could be challenged by vigorous and varied activity. This is different from the pre-war work-camps (Field, 2011), which focussed mainly on one medium; hard work in the outdoors. Even sophisticated Organisation Development (OD) approaches to OMDT can owe something to Hahnian attitudes. Jaina (2009), for example, was conscious of a debt to Hahnian thinking, especially the need to impel course attendees into novel and challenging experience.

2) The urge, expressed in the 1944 Education Act, to provide opportunities for healthy outdoor exercise for young people. This reasserts itself at intervals through such things as the Learning Outside the Classroom manifesto (DFES, 2006). Welsh social and educational policy (Williams and Wainwright, 2011) echoes a Hahnian belief that outdoor activity can combat unhealthy lifestyles.

3) A belief (Mortlock, 2004) that dealing with risks in the outdoors is beneficial to human development. Furedi's view on the undesirability of undue risk-aversion (Furedi, 2000) nourishes this belief.

4) A belief that the outdoors can remedy 'Nature Deficit Disorder' (Louv, 2006). This is reinforced by Gill's views (Gill, 2007) on the perils of a risk-averse society.

4.3.1.3: A lack of ideological unity and an incomplete construct. Not all providers subscribe to the above; outdoor learning is not a unified field (as is sometimes portrayed). It is what its stakeholders construe it to be; they do not share much of a common core. The interviews that formed part of this investigation are partly aimed at exploring what these constructions might be, but I can start by exploring the idea that outdoor learning is not so much a social construct as a social work-in-progress might be thought to have emerged through the establishment of the IOL. At best, however, the IOL is a construct atop a construct, with officials giving contrasting messages about, for example, the purpose of Accredited Practitioner awards, reinforcing the view that outdoor learning is an unfinished construct. Figure 3 aims to bring some clarity to the picture by dividing the outdoors into people-focussed and outdoors-focussed efforts, and into programmes which have, planned learning objectives and those in which learning is emergent. The necessity for such attempts is evidence in itself of the fragmented nature of outdoor learning.

4.3.2: World 2: Management Development – Another Constructed field.

Equally constructed is the world of management development. The idea of 'management' is of no great age. The British canal constructors of the eighteenth Century, for example, referred to themselves as 'engineers' (<http://www.canaljunction.com/canal/engineer.htm>, accessed 31st July 2012), not 'managers'. Serious investigation into the actions and effects of what managers actually did is generally acknowledged only to have taken cohesive form with the work of Fayol (1916), The Gilbreths (Gilbreth: 1912) Parker-Follett (Graham, 1995), Taylor (Taylor, 1967) and Mayo (Mayo, 2007) largely in the first third of the twentieth century.

This marks the start of a process which has seen many managers aspire to be practitioners of a profession rather than just people who manage. Thus organisations such as the Chartered Management Institution (CMI) offer a range of qualifications in management itself (<http://www.managers.org.uk/>, accessed 18th October 2012).

4.3.2.1: The managerialist-humanist conflict. The profession of management is subject to a process of debate which continues to the present. Early thinkers (See section 3.13.3) displayed a divergence of views similar to that shown in psychology between behaviourists and cognitivists, and this is reflected in managerial approaches which range from a focus on anything from organisational to human process.

Lewin (Kolb, 1984) and others such as McGregor (1957) later built on this, pioneering a form of Organisation Development in which psychology was used in conjunction with action-research to produce radical, human-based, results. This approach is sometimes used in OMDT, especially when such initiatives emerge from Organisation Development (OD). Debate around the two approaches is widely current in (for example) healthcare, where Widerquist (1995) and Raatikainen (1997) see managerialist (scientific management) culture militating against calling-based (humanist) forms. In a management context, these two approaches were contrasted by McGregor (1957) as 'Theory X' (scientific

management – in which people are trained) and 'Theory Y' (humanistic management – in which people develop).

Management development shares this dichotomy, with some adopting a position around traditional scientific method, whilst others argue consistently in favour of the idea of self-development. Mossman (1983), in making a case for self-development within OMDT, has contrasted the two approaches (see fig. 9). There are, of course, a multitude of positions between the extremes he has portrayed. Nevertheless, Mossman's arguments for the existence of a multitude of approaches to OMDT are persuasive..

4.4: Outdoor Management Development and Training (OMDT)

4.4.1: The place of OMDT

Where do the constructed, contested and incomplete natures of outdoor learning and management development leave OMDT?

Given the provisional nature of both of its components, attempts at definition are fraught with danger. Some have tried: Donnison asserts that it involves training which is residential, aimed at developing people in line with organisational objectives, and involve some activity, often outdoors (Donnison, 2000). This definition raises more questions than it answers (why residential? What of general development?), and Donnison is quickly forced into compromises, averring for example that the term 'OMD' covers indoor as well as outdoor programmes (ibid)

Donnison's reservations regarding his definition illustrate the idea that OMDT is not a clear, unified field. **Even** if people from the variety of backgrounds represented in OMDT – organisation development, field studies, outdoor education and more - carry out similar activities, the

likelihood of a range of unshared realms of meaningful definition (Morgan and Smirchich, 1980: 494) would tend towards quite different interpretations of the processes, and a different emphasis in review. So, despite compliance with Zipf's law (Bruner, 1990:10), the customary acronym 'OMD' is no guarantee that people from different disciplines share understanding of what it really means. At one level, OMDT is a pure piece of constructivism: the situations and tasks which make it conspire to construct worlds which are novel in their composition.

Axioms about	Positivist paradigm	Naturalist paradigm
The nature of reality	Reality is single, tangible, and fragmentable	Realities are multiple, constructed, and holistic
Relationship of the knower to the known	Knower and known are independent, a dualism	Knower and known are interactive, inseparable.
The possibility of generalisation	Time- and context-free generalisations (nomothetic statements) are possible.	Only time- and context-bound working hypotheses (idiographic statements) are possible.
The possibility of causal linkages	There are real causes, temporally precedent to or simultaneous with their effects	All entities are in a state of mutually simultaneous shaping, so that it is impossible to distinguish causes from effects.
The role of values	Inquiry is value free	Inquiry is value-bound.

Fig 14: Paradigms Positioned: descriptions of positivist and naturalist paradigms. This supplements 4.4.2 below, and my position is commented upon in 4.4.3.1 – 4.4.3.5 below

4.4.2: The place of my Investigation

I find myself engaging in an enquiry in which, in order to define the borders and content of OMDT and to test research focuses 1,2, and 3 , I need to seek some kind of understanding of the subjective meaning of participating individuals in their various constructions and reconstructions. Allison (2000: 18) further suggests that such realities are likely to be multiple, agreeing with Morgan and Smirchich (1980: 494) in averring that not only can reality be multiple, but that it is constructed differently, depending on the meaning people make of the world (Allison, 2000: 18).

As a further verification of my placing of the research in a constructivist / naturalist realm, I turn to Lincoln and Guba's (1985: 37) guide to the extremes of positivism and naturalism in fig. 14 (above). Using this as a starting-point, I add my comments regarding the most appropriate

paradigms regarding my research of OMDT and those who participate in it. The portrayed paradigms represent a range rather than a point. As Spector-Mersel (2011: 173) notes, the radical end of the spectrum contains views that abolish 'real reality', whereas I needed to recognise the narrative of '*a factual lived life as the basis for a variety of stories which confer meaning on it...*' (ibid).

Further details on each section in figure 14 are as follows:

4.4.3: My paradigmatic Positioning

4.4.3.1: Realities are multiple, constructed, and holistic. When one finds oneself navigating difficult terrain, it is wise to be aware of the ways in which they differ. A swamp requires different skills to a rock-face. OMDT is itself a constructed entity; meaning within OMDT is, like the physical terrain upon which it is practised, multiple. Although It has the potential for holism, for example, it may be construed and constructed otherwise, perhaps as an answer to particular needs. It is many things to many people. The research acknowledges this by making no assumptions regarding practitioners' values and attitudes, finding out what these are rather than comparing them against a non-existent agreed standard for OMDT practitioners.

4.4.3.2: Knower and known are interactive, inseparable: In the naturalist paradigm, research is predicated on the idea that the knower defines the nature of the known in multiple ways. This is reflected in the interview designs, which aim to access that knowing rather than compare it to a predefined definition of OMDT reality, which would be pointless given the rich variety of realities which the participants inhabit. Thus, I interact with six individuals whose knowing already exists, and is likely to be different from each other. Although points of common understanding existed, they did not cover the whole range of participants' understandings; neither were they expected to. Participants, after all, inhabit a rich variety of realities.

4.4.3.3: Only time- and context-bound working hypotheses (idiographic statements) are possible. As no individual life history is the same as another, and I am seeking to see how far the range extends among participants rather than to find an OMDT 'type' of person, the research is naturalistic. Something *may* be established as regards a context-bound working hypothesis regarding the range of outcomes from providers of different backgrounds, but I researched with an eye open for what actually arises from the interviews rather than just what I wanted to arise from them. This is fortuitous as there were some completely unexpected outcomes from the research, for example the common thread of dissatisfaction with (and failure in) the formal educational system. In addition, not all research focuses proved fruitful in the light of actual interview content, in particular that related to an OMD(T) culture, which proved elusive. Generalisations were neither sought nor found, although there were, as mentioned immediately above, some unexpected common threads.

4.4.3.4: Am I seeking cause and effect or a mutual simultaneous shaping which makes it impossible to distinguish cause from effect? There is something of both in the research. If OMDT has effects (as all claim), then there must be causes. These may, of course vary immensely, depending on a wide number of idiosyncratic and time-bound variables. Again, the research tends to confirm this wide range of outcomes, but with participants seeming to vary from one to another in terms of their view of the process (how those outcomes were arrived at, how to relate to clients' wishes, and the processes of OMDT. Thus there are outcomes, but these vary from participant to participant, and, in fact, there seems to be little idea how outcomes come about, combined with some conviction that they do.

4.4.3.5: Enquiry is value-bound: My position is highly naturalistic. There are at least three sometimes competing sets of values in play – those of the training provider, the learner, and the funder. These may all have (not

necessarily disclosed) different understandings, views and expectations. The research examines only one of these perspectives (the provider), but through such examination accesses information related to participants' perceptions of the other actors. The range of such perceptions is explored in Chapter 5.

4.4.4: OMDT Paradigms.

Paradigmatic clashes may not just be due to practitioners' backgrounds. There may be ideological clashes in OMDT between Lewinian/ Rogerian/ Bionian emergent-learning practitioners and those who prefer to provide programmes which seek to meet the needs of a targeting culture.

The latter are dismissed by Bowles (1998: 18) as '*a very thin gloss on a medium-soft surface that pays in a provider-consumer society*', but working to pre-set targets has powerful advocates such as Priest and Gass (1993), and practitioners sometimes express reservations about the marketability of emergent-outcome programmes in the current management culture. Thomas (2007:3) takes a pessimistic view, citing O'Neill's (2002: 46) aphorism that '*Central planning may have failed in the former Soviet Union but it is alive and well in Britain today*'.

4.4.5: OMDT in Summary

To summarise, OMDT is the meeting (and sometimes clashing) of contested (and provisional) constructs. It is as a rodeo in which a confused rider, carrying all kinds of conflicting understandings of his role is set astride a wild and slightly mad horse. No-one knows exactly what the outcome of the encounter will be, but it is certain to be uncomfortable and sometimes dangerous.

4.5: Research Directions

4.5.1: A friable reality.

Given the chaotic unpredictability outlined above, my research is best approached through treating the field as one in which reality is, at its

most concrete, a symbolic discourse (Morgan and Smirchich, 1980). What happens (doing tasks) represents the tip of an iceberg in which the hidden elements include interpersonal and intrapersonal processes. As far as perception by practitioners of what OMDT actually is, it can be viewed as an ever-changing social construct in which perceptions of history, roots, and purpose are based on unfixed individual perceptions, rootless enough to be subject to discontinuous change, as may befit a field which in some early forms (Williams and Creswick, 1979), sought to develop skills for an age of unreason (pace Handy, 1991).

4.5.2: Life History- Accessing Experience.

In the world described above, people create their own realities. Thus, life-history is an appropriate form of enquiry into providers' attitudes, offering detailed information about how lives have been experienced and perceived (Goodson and Sikes (2001: 91). Through the life-stories of research participants, we can access their life-histories, enquire into what they have learned (Goodson *et al*, 2010: 3) and work towards conclusions.

Some stability is imparted by the application of research focuses (See 1.1.3 *et seq*) which enable systematic study of the interviews to counterbalance my own emergent reflections. To recap, these are:

Research Focus 1: the range of management learning approaches that use the outdoors.

Research Focus 2: the espoused and in-use theories.

Research Focus 3: is OMDT commodified?

Reasons for this approach are explored below. In parallel, I trace the practical and theoretical roots of OMDT – and seek connections with other forms of management development. A first map of these

connections is set out in fig. 4, along with short descriptions of the named fields.

4.5.3: Life History Research

Research via peoples' life-narratives has a long provenance. Goodson and Sikes (2001: 6) note that, after early anthropological interest in the autobiographies of Native American chiefs, the approach was used by sociologists and other scholars, especially in the 1920s, when such as Thomas and Znaniecki regarded life histories as the data *par excellence* (ibid).

4.5.4: Potential Applications of the research

Although such exploratory research may not conform with demands for generalisability, Dollard (1949: 260-1) notes that, for example, a life-history of the Native American chieftain Crashing Thunder can be read as an inside view of the culture of which he was a part, demonstrating that a key outcome of detailed study of the lives of individuals is to '*reveal new perspectives on the culture as a whole*' (Ibid: 4). In the same way, the research I am conducting into the life histories of OMDT practitioners aims to contribute to an understanding of the culture within which the chosen practitioners work, and to a wider understanding of the OMDT culture, if there is such a thing. This a fourth focus of the research, and one which provides new learning: there have been no investigations primarily focussed on a range of OMDT providers.

Spector-Mersel (2011:172), in noting the factual, objective entity-focussed nature of early narrative studies, points out that in contrast, current narrative study relies on '*constructionist, discursive, and postmodern notions*', giving identity no more objectivity than a '*supposed objectlike construction*' (Alasuutari, 1997: 12, in Spector-Mersell, 2011: 172). Research into narratives such as those to be provided by the participants, particularly in the second, less structured interviews, can provide insight into how their stories create and construct their identity as OMDT practitioners because '*If a sense of identity is attained through the*

stories we tell ourselves and others, not only is identity expressed in narrative ... importantly, it is also constructed by it' (Ibid, 2011: 173).

4.5.5: The relationship between researcher and research.

Construction-by-narrative is not limited to others. Bruner notes that, by way of our memories of the past and hopes for the future, we engage in constant self-construction and reconstruction to meet the needs of new and evolving situations. (Goodson, 2003:14). I am drawn to Bruner's 'self-making' (2003:14), to describe a process of personal restructuring which is germane to this study. Perhaps the sum of all the personally-constructed people in OMDT is the current shape of OMDT - recalling the Dutch word 'meemaken' (Hovelynck , 2003), this (OMDT) is the 'thing we have made'.

There is provenance for personal and interpersonal life-historical inquiry. Some of it is positive: Bullough and Pinnegar (2001: 13) aver that research is unavoidably researcher-changing in that '*Who a researcher is, is central to what the researcher does*'. My own experience testifies to this in that, for example, despite over twenty years in practice, once I took work at a university, people immediately perceived me as an academic. Bullough and Pinnegar (Ibid) further note that '*Connelly (2000) heightened awareness of the narrative nature of knowing and the place of story*' (Ibid: 13). A third reason is provided by Mooney (in Bullough and Pinnegar, 2001: 14) who notes that research is '*a personal venture which...is worth doing for its direct contribution to one's own self-realisation*'.

Foucault offers a reason for personal commitment in immersive work focused on self and others, pointing out that effectiveness is dependent on a personal commitment to the field of struggle by the researcher (Foucault, in Bullough and Pinnegar, 2001: 14). Thus although others might perceive my conscious commitment to the field as a disadvantage, implying bias, it is actually a benefit in that while my commitment is

strong, it is also critical and well-grounded in experience. This means that bias is balanced by criticality and depth of understanding of the field.

4.5.6: Borrowed Methods and Emergent Outcomes

Not everything about personal involvement in the field being researched is so positive. Bullough and Pinnegar raise the uncomfortable point that '*Self-study is a mongrel: The study is ... at the intersection of self and other, and its methods are borrowed*' (ibid: 14). I do not believe that this is a problem: The intersection between reflective research on oneself and interactive research with others gives a useful triangulation.

In using the methodology of life-history research I have an opportunity to explore the relationship between the culture of OMDT practice and individual lives through reflection on interactions with participants. This is valuable as an attempt to understand the world(s) of OMDT, their inhabitants, and the effect of the wider world on both, and of them on it. This means that understanding is emergent, based on interview content and subsequent reflection.

4.5.7: Contesting Views

As Goodson points out, the utility of the historical approach is, according to Shulman (in Cuban, 1984 p. vii, in Goodson, 1995, p. 5), contested because it is seen as too arcane to have relevance to contemporary practice or policy. This ignores the importance of the lessons of reflection on experience.

According to Goodson (1995: 4) academic drift is linked to status. There is no status without recognition of a body of knowledge and expertise peculiar to a sector. As yet OMDT does not boast the infrastructure of a distinctive field; the journals, professional bodies and conferences which would mark it out as a distinctive field of knowledge. Until these things happen OMDT remains a field open to exploitation, one in which anyone can lay claim to expertise.

The formalising/ academic drift process described by Goodson – wherein things become named, reified, have formal courses of training from which all the panoply of an academic discipline emerges - appears to be presented as an inevitability, but has barely occurred in OMDT, reinforcing the view that it has yet to achieve the necessary methodological coalescence, in conformity with the central question of this research (what is the level of paradigmatic confusion in OMD?). This will be tested in the interviews.

4.5.8: Can Curriculum History be applied to OMDT?

Given the apparently drift-free nature of OMDT, it is germane to ask if a curriculum history approach can be applied to a sector which may set store on evidence of fulfilled customer requirements, but sees little value in formal curricula.

The answer is that, by the very nature of a lack of formal curriculum, and the wide range of paradigms which compete to underpin OMDT, its paradigmatic foundations are unsettled although it has a history of practice. Without an accepted paradigmatic basis, an exploration of the views of practitioners is more likely to prove fruitful than an examination of a chaotic curriculum history.

4.5.9: The Self-Making Power of Autobiography

Bruner emphasises the power of autobiography in making who we are through an ongoing process of self-construction and reconstruction to meet changing situational needs (Bruner, 2003:64)

This has much to recommend it. I reflect that I have re-created myself a number of times, not least when I discovered and became involved in OMD. Echoing Bruner's view that '*much of self-making is from the outside in*' (Bruner 2003, P65), I am who I am because of entry into OMDT. In the same way that the narrative of scripture provides a setting for the Decalogue (Bruner 2003, p12), so – in a much humbler way – OMDT provided the narrative by which I built a new, creative and chaotic me.

The concept of self-making (Bruner, 2003, p. 65) is appropriate in the way that, especially in the OMDT part of my life, the canonical and the possible are in constant dialectical tension with one another (Bruner, 2003, p. 14), causing me, the self-maker, to labour ceaselessly to keep them in some sort of congruence.

Thus, I am using personal reflection and life-history interviews as a route into understanding OMDT and those who practise it.

4.5.10: The power of collaboration

As Goodson and Sikes (2001:92) note, and as I intend it to be in this research, life history research is collaborative. It is (and I intend this research to be) a piece of co-creation in which the researcher (me) and researched (the OMDT practitioner interviewed) experience a co-operative relationship – a *'circumstantially mediated, constructive collaboration between the interviewer and the participant'* (Atkinson, 2001: 123), that stresses *'the situated emergence of the life story'* (Ibid, 2001: 124).

As a note of caution, Hollway and Jefferson (11: 2000) observe that interviews can only be mediations of reality, with different people taking different meanings from them. This risk is also a benefit in that I can seek divergences in meaning between myself and participants which are in themselves useful data in working towards an understanding of the different ways in which the field is perceived.

I am not seeking 'right' answers that tie-in with my own view, I am aiming to find out if there is a range of understandings as to what OMDT is.

There are a range of factors which guard against the risk of discourses which in Tanggaard's words *'...cross, touch, ignore, and exclude each other in the interviews'* (2007: 160-175). These include the collaborative and iterative nature of the interview process and the common working

background of the practitioners and myself, which should ensure that the interviews are grounded in the world of commonsense thinking; the participants share an often-overlapping and common professional world (Fontana, 2001: 165).

4.5.11: Avoiding Bias.

The above brings the risk that I may merely see what I want to see. I am only human and, as Hollway and Jefferson (1997: 2000) aver, '*Self-deception is part of the human condition*'. Spector – Mersel (2011: 174) further notes that it is not only the interviewer who constructs pliable narratives; the interviewed also exercise choice - whenever we narrate ourselves we unconsciously choose '*which of our lives*' events to include in the story and which to leave out of it...'. This is not only unavoidable, but necessary. How could I discover difference if I saw it as something to be eliminated rather than understood?

Nevertheless, Maclure argues strongly that narrative and life-history research is often read as a realist depiction of internal emotions and argues that all educational research texts are fabrications - that neutrality and realism are '*taken up and read as though they were realist depictions of both internal emotional states and external circumstances*' (p. 81) (Maclure, 2003, cited in De Freitas, 2007: 335). She supplies a remedy for this constructive naivety, asking that qualitative researchers '*attend more rigorously to the ways in which their narratives are fabrications [by becoming] highly critical and highly skeptical of the narratives we select to circulate*'. (ibid). To meet this request and to remedy my own biases, I have purloined from the world of repertory grid (Stewart, Stewart and Fonda, 1981: 11-19) the idea of construction-elicitation, wherein I produce triads of OMDT-related words, and use these as the basis for the first series of interviews, gauging the level of understanding of the participant by the depth of response to, for example, my attempts to 'ladder', a process where one seeks to get closer to peoples' personal preferences in appropriate situations (Ibid, 23-134

28). This was a successful strategy. Visual cues were sought to discover whether participants were digging beyond glib, practised answers and seeking to accurately convey their attitudes, values and understandings.

Methodology Outcomes and Summary

The section examined the range of methodologies available, and explained that the adoption a constructivist position is based on consideration of these and the author's experientially-based life-learning. Supporting this, personal ontology, epistemology and methodology are explored, and the bewildering variables facing OMDT practitioners are noted in a mind-chart. It is also noted that the 'parents' of OMDT (outdoor education and management development) are themselves paradigmatically contested fields. The effects of this jointly contested parentage on OMDT are noted and, in a key table (fig. 14) and in the attendant text, I have further clarified my paradigmatic position.

Research directions are then explored with an emphasis on life-history (through interviews), a rejection of curriculum history as an approach, a reflection on potential applications of the research, the relationship between the researcher and the researched and on the collaborative use of interviews. The section ends with a note on avoiding bias. Key facts that emerge from the above are the use of interviews as a method for the research, supported by historical reflection (see literature chapter) and reflection on the interviews themselves by the researcher.

It should also be noted that methodological consideration has led to a fourth focus for the research. This is to seek out whether there is an OMDT culture and, if so, what is it?

The methods employed are explored in more detail in the next section, wherein there is also reflection upon the detail of the processes involved.

4.6: Methods

Methods – Section Summary (4.6-4.9)

After summarising the methodological context of the methods employed and developing thoughts on the constructed nature of OMDT, methods are examined with a focus on interviews and life-history and how I propose to use these. This includes detail of the planned methods and questions, especially focussing on the processes of the two series of interviews (with the same respondents). There are further short sections on self-research, the effect of writing history, and ethics.

4.6.1: Foundations for the study

To place my methods into context, it is filtered through an experiential lens which tends to review, reflect and reconstruct social reality; thus an experientially-generated phenomenological/constructivist paradigm applies.

In terms of ontology, the research is experientially-grounded and relativist. This is reflected in the interactive method adopted, which allows some structure, but is also mutable, allowing areas of mutual interest to the participant and interviewed to be explored, in an effort to explicate and compare participants' constructed realities. The practicalities of this are expanded upon in Chapter 5.

Epistemologically, the research is not only an act of exploration: Explorers make discoveries, and these can lead to acts of (sometimes mutual) creation. It is anticipated that this may occur, given my own and some participants' attitude and experience, generated in part by spending a great deal of time facilitating others in formulating plans for change. Thus, the research is epistemologically transactional and subjectivist: Findings will aim to access the real (but created) lives of research and

aim to be an act of reflective creation. While this is instructive, it is participants, unlikely to be the basis for generalisation.

All this reflects a methodology that is hermeneutically-tinged, aiming to make meaning of the actions and attitudes of participants through interview, their history, and their working contexts; As Kvale and Brinkman (2009: 51) note, interviews can be reviewed as texts, and I intend to do so, paying due regard to the contexts provided by history and tradition. Such review will inform my findings through a process of data-trawling akin to grounded theory, but perhaps more intuitive in the Jungian sense (Briggs-Myers, 1980, Jung, 1964:49). Jung notes that *intuition* can sometimes be seen as a 'hunch' and may appear to be irrational, but is actually as dependant on 'hard' data as its opposite, *sensing*. This is emphasised by the process of sound-recording all interviews, I maintain access to para-verbal as well as verbal cues from research participants.

4.6.2: Enquiring into the Four Research focuses

A hub for the analysis of the interviews is provided by the focuses identified and developed in chapters 1-3 which were expanded to four in the first part of this chapter. To recap, the focuses are:

Research Focus 1: what is the range of management learning approaches that use the outdoors?

Research Focus 2: What are the espoused and in-use theories of practitioners of training and development of managers using the outdoors?

Research Focus 3: To what extent are approaches to management learning that use the outdoors commodified?

Research Focus 4: Is there is an OMDT culture and, if so, what is it? This focus is added as a way of seeing if there is a common set of values and attitudes among OMDT practitioners.

Because the research is fundamentally about what participants think, questions (see below) are phrased so that they use their own voices and access their own thoughts rather than have ideas implanted by me. Therefore the four research focuses are not overtly present in the questions.

As well as the four research focuses, the nature of OMDT forms a focal point for analysis of the interviews. This is discussed below.

4.6.3: OMDT: A constructed entity

OMD, as noted earlier, is a constructed entity in which much of the construction has been unintentional. This means that the field is confused

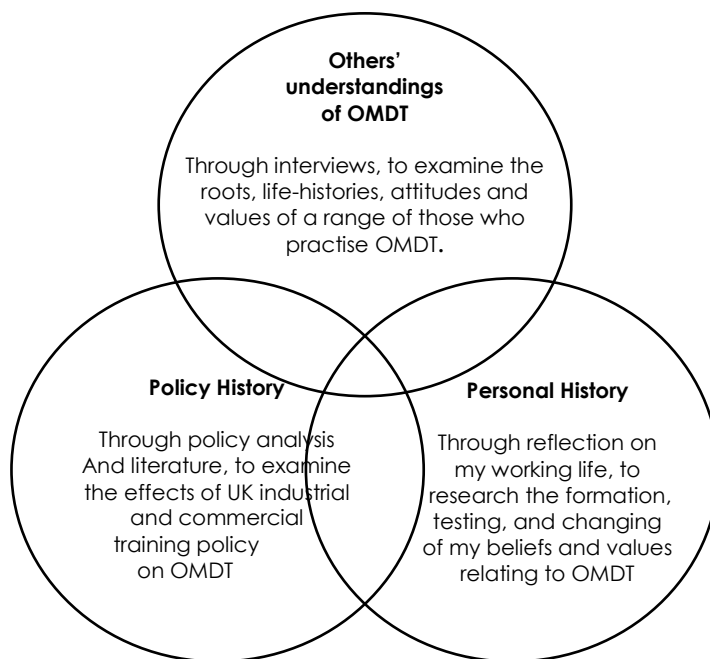


Fig. 15: the interactive nature of three areas of research

and ill-defined, and it is for this reason that the means employed – personal reflection embedded across the text, the history of OMD through literature and interviews - are aimed at making this a work of discovery as much as illumination. In order to enquire into the four research focuses listed above, I used three sets of tools to examine OMD. To some extent, these informed each other. I commence the process by

a summary (see fig. 15 above) of the relationship they have with each other, and will examine each in more detail below.

The use of a number of different tools is appropriate in working at comprehending something as unclearly defined as OMDT in that it provides more than one pathway into reaching a more sophisticated and cross-checked understanding via probing:

- 1) The evolution of my own understanding
- 2) Others' understandings of the process
- 3) The relationship between OMDT and state policy.

If taken together, these explore the range of interpretations of what OMDT is. Further, the lives investigated here, along with the effect of state policy on OMDT, may serve to provide depth to that exploration and answers to the four research focus questions (see above)

It is, however, not only through combining methods that understanding is gained. Each method also has a free-standing value of its own, as set out below.

4.7: Methods Examined

4.7.1: Interview as Method – practical considerations.

Holstein and Gubrium (in Silverman (ed.), 2011: 149) note that there exists an attitude that implies that interviews should be dispassionate and passive with unbiased questions unearthing pertinent answers. They also (Ibid, 150 – 152) undermine that view, taking the stance that all interviews are actually interactive, whatever the intentions of the participants. The very fact of 'interview', they imply, negates any attempt at mutual neutrality. Kvale and Brinkman (2009) concur, appropriately naming their book 'InterViews' to emphasise the interchange of views that interviews represent. This is also true of the way in which I conduct my interviews: I

aim to discover matters that are at the heart of the validity (or otherwise) of OMDT. To attempt to either narrowly interrogate or glibly agree with participants is not likely to lead to satisfaction. I want them to express their own views and feelings. Questions are mere starting points to what I hope to be an exchange of feelings and views.

Writers such as Fontana and Frey (2005) assert that interviews are '*an ongoing interpretive accomplishment*', ignoring the fact that sometimes interviews are interactively unclear non-accomplishments. I note that in my own interviewing (including earlier Ed. D. research), I have rarely had such a comfortable time as Fontana and Frey imply should be the case. I am more familiar with the life-realistic view provided by Tanggaard (2007: 160), who cites a case in which a researcher has a difficult time interviewing apprentices whose interests lie in a different place to hers.. It is not simply the interactive nature of the interview that makes it difficult here; it is the failure of narratives emerging from different life-experiences, age-groups, and social classes to meaningfully meet.

4.7.2: Interviews- Practical matters

I was faced with a number of dilemmas in choosing participants. Should I choose people I knew, or should I opt for complete strangers? There is the risk with strangers of failing to connect in the way described by Tanggaard (2007), and thus producing data of limited usefulness. There is also a risk that if I chose people I knew, the process might be influenced by prior relationships, perhaps producing an easy consensus.

Reflection on these alternatives led to the conclusion that the latter was a better way to proceed as by interviewing people who are known to me will enable our narratives to meaningfully meet.

I also plan to use a method (modified repertory grid-style interview – see below) which aims to ameliorate the influence of prior knowledge.

Choosing the participants still presents a challenge in that I can easily bias the process by selecting people who have views similar to my own. I will deal with this by avoiding my closer associates and opting for people whom I know, but less well. I know three of the six by reputation and occasional social interaction only.

4.7.3: Further Practicalities and final choice of participants

The final participant choice involved six OMDT practitioners from backgrounds reflecting the routes by which people enter OMDT: two became practitioners after working in youth-based outdoor education, one came from the special forces, two from organisation development, and one from development training, a branch of outdoor education, which focuses on group process, and is practised at such organisations as Outward Bound and Brathay Hall (Greenaway, 2006).

4.7.3.1: Participants

The participants' histories are known to me to varying extents. I am aware of the need to stay awake to the fact of pre-existing relationships to avoid the trap of drifting into a discussion of matters inappropriate to the study. In addition, with all of them I shared similar experience through having, like them, been an OMD practitioner. Writing in the context of gender, Brine (2010: 133) notes that this sharing of background may by no means be taken to assume equality between the interviewed and the interviewer, but all my participants were mature in years (45 upwards) and had made their independent way in the world; all had their own opinions. This is reflected in my choice of the word 'participant' to describe them; once the interviews commenced, I did not feel or note any holding-back or seeking of guidance, and thus the interviews truly felt like exchanges between understanding equals.

To support this contention, details of the participants are shown below:

Participant A: Former working background is in the UK special forces. Participant A used skills gained there to move into freelance outdoor

instructing and from there moved into a senior role with a small OMDT organisation in South Wales, becoming Operations Director. A represents the strain of ex-military personnel in OMDT. No academic qualifications. The business runs OMDT, young peoples' programmes and outdoor leisure activities.

Participant B: After a career in local authority outdoor centres (and qualifying as a teacher through a year-long PGCE process), discovered OMDT and set up a centre in the late 1980s. The centre continues successfully, largely focussing on OMDT.

Participant C: After working in industry, turned a hobby (canoeing) into a living, and moved into freelance support-work for OMDT before setting up in this field. Unlike A and B, has no bricks-and-mortar basis to the business, which is widely focussed, including OMDT, school work and archery.

Participant D: After a managerial career in engineering, took work in a well-established, charitably-based development training business in which D is now a senior employee, running most of the organisation's OMDT.

Participant E: After a successful but unsatisfying academic career, moved into Human Resource Development (HRD) with a multinational corporation where, after formerly rejecting it, E discovered OMDT, which was taken into the private practice which E set up. E is also a successful management writer although at the time of interview suffering a shortage of freelance work.

Participant F: After a false start in accounting, volunteered for a summer season in an old-established outdoor training organisation. This turned into a three-year job which F left to share in setting-up a very successful

OMDT business. F left this in turn to concentrate on independent consulting, and still uses OMDT.

4.7.4: 'Truth' in Interviews?

In their positivist guise, interviews have the role of establishing (if there is such a thing) the 'objective truth' in a situation. However, as Roulston et al (2003) note, tasks such as job interviews have a different purpose to social science interviews of the type that I conducted, which focus on seeking understanding rather than being a quest for proof and truth. This is correct in my case. Working with the constructed entity that is OMD, I have a different agenda. I am not seeking the objective, proven truth; I am seeking to establish what a number of practitioners currently believe the truth to be. I looked for perceptions, not hard facts, and would thus expect to have adopted methods different to those of positivist interviews. These methods included the use of open questions (those which provoke a narrative rather than a monosyllabic response) and 'probes' to dig further into what participants were saying, sometimes seeking just clarity, sometimes seeking further depth.

As a result, my interviews were characterised by a process of starting with pre-set questions and using the responses as a framework for further questions. There were frequent departures from that framework, driven by nothing other than that the matter in hand seemed to be interesting to both participants, affirming Kvale's *dictum* that there hardly exist binding rules for how such interviews are conducted (Kvale, 1983: 172). These departures were phenomenologically useful in that the participants were able to explore matters arising from sharing life-narratives, an area which empowers the '*...creative search to understand better...*' (Polkinghorne, 1983: 3), rather than blindly follow rules. Despite this apparent indulgence, the research remained phenomenologically objective in that '*objectivity is reached through the intentional acts of consciousness ... an act of fidelity to the phenomena*

investigated' (Kvale, 1983: 151). My divergences were aimed at being conscious acts, focussed on discovery.

4.7.5: Life-Stories – An interviewed Narrative

As noted in the methodology section, life-history research has a past which included a positivist vein. Now, however, life-history interviews, especially those which provoke a narrative, have a sound qualitative provenance. Experience is, after all, the stories people live (Savin-Baden and Van Niekerk, 2007: 462), and to access these stories is, for me, a real privilege, as well as a source of insights. Lai (2010) borrows from Charon (2006) to provide a useful summary of the elements of a narrative (See fig. 14 below).

I thus aimed to produce conditions in which the interview might be, not an interrogation, but a co-construction of life-based data (Ibid) through an interactive but guided conversation. The methods used were a first round of interviews based on ideas borrowed from the bipolar-construction methods of repertory grid (Stewart, Stewart and Fonda, 1981) although it should be noted that use of grid methods was limited to the construction of bipolarities which were aimed to reduce the influence of my own prejudices and embedded attitudes. Each person was interviewed twice, using different types of semi-structured interview, the first using bipolar constructs. These were chosen to address a variety of common denominators in OMDT and are:

- 1) Particular Courses: two good, one bad.
- 2) Particular clients: Two good, one bad.
- 3) Particular places / locations: Two good, one bad.
- 4) Particular instructors: Two good, one bad.
- 5) Particular outdoor media: Two good, one bad.
- 6) Particular tasks / exercises: Two good, one bad.
- 7) Particular participants: Two good, one bad.
- 8) Particular theories: Two good, one bad.

9) Particular venues: two good, one bad.

Element	Definition
Temporality	The temporal orders of events – the beginnings, middles and ends of events.
Singularity	The uniquely irreplaceable experiences of individuals; no narrative repeats any other performance in the same manner.
Causality/ Contingency	A narrative has a plot and urges us to make sense of why things happened.
Inter-subjectivity	When two subjects meet, the experiencing subject comes alive, assessing perception, interpretation, and the personal transformation consequential to human interaction
Ethicality	Obligations incurred in narrative acts. The recipient/listener of another's narrative owes something to the teller by virtue of knowing it.

Fig. 16: The elements of narrative, after Ky Lai (2010), after Charon (2006). A useful summary of the requirements of interviewing. I return to this construct in Chapter 5

The aim of the interviews was to enable participants to structure their own reflective narratives, thus accessing their unique experiences, seeing the life-plots of their careers, and to expose and share subjectivities. See fig. 16 (above) for a summary of this and other elements of narrative (Ky Lai, 2010 and Charon, 2006).

The second interviews aimed to be less structured, although there were questions which focussed on the life-experiences which brought the participants to their involvement with OMD. Details of the framework questions (asked of all participants) are in the next section, but the second interviews had a less fixed structure than the first. Divergences based on following emerging areas of mutual interest were expected and welcomed. This approach is placed in the second interview because a relationship had been established, and guardedness was reduced, leading to a more open conversation.

4.8: Constructs - Stage 1

4.8.1: Method – First series of interviews

The method used constructs borrowed from the field of repertory grid (Stewart, Stewart and Fonda, 1979). Following advice from Valerie Stewart, I opted for a modified form of triad wherein the participant is invited to make value-statements regarding their perception of good and bad practice in a variety of areas.

This was useful because most us, most of the time '*... Use our construct systems to make the world easier to find our way around... our construct systems reflect our constant efforts to make sense of our world*' (enquirewithin.co.nz, accessed July 16th 2011)

The above website also notes that our construct systems reflect our efforts to make sense of our world: we observe, we draw conclusions about patterns of cause and effect, and we behave according to those conclusions (ibid). The further, telling, point is made that '*A person's construct system represents the truth as they understand it.*' (ibid). This is important as I am seeking peoples' *understandings* of OMDT and I need to reduce the risk of using a system wherein my own emphatic views about OMDT would influence responses. I have no wish that my involvement with the research should become a barrier to my understanding of others' attitudes – as it might if the questioning was a totally dynamic, rather than partly-guided process.

Using bipolar constructs helps provide a level playing-field for the initial interviews as it enables the asking of equally-open (actually the same) questions of all participants, without tainting their answers with my own prejudices.

The method works in that I, as enquirer, frame around nine statements pertinent to OMDT. I introduce the first of these to each participant,

asking them to give me two positive examples of the item in question and one negative one. This response is explored through open and probing questioning, with second-level questions being prompted by initial responses. The process is then repeated for all nine constructs.

In doing so, potentially rich information regarding the participant's views and attitudes towards OMD was gained, and was analysed to produce a picture of participants' understandings of OMDT. For ethical reasons names mentioned in interview are anonymised on transcription.

4.8.2: Stage 2 - open, life-course based interviews

The purpose of the second interview was more directly historical, with my second-level questions tending to focus on participants' educational and professional development.

First-level questions (the same for all participants) were:

- 1) Tell me your story...
- 2) Do you see a difference between the work 'you' and the 'other' you?
- 3) What is annoying about your work?
- 4) What is important about your work?
- 5) How did you get into it - what was the route?
- 6) Was it always your intention to do this work?
- 7) What other routes might you have taken?
- 8) Can you tell me about one or two key points in your life?

These formed the basis for semi-structured interviews, acting as routes into participants' deeper thoughts.

At the end of this stage, data had been gathered to build conclusions around the ways that participants understand their world, and the way this has affected their perceptions of OMDT.

4.8.3: Self-research

For reasons described in section 4.5.4, self-construction and reconstruction forms a backbone to reflection on my working life. This reflection is woven into parts of this study and forms a strand of its reflective/ research process.

Personal reflection and the underpinning thoughts of theorists work together in the use of narrative and life-history inquiry as a route into understanding of OMDT and those who practice it.

The process and outcomes of that research are summarised in Chapter 5.

4.8.4: Detailed analysis of the interviews

Over the course of 2011, I conducted 11 interviews which, when transcribed, amount to 187 A4 pages (See appendices A to J). I took the four research focuses that had emerged from literature and reflection (See 4.6.3) and used these as a tool to work through the interviews, simply highlighting any section that seemed to relate to them.

I then extracted the highlighted sections, which left me with 83 pages (see appendix P). I then analysed these more closely, making handwritten notes of particular areas of relevance and connection. These findings are presented in detail in section 5

4.9: Ethical Matters

Research needs to take account of the ethical dimension. In particular it should be designed, reviewed and undertaken to ensure integrity, quality and transparency (Economic and Social Research Council (ESRC), 2012).

I set out below how I have ensured compliance with the required ethical standards, particularly as outlined in the British Educational Research Association (BERA) ethical guidelines (BERA, 2011).

4.9.1: Addressing Ethical Concerns

Specific concerns raised in the appropriate guidelines (BERA 2011) are summarised in the table (Fig. 15) below, together with details of provisions made to meet them.

4.9.2: Method and Ethics.

Bruner (2003: 64) asserts that *'we constantly construct and reconstruct our selves to meet the needs of the situations we encounter, and we do so with the guidance of our memories of the past and our hopes and fears for the future...'*

Concern	Provision
Voluntary informed consent	Initially, participants will be verbally contacted and the project explained to them in outline. If this leads to provisional agreement to participate, a written explanation will be sent, together with permission forms and a covering letter. These documents are clear as to the nature of the research and what safeguards to confidentiality and control are in place. The research only aims to take among adults who are not in any form of psychological care.
Deception	There is neither the need for, nor the intention for, deception in the programme of research.
Right to Withdraw	The right to withdraw is available to participants. This is made clear in documents provided to participants (See appendix 'O')
Vulnerable participants.	It is planned that the research will take place only among adults who are not in any form of psychological care. The participants and their clients (in OMD) are responsible adults.
Incentives	I will not offer incentives (beyond the benefits of the reflection implicit in participation) to participants. None were clients or suppliers of mine at the time of research.
Detriment arising from participation	It is not anticipated that there is a real possibility of detriment arising from participation in this research.
Privacy	Anonymity is enforced during the research, with participants being given the right to choose noms-de-research. If this is waived, I will label them as participants A to F. Writing will be crafted to avoid inadvertent disclosure of participants' identities. In addition raw materials will be kept in a locked filing cabinet/ PC in a locked office and will be destroyed / erased at the conclusion of this research.
Disclosure	The research is not expected to bring illegal or unethical practices to light, but if these are uncovered, the appropriate authorities will be informed.

Fig. 17: Ethical concerns and provisions

In a constructed world, we are each the subject of our own constant self-reconstruction. This may be particularly true in an evolving field such as OMD, and points the way towards life-history research, especially that which offers a way to explore *'the relationship between the culture, the social structure and individual lives'* (Goodson and Sikes, 2001: 9). This has ethical implications in that research which relies upon *'Intensely idiosyncratic personal dynamics'* (Ibid:19) develops relationships between researcher and participants, in which confidences are offered. The safeguarding of these confidences through anonymisation and secure storage is thus more important than it might be in circumstances of less interpersonal depth.

Closing summary of Methods section

In this section I have addressed the practical issues related to my interviews, demonstrating the 2-stage structure wherein a first stage is based around comparisons of participants' views of 'good' and 'bad' items and the second phase is a less formal enquiry into the participants and their lives and relationships to OMD.

In section 4.6.2, a fourth focus for the research was noted. This is to seek out whether there is an OMDT culture and, if so, what is it?

I also address ethical issues and sufficient theory to support the methods adopted.

Organisation of Chapter 5

The Chapter aims to extract data from the interview process and is divided into six sections.

Section one sets out the process by which the interviews took place, with descriptions of the methods employed and reflections on them. Section two looks at findings which reflectively emerged from the interviews. Section three continues this reflective, interpretive process but shifts focus to the participants, and is largely based on the second series of interviews. Section 4 looks at routes into the outdoors taken by participants.

Section 5 is a considerable piece of work, being a thorough and systematic search of the data for evidence of the four research focuses.

Section six looks at the messages from the research on the future of OMDT.

5.1: The process of research.

5.1.1: The choice of participants

[details of individual participants are in the previous Chapter (4.7.3)]. For further background, I sought people who, known to me either by reputation or personally, I believed could answer questions in rich, specific and relevant ways (Kvale and Brinkman, 2009:164). As a group, they were chosen because I aimed to build a selection of contrasting people. The range they represented included:

Educational: From Doctoral level to 'A' level dropout.

Former Work: From management consultant to furniture deliverer.

Approach to work: From very active to highly reflective.

Employment: Four self-employed. Two employed by medium-sized organisations.

Gender: Five male, one female. This is not inaccurate in terms of the gender divide in British OMDT.

Ethnicity: White British. I was not able to find any OMDT practitioners from a non-white background.

5.1.2: The reflective process

This chapter deals with the process of interview and reflection. This is a process in which interaction with participants is informed, especially in the less structured second interviews, by interaction which brings my own thoughts and experiences into play. Analysis of the interviews further engaged reflection, so that understanding was an emergent and reflective process.

5.1.3: Collecting and recording information.

Once the format and structure of the interviews and the difference in focus between first interview (OMDT practices – see section 4.8.1) and the second interview (about the practitioners themselves – see section 4.8.2) had been established, there followed a process of recruitment of participants. This proved not to be difficult, as all those approached were positive about giving time for interviews.

No material incentives were suggested, but I did offer to interview participants at a place of their choosing, aiming to facilitate a non-threatening approach to the interviews. In the event, all participants chose their workplace. Reflecting the presence of a fair number of one-person businesses in OMDT, in three cases this was also their home.

The interviews took place from May to December 2011, and involved travel to Derbyshire, South Wales, Bath and Somerset. One participant, (participant A) declined the second interview without giving a reason,

but was happy to allow the first interview to form a part of the data. The interviews were largely relaxed events in which the participants engaged with the process in an open and candid way. Indeed, they seemed keen to share their views and feelings about OMDT and their part in it.

Each interview lasted around an hour. All were digitally recorded and were fully transcribed by the end of 2011 (See appendices A to K).

The recording freed me of the need to take detailed notes. This was useful in that, despite the convivial nature of the encounters, I found that I needed to maintain a very high level of concentration in order to both hear the answers to earlier questions and formulate tactful and sociable probes to those first answers. I also needed to do this in a way which did not inhibit each participant's verbal flow, so skill was required both in what to ask and how to ask it. I found that one hour was about as long as I could maintain the levels of concentration required. I largely limited my efforts to one interview per day.

5.1.4: The Analysis process.

The comments below represent themes emerging from analytical readings of the interviews in which I sought comparisons between the expressed thoughts of participants and recorded these for later reflection, which I set out below. They are in addition to the analysis of the four research focuses which comes later in this chapter and acknowledge my commitment to emergence in research (See below and 1.2, 2.5.4.1, 4.5.10, for example).

In a number of cases, reflection during the analysis process has led to my adding a reflective commentary. This also echoes the embracing of messy, emergent learning which characterises some OMDT, (Desmond and Jowitt, 2012)

5.1.5: Finding the way

The first method of data analysis represents a deliberate retreat from electronic media, and a regression to paper-and-pencil reflective notation of the printed interviews. Principally, this was because by reverting to a method which has been with me since childhood, I worked more quickly and effectively. Words are written directly, without the intervening key-selection process.

I thus replaced the keyboard with a fountain pen and a large unlined sugar-paper pad. This (between A4 and A3 per page) seems to have allowed me freer rein – I had no need to compress my thinking into lines and could add diagrams where these occurred. I also transferred my workplace from a small office to my home kitchen. The change of surroundings combined with the looser writing arrangement to impart a sense of release, and I found myself working quickly and with excitement, especially noting connections between participants' comments.

In detail, the first-stage process was to read each fully-transcribed interview, noting matters of interest and, as the readings accumulated, to note commonalities and connections between them. This required re-visiting earlier readings, and a sense of the characters of each participant emerged, and is developed later in this chapter.

5.1.6: The limitations of convention

The process prompts the reflection that it is sometimes better to find our own way than to be totally guided by others of different experience and background. Arising from this is the thought that I am *finding* rather than *following* a way. This process of active discovery is helpful to my development as an autonomous researcher. I have no wish to see '*fertility sacrificed to orderliness*' (Thomas, 1999 : 43), and feel that the method I have made is very much in the spirit of ad-hockery borrowed by Thomas from Tofler. As Thomas asserts, '*the less complex the rules, the more the potential for innovative solution*'. (Thomas, 2009: 142).

By reverting to pen and paper I was able to access my own processes better than when facing a screen. The homely environment of the kitchen table grounds me in a way that is better than isolation in a study or office.

The above method is also conducive to the inductive leaps by which those of Jungian intuitive type (see 3.13.3.1) process information. I am very much of this type, as demonstrated by my responses to repeated psychometric questionnaires of a number of types (Myers-Briggs type Indicator (MBTI), Adept Development Questionnaire (ADQ) and Type Dynamics Indicator (TDI)). The corollary to such a preference is that detail may be overlooked in the leap to decision. I therefore also conducted a systematic search of the interviews around the theme of the four research focuses I had identified in chapters 2,3, and 4. This search is discussed below.

5.1.7: Second-stage research. This is less emergent, aiming to systematically search the interview data for evidence to support or weaken the four research focuses identified earlier. To recap, these are subordinate to the central core of the research (to identify the level of paradigmatic confusion in OMD) and are:

- 1) What is the range of management learning approaches that use the outdoors?
- 2) What are the espoused and in-use theories of practitioners of training and development of managers in the outdoors using the outdoors?
- 3) To what extent are approaches to management learning that use the outdoors commodified?
- 4) What is the culture within which the chosen practitioners work, and does this give us clues to a wider understanding of OMDT culture?

Analysis of transcripts against the four research focuses took place through a systematic process of line-by-line scanning of the 187 pages of interview material, electronically highlighting participant comments related to the four focuses.

This yielded 83 pages of text (Appendix L) from the original total of 187. The second stage in the process was to conduct a word-by-word, line-by-line analysis of the comments, to see if any themes within the four focuses could be identified.

As this is combined with the earlier seeking of emergent themes, the research examines the data from two directions: the agenda-free examination of what emerges and a search for data that substantiates or repudiates questions arising from the research process (the four research focuses and their 'parent', the central question around levels of paradigmatic confusion in OMDT. The two directions are separately examined below.

5.2 Emergent Findings – First Series Interviews

This section focuses on first interviews, which had taken the form, borrowed from repertory grid technique (Stewart, Stewart and Fonda, 1981), of asking participants to contrast, for example, good and bad courses. This has the effect of helping participants to articulate previously-tacit understandings of OMDT, and these have been explored in subsequent probes.

This also applies to me and I have not suppressed my own voice, adding reflections on my own experience where these are appropriate. In this way the analysis process is dynamic rather than simply mechanical. Themes that emerged are set out below.

5.2.1: Emergence - A Compromise?

One of the first elements to emerge from the kitchen-table process described above was that of emergent group learning, and its limitations.

A number of participants made points related to the idea that good learning emerges from a process of action and reflection, rather than being pre-programmed. This is not to suggest that participants took an emergence-purist view: The four participants expressing this view understood that what emerges ought also to fit the client's emerging organizational development (OD) requirements. Thus participant B notes that one of his more satisfying jobs is to change a particular corporate culture from one in which '*the whole company was run with a rod of iron*' (B1.5) to one of employee pride in job and workplace (B1.5), in this case by providing activities and reflection focussed around teamwork. The participant was working towards the rather open (but challenging) objective of changing an embedded culture for (as he sees it) the better one of self-discipline, by a modified version of 'pure' experientialism. His interview shows that he believes that this has benefits for a number of actors in the situation: –

- 1) The employer gains a culture which leads to greater efficiency and lowered employee dissatisfaction.
- 2) The employee gets a more fulfilling workplace in which, rather than having to comply with rigid rules, he/she is encouraged to take responsibility for providing a high level of service-reliability.
- 3) The customer benefits from getting a better service.

To me, this resembles a MacGregorist piece of 'theory Y' OD (McGregor, 2006) in that, in the case in question, participants are invited rather than compelled to comply with a new set of standards and persuasion is provided by, for example, teamwork activities. Learning is allowed to emerge, albeit through a process which cannot be termed democratic, given that activities and discussions will have had a bias towards the outcomes planned by the sponsor and facilitator. There is a kind of

muted instrumentalism at work, a compromise between full-blown experiential learning where whatever happens is food for learning, and all-out instrumentalism where experience is the servant of pre-agreed learning objectives. B is clear in his rejection of such forms of instrumentalism as frontloading and backloading, (wherein the facilitator, acting as gatekeeper for what is discussed (Brown, 2002), tending to privilege the pre-agreed agenda as far as review is concerned.

5.2.2: Managed emergence?

This semi-instrumental approach, which might be termed 'managed emergence' echoes views expressed by a respected pioneer of OMDT in a May 2009 interview with me when on being introduced to the outdoor (see figure 4) he excitedly commented that his work rotated between quadrant 3 (tight client requirements) and quadrant 4 (facilitated self-development), which seems to reflect participant B's attitude, providing a place for emergent learning alongside planned outcomes. The border between planned and emergent is a long-standing issue in OMDT. Greenaway (1995) notes the difference, and my own earlier research (Krouwel, 1999) unearthed comments by a trainer (See section 3.11.1) that uncompromisingly placed the sponsor's needs ahead of those of the participant (See 2.7.1).

5.2.3: Frontloading through programme scheduling

Another process of shepherding is noted by participant C, where a very subtle version of frontloading is at work, with the trainer carefully sequencing tasks in order to steer the learners towards pre-planned learning outcomes in a way aimed to make them think they are discovering things for themselves. This requires careful planning, and C expresses disappointment when it is disrupted: '*...our ethos was a progressive development where they [the group] were going to start with something small and create a snowball effect...to that 'ah-ha!' moment ...*' (C1.3) until clients '*fiddle around with the elements so that plan doesn't work anymore..*' (ibid).

The popularity of Lao Tse's aphorism that *'A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.'* is reflected in the appearance of the exact words in no less than 78,400 websites (<http://www.google.co.uk/search>, accessed 20th October 2012) It is sometimes invoked by OMDT trainers in support of an approach to course design similar to C's.

5.2.4: the threat of Instrumentalism.

While it is not possible to establish a causal relationship between the contraction of OMDT and an adoption of strongly instrumentalist approaches aided by techniques such as frontloading and isomorphic framing (Priest and Gass, 1993), it may be significant that none of the participants (all of whom have survived the recession and some of whom are thriving) shared an attachment to either undiluted emergentism or undiluted instrumentalism. Some were neutral and some veered towards a preference for emergence. For example, participant F (probably the most in favour of emergence of those interviewed) averred that *'bad theory is to do with whose agenda you're playing... I prefer to play an emergent style sort of thing ...'* (F1.14) adding that much of the facilitator's skill in giving supportive theoretical models is bound up in judging what a group actually needs in the moment – *'At what point is it appropriate to cast the net, and what net do you cast?... models that... bring sense at the right stages are helpful'* (F1.14).

This highlights the fact that emergence is difficult and places pressure on the conscientious facilitator to have ready a wide range of theoretical inputs so that s/he may choose something appropriate to the situation of the group:

'... players or users ... are going to have a vast array of things that they could pull from, and probably need to have the judgment skill set that says 'I'm not going to pull from my favourites, I'm going to pull something that seems to fit..F1.15).

This readiness to produce information*ⁿ which may help the group in their current situation – to cast the right net at the right time - may be one of the things that characterises the pro-emergent approach from the pre-programmed one, in which one can learn a limited range of inputs and interventions beforehand, adding them to the mix at the planned time. That this latter approach exists is clear from the testimony of participants B and C who both express preferences for simple and limited theoretical input.

It may be that emergence has been replaced by compliance in OMDT. This possibility is discussed in 6.3.1 below. In this, their work resembles bricolage (Cleaver, 2012) in the sense of programmes patched together and using old, new, and even process-emergent practices. This type of bricolage (See section 6.3 below) forms something of a theme in the interviews. Apart from the participant cited above, other participants referred to a process of choosing inputs and interactions with groups as if from a menu, exercising judgement over what to use and when. Thus, participant E was clear in stating an intention to *'wing it ... there's a whole load of little management theories that I find useful to bring out – to have in me gander bag during review...'* (E1.12).

The characteristically colourful language of this participant might lead one to think them to be adopting an approach which lacked depth, but others support the 'gander bag' idea, offering a peep into their methods: *'in a sense you're the conductor of an orchestra, for a facilitator is a very privileged position to be in, and it's a judgement call ...'* (F1.16). They point to a classically bricoleur-like use of theory.

Another reports bricolage in the findings of an investigation into the way his organisation used theory: *'in terms of academic understanding ... it wasn't always robust, and it wasn't necessarily...well-understood, but in terms of using it as a tool to open discussion up, it was well-presented ...'* (D1/20).

5.2.5: Tools used to support the experiential process.

Participants note some tools that they use to support the experiential process, but there is little unity as to which of these are good. For example, participant B strongly condemned transactional analysis (B1.8) whilst participant E lauded it (E1.14). Similarly, participant C(C1.17) had little use for the Myers-Briggs Type Indicator (MBTI) whilst (again) E strongly favoured it (E1.13-14).

The group seemed to divide into two sub-groups as regards their understanding of tools to supplement the experiential cycle: A,B and C showed a fairly limited understanding of complex tools such as MBTI and transactional analysis, with B and C expressing some scepticism towards such complicated implements. D,E, and F, on the other hand displayed a more welcoming attitude to the range of tools available to supplement experience, with E referring to a '*grab-bag of theories and inputs*' and F talking at length of the need to be aware of the effect on the group of interventions and their content.

5.2.6: Routes into OMDT.

Given the wide educational range represented by the participants, it is perhaps unsurprising that the three who have received a higher education (D,E, and F) appear more open to complex theoretical supplements to experience than those (A,B, and C) who have not.

Perhaps this also raises the possibility that there are two basic routes into OMDT. The first is what might be termed the 'university of life' route, wherein people (often with a pre-OMDT working life) find themselves moving into OMDT by a gradual process as happened to A, is highlighted by B and particularly C in their second interviews.

The second route is sometimes equally serendipitous (see the meanderings of D, E and F in their second interviews), but is supported by a greater attention to academic study which, in itself, may lead to a

more open acceptance of such supplements to experience as the MBTI and transactional analysis.

5.2.7: Summary of Section 5.2

The findings of the first stage of research can be summarised as:

- 1) Emergent learning is favoured by some, but they accept the need to compromise with sponsors' needs for clear objectives. In effect, they welcome emergence but are also aware of sponsors' needs.
- 2) Frontloading can be subtle, as when it is applied through exercise design.
- 3) There is the possibility of instrumentalism in OMDT.
- 4) The rise of targeted and programmed learning may have led to a decline in demand for OMDT.
- 5) Although all practitioners interviewed use some kind of tools (inputs, psychometric questionnaire etc.), there is little agreement as to which are most useful.
- 6) Reflection on this seems to show a divide between the academic and practical routes into OMD.

5.3: Reflections on the participants

5.3.1: Introduction – the second-series interviews

The interviews, largely conducted in a period between May and December 2011, took two forms. The first round used a set of standardised questions (see 4.7.3) as a starting-point for discussions aimed at bringing the participants' values and attitudes. The second sequence of interviews (see 4.8.2) was less structured, but aimed to allow participants to tell their own story, reflect, and even change their minds. Thus participant E (E2.4), responding to a challenge I made to a remark regarding the importance of task-reality in training, was able to consider and come to a new understanding of the purpose of process-focused activities as promoted by Coverdale (Babington-Smith and Sharp, 1990) and applied in some OMDT.

My own feelings were involved and expressed during the interviews, which were thus subjective encounters, although not as resistant to objective analysis as I had expected.

In these second series interviews, all participants delivered robust and articulate material, clearly justifying their life-choices and career-paths. They were able to make absorbing stories of their lives and to comment upon those stories, responding with articulacy to probes, elaborating rather than damaging their central theses. If, as Goodson and Sikes (2001:16) aver, such accounts are more interesting for how they are narrated rather than how they *should* be related, then these narratives display a high degree of eloquence, perhaps the product of minds which are able to reflect and express themselves at a more than usual level.

5.3.2: Reciprocal Sharing

Goodson and Sikes (2001:71) note that in collaborative life history interviews, '*a reciprocal sharing of views and perceptions*' takes place. This assertion was borne out as each interview became a conversation, guided by me only in the way participants' assertions prompted questions and observations which themselves drew further thoughts from them. Thus the interviews drifted towards a form of co-construction in which interaction led to shared insight which, at its peak, was truly exciting for both parties. For example, in one interview (F2.4), a short clarification-seeking question around a career-move led to an informative discussion on the undesirability of certain forms of professionalism in OMDT. There are further such examples in later sections.

I will explore the variety of ways in which participants share common ground. The first of these relates to educational routes by which participants arrived at OMDT.

5.3.3: Reflections on participants' encounters with formal education

5.3.3.1: Difficult Times: Those interviewed arrived in OMDT by a variety of apparently serendipitous means through a variety of routes, with starting-points ranging from furniture delivery to management consulting and from low educational attainment to Doctoral level. Further examination, however, reveals some interesting commonalities. Poor experiences with the world of formal education seem to be a common factor, even with the holder of the higher degree. One participant (B2.1), for example, notes that he *'got to 'A' level and went into a very relaxed regime in which ... I cocked everything up completely ... (ibid)* Withdrawing after the first year of Sixth Form, he drifted into dead-end employment before a dramatic move into outdoor learning. At this stage, like others, his interest in the outdoors had been confined to some fairly adventurous leisure activity.

It seems that OMDT is not something at which one arrives through the type of conventional route one might travel to become an engineer, psychologist, or accountant.

Some of the stories of a poor fit with formal education are touching. A participant remembers (C2.1):

'just pre eleven-plus being told by a very strict... headmaster – in a school probably with 50 kids – that 'if we get this wrong you are destined to be a dustman or road-sweeper or something of that ilk...' which to an 11 year-old goes down really well... I failed the 11-plus, ended up at a Secondary Modern School dumping ground ... and I didn't fit in... I was just left to fester at the back of the class...' (ibid).

Rescued from Secondary Modern by affluent parents, he attended public school as a boarder and was well-served by the structure of the system until the time came to choose careers: *' ... they said 'X is ... keen in the photographic society, therefore he's going to be a photographer ...'* (C2.3). There followed study at a Further Education (FE) college, where

little pressure was applied and failure was only averted by last-minute cramming.

Others do not have such powerful narratives of failure in formal education, but most have some discontent with education at some level. One, for example, did well in school and in higher education, but speaks with disillusion of the PhD experience:

'... so I was finishing my PhD, which was on a subject that was totally and utterly ... there is nothing earth-shattering to my PhD. Nothing unusual, nothing interesting, nothing to report...' (E2.4)

Some participants were perhaps responding to the perceived dullness of their lives by seeking to work in something that was unusual and interesting. In support of this, a fourth found training for a traditional profession to be constricting:

'I had made the decision to stop being an accountant, [whilst in training] ... and I had a three-month period before starting up at Bangor to do a PGCE and learn to become a teacher...' (F2.2)

The discontent with formal education spans a range from primary to postgraduate with little in common other than that the participants have questioned their educational and career path. This may have led to openness to alternative forms of education such as outdoor learning. Certainly, one left employment into which formal education was encroaching:

'...one of the things I was conscious of when I left in 1980, was that people who were starting to come in were more, in a sense, people from a more classic 'teaching' point of view ... and you could see where things were going' (F2.4).

I too represent a failure of conventional education. Time in a mediocre Grammar School led to a collapse in personal confidence and an exit from conventional education at the earliest possible date.

5.3.3.2: Formal education: Some Conclusions: My formal learning since leaving full-time education has gone better, but I am in a position to understand what educational failure and a dead-end job feels like, and am, on reflection, not surprised at how many participants, similarly uncomfortable in formal education at some level, gravitated towards the less formal world of OMDT. Even the participants who travelled a conventional school-college-job route developed a sense of discontent about the resulting career. They share with others an element of interest-through immersion which their first careers failed to offer:

'...I went for a few interviews for a few engineering positions and came away from each interview thinking 'D'you know, I just don't fancy that at all' (D2.2)

It seems that some crisis, either in education or in career development can trigger a search for a more meaningful working life. Thus, faced with a future of middle-management, accountancy or production engineering, some participants move into an outdoor career. It is worth investigating what form those routes take, and this is explored in the next section.

5.4: Routes into the outdoors

None of the participants had the outdoors as a first job, and it is useful to track the well-articulated accounts of how they found themselves there.

5.4.1: Seizing the day

The transition into the outdoors or OMDT is different for each participant, but shares a common thread; being in the right place at the right time, and making something of it. One participant simply seized the day. He recounts the process eloquently:

... this guy John Ridgeway was on the ... early evening news ... so I watched this piece about his adventure school ... and I rang him up

straightaway ... and told him about myself, and said 'I'd like a job as an assistant instructor' and he said 'sorry, you're too young' and that was the end of that. So I waited 10 minutes and rang him back and said 'No. I'm serious!' and he said 'yes, but I'm serious – you're too young! So I waited another ten minutes and rang back again and said 'well, why don't I come and...' and he said 'if you can be here within 36 hours, I'll give you a trial ... so I packed a bag, rang up the furniture shop that I worked for and said 'I'm going away for a few days' and ... er... hitchhiked to the North-West of Scotland and never came back. (B2.2)

5.4.2: Dissatisfaction with existing conventional careers

Another participant recalls similar persistence, describing a process of alienation with his career in manufacturing management in which, again serendipitously,

'... a ten-day course ... sparked my interest in the sort of ... developmental aspect of... well, introduced me to all of that concept of personal development, and development, and looking at that relation to models and behaviour and all that...' (D2.1) .

Such knowledge sometimes has effects wider than those intended, and the participant asked himself the question *'OK, so what should I do differently?' and a friend of mine and I had said on a number of occasions 'well, we ought to go travelling for a while...'* (D2.2) on return from his travels, he attended a number of interviews in his profession, but *'came away thinking ... 'D'you know, I just don't fancy that at all' ... (Ibid)*

Acting on that feeling, he noted that Brathay Hall was advertising for domestics (Ibid). He approached them and came to an arrangement where in return for domestic work he received training in facilitation and groupwork, staying four times longer than the advertised three months, but leaving when permanent vacancies were not forthcoming.

The above share tenacity in escaping from routine work. One simply would not take 'no' for an answer; the other took menial work in order to access a career in development training which, ironically, had been partly prompted by training aimed at improving his skills as a conventional manager.

A third became similarly disillusioned with managerial life:

I was deputy head of the department ... and I suddenly realised... that there are some complete shits that lead the world... and not having any control over what's happening, and feeling as though you're being messed around on more than a few occasions. (C2.5)

Feeling disturbed by high-handed senior management activity, and seeing a major technological change looming (ibid), he turned a hobby, canoeing, into a living, displaying boldness by investing his savings in canoes and, whilst maintaining his job, '*...working every weekend, summer evenings, developing a business*'. (ibid) His canoeing sideline gradually expanded and extended into OMDT. The participant sees this as a linear progression marked at each step by lessons learned. Thus (ibid) he notes that his thrift and work-ethic compensated for intellectual insecurity – '*I probably, I hadn't thought of it this way that I'm probably not going to achieve in academia, but I can achieve through other ways*'. This led, through the canoeing business, to the situation in which '*people were paying me for doing something which I really enjoyed*' (C2.5).

He also discovered that canoeing failed to generate enough income (C2.8) and, serendipitously '*got introduced to the freelance market ... and that just opened up a completely new pot of potential business [Most of which was in OMDT] where [uses own name in third person] could go ... it was a very intense lifestyle... very, very intense ... so that's what happened – next stage*'. (C2.9)

5.4.3: Serendipitous discovery of informal education

Serendipity, the '*occurrence and development of events by chance in a happy or beneficial way*' (Oxford English Dictionary, accessed 16th December 2012), seems to apply to the way participants found their way into OMDT. None of them set out to carve a place in the field.

F's move into the outdoors was, like D's, through a temporary job. Awaiting a teaching studentship following a decision to curtail his training

as an accountant, he *'... joined Outward Bound in 1976 as a voluntary instructor... food and beer, really.'* (F2.1). He was so taken by the approach to learning, particularly Hahn's ideas (Hahn, 1936) that he started to question a future in formal teaching:

'... actually ... you kind of look at approaches to education ... the open agenda, the idea that you look to learn from any experience, not a pre-structured experience ... and then I contrasted that with trying to teach mathematics ... in a traditional sense; the two didn't really stack up, and at that point I decided to take the risk [to stay at Outward Bound rather than study for a Post Graduate Certificate in Education [PGCE] ... and I left 3 ½ years later.' (F2.1)

He left Outward Bound for the even less secure role of co-director of one of the first OMDT Businesses. Significantly, he was fleeing from the onset of an attitude favouring a more formal approach to education in Outward Bound:

'one of the things I was conscious of when I left in 1980, was that people who were starting to come in [to Outward Bound] were more, in a sense, people from a more classic 'teaching' point of view ... and you could see where things were going'. (F2.3)

B and C both found OMDT through responding to requests from OMDT consultants to supply technical and support services (B2.5 C2.8). They portray a certain sense of discovery. Anyone can network, but this is a deliberate and active following of serendipitous routes to see where they lead. It is analogous to those cavers who seek to find new caves by following their inquisitiveness, rather than merely revisiting known caves.

This attitude may account for the continued survival of B and C in the economically sensitive world of business. They have something of the resource-investigator (Belbin, 2010) about them.

5.4.4: Reflections on common factors in the move towards OMDT

5.4.4.1: Introduction: Common to three or more of the participants is:-

- 1) For all, a pre-OMDT career (or at least job) in which the outdoors did not figure.

2) For three, a remarkably strong determination in their efforts to move towards work in the outdoors / OMDT. It is as unusual for a seventeen-year-old to argue with as daunting a figure as John Ridgeway (C) as it is to voluntarily move from management to sweeping floors and laying tables (D). These (along with the investment of another's savings in a fleet of canoes) illustrate a powerful motivation to get into the kind of work that leads to OMDT.

3) A sense of making a bid for some kind of freedom was palpable in four participants, two of whom escaped mundane management jobs, another breaking free from a dead-end job and the fourth finding his niche whilst between two conventional professional careers.

5.4.4.2: Failure of formal education: Two have had significant failure in their early formal education. These two are, interestingly, the most structured in the way they organise their work and businesses. Both are self-employed and the interview data seems to indicate that they believe they understand their own weaknesses.

5.4.4.3: Echoes in my own experience: My own early educational experience echoes that of the two participants, as a timeline demonstrates, starting with failure at school and manual work, entering a full-time OMDT career twenty years later, following a career culminating in personal dissatisfaction despite holding a senior HR position.

5.4.4.4: Another route and an epiphany

The four participants cited above typically started somewhere else, became involved in the outdoors, moved towards development training, then OMDT. The fifth tells a different story; one which moves from antipathy to enthusiastic acceptance:

1) Antipathy: *'When I was in JCN¹ the personnel director ... was good mates with John Ridgeway who ran an adventure school ... somewhere bloody cold ... these courses were described... as training courses but it seemed to be much more an exercise in gung-holier than thou... So ummm, I was quite explicitly anti any kind of outdoor management development...'* (E1.1)

2) Light in the darkness:

... until I saw the way CQ went about it ... obviously eliciting needs that were for organisational training. He was very good at drawing a link ... the exercise that was going to be used and the lessons that were expected to come out of that. (E1.2)

3) Conversion:

Oh! We hadn't got more than a day into the first programme before I was an absolute convert! And the reasons why ... it was absolutely nothing to do with ..., being stressed-out ... if you've ... taken the team to the top of the mountain and you've left the sandwiches at the bottom, the feedback you get on your planning skills is just a little bit memorable!... So it took very little of seeing it done as I would say properly for me to be convinced. (Ibid)

Alone among the participants, the above found OMDT whilst already in a successful career in training, consultancy and writing.

The research now moves from an intuitive reading of the interviews to a more systematic approach.

5.5: Attitudes to the four research focuses: A systematic search.

In this section I set out the findings of a search of the interviews for evidence of into the four research focuses noted in section 5.1.7 and elsewhere. I have described the method adopted for that search in that

¹ The names of all organisations and individuals not germane to the main narrative have been anonymised.

section and in more detail in the 'Methods' section of the methodology chapter.

I also note that the participants had divergent views of what OMDT is, thus tending to confirm that there was paradigmatic confusion within the field, especially by their irritation with others (for example providers of corporate entertainment, or sponsors anxious to give their people a good time) whose views on the nature of OMDT differed from their own.

5.5.1: Research Focus 1: What is the range of management-learning approaches that use the outdoors?

A number of the participants (A and B in particular) did not generally seem to think in terms of management learning, instead seeing their work more through an experiential lens. Thus, they favoured a task-reflect-act mode without knowing of its roots in Coverdale programmes and groupwork. Group process was seen as important, but again, few theories were cited so that whilst A, for example, could say *'it's bringing that out of them really, and having the tools to do that..'* (A1.7) he did not have the theoretical knowledge to explain why this was so; he just believed that it was.

This illustrates something noted in most of the interviews; that an understanding of the group-process nature of OMDT seemed to be tacit, perhaps understood, but through a process of reflection and observation of others (see B1.7 and C1.7 for examples of this), rather than any formal understanding of the processes. Thus, A, a man with little formal education but a thoughtful nature, was able to note that the outdoors is a way of *'allowing people to learn differently'* (A1.7) and that *'our realities are different, we learn at different speeds'* (A1.7). This is a sophisticated – but tacit – theoretical understanding of matters of group process and learning.

There thus seems to be little by way of formal management learning used by the participants, as is illustrated by their referring to a cycle of experience, reflection and resolving to change rather than anything from a purely management canon. Although the cycle can be seen as theory, it ultimately emanates not from management learning but from Deweyan experiential learning.

Against this, participants B (B1.5), E (E2.11), and F (F2.13) tended to see their work as an adjunct to organisation development (see below). Whilst this is closer to management learning, it is usually seen as a form of management consulting rather than learning.

In terms of particular areas of learning, there were a number:

5.5.1.1: Teamwork was seen by some (participants A, B, C and D) to be an important area for managers to learn in the outdoors. A notes some activities as being 'really good for teamwork...' (A1.17), B notes that teamworking is beneficial to all and that '*it is all about working together for the greater good ...*' (Bi.5) and noted others who had used stress to build effective and independent teams. C talks of canoeing as a means of building extremely intense mini-teams, and that '*the team dynamic in the orienteering is a very interesting one*' (C.1.10) whilst D notes a programme that (among other things) aims to help people work reflectively in groups (D2.9).

5.5.1.2: Developing the organisation: This was seen as important by B, E and F who tended to adopt a view of the work akin to that of a management consultant, so that B spoke of informally mingling with employees to get '*the flavour of the company and the culture change we're developing with it*' (B1.3) and E noted that '*I've probably made a big theoretical statement by saying that I use the outdoors for organisation development*' (E1.13). F notes that '*we used to talk about helping organisations get that feeling of what it's like to manage change and uncertainty*' (F2.15).

5.5.1.3: Dealing with Change: B tells of a programme in which the client *'needed to move away from a disciplinary culture to one of 'pride in the workplace ...'* F notes that complex 'box 4' activities (See 3.4.3.) are a useful way of managing change and uncertainty and that *'one of the ways of getting 'change in the room' is through the outdoors'* and B notes that in this context, the outdoors provokes an attitude of *'...it is just about 'what happened, what can we learn from it?''* (B1.7) which is useful at work.

5.5.1.4: Developing the individual: A number of participants noted that the outdoors seemed to be an effective tool of personal development. Participant A noted that the outdoors *'...gives them far more confidence. It gives them 'an ability to, to look at things differently...'* (A1.2) whilst C noted that even simple outdoor activities allow individuals to gain in self-esteem, confidence and communication skills (C2.14) . D recalls a programme in which was *'...very participant-led...through the coaching, thinking of live issues ...'* (D1.3). E expressed regret at a failure to understand the personal development potential of OMDT (E1.3) and F strongly avers that *'programmes that offer self-awareness are some of the most successful ones that I've been involved with'*(F1.5).

5.5.1.5: Sundry other areas of learning: In addition to the above, participants mentioned a variety of areas of learning for which OMDT seemed appropriate. These are: planning (participants A (A1.12, 1.16) B (B1.15, 1.16, 2.3, 2.13) and C (C1.20), time-management(B1.12), workload planning and prioritisation (B1.12), communication skills (B1.12 and 16, C1.8, C2.8 and D1.1), leadership (mentioned as a learning area on 17 pages, around 24 times on 17 pages by all but E. Examples are: A(A1.11) , B(B1.5,9,10,11,12, B2 11), C (C1.18, C2.8,14), D.1.1, 5,19) and F (F1.3.8.14, F2.16)). The related topics of camaraderie and bonding were also mentioned once (B1.15). Project or general management skills (B2.11,B2.15, C1.2, C1.21, D1.1, D1.7, D1.10, E1.1, F2.13), mentoring (A1.2,

C1.8, E2.12), out-of-the box thinking (D1.4), and performance management (1.7D).

The implications of the above sections (5.5.1.1.- 5.5.1.5) are discussed in section 6.3.

5.5.2: Research Focus 2: What are the espoused and in-use theories of practitioners of training and development of managers using the outdoors?

5.5.2.1: Introduction: Argyris and Schön (1974), assert that people have mental maps as to how they act in given situations (Smith, 200, accessed 8th October 2013). These 'theories' are vehicles for explanation, prediction and control (Houchens and Keedy, 2009: 49). All humans, it is asserted, consciously or unconsciously operate according to them to, among other things, explain their experience (ibid) and predict how they might act in future situations. Argyris and Schön note that there are actually two theories of action; espoused theory (that which people believe governs your actions) and theory-in-use (what people actually do).

There is a connection to OMDT in that Creswick and Williams believed that by engaging in outdoor tasks, managers were likely to surface their theories-in-use, which could form the basis for more useful reflections than the 'unreal' (Creswick and Williams, 1979) indoor management development of the time, in which, they asserted, behaviour more akin to espoused theory could take place.

Perhaps also, one participant's view that the key skill of theoretical input is to know '*at what point it is appropriate to cast the net, and what net do you cast?*' (F1.14) highlights a 'pull' style of facilitating (Krouwel, 2002: 49) wherein the facilitator uses the tools at his or her disposal to interact with and perhaps make overt the group's learning rather than fit it into one's own theoretical biases portrays a version of OMDT which aims to recognise and utilise 'theory-in-use' (Argyris, 1997) rather than just

determining *'not just what is learned, but also to a large extent how the learning takes place'* (Jeffs and Smith, 1999: 62).

The interviews in this research tended to focus on the actual experience of participants. The first interviews, in particular, dealt with reflection on action itself, and thus are more likely to illustrate theory-in-use than espoused theory. The conversational and relaxed atmosphere of the interviews, together with some probing, was also intended to elicit candid 'in-use' responses.

5.5.2.2: Formal theory: Generally, the participants were not enthusiastic about formal management theory. One (A) appeared to have very little at his fingertips although, when pressed, admitted that *'... we use three circles ... we use that a lot, really'* (A1.11), alluding to Adair's theory of action-centred leadership. B and C were dismissive of theory that they felt to be too complicated, such as the MBTI (C1.17) and transactional analysis (B1.8). Favouring simpler models such as situational leadership (C1.17), Belbin's team types theory (C1.18) and a simple challenge/support model (B1.15). Indeed B was dismissive of theory-based approaches, asserting that *'giving the theoretical models but not saying how to use them is like giving people a hammer and not telling them what it's for'* (B1.10).

D (D1.20) asserted that he used less theory than in earlier years, and cited disapprovingly a programme where the client had insisted upon input of theoretical leadership models which D (D1.16) had felt to be inappropriate in the circumstances of an activity-reflection based programme, although D valued models that valued difference, such as Belbin, the Strength Deployment Inventory (SDI) and Myers-Briggs.

The most academically qualified participant, E, showed a little more interest in management theory, averring that *'I don't know if there are competing theories in outdoor management development'* (E1.12), and tending to 'wing' it' (ibid) as far as interaction with the group was

concerned. E did, however, make use of management (not OMDT) theory, having *'a whole load of management theories that I find useful to bring out – to have in me gander bag- during review'* (Ibid). E also valued McGregor's theory X and theory Y construct (E1.14) and, unlike B and C, found that both Myers-Briggs (E1.13) and transactional analysis (E1.14) were useful in outdoor facilitation.

F preferred *'to bring in an emergent style of thing ... if the group think they... seem not to be getting leadership right... it might then be appropriate to say 'well how helpful would it be if we were to look at something like situational leadership...'* (F1.14), noting that *'...sometimes the appearance of a model gives that degree of certainty'* (F1.16). Good theory was *'...one that validates the thinking that they're already (having)'* (F1.16). Bad use of theory, F believed, was *'when you bring in the theory when it's not relevant, or you bring it in because you feel the need for an input of some form'* (F1.12).

There is thus a range of attitudes to management theory, but there seems to be some unity in the view that in OMDT, management theory may be occasionally useful but it is subservient to reflection on the experience itself.

Some participants felt that some clients did not understand the theory and practice of experiential learning. B decries (and has turned away work from) *'...the sort of client who just thinks that by sending people away for a couple of days and pouring wine down their necks then it's going to change the way the business operates'* (B1.3) and D notes wryly that sometimes he takes on work without much developmental focus for which *'... the word you could use ... is 'prostitution' ... the end-point being that we've got some money...'* (D1.14). This is distant from D's employers' espoused theory, yet clearly something upon which that employer acts. F notes that the *'Good client knows a bit about the medium ... is able to live with the uncertainty, and therefore the act of faith that is embodied in the programme'* (F1.6) whilst considering bad

clients to be those who enter into a transactional relationship and *'didn't want to get actively engaged'* (F1.7).

5.5.2.3: Tasks: F was the only participant to overtly note that tasks are actually the means to a developmental end, but there was much thought about tasks: A number of participants felt, for example, that a useful, task is one with more than one solution: *'... the one that we don't use any more is barrels and planks ... really because there's only one solution'* (B1.17). *'I like producing tasks which have got some ambiguity and some grey areas ..'* (C1.8). *'A task that has only one solution or one best solution, that's an ineffective task from my point of view ..'* (F1.11). In this, they again echo Williams and Creswick (1979) who were dismissive of tasks which are merely physically or emotionally challenging, such as abseiling. B notes that in this case *'some people kind of quickly switch-off because it wasn't what they wanted to do'* (B1.15). On the other hand, complexity in tasks was welcomed by C (*you definitely will get more ownership with hard tasks* (C1.11)) and F (*'longer tasks seem to have heightened impact on people'* (F1.3)). This may point to a belief in the outdoors to challenge people by its complexity rather than by one-solution tasks.

5.5.2.4: Programme and task design: A range of attitudes towards design emerged. At one end of the continuum, design was seen as a tool of manipulation. Thus, A asserts that *'We can create situations where they're uncomfortable ...'* (A1.2) and C describes a more subtle process of smart design in which his team would work towards a preordained end by *'... a progressive development where they were going to start with something small and create a snowball effect'* (C1.3). At the other end a number of participants felt that their best designs were those that allowed for emergence:

...objectives for the example I gave were loose and non-specific ... objectives for the long-term leadership programme were also not particularly specific ... but for the majority, became defined as they went through the programme ... (D1.6)

C displayed some confusion by, despite the above, stating a preference for a design in which *'every single moment should be bespoke ... the team should have the flexibility to go down whatever avenue is appropriate, based on what's happening'*. D further stated that programmes can be *'... very participant-led... with a view to them thinking of what were the live issues for them... through coaching thinking of the live issues'* (D1.2) adding that good programmes are those in which *'there are so many outcomes for all the people involved'* (D1.9). F also preferred *'an emergent style of thing'* (F1.14).

The emergent- pre-planned continuum is not the only one. Apart from the tightly planned programmes required by those clients whom F refers to as having a transactional relationship with the supplier, there is, as noted above by C, some desire to produce bespoke programmes. These are not necessarily totally original. As B states *'It's a bit like a Burton's suit – it would be different bits you sew together to make it so...'* (B1.5) and as C avers *'An awful lot of what we sell as tailor-made ... you've opened your box-file and taken out the laminated brief ... but in actual fact consideration has gone into the environment you're working in [and] what you want to get out of it'*. (C2.13) Flexibility extends beyond tasks. B, for example, notes that *'We don't compartmentalise in that sense ... we don't do and then review...'* (B1.6)

There is an awareness also of some threats to thoughtful design. B refers to programmes labelled as 'teambuilding' which *'is monstrously misused by people who take groups paintballing or go-karting...'* (B2.14) and D bemoans the predominance of shortened programmes, leading to a loss of *'the opportunity to spend quality time with people where there is time for reflection...'* (D1.2)

In summary, design, whether for emergent or pre-planned objectives, is seen as a key to a good programme. The participants clearly spend time and thought on designing their programmes which do not seem much to fall into repetitive groove.

5.5.2.5: facilitation and review: All participants carried out review on their programmes, and all but one (A) focussed on process (rather than task) review. Some had very clear ideas about review and facilitation: B notes that *'It's more of a coaching approach than a kind of 'tell' style'* (B1.2) and adds that *'...the skilled facilitator will say very little, will ask more questions than make statements ...'*. (B1.13). F points out the value of facilitation in the outdoors: *'... some people might have the reflective wherewithal ... to see the value and make the link between the mountain and the office – others not'* (F2.14) and C avers that he likes reviews *'where there's absolutely no agenda whatsoever'* (C1.19). F further noted that the process (and review) made for greater impact than the task alone, and preferred *'an emergent style of thing'* (F1.13). There is thus a near-consensus on both the importance of facilitated review and a desire that facilitation should be carried out with a light touch. B makes a powerful case for review, stating that *'I don't think there can be any significant real-world learning without [review]'* (B2.13) and pointing to a recent example where a course participant had testified that *'this bit [review] has made the learning very real ... about how we manage projects, about how we communicate...'* (B2.14).

For some, the best courses are those in which the energy lies with the group, not the tutor, with B maintaining that *'the team [i.e. the course participants] run the exercise'* (B1.15) and D noting that *'Review is great when people want to take ownership of it'* (D1.17)

Some also feel the need to make connections with course participants' work; *'what's the impact in the real world – you're always trying to make that link back'* (B1.7).

5.5.2.6: Outcomes of OMDT: A number of those interviewed appeared happier with uncertain and ambiguous outcomes to programmes than OMDT promotional literature (the espoused theory) would wish to lead readers to believe. F notes of a particular incident that *'...it generated a sense of self-reflection that someone wasn't able to resolveit was, it*

was quite powerful..' (F1.5) and notes, along with E, happiness when OMDT generates cognitive dissonance in its participants : F (F1.6) believes that dissonance generates real energy and E relates how it wrought a powerful change in a course participant (E1.16).

Particular outcomes are difficult to isolate, although A believes that OMDT gives more confidence (A1.2) and D lists some forms of outcome in terms of '*group dynamics or personal learning or personal confidence-building*' (D1.14). D also, however, believes that good programmes lead to '*so many outcomes for all the people involved*' (D1.9) and F concurs, believing that '*if people are left asking themselves questions, that's maybe not a bad thing*' (F1.6)

E acknowledges the ultimate lack of OMDT's own theory, powerfully asserting that E is '*interested in the outdoors because it works*' adding that '*It works because it appears to work*' (E1.12). That, it seems, is good enough for some.

5.5.2.7: Sundries: A number of items which I anticipated might take up more space were surprisingly rarely raised. Programme objectives were mentioned by their absence once, creativity once and the picturesque and unusual surroundings within which much OMDT takes place, surprisingly only once.

This latter is surprising given that OMDT is the only management learning medium which is set in places of outstanding natural beauty. I speculate that this is taken for granted by those who practice it.

5.5.3: Research Focus 3: Are Approaches to OMDT that use the outdoors commodified?

An early focus of the research was that of commodification of OMDT. I believed that this was a possibility because the field had grown quickly

and seemed ripe for a process of simplification, productification and commodification.

Whatever my views, this is not a great concern of those interviewed. Some aspects of commodification were, however, raised. These are set out below.

5.5.3.1: OMDT as a corporate playground: B expresses anger with the type of client who *'just thinks that by sending people away for a couple of days and pouring wine down their necks, when really, they don't give us the information, they don't give us the support, and it's very unlikely that our work will have any long-term impact on what they did'* (B1.3) It is unclear that this is commodification, being equally likely to be a lack of professionalism or a 'quick fix, mentality on the part of sponsors' staff.

More likely to be commodification is the way the term 'teambuilding' has become associated with the worlds of corporate entertainment and incentives. B describes this as 'monstrous' and B has gone so far as to re-name his own offering to teams as *'team-development'* (B2.15) in an effort to create a distance between seriously-intended work and that of the entertainers. Although commodification may be an outcome of the arrival of corporate entertainment in OMDT, this is purely marginal and does not necessarily represent a process of commodification,

5.5.3.2: Ever shorter courses: There has undoubtedly been a shortening of the length of OMDT programmes, and one-day and half-day programmes are not uncommon, with C and F both noting that they rarely see programmes longer than three days. This has an effect on what can be achieved C notes that *'one-dayers, if not followed-up are potentially a waste of money'* (C1.18) and further points out that *'so many programmes now are just half-day, one day, two days that I think we can put too many complicated models or theories in and they haven't got time to absorb them'* (C1.18). Shorter programmes thus drive providers to a more tabloid form of delivery which may lead to

commodification. It is noticeable however that the two participants who seem troubled by this are from a more 'commonsense', less theoretical part of OMDT, and this may be a part of the field that is more at risk of commodification than those involved from an OD perspective.

5.5.3.3: Bottom-Lineism: B (B1.4), C, and D complained that customers want more for less. C (C1.2) notes that this can lead to disgruntled trainers, and B notes that some clients jeopardise the levels of service available to them. D (D2.10) reflects on social change and a time when clients invested in training in the hope that people would develop. Now *'they would look aghast; 'you mean you want us to invest in them for a year and pay them to go on these programmes and at the end of it they might not actually work for us?'* (ibid). The same participant notes that some sponsors are keen to numerically measure the productivity of those attending programmes, making them *'in mechanical terms, a more productive employee (D2.10)'*.

Although this may demonstrate the ascendancy of Scientific Management, it does not seem to point to any process of commodification.

5.5.3.4: Summary of research focus 3: The three ideas of corporate playground, shrinking programme-length and a strong focus on reliability, predictability and value for money may, in their different ways, undermine the credibility of an experientially, reflective medium like OMDT. I do not think, however, that, even taken together (and they have little to do with each other), these three add up to a commodification of OMDT.

5.5.4: research focus 4: Is there an OMDT culture, and if so, what is it?

Responses in interviews suggest there is little in OMDT that resembles a recognisable culture. Perhaps this is because the field itself is wide and fragmented. Perhaps it is because people come from diverse backgrounds and cultures. How much would an OD-driven consultant,

an ex-serviceman and a former industrial scientist have in common? Certainly some of their practice and some of the tasks they use, but apart from that, very little.

D hints at one area that may point to an OMDT culture; that of vocation. OMDT work for the educational charities is often '*not particularly well remunerated [sic] for a professional organisation*' (D2.4) with working hours that can be '*at times, quite demanding*' (ibid). This would not appeal to many, but has compensations through being '*exciting and interesting and challenging ... yeah, it was all-consuming*' (ibid). It is noticeable that all but one of those interviewed had gone through a period of extreme low pay in order to enter a path that led to OMDT. I too reflect that when I took my first job in development training, my salary was reduced to a third of its previous level and I found myself working for periods of up to 42 days without a break. This was not unusual at the time, and compensation was provided by the delight of the work. My calling and vocation were one, with a personal as well as vocational meaning (King, 2004: 117). As F noted, the overlap between his work and his life in OMDT is almost total, whereas in his previous career (accounting) they were more or less totally separate (F2.8).

This overlap of vocation and calling is the only evidence I can see for an OMDT culture and it is a tenuous one – many other professions experience a similar overlap.

So, in summary, I find the existence of an OMDT culture not to have been demonstrated by the testimony of research participants. That is not to say there is no common methodological ground, simply that it is difficult to identify anything that amounts to a culture. The absence of professional associations, up-to-date books and active debate points to a rather fragmented field in which practitioners are frequently isolated from one another.

5.5.5: Summary of systematic search of interview transcripts for information in support/ denial of the four research focuses.

5.5.5.1: Research focus 1: Those interviewed all displayed a (sometimes tacit) understanding that OMDT generates group process. Some saw OMDT through an experiential, rather than management-learning lens. Learning topics covered by the medium included teamwork, organisation development, managing change and individual and group development. Ideas specific to management learning were notable by their absence.

5.5.5.2: Research focus 2: There is little evidence that participants espouse management theory, seeing it as occasionally useful but subservient to reflection on the group's on-course experience. Sometimes even this is subservient to the need to generate income. The theory-in-use regarding tasks was only overtly voiced by one, but most showed their concern with tasks through comments around such things as a preference for complex tasks with multiple solutions as a vehicle for group interaction.

Theories-in-action regarding programme and task design formed a continuum: At one end tasks were seen as a tool for manipulation, at the other as a vehicle for emergent learning. In between, a number of participants opted for task-design which focussed learning into areas desired by the trainer. Two noted a less thoughtful approach which sold outdoor leisure as teambuilding.

All participants held review in high esteem. All but one focussed on group process, and two asserted that review had more impact than the tasks themselves.

A surprise that emerging from the detailed data-trawl was the belief by a number of participants that ambiguous or uncertain outcomes to

programmes were welcome, hinting at a tacit Rogerian/counselling world-view. Particular outcomes were hard to isolate.

5.5.5.3: Research focus 3: There was sparse evidence from participants that OMDT was commodified. Two resented the existence of a parallel world of corporate entertainment that was sometimes sold as teambuilding, and there was general discomfort with the general shortening of course duration and a feeling that more was wanted for less. While these things may not be desirable, they do not amount to wholesale commodification.

5.5.5.4: Research focus 4: There was very little evidence to support the contention that an OMDT culture exists.

5.6: Reflections on the Future of OMDT

5.6.1: Introduction.

Having been in existence for around thirty years, it seems that OMDT may face a bleak future. Further attempts to fit the evidence-based competencies-focussed world of HRD are likely to fail: OMDT is suitable

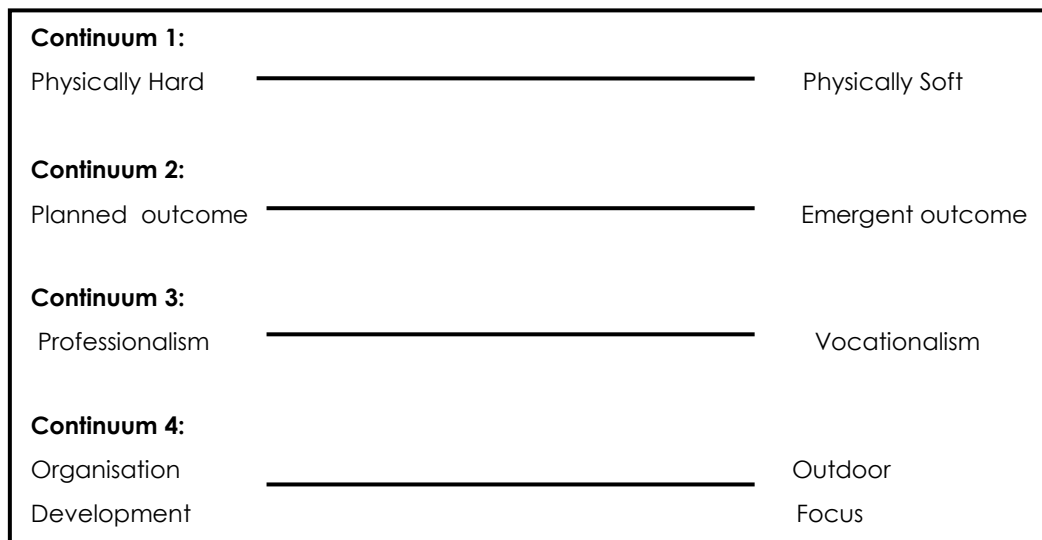


Fig. 18: Some OMD options

for achieving emergent, reflective, experiential learning, and is the wrong tool for managerialist measurables. Suppliers at the corporate entertainment end of the scale are unlikely to have much of a future. Budgets are shrinking and training managers are unlikely to continue funding such activities.

If OMDT is to become a recognisable genre of management learning, it needs to pay attention to more than experiential theory, curtail its jackdaw-like taking of essentially inappropriate titbits of hand-me-down management theory and develop some robust theorising of its own.

5.6.2: OMDT: Reflections on a range of offerings.

E's story raises a matter which may shed light on the eclipse of OMD: Her view of OMD was originally coloured by a perception of it as '*gung-holier than thou*' (E1.1) before meeting a type of OMDT run by 'CQ' which E saw as much more developmental, an approach to which E was swiftly, (in E's own word), converted. It is possible that others may hold views similar to E's early ones, and never met the type of OMDT which made for a mind-change.

This problem is exacerbated by the existence of a wide range of views within OMDT itself. These can be illustrated in continuum form: (See fig. 18 above). This illustrates that the casual labelling of something as, in this case, 'OMDT' can disguise a wide range of approaches and attitudes to the work. Undoubtedly, for example, those aiming to use it as a means of 'toughening-up' managers do exist, and are at one end of continuum 1. At the other end are deliverers such as the one ('CQ') cited above who aim to use OMDT in a 'soft' way as a tool of organisation development, in which activity is seen as subordinate to group process.

There is a related range of views (continuum 2) regarding the purpose of OMDT. E expresses an expectation and approval of programmes which have pre-set, clear, definite targets (E asserts, for example, that Coverdale training (see 3.10.1) is of little value because it focuses on

process rather than task (E2.5). In this E follows an established behaviourist tradition in management training (see, for example Rackham et al, 1979). This differs from, for example, who expresses a preference for emergence, avoiding 'playing the game' (F2.4) of frontloading, preferring to let the learning emerge from the experience, and cautiously praises the Coverdale approach (F1.13). The tension between pre-planned and emergent learning raises the difference between professionalism and vocation (continuum 3). F is clear that he valued a time when the outdoors was 'open to people for whom there was a vocational interest ... as opposed to a professional career interest' (F2.4) whereas the general tone of not only E but B and C is to value the professionalism of a job well done, placing that above a sense of vocational mission.

None of the participants now spend all their time in OMDT, having built portfolio careers which incorporate either other fields of outdoor endeavour or other areas of management learning. The shape of these portfolios sheds some light on their interests and preferences, making for a fourth continuum (continuum 4) between the outdoors and organisation development OD). Thus there are four continua to be explored. Some (only one, A (A1.5, for example) , of those interviewed, but many in the field) see OMDT primarily as a rather mechanical tool for building teams using relatively simple tasks requiring particular skills and some interaction. An example of the former is provided by C's occasional use of archery:

'The archery we use an awful lot for communication skills ... for understanding mentoring skills and coaching skills, so we'll give part of the group one skill, part of the group another skill and bring those together, share them... the results are directly measurable, physically directly measurable. They're succeeding, they're not.'
(C1/9)

Others (E and F, for example) see OMDT as a sophisticated tool of organisation development so that, in an example from life, a complex activity is set up with the same organisational constraints as participants take for granted, perhaps defend, in their working environment. After a day working at the task, the group are asked what they would like to

change. They remove some of the organisational obstacles and, in the final review, seek (and get) permission to make similar changes at work. They own the changes in a way that they might not have done had they been imposed on them. Reasons for use of complex OD-focussed activities are not always as semi-manipulative as the above. A management academic and former OD manager whom I was able to interview shortly before his death put the case for complex OMDT very clearly, noting that he turned to a type of OMDT stemming from Creswick and Williams (see 3.4.3) when :

'...we were dealing with very able people, able to deconstruct any obvious learning often to their own detriment; so [OMD was] presenting them with something that was an obvious challenge, with obvious consequences ... commensurately complex with their view of the world but ... crushingly obvious if they failed. ... a sort of intuitive feeling that, to use a Kurt Hahn phrase 'It is good to impel people to do something'... an idea that violating people's expectations, but not just gratuitous confrontation, you know challenge ... linked to the idea of being able to model, if you like, emotional and political as well as logical and linear concurrently, and do it in an authentic and meaningful way.

(Jaina, 2009)

This makes the case for using a complicated form of OMDT to address complex matters with able, perhaps arrogant, people who require training which matches their complex view of the world.

5.6. 3: Reflections on the Continua

The continua represent a wide range of possibilities for the potential user of OMDT. They also represent a means by which some idea of the range and variety might be conveyed to potential users, perhaps being able to clarify some of the confusion surrounding OMDT. This matter will be explored in the following Chapter.

Summary of Chapter 5

Commencing with a description of the process of the research, the chapter then discusses two series of data analysis – the first seeking emergent learning, the second (5.3) describing the process and finding for a systematic 'trawl' of the data. This is followed by a series of sections (5.4-5.10), reflecting on the data, the purpose of OMDT, the participants, their encounters with formal education, their roots into the outdoors, common factors in their move towards OMDT, and the range of offerings.

6: Findings and recommendations

Chapter Summary

The Chapter is in two major sections, reflecting the dual analysis process wherein I conducted both reflective and systematic analyses of the interview data. The basis of each analysis is discussed in the text and a table shows where similar results from the different analyses are shown.

The first, reflective, analysis resulted in four conclusions and two recommendations. Another conclusion emerged from reflection on the literature. Further conclusions emerged from the systematic analysis, which was itself based on the four research focuses outlined in Chapters three, four and five, and which are (1) What is the range of management learning approaches that use the outdoors? (2) What are the espoused and in-use theories of practitioners of training and development of managers using the outdoors? (3) To what extent are approaches to management learning that use the outdoors commodified? (4) Is there an OMDT culture, and if so, what is it? There was a great deal of interview data around the questions implied in research focuses 1 and 2 and this is discussed in the relevant parts of section 6.11. There was less, but enough to reach some conclusions regarding research question 3, but very little data were forthcoming from interviews regarding research question 4, about which no conclusions have thus been made.

There are two further recommendations, one from the systematic analysis and one from the literature.

The Chapter closes with a summary of findings and personal reflections.

6.1: Introduction

6.1.1: Development of the question and analysis of responses

The initial research question was to identify the level of paradigmatic confusion within OMDT.

I interrogated this in two ways. Firstly, I conducted a search of the data (6.3), addressing themes which had occurred to me throughout the process in an *intuitive* manner (Jung, 1964:49). Jung notes that *intuition* can sometimes be seen as a 'hunch' and may appear to be irrational, but is actually as dependant on 'hard' data as *sensing* (See below). Gardner and Martinko note (1996: 47) that the strengths of intuition include the adoption of a holistic, imaginative and intellectually tenacious position, in this case toward the data. It is future-oriented and seeks out meanings, associations and possibilities (ibid).

As well as intuitive reflection, Chapters three and four saw the research question refined by the addition of four areas of research focus. These were:

- 1) What is the range of management learning approaches that use the outdoors?
- 2) What are the espoused and in-use theories of practitioners of training and development of managers using the outdoors?
- 3) To what extent are approaches to management learning that use the outdoors commodified?
- 4) Is there an ODT culture and if so, what is it?

These four questions were the subject of a systematic analysis of interviews (see Chapter 5). Findings are discussed further in this Chapter (6.11). This was a step-by-step analysis of the data, very much in the tradition of *sensing* (Jung, 1964: 49) wherein facts are examined in an orderly, systematic way and conclusions emerge logically from the facts. Gardner and Martinko (1996: 47) characterise *thinking* as a rational,

analytical, deliberative, logical and careful process, useful for objective, logical and impersonal analysis.

By combining these two approaches I believe that the research achieves a thoroughness not available if only sensing or intuitive approaches are used. Interviews were thus conducted with a two-fold purpose:

1) To use the open nature of the interviews to intuitively seek themes relating to the research question 'What is OMD' as they emerge from the interviews.

When this research commenced it was an investigation into practitioners' understanding of the nature of OMDT (See Chapter 5). Discussion, reflection and analysis have moved it on and matters briefly raised in Chapters 4 and 5, and the emerging findings of the research, are examined below in more depth.

2) To seek answers to the four research questions posed above in this section (and elsewhere) through a systematic analysis of interview texts. Whilst some of the themes emerging from a line-by-line analysis of the interviews tended to support some of these, there was scant evidence for others. I also found, for example, little enthusiasm for my uncompromising experientialism.

6.1.2: Triangulation through analysis

Intuitive and sensing methods of data analysis are quite different (see 6.1.1. above), and if similar conclusions are reached through these different methods, there is some strengthening of them. It is thus useful that repetition of findings does indeed occur between the two sections. Figure 19 (below) summarises these common findings.

Items from emergent analysis (6.3-6.9)	Items from Literature (6.10) and systematic analysis (6.11-6.12)
<p>There is a culture of performativity which seeks predictable outcomes from training events (6.3.1)</p> <p>There is acceptance of an emergent/instrumental mix by participants in the interviews (6.3.2)</p> <p>Some research participants preferred design to be influenced by clients' Organisation development (OD) objectives rather than detailed training needs (6.3.3)</p> <p>Some clients fail to commit to bought OMDT programmes, can sometimes confuse OMDT with corporate entertainment (6.5.1)</p> <p>Lack of a specific theoretical base for OMDT acts as a brake on its development (6.6.1-3)</p> <p>The disparity between the theoretical backgrounds and personalities of OMDT practitioners contributes towards the lack of a robust theoretical base for OMDT (6.7)</p>	<p>There is a range of theories-in-action with regard to designing for closed or emergent objectives (6.11.2.2) and task sequencing for learning (6.11.2.3). Course duration (being reduced) leads to simplified theoretical input (6.11.3.2)</p> <p>Specific outcomes are rarely noted by participants (6.11.2.5)</p> <p>B, E and F's understanding of OMDT as an arm of OD (6.11.1.2)</p> <p>From literature: There appears to be at least 3 versions of OMDT (versions 0,1, and 2) (6.10). Some clients also seemed not to understand experiential learning (6.11.2.2)</p> <p>A,B, and C seem to have gained their knowledge simply by observing others, without any systematic understanding of theory (6.11.1.1)</p> <p>Several did not use theory much (6.11.2.1) Related point: Accepted theory seems to be around experiential learning and non-management matters such as Jungian typology (5.2.7, 6.11.2.4) rather than any theories of management learning.</p> <p>There is a a great range of understanding of underpinning theories of experiential learning / management (6.11.1.1)</p>

Fig. 19: Findings common to intuitive and systematic data-searches

Both parts of this Chapter use the interviews and reflection on my own experience and on the history of OMDT to reach conclusions regarding the nature of the problems facing OMDT. In part 1 these have been topically situated for ease of comparison.

CHAPTER 6, PART 1

6.2: Pass 1: Themes emerging from the research through application of intuition to the data.

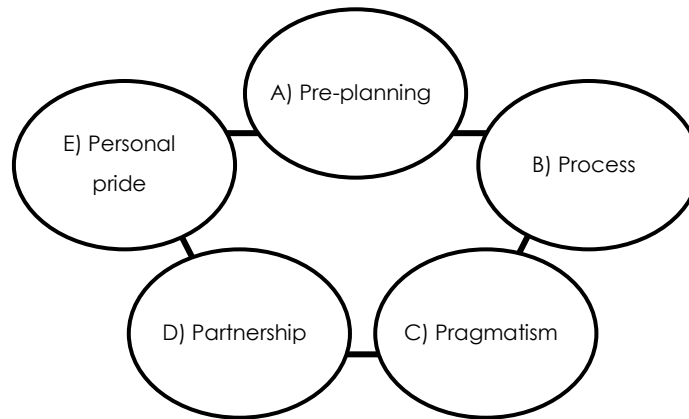


Fig. 20: five themes emerging from the research

Five themes (see fig. 20 above) emerge from the stage 1 'open' reflective reading of the research data (Appendices A to K). There is overlap between them, and the thematic separation partly represents the need to organise information, and partly the need to ensure clear communication of findings.

The categories are sourced from reflection on the interviews, thus reflecting some of the concerns and passions of those interviewed. The classifications are:

1) Pre-planning: A mixture of emergent and pre-planned learning is favoured by most research participants, who perceive that corporate clients, as well as individuals and distinct groups, have needs (For example D1.13).

2) Process: Some antipathy towards baldly instrumental programmes featuring such trainer-tools as frontloading, but with an understanding that programmes should meet the OD needs of

client-organisations (For example B1.5, F1.10) as well as catering for emergence.

3) Pragmatism: A tendency towards *bricolage*, the making of 'creative and resourceful use of whatever materials are at hand' (Cleaver, 2012:33), in terms of 'mixing and matching' input and review methods to meet the emerging needs of different groups. (For example A1.11, D1.14).

4) Partnership: Relationships with clients range from partnership and mutual trust to the simply transactional, with a preference for the former ((for example C1.3).

5) Personal Pride: Comfort, even pride, in the sometimes risky routes they found into OMDT. There is also pride in their professional standards (for example B1.3, E1.6).

The above are discussed in the following pages.

6.2.1: Recommendations

There are two major recommendations for action from this stage of the research:

1) That OMDT practitioners need to define and understand the potential of their medium

2) That OMDT practitioners need to understand the range of roles in which it can make a positive contribution to human and organisational development, and escape the narrow targeting with which it frequently complies.

These are elaborated upon in sections 6.6.1 and 6.6.2.

As well as recommendations for action, there are some recommendations for further research. These are:

6.2.1.1: What is OMDT? This started out as the original question and this work has gone some way to answering it through working with practitioners, my own autobiographical reflections and reflections on history and the relationship of OMDT to policy. Practitioners are a cornerstone of the research, but are only one corner of a triangular relationship: The voices of those who purchase OMDT and those who participate in it require further investigation. A case is made in section 6.7 for further research around all three stakeholder groups, particularly exploring the range of perceptions held by purchasers.

I have reflected upon the range of offerings labelled as OMDT. When I started the research, I had a clear belief that 'true' OMD (no 'T') was an emergent and complex process of action and reflection, the purpose of which was to empower individuals and groups to achieve self and group actualisation, to *'be and do that which the person was 'born to do.'* (Simons et al: 1987 accessed 29th November 2012).

On reflection I do not believe that many share that view; there is a range of views on the nature of OMDT. This leads to a conviction that the weakness that has led to its decline is not that is it not what I want it to be, but that it is an unstable and weak construct, capable of being whatever particular stakeholders want it to be. Thus, the research question (Section 1.6) regarding OMDT's existence within a paradigmatic fog is affirmed.

6.2.1.2: Relationships with customers: These took up a large proportion of the interviews, with graphic contrasts between 'good' and 'bad' clients being shared. First-hand research into what potential and actual OMDT clients understand about and want from the medium would provide useful information for the development of an OMDT in which clients and

practitioners share a mature awareness of the strengths and weaknesses of the medium.

6.2.1.3: Course Participants: As long ago as 1993, Jones and Oswick wondered what benefits actually accrued to OMDT for participants and noted that what passes for evidence tends to be based either on enthusiastic quotes from exhilarated participants, or on Likert-scale 'happy sheets' (Jamieson 2004). A more thorough examination of outcomes for participants needs to be made, preferably linking a range of outcomes from an identified range of approaches. A focus of this research has emerged as reflections on the relationship between supplier and purchaser, and scope remains to undertake enquiry into the participant, the third part of the OMDT triangle.

6.3: The Emergent Research

6.3.1: Emergence v Compliance

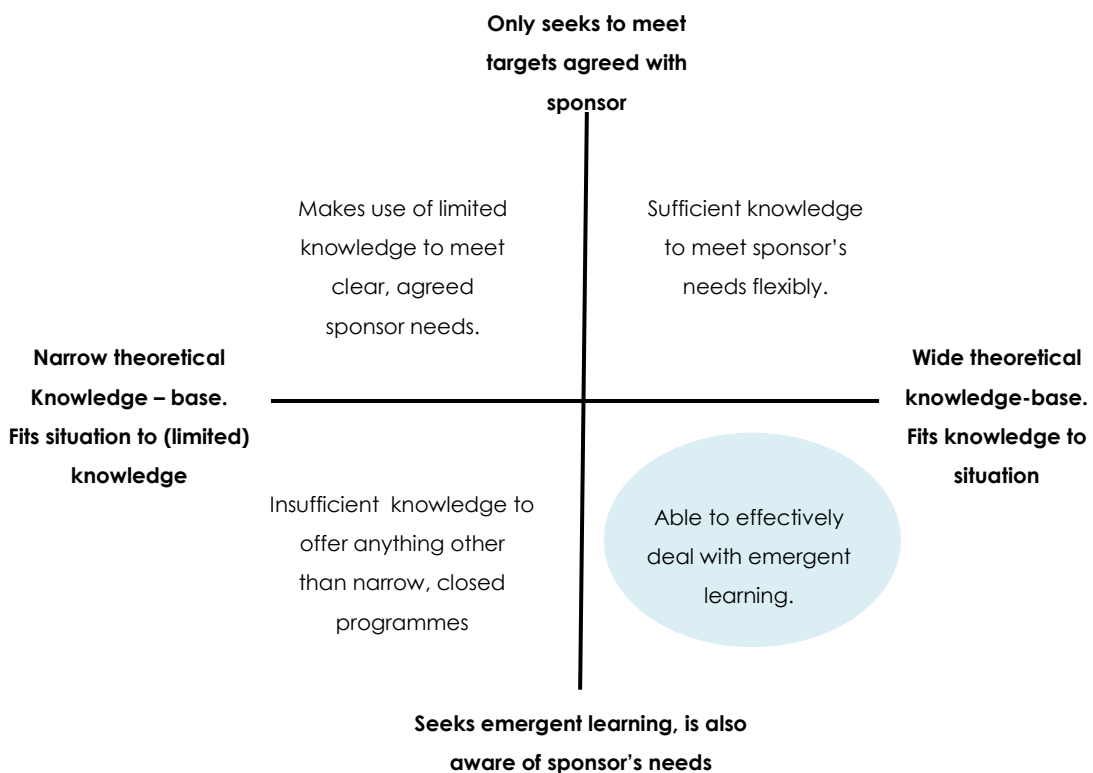


Fig.21: Knowledge and motivation required to facilitate emergence.

Emerging from reflection on interviews, particularly with participant F, is a construct (Fig. 21, above) that hints at why emergence may have been eclipsed by compliance: Emergence requires someone who is both willing and able to use '*a vast array of things that they could pull*' (F1.15) from her or his pool of knowledge. Willingness without the necessary knowledge can lead to failure, and thus whilst some with the knowledge may choose to be sponsor-complicit, all without it are forced towards that position.

6.3.2.: Programmed Learning: A Cause of decline?

The above leads to the possibility that a pure 'programmed learning' approach contributes to a loss of interest in OMDT by potential buyers because delivery is made deliberately simple, and facilitation of reflection and review is made directive rather than open to emergence. This approach has been termed 'facipulation' (Healey, 2012), and helps practitioners to give clients what they (the clients and the suppliers) the performative training (Lawy and Tedder, 2009) they think they want, rather than the development for which OMD is better suited.

Only one of the participants (one with little formal facilitative knowledge) chose to adopt this approach. The majority preferred to draw from a bank of theory from across facilitation and experiential learning, based more on perceived usefulness than any particular theoretical affinities.

6.3.3: OMDT, emergent learning and the performativity agenda

The conflict between whether learning appropriate to the current lives of participants should emerge from a reflective process incorporated into the programme or whether practitioners should concentrate on clear objectives, agreed with fund-holders beforehand, is an old one. My own earlier research (See section 3.11.1) unearthed a vehement defence of the latter approach. Others such as participant F, defend emergent learning as a key output for OMDT.

To understand why this range of views exists (and some take up a place that aims to meet both sets of needs; see 6.3.4 below), it is helpful to have examined the effect of UK Industrial training policy on the provision of management training and development, as has been done in Chapter 1, and to chart how the attitudes that underlie state policy have affected the forms that OMDT has taken in Britain.

6.3.4: Human resource development policies: A culture of performativity.

As discussed in Chapter one, the particulars of British Government training policy have been largely unhelpful or irrelevant to the growth and decline of OMDT. So has the growth of an approach to HRD in which practitioners are frequently under pressure to meet demands to decrease staff development costs, to cope with increasingly complex technology, to meet growing demand for education from clients, and to ensure that learning is relevant and has a commercial value (Delahaye, 2012: i).

In addition, the state-led performativity agenda (Broadfoot, 2001: 136), may have had a negative effect on OMDT. Performativity, a term coined by Lyotard in 1984 to describe an attitude in which performance is the main (or only) measure of effectiveness, is *'fundamentally a decision-making methodology that does not care about the welfare of human beings in society ... it ignores the needs of members of society to live together.'* (Halbert, accessed 7th August 2012). Thus it is a methodology in which the warmth of human interaction, the development of which is one of the things for which OMDT is suited, is not required. Although writing in the context of further education, Avis strikes an appropriate note for OMDT when he asserts that *'Performativity ... operates within a 'blame culture' [being] reminiscent of Fordist work relations...'* (Avis, 2005:12).

Avis notes that performance management, an expression of performativity, is at odds with the ideas underlying the free and open culture that surrounds the knowledge economy (and into which OMDT

can comfortably insert itself). Thus, trainers who prefer to '*play an emergent style sort of thing*' (F1.14), or who '*like the organic stuff which can go anywhere*' (C1.19) and who think of situations in which 'you never know what people are going to pick up on' (A1.18) as '*a good thing*' (ibid) may find themselves in harmony with habitués of the knowledge economy, but at odds with the requirements of Fordist, performatistic, purse-string holding human resources departments. They may thus find it difficult to get work.

Those who seek to make their work fit a performativity agenda are forced into manipulations of experience such as the frontloading and isomorphic framing promoted by Priest and Gass (1993).

Thus the underlining performativity that has influenced British management development can act as a brake on the development of OMDT, working against an agenda of emergent learning and prompting an incomplete version of experientialism, a potentially expensive and artificial way of meeting closely defined, managerialist training (rather than development) needs. Experience of such programmes may make OMDT deeply unattractive to anyone seeking to break out of a performativity which fails to suit an enterprising, future focussed attitude emphasising '*fluidity, non-hierarchical team work and high trust relations*' (Avis, 2005).

6.3.5: Acceptance of an emergence/ instrumental mix: Managed Emergence?

Although participants tended to reject outright instrumentalism, most were comfortable when they were able to meet client needs whilst also being able to recognise and deal with emergent learning. This hints at a well-developed sense of the possible, perhaps tempered with the personal desire to see emergent learning. Thus, whilst frontloading and isomorphic framing is not seen as good practice, whereas giving customer-satisfaction is. This can be added to by delivering what was required (B1.5, D1.4, E1.4, F1.4), especially if that is attitude-focussed

rather than task-specific, and allowing, even encouraging, other learning to emerge. This is something that might be termed 'managed emergence' and is something which may make good commercial sense. It is, as has been observed, difficult to sell programmes based solely around emergent learning in the current ideological climate. On the other hand, over-manipulated programmes may not achieve repeat sales as the medium does not suit them, requiring, as they do, the meeting of pre-set learning needs. C notes that he is dissatisfied when *'they've already sorted their agenda out so they're effectively calling me in to tell me what to do'* (C1.4), whilst D notes with fatalism that *'I feel that it's beyond my control, that it's their organisation'* (D2.11).

The answer adopted by the more business-successful of the participants is a form of managed emergence wherein groups, through reflection on activity, move towards a mutual understanding of what might help them and their organisation. This, as demonstrated by participants B and F, is more likely to be about cultural change than improving particular competencies, although some may also reach 'ah-ha' moments (C1.3) and help change to find its way through the door (F2.17).

This may also provide an answer to the long-standing 'who is our client' debate (see section 3.11.1), in that managed emergence is likely to be satisfying to all concerned.

6.3.6: Freedom of Design

There is a greater willingness to work towards client-set objectives when these are linked to organisation development, and the participant is given a free hand in programme design. Thus, B enthuses about a culture change programme in which, although the objectives are clear (B1.5), he has freedom of action. Similarly, E recalls with satisfaction a series of programmes aimed at implementing culture change in a large industry where E was given similar freedom, favourably comparing them with programmes for which the request was to 'do your stuff' and was blamed when this failed to deliver anything of value to the client (E1.5). C

also notes frustration when clients, ignorant of the nuances of OMDT design, make micro-managed changes to programmes (C1.5)

For myself, the two series of programmes that I see as career highlights are of the same type as the perceived successes outlined above; in one (See 5.3.9) the chief executive was directly involved, but allowed me a free hand in designing the programme. Even when he attended, he left review, discussion and programme management to me. The programme was deemed as much of a success as the series in which I worked alongside a corporate head of OD to design a programme around accepted practices within the aerospace industry (aerospace). After two days working on a project within these constraints, we asked participants what they wished to change in the way they were organised. Without prompting they chose to reorganise into a skills-matrix which proved to be effective, and was adopted at work.

What the above examples have in common is that the client entrusted the design of the programme to the OMDT provider. That this worked was unsurprising, given Craft and Jeffery's view (2008: 577) that UK research in the 1990s and early 21st Century sees creativity as *'something all are capable of ... in part as a response to rapid social, technological, economic and environmental change'*. It is noted by them that everyday creativity (as opposed to compliance) is seen as a positive factor in education, the economy, and as the basis for industrial activity (Craft and Jeffrey, 2008: 578).

These are the circumstances foreseen by Creswick and Williams (1979) in their promotion of complex 'box 4' activities (fig. 6.) as a means to give a taste of the flexibility required in what they believed to be an increasingly chaotic and unpredictable future.

Craft and Jeffrey (2008: 577) note the conflicts and accommodations between creativity and performativity. These exist within OMDT, and for it to come into its own as a medium for management learning,

practitioners should make more of their skills and knowledge, persuading sponsors to empower rather than impair providers' 'everyday creativity' (ibid). In support of this, C observes that being given no freewill in design makes him feel devalued and ignored (C1.3).

It is also possible that in being permitted to exercise creativity, OMDT practitioners might produce programmes more likely to provoke creativity in others. This is certainly my experience when using the complex and surreal activities that aim to enable participants to experience Creswick and Williams' place of experiential and organisational uncertainty and change. As McWilliam and Haukka (2008, 651) note, the industrial sector ignores the commercial benefits of a creative workforce at its peril.

6.3.7: Conclusion 1: OMDT is not suited to performativity.

There is evidence in my findings that OMDT is not suited to performativity, and that practitioners, when given freedom within a clear mandate find fulfilment, work effectively and promote 'everyday creativity' in others. They seem to work less effectively when they are given either:

1) Too much freedom: As when given only vague indications of what the client requires and told to get on with it.

2) Not enough Freedom: When micro-managed and finding their plans subject to undiscussed or unexplained change.

A third area of difficulty and opportunity is:

C) Performativity and Creativity: Linked to (B) above, the performativity agenda may work against OMDT, which is perhaps more effective in promoting creative thinking than to arithmetically measurable compliance.

I thus conclude that OMDT, by not making emergent learning a priority, fails to achieve optimum impact.

6.4: Towards Conclusion 2: OMDT practitioners exercise bricolage to meet group and participant needs.

6.4.1: Bricolage – some definitions.

The term 'bricolage' originated in France as a description of the way that people go about what in Britain is called 'Do-it yourself', using whatever tools are at hand to achieve results in small construction projects. Thus, the British cartoon character 'Bob the Builder' (<http://www.Bobthebuilder.com>, accessed 7th August 2012) translates into French as 'Bob le bricoleur' (<http://www.wat.tv/video/bob-bricoleur-generique>, accessed 7th August 2012). Cleaver's (2012: 33) description of bricolage (see 1.1.3 above) seems to aptly describe the process of leading OMD programmes.

The term has taken on a wider significance since Lévi-Strauss applied it to the process whereby *'creating something is not a matter of the calculated choice ... [it] involves a 'dialogue with the materials and means of execution'* (Lévi-Strauss, in Chandler, 2003:10). He further notes that *'materials which are ready-to-hand may (as we say) 'suggest' adaptive courses of action'* (ibid). Thus the outdoors itself can suggest courses of action, as when a trainer, noting a field covered with large, flat, comfortable, sun-warmed rocks takes the opportunity to facilitate a session wherein each participant picks her or his own rock and uses it as a place to rest and reflect without interaction with others. Had the rocks not been there, one wonders whether the session would have taken place. Thus *'the bricoleur 'speaks' not only with things but through the medium of things.'* (ibid). Outdoor bricolage uses the 'things' available in the outdoors.

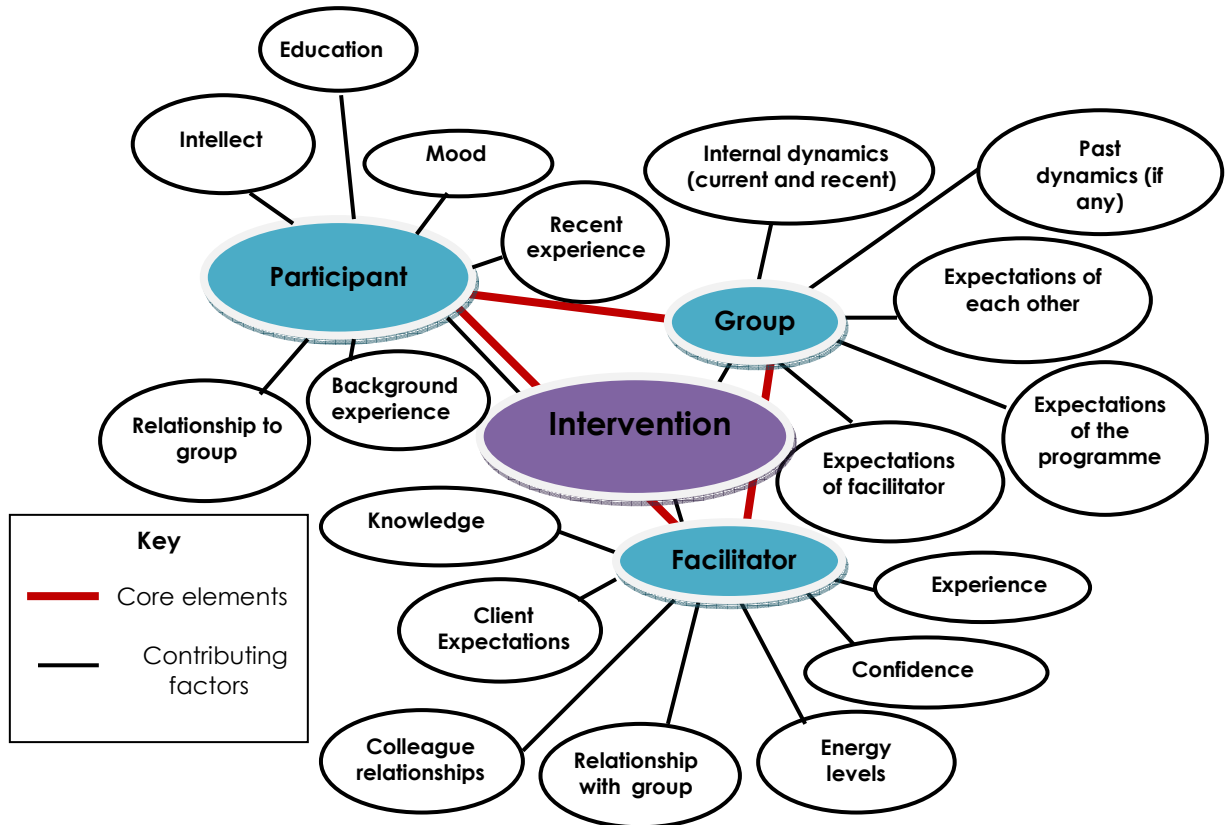


Fig 22: The background to facilitators' choice of considerations around interventions.

6.4:2 Bricolage and OMDT.

OMDT practitioners are bricoleurs in both senses of the word. Most immediately, they often make creative use of the opportunities for education presented by the terrain in which they work so that, for example, an accidentally ditched Land-Rover can become a group problem-solving activity (as happened in a 1978 programme), and an abandoned slate-mine the basis of an historical project, as it did for retail graduate trainees in 1988.

A further finding is that OMDT providers need to exercise skill in choosing appropriate inputs and reflective activities. one (E1.12) uses the highly descriptive term 'gander-bag' to depict her stock of potential interventions and F tries, after reflecting on the timing of interventions, to match interventions to his perception of the current needs of the group. This is not a matter of instrumental, pre-calculated choice, but creative

reckoning, using skill and experience to judge the situation, taking from a stock of interventions and creating new questions from observation of the situation of the group. In other words, bricolage.

There are many factors involved in such choices, and fig. 22 (above) shows that the variables around every decision a practitioner makes about each intervention is dependent on a multitude of shifting variables, requiring the exercise of intense consideration. This makes bricolage a daunting proposition, requiring depth of knowledge, a good eye for group dynamics, the ability to build warm relationships, and a sense of timing. There is a risk that this may lead to facilitators preferring a small menu of reliable (but not necessarily appropriate) interventions, thus narrowing the learning opportunities and opening a door to eventual commodification.

Non-performative, flexible OMDT resembles the German educational concept of *bildung*, 'something to do with the spiritual and/or aesthetic side of our lives' (Prange, 2004), which without specific and measurable targets, 'gives fruit to learning which is helpful but not necessarily directly utilisable in professional action' (ibid); in *bildung*, as in the OMD to which B, C, D and F aspire, Korner's (2002) idea that the objectives remain undefined are as far from the managerialist idea of education as 'the input-output machinery of mass production' (Prange, 2004), and may be a step too far for corporately-funded OMDT.

6.4.3: Conclusion 2: Bricolage is beneficial to OMDT and should be promoted in the medium. The interviews demonstrate that OMDT practitioners believe that they are, by paying attention to groups, able to creatively use their 'gander bags' of knowledge and skills to make OMDT immediate, relevant and authentic for those taking part. The popular alternative of standardised, packaged programmes may often fail to help participants reach their human potential, an outcome which, though not easily measured or generalised, is to the benefit of all.

6.5: Towards conclusion 3: That OMDT practitioners prefer to build a personal relationship with commissioning clients.

6.5.1: Negative relationships.

Participants expressed quite strong views on their relationships with clients, particularly around a propensity on the part of some clients to undervalue the part played by the provider. Thus B (B2.14) and C (C2.12) assert that some clients are simply seeking corporate entertainment. C (C1.18), D (D1.13), E (E1.5) and F (F1.7-8) complain of a lack of direction from clients and, in C's case, of a micro-managed interference in sequencing that deprives participants of 'ah-ha' moments (C1.3). F similarly notes that effectiveness can be damaged by attitudes in which clients aim to build a merely transactional relationship with the provider (F1. 7)

These comments demonstrate concern with what happens when corporate support fails, expressing a wish for collegueship with clients which some participants believe leads to better programmes.

6.5.2: Positive relationships

All participants were able to point to such relationships, expressing strong personal warmth for particular clients, along with enthusiasm for the outcomes of their programmes. This ran the gamut of professional roots, from those from an outdoor background to the two most OD-focussed participants.

6.5.3: Personal reflections

My own experience reflects the contrasting power of close and distant client-relationships. An example of the former is the warm relationship built with one client who, across a variety of organisations, used me as a sounding-board and confidante as well as a supplier of complex, jointly-designed outdoor programmes. Mutual understanding led to

programmes which, as well as having outdoor components, contained elements of near-surreal theatre, aiming to open what were perceived as closed minds. These programmes remain among the accomplishments of which I am most proud, seeming to anticipate the western discovery of the Czech/Slovak *Dramaturgie* approach (Martin, Franc and Zouncova, 2004).

An example from my work of the second, more distant, relationship is that of a high street bank, which requested in writing that I run a programme to help cope with apparent strife between departments. My design was approved without comment. During delivery, it became apparent that there was very little conflict between the people who were attending the programme. We changed the emphasis of the programme during delivery, and all seemed to go well. I subsequently heard nothing from the client. I made enquiries and discovered that the HR department had carried out a number-scale survey of whether the course had met the training need they had faultily diagnosed. Unsurprisingly it had not, and I was stricken from the supplier list.

The comparison between these two interactions supports F's view of the

Low Client Support	High Client Support
Usurpation of OMD provider's role by the client, without consultation (B, C and F); a transactional relationship (F).	Consultation and shared construction of programmes (F)
Low client involvement with the actual course, sometimes characterised by a failure to attend or visit the actual programme by the fund-holder/ purchaser/ sponsor. Low time-investment by them (B, E, F).	High sponsor-involvement, shown by full attendance on programmes or at least meaningful visitation. Thus a high time-investment by them (E).
Unclear objectives, a sense of 'just do your stuff, it seems to work elsewhere' (E)	Clear objectives, arrived at by consultation, discussion etc. (B, E)
A relationship between provider and purchaser based solely on the transaction between them (B,F).	A growing personal relationship between sponsor and OMD provider, giving a sense of partnership rather than one of transaction (C).

Fig. 23: Levels of support for OMDT providers by client Organisations: A summary from the interviews.

need to build relationships rather than enter into merely transactional associations (F1.7).

The table above (fig. 23) aims to summarise the difference in outcomes from a distant and close client-relationship, expressed as low and high corporate support

6.5.4: Conclusion 3: Close practitioner-relationships with commissioning clients lead to effective OMDT.

When contrasting good and bad clients, most participants were articulate about the closeness or otherwise of their relationships and of levels of trust, and implied (at least) that this led to better programmes.

This chimes with my own experience, and is an indicator that one of the problems that faces OMDT is the danger of a transactional, distant relationship which runs the risk of promoting a commodification of OMDT to which it is not suited.

6.6: Towards Conclusion 4: That lack of a specific theoretical basis for OMDT acts as a brake on its development.

6.6.1: Introduction

1) Most participants had some understanding of theories of outdoor learning such as those promoted by Mortlock (2004). They also have at least an experience-generated understanding of such development training staples as the plan-do-review cycle.

2) They display varied depth of knowledge of management theory, but at the very least understand popular leadership and teamwork ideas such as Adair's leadership Venn diagram (1973, See Fig. 7) and Belbin's team-types theory (Belbin, 2010). Some

had much additional knowledge based on years in management or management consultancy, and (in one case) an academic life that extended to Doctoral level.

3) Others, notably B and C, whilst both eschewing any claims to depth of theoretical knowledge, have, through experience and reflection, developed well-grounded management skills, and have built an understanding of management theory from observing and questioning more knowledgeable colleagues.

It seems from the above that the practice of bricolage extends to practitioners' theoretical understanding of management and development and that, although most displayed good sense when describing how they organise and run programmes, none was able to cite any theory that was applicable only to OMDT. It would seem that although there is much management theory and outdoor learning theory, there is, in fact, little distinctive OMDT theorising.

6.6.2: A theoretically naked medium.

The above seems to bear out Jaina's view (2009) that OMDT lacks its own theoretical base, and is thus not as robust as it would otherwise be.

Does this matter? Some might argue that, after Feyerabend's dictum that *'special ideologies ... have no room in the process of general education that prepares a citizen for his role in society'* (Feyerabend, 1975), OMDT is all the better for having no distinctive theoretical base. Thomas (1997, 2007, 2009) certainly seems to assert that the effect of a firm theoretical base might be to choke that process of reflection and struggle towards the 'ah-ha!' by which human progress is marked.

A more thorough study of Thomas reveals that it is not theory *qua* theory that he opposes, but the paralysis caused by blind adherence to particular theoretical precepts which, he argues, can stifle innovation and creativity.

6.6.3: Conclusion 4: That OMDT suffers from lack of a robust theoretical basis.

It might be argued that OMDT gets by very well with its *bricoleur*-like tendencies. This is only partly true. A lack of robust theory leaves it only thinly-defended against exploitation by less scrupulous outdoor educators and by management trainers looking for packaged learning. Because OMDT has no theoretical base of its own, it is '*all things to all men*' (1 Corinthians 9, New International Version of the Bible) and by making itself '*a slave to everyone*' (Ibid) it tends to compromise any distinct identity it might have.

This also makes it susceptible to criticism from any paradigmatic position. As had been demonstrated in Chapter 4, Buletson and Grint (1996) seek flaws from an ethnographic perspective, Ibbetson and Newell (1995) do so from a positivist viewpoint and Jones and Oswick (2007) use participant-observation to criticise. Because OMDT has no robust theoretical base of its own, it is barely able to defend itself by an appeal to understanding of its own values.

I am forced to conclude that without at least the skeleton of a theoretical foundation, OMDT is a phantom medium; one that is '*seen, heard, or sensed, but having no physical reality;... An image that appears only in the mind; an illusion.*' ([http://www. The free dictionary .com/phantom](http://www.Thefreedictionary.com/phantom). accessed 10th August 2012). This is not to deny the good in OMDT but to emphasise that Jaina's (interview, July 2009) desire that OMDT should acquire a robust theoretical base of its own is supported by practitioners' heterogeneous understandings of the medium and its effects..

6.7: Towards conclusion 5: The disparate nature OMDT providers militates against a theoretical basis for the field.

6.7.1: Routes into OMDT.

My interviews show that practitioners travel a variety of routes into OMDT, and from a variety of educational backgrounds ranging from sixth-form dropout to PhD. Their pre-OMD careers ranged from soldier to manager to trainee accountant, to school dropout to occupational psychologist.

6.7.2: Disparity of personality.

As people they are disparate, some with powerful personalities and strong opinions, others displaying a quiet thoughtfulness. They have little in common by way of out-of-work interests, and work seems to be a powerful, sometimes dominant, factor in their lives. With one exception, personal interests barely intrude into responses to open questions about their lives.

6.7.3: Common factors.

It may be germane that four are self-employed; their concern with work perhaps reflects the insecurity inherent in such a situation of variable and uncertain rewards (Cramer et al, 2002: 29). My own extensive experience of self-employment reflects this.

There are other common factors to offset the previously-noted variety. Firstly, participants clearly articulate what they believe to be wrong with OMD, with B (B2.14, C (C2.12) and D (D1.13) assert that some clients are simply seeking corporate entertainment. C (C1.18), D (D1.13), E (E1.5) and F (F1.7-8) making reference to a trivialising process, and B (B1.3), E (E1.5) and F (F1.7) noting the problems associated with a transactional approach.

6.7.4: Reflections.

Considerations of participants' routes to OMDT show a remarkable variety. Not one had consciously set out to work in the field; serendipity seems to have taken quite a large part in their eventual arrival and they do not match the conventional view of a career in that, with one exception they generally depart radically from the expected path: Accountancy to Outward Bound, technical management to running a canoe-hire business, engineering management to domestic chores (in the promise-free hope of getting into development training). These are not typical career trajectories.

They are, however, deliberate ones: Some participants have taken the risk of stepping out of relatively safe careers into the insecurity of development training and OMDT. The motivation for this requires further investigation.

Persistence was sometimes required, so that B (B2.1) repeatedly pestered someone whom he had only seen on television until he got his chance. D (D2.3), on being refused development training work with Brathay, persisted in seeking that type of work and eventually found it elsewhere. F was prepared to take short-term work to stay in Development Training after a first summer contract, and C (C2.8-11) found a route into development training through assiduous networking.

The participants have frequently shown singularity of purpose in their paths into OMDT, and have largely spurned the conventional careers for which their education prepared them, sometimes showing remarkable persistence in finding their way into OMDT.

6.7.5: Conclusion 5: Individualistic approaches work against the building of an identifiable theoretical basis for OMDT.

The individualism of the practitioners interviewed goes some way towards explaining OMDT's lack of its own theoretical basis. There is no common theoretical or philosophical background to those interviewed. They did

not emerge from an undergraduate course in OMDT, and do not have access to a post-graduate programme for it. Their knowledge has not been organised, and some use their bricolage in a jackdaw-like way, utilising anything that comes to hand. The lack of a theoretical basis for OMDT (See 6.5.2) is a disadvantage in that there is no grounding for the medium; it has no anchor, and enterprising facilitators can push and pull it in any direction, reshaping it to attempt to meet the next wave of business fashion.

6.8: Summary of Findings and further recommendations arising from intuitive analysis.

6.8.1: OMD is a remarkably wide field

The term OMD is a catch-all, coined in the early 1980s, allegedly to '*help differentiate the use of the outdoors in support of mainstream management and organisational development from uncritical use of outdoor activities for corporate and OD purposes.*' (<http://www.impactinternational.com/outdoor-journeys>, accessed 10th August 2012). This definition fails because it focuses on what OMD is not, and leaves the field open to a wide range of understandings of what it is. This leads to recommendation 1:

Recommendation 1

A root-problem has been identified. The term OMD has been so abused, misused and misunderstood as to have no real usefulness. Concerns expressed by interview participants highlight this and point to a requirement for a debate on the nature of OMDT. Further action is required to define and disseminate the various classes of outdoor offerings (See fig. 19) that currently shelter under the catch-all 'OMD'. This will enable practitioners to understand where they fit into the confusing variety of available approaches, and for clients to gain a currently absent clarity around what they are buying.

6.8.2: Those interviewed were concerned with a need for meaning in their work.

The outdoor management development and training (OMDT) practitioners interviewed held sincere views about what they offered, but had enough reservations about some other offerings labelled as, for example, 'teambuilding' that in one case they had gone so far as to rename their own as 'team development'.

B and C shared strong reservations regarding what are seen as 'fun' offerings, emanating from practitioners with no interest in process or developmental outcomes (See Fig.4, quadrant 1). This seems to point (for them) to a need for meaning in their work. Such concerns are difficult to deal with when there is no established theoretical basis for OMDT. Without some clarity, who is to say that the gunge-tank and the quasi-military are not authentic OMDT?

Again, it seems that a reclassification of OMDT into its component parts would allow for a clearer understanding of what people were participating in, selling, or buying.

Recommendation 2

Recommendation 2 supplements the first recommendation by advocating the establishment of an educational initiative such as a Masters' programme (there is no OMDT Masters' programme anywhere in the world) which would not only encourage thoughtful and serious enquiry into the nature of OMD, but build a body of theory which would give OMDT a clear set of its own values.

6.8.3: The disadvantage of bricolage

The lack of a firm theoretical foundation for OMDT allows its practitioners the freedom to take material from where they will. Although this has the benefit of allowing a response to emergent learning needs, it is less useful when used to justify the selling of simple outdoor pursuits and 'It's a Knockout' as authentic 'teambuilding' activities. This poses the problem

that to throw out the bathwater of 'outdoorsland' (see figs. 3 and 21) might risk the loss of the baby of bricolage.

To avoid this, and acknowledging that bricolage facilitates appropriate responses to emerging needs, a sound theoretical basis of its own for OMDT would enable the exercise of bricoleur-like flexibility within a clear paradigm, rather than, as at present, sometimes being the excuse for branding novelties as teambuilding.

6.8.4: The underlying problem.

As OMDT suffers greatly from a lack of a firm theoretical basis of its own, it is legitimate for positivist clients expect measurable outcomes, clients approaching it from a human-potential paradigm expect developments

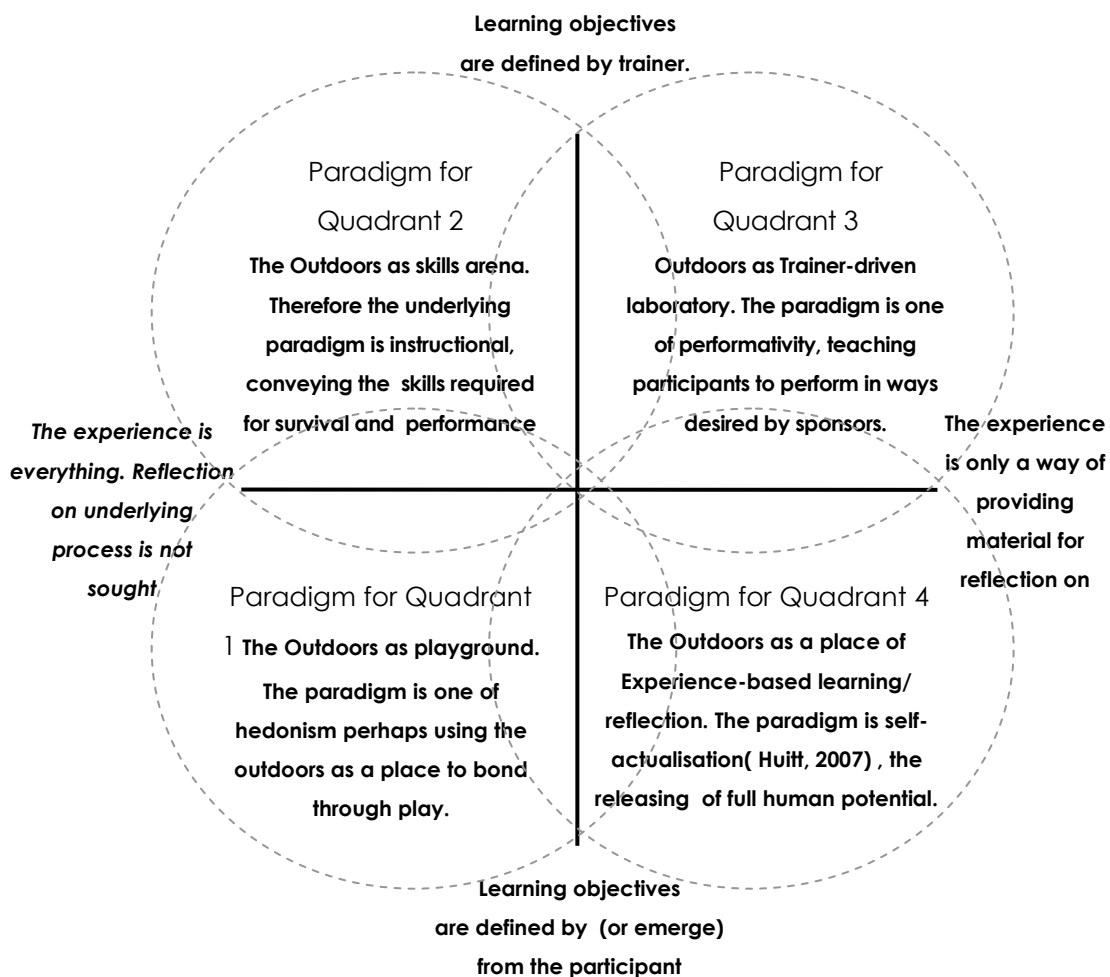


Fig. 24: OMDT paradigms. Note: this is a development of fig. 4, viewed paradigmatically.

in the potential of individuals and team, and buyers who just want to have a good time expect fun-based activities.

If fig. 4 is recast in terms of paradigms (see fig. 24 above), it demonstrates a range of paradigms which underlie particular providers (and purchasers) attitudes. The potential for misunderstandings when paradigmatic positions vary between suppliers, sponsors and participants is clear. For example, if a sponsor's values are around quadrant three (competency- development), participants are looking for quadrant one fun, and suppliers wish to impart serious quadrant two outdoor skills, the potential for clashes of interest are clear.

The potential for misunderstandings when paradigmatic positions vary between suppliers, sponsors and participants is clear. For example, if a sponsor's values are around quadrant three (competency development), participants are looking for quadrant one fun and suppliers wish to impart serious quadrant two outdoor skills, the potential for clashes of interest and of mutual dissatisfaction are clear.

This confusion of attitudes is partly enabled by the lack of formal curricula and qualifications in OMDT. As Goodson (1995:7) links the increasing status of professions to increased level of educational attainment by practitioners (so that, for example, the qualification-level of teachers has risen from Certificate of Education to Bachelors, and even Masters' level), the absence of such upward drift in OMDT is due to a failure by the medium to achieve the status necessary to attract such agents of theoretical legitimacy as a distinctive literature and its own body of theory. This lack of theoretical substance has damaged OMDT. OMDT's extensive range of claims and offerings works against the establishment of a legitimate niche for it in the world of management development.

As well as the conclusions in this Chapter, I suggest an agenda to address these matters below.

6.9: Further Research and Action (from Intuitive analysis)

6.9.1: The knowledge-base of OMDT Practitioners

Given the wide range of levels of practitioner-knowledge of matters of management and organisation development theory, as exemplified by the contrasting knowledge levels displayed in interview by such as A and F, as well as the theory of underlying matters such as groupwork and psychology, further research into the knowledge-base of those practising OMD would clarify what current practitioners deem sufficient to engage in their work.

Most of OMD practitioners interviewed had come from a variety of business backgrounds; IT (E), engineering manufacturing (C), publishing (C), and accountancy (F). In interview, most talked at length about these experiences, and a wider examination of the experience-base of OMD practitioners would shed light on the assumptions, attitudes and sheer knowledge of the world of work which people bring to their OMD practice. The effect of the existence of these previous lives on OMD practice (and what might be the effect of *no* previous working life) has not been part of this research, and would be a useful addition to knowledge because it would shed light on the effect of such experiences on practice. Do, for example, the sometimes hard-won experiential learning of previous working lives lead to a reduction in openness to new theory?

6.9.2 : The needs of clients

Although (see Chapter 1) there has been some research into OMD, there appears to be little research focussed on the requirements of actual and potential buyers of OMDT. This is a serious gap in the knowledge, as it is possible that some OMDT providers seek to meet client-needs on a piecemeal basis, perhaps imputing greater knowledge to the customer than is actually possessed by the customer.

I do not suggest that gaining an understanding of clients' understanding of OMDT is an end itself. It may expose some depth of ignorance on the part of buyers, and the idea of a kind of mutual blindness presents itself, so that research on buyers' needs and levels of understanding might profitably be combined with research on similar themes with practitioners.

Participants B (B2.14), C (C2.12), E (E1.5) and F (F1.8) certainly expressed concern about customers' levels of understanding of the medium. This, the participants tend to say, is by no means total, but leads to two ranges of clients, the attitudes of whom have been summarised in fig. 20, and supports the need for research into the roots of client-attitudes, in order to clarify why they think they need what they think they need, and how that might affect the shape of OMDT.

6.9.3: Addressing the confusing range of OMDT

Understanding what OMDT offers needs to be divided into something like the four categories above (Fig. 21), so that clients can match their needs to the particular strengths of suppliers. New nomenclature would help in the clarification process which would be helpful in a field which is currently hindered by a confusion of tongues.

6.9.4: The effects of OMDT.

Critics such as Jones and Oswick (1993) justifiably point to the vague and unsubstantiated claims for OMDT made by many practitioners. In the nineteen years since, there has been little effort (from any paradigmatic position) to enquire into the effects of OMDT, so the third actor in the OMDT field, the participant, has been ignored by researchers.

This is not good for the long-term health of OMDT. The establishment of a firm theoretical basis for OMDT should be underpinned by an understanding of outcomes, and thus thorough research into what is actually learned by participants in OMDT programmes is seriously

required. This should avoid the short-term end-of-course Likert-scale questionnaires which form much of what passes for evaluation (ibid), and concentrate on longitudinal research to identify the long-term outcomes (if any) of the various approaches to OMDT. From this, informed choices might be made as to what (if any) approaches to OMDT to supply or purchase.

6.10: Support for recommendation 2 from the Literature, leading to recommendation 3.

Although this dissertation is firmly based on reflection on interviews with OMDT practitioners, understanding also comes from other places, such as the literature review (Chapter 3). In particular, this has noted a range of offerings in OMDT. These have relevance to recommendation 2, and lead to a further, related, recommendation around types of OMDT which I have termed 'versions 0, 1 and 2'. These titles are expanded upon below:

6.10.1: Version 0 OMDT.

A term used in the literature review (3.4.4) to describe forms of OMDT which focus on physical challenge or un-reviewed 'fun' activities. These can be seen as one end of a continuum of OMDT offerings in which the physical, although present in most of OMDT, is central. Organised reflection, on the other hand, may be limited or may not exist. An example would be the programmes formerly offered by the John Ridgeway School of Adventure.

6.10.2: Version 1 OMDT.

This term (3.3.4) is used to describe the somewhat more sophisticated offerings of such as Creswick and Williams, who may come from a management-development background. They may work towards particular objectives, and will use sophisticated process-review techniques to promote active reflection on the learning experience.

6.10.3: Version 2 OMDT

This describes a form of OMDT wherein, as well as practising sophisticated process-review techniques, also seeks to empower participants to build their own learning agenda, thus developing themselves rather than being developed by others. This is described in section 3.5.1, which looks at the work of Mossman (1982 and 1983).

6.10.4: The continuum

These different versions of OMDT point to a continuum on which the three positions outlined above might form the start, middle and finish. That they are not the only positions is illustrated by, for example, Petriglieri and Woods whose 'group problem solving' approach (Petriglieri and Woods, 2005: 252-265) seems to fall between Version 1 and Version 2 (3.7.1.2).

Recommendation 3

Given the wide continuum of offerings which are all termed 'OMD' or 'Outdoor Management Development', I recommend that research should take place into the range of programmes offered as outdoor management development with a view to arriving at a new, more descriptive nomenclature for the various offerings. This may remove a barrier to understanding both for practitioners and potential purchasers.

6.10.5: Implications of the continuum

The width of the range of offerings from Ridgeway to Mossman is wide. To call them by the same name (OMD or OMDT) is misleading and perhaps does a disservice to the medium by confusing potential buyers with too little information. This leads to recommendation 3 (see above).

Summary of Chapter 6, Part 1, including conclusions and recommendations

The essence of the chapter is contained in two analyses (one from an intuitive, reflective position, the other from a more 'sensing' systematic analysis). This part deals largely with the intuitive analysis. It should be noted, however, that the analyses display some overlap in findings.

The first recommendations to emerge from the first analysis were that OMDT practitioners need to define understand the potential of their medium and the range of roles appropriate to it, avoiding narrow targeting. How this culture may have emerged is examined in section 6.3, wherein participants' attitudes towards it are also recorded (6.3.2 and 6.3.3). A second conclusion (6.4.3) is that *bricolage*, as a way to creatively respond to the needs of groups, is beneficial to OMDT and should be promoted in the medium. A third conclusion (6.5.4) is that close practitioner-client relationships lead to effective OMDT. Conclusion 4 (6.6.3) is that OMDT suffers from lack of a robust theoretical basis, and the final conclusion from the intuitive analysis, also relates to a theoretical basis, averring that individualistic approaches work against the building of an identifiable theoretical basis for OMDT (6.7.5).

Further findings from the intuitive analysis regard the remarkably wide range of understandings of what OMD (as it is currently generally termed) is. This leads to the recommendation (in 6.8.1) that further action is required to define and disseminate the various classes of OMDT. This conclusion is supported by the systematic analysis of the data and of the literature, both of which note a wide range of attitudes to theory by participants. A second recommendation supports the above, advocating the establishment of a postgraduate qualification in OMDT (in 6.8.2). The underlying problem of a lack of a firm theoretical base is examined in 6.8.4. Section 6.9 makes recommendations for further research into the pre-OMDT experience of practitioners, as this is believed to be relevant to their OMDT practice. Further research into the needs of clients and sponsors is also recommended, as is the publicising of the width of the range of OMDT (6.9.2). A recommendation is made, largely on reflection of the literature, that actual outcomes of OMDT programmes ought to be subject to a rigorous research process, and a further literature-based recommendation builds on recommendation 2 by advocating that in-service training be made available to OMDT practitioners.

CHAPTER 6, PART 2

6.11: Findings from the Sensing-based research.

6.2-9 above deal with my first, subjective, reading of the interviews. In addition to this, as noted in 6.1, I carried out a systematic search of the interviews, based around the four research focuses identified in earlier Chapters.

Findings were as follows:

6.11.1: Research Focus 1 (What is the range of management-learning approaches that use the outdoors?).

6.11.1.1: Task and review: As recounted in section 5.3.1, although participants were able to describe a process of task and review, this does not seem to be rooted in any particular field of management learning so that, for example, there was no mention of Coverdale method. There seems to be little formal understanding of management theory, and B (B2.5) and C (C2.7) in particular seem to have gained their knowledge through a process of reflection on the example of others, thus producing a knowledge which is almost tacit in its lack of formal grounding.

This leads to the thought that a problem with tacit knowledge is that it is not necessarily visible to others, and is thus difficult to propagate. This means that it may fail to transmit to new entrants to the field, with a consequent loss of transfer of learning, raising the possibility of a subsequent dilution of practitioner-understanding in the next generation.

6.11.1.2: Organisation development: The closest approach by participants to management learning is shown by B(B1.3), E (E1.1), and F's (F1.6) understandings that OMDT is an arm of organisation

development. This is not the same as management development and allied OMT to strategy rather than human development.

6.11.1.3.: Teamwork: A (A1.17), B (B1.6), C (C2.10) and D (D1.18) noted that OMDT was a vehicle for teamwork, but did not elaborate either on the nature of teamwork or why OMDT improved it. Nevertheless, it seemed to be tacitly assumed that this was so, and information to the contrary such as that noted by Ibbetson and Newell (1995) seems to have made little impact. Participants were able to offer examples of the effectiveness of OMDT as a team-building tool, but generated from their own programmes.

This is in itself significant: OMDT is an experiential process, and it seems that practitioners often reflect experiential processes in their own learning about the medium. B's comment that '*... it is just about 'what happened, what can we learn from it?'*' (B1.7) could apply as well to the participants as to course members.

Other areas noted by participants were the use of OMDT to develop individual competency, and as a vehicle for dealing with change within the organisation. (See 5.5.1.3 and 5.5.1.4).

6.11.1.4: Implications of the above: Not much in the above could be considered as formal 'management' learning, being largely focussed around group and personal development, which although inhabiting a business (and thus 'management') context, is actually of wider application.

This might be a problem for OMDT: In an age when narrow, business-related outcomes are required for training, the rather wider set of experiential criteria listed above may not be particularly welcome. One of OMDT's roots is in the 'human development' stream of outdoor learning (see 1.5.3) and it is useful to speculate that much of what is tacitly acknowledged to be good practice emerges from this root. This

may be good for human development but is not, of itself, management development in the same way as, for example, the numerical and analytical skills and mind-sets generated by an MBA.

6.11.2: Research Focus 2: What are the espoused and in-use theories of practitioners of training and development of managers in the outdoors?

I have collected and discussed participants' attitudes to theory (none of them used the terms 'espoused' or 'in use' to describe theory) in section 5.5.2., and reflect upon attitudes further below:

6.11.2.1: Attitudes towards espoused theory: Reinforcing the distance between OMDT and management learning outlined above, most of the participants had little enthusiasm for formal management theory (see section 5.5.2.2.), with even the highly qualified E noting a tendency to 'wing it' (E2.5) and use a small 'gander bag' (E1.13) of theories rather than adopt a thoroughly theory-based approach (as might be the case, for example, with a selling skills programme based on research into interpersonal skills).

F was the only participant to show real energy for theory, reflecting on the pressures on a facilitator caused by needing to make choices regarding where, when and what theory to input to groups. Even in this case, theory was seen as subordinate to reflection on action, supporting learning from action with appropriate theory, so that action and reflection dictate what theory will be used. Thus, espoused management theory appears to hold little value for the participants.

This conclusion is underlined by E's powerful assertion that OMDT '*... works because it appears to work!*' (E1.12).

6.11.2.2.: Clients' understanding of theory: There is an unexpected area of theoretical ignorance: B,D, and F all expressed concerns that some

clients had views of the uses of OMDT which were different from their own. B complains of essentially empty programmes in which people are sent *'away for a couple of days and pour wine down their necks...'* (B1.3). D notes programmes without a developmental focus, and F points to sponsors who *'didn't want to get actively engaged'* (F1.7). This perhaps points towards a need for some way of helping sponsors to understand the limitations and possibilities of experiential learning.

A range of theories in action hold sway as far as programme and task design is concerned (see 5.5.2.4). This can be seen as a continuum wherein, at one end, A sees the outdoors as a place to produce predictable results. For some, C for example, this procedure is a subtle one in which design is seen as a process of creating a learning 'snowball effect' (C1.3). F, at the other end of the continuum, sought designs that allowed emergence (F1.14).

This continuum is an interesting finding, and its ramifications will be explored later in this Chapter.

Given the lack of esteem for formal theory demonstrated in varying levels by all but F (see the start of this section and section 5.5.2), it is difficult to assert that there is a clash between espoused and in-action theory among those interviewed. The issue is more that, for some, understanding of the theory underlying their practice is limited, sometimes largely confined (B and C) to what they have serendipitously acquired from watching others and sometimes almost completely absent (A). In the case of those who may have acquired theory more systematically, E has reduced it to a 'gander-bag' and D (D1.15-16) uses less than in earlier years.

This may point to a need for OMDT practitioners to gain a deeper understanding of the espoused theory, so that they may choose to accept, develop, or reject it. This is discussed later in the 'recommendations' section of this Chapter.

6.11.2.3: Tasks, design and programme sequencing. Several participants (B,C, D) seem to value these (see 5.5.2.3 and 5.5.2.4), more than formal theory. They perhaps constitute the basis for a set of theories in action. C, for example, firmly values the careful sequencing of tasks in '*a progressive development where they were going to start with something small and create a snowball effect*' (C1.3) and D complains of unspecific objectives. This desire for predictability in programmes was not, however, unified, and there is a continuum of views from those seeking to carefully construct a sequence of activities leading to agreed learning, and those who, like F, prefer '*an emergent sort of thing*' (F1.14).

Further discomfort with design is shown by a view shared by B and C that the term 'teambuilding' is misused by some suppliers of corporate leisure. Whatever the significance of this use of OMDT terms within a more entertainment-focussed field, the passion expressed by B and C, along with the range of views on formal theory, points to two things:

1) Matters related to tasks and their sequencing are seen as important. They, in effect, constitute a theory-in-action for at least some of the participants, and seem for some to have primacy over any espoused theory of management learning.

2) There is a continuum of understanding regarding whether tasks are tools for teaching particular lessons, or a means towards helping people and groups develop in their own idiosyncratic ways. The implications of this finding will be explored in the section of this Chapter devoted to recommendations.

6.11.2.4: facilitation and review: Process review (which was carried out by all but one of the participants; see 5.5.2.4 and 5.5.2.5) was generally seen as necessary and, although there was little formal theory cited, B (B1.13) and F (F1.15) both note a style of facilitation and review in which the trainer/facilitator used questions rather than gave answers, and there was a near-consensus regarding both the need for facilitated and review

and a need for a light touch in that review. Once again, participants were largely unable to cite theoretical sources or reasons for review, seeing it in practical terms instead. B, for example, states that there can be no significant 'real world' learning without review (B2.13).

Given the general lack of theoretical knowledge in this area, I reflect that the importance ascribed to review, along with an understanding that process review is distinct from task review, emanates from a similar folk-process of observation of others and assimilation as the understanding of the need for good task-sequencing. Both B (B2.5) and C (C2.8) made clear in their interviews that they had been influenced by training consultants/ clients who initially engaged them as technical skills and safety instructors. This reinforces the conclusion that most of their learning has been experiential in nature. If this is a true preference rather than simple serendipity, then perhaps further training of OMDT trainers needs to be experiential rather than theoretical.

6.11.2.5: Outcomes of OMDT: Specific outcomes were rarely noted by participants, with the only list, given by D, (see 5.5.2.6) being generic rather than particular. It comprised group dynamics, personal learning and personal confidence-building (this latter also mentioned by A). Other than that, people expected uncertain or ambiguous outcomes, with E (E1.16) and F (F1.16) both registering approval of programmes which promoted the creation and resolution of cognitive dissonance, something reminiscent of 'T' group practice.

The lack of focus on clearer outcomes is interesting by its absence. Sales literature for OMDT sometimes emphasises a more 'targetted' form of learning with, for example, the website of the Leadership resources Company (<http://www.leadershipresources.co.uk/>, accessed 13th November 2013) averring that '*our programmes may take the form of a business simulation exercise, ensuring a very specific and transferable purpose*'. Strange then, that in the interviews, programme objectives were only raised once (5.5.2.7).

This is an area that requires further research (see comments in the recommendations section below).

Also of interest is the fact that only one participant (A) mentioned the scenic attractions of the outdoors as a factor in OMDT. Any research into why people buy OMDT might address this issue, but at this stage it is enough to note it.

6.11.3: Research focus 3: Are approaches that use the outdoors commodified?

This was not a great concern of those interviewed, but a few related matters were raised:

6.11.3.1: OMDT as a corporate playground: B and C both expressed irritation at the use of OMDT media in corporate hospitality, but this is perhaps more to do with the rise of corporate entertainment than a serious attempt to commodify OMDT. It is also possible that these two practitioners, whose roots are in practical outdoor learning rather than management development.

6.11.3.2: Course Duration and value-for-money: B, C and F (see 5.5.3.2) all make the point that the clients require shorter programmes, with a maximum duration of three days noted by C and F. B notes that the shorter duration programmes reduce the applicability of complicated models or theories. There may be a form of commodification through over-simplification at work, but this is only really noted by B and C, and I speculate that they may be using short duration as a justification not to engage with the more complex theory with which both express some discomfort. This may again point to a continuum of OMDT providers, a matter which will be explored later in the Chapter.

This, and an increased desire for pre-planned and tangible outcomes (see 5.5.3.4) may pose a twin route to commodification, but this seems not to be a major issue of concern for most of the participants.

The paucity of findings in the area of commodification calls the substance of this research focus into question. Further research specifically focussed on commodification may find more, but all that can be drawn from this research is that it is of some, but minor, concern to some of those interviewed.

6.11.4: Research Focus 4: Is there an OMDT culture, and if so, what is it?

As related in 5.5.4, there is little evidence of an OMDT culture. What the systematic research has shown, however, is that even among the six participants there was a range of attitudes and routes into OMDT. This appears to result in a range of views towards such things as whether they take a theoretical or practical focus by trainers on their programmes, and if programmes are seen as personal, group or organisation development.

I develop these themes in section 6.12 below.

6.12: Conclusions and Recommendations emerging from the systematic analysis of data.

6.12.1: The need for professional education.

6.12.1.1: management theory: As noted in sections 5.3.1 and 6.3.1, little acquaintance with specifically management theory was displayed by most of those interviewed. Thus, for example, only one (E) mentioned MacGregor's Theory X/Y construct (E1.14), something very germane to leadership styles theory.

They are, however, all successful in their field and some display a sophisticated level of tacit understanding of how to go about complex management interventions so that B, for example, is able to achieve success in implementing a culture-change process for a significant business employing many (B1.3). This calls into question the need for

OMDT practitioners to understand formal management theory. Why should they when, as E asserts, '*it works because it appears to work*' (E1.12).

The answer may be that while such as E (who has a Ph. D in psychology), D and F (both of whom have some formal schooling in management learning and development) may be able to accept that it works '*because it appears to work*', (E1.12), those like A, B or C, whose management learning has been through observing others might become even more effective as practitioners with a grounding in the assumptions of management learning. It would, for example, enable them to interact with clients more persuasively.

6.12.1.2: Sponsor-education: Conversely, participants B, D, and F (see 6.3.2.2) noted that clients had varying understandings of OMDT. It would be useful to explore that range of understandings, which seems to continue through inappropriate engagement (B comments on '*pouring wine down their necks*' (B1.3)), via lack of engagement (F 1.7) and E (E1.6), to a close working relationship (B, C, D, E, F). There would thus seem to be a case for sponsor-education to accompany the need for OMDT practitioner education noted in 6.11.1.1 above.

6.12.1.3: Programme and task design and sequencing: All participants took for granted that process-review was necessary to learning, but differed about the importance of sequencing tasks for specific learning purposes. There seemed to be a continuum of beliefs in this area, ranging from the desire to create a carefully-crafted '*snowball effect*' (C1.3) to a desire for '*an emergent sort of thing*' (F1.7).

The implications for programme design of each end of the continuum are quite powerful and may not be understood by those who take up one position rather than move across the continuum. The implications of the continuum should perhaps thus be included in practitioner – education.

These three factors (6.11.1.1 to 6.11.1.3) lead to an additional recommendation (recommendation 4 below), which complements recommendation 2 (see 6.8.2, wherein the establishment of a Masters' programme in OMDT is recommended). The extension is set out in the box below:

Recommendation 4

That, in addition to the Masters' programme (see recommendation 2,) a means of educating OMDT practitioners (less formal than a Masters' programme) be sought so that those in active practice can gain an understanding of the theory that underpins management learning and thus be able to interact more effectively with those clients. Such education should include an understanding of the purposes and methods of process review, and of the range of options (from closed to open objectives) for programme and task design.

Consideration should be given to making such training experiential in nature as this appears to be a learning method favoured by the OMDT practitioners interviewed (see 6.3.2.3).

In connection with the above, to set up a forum in which OMDT practitioners and sponsors/potential sponsors of OMDT can discuss their mutual needs, wants and expectations with a view to building a mutually greater understanding of the meanings and purposes of the outdoors as a means to develop managers. This requires prior identification of the range of theories-in-action (see 6.3.2.2.) in OMDT.

6.12.2: An area for further research

As discussed in sections 5.5.2.6 and 6.3.2.5, specific outcomes of OMDT courses were rarely noted by participants although those interviewed cited learning that ranged from generic competencies such as personal confidence-building (D1.13) through to the generation of cognitive dissonance in course participants. It was also noted that OMDT sales literature seemed at times to promote very clear outcomes.

There seems to be something of a mismatch between these two things, requiring further research.

Summary of Chapter 6, part 2.

Research in part 2 is built around four research focuses which emerged from early Chapters. Research focus 1 dealt with the range of management learning approaches that use the outdoors. This supports the general tenor of part 1, especially 6.2.2.1 and finds that review is tacitly accepted by practitioners, that some practitioners saw OMDT as an arm of organisation development rather than of management development, and that most thought it good for teamwork. It concludes that OMDT is focused around group and personal development.

The second research focus sought to discover espoused and in-action theories of participants, noting that most of the participants had little time for formal management theory, with only one participant showing real energy for it. In summary, espoused management theory was not generally popular among participants, most of whom preferred their own theories-in-action (See, for example, 6.11.2.3). Half the participants expressed concern with clients' lack of understanding of the experiential process. Less surprising was that some participants seem to have gained their knowledge through active experience and some observation of others' actions, and thus possess little theory upon which to rely. This supports recommendations 3 and 4 in section 1. Despite the lack of formal knowledge, process review (6.11.2.4) was seen as important by almost all the participants. Specific outcomes (6.11.2.5) hardly featured in the interviews, although cognitive dissonance did, giving support to the view that programmes are more about human process than management. Surprisingly, only one participant noted scenic beauty as a factor in programmes.

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There was less evidence in support of research focus 3 (Are approaches that use the outdoors commodified?). Two participants were concerned about the use of OMDT as a corporate playground (6.11.3.1) and three expressed concerns about the reducing duration of programmes and possible consequent tabloidization of learning (6.11.3.2). It is noted that the paucity of these findings calls the experiential validity of the focus into question. The same is more true of research focus 4 (Is there an OMDT culture?), about which very little was said.

Conclusions (6.12) from the systematic search included (6.12.1.1) that those without formal management or related higher education would benefit from a grounding in management, even if only to interact more persuasively with clients. 6.12.1.2 suggests that clients, too, could benefit from a grounding in experiential learning theory. A range of views on programme design was noted, and training suggested in this area. This is all summarised in recommendation 4.

The mismatch between what practitioners actually value in outcomes and the certainties of some OMDT sales literature should be investigated further.

6.13. Closing thoughts: My Journey.

For me, the research has been the continuation of a journey begun 35 years ago with my first exposure to the outdoors. It is a fitting way-station on what is likely to be a continued journey, and has helped me in a number of ways:

1) A semi-subconscious process of challenging my own strongly-held attitudes to OMD has accompanied the research, and I have found that, whilst criticality of others remains undimmed, I have also become critical of some of my own formerly strongly-held views, and now acknowledge, for example, that there is room for learning that meets sponsors' (as well as participants') needs.

2) A widening of my attitude towards learning media: Understanding that such media as radical theatre and the arts has had a powerful effect and I aim to expand my exploration of means other than the outdoors of provoking development.

3) It seems to me that the radical nature of early programmes by Creswick and Williams has been largely forgotten in the world of OMD, and I intend to disseminate their methods to younger generations.

I am thankful for the opportunity to arrive at these thoughts, and grateful to those (principally Professor Penelope Harnett and Doctor Dean Smart) who have facilitated the route.

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Outdoor Management Development

- A House Built on Sand?

Willem Gerrit Krouwel

A thesis submitted in partial fulfilment of the requirements of the
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Part 2 - Appendices

Faculty of Arts, Creative Industries and Education, University of the
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A1.1:

Appendix A

Interviewee A. Interview 1

OK, so, first question I'd ask you is to think about courses you've run – ummm ... I'd like you to think in particular about 2 particularly good ones that stick in your mind for the most positive of reasons and maybe a bad one – we've all had them - that sticks in your mind for less positive reasons. Off you go!

Do these need, (clears throat), do these need to be specifically outdoor – type courses or any course?

I was thinking outdoor – or outdoor management development at that, you know, so outdoors with managers rather than outdoors with teenagers or whatever

OK, as in courses using the outdoors ... as a venue for um, management training ...

Outdoors as a venue for management training is fine, whichever, you know, whichever you think ...(OK) I'm not trying to channel you in any way (No, no)

I'll offer you this good course one first and I'll do it very current as in there's quite a lot I could come up with on this one but I'll use one specifically which we did last week only because it's really fresh in my mind.

Why was it a good course? Well, I'll tell you what the course is – it was a management ummm course purely from a – can I tell you who it is? - from (car manufacturer name, dealership name), and it was management – the training guys – these are the guys who train the , ummm, trainers if you like – so they train all the mechanics etcetera for, various aspects of (Man name). And they came down for two days purely to look at their procedures with a view of feed-ins for 2012 – i.e. where do they go from here. This was their new starting point. They came down, the weather was fantastic as you know which does help no matter what, but as in any course, you work with what you have, really ... and there was a bit of cynicism at the start because a lot of these guys from train the trainers were very cynical about

A1.2

various things but actually as the course went on they were ...they bought into it and there were very, very surprised, ummm which was really good, really.

Ummm, we did a variety of things here both theoretical using both the indoors and the outdoors. We used gorge-walking one afternoon and a lot of fears were faced there basically and the reason we use the outdoors is, as you know, we cannot create their workplace but we can create situations where they're uncomfortable or they're challenged, and viously that's why we use the outdoor in particular, and that brings out behaviours really, brings out the various aspects of how people behave when they're stressed, when they're under pressure. umm, y'know, good behaviours and bad behaviours umm and really umm there's a lot of fears faced, and it was interesting to see how people support each other, and how those that were probably deemed not to be particularly strong in the work environment, y'know became quite strong out in this environment So it was a good leveller, really.

OK so it's a leveller. At the same time, if they're not strong in the work environment but they are strong in this environment how does this help them when their back in the environment of work?

I think it gives them far more confidence, it gives them... an ability to, to look at things differently, it also gives others the ability to look at *them* differently – to realise that they are ... you know, they do have a worth, they do contribute to the group. It's whether that is recognised, really.

Another we promoted really was to get people to look at how their performance affected others, i.e. a lot of mentoring is done silently; whatever we say, whatever we do demands some form of response, umm not necessarily to the person that we're talking to, but people see what's going on, and they form opinions. So even though, you know, we don't think we're being watched, we don't think we're being overheard, we are, and people will form opinions from that. So it's raising that

A1.3

awareness, really, that no matter what I say no matter what I do there has to be, or there will be, a response be it wanted or not.

That's good, thank you. Another interesting thing you said was ... you claimed to be able to see good behaviours and bad behaviours. "They emerged" I think are the words you used. (yeah). How would a group cope with the bad behaviours?

Umm (pause) Right ... It depends on the individual Obviously, and that person's personality and outlook. The main thing that was highlighted was – people before, if they didn't agree with something, they would either voice it which then would have an effect on others, who would either challenge it or accept it, or just pass comments to themselves and what we're trying to do is to highlight these options that other people take, (coughs, and then when they're finished and they walk away, is that resolved? Is that actually, y'know, pondering in the background, and will it eventually fester to become something far more serious or has been addressed and ermm, y'know ... a consensus has been reached by both parties, because at the end of the day an opinion is an opinion, it's not necessarily right or wrong but the repercussions of it being said or stated can have detrimental effects to the unity of the group really.

As in it may not be physically real, but it may have an effect ..

Absolutely, yeah – and very often it's the little things that seem insignificant that *can* become the poison chalice for the future really.

Can you give me an example of that?

Yeah, if people are sort of voicing something and you just get the negative, the odd negative comment that comes back , ummm, y'know some people will hold that dear – you know, that negativeness and they'll form their whole opinion of that [person on that one comment. I mean, it might be a throwaway comment with very little depth to it but, actually unless that's addressed and challenged then it *can* fester into something far, far worse.

A1.4

OK, so summarising, in a good course like this one you can recognise the behaviours and you point them out (yeah) . You also see the bad and you can get the group to deal with the bad. To stop that one view being. **Not necessarily to deal with it but to recognise it, and to recognise the repercussions of what's been said, what's been acted, really because some people erm, do need management. They can say things or do things – or even peers really – which, which can be quite offensive, particularly, you know, male – female comments – very often a lot of people, particularly if it's a male environment, generally as, as, um y the female ;gender integrate more and more into these man-only, or historically man-only jobs, workplaces, then they can be quite...umm... sort of stone-age man really with the reality is that we have to change or should change to be fair, to give it a far better balance and ... in an environment where it's comfortable for everyone to be in.**

Sure, so, I think I had a group once, half-German, half-British, German Company and the Germans kept saying 'lazy British' whilst watching them work ... so yeah.. good course! Tell us about a bad course...

Bad course. (Long pause) I suppose (pause) I don't have experience of a totally bad course. I have experience of a totally negative individual and it was on a, we were doing an event and he was in charge of this event (it was when I was in the forces) and this guy, we had people in given jobs, i.e. we had ummm... it was actually a run, a speed-C, and I link this back into the workplace really but this guy – I won't tell you his name, but he put people out the front and the back who were PTIs and ummm so they would be fit enough to run the event, really, and put everyone else in the middle. The idea was that they had to get from 'A' too 'B' in a certain time and he set such a ridiculous pace that it was virtually unachievable and it was purely, the aim was, to get everyone through in this time window and what ended doing was *destroying* everyone bar possibly ten percent of the group of about 50 people, and that was purely because he had a point to prove that he was in charge, and he was the man, and that he'd lost total, total, was totally blind to what the

A1.5

event was. It was purely 'this is my baby and I'm gonna manage this and I'm gonna *beast* people. That became a bit of a bullying tactic really ...
... to the point where we were in a position where we couldn't help anyone who was dropping back because we had to keep going to get in within the target - within the time-limit set - and as it turned out, y'know we *achieved*, if you like - but actually we did it under duress because we didn't want to be leaving these people behind, we knew we were too fast - or that the pace was too fast - so ermm, even those who got in on time, although it was a personal achievement, it was actually totally negative for the whole event.

A triumph of task over team

Absolutely, yeah - there was, it was, task team individual. The task was getting done but the individual was purely *him*. (yeah) "I'm in charge, This is the task, and forget the team".

"Other individuals don't count!" Very interesting to see...

Yeah, it was, if you liken that to the workplace, as soon as you lose sight of the task at the cost of the individual, then you don't achieve anything at all really, because the individuals are the ones who are left to do the work to get the task completed and umm be effective as a team really, or a group.

And next time ... even under military discipline, you'll find that they're less willing to work for you

(Laughs) He was called a few names, to be fair.

To his face?

A1.6

No not to his face, purely because of the situation.

That's quite worrying.

Well I think he knew it because if peoples' actions that it was a bullying tactic really, which can be used umm... and generally will be used, or is used in the workplace by people who lack that understanding or background knowledge.

True enough. Come back – happy days – to a different course tan the one you've described...

Another good courses, errrm Ok, I guess it would be something up in Scotland, errm, probably at the Glenmore Lodge Centre during, ummm a climbing course as an example – really good venues, really good body of instructors, ummm, excellent equipment, and it was structured from introduction, right through in a progressive manner, so you start off at point A, before you go to point C, there was a structure to take you through point (hmmm) and so on. And a very often then you had, at the end of every session, you had to review , you had some feedback, and not just about, ummm, the physical aspect but even the psychological aspects of it as well, the theory, errrm so there was a massive learning opportunity there that was utilised as opposed to just passed over.

So OK, so it was good because it was a classic course (The Structure)

...Classic structure

Yeah it was structured, you know, very, very well, there was an allowance for different levels of assimilation, of ability and skill as well, and then there was focussed then on coaching elements 'cos generally what happens is, if you give three people – I use three as an example – a task to do and the same task, this person will do it really well, that person will do it OK, this person may not do it particularly well. It's human nature really that the person who did it really well will get the 'thumbs up', the one I'd want to employ, whereas really, what I should be saying as a manager is 'well what does *that* person there and what does *that* person there

A1.7

need from me to enable them to perform as good as that person there. That's the key to it all really. So it's not what they can give me, it's what I can offer them to be able to perform in that ability.

Interviewer burbles about coaching people up ...

It's not, it's not – utilise it and you know, there may be skill building and skill – and things like that – physical disabilities of people so maybe they aren't able to perform to that level but can improve from where they are now so it's bringing that out of them really and having the tools to do that as a manager.

And doing that faster than the normal experience might allow – you get good at something after a while, but it takes a long time.

And that's the key – and also allowing people to learn differently - our realities are different, we learn at different speeds, so ... its having a system and the ability and the time allowance which isn't always available in business , that we do have to sometimes make decisions and, you can only invest so much time and money in this person and whatever but what we do best we have to utilise to the best of our ability, really

OK, that's great. That's Q1 out of the way...the next question should be a bit shorter: You use lots of venues; what makes a good venue, what makes a bad venue – think of a real good venue, and one that... you won't go there again... and another one that you would go back to ...

This is venues for courses or activities?

Umm, I was thinking courses when I wrote it actually

Courses

Yeah

A1.8

OK, (very long pause). OK I'll go along then with, umm, an ML course, basically – there's lots of things you can do – I'll use... bad venue, probably isn't the real word we use – it's a venue where there's lots you can do - I'd say the Black Mountains – there's lots you can do in the Black Mountains particularly towards the ML (Continues for a long time about a summer ML programme being run in winter and its technical aspects)

Good venue

Let's go for coasteering I guess – Pembrokeshire is a fantastic venue. Obviously the Gower ... the Gower is smaller so less options (go on about the craft possibilities of coasteering venues)

What about another good venue for a management course?

For?

A mixed methods management course.

OK, we – or I use - use this area (around the centre location), Obviously the Black Mountains, foothills, but I also use the area round the Mellte river, the area there ...

That's with the big waterfall you walk behind?

Yeah, it's that and also X

X Rock?

Not so much X Rock itself but the mines and other places

Yeah a rich area to work in

A1.9

And the reason I use it is to link a lot of stuff to nature – an example of that really is you can't touch a spider's web without affecting the rest of the web so basically... no matter what you touch ... it affects everything else, so I link back to that place really and ... we do lots of things using nature and the idea is if you get management to go into a -... or you get the team to go into work, you're in the workplace. No matter how much you dress up a meeting room, it's still a meeting room and the conversation will generally be about work of some description, but if you go – we try and get, encourage people to go for a walk, such as if they've got a 1:1 instead of meeting in the office or wherever, meet at such and such a place or get you to suggest a place you want to meet. So you're straightaway putting them at their ease – they've chosen the venue – could be a café, could be a canal walk, could be a carpark – bit dodgy but, y'know - somewhere they can go for a walk and as they walk along the discussion generally is stimulating by what's seen, y'know, could be wildlife, could be plant life, could be the flora and fauna in general, could be just the view, could be an experience that stimulated that thought so the conversation will generally go a different way ... and as in, every time you turn a corner, the view would be different you don't really know where that conversation's going to go but you have different thoughts that would stimulate that process really – so that's why we use the outdoors. We particularly like that area because you've got the paths, you've got the gorge, you've got the mines, you've got the high ground, so you can go from the, you know the ...visionary elements at the top of the mountain, which is fantastic, but then as you get down into the gorges etc. you've got to – um, you think about the nitty gritty of where you go from here, and link that back into the workplace , so that's the vision and the views etc., and as you come down, you look at the way the water flows when the water hits a river ... or a rock it'll flow around one way or other but it'll generally go against the weakest resistance (yeah) but, but it will over millions of years it will erode that rock away so that tiny, tiny little repair if you like, that tiny, tiny little something different that they're going to do will

A1.10

eventually erode that problem away (*well put – a metaphor, I'm sure*) so that's why we do that, really

That's great! Like that! I agree with the venue as well actually, that area around there is ...is a very nice place just to be ...

It is! I mean the one problem we do have with it occasionally is that it's so busy and you lose that uniqueness, if you like ...

Yes, it's like an industrial site, but if you get away from the crag itself – if you move 200 metres away ... (yes). OK, we all use theories; some you find will have been good for you and helpful, others less so, and yet others helpful ... so when you're thinking theory, when you're using theory, which do you find the most useful, especially in management development?

Theory? (as in we just talked about ...) er, umm, yeah, I find ... nature really – I think if you look around, what goes on in nature I think that's fantastic, it's not necessarily a different spin because we're surrounded by nature all the time, but you've only got to look at old buildings, old walls and things like that and say "well, if I do nothing, eventually nature will take over again, it's all going to happen" and what tends to happen is that if you *maintain* what you've got it will, you know, improve or maintain value or hopefully increase the value, but if you don't it'll just fall into disrepair and that's the same with relationships, really – you constantly have to nurture them, you constantly have to umm, make contact or be different and communicate – if you don't communicate then some people have the ability to – as ex-forces I guess – do, they (don't meet?) for years but when they meet they'll pick up where they left off, basically – they'll chew the fat a bit and have some memories, and then ... that's *enough* to cement that – but there's nothing in between that's destructive to do that between y'know, those two relationships. In a workplace, that's different, because whatever happens in one place – say it's a factory for example – will generally have an effect somewhere along the line. And the nearer you are to that problem, the more effect it will have that's why it's really worth, it's important, really, that management are aware of what's going on and vice – versa – to a lesser

A1.11

degree but management should be aware of all the facts really and be in a position, and be able to recognise that this needs addressing sooner rather than later.

Sure. That's a good metaphor again, and there are lots of management theories that we use, like Adair's three circles and so on.

Yeah, when we use three circles – we've actually gone ... we used to use that a lot, really, y'know, and linked it all in to the ILM – we do a lot of ILM stuff, so it's all relevant and all ... theories are good – they're effective for some person – some people, people grasp what they want out of each different theory really. I suppose the danger really is when people just grasp on to one and that becomes the be-all and end-all because there's no one theory that I'm aware of that covers everything.

You say "I suppose" the danger is. Have you ever seen that happen? Where somebody became *OB*sessed with a theory?

Yeah I have actually – we'd a manager with a company up in Cardiff – I won't say who they were – but this – the main manager who, umm, basically, we know, spoke to us and booked us, he, his company were very successful – the guys were very successful but he felt there was something lacking and he grasped on to a theory, umm, which was his baby really, and he loved this thing – (laughs) I'll try to think what it was now! (interviewer suggests some 'pop' theories). I'll try to think what it was, uhhh bloomin' heck – it might have been action-centred leadership actually – OK, fine – I can't remember what it was, it might have been action-centred leadership, but the focus he had on it was different to what everyone else had on it. Basically we talked a lot about the effects of, er, bad management of individuals, how that affected the team ethos, and then also how that would be detrimental to getting the task completed etc. And we also talked about, at times you need to have – if you're going to hit deadlines you have to push elements away – forget the individual, forget the team the task is important now, because if you don't do the task done, we don't get paid, we lose our jobs anyway, so deal with it, sort of thing.

A1.12

We didn't spend a great deal of time on that on its own but we went round lots of other stuff as well, and he, this guy, wasn't even on the course, he didn't come on the course. When they reported back, he decided we hadn't done enough of it even though, in the context of the course, we felt we had. But the customer's always right, so we're going to do another one now focussing purely on that. So that'll be interesting – and interesting to see what the variation of outcomes is as well – the ROI is on that particular aspect because he sees a value in that but didn't see the value of everything else that went round even though the guys that came back from the course fed-back very, very positively.

Just out of interest, how do you calculate ROI?'

We don't. They do. Do you know how they do?

It varies, it varies, really. What we do is, we tend to, umm, the real advantage for us is it's not 'turn up., do this', it's a journey, really, so it depends on what theories – like NTQ 48 questionnaire or something – then that'll be sent out to them Obviously a theory. We also have erm, an online learning academy which some people buy into, some don't . Umm and we can also do inline academy specifically for that particular company.... Umm and then that's measured then – they do so many threads, complete so many elements of it, then they get a certificate and so on. So that's one way. But that's paper Obviously – paper qualification. They then arrive, they then do the course element. We then have personal action-learning ... (action planning?) action planning, sorry, yeah and action plans, and then we time them and try to encourage them to put time – scales on that and then the next stage then is they go back apply that, and then we encourage companies then to have half a day, a day, whatever, we encourage them to come back for the next phase to say what have they done, to present what they've done, to demonstrate it etc., so there's a trail of 'this is the start-point, that's the actual course, and this then is the result of that. Because of that, we've done this.

Is that a long commitment to the ...

Yeah. That's what we encourage; not necessarily always achieve that

A1.13

because some companies ... depends on their budget etc. ... Do you re-test them by any chance – you know, the same questionnaire...? We can do. Again if there's a small cost to it, what we do is we say ' that's the result' and offer the company the opportunity to re-test, the people – some individuals – some companies will take it up will take it up, some won't. (That's fine) but we have the possibility to do that.

So there's the possibility of a quantitative test-retest evaluation process?
(Yeah, yeah ...)

Hey! I said that without moving my lips!

You've said that before, haven't you! [general laughter]

(Chatter) ... Ok I think we've talked enough about theory there ...

[Recording pauses]

We'll talk about course participants on management courses – no names, no pack drill – but tell me of a real-life good participant, a real-life bad participant and then another real-life bad participant – so we'll end on a high on that one.

Ok ... (pause) good participants, good participants are ... of which there are numerous – someone who turns up ...

Think of one who really stands out, stands out in your memory ...

OK I'll give you one guy who came on a course, for us, for me actually – it was one of the X guys from (names a University). He turned up as a student, the same as everybody else, he was an ex-Scout – he's a scout leader now ummm... but he was really keen to move forward, to take forward, to move forward to the point where he spoke to me and he said 'look, when we go back, I'm going to try to get a group of us together so we can go climbing at weekends and all this type of stuff' which actually he did. He then rang me up and said 'look, I've got eight guys and a couple of girls who want to do this. Can we come up and do this' and I arranged then improver climbing courses at the weekends when they were free to the point where they did their SPA training before they'd finished the college, and then he also mentioned 'can I come and be, can I do work experience?' which, we took him on

A1.14

and he's actually still with us just seven, six years down the line – really, really good, fantastic guy, the only down-side to him is that he works too hard. He hasn't got the work ; life balance he's now expecting a child so that's going to have to change (ha ha)

Fair enough – so you're going to have to lose-out on some hours there ...

Yep

Continues in same vein about the guy's work-life balance (36.15)

(36.51) OK, that's fine, now – the course participant who might stand in the mind for negative reasons ...

OK, I give you a guy – and this is a guy from Z – this guy he was probably, what, late-fifties I'd have thought, and he's done a myriad of these teambuilding, team-working courses over the years. Hadn't stepped up at all, he was still in the same position, and his words to me were 'I've done loads of these, it's never made any difference'. So my question then was 'well what have you done differently since you started doing this course? 'Nothing' was the answer – so therefore, or there, I believe, lies the problem, and no matter what, or no matter how it was put to him that it's not necessarily the courses or the content, it may be something more personal, he couldn't see that at all. He couldn't see the benefit, and he was very negative vocally, which was detrimental to the other participants, who were younger guys who y'know, saw him as a y'know, 'he's been here forever, so many years and seen all the changes etc. but he's still in the same place, doing the same job, If he wasn't happy with it why was he still there , why wasn't he happy to give it a go?

Yep. Closed mind and a defended personality – 'not my fault'.

Yeah, and no matter what, it wasn't his fault. It was someone else's fault, and it was usually the management

And the effect on young employees is negative, you were saying?

A1.15

Well negative, but also, ummm a tendency to alienate them as well so those that wanted to move on ended up *not* spending time with him because of his negativity.

OK, To end, then, another good participant ... to end that string ...

Ummm, we did a course in April, of which there was two guys who were part and parcel of that course – and another five. They arrived and they spent, did a course etc. and again that was using the outdoors as a learning environment, and they spent, they went, they travelled back up to umm Birmingham or somewhere that way and they spent two hours talking about the course. Didn't put the radio on, they spent 2 hours talking as these ideas run through their heads. They then got back. They then approached us and they said 'look, we want to do that with our team so they, they, we talked – discussed various aspects such as what they wanted to get out of it, umm what the issues were, ah, and they ended up bringing back 35 of their staff to do the 2-day course - which is still ongoing – It's , umm, they're on the sort of first phase of it now – so they've attended the course and now they've gone back and then they're inviting us up to them over the next 3 months or so to look at their venues and maybe see where we move forward from here – and at that time they will feedback as well, and we finished that off really by each individual in a story-circle talking about what they were going to do next. When they want to do it umm and why they want to do it.

Do you use story circle much? And what's the effect of it?

Fantastic. We've had some *amazing* results with that. Tend to use it sort of 8-10 people. We have used it for 30-odd people but it's time –consuming, but sometimes that's more effective because it gives the whole picture to everyone. Sometimes you're better with – particularly if it's all the same company, same organisation. If they're individuals – or different companies or whatever, different people, we tend to use smaller ones really 'cos it's not so much, not so important to share those

A1.16

experiences because they can't be supported by the people in that circle if they're going elsewhere in that immediate effect.

Interviewer seeks clarification (41.28)

Exactly, so it depends on what, whom we use – but definitely, you know we've had some fantastic and it's amazing how much people open-up as well. As long as you create that trust environment, you know, you've had some amazing things that, personal things as well, but which has affected the workplace but you do get a greater understanding of why that person has acted the way they have etc. (it's quite touching – even very touching) but even the value of saying nothing – some people opt-out as well but even opting-out tells a story as well so ...

Even nothing sometimes tells a, well, powerful story. I'm sorry to hustle you along, but I'm aware of my one-hour promise to you. This is again. Tasks and exercises - you've done lots of them from gorge-walking to little stuff in the grounds to high ropes to whatever. What's good, what's bad in your view?

I think task-tasks in general are good. Again it's whether they fit-in with what you're trying to achieve, really. Also it depends on how complex they are and I suppose if you ... you can always set a task for people to fail. You then have to balance what is the value of failure as opposed to succeeding

Do you do that?

Rarely. Rarely. I get requests to do that (interesting). I get requests that they set up to fail, because you can learn from failure, Obviously, but you tend to learn more from success, so that's what I tend to do personally is I will set a task up as achievable and you can do that by adding time, reducing time etc. so you can change, change the boundaries ...

What's your favourite task then?

My favourite task?

Yeah – or one you use a lot because you like it and it works ...

A1.17

Ummm, I use a few actually (yeah ...) I s'pose one I use which is really, really good is Tyrolean – building Tyroleans

Building Tyroleans across gorges?

Yeah, gorges or bridges or even gaps, you know. I use that a lot for ... they have a big 'buzz' because they actually cross it as well. The only down side to it is you have to monitor the safety aspects very, very closely for Obvious reasons and the skill elements of participants – various knots, etc – that's very time – consuming but generally, once they get it up and people are going across, the buzz is massive, you know, it's really, really high, and that's the same for things like gutterball or guttering or bamboos (describes various grounds tasks) – really good for teamwork, really good for planning, and it's something they enjoy doing as well. It's not physically hard – you're not carrying heavy weights or logs or anything like that – some people enjoy (laughs) ... and some people don't yeah. And the other thing is, I guess, the environment we utilise such as the gorge. (working within the environment ...) working *within* the environment (Coasteering?) Yeah, basically ... the tendency is you can generally rely more on the levels of water in rivers than in sea-sthates when you're booking the groups etc. ...

What's a bad task – one that you don't use any more that you used to use a lot?

Ummm... (or just have avoided using) Just trying to think actually ... I suppose any task can be bad if it's not suitable to the aim and the group involved

I guess going from A to B... ummm, which is a physical, a real, hard physical challenge, unless it's been specifically asked by sportspeople etc... (OK, so a yomp?) A massive yomp, but for the sake of yomping really, or carrying weights for the sake of carrying weights, not with any real aim ... apart from making you tired and causing injury basically ... yeah and I suppose a bad task is one that's not all-inclusive where people have to step out because (a) they

A1.18

physically can't do it (b) they don't have the right attire and so on and so forth. So anything, I guess any task, that makes people exclusive (excludes people so that they are seen to be wimps or whatever?) Umm yeah, that's more ... (some discussion) ... we have groups, particularly teams, and the brief's been 'right guys, we meet you on the top of that hill there, you know, which is about a mile away and that's all the brief they have, and straightaway, you know, the brief, the individual's aims, you know some will say 'I want to be the first up there' and off they go. And when they get to the top ... there's a group halfway up saying 'well I'm not going to go any further because (a) I physically can't or 'I've got an injury' or whatever' so that immediately changes the team. So any task that brings out learning is a good task. Any task that excludes people can be a good task so long as that theory is explored. You know – is it important for them to get to point B? ...is it important for everyone to get there or is the important part the learning elements in between? And it is (It has to be that latter?) Has to be, yeah ... getting everyone to point B is a bonus but the learning element between is the real learning.

And some people actually learn to question their masters through that approach I suppose – which is a good learning, which is a dangerous learning, the mutiny bug but ...

So going back to that, I don't believe there's such a thing as a bad task, only bad learning as a result of doing whatever element of those tasks you do.

OK. What if people learn good stuff that isn't on the agenda?

Sorry? What if people learn good stuff, y'know, useful for them ... here and now, but actually that wasn't what the customer wanted – so they might learn, I don't know, might learn a bit about planning but what the customer wanted was Obedience – I'm making bad examples, but ...

I think any learning is a good thing, and the beauty of being a trainer or a coach is that you never know what people are going to pick up on, so you never know, so I think it's a good thing. I think it's a good thing. My concern – it's not really a concern – is that when you and I did our learning

A1.19

we didn't have access to things like Google and all that so if we had to research something we had to get the books out and find them, but along the way we actually discovered other things as well whereas in nowadays there's an element of you're taken directly to what you want to know by, you click on a word, which takes you on a thread, and you miss out, elements of that peripheral learning if you like ...

[Interviewer summarises his understanding]

Conversation about journeys etc. (51.00)

Here's a good 'un – tell me about some good instructors you've worked with and some less good – some *bad* – instructors you've worked with...

Good instructors? (Joke about a bad one). OK good instructor, I'll give you a friend of mine who is – I've known him for years – as a Marine and also as an NLP, human being, individual, friend. He's one of these guys that, he's really interested in the person and conversation and he's ... I actually learned from him things about ... using other mediums to learn such as paddling. I'll give you an example. Paddling. And he wanted us to paddle from A to B basically, but then he introduced the use of animals – he wanted us to paddle like a gorilla, and then he wanted us to pretend that we were giraffes, and look at how elegant a giraffe moves and how a gorilla will just move, you know, and things like that, really and he was just good in asking incredible questions , really, getting to the nitty gritty of things very quickly.

A good instructor, among other things asks critical questions?

Conversation about effects of gorilla/giraffe paddling

So, uh, go for a bad one

Errr, I'll give you a great example of a guy who ... (anecdote about marines 54.29, point of which is that foul feedback –'it was f***g shit!' does no real good – destructive, selfish, unprofessional...)**

Do you ever see the same in management training, probably without the strength of language?

A1.20

Not so much, and maybe not as abrupt as that, but people who tend to feel that the client is there for them and not the other way round ... whereas I (in effect have the opposite approach) ... If you close your mind to learning you should get out of this ...

Thanks very much etc

B1.1

Appendix B

Interviewee B, interview 1

Depends on the instructors' focus (NOTE: they use 'technician' – see as a different role -not instructor 1.06)

“I think the simple part of that answer comes down to where someone's interest and focus lies. Instructor 1 and instructor 2's focus would definitely be on the one who was receiving the instruction ... Instructor 3's focus would be on him or her self and how great they are and along with that comes a certain amount of kind of arrogance. If I can say, we often find that people with an ex-military background would often fall into instructor 3 kind of category because that seem to be their want. Instructor 1 (names instructor) ... very quiet, very self-effacing, technically superbly confident ..., and confident and instils a very quiet sense of confidence in the people that he's working with and very, very quickly can build up that kind of rapport 'I'm somebody that you can trust'

Instructor 2 (names him) – very, very similar in that approach, would always be looking to bring out from other people what they know erm, rather than all the information coming from him if there's information within the group. And then he would want people to use that, which builds peoples' self-confidence and builds self-confidence in the group of people he's working with.

Instructor 3's approach would really be about 'I know what's best, I tell you, you do what I say'

Ok so just picking on that;. Are you saying that in presenting to the group, that person exercises some kind of inappropriate but overt leadership - 'Follow me'

B1.2

whereas the other two would present much more ... how would you describe how these two present, how the group see them?

I mean when you say *strong leadership*, I would say 1 and 2 exhibit a stronger leadership style because it instils a lot more confidence in the group and in their own ability umm... it's just the way that that's put over. So it's very much more... I guess it's more a coaching approach than a kind of 'tell' style that you would get with instructor 3. Uhh...

So could you describe how 1 and 2 actually get into a group, so to speak. What do they do?

It's very much around ... ummm... yes they introduce themselves, they want to use the group to introduce *themselves*, they want to find out (*mentions technical stuff*) whereas instructor 3 wouldn't be interested in any of that – it would be 'this goes there' etc. 'you jump when I tell you to jump and otherwise you don't say anything' whereas (*explains 1 and 2 would bring experienced ones in and get them to show others*)

3.52 Makes point that this builds trust

Great, good. Ahhh ... pushing you really hard, well, pushing you a bit hard here, I would ... I'll ask you to come up with one word – just one word – that describes 1 and 2's approach and, conversely, one word that describes instructor 3's approach. Clearly it's probably a different word

Hmm .. One word. It is quite difficult. I would say 'quietly confident' but that's three words. Umm self-effacing is 2 words (hyphenated) . Ummm instructor 3 is an easy one because 'arrogant' would be the word there ... emmm, and 1 and 2 are definitely not shy. 1 word, it's , it's , it's quite tricky. Umm. Knowing their main focus is on the development of others whereas instructor 3's focus is on how good he looks or she looks, so that's a very different thing. I'm struggling to come up with one word that could describe ...So what I find, which is actually quite a rare quality, is there's

B1.3

actually some people – of all the people that come here looking for work – that I would actually employ.

So, coming away from the one word ... how would you describe that quality you're looking for in people in ... the minority that you would employ?

Explains he's already said it – the interest in developing and helping others and where the focus of attention is...

.... Second trio – clients (good, good and bad)

Commercially you do have to sometimes ... and we do turn work away here. We do not do work that we don't want to do ... erm, and where 1 and 2 and 3 differentiate is ummm on the ability of the work to impact is the thing. I think with client 1 and client 2 I can think of two companies that have been in a long-term relationship with, umm, they open up anything to me or to our team . Client 1 I'm doing a big piece of work with in South Wales, we've spent one or two days just walking around their premises with a high-vis jacket on with the ability to talk to anybody that I wanted to, look in any filing cabinet that I wanted to, sit in any canteen that I wanted to over lunch and talk to whoever I wanted to, just to get the flavour of the company and the culture – change that we're developing with it, and how it's going and the rest of it. Client 3 would be the sort of client that just thinks that by sending people away for a couple of days and pouring wine down their necks then it's going to change the way their business operates, where, really, they don't give us the information, they don't give us the support, and it's very unlikely that our work will have any long-term impact on what they did. We've stopped working for one client recently because of that. Ummm Client 2, another company I've worked with for probably 15 years and we're more like friends now than clients. I can walk round the plant and, y'know, lots of people wave and y'know, again it's that very long-term relationship that means that we know that we're actually making a difference, or the impact of what we do is having an impact on the way the people work.

B1.4

OK, so summing –up in pairs of words and single words, how would you sum-up clients one and two there?

Umm, very well-informed, very well informed about what they're buying. Buying with a very clear purpose ummm and willing to invest almost whatever it takes to get to the end-result that they want, whereas client 3 knows that there's something that needs doing, thinking that by chucking a small amount of money, a small amount of time at it something will change, and isn't really prepared to put the effort in from their side, umm or the investment – so it's unlikely that anything *will* change.

Or very little will change... In terms of a time-commitment, is there a difference between what clients 1 and 2 offer and client 3? Basically, what I'm saying is does client 3 expect stuff to happen in a very short time?

Yeah, absolutely, yeah - and they're not prepared to put the investment in for me spending time going. You know, wandering around and meeting people in their business to fully understand not only what their business is but what the issues are.

They'd be happy for you to do that for nothing but they're not...

They're not really interested and if I did go there they probably wouldn't support the process whereas client 2 will drive me almost anywhere I want to go, and come with me and introduce me to people and ...

That's interesting, that's ... OK, taking client 3 out of the picture for the moment, are there significant differences between good client 1 and good client 2 in the way they work with you?

Oh yeah, there's a difference between every client. There's no common approach, which is why we don't have a brochure. Umm there's no ... commonality almost, even to the interventions that we make, so, so it is about treating every client as an individual – which is why this will never be a big business – and I don't want it to be a big business, I just want it to be what it is ... ummm ... [which seems to be a successful medium-sized

B1.5

business – I mean in our world]. **Yeah, it pays its way and all that sort of stuff so erm, but I'm not there forever .. I mean one of our big competitors, it's interesting, when they went into the early part of the recession, they had 40 erm, facilitators on their staff and 12 people in the marketing office. They made most of the facilitators redundant but kept the marketing office because the whole operation is sales-orientated - sales, sales , sales whereas we're not [phone rings].**

We were talking about client 1 and client 2 and the differences, and the thing that most interested me – one of the key things – is this thing about a competitor whose marketing department was not decimated when the recession came ... umm.. I was interested in your view about 'we don't supply the same interventions for different people could you tell me about that?

Absolutely, I suppose it's a bit like a Burton's suit – it would be different bits that you sew together to make it so, whereas the black-box exercise – which is our version of John Grimes – often appears in different programmes – in some instances it might be used as a leadership exercise; in other programmes it might be around team-working and how a particular team works and in another exercise it might still be used for team-working but in a generic sense because we're not working with a real team, what we're looking at is how to develop and maintain a team. A big programme in South Wales at the moment is how to change the culture of a company – a company that's fairly heavily based on the disciplinary process – the rule book – ermm, so the whole company was run with a rod of iron and if you stepped out of line you got a disciplinary action – a day's suspension without pay, or a week's suspension without pay, and it was so much effort going into running that system that it was just taking the whole eye off the ball around quality and customer service. They needed to move away from that disciplinary culture to one of pride in the workplace and one where people would do a very good job for the company 'cos that's what you do. So the intervention that we went, that we've gone in with there, which is 2 ½ years in now, is which is having

B1.6

terrific results still uses teamworking exercises because it is about people working together for the greater good to create a company which is achieving what it needs to achieve but is in a very different context to what you might use with, say the local authority we're working with the week after next where what we're trying to do is to get them to look at the whole rather than the sum of the parts – where they've got people who are working in a big office but they're eyes-down are just at their desk, doing their function, their *bit*, and they've got no idea how that might relate to the *bit* of the person two desks down, even in an open-plan office. So that famous thing that Tony Blair talked about that I never understood about 'joined together government' is *that?* Etc etc ...15.20

Yeah, and we've already uncovered several functions within the department that are being done twice if not three times by different people – collecting the same data for a different purpose – but they're still collecting the same data. So it's now agreed 'well, we'll collect the data and we'll share it. We can all use it for our separate purposes but we don't need to collect the data several times'

Interviewer draws parallel with using one exercise ('black box') for different purposes. The exercise itself is just a blank sheet onto which the group projects itself. OK! That's good and interesting ... Review methods – lots of review methods tell me about 2 reviews that really worked well and achieved and achieved something and how that happened, and one review that failed and how that happened.

I'd be bigheaded enough to say that I'm not sure we ...

I've got loads of (laughs) I've got loads of ones that ...

Erm ... (pause). One of the issues, I think is that we don't compartmentalise things in that sense, that we don't do , and then review – although we do to a certain extent so something like black box exercise, yes we'll do it and then we'll review it at the end ... but we'll always stop part-way through, and we'll always be talking about, and we'll always be linking it back to work, so even when we're playing the 24-hour exercise we don't just totally immerse ourselves in that and forget about the real world, you know if there's issues come up, like maybe

B1.7

There's a bit of a barney, or a couple of people disagree about what's going on, y'know, we'll often just say 'right, stop the clock, what's going on?' so we don't tend to leave the review right to the very end which is, I guess, the more traditional way of doing it. And mostly it's about what we call 'tell the story'. You know, let's find out what happened and we talk about things in real time just on the basis of 'what happened, what can we learn from it?'. We don't review along the lines of 'well we could have done this, we should have done that...' trying to relive life with hindsight because, yeah, I think that's a bit unrealistic, really but... 'we had half the group knew what was going on., the other half didn't know what was going on. Ok, how did that happen, what was the result of it, and what's the impact of that in the real world and can you think of any instances where that happens in the real world where you come from? Y'know, so you're always making that kind of link back.

Ummm, and the one review I can think of which didn't work which was a bit extreme was when we had an external consultant come in here with a group from (names defunct airline [18.30]) and he literally took the lid off a can of worms and didn't know how to deal with it ...umm I'm not exaggerating by saying he left the building as a facilitator because he realised he'd opened something he couldn't actually deal with.

So ... just get this right. He came in, he effectively facilitated to get the lid off the can of worms tan ran away?!? Physically ran away?

Oh yeah, he left the building, he really walked out, yeah because he just, he couldn't understand the process of umm, and the exercises that I'd run had been largely responsible for taking the lid off and I don't think he'd ever been there before... We got it sorted, it was no big deal, because that's one of the things it's getting your shoes on if there are real work issues – which there were with this safety team for the company. It was a case of getting those issues out into the open and getting people to address them which, y'know, takes a bit of bottle sometimes, but ummm you've always got to have that eye on the end-game – where are you going with this, how far are you going with this – Something we always

B1.8

very – right up front – we always negotiate with clients or agree with them is how deep they wanna go with some of this stuff because you know, with client 3 would just want people to come here and play games and just have a very lightweight review of how well did we do, what a wonderful team you are, thank you very much, goodbye! Whereas clients 1 or 2, if there are underlying issues, they would want us to get them out in the open – maybe not completely out in the open – maybe dealing stuff on a 1:1 maybe 1:2, couple of people if there are some issues need addressing but ummm yeah...

There we are. That's good, that's interesting. And ... are you suggesting there are people who will conduct reviews who have no idea about process and are surprised when process actually happens?

Oh I think so, yeah, definitely. And we get it with some clients, they say 'we can do it ourselves, we'll do all that back at work' but then that kind of stuff sets alarm bells off and I think it's much better from an external [Quite so, an external's got more focus] and detachment from, it all. [credibility...OK!]...Let's have a look at – oh yeah – favourite area here – theory. So, theory that works for you, another theory that works for you, compared and contrasted with another theory that doesn't work for you. Yeah. I like the old 'keep it simple' ummm, I think it's important that any theories you use with a people from a commercial background ummm, that it's things they can latch onto and see the application of very quickly. If you've got to go into too much depth and too much explanation for understanding ... my pet hate is transactional analysis erm, because I think it does exactly that,. You have to do so much stuff to understand what the model's trying to tell you, and then so much stuff to tell you how to apply that that it's too much, it's too unwieldy – it's great piece of work for people that need to really understand that level of depth but using it with everyday commercial folk out of an office environment is, I think, is misplaced so we tend to use a lot of very simple stuff. We use a lot of stuff that we've written ourselves or adapted ourselves should I say. 4-box grid of support and challenge, we use that a lot because the applications of

B1.9

that are so varied and widespread. You can use it as a corporate tool, and you can look at it as an individual tool and um you can look at it because most people think – if you ask people what's teamworking all about, they'll go down the road of 'a group of people come together to create a team because the job's too big for one person' and then when you start talking, turning that on its head and say 'OK, what happens when 1 person in the team or 2 people in the team are doing something difficult or challenging or whatever . What's the role of the rest of the team? – they start teasing, and thinking 'oh yeah, there's a totally different application' for teamwork here. And it's all totally built around a very simple model that everybody can get a hold of because everybody's been in the stress box, everybody's been out of their comfort zone, everybody's been left hung out to dry at some stage

So , just to check I've got it right., support-challenge, high-low, high-low.

That's it! – gives detail of model (23.34) ... we call it appropriate support because we have conversations about it's not quantity, it's quality. You know, something like that. Something dead simple, something people can latch on to. They can understand, they've all been there but you put it into that kind of context, you say 'next time you feel uncomfortable, think about which box you're in' etc. etc. gives example (24.13). So, simple things I like.

Theory 2? The age-old management pyramid. Ummm, which I know there's a big argument that says it should be the other way up if you like, with the apex pointing down so the customers are on the top, but in this instance we do use it the traditional way up with the customer being the foundation holding the rest of the edifice up because if you don't have customers there's no need for the rest of them. Just from the point of view of getting, as a leadership tool, getting people to think about where they sit on that pyramid and where they spend most of their day and the majority of people in the leadership role spend most of their day 2 or 3 levels below where they really should be. [right]. What we've come to call 'managing down' because either of a lack of confidence of the people below or a

B1.10

lack of trust in the people below or the fact that it's much more comfortable, or much easier to be working at a level below where you really should be. Errm, but then I make the analogy, 'if you walk up a mountain, the higher up the mountain, the further ahead you can see'. And as a leader, that's your role ... And just dead simple – you put that on the board and you've got people going bright red around the room 'cos you can see that's really hitting home. [because they've been micro-managing down. Doing the job they had before they got promoted] And you ask them 'are you giving your employer good value for money? And you can hear a pin drop sometimes. Again it's just SO simple, SO applicable, everybody can see it, and most people have experienced it. But never... people have very seldom thought about it in that context.

So is that a process of the theory being useful because it gets a reality *visible*, above the surface.

It gets people to think about what they've been doing in a different way. Start launching into transactional analysis with people and they glaze over after the first half-hour, you know, somebody we both know very well would wax on about it for 3 or 4 hours (laughs) with a group. They would become 'yeah, nice theory..

Yeah, and there are outfits that you and I both know that have been seduced by things like transactional analysis and there are others I could mention ... NLP [**NLP is a classic!**] and they begin to see the world through the ... the theory's the frame through which they see the world - and that's not necessarily good for their business ...

I was fortunate enough to be invited by the Welsh Assembly to a training day on leadership run by a company called (names company 27.06) and this lady – very good presenter – stood up and she said 'I'm going to give you 5 leadership tools today. And she gave and there was Honey and Mumford's learning styles, and Koser and Poser? And she gave the models, but she didn't tell the people what to do with them! So it's like giving people a hammer and not telling them what a hammer's for... And as a day, it was absolute crap.

B1.11

Kouzes and Posner! Kouzes and Posner, sorry – and that is absolutely criminal because that's about what you do!

It's a model I use, we've adapted it, we can go into the results of leadership – leadership is this! and this how you do it. And K and P, they're adaption of that – challenging the norm and leading the way and all that kind of stuff is very, very good, but to put it up there and just say, and to do the learning styles – all very well, we all learn differently [and?] so?

Yes, so again that's an interesting one. Again, an organisation in (names region 28.30) was heavily seduced by the learning styles thing.. Ok, moving on ... good chat on theory ... good, good, and ahhh you're going to say that you never get a bad course, but you – and the good ones outnumber the bad ones – Think of two specifically good, stuck in your memory really good courses and a third, stuck in your memory for not being really good course ummm.. and sort of compare and contrast for me, if you could ...

There's a fair bit of similarity to client 1,2, and 3 here... ummm, cos the times when , I think the course has been least effective would be the courses that I would say are the bad courses. And this is not about whether people enjoy it or not – because I think people really do enjoy being here, ummm, is where people are not prepared properly. Or they don't have a full understanding of what it is they're coming to or why they're coming so there's a level of expectation – people sometimes e walking through the door thinking 'it's a couple of days off work!' whereas actually it isn't – it's bloody hard work – and we're just coming to run round the hills and we're just going to have a good time and get pissed. Errrm, that would be course 3 (names the organisation) – they turned up with, there was more booze tan luggage – and that was one series of programmes – I can't remember was there supposed to be o six or eight groups and after the third one I just stopped it. Just said 'I'm not prepared to do this any more' because they came with a totally different expectation to what it was we were providing ... ummm ... and there's

B1.12

lots of providers who will run you an event along the lines of pretty much a stag weekend – but that's not how I want to make my living, whereas the finance dept of (car Manufacturer) who I'm still working with now, we had a lot of fun, we did a lot of experiential stuff, but we really got under the skin – sorry – the client I'm thinking about is someone else – we got really under the skin of how the managers managed the department and how frustrations had arisen because managers didn't understand the different management style of their colleagues and would have preferred everyone else to manage in the same way they manage their team. So whereas one guy was having team briefings with his team daily, and another guy wasn't you know the guy who was having team briefings daily though the other guy was incompetent or lacked commitment because he wasn't doing things the way he was doing them. When you lift the lid on it, actually they were both producing excellent results they were just getting at it via a different route, so what we did was we created a huge level of understanding of the way people ... a huge level of respect for the different ways that people were doing things and a huge level of learning that there are different ways of doing it than you have always done. And it completely changed the...and after that we ran a – and I'm going to contradict myself a little bit now – because when I say we don't – that what we want is events that have an impact, we did run an 'it's a knockout' day for this whole department because that's what they wanted – 120 people in the scout camp with literally big inflatables and big boxing gloves and lots of water and all that kind of stuff .. and, but before we got into the 'it's a knockout' we had three hours in the morning where we had some meaningful discussions and did some short experiential stuff, and got some recording and some information that we then shared in a big plenary in this field – PA system and all that sort of stuff –about the way that the people had seen the department changing, so by running that day you got a real feel that things had changed for the better in that organisation, so that would be a good course – a very long description –

B1.13

and another would be a management skills programme we run for (names company 33.13) – young managers, aspirant managers – a 4-day programme looking at time management, prioritising workload, communication skills, leadership, building effective teams – a whole gambit of different stuff – and then get to work with them again over an 18-month period after that and see the difference, and hear the difference because they've gone back to their job with very much a different kind of approach – but they're the kind of people that apply to get on the course. Kind of this thing about expectations. You know, they read about the course, they apply to get on it – they have to be interviewed to get on it – so they're desperately keen to make the best of the opportunity they had as opposed to X who just want to get pissed.

OK. Sounds as if that's about long-term relationship as well. Both the good courses you describe were part of a longer relationship whereas clearly the one with CX was 'they come, they do, they go'

Occasionally, as you quite rightly say, commercially you have to do some of that stuff [Yep, I've done it. It's really not my bag but sometimes you have to]... (Summarises... then) – facilitators...

You want the good, the bad and the ugly?

Well, the good, the good and the ugly...

A lot of our guys fulfil both roles there's no reason why – I guess we're fairly limited in what we can get. Very ... there's a lot of similarity to the technician side of things. There's a guy who's a consultant for a big bakery ... that we work with, and we went to North Wales to work with a group of 24 people who turned out to be 38 people. And he stepped in and said 'we'll have four groups instead of three and I'll run one' and it became very evident that his style of facilitation was – you do an experiential exercise and then he tells you what you did – what you did wrong – and what you should have done. So again, it's very much around that kind of 'tell' style whereas, I'm sure we both agree that y'know, the skilled facilitator will say very little – will ask more questions than make statements, and will just seek to bring the information out from the group in a coherent ... so that particularly if you're doing a series

B1.14

of experiential exercises, each one builds on the next so that the results of the discussion on the first one can be built into the next one and so forth. So again, those words 'self-effacing', umm would come in, 'arrogant' would come in under number 3 'cos number 3 knows best because she's got the answers, he's got the answers. No. 1 and No 2, the answer's within the group - not to say that they would be in any way ummm ... the important thing about 1 and 2 is that they would challenge so if they think somebody's just waffling or bullshitting they would say 'I don't think we're really getting to this yet ...' we need to dig a bit deeper here – so they would be very keen to challenge people or very keen to say 'OK, what do you really mean by that' or 'what does that mean in the real world' or 'how does that manifest itself back in your plant?' or whatever, so they'd be very keen to challenge but would push to ask questions rather than to make statements. That's the main difference between the two, I'd think ...

OK, so one will challenge but believes the answer is in the group whereas the other believes they have the answer and it's up to the group to understand *their* answer ... the right way,

Whereas I would think, I've never worked in a car plant, I've never repaired a bus, I wouldn't know how to make electricity from natural gas ... if you gave me all the w how to make electricity from natural gas ... if you gave me all the tools I wouldn't know how to do it, so there's very little in terms of peoples' experience, of what they come with – *they* know what their business is, whereas no. 3 would pretend that they (no. 3) did.

Interviewers chats for a bit ... we have good media, we have bad media – we have cliffs for climbing, caves for caving etc: 2 that you have found useful as development tools and one that isn't so useful...

Interestingly, one that we use the least is one that other organisations use the most ... and I've never really thought about this before ... erm.. because we don't tend to do abseiling any more because although that is a personal challenge and can fit within a kind of demonstration of the support and challenge model if you chose it to, the relationship is very much between the person abseiling and the instructor or technician

B1.15

holding the safety rope whereas something like what we call, well, our version leap of faith – which is a platform suspended on wires, it's not a pole but it has a rope ladder hanging down, 2 safety ropes manned by 4 team members, you've got one holding the bottom of the ladder and there are five team members supporting one individual and the instructor or technician is just keeping very quiet out of the way because once you've explained how that system works, you only need to step in if something isn't being done properly. So, as a comparison of the two – abseiling and leap of faith – they're both personal challenges, they both push people out of their comfort zone, but in terms of developing – whether it's teamwork, whether it's leadership skills, whether it's that sense camaraderie or bonding – whether it's planning and prioritising and all that kind of stuff, y'know the high ropes thing works very well and is very flexible, whereas the abseiling, we see it as something – it has a place – we do do it 4 or 5 times a year – but we'll do leap of faith maybe 50, 60 times a year, so that's the kind of difference ... and the other kind of thing I'd say about kind of medium is black box – our kind of version of John Grimes – it very much goes along this – it's becoming, I think we started it, but you see a lot of other people using it now, challenge by choice, where nobody's forced or cajoled into doing something because it's good for the team, so whereas you could maybe take a group of 6 or 8 people to an abseil and say 'we're going to encourage as many as possible of you to go down the abseil' and some people kind of quickly switch-off at that point because it isn't what they want to do say that a good organisation will celebrate the diversity of the people it has within it, and leverage the best advantage from that diversity, we say exactly the same thing on a programme like this – so the exercise is constructed in a way that people will choose how they can best contribute to the success of the project they're undertaking. So some people may choose to go to do 'leap of faith' while others will choose to do 'decode the clues' or archery or hill walking or whatever, so it has that complete level of flexibility so the team run the exercise and we stand in the background and step in when we're needed to with technical

B1.16

expertise but the team runs the project – which is different to something like an abseil where the technician runs the project.

OK, so we've talked about 'black box' as an example of where the strengths of the team running the activity and we've also talked about the 'leap of faith' and summaries. Seems like that challenge/support thing is important in your business

Yeah. I'd say it was one of the cornerstones of what we do because I think it is just directly applicable in the world of work ummm... everybody talks about high stress environments and once you start unpicking it, that's where it comes from.

OK, we're covering the ground well. The last one – just a quickie really – blah blah the exercises that always do it and one that rarely does it ...

One of the ones that I still like – and it amazes me how few people have seen it – is blindfold square in terms of the 20 minute team task, because it's all about planning and communicating - you need a clear plan and a clear method of communication when you put your blindfolds on. And we make it clear then that – you have a team meeting or a plant meeting before you disperse to all corners of the plant – that's the point at which you put their blindfolds on because that's when communication becomes more difficult – It is an exercise that really does work , I don't know who invented it but it's been around in this line of work since before I was, and it's one that. And I say, it's been around for so long that I'm really surprised ... and it'll change now because it's used in schools – people coming through the education system will have seen it ... errm, our big long exercises really work whether it's black box or another called 'service company' where we have teams working in competition with each other because that element of competition certainly with some people gets them, and they have to manage a company for 24 hours and produce profit at the end of it

Do they have to communicate and can they rig the market and co-operate?

B1.17

No they must communicate ... but again it's one that puts the delegates in charge same as black box and same as when I do a version of John Grimes, it will be the same. | they're in charge and they are responsible.

That is the point with Grimes – well, there's a lot of work in Grimes in setting it up but once it starts we shouldn't manipulate them – I've moved from a strong manipulation position to a no-manipulation position with Grimes.

And the one we don't use any more is barrels and planks ... really because there is only one solution ... and once you've got to the solution, the rest of the job is just routine, and you think well, where's the learning now? Because we've cracked the puzzle, now we've just got to do the work. So there's variations of barrels and planks type exercises which we no longer use. We used to have a massive great store of bloody great poles and bits of wood, and we'd go off to run a course somewhere else and there'd be a van full of kit. Now we hardly use any of that stuff ... ummm. So yeah, barrels and planks is one we don't use any more ... Another one would be the old unexploded bomb and elastic bands to get it out ...

Finishing remarks ...

B2.1

Appendix 'C'

Interviewee B, interview 2

Introductory remarks...

Tell me about B ...

Yes, I mean, I did very well at school until I got to 'A' level and went into a very relaxed regime in which case I cocked everything up completely ... so left school, went to John Ridgeway in the North of Scotland and became...

Can we just rewind a little bit there ... school was?. . you don't have to name it...

... In the Midlands, a school in the midlands, so 11 'O' levels, 8 of 'em, grade A and and no 'A' levels, so that was ... Does that tell a story?

I think that tells a story about the move from a very regimented school environment to a 6th form college where, if you didn't hand in assignments, they didn't chase you, so it's very easy tot become lazy. It all worked out very well really because I went up to John Ridgeway's as an assistant instructor ...

How did *that* happen? You failed 'A' levels and some people would have gone on the buses at that point...

Well, I was delivering furniture and I was very happily involved in that (phone rings ... business conversation ...)

... we were talking about delivering furniture...

Yeah, I was delivering furniture and then a friend of my father's by the name of (same name as interviewee) funnily enough mentioned that this guy John Ridgeway was on the television, on the early evening news programme that evening, so I watched this piece about his adventure school in the North West of Scotland and I rang him up straightaway, John Ridgeway, and said, you know, and told him about myself, and said 'I'd like a job as an assistant instructor' and he said 'sorry, you're too young' and that was the end of that. So I waited 10 minutes and rang him back

B2.2

and said 'no. I'm serious!' and he said 'yes, but I'm serious – you're too young!'. So I waited another 10 minutes and rang back again and said 'well, why don't I come and...' and he said 'if you can be here within 36 hours, I'll give you a trial – and that was his method of a kind of test, so I packed a bag, rang up the furniture shop that I worked for and said 'I'm going away for a few days' and ... er... hitchhiked to the North-west of Scotland, and never came back!

And parental response to this was ...

Oh, very encouraging, they were very keen for me to do anything other than deliver furniture, so ... I worked for John for two years, as..., well, I started as assistant instructor, became instructor, then became chief instructor – his youngest chief instructor ever – and then went from there to, er, St. Mary's College in Newcastle upon Tyne to do a Certificate in Education, in Outdoor Education as a sort-of mature student, although I wasn't really old enough to be a mature student. I didn't have any 'A' levels so they classified me as that ... so I did a three-year teaching certificate specialising in outdoor ed. ... then went back to John Ridgeway for a couple of years as his chide instructor, and learned a huge, huge amount from him – he's a controversial character, I know, but an amazing guy to work for ...pushed me very, very hard to develop all sorts of skills ...

Without digging too hard, he you learned a huge, huge amount – what was that, can you enumerate some of that?

Well yes, a big part of it was about taking responsibility, about you know, having responsibility for your own actions, not looking for ... if something goes wrong – you did it, You know, whereas particularly now, the modern idiom is if something goes wrong, who else can you blame for it. So, taking responsibility, lots of planning, lots of 'what-if' scenarios because we were dealing in a very harsh environment up there with weather, boat, some yachts and all that kind of stuff ... you know, I could be off for two days in a yacht with ten or a dozen fare-paying passengers, and there is nobody else to look after them, but, your job, you just have to do

B2.3

it, as well as developing a lot more skills around the actual outdoor activities side of things ... his work wasn't massively experiential – it was very much activity-based although he did do one or two management-type courses and he ran some kind of review sessions himself which were again around those kind of principles of 'just do it and take responsibility for it' ... that was his kind of idiom ...

There is literature that says that he quite often expected the HR bloke from the company to actually do review, which is kind of not what people expect of John Ridgeway – but did you see that happening?

No I didn't, no... That's interesting ...

No, I mean if there was [sic] any reviews done, John did them himself. And they were very insightful, and very, very useful to people and , ummm, it was quite a direct style of, if somebody wasn't contributing, I can remember him saying 'well, look, don't moan about this because at the moment you're not contributing'. You know, 'don't just sit there and take the pay, if there's something going on here, you're expected to contribute to it. Get on with it'. At which point, you can imagine a manager of an oil company going 'ooh, nobody's spoken to me like that before!... and Ridgeway was *right*. There was some fairly controversial TV programmes made about him ... there was one where... it was put down as the team's big benefit, you know, big, err, *victory*, that they mutinied on this boat where John and his instructors had said 'you've now got to strip-off and swim ashore, and actually they enforced the instructors to strip-off and swim ashore, including Ridgeway. What isn't brought out in the programme is that one of Ridgeway's things was to build a team to a point where actually they won't do something stupid. Where the team identity is strong enough for them to be able to say 'no!' and that was evidenced in the programme we used to do for (names large IT hardware etc. company) where, after a four-day trek, they arrive at the side of a big sea-loch, Loch Erruval, expecting to meet a ferry to take them to the other side of the loch to a building which contained bunks, and sleeping bags and food and all the rest of it. When they got there,

B2.4

they were told they'd missed the tide and there was no ferry. The only way of getting round there was a 12-hour walk, and they'd better get going. The good teams just said 'no!, we're a strong enough team just to say 'no'. That's stupid, we won't do it' – and the vast majority did – which was his whole kind of ethos – was building that team-spirit to a point where a team can make a very difficult decision and stick by it. And that didn't come out on the television programme, I guess probably because it would probably have potentially ruined part of his business approach... but ...

Yeah, as it was, I think the television programme ruined part of his business pretty heavily – he had to get in a boat and sail around the world to get away from it...

Weeell, yes I think he did get hammered fairly heavily there... unjustified, unjustified ... Fairly angry people around ...

It made good television... you know (interviewer agrees) The client that was filmed ... it [the course] was I don't know how many in a run I don't know how many in a run of numerous programmes, that he ran for them, so they were clearly very happy with what he did and it wasn't the first? ... it wasn't the first, so the client was very happy – it was clearly producing the right results for them, or they wouldn't put in the money in and send their people in, but the TV was just making spectacular television, as indeed it always will do.

Yeah, and there were moments in there which as an outdoor educator I found very sort of reprehensible – some 18-year old lad trying to bully mature manager into doing something stupid which he didn't want to do ... so there were moments, but ... I can think of moments on most courses which I've been on as a delegate or as a leader where stuff like that could be kind of taken out of context, not like that, but, y'know, other stuff. Could happen.

Yeah, when you see that on television you don't see what happened immediately before and immediately after it and you don't see the set-up or why it was done. Anyway, I learned a huge amount from Ridgeway in the north of Scotland

B2.5

and by this time you were a qualified teacher as well?

I was a qualified teacher and by this time I was chief instructor, full-time working for him. And then it came time to move on, as a career move, so I came down to start a new outdoor centre for Powys County Council, local authority and ... not long afterwards in fact, met yourself, probably in the mid-1980s, when I was running the Staylittie Centre and was becoming very interested in using the outdoors as a medium for training, as opposed to the skills-based programme ...

So that was an interest that came from Ridgeway or from ..?

Oh very much from Ridgeway – kindled from Ridgeway, but also from, partly though yourself and other people that we worked with, through gaining that kind of level of experience, through exposure to those programmes...

Discuss old times and places (1655: 8:40)

So, you're in Education, you're paid a reasonable salary, I seem to remember you were CEO of a County Council for a while .. **Well not quite chief executive but a senior manager ...** Then what persuaded you to move into your current business/premises, and what was your plan for the premises?

Well, it was to create what I hope we've created now, which is this niche in the market which is an outdoor activity centre for adults ... most OA centres are geared towards young people, rightly and properly, no issue with that whatsoever, but they're geared towards young people and can therefore use their facilities for adult groups, and as you know, that doesn't always work, sometimes it kind of does, but sometimes it doesn't, and that leaves people running experiential programmes for adults in hotels, B&Bs errm, which again work but don't kind of particularly lend themselves 100% to what you're trying to do, so that was just the aim, of building an outdoor centre that was geared towards adults.

B2.6

And that would be mid-eighties?

Yeah, 1988 we opened here ...

And it's just grown since then?

Yeah – oh yeah, yeah. I mean, it Obviously goes in peaks and troughs business-wise, but, and the business that we do and style has changed and evolved over the years as appropriate.

It's my impression that in fact you have less peaks and troughs than other people in this business... you seem to ... sail on, so to speak ... What would you put that down to?

Errm, quality, consistency, rephutation. We don't do any marketing ... that's the Achilles Heel of our business, that we don't do any marketing so we're reliant on the phone ringing and I suppose one day it might not ring, and we'll be thinking 'Oh dear, what do we do now then?' – but yeah, and the big thing is always to surprise the customer with the level of quality and the level of attention to detail, so a walking group that have been here this weekend, they've gone away saying 'much better than I thought it could possibly be' and that's how the rephutation spreads, and you've got to run that right through everything that you do from the food to the cleanliness of the accommodation, cleanliness and fit-for – purposeness, if that's a

B2.7

word, of the kit that you're using, of the vehicles that you're using, the staff that you're using so you're not getting some snotty little 18-year-old public schoolboy telling the manager that he shouldn't be doing that, but it's somebody who's ...credible, and who knows how to communicate and can do that credibly

..and we talked about your standards and methods – which are undoubtedly consistently high, having been a ten-year gap between visits, the difference is palpable in their quality of the accommodation. It was OK to start with and now it's a lot better.

Yeah ... hopefully in 10 years' time it'll be a lot better still.

Do you see a difference between the work 'you' and the other 'you' – the home you?

Do I see a difference? Oh, very much so, yeah!

In what ways?

Pause..... Ooh, gosh, I don't really know if I've thought about that ... a difference in home ...

The work you - Mr. B of The Lodge or ... First name...

Well that's it, I mean when I'm here, every moment matters, so there's always stuff to do, so there's never a moment when you can sit down and think 'well, I'll just put my feet up and have a cup of tea...' because even when you're having a cup of tea you're doing something else, because it is about being efficient and being effective with the way that you use your time, whereas that's very different at home, Obviously, with family, with kids, they do need time for them, rather than what I need to get done, so ... yeah, I spent all day Sunday with the eldest lad making bird boxes and bird tables, and things, which was a very enjoyable thing to do, but that was something very much for him rather than what I need to get done, so that was very much putting *that* (points to some paperwork) to one side. But having said that, over the weekend we had three groups in here, and I was servicing them morning and evenings, and back to do the family stuff during the day, so ... you can juggle that because in the morning they're still in their pyjamas watching early morning telly, when I'm here at work,

B2.8

and I'm home by 9 o'clock having sorted things out for the day... they're still getting up and having their breakfast, they hardly know I've gone .. Do you find that annoying, jumping around between?.. **Not in the slightest, not in the slightest. I couldn't do it if I did, but also, you know I do feel very confident in the people I select to work with, that I can walk out a 9 o'clock and know that everything will continue to happen. In truth I probably don't need to come here probably as often as I do.**

So why do you?

Why do I? Just to keep that professionalism, to keep that customer-facing to keep ... you know, customers like to meet the owner .. to keep that kind of support thing going for the staff so that they can always ask questions or know that I'm not just dumping stuff on them, and very much delegating and keeping an eye on – not keeping an eye on what they're doing but I'm available to give them a hand or give them information or something I've forgotten to pass on...

A thought that's just occurred ... a number of really big and occasionally highly successful centres have suffered through staff or even subcontractors leaving and taking customers with them. Have you ever had that at all? **No. I'm absolutely confident that wouldn't happen.**

That's interesting. Why would that be?

Just trust, trust and loyalty. The people that I work with, I completely trust them, and they have proved time and time again to be completely loyal ... to me, but also it happens the other way round, you would get somebody like XYZ Training who would come along to the Centre, rent the premises, rent the facilitators to run their own programme for customer X, or whoever, and then, as has happened many times over the years, customer X then think that was a good place to go, but actually, we could do without XYZ Training, so they ring us direct, and my immediate response is, 'yep, fine XYZ's proprietor will get back to you with our proposal for that programme'. Next phone call is to XYZ's proprietor saying 'Customer X wants a programme, these are my costs, de dah de dah, you put in the proposal to them' – and then customer X very clearly knows that

B2.9

they can't circumvent that process...

So loyalty was demonstrated as well as ... and that's happened?

Genuinely – oh that's happened numerous times ... but I can't think ...

my paranoia is to write impossibly complex exercises that only I can run
(laughs) ...

yeah well, we run the exercises normally, you see – that somebody would come along from XY UK, to run the programme but we run the exercises and they do the top-end facilitation and the front-end facilitation, so it would be very easily be able to ... swipe that client. .. We've been here 23 years now and that integrity, it shows through the passage of time and XY UK would never think twice about recommending us to somebody else or bringing us in on to another client or ...

Interviewer talks about the lack of negative word-of-mouth being a good thing ... What do you find annoying about your work?

(answered instantly...) Other people not doing what they say they're going to do and government red tape.

OK, can we leave the government red-tape aside because it's a kind if a given – everybody says that ... but the other one ...

Ummm... hmmm., Occasionally we get someone who... every year we run a big event for a massive car company – 450 people for a weekend – and we have a video crew who come along and make a film during the weekend... and you can imagine that's a *massively* big weekend for me and what I *don't* need on the Thursday is the video crew turning up without any kit ... and then expecting it to be my problem finding them public address systems, video projectors, laptops, y'know, and all this kind of stuff, and it's clearly in their contract that they will be providing that kind of stuff...

are they your subcontractors?

No they're the client's subcontractors but then, the buck falls with me... it's part of the relationship. So, they should have provided everything they said they'd provide, and they didn't. And another subcontractor who was

B2.10

doing part of the event, we had signed meetings with their lead trainer, agreed everything we were going to do, then, 2 days beforehand, they ring up and say 'he's not coming now, somebody else is coming instead, and by the way, he hasn't visited the site so on Friday you'll have to take him to the site and go over it all again, so it's just that level of ... it's like the freezer sitting outside ... supposed to be collected today, and suddenly the haulage company ring up and say they want to collect it tomorrow... it's stuff like that where if everybody just did what they said they were going to do when they said they were going to do it, in terms of all sorts of stuff, but particularly suppliers, that would just make life a HUGE amount easier. (gives another example). It's that kind of ongoing ... (interviewer agrees...) And I guess government red-tape is the same actually? Yeah, and the vast majority of stuff – requests for how many visitors I've had from the Welsh Assembly – goes in the shredder. I don't even bother responding, only if they then make a fuss...

What's important about your work?

The pride in the quality of it. When people leave here, if it's been a training programme, then they leave having had a very positive experience and having learnt stuff that they can apply and use, and they know how to apply and use it. So they can actually go back and do something different as a result of having invested the time in being here.

Do you get feedback that that's what happens?

Yeah, very much so ...

You say 'very much so...' can you elaborate on that?

B2.11

Well, I mean, the company that was with us last week, they spent 4 days here on an effective management programme looking at odd things like time-management, leadership, project management, that sort of stuff... and I will be with them in January having a review day at their head office ... and we'll go through the personal plans they made on the final part of their programme here, and we'll go through them and find out what they managed to do that was different, and it would be a big surprise if 60-70% of what they left here to do, has been done. There will be some work-in-progress, and some where they've found... insurmountable – Issues elsewhere ... And if it's a leisure break like this group of walkers that are here now, they go away having had a really great time and been introduced to a part of Wales they didn't know before – and looking after and feeding so they feel they've had good value for money from their weekend break.

You mentioned there the follow-up day. Is that normal? Is that standard? **Not totally standard – it's not always practical... but wherever it's possible, yes, then we do that.**

Does it help apart from checking on people?

Well, no, I think it helps consolidate learning and gives people an opportunity to ask questions, to stop and – because you know one of the big things about doing a residential as opposed to doing an accredited leadership programme that you do for half a day a week over a 12-week period, they're away from work, they're here for 4 days, It does really give them an opportunity to stop and think, to stop the real world for a little bit,

Break for tea etc...

Yeah, it's that chance for reflection and celebrating what's worked and realising what's worked because often people don't realise what 's worked, and having a chance to reflect and think what hasn't worked and why it hasn't and can you approach it from a different angle, and

B2.12

OK, we'll leave that aside for a moment and go back to your convoluted, exciting career path. To recap; furniture delivery, West of Scotland, Staylittle etc. Here. That's it – which is quite a fast trajectory into this... did you ever consider different routes?

Oh... who knows what might have happened if I hadn't failed my 'A' levels, or not failed – I left after my first year – or gone on University, done the normal route and ... who knows where I would have ... you know I could have ended up at .. I never would have thought that you could make a reasonably lucrative career out of working in the outdoors ... Well, few do – I think you've got some strengths there, name ... interesting, the thought that one television programme that someone recommended your dad that you watch sort of thing **(yeah. That's it!)** ... made the difference. That persistence, that short period in your life of 2 or 3 days seems to have switched it all on ... Did you climb before that or anything or did you have an outdoor..? **Oh yes, right through the scouts, well cubs really, but from the age of 11 in the Scouts and Venture Scouts Serious Stuff? Yeah,.. even from 14, I walked Offa's Dyke from end to end – when I was 14 we were the first people ever to complete the official route – 168 miles, group of 14-year-olds out on our own. I don't suppose you'd even allow that these days, but ... we were quite adventurous. The following year we went to Switzerland walking in the Bernese OBERland for some reason, I don't know why we went up there, but a gang of us went and so we were quite adventurous.**

So it wasn't always your intention but you'd been involved from 14 onwards in the outdoors.

Yeah, I don't think I ever made any positive career choice in that sense, other than I'd really got to an age and realised there really were jobs in this field – it's a very flat pyramid – there are a huge number of seasonal and low-paid residential jobs in the outdoor industry, you, even today - all you can eat, and a bunk, and a hundred

B2.13

quid a week or something, but to move into a full-time career-type job is very difficult ...

Interviewer talks about the similar experience of graduating students ...

It is also very boring work. You can do it for a couple of years, taking endless groups of people paddling on a river, but you get to a point where you think, 'well' ... well I did anyhow, where you get to a point where you want something a bit more challenging ...

OK, so it's no point in asking you what other routes you might have taken because you have no idea, by the sound of it. What happened, happened

What happened, happened.

Any other key points? The follow-up to watching telly was getting up there and taking the challenge of 36 hours and hitching and so on. Any other key points that got you to this point in your life, because your practice is very different from a lot of outdoor centres. You clearly think that review is important, you clearly do review a lot, ... and there are a lot of outdoor centres that don't just touch that side, so how did you get into that, what clicked you into that?

I don't think there can be any significant real-world learning without it. An example – the programme last week, there was a guy on it who when we were coming to the end of the 24-hour experiential exercise, I clocked straight away he was completely disengaged, we were standing around in the drizzle, the group had some decisions to make and he just stood to one side and he was watching clouds, and I could see the guy was thinking 'this is a total waste of time, what am I doing standing here in this wet field' and he, we then came back, they were reasonably successful, we finished the exercise, we reviewed it the following morning; we went into the forward planning session, and then at the final part of the programme, he said 'I have a confession to make. Yesterday afternoon I was ready to go home, I thought it was a complete and total waste of my time and the company's time' He says, 'but this bit' he says, has made the

B2.14

learning very real, made the learning about how we manage projects, about how we communicate, and all that kind of stuff, it's made it completely real, and now I'm totally hooked'. So without the review process, the learning for him would have been less than zero, because he would have resented being here. So your question was 'what made me realise that' and you had a function in that part of that in the early years in the 80s. where I was first exposed to it ... I was first exposed to it in the old YTS programmes with people trying to do it with young people and not doing it very well, and doing it in the 'tell' style of 'all right, so you've done this... so this is what you've learned from it...' and I guess it was a kind of build-up over the years, with another company called BQO Training that I did a *huge* amount of work with – you know the proprietor I've never met him **but I mean just building that level of experience up and the realisation that it's a very valuable and very real medium, but you have to make that link. If you don't get the link – one of your earlier questions was about frustrations or what frustrates me about the work, and I guess it's the expression 'teambuilding' and that is *monstrously* misused by people who take groups paintballing or go-karting or .. and they have the fun-feelie factor and all the rest of it whereas our kind of facilitated approach to team development, which is what we call it to try and distance ourselves from that kind of market, you know, that is a frustration, people thinking that teambuilding is just about going out and getting pissed and having some fun, whereas actually, if you do review it, and if you do make a genuine link between what makes teams tick in the real world and what can take a team from being very good to being brilliant ... then you know you can really get some payoff for the customers.**

And you're driving a 'pull' style of review rather than a 'push' one... etc

It's kind of 'what happened, what we can learn from it?'

And whatever comes out, comes out – but it will still be team development because it's what that team needs at that time...

B2.15

It might be around team development., it might be around leadership, it might be around project management, it might be around general management skills. It doesn't matter what it is, but it is just about 'what happened, what we can learn from it?'

Closing remarks... mainly from the interviewer and including thanks, etc...
we seem to have pretty well used up the hour

C1.1

Appendix D

Interviewee C, Interview 1

3 clients – 2 happy with, 1 not

... pause ... names good client, 3 is bad client (named) and client 2, gosh can I come back on that one in a minute? [Yeah of course ...]

Client 1 ... names – they are a client who was almost been groomed by another provider – so I knew a fair bit about them – and this is a job that we've acquired, and this is the job that X (1.50) helps me to deliver so it's working with the international top-end students, going into, or doing a Masters' and will be the leaders of industry all over the world – hopefully, one day. The client itself is fairly laid-back in the way she works with us, so much so that we almost have to try and push things forward to keep them going, but the one thing that works well is this client will listen to us but we will also listen to them, and there's always a good balance, a good compromise that comes in the middle, although at the end of the day, when she says, when X says something, that's it, we will go with that, if we feel she's considered the advice we've given her, so she ... [she sort of exercises leadership in...] she does it in a very hands-off style, but then because of the relationship we've got with her, you can read the messages which say 'actually P, I want it done this way'. I've listened to you, I've considered it, but I really want it done this way ... so I know exactly where she stands ... where I stand with her . Very, very regular, very, very good, and – for me – it's a good business to be associated with because it's steady, it has longevity and I don't have to look over my shoulder, worried about it going elsewhere [OK , so ...] For a very long time, there [she's not playing some kind of game ...] **No. No.** [okay] ... which is *exactly* why client 3 – which *should* be very similar – because they come from similar backgrounds – an absolute nightmare as in high-maintenance, ummm he's a Doctor, refers to himself as a 'pracademic' and I find him *exceptionally* difficult to work with because he's always trying to, erm, get a better deal on a programme which is worth over £100,000 to the University 'cos they are providing

C1.2

management development – not outdoor management development – providing management development for XY City Council in its 'lead managers' programme, and we are providing the outdoor residential element for that programme and constantly reminds me that he can go elsewhere, and get it cheaper elsewhere and when the University got squeezed price-wise, for example by either the Dean or their client (names client - 468: 5.00) they came to the bottom of the pile – I wasn't the only one – they came to the smallest providers and squeezed us ... umm when we were offering all sorts of recommendations where they could have saved money, but they didn't want to listen to that so they kept squeezing us. So I find that stressful, unnecessary and annoying and we do the work for as long as it will last, but it's nowhere near as pleasurable for us – as satisfactory – as the stuff we get from them (Client 1). Client 1 relies on a big team effort from us and I get a huge kick out of that – a massive kick – in getting all the staff to work flat-out. They know they're working hard. They get paid well for it but they know they're working hard and we all appreciate what everybody does there. None of us really enjoy the client 3 job (laughs) ...

So do you get paid the same for that?

Yes, but it's just not a pleasant job because you're always being constantly asked questions by the university tutors – you feel as though you're being watched [Could you give me an example of that – no names?] From the University lecturers or from ... our team? [From the lecturers] From the University lecturers there is always the feeling that you're being, ummm, performance-assessed continuously. On the job. Even though they've, the.. programme's been agreed, the process, the style, of delivery has been agreed, the content – the nuts and bolts – has been agreed, they're compulsive fiddlers [by fiddlers you mean 'fiddling about with...?'] Yes – fiddling about with the programme because they think it can be improved, and they don't listen to us – the experts who they're paying to do our job – and they don't listen to us enough to understand that they're going to miss the process – if they remove that element it may be one bit of the task, or one task, or one part of the

C1.3

programme they don't like but it has an integral part, it's an integral part of the programme, and if they take *that* out, there's no point in *that* and *that* for example, and they've tinkered with the programme every single year and it's nowhere – the programme nowhere near reflects what we've sold and the ethos behind what we sold supports what we do [OK so what's your ethos?] er, our ethos was a progressive development where they were going to start with something small and create a snowball effect and a realisation, so our interventions early-on are very small, and then just flagging-up a few thoughts, pushing a few thoughts in – not giving them answers but pushing a few thoughts in – sort of a third of the way through, two thirds of the way through, to a conclusion or that 'ah-ha!' moment at the end. They fiddle round with the elements so that plan doesn't work anymore.

So can I paraphrase:- you've got careful structure *getting* to ah-ha, and they'll just take out that bit there?

The Client 1 programme works perfectly, absolutely perfectly, with X's help and ... Do they get 'ah-ha' with client 1? **Yes!** Do they get ah-ha with client 3? **No!**

So we stand the chance of losing client 3 because the feedback and the reviews at the end aren't good. Not my fault. We cannot fail to keep Client 1 because the praise that we get – compared to the praise they don't get for the rest of the programme – is absolutely fantastic, and it keeps us on the crest of our wave

The other thing I noticed was when you talked about your client – the good one, the first one, you were talking about 'she' as in one person [yes] and when you talked about the bad client, you talked about 'they' as in a whole bunch of people ...

Yes. The person (Z) at Client 1 erm, will make all the decisions. There are 2 other lecturers involved and 1 of them just stands on the periphery . the other one has become a very good colleague of myself and X and h is a very good supporter of us so we keep him informed and in the loop all the time but at the end of the day, Z is the one that makes all the decisions. In

C1.4

client 3, the client who is the Doctor / Senior Lecturer 'pracademic'; I think he's been given the role of handling me because he feels he's got an affinity with me because he's a bit of an 'out-doory'. A social one, not a professional one. But there are three other lecturers and the client who are always in on the crucial meetings. I have three or four people who've already got their agenda fixed when I go into negotiate – haha- with, or discuss, or plan ... it is quite difficult because they've already assorted their agenda out so they're effectively calling me in to tell me what I'm going to do, and I ... which makes me feel devalued but also, they're just not listening and that I find unsatisfactory.

That's interesting – we didn't need a third client there, I don't think

Cos' that one (points at unused card) would fall somewhere in between the best and worst, and client 2 – which is why I struggled to think of an appropriate place to put in client 2

No, that's fine! That's been very useful and kind of explains why I'm doing it in this way because you've told me lots and lots of stuff and I've just asked a couple of questions and the contrasting, and your values that come from that, I find interesting, so that's why we're doing it, and actually, time is flying on; we've actually just spent the first qtr. hour of a 'maximum one hour, interview. So... let's move on to – again, please try and keep names out of this one – cos it's instructors

Backchat regarding something off-tape (and use of such aged terminology)

(Reveals name of supplier who lost client 1 to him ...)

So instructors – sorry, this is a generic term – you know what I mean ...

So instructors / facilitators/ multi-functional ...

... Do both. Again, one that you highly prize if it's anyone we know ... **[I'll just put initials]** yeah, yeah ... and one you used once and didn't use again for whatever reason. And off we go! Oh, and 2 goods and 1 difficult ...

C1.5

OK, No. 1 – Someone who's totally, totally dependable, will always come up with a solution if I say 'I've got a problem – help!' and there's absolutely no loaded values to it whatsoever, there's no agenda. If this person can help they will do everything they possibly can and won't expect a return favour and I totally, totally respect them for that – and 9 times out of 10, every time I've asked for help they've come up with a solution, and that may just be a free bit of advice, a free bit of knowledge, or it may be 'I've got this cracking programme coming up, I'm quite happy to sell it but I'm not the person to front it'. And this person always does a really, really good job in fronting it the way that I know they'll front it but I feel the person fronts it in the style, I think, that he knows I want it to be done. And that's quite important because I've sold the programme, this person knows my style very, very well through history, and constantly refers back to the initial brief and will try and stick to that brief unless we've agreed we're going to adjust it. SO he's constantly looking back at what the aims and the objectives are and helping me keep the rest of the team focussed on that so that we don't drift off – because that is what we sold, that is what the client's happy with, and that's what we need to deliver. Extremely dependable.

Right. This one (points to another card)

This person, is a *complete*, has a complete fixation on correctness to a point where there's no flexibility. Things are black and white. Sorry, things are black or white and things have to be done a certain way, and it shows immediately they're asked to do something a different way – they're unhappy

So they believe that there's THE way.

Yes. And is not a team-player. Not a team player. But if I need, I need to have something done absolutely correctly and it's not going to disrupt the rest of the team, and my life or a client depended on it, I'd put that person in.

OK. Give me a circumstance where you'd use this person.

C1.6

If a client needed to know that this person had the technical ability and the safety that was needed to be entrusting their group, then that person would be put on the job. If ... providing I hadn't got a big team around this particular person, so if I wanted someone to be totally organic – go with the flow of the group – in either facilitation or a task, I wouldn't put this person on it. If I said 'This is the task, that's the task I want to do, that's the review point we're going to use; go and review it, give me the answers that the group give you – this person's totally dependable. [OK] But has got the lack of imagination, and flexibility of a ... gnat.

So we're talking – to summarise – flexible and helpful and reliable. Inflexible, probably *too* reliable in that he or she can be relied upon to do what he or she knows but nothing else [yes] OK I'm getting a good picture there.

Person in the middle. Person in the middle. There's a member of our team who's been on the periphery for a while. Now over the last 3 years got to know this person really well. Has got an awful lot of hidden talents. With the groups, this person has the capability of reviewing and has got a lot of life skills that can help a group or an individual's understanding in why we are doing this. On a very simple platform. 'why am I doing this, what are we going to achieve out of it, or what am I going to achieve out of it'? This person can quite quietly help that along the way without going over-technical or without oversimplifying things, Say, well this is a model, this is how it works. So they won't use any technical jargon, they won't use any theories – visible theories – but they'll be doing the job, going through the process and enabling that client – individual or group – to get the best out of the opportunity ... and after a hard day's work will say 'Is there anything I can do for you, P?' [And mean it?]. And mean it. Totally, totally mean it. So and that sort of fantastic person who's always been in the background a bit but, I've discovered is very, very dependable. And good with the clients, but also a really, really good team-player as well.

Could you name the strength of each one?

C1.7

Ummm, [for one] presence in the room. I've spoken to you about this many times when I've said 'Bill that was a good review' or 'bill, yeah, OK that wasn't ... ' . this person has just got the complete presence, walks into the room, and... got total command, got total control. And I think – 'that's why I employ that person; that's what I ain't got' Yeah. Presence.

(Points to good 2 card) I can give this person any problem at all and they'll resolve it and they'll do it, um, um in control. They won't flap, even if it needs to be done now',

C1.8

they'll just do it. However menial, trivial, or important it is, they just won't make a song and dance about it. Completely rock-solid. [Points to card 3] this person I probably in fact not probably – I would have to explain how it needs to be done. And then they'll go and do it – they will go and do it, yes, yes. But it's a lot easier to give the job to one of those 2 (good 1 and 2) and let them do the thinking.

That's good, that's good – we'll move on because time is flying by etc...

Tasks and exercises. Favourite, favourite, least favourite...

You and I have debated this so many times! OK, so favourites and not-favourites and reasons why. As you know, I hate doing the standards. I know they work, so your barrels and planks, your Spider's Webs, things like that – ummm I don't think I've done barrels and planks – I think you were the last person I did barrels and planks for – 15 years ago. I like, erm , I like producing tasks which have got some ambiguity and some grey areas in them erm for the adults. But they may well be more on the outdoor side than on the grounds-based tasks / exercises so am I OK if I take it that way a bit [Very much so, well it's up to you, but – yes] Tasks and exercises which I like to build-in are the ones which bring out true personal interactions erm because they are generally under a little bit of pressure or lacking in confidence, because it's something new, and that could be one of the two best tasks that we use a lot... Open canoeing, because there's that trepidation of 'will we get wet, will we not get wet' but also it's an extremely intense mini-team in that team – 2 people want to go somewhere and it relies communicating, sharing, co-operating, agreeing and understanding if they want to achieve.

C1.9

Could I just seek a small amplifier there – what sort of water are they doing this on? **Flat water. Flat water They don't need anything else, they don't need any more stress. It may be something linear like a canal or it may be something open, but still flat water, like a lake or something. Still flat water.**

Another task we use which is completely different but you get used a lot is either orienteering or archery and it be a task based around it, it isn't just the activity. The archery we use an awful lot for communication skills, for mentoring in particular, for understanding mentoring skills and coaching skills, so we'll give part of the group one skill, part of the group another skill and bring those together, share them. And I think the reason I like the archery is because the results are directly measurable, physically directly measurable. They're succeeding; they're not. How can we prove this; how can we succeed in finding out the right information for that. Similarly with the orienteering. I like the orienteering because it can work anywhere. On any style, you can use photographs, it can be in hotel grounds, it can be in a bunkhouse. It can be anything. It works. And the orienteering can be twisted and bent, re-modelled, re-shaped and you can make it work for any situation, any client-group to get any result, just by altering the way the brief is delivered. And it can – just like your grimes – you can make it last a few hours, you can make it last 24 hours. The tasks I hate are the barrels and planks, the spider's webs, emmm, we're constantly trying to find ones which don't mean that half the group is blindfolded for 20-30 minutes. I think blindfolds are totally appropriate for 1 or 2 demonstrations but too many tasks involve you in removing a sense, such as the sound and removing sight. Ermm, I also hate tasks which are so outrageously kit-intensive. I think you can overcomplicate something by putting vast amounts of kit in. I think the smart tasks are ones which are fairly kit-light and where it's intelligence-heavy rather than kit-heavy.

So would that be what they call 'rucksack tasks'?

C1.10

Yeah, **suitcase tasks – out-of-a-suitcase tasks**. In the middle, I do like a lot of the **table-top tasks**, but I like **creative tasks** where they're actually going away with a finished product. Cos that finished product constantly reminds them of their experience. And one which we're constantly using a lot at the moment is **screen printing**, so they'll be given lots of skills – and it probably takes a whole day to get to this process – but they'll **screen-print prayer flags – like Himalayan prayer flags** – It carries a message of benefit to the greater good in the wind – so they'll be printing **flag-banners and things**. We will have a **message-graphic** on it that they want, or **'T' shirts** so they've got a **team identity**. They created the design; they created the shirts; they've got a **collective ownership** of what their team's about. [How heavy is or isn't that?]. **It's actually not that bad – 2 suitcases. [OK] and a boxful of shirts.**

OK. What's good about that?

It's one of the interesting ones like any musical task, umm – you get the **reluctance from one or two people immediately** – 'OK this is **artie-fartie creative**' and don't buy into it. But once they've got stuck into a process, it's amazing how many buy into it with their initial reluctance. The reason why I like no. 2 – the **screen printing or the percussion type of ... softer tasks** against those is you're more likely to please – or to *find* something that enlightens or engages the majority in that, in no. 2. whereas no. 1 I think I can get results - or I think my team, our team can get results very effectively, but you may, because of the hardness of some of the tasks, **alienate a few more. You'll get less buying-into it**

That's interesting because you're saying task 1 – which is a big one, could be up to 24 hours for example of quite physical I guess, has a less payback than task 2 potentially creative ... potentially

Yeah, because you know how you can get the **ripple effect** – one person definitely doesn't want to buy in and it affects the next and if you're not careful – if it is too hard and if you gauged, and this is our job and our responsibility of gauging the client

C1.11

properly and offering the right proposal so if we got it wrong, we stand a chance of alienating 2 people if we got it wrong, if its too hard – if you got the exercises wrong, whereas if you go for the middle-of-the-road ones like screen printing, the music, the samba-type stuff, the percussion stuff or the theatrical stuff, you stand a chance of getting them to buy into it more tan ...[so their buy out isn't proven where in orienteering ...] it's just 'not for me!, not for me!'

The climbing's a good one because you can... there's an active link in the chain in that they can participate without your feet touching the ground, both in the sportive as well as the technical aspect..

Which doesn't happen in orienteering?

The team dynamic in the orienteering is a very interesting one cos we'll always have exceptionally difficult ones and exceptionally easy ones so it's a team dynamic to make sure that ... and a *personal* dynamic to say that 'I don't feel capable of doing that I want to do the close ones!'

[Sure]

Or 'I'm good at reading maps, but I'm not physically capable of doing that...' so you probably get – in fact you definitely will get – more ownership of responsibility in, in the harder tasks tan you will in the softer tasks – and that's a very interesting dynamic because the softer tasks – you get a far more neutral response of ownership, whereas here you'll get 'YEAH! GO FOR IT!!' and task 1 the [range is from] 'go for it!' gung-ho ones to 'hah! That's not for me – find a different way of doing it!'

Would that not actually create a tension in the team that is useful for review, though?

Yes. Yes. And if you've gauged the client and the group right and you've got the proposal then that's what you do. You've got an understanding of what is going to work for that group based on your knowledge of the group and the outcomes that are required.

So I'm wondering if what you've described to me might be 'risk' versus 'gain', and that [task 1] might be high risk versus the possibility of a high [

a

C1.12

better gain] gain. That's [task 2] a *medium* risk, with a good possibility of a medium gain, whereas that [task 3] is, pffff, easy – but no gain.

You've mentioned 'the client' a couple of times. Who's the client, naming no names ...

We've done the no.2 we've done with local authorities, I haven't recently done it with any corporate, industry or blue-chip company. The blue-chip companies tend to go somewhere,... either end of the spectrum. They'll either want no. 3 – A typical task-rotation with reviews and models or... they want the big bumper exercise with the ruffy-tuffy umm... the blue-chip companies tend to go from one extreme to the other but the local authorities and the universities to some extent like the middle of the road stuff.

It would be interesting if you could rearrange those cards for a second into order of physicality - which is the most physical, which is the least physical ...

That's very interesting ... So, 1 - the most physical, 3 - the task rotations, the typical 20-minute task rotations and reviews in the middle. So that's moved up a slot, and at the bottom the softer ones like the percussion, creative arts, screen-printing stuff has gone down to the bottom.

Although I'll point out that your interviewer lost about 7lbs last week with the samba!

Good man! (laughs) - That's because I know the interviewer would have put a huge amount of effort into it, and his hands would have been wringing at the end of it! (further wholehearted laughter).

OK then...umm can you take these tasks and arrange them into '2 the same, one different' sets? They don't have to be good or bad, just 2 the same, one different ...

Sorry, I don't understand

So for example you just did it – 2 physical, one not so physical ... think of some other mixtures – Goes on to re-emphasise the method

Because my life is governed by logistics, that's easy to sort out – 1 and 2 – that's the heavy physical and the creative arts stuff – those 2 are easy to source, easy to manage .. .errm, I've put no.3 – the typical task rotation –

C1.13

for the reason that it's so kit-intensive and fiddly, time-consuming in setting up [Barrows, scaffolding, it's a heavy business] whereas 1 and 2 are either off-the-trailer or straight out of a rucksack or straight out of a suitcase and on to the table.

Although I suppose -you could argue that once you've got 12 people in 6 canoes – plus safety – that's a big task in terms of...

It does, but there's no set-up time – easy, yes...

Whereas that (task 3) ...

... And that (1)'s a group task. It's not hard on us

Which of these tasks figure in your brochure? Look at the pictures in your website – which of these figure?

Pause ... Yeah... for the record that website is actually way out of date, it's, er, it's not a good advert for me – it's 12 years old, that website ...

Is it? Blimey!

Errrm and it's under development. Unfortunately I think that I got advised wrong because on the website it's much more corporate rather than training... so it's going more towards the jollies and the activities rather than the tasks and development

Yeah, it is, and I should say – and it is for the record – I thought that you'd gone completely 'jolly' if you see what I mean – corporate rather than training – and talking to you that is clearly not the case. You've gone the other way, if anything... which is good to see, actually, incidentally ... OK I think we're probably sorted on tasks and exercises and the clock is ticking on so... it's just getting your perception of things and we've sort of done the next one in that I was going to talk about media, as in cliffs are a medium., caves are a medium, walking is a medium and so on. I sort of think we've covered that but we'll just touch it -help yourself ... so, three media, 2 that you really like, 1 that you don't like. As in cliffs, caves, whatever...

C1.14

Ummm because you've only been on the main website, you've probably not discovered the other 7 that we've got (laughs) and you soon realise the influence. I love... Medium no. 1, I really, really enjoy taking adults into the woods. We've got a heavy bushcraft influence at the moment (OK!!) and we're, we, me plus a few other members are bushcraft qualified now and we're also heavily into 'leave no trace' which is an ethical way of using the outdoors so that it's there for our future generations. So many of the activities we do are short-term and long-term damaging to the environment, which is not good, which is not sustainable so with bushcraft and our 'leave no trace' stuff ummm, medium 1 for the moment, and business has to excite me or I get bored with it, no. 1 has to be ... the medium of bushcraft is very much taking adults into the woodland environment – which is an alien environment for an awful lot of them, but also giving them permission to go and play, and it's amazing watching the behaviours come out of them if they're given permission to play and explore and be creative but also think 'well wow, this is getting quite serious, we've got to plan what we're going to do today or we're not going to get a hot drink, we're not going to get a meal, potentially get wet, potentially we're going to get cold and things need to be done and we need to organise ourselves to get those things done' but the *stuff* that comes out – without a formal review room – the stuff that comes out when you get a group of people who

C1.15

work together – sat around a bonfire chin-wagging , having a cup of tea, is extraordinarily good. I love it! Absolutely love it!

Good

Medium 3. My least favourite medium is doing anything in the group-room, where you get the table-staring or the floor-staring, but we all – it's the death-silence and so I'm least comfortable in the group room. I'm a hands-on develop, trainer, coach, facilitator, whatever you, whichever terminology you want to hang it by ...

So do you use the group-room much?

Not unless I have to, but I do because I appreciate

The question is, do you use it much?

... It has to be used because, to coin a phrase, stuff has to get captured. It's got to get recorded, then you've got to note down, groups, individuals have to record, plan, think about what's just happened, how they can use that, what they're going to do for the future, short, long-term etc. etc.

Emm... Medium 2 – I'm going to go for the general outdoors because I'd rather be outdoors than indoors

On the basis that it's 'out' not 'in'?

Yeah!

Can you describe 'the general outdoors' as well – apart from that it's 'out' not 'in'?

I'd rather be in a rural situation than in a city. I am a fish out of water in a city and I'm not comfortable in it and I don't think my clients get the best out of me when I'm forced into a city, either. .. It doesn't do, it doesn't work for me, it doesn't ring my bell...

C1.16

So do you often work in the city?

No – that probably influences the way I write proposals – so I don't get the jobs! Not deliberately, but my heart just isn't in it!

That's interesting – so you will write proposals ...

I will, but I will probably try and influence it to go somewhere else rather than the city

Right, OK, that's, that's very interesting ... medium 1's quite clearly what we would call 'woodcraft', medium three's quite clearly what you would see as the sterility of the group room and medium 2 – ah, that's where I lost it, Ok – anywhere in the outdoors is better than anywhere in the indoors in effect .

Yes!

Well, good! we got something from that but we're going to move on quickly, so ... and you're going to love this bit – theory. Theory you like, theory you like, theory you don't like.

So I'll just have to think about this one – it's quite a good one. Umm ... I can go for theory 1 It's going to end up as both ends of a spectrum again ... Theory one isn't rocket science – I'm regularly surprised as how people see it as rocket science. It's helped me through my life, it's helped me understand what I ... why I'm doing what I'm doing but I find it also useful in so many different aspects. It's helped me develop the business, it's helped me with my family, and it's good old Belbin ...erm because it's simple to understand, it works well for so many different areas, and many situations can be explained or understood by a simple look at the roles.

The team

C1.17

roles? **The team roles – and that has got to be the most fundamental driver of how I organise my business today. And you're responsible for that!** Sorry about that! **(both laugh)**. A supplementary question then – there's lots of ways of doing Belbin – One is the sort of sheet of paper questionnaire and there's also some quite sophisticated, I think, software. What do you use? **Paper. Paper. That's purely because it's the one I understand, it's because they physically complete it – it's the best.**

Good. Theory 3! **Umm theory 3 – and this has probably got to be from my prejudices – it is my prejudices – I find, having been on the receiving end of Myers-Briggs myself, my worry is that Myers-Briggs gets used an awful lot by, ummm, people who've got the bit of paper and are making an awful lot of money out of it – although I think the bubble's burst on that - but its such a huge topic and quite difficult to understand that unless there's follow-ups – continuous follow-ups, to hit someone with Myers-Briggs, and give them the knowledge, and then not see them again, when it's just on a 1-day programme or something of that nature, I think it's actually ... not ... well I'm going to use the word 'irresponsible', actually even dangerous, because then these people with a little bit of knowledge go and hang themselves with this label or this image of themselves, that they then obsess about it because it's so tight, it's so 'this is what you are' or this reflects your behaviours, whereas Belbin is so much broader and encourages you to say that this is your preferred but you're comfortable in going that way. Theory 1 – but in theory 3 it's almost as if you were looking over your shoulder for somebody of the other type and thinking 'Oh god this isn't going to work' or 'how am I ever going to make up the difference between my type and their type and because it's a little bit of knowledge of something that's extremely complicated, I find complicated but I'm not a theorist, and I find [Interviewer clarifies round 'fly-by-night' nature of the intervention 46.05: 5796] **trainer has a piece of paper saying 'I can use Myers-Briggs' and there's quite a few of those around... there's a lot of facilitators younger than me who've got a bit of paper, who've jumped through the hoop purely for financial gain, I think, or the kudos – I've got****

C1.18

the badge of honour!' because it's the one that most people know ... so if you're trying to impress the HR person, then it's like a badge of honour to impress them with, because it's a known ...

(Long chatty off-the record conversation re MBTI practitioners 47.31: 5894)

Theory 2 – I don't dislike, I don't love it, but I enjoy leadership models. [As in task-group-individual, that sort of stuff?] **Appropriate leadership styles in certain situations – the 'house is on fire, etc. any model that can illustrate the right and wrong style [situational leadership!] yes, yes, yes, because it's practical, it's useable, we're using it all the time! And it's a very good way, I find of getting the group or the individuals to sit back and think 'was that appropriate, what was the effect of what we just did in our success or failure and can we attribute that to duh, duh, duh, duh, ...' the wrong end of the line that you're on, so it's simple – and I think that's why I like the Belbin, it's simple, it's understandable, in a leadership situation, that works ... It worries me because in going to 3 – the Myers-Briggs type-ish things, so many programmes now are just half-day, one-day, two days , that I think we can put too many complicated models or theories in, and they haven't got time to absorb them or understand them, or appreciate the effect**

What's your opinion about programme-length?

... I think one-dayers, if it's not followed up, is potentially a waste of money, but my business head says 'take the money and run!' 'cos you're not going to see them again ... or again and again and again, different bunnies each time... The seven-dayers, unless you're in a very strong position, are long-gone ...

Do you think anyone buys seven-dayers now?

They may buy sequential, as in sequences which has got to be a good thing. That's not the market place I'm in. The biggest programmes that I currently have are 3-dayers

C1.19

And there's a reasonable market for that?

Yes. I would like more ...

What's the benefit of doing 3 days instead of one day. Is it three times better?

Not three times better, but you do get the chance to see what makes each individual tick... and that's the important thing. And if you go back to your work environment understanding just 1 extra thing about each individual, that's got to be a good thing. And you can easily hide that in a 1-day programme.

So you're saying people can act for a whole day

Yes. Yes

Can't sustain that over 3 days

Yeah.

I think the 'big brother' reality just doesn't happen – you know the big brother household where they have a plan from day 1

Sort of specially groomed, aren't they

Chosen for idiocy! (laughter)

Yeah, reviews, again we've partly covered it.

Good, bad, maybe good also

I like reviews where there's absolutely no agenda whatsoever. We rarely get a chance to do that because people want results, but I like reviews where the ... so I like the organic stuff which can go anywhere, And I don't like to preload things

C1.20

too much as in present a set question which almost preloads the answer, so – very simply – I love the ... er... things like post-it notes – just your immediate thoughts – ‘here’s some post-it notes’. It may be a statement they put or a question. Or on their own charts they can put up a post-it note or a statement or a picture on that person’s chart as feedback for example. It’s visual, it’s simple,. And I think it’s effective.

And they can write what they saw, not what they’re supposed to learn...

So for that reason, I like the simplicity of it erm...

I dislike the box-ticking where you gibe them almost like a multiple choice which is too black and white

Can you explain that in review , cos I would see that as an end-of-course evaluation ...

Yeah, where a client – I’ve only had this once before which is why I dislike it – they wanted measurable answers to base some project planning on. So from set questions they wanted to collect all the answers to know whether to do this, that or the other. So based on a task which was a business simulation, we had a review sheet, not a feedback sheet of questions – I’ll try to think of one off the top of my head – which were based around project management and this was a an attempt to influence how they were going to manage a project ... so it was almost like a chuff-chart

erm review 2. The type of review that worries me a little bit. A group facilitator who’s a little stand – offish; not a lazy facilitator, just stand-offish, and a group do the review themselves and the person who is being presented with the pen and the fliOBhart is either uncomfortable with it or hasn’t got the ability to do it to a n appropriate standard, and some hugely valuable stuff gets lost ... and that , I suppose you could accuse people of not doing it the right way and they want the delegates to take total responsibility for what happens – then that’s what the client’s

C1.21

asked for. So we sit down and let it happen to a certain extent ... we've recently had the brief that everyone should be involved, but not everyone's capable of running a review. That's not to say that what they've got to say isn't valuable, but at the other end of the spectrum, what they've got to say is so prejudiced that what they've got to say influences everybody else [yeah] so – 'the power of the pen'. So that one worries me.

So that worries you – but sometimes we have to do it.

Yes. But I love the visual side because that's how I learn - where someone builds up a picture

You should go on one of Roger Greenaway's days because he's very good at visual – action replay review ...

OK, I think that's enough for now ... Thanks etc...

C2.1

Appendix E

Interviewee C, Interview 2

So then , yeah ... dig a little bit into you ... there's a couple of things I want to look at and one is sort of ...your life-history in education, so to speak, and also the difference between the work 'you' and the home 'you' if you like... so let's start with education... and if you can... a couple of key moments in your education key incidents rather than moments... yeah...

Well as far back as my memory goes is ... probably just pre- 11+ being told by a very strict village school, Church of England village school headmaster – in a school of probably with 50 kids – that 'if we get this wrong you are destined to be a dustman or road-sweeper or something of that ilk... which to an 11 year-old goes down really well.

Being mildly dyslexic, which you know, that was the first time I thought 'mmm, I'm not going to be anything...' ...was a worry consequently, failed the 11+, ended up at a Secondary Modern School dumping ground which was – not being disparaging about the way people choose to live but was in a council estate – low-end area, and I was from the posh end village area and I didn't fit in and schooling there for 2 years was one heck of a challenge, and so I was just left to fester at the back of the class and I didn't achieve anything of any ... I didn't gain anything in 2 years there. My parents realised that there was a crisis looming and I'm very, very grateful that they had the opportunity to be able to do something about it, so after, I'm sure, a couple of psychologists came to assess me and I got packed off to public school as a boarder – which is probably the best thing that could have happened to me. And I'll be the first to say that a boarding school education does not suit a lot of people – it does suit some – it definitely suited me, but I also saw it destroy a couple of kids as well, so I'm not going to advocate that it's the only way to educate a child.

C2.2

But it worked for me, because it brought discipline, it brought routine, it also brought in a different style of teaching where the teachers are possibly differently motivated – because if they don't perform – it's almost like a business- if they don't perform they don't get the standards, they're accountable in the public school system unlike a state School system, and the classes were far smaller and I was getting far more individual attention, and at that time I needed the carrot and stick – and that's what I got. I got carrot-and-stick – and I did get the stick a few times!

When you say stick?

No, I got quite a bit of corporal punishments – I got my fair share of corporal punishments because I was a bit of a rebel, but not the cane. That sort of education, along with the enforced outdoor... recreation and, I suppose, development opportunities that were there, because they have to entertain you during your leisure time as well as your schooling time, it opened so many doors for me. We were a sailing family at that point but I got introduced to climbing and being we were near the Staffordshire Moorlands – we were very close to the roaches, which was absolutely fantastic, so I joined the climbing club, and I joined the photographic society, and it just opened my eyes to the 'oh, matter of fact there are things other than road-sweeping and doing the bins and I came out of there with a far broader education than I would have got anywhere else ... and came out with 6 'O' levels, which I have to say was six different subjects – I actually got 8 but two of them were backed-up... for me to get 6 'O' levels was *astounding*. Just wasn't going to happen. So that was the realisation – that I can learn, but I need a different style of learning – I need to be taught a different way to the way I was previously, although I didn't appreciate what the difference was at that point. So I was packed off to – because I was keen on photography, which is where I blame another key point in my life – going back to your question about key points, the first one was being told that if you fail your 11+ you're a goner. The second key point was.. one of the critical points of my public school education is it's very insular and ...not... broadminded in ... the way the world works...

C2.3

Can you give me an example of that?

Yeah... our careers advisor was ex-public school, at that school ... went to university, got educated, was a teacher, came back to the same public school. Never had a job in reality, other than one inside education. I firmly believe that a careers advisor should have had many years' life-skills in the real world, in industry, manufacturing, anything other than education. Because I don't think they're the right people. I don't say they don't have any experience, they don't have the right experience to advise people on life-changing experiences where you're putting them on a path to a destiny ... and where they're advised 'this is right for you' and there isn't enough clarity and free thinking and the questioning - and saying 'what would you like to do; where do you see yourself? ... and I hadn't at that point got anything other than something which was ... something that interested me, so it'd be working with Trinity House as a pilot - y'know, keeping the watery thing on because I enjoyed the sailing ... and being involved with forestry, because I loved the outdoors. But I wasn't given that opportunity, because they said 'X is very good at photography; He's keen in the photographic society, therefore he's going to be a photographer...

Life in the next 12 years was then set - so 2 years at Photographic college in Gloucestershire - which I really enjoyed - because it's creative... Was that actually Gloucester City? Gloucester City, yeah - Gloucester college of art and design, which is now part of Gloucester University - it's all... relabelled themselves.

That was 2 years good fun time, although that was another time that I didn't actually fit in because of the hippy-druggy-drinky scene - I was 'ooh I'm actually quite enjoying living on my own, doing photography - and not brewing to the lectures, but I was good at the practical side - I did realise that lectures don't suit me either - because the carrot-and-stick style of learning, I hadn't got any more. It was 'turn up if you feel like turning up' feet on your desks, on first-name terms with your lecturers, and I'd gone from an environment where everything was 'yes sir, no sir, three bags full sir!' stand up when an adult walks into class, shake hands

C2.4

with every adult you meet and greet, and I've gone from the sublime to the ridiculous in 2 months and it was quite a shock to the system. So again, another exposure to a different lifestyle which I had never been exposed to. ...

2 years in Gloucestershire doing photography, went home to my parents in Derbyshire, 3 months unemployed, thinking 'what happens next', an opportunity came up and I ended up being in the photographic industry for 12 -13 years. Which, I'm glad I had that experience ... it certainly taught me the value of money- and I earned quite a bit, which I'm grateful for because it got me on the rung to being a house-owner, and I was the odd one out in our group yet again, because I had a mortgage round my neck at the age of 19 – I was a young lad, and I was earning, and I saved every penny that I could, and I bought a house at 19, which really set the stall out for PM in the future – having a house, having responsibilities, not going to the pub with my mates, pissing it up against the walls, buying fast cars... I invested it in bricks and mortar.

That's interesting; are you saying that's the ... thing that made you what you are, not the good education, or indeed the bad education that preceded it, but being thrifty...

I think they were building blocks, I think they were stepping stones to, as a matter of fact, if I save I can start achieving... because I probably, I hadn't thought of it this way that I'm probably not going to achieve in academia, but I can achieve through other ways. Because I'm famously - in that part of my life I was famously *not* into analysing, looking back – I didn't understand the value of looking back, evaluating, making decisions, having a game-plan and moving forwards. I didn't – other than saving – think about it. I didn't appreciate that I was reviewing, thinking about it, planning, or any of the theoretical stuff which we all do now.

You say you didn't appreciate it. Do you think you probably were doing it?

I think I probably was. But not understanding what was going on in my head, because I wasn't a deep thinker. I was, other than, I knew if I saved I could achieve something – and that something gave me security, which

C2.5

my brain probably wasn't going to... my academic qualifications wasn't going to achieve.

That was what was happening socially, but work-wise during my 12 years in the photographic industry, with the Company was part of a print industry called OP, which was a Nottingham Company, that was a period when Maxwell came into Derby and bought us out, bought Derby County football club and just took over ... Derby, for a short period, so my last 6 years was working for part of the Maxwell empire, and it was then that I realised that – and I was deputy head of the department at that point – and I suddenly realised at that point that there are some complete shits that lead the world and there are some really good people that lead the world. And I discovered that in the Maxwell family there was 2 of those. ROBERT was the complete shit, and one of his sons, Ian, was really on the ball and really understood the value of the people that did the work. But dad was a complete arse. I never actually met him but was on the receiving end of an awful lot of his decisions – which were not good decisions in my view. BUT, what that did, unwittingly, give me was a view on how to lead teams and how not to lead teams, and that gave me a hands-on perspective on what it's like being part of the team and not having any control over what's happening, and feeling as though you're being messed –around on more than a few occasions.

The photographic industry was going down the tubes because digital was coming in. I didn't like the idea of digital. It stressed me out. I'd been pretty good at what I was doing, I was respected for what I was doing, but I didn't fancy the digital thing. But in my social life I'd then started my first small business which was Derwent canoe school, and I'd bought the kit, set it up, and people were *paying* me for doing something which I really enjoyed.

Whilst you were still?.. Whilst I was working for Maxwell, I was working every weekend, summer evenings, developing a business. And I naively thought that business could sustain me, so I handed my notice in, cos I'd had enough of being messed around, ... financially done quite well, seen the writing on the wall,

C2.6

trained somebody up to, at least cope, with the things I was leaving, which was an interesting experience – it was my first industrial, erm, coaching, even my coaching skills had come from being a Kayak coach, level 3 kayak coach, so it was technical, but with a person as well as with a skill, so I started enjoying that because it was very organic, not flat water stuff, it was moving, everything was changing all the time, from moment to moment.

So, I enjoyed that, and transferring those skills into coaching this bloke up before I left. I left, and after the first season, which was *great*, I suddenly realised that, back end of the season, there just wasn't enough in paddling to make ends meet. .. to end of September –good! End of September, ah, not enough money. Still got mortgage, still got car. What do I do next?

I met – a fortuitous moment was meeting, in actual fact during that season, I'd met AB, whom you've met AB (personal chat) ... but AB was quite an influence on me because he had a totally different prospective on life than I did. He was an innovative risk-taker. He was an opportunist, and ... got me to look at things quite differently, and in my early business development was actually quite an influence. So that one season paddling, we'd got one fleet of boats between us – it was my business but he was helping me out because he was the same level coach as I was... so that season we were literally doing jobs 1 to 1 so I would do a day, using a day's holiday from work, he'd do the next day, I'd do the weekend, but unfortunately, with one fleet of boats and one towing vehicle, that became quite a difficult way of making money because I was having to do my day's work, take the boats to Matlock, cycle back home, then cycle from home to work, and I was doing about 30 miles cycling per day just to make sure it kelp going, but what was interesting was that although it's hard work, I actually enjoyed making money that way, because we had done it. It wasn't somebody else pulling our strings. We'd created the work; we'd made it happen; we delivered it; and we gained the rewards. And I actually quite like that!

Do you think that's a key?

C2.7

Yes. Exactly. I'd made it myself. I'd achieved! I didn't need an empire, I didn't need anybody else to make this happen. I created a business. I've got the client, I've delivered it. Client's happy. Client's re-booking. Job done! And that gave me a lot of satisfaction but also got me to realise how important the quality of what you're doing is. because I didn't like an awful lot of what I was seeing because there was an awful lot of rubbish around at the time and I didn't want to be part of that rubbish – I wanted to be the best. And it's something I realised I could do. There's no reason why X Y can't do this ... X Y can be the best!

And there's a thread to that... you want to be the best at *that* and at least, y'know, holding up quality... and the same with the photography.

Well, the photography was such fine detail that, one speck of dust and that thing's ruined. It's high quality. It's the Rolls-Royce end of photography, what we were doing. And 12 years of that certainly got me down to being a fine-detail person. And as you know when you first did my Belbin and Myers-Briggs, a long time ago, you realised I was the anti of you, I was the fine detail, so your tabletop Grimes stuff, even though you'd gone through it, I'd still take it back to the hotel room and check it to make sure that all the grid references were right, and everything was in the right place. That was me. But I think that's why you and I in those early days worked really well, because you were coming up with the ideas and I was just checking the detail and ...

So detail, as well as quality, is the two things going on there...

Yes ...

And partly the detail drives the quality because you don't want a job to go out that's wrooong... you check the details to make sure that it's *right* ... and ... that's interesting because you've talked about a couple of times in your life when you sort of went wrong – and college sounds like it went wrong-ish ... because you hadn't sort of developed that... what I saw in you years ago was you had a drive to do that ... it wasn't 'X, do the detail!!!' and you'd do it... you just ... did it...you didn't need to be told, sort of thing ... far from that, you know...

C2.8

So what happened next in the major scheme of things ... so going back to.. paddling wasn't enough to sustain me... (physically?) yes, yeah. Then there was this chance ... ridiculous chance meeting – I wouldn't say it was a turning point ... but it was that opportunist thing... I started freelancing, bumped into DB, DB was working for you... DB double-booked himself, talked to a bloke called JN, JN talked to me, I ended up meeting you. So things suddenly started falling into place by just making a decision that'll need to freelance' – and I didn't know what freelancing was, but AB was already freelancing for the local centres like Edale YHA, and a couple of others which have since gone ... and I didn't understand this industry. I didn't know this industry occurred, I just thought you had to create the work. It didn't occur to me that you could work for other people who were creating work as well. So I got introduced to the freelance market, which is where our links suddenly came together, and that just opened up a completely new pot of potential business where X Y could go. And I don't think – I'll say it without embarrassing you too much – I learned a hell of a lot from you over those sort of 5 years we were working quite ... it was a boom period for you as well – it was a very intense lifestyle... very, very intense ... so that's what happened – next stage of X Y becoming part of an industry which just started from paddling. So it didn't take long – because I was a climber - to go and pick up the next bits of paper to make me a broader outdoorsy ... but whilst I was becoming a broader outdoorsy, I was also learning about development training, team-working, leadership skills., communication skills, but from the theoretical side because from you I was being exposed to all the models and that was when, as X Y, I started thinking rather than just doing. Up to meeting your lot, as in the Simons, the Bills, the Ralphs, the Barries, ummm, Steve, I was very reactionary [sic], I don't think I planned my life deliberately, although things evolved and I would take advantage of opportunities, I wasn't actually *planning* things because I didn't actually understand the value of reflecting, evaluating, and then coming up with a game-plan based on that. Because I didn't understand theory – because things just happened, just evolved. But then

C2.9

I started applying the theory that I'd been exposed to from you guys, and I thought 'hang on, this can work for me!'. That's when X Y became Derwent Pursuits, and Derwent Pursuits started really taking off. Because it was planned, rather than happening, and I think that was the next stage...

Unlike the canoe school which was just an extension of a hobby?

Exactly! Up to that point my whole life was a hobby that got out of control. It was never intended. It was a hobby where I thought 'gosh, I've just invested in 10 boats! I've got to get some money back on this investment now ... and I was getting to the point where it was taking my life over to.. it did take my life over, and I had to make it work because I'd made a commitment by handing my notice in and I had to make it work. And that was a bit of a shock because I suddenly realised 'well I am on my own and I have to do it on my own, and there's only one person who can do it, and that person is me!' So I suppose that was a small stage in realising 'gosh, this is real, this has got to work!' because the house I've worked hard for is now under threat...

So the ... Derwent Pursuits became a vaguely serious business, and I got accused of being an empire builder because I was doing a fairly ... I was always pushing it and I was successful at that point... I think I became a little bit arrogant because it was successful – I think the slightly arrogant part of me started coming out because at that point, everything I touched, worked. That probably wasn't a good – it was good for my head but it probably wasn't good for the people that were working around me. .. and that has levelled-off since – levelled off about 10 years ago... because I think you need a few knocks every now and then just to bring you back to reality ... you think well, hang on, I'm not the best, there are other people out there ... you can aspire to be like them or you can cherry pick – and this is what I started doing ... the erm, my realisation that there are other people out there – you can't knock everybody, there are other people out there... I don't like what he did there- but I did like that, I did like that, I did like that and respect him for doing that, and I started cherry-picking, and I don't make any apologies for that, really, I took a big picture of what I

C2.10

liked about everything that's going on around me, and took ... also a part of that big picture was 'I don't like that... I don't like that... I don't like that... I'm not going to be part of that, and made sure that didn't become part of me or my business.

Can I ask you what were some of the things you didn't want to be part of and didn't like.

...I didn't like the way... I didn't like the way that some businesses were operating as in everything was down to the bottom-line, as in 'how much money can I make out of this...' yes, the profit, to such a point where it could potentially impact on the quality of the service, or the quality of the learning, 'cos it is... that my focus was going from service to learning – in fact it's interesting I just used those words, I didn't do it deliberately – the focus was going from quality of service to quality of learning... because I felt the quality of service was there so I was becoming 'what are these people going to get out of it' then asking 'what do you want to get out of this?' ... that was possibly the influence of the development training work I was supporting you on... as to starting to ask those questions., and designing a programme which was applicable to what that client's needs were. And that wasn't just down to the sort of basic teamwork stuff we were doing, that was down to the basic educational stuff, and that did filter down to the very bottom of what we were doing, as in the canoeing sessions, the climbing session, . That put one or two of the clients on the back foot – 'I just want a climbing session!' 'no, what do you want to get out of this?' which was ...yes! (laughs) – 'don't ask me questions -*Just take me climbing!!!*' ... so it wasn't appropriate every single time... 'what do I want to get out of this? I want to *survive!!*' .. . yeah, OK, that's a good start. .. so this, I've forgotten what the question is.... so that was a fairly fundamental next stage in appreciating there was a reason for everything. And it may be just recreational – but there's still a reason for it – the person's going to go away feeling ... they've achieved.

Yeah, the person's going to go away having done a climb ... is actually an answer! So the business hasn't become a development training business, but it has elements to development training in it at this point?

C2.11

I think that's a very fair answer, I would not sell myself as a development trainer – there are elements of development training threads throughout everything which we do, and that's more of a style, work ethic, rather than 'I am a development trainer' I would be the first to admit that I'm not a development trainer, but I do ... the business does deliver teambuilding, development training personal development – but I'm not the best person to front it – But one of the business elements I really, really enjoy – having worked in ... I'm sorry I'm going all over the place now.... Having worked in a shite environment thanks to Mr Maxwell, then working with complete plonkers...

short sermon again... it's bottom lineism... sorry. ...

... having worked in a team which was put in, and the team wasn't created, and the team was only there by historical value and skills, there was no 'how's this team going to work?', 'how's this team going to evolve, how's this team going to develop... there was nothing of that around. The flipside of that was the thing I really, really enjoyed about the way my business was developing, was the fact, now I know what teams are *about* – cos of yourself and your colleagues, every job I did – I could make the team up!! I could get the right skills with the right people skills and get the right soft skills and hard skills to make it the best possible team for that client's needs. And I found that was great because ... being able to tinker – I wasn't playing with peoples' lives, I was playing with teams, learning how to put teams together, and that I really really enjoy, even ... just did a programme a couple of days ago – just an activity programme – but, the thought that I put into the pairings of instructors I put into each activity – I had 16 members of staff working on it – and it was a massive jigsaw which I thoroughly enjoyed doing that jigsaw. I want *him* to work with *her*... because I know that combination's going to work!... and I know there's going to be potential conflict there, either in styles, or just people skills. And I just thoroughly enjoy it. I love putting those teams together – and the one that SG works on with XYZ business school, that is even more complex because there's some real egos in that team... but, if I didn't have those

C2.12

egos, I wouldn't get the delivery I want... because I have SG to control those egos. ..

... And are we up-to-date now?

Up to date... well during my business evolving the great world-wide web has happened in that period, and I've had to learn... I'm just about young enough to keep up with that stuff, and it has changed the way business is done, hugely, which – it's probably benefitted more my side of the business as opposed to the recreational side – I don't think it's developed ... helped develop the proper training, facilitation, development side because I think that's still a unique product, and the person who's doing that is the key thing, not a whizz-bang-flash website.

Are you saying it's difficult to get a person...

I think the quality end of development training still and always will be through personal recommendation, because of the quality and the style, but also because it's quite a complex subject, and I don't think it's that appropriate to try and sell something that should be bespoke on a website.

Fine. Do you think people always sell it like that?

I think every training programme - every proper training programme – and we've had this discussion before about what is a fun jolly day, dressed up as ... I think a proper training programme – every single moment should be bespoke, and not in tablets of stone, so that bespoke only lies on paper – which is what you sold – but the quality of what you're buying – the team should have the flexibility to go down whatever avenue is appropriate, based on what's happening. And that's got to be on several levels; that's got to be on the individual level.

So there's a very serious chap we both know, like, and work with ... and he will always, about the middle of a programme, have a meeting which kind of turns into a crisis meeting because everything we're doing appears to be going wrong... **(interviewee laughs)** and we then either change the programme or don't – normally it's just a mid-programme dip – so I think you can become too bespoke...

C2.13

Youinker ..

Yeah ... I've done that and exhausted myself at times – so there's a balance...

An awful lot of what we sell as tailor-made, you probably know, and I know, you've opened your box-file and taken out this laminated brief, that laminated brief out – but in actual fact, consideration has gone into the environment you're working in – so what could you do there... but also following the initial interview you had, what you want to get out of it. So – 'that task will work, that task ill work... and I'm going to link these together by using this theory and that theory, so it is still bespoke – because you're still putting your knowledge together for the benefit of that client, even though, well, because that client doesn't know how to do it, and that's what they're paying for

Interviewer agrees

Yes – it's not a 'one size fits all'

And the other side is – let's take an exercise you and I are both very tired of – and that's barrels and planks – but if you do it with a group of psychologists, the process outcomes are ...I did it with a group of scientists and they didn't do anything – they theorised for 30 minutes, and then, when I said 'time's up!' they said 'oh?1?' just like that.. . and the process learning for them was very different than say for ... junior supervisors from a brake lining factory not a million miles from here, good people, who put their hands on within 30 seconds of receiving the brief, never took their hands off, and ended up succeeding in getting one member across by putting that person *inside* the barrel, building a slope, and then rolling him down it, But their process learning was actually very powerful as well – but very different!

(Sustained laughter and banter) – 38.01: 5203.

Sometimes we put exercises together, and whatever happens, happens. And we choose exercises, but we don't have to be *that* careful – unless you're (names inspired client) in which case you design 4 unique days for a unique need, and see the scales fall from peoples' eyes. And never run the same programme again...

C2.14

..So where are you now, as far as your life...

Social life – not always planned but enjoying it. Haven't got enough personal time, but then again, which parent with 2 children aged 5 and 8 has got any personal time? ... so business is very serious at the moment – I acknowledge business is very serious because I've got this lumbering estate which I've got to pay for ... so business is very serious. And I'm not a good business, man as I don't understand the intricacies of how to run a business, but I have to do it, so I'm having to learn how to do it. And right hot off the press, I've very recently incorporated the business, so I've now broken the business up completely so it is Derwent Pursuits Ltd., which is VAT registered and does the training, teambuilding, leadership stuff; where VAT is not an issue – discusses business structure from 40.03 (5418) to 40.50.

What would people learn through adventure?

If it's something as simple as self-esteem, or confidence or just learning to talk openly with someone else, or just *listen* ... then that's development ... through adventure, yes. Because the adventure is the tool that is enabling that.

That's a very powerful point, actually... is it... do you do adventure for yourself, or do you use it as a tool? ...

It can work both ways.

And I guess, it works that people buy it for itself, and then find it was a tool, and the other way, buy it as a tool but ... I have a colleague who loves climbing ...

And if one in every 10 has this light-bulb moment, and you give them a life-changing experience and they take that up as a hobby then as far as we're concerned that impacts on the whole family, or whole group, whatever it is- and that has to be a good thing. And I feel proud that every now and again, you have the opportunity to do that.

C2.15

So you appear to have 2 strands of education going on here, P. One's the sort of formal side, which is.. you go to school, you go to college, de dah, de dah, and the other is you learn from this, you learn from that, and you learn from the other.

Classic experiential learning...

Classic experiential learning... which, for you – and I don't mean for your family, or for me or whatever, but for you which for you has been the most powerful in making you who you are?

Hugely, and you know the answer to this, but you need it for the tape. Experiential - without the shadow of a doubt. I've got to burn the fingers to realise that was a silly thing to do. And I learned from that experience and I won't touch it again. Or I'll touch it very gently to find out if its hot or cold. And because of my learning difficulties, experiential learning and repeating things is the most powerful way of knocking it home into my brain and making me use that experience in a better way next time. Fundamentally, give me a book and a manual, and I'll fall asleep by the first page. But show and explain a little bit about it and I'll learn it.

(Discussion about how this applies in music – dot-reading versus 'fooling round' with the instrument) 43.30 – 46.37 **interesting but not terribly relevant. NOTE:- this is a very good narrative for cognitive difference in learning,, ... and is there something about hands-on outdoor learning that is helpful for people who are a bit like me... a bit like you – reflection on action ... And it's surprising how many people like that are in the outdoor industry. It is surprising how many.**

Discussion about dyslexia (47.30 – 51.30)

Do you see a difference between the work 'you' and the home 'you'?

Do I take my metaphoric tie off and jump through a different hoop when I get home? ... should be asking M that one... I don't think I do it enough.

So you stay at work when you're home...

Well this is the problem when you're working from home... If I'm really concentrating I do come in here (study) because I know I can get a better output, I get it here rather than with my laptop on my knees in the

C2.16

lounge. So I do try to create the right environment to work in, and that's a philosophy which I always knock home with my team. That's very possessive – with our team – when we're working, is - create the right environment and you get the right results. ... And I think in that environment both the physical side and the emotional side...

Yes, I agree...

So I need to do it more and probably having 2 young children has helped with that. Going into 'dad' mode rather than work mode ... I sometimes with the children, probably don't take my teacher-hat off – because I'm a peripatetic teacher at a school so I'm regularly working with L's age-group – 8,9,10 year-olds – outdoor education, it's a programme called life-skills, so going back to my outdoor education roots ... These children are at public school, very privileged children ... and I get to work with these children for 4 years. Each child for a term a year for 4 years, so I've got this progressive programme which I've designed which is everything from orienteering, climbing wall, camOBratt skills, navigation skills and canoeing. Over those 4 years ...

(discussion about outdoor teaching continues till 54.56)

So going back to work-life balance, because I'm so regularly working with children of their age-group, and I can control everybody else's children better than I can control mine, and I try to apply my skills of working, controlling and living with children at school, back home – and it frustrates me that it doesn't work!

I've got one school contract coming up next week where I'm responsible for controlling 130 kids, and I can have 150-odd kids eating out of the palm of my hand – with the help of my 16 staff.

Get home, I've got 2 kids running riot round me and I can't control it!
(laughter)

Closing remarks...

D1.1

Appendix F

Interviewee D, Interview 1

I'd first ask you to think about courses – possibly two good ones and one bad, or if you prefer, one good one, one sort of in the middle and one that wasn't so good. Compare and contrast so you can say that's a good one, that's a good one and that isn't. Why were those good compared to that one. So. Time to think is no problem.

Ok, ah ... I... suppose really it's a definition of what I think is a good course, and for me a good course would be one where the participants see significant benefit from having participated in that course ...ummm and therefore let me think of one that springs to mind. Umm ... I think probably one of the best courses that I've been involved in delivering – and I assume you'd like me to look at programmes I've been involved in delivering ... would be a programme which was quite a long-term programme - approximately 18 months where the structure of the programme was a series of specifically 2-day interventions spaced over 18 months with interim 1:1 coaching between those modules for ...Junior to middle management, shall we say and the format of that programme was that there was initial selection and application to go on the programme by the participants, followed by a, a development centre which included an OPQ questionnaire and a 360 done in-company, and that was kind of the baseline, and from there, there was a series of 4 two-day modules looking at.... Well the titles don't necessarily tell the whole story but things such around conceptual thinking, leading and managing teams, leadership *per se* and some stuff around ...trying to think what the last one was ... interpersonal communication, I think – It's going back 5 or 6 years now, look, and that was followed up with a sort of concluding module which was a kind of 1½ day sort of stock-take of where they were after 18 months, and those 2-day modules were quite theory-led but with experiential exercises within them, and the theory was positioned in such a way that it was a sort of shotgun technique of 'here's a whole load of

D1.2

stuff that you'd look at. What grabs you, what's interesting to you, what can you make use of – and that was picked-up in the 1:1 coaching in between. So I would define that as (a) a good programme which I was involved in delivering and designing and it had some in-house from the organisation who were running it, or co-tutoring at times which worked quite well.

You see it as a good programme, and I can see elements of why that might be. Would it be helpful to... I don't know if you could verbalise those elements of why it was a good programme?

Umm, because the scope was very broad and it gave participants a lot of learning opportunities in a whole gambit [sic] of learning styles and methods, be that 1:1 conversation, sitting reading information, practical experience of working with others in experiential exercises, time for reflection, time to sort of actually try and experiment with some new styles of working, so very participant-led ... with a view to them thinking of what were the live issues for them – well, *through the coaching* thinking of the live issues, what they wanted from the programme. There was lots of time to experiment with the programme as well as everything else, to sort of think 'well how can I get the best from this programme?'

Cos there was this 18-month process in which to do that... Common, that, or...?

No! It's a programme that probably ran 4 times? Or 5 times? With a group of about 14-15 participants on each programme so that that ran... there was very little overlap between them so the first 3 months would run, and then 14-15 months after that the second one would start [so 4 years out of 5, sort of thing?] Yeah, that sort of thing... with interim review with the which enabled us to say, 'well, you know, which bits are really being found useful by the participants – or this group of participants and what's the impact for them, and maybe if nobody got anything out of that, then we don't include that on the next one, sort of thing, we might include something completely different

How would you describe your relationship with the client?

D1.3

Very good. In fact the ... I think the client and I have a lot of respect for each other, we both brought different things to the programme, and in fact, one of the ... the client was very personable and I think when it came for that programme to stop running through absolutely no fault of his – organisational change went on within ...big picture organisational change that meant that that programme couldn't be funded any more – I think he personally felt so awkward about it he had to break that news to me and felt so awkward about it, I suppose, that not much has transferred from that plant any more ...

What you mean –'we don't much want to go there because they probably don't much like me, sort of thing?

I'm sure he's very aware that I don't hold him personally responsible for it and I don't have any personal animosity ... I'd sit down and have a chat with him, a drink with him, whatever on any occasion, but I think he just felt a little bit personally embarrassed that we'd built up a good relation, we were delivering an excellent programme in his view and the participants' view and he had to axe it and I think he just felt personally uncomfortable about having to do that.

Interviewer compares to rejecting a 'very good second' job applicant
I think he would say from his perspective that the replacement wasn't as good as what we were doing

Interviewer comment ...Ok, so a good course .. (summarises 1003: 08.56)
... much element of the outdoors in it, out of interest?

Hotel grounds sort of stuff

Things with barrels, things with beer crates...?

Yeah, and some ... yeah, depending on the module we were looking at, so some ... of that type task, but others a bit more creative in that ahm, the programme, the 2-day even we did around conceptual thinking is ... some of the problems that were thrown at them required them to do out-of-the-box thinking

... and experiential but not out-of-doors stuff as well ?

D1.4

Ahhh, learning from the experiences they had but not harum-scarum, ruffy-tuffy outdoors stuff, no

OK, that's fine, ... it was a rich source for me there., I think in terms of ... etc... Are you going to go for a 'middle' or another 'good'?

... Might go for that one – a bad, umm... A course run for a group of, umm, international MBA students for a university umm... course that was run probably 5, 6, maybe 7 times or more... typically a 4-day event designed to be a n event where people coming into the UK from all over the world... really very poorly –defined outcomes beyond 'this is the start of your MBA and it would be useful if you got to know these people ... and had some shared experience... and we want these people to do an MBA at our University because we need bums on seats at our university and if they have a good experience, that's what we want them to have.

So it's a bit of a 'tickler' to get them? –

well, they'd already signed-up to the programme... So very unclear Objectives, very poorly-recruited participants, I would say, PARTICIPANTS in terms of ... very much the university agenda, and clearly the agenda is ... w want as many people to sign-up for it as we can get ... with very little quality control on those. I mean, yes, some points of.. points to go on a university course, but in terms of level of understanding the English language, real issues such that ... not untypically, typically! After 2 or 3 months on the programme, lot of students getting quite distressed emotionally about not being able to cope with the programme...

[Right, as in 'I need counselling' kind of thing?]

Absolutely! And being distressed that Obviously they've upped sticks, moved to the UK, invested a lot of money and ... seems a prestigious UK University – It is a prestigious UK University – and there were – this was blatantly Obvious from the 5 or 6 times I was running this course ... in terms of feedback from the programme the University were generally very happy with what we did but in terms of it sitting comfortably wit me in terms of saying 'that's a quality programme' it never did because whilst there was identification of different cultural norms, and the different working styles that people might have, they ... were - mainly because of

D1.5

language – so diverse that getting common understanding of (a) instructions – you know, what are we doing here? How are we to go about this task? Would take a very long time ... even with tutors explaining it to them, and going thorough... and still, some of the particularly Japanese find it hard to lose face and so on, and say 'I don't understand this' and become quite withdrawn in the group , all those kind of multicultural dynamics.. within 3 or 4 days, very difficult to make any significant difference in a programme which was predominantly quite outdoorsy – it would be a sort of lunchtime arrival, spend the first afternoon sort of thinking about OK., I've got some simple-ish problem-solving type tasks to do before moving into more ... a chance to experience some outdoor activity in the Peak district, or doing an abseil or whatever it might be .. through to doing something.. looking at co-operative working in project groups on their own BA at Uni. [BA methodology, solving problems...] Yeah, I think though there was a step in that *direction*, the level of learning was never going to be sufficient for them to be particularly productive in groupwork once they got to university, and some of the issues that were starting to be flagged up within the time that they spent with us were likely to become bigger issues as their university lives progressed, and quiet often did.

So – yeah – although you might be able to see that, that wasn't a real help to them because it changed the process... OK 2 massive contrasts there, and 1 is a one four-day episode, that's it – 'hello, 4 days, goodbye', the other is ... (contrasts the 2 experiences: 1789: 17.33) ... what other ethoses made the good one good, the bad one bad ... I don't want to put words into your mouth...

Well I said the Objectives for the university example I gave were very loose and non-specific, whereas the Objectives for the long-term leadership programme were also not particularly specific in terms of the programme, but the individuals Objectives became – for the majority – defined as they went through the programme because that was an iterative process. That was 'Ok you've had your OPQ feedback, you've

D1.6

had your 360 feedback, you've attended an initial sort of taster development centre type session. Now you've got some feel of the programme, what is it you individually want to get out of it ... so tailored very much to the individual,,, um over a long time, whereas the other one ... very ... nonspecific Objectives from the university but also not the chance really to develop any specific Objectives for the individual, and the natural shyness of some of the people having just arrived in the UK, being sort of taken to an outdoor centre or a residential centre in the middle of nowhere, in the middle of the PEAK district and be expected to do adventurous things was quite disarming [sic] to some of them – or quite alarming to some of them would be a better way of putting it – and to say, 'well so what's your Objective for being here over the next few days' was really ... well 'I don't really know why I'm here, I don't really know what the opportunities are, ...' [The gap is too wide..] yeah, ...'make some friends and survive (laughs) and yeah, and umm, maybe the ones who were capable of thinking a little more deeply would be 'to get to know some of the people in the room, and to get to know how we might work together' would be the ones who were engaging with the process a little more deeply, or had the fluency to engage in it a little more deeply [and there's no vehicle to actually facilitate that engagement – If they did, they did, and if they didn't they didn't]

Yeah

OK there's this wealth of interesting information. Now, do you have a mediocre course at all?

Mediocre or another good?

Either way, really.

OK, yeah, I'll give you a very different example, because I think it adds riches to what you're doing but also in terms of thinking about what's good about a good course or programme from another angle and that angle being this organisation. So I've focussed very much on participant experiences in the first two examples, whereas the example I'm about to give you also has a lot more organisational impacts, both for the

D1.7

organisation that the participants are coming from and this organisation, so, in the long-term leadership example I gave you, there were.. the organisation benefits to that organisation were about the participants' ability to contribute more effectively to their organisation, which was a straight chemical production organisation ,they were a profit-driven organisation , they were a PLC; what they were about at the end of the day was making money and making it as effectively as they could... well, a few odd caveats around environmental impact and that sort of thing, OK, so the example I'm about to give you is a programme that's been developed probably over the last 5 years where I would say this organisation has been a bit clearer in its organisational Objectives, in terms of thinking about the spread of clients that we have, and how we balance that spread and how that balance goes to meet our organisational Objectives and values ... working with a big commercial organisation who also have a corporate social responsibility was the agenda... So they're wanting to put something back into the communities they work with, 'community' being a loose work in their case because they're UK-wide, global organisation, but putting something back into the UK community. So the programme we run for them is part of their internal management development programme for people who currently don't have any management responsibility but have been 'talent-spotted' – seen as having the potential to be junior managers – first line leaders, kind of stuff so they embark on an 18-month long programme within their organisation which is again modular and has the training provider come in and do some work with them, and they have coursework assignments that are around basic management competencies – they'll be looking at things like, health and safety, and disciplinary, and those sort of kind of key competencies that are required of them for the job and touches a little bit around interpersonal and performance management skills around performance management and working effectively in groups and those kinds of things ... so they embark on an 18-month programme having been quite rigorously recruited in terms of assessment centres etc. We run

D1.8

a module for them in that programme, but about halfway through that 18-month period, and our brief for that is to give them an opportunity to think about effective groupwork in a non – commercial environment so that if it goes a bit wrong, the business doesn't lose a lot of money ... and to ... to meet some of the corporate social responsibility agenda. So the programme we've devised for them – it's sort of morphed a little bit, but generally it's run along these lines which is that it's a ... 4 day programme, so they would arrive here in the peak district mid-morning on day 1 and we would do some basic housekeeping (and briefing) getting them to think about, sort of outcomes for themselves, and - being very upfront, sometimes I've gone down and given them a bit of a brief at the end of a previous module ... so we then run a , ummm typically a group of 10,11,12 people, that size group ... with 2 of our staff facilitating that programme. So we do some 'get from A to B , railway tracks, type-tasks, and then doing something that's managing more than a straight linear get-from-A-to-B task type thing where they've got the afternoon and the evening to achieve so many tasks some of those being 'take 5 people to the top of Mam Tor', 'take 5 people through 50m of cave passage' you know, that kind of thing ... with the emphasis being very much on 'OK you've got to plan this' and that it's very much a dry-run for the community project which is working with real clients, our real customers, and has got much higher stakes if things do go wrong. This one's the dry run, you've learned from that, OK, now let's go and put it into practice. So they have that and then,, uhh, next day – so that was day 1 and day 2 – we start with a bit of a drawing the learning points out from day 1 – and then by about ten o'clock they're given a brief which says 'OK we've about 10 or 12 people here, so we want half of you to go and visit a local school and explore with them the special needs of typically about 14 children that you are going to be running a day for on day 3. [Do you mean 'special needs' as in 'particular needs'] No, they are *special needs* kids Would be classified as having special educational needs, often on the autistic or behavioural spectrum but occasionally there might be physical stuff as well. There might be sight

D1.9

-impaired or wheelchair-bound or whatever. They're going to have those children for day 3 of the programme ...and they need to manage that day, so half the group go off to meet the teachers, meet the kids, in the school, typically about 11 o'clock of day 2 whilst the other half stay here and explore available options in what they might engage those children in.

So in late morning of day 2, those groups come back together and share what they might do, share information about what the children's' needs are, and then they spend the afternoon and evening planning day 3, so they are responsible and entirely down to running day 3 for those children; typically a day that would run from picking the children up at 08.45 and dropping them back at school at 15.30. With support from typically 2 of our staff, predominantly on the sort of nuts and bolts stuff – the driving a minibus to pick them up, the making sure that they're kept safe, both physically and emotionally, all the participants have done CRB checks and that kind of thing – and they have inevitably (sic) been a huge success, and one of the reasons is that I picked it as another example of a good programme is because there are so many outcomes for all the people involved. For us as an organisation, it helps us reach some of those children that are quite hard to reach, because in terms of them coming on a residential they need a high level of support, it's expensive ... for the school it meets a lot of their Objectives in terms of giving those children some outdoor experiences, some outdoor ed. sort of stuff, that they wouldn't get easily through other means. It also has spinoff benefits in terms of – as has been stated by the school – in terms of building the relationship typically between teaching assistants, and teachers, and children that they work with on a day –to- day basis [That's unexpected. Was that an unexpected bonus?] **Initially it was ...** [You assume that's a pre-existing relationship] - **it strengthens it. For the children ... I can remember one where one of the big outcomes for one of the groups of children on one of the days was 'we saw Miss fall in the pond and we've never seem Miss like that before!' and that was a real ... fresh experience**

D1.10

for them, and to make them less... to take off the mask of teacher if you like. .. And the teaching assistants love being involved in it because they see the children accomplishing things which, quite often, they never thought the children could do. And that is often not particularly the real physical challenges, although there is some of that ... I can recall one teaching assistant saying, well those 2 lads – probably about 9-10 years old have been in the school for all their school lives. This is the first time I've seen them co-operate to actually achieve something together. And that was just to build a pile of bricks and it literally was building a pile of wooden bricks together – some Jenga, that sort of thing ... umm ... the children,, generally have a fantastic time, and they achieve things they thought they weren't capable of - they didn't know existed! The parents.. I ... certainly the first time we did it and the second time ... some of it loses a bit of an edge... we get letters from parents saying “ I normally get the typical response when I ask how things were at school today 'alright, mum' – if I'm lucky... couldn't stop the children talking about their day when they got home ... yeah, and for me verbalising to you now, I can feel that in me.. I can feel tear ducts welling up a little bit ... yeah, yeah... How to get that on tape I don't know ... and that level of impact from parents, or grandparents or carers or whoever it might be – the course participants that effectively we've contracted to run the course for - a huge level of challenge and a huge level of satisfaction out of doing that. Certainly, the first couple of times when none of them knew that this was coming, the looks on their face when they were given that briefing that ... 'you've got 14 special needs children coming and you're running a day for them' were abject horror! [so they did not know that was going to happen?] No, no certainly the first couple of times and it had a big impact .. and yeah, an immense level of satisfaction. . For their company meeting its CSI agenda in terms of them being able to generate some information about what their employees have put back – so meeting that agenda ... meeting *multiple* agendas there, which is the reason that I picked the example. [Interviewer summarises the multi-

D1.11

agenda satisfying nature of the programme] – **Yeah and therefore feeding-back into the bigger social community at large ... and that's day 3. Day 4 is predominantly a peer-feedback session in terms of learning from each other about their contributions to effective working, and what skills people can see in terms of transferring to other environments and the workplace and stuff.** [and the

organisation's continuing to contribute to this?] **Yep, it's still going [despite recession and the rest of it?] yeeeahh... mmm, there have been tweaks, umm ... after about 3 years of funding it they were so pleased with it that par of this 18 months management development programme involves them in going to different sites and experiencing different parts of the organisation and they have what are called placement officers at those placements and ... they said 'this is so good we want etc...'(37: 27; 4032 to 38.35 not transcribed - repetition)...** Better move on (jokes about not being able to fill the hour...) ... if you mat I'll just .. let's talk about tasks – tasks that you think are really good, and tasks that are less tan good ... activities, tasks, exercises, whatever you want to call them. Stuff that course-members do when they get here.. or do ...

Ummm, mm, right , we'll start simple in terms of thinking about myself as a facilitator, practitioner, instructor, tutor, whichever label we choose to call it. I... think there is , Ok, value in a good task is what I was struggling with. I think there is a lot of value in doing something initially with course participants that is light-hearted and gives them an opportunity to give some personal disclosure... and there are a few that I can think of... umm... and a lot of it is around time ... is the limiting factor, shall we say... in terms of a multiday programme where you have a reasonable chance to interact with people and develop something worth doing, shall we say, rather tan a quick bit of fun for a day , shall we say. .. Something like an exercise which I know you'll know – it's called 'shields' – a simple opportunity to allow people to describe themselves, or ... essentially in pairs. I usually do it about themselves, so it's time for them to share with a group of other people something about themselves in a, as a , informal and relaxed a session as possible – having had a little time to

D1.12

reflect on themselves, and put that over to other people, so there's a bit of preparation time, there's a request that people put something down as a visual prompt on a piece of paper that makes it... ahh... enables them to talk more fluently and also gives a visual record of what they've said, that people might refer back to, so in terms of that, a short-ish task or exercise that I favour for those reasons. Where time is more limited I would still try to do something of that nature just to test the water and get a feel for the group and what their hopes and expectations are and their concerns for the time that we're going to spend together [A short way to get some sort of handle on the group?] Yeah, to find out about the group, and when time is shorter, something just to test the water, what their expectations are, their hopes and concerns for the time that we're going to spend together. To read something about the group – and when time is shorter, to help me as a facilitator to make, draw some boundaries about where that group's at, at the moment. Are these people very shy with each other? How well do they know each other? Are they happy to talk freely with each other? Are they still got a way to go to get to that? Are they even comfortable talking in pairs? Are they comfortable to talk in the three. Now those sort of questions are going through my head when I am meeting a group of people whom I have no information on prior to meeting them. And if I'm honest, I would prefer that over say being given, say , a set of personal profiles about the group before you meet them – a personality profile or whatever it might be (makes the point about preferring to make his own judgements from OBservation – has even accepted paper profiles from employers and not actually read them...4638: 45.00) ... I think some of it is recognising what works for you – and having been in the game 20 years now, having some sort of faith in your own personal practice, confidence in the way you can do what you do [and a depth of rooting in that – I know of 20-year olds who have great confidence in their own practice which is unfounded on experience]

A bad one, a bad task or exercise ... Ahh I think an exercise is only bad, or unproductive, or not useful if it doesn't give participants a chance to engage fully with it and get some benefits out of it, so ... I'd think I don't run many of those, but I'm trying to think of an example where I've thought 'that exercise isn't quite right for that group at that time' because it just wasn't meaningful to them at that time. Ummm, and I'm struggling to think of specific examples. On the occasions where I might have misread it, At worst I'd axe the exercise, and I've said, 'listen guys, we're not going anywhere with that, are we, you could mess around with it for another 20 minutes and you're not going to benefit much by it, I think you'd have much more benefit by spending 15 minutes discussing why the first 5 minutes has gone the way it has done ... tan continuing to do it.. ' [Interview recaps understanding 4873 – 47:15] So that's an intervention, it stops it being a bad task or exercise, because the task or exercise is there for a purpose, it has a learning outcome, or a groupwork outcome or whatever ,... the outcome is, and if you can use what's happening to meet that outcome, then it's a good exercise, if you can't use what's happening to meet that outcome, then it's a bad exercise and I'd move on from it .

Which is to use, to guess that there's always an outcome you're looking for?

D1.13

Not, well, some form of outcome in terms of ... group process or interpersonal dynamics or personal learning or personal confidence-building, or whatever that outcome might be that would be predetermined before an exercise, so... for example, ummm, and it's in some ways a good exercise in that it's going to meet the client's desired outcomes, but in some respects a poor exercise because those outcomes, to my values, aren't particularly (laughs) worthwhile would be an event I'm running in a few weeks time where ... a guy got on the phone and said 'we've had a good year this year in our organisation, we'd like to do something to celebrate, we'd like to do something a bit outdoorsy, people have a bit of fun, go away feeling good about themselves at the end of the day – we only want half a day. We'd like a meeting room to have a team meeting in the morning, and some options of things that people might do in the afternoon' So that was the brief, and I suggested to them ' why don't we lay on a bit of a smorgasbord of things that different people can contribute to, so that all those things are valid within the context of the exercise, so quite a nice exercise in terms of people feeling that they can contribute to it in different ways ... and not forcing any great challenges upon the people in that respect. So we're going to work in 3 groups. Each group has got about 10 which they'll determine at the time and each group has got a list of 20 things they can engage in. so a good exercise in terms that everybody can contribute, a good exercise in terms of people will have fun; those outcomes are what the client wants... but in terms of being in any way developmental for the people who are participating, very limited scope... [yeah but they get fun,fun,fun, we hope in the sun, sun ,sun! OK, do you get much call for that sort of thing?] ummm, I would say in terms of the current economic climate, for the last 18 months, very little, but ... a bit of a pick-up on corporate work generally at the moment, you know, a lot of the corporates that we did are starting to climb out of the financial recession ... and therefore the range of corporate work that we can engage in starts to pick up. Some of that being that sort of experience

D1.14

that I've just talked about which is what it is and brings in a bit of money that we can utilise to put to what we're about as an organisation ... but we wouldn't want to do very much of it, but it's an afternoon, it's a good payer, you know, throw a bit of resource at it. The money goes to the coffers and it goes where it ought to go ... but also the pickup on the corporate, more meaningful stuff. [but you don't seek it?] No... we don't market it, but if someone

does an internet of providers of outdoors in the Peak District and they phone us up and they say 'could you do it' we sort of say 'what's the budget' and if it meets our need, we'll do it... the word you *could* use if you wanted to be harsh is 'prostitution' [It's the word I *have* used – I probably told you that already – I'm quite proud of it, actually ...] **Corporate prostitution!** [Corporate prostitution – what do you call someone who will do anything for money?] **well, yeah, not anything!** – and the reason, you could sort of say – is the ends meeting the needs.. the needs meeting the ends sort of thing, but the end-point being that we've got some money in the pot that we can use to meet our corporate ... good purposes.

That's fine, ummm... talk about training media, and I'm talking about the activity, not necessarily the outdoor, but task-media rather than review media. so caving's a medium, so's a group making a movie for example – and a group interacting with some otherly-gifted young people is a medium as well – so if you could, a medium or two with which you find yourself comfortable, and a medium which you find uncomfortable, or less comfortable.

I could play devil's advocate – I would play devil's advocate for a moment and say that a medium I find uncomfortable, I still might choose to use because using that then broadens my palette and I eventually become more comfortable with it.

OK, that's fine, but I was thinking of discomfort in terms of you don't think it's any good ...

OK umm... I would say, used well, most media can be beneficial to participants depending on the participant... whatever the outcome

might be.,, for some, drawing boring patterns on a leaf using mud might be a great media for that individual, looking for those outcomes, at that time ummm, in other circumstances it would be completely the wrong media to use chatter about silly uses of leaf-mud (55.15: 5, 829) ... so I would struggle to say any media are inherently bad unless they are either dangerous in that they may harm the participant physically – or potentially emotionally, ummm, so I would say that most media used appropriately, I can see value in using them in terms of the media that I

D1.15

have come across, and that's quite a wide gambit (sic) so... I've seen people using things that I thought were inappropriate, so therefore you could describe that as a bad participant-media interaction

In fact that might be a thought – appropriate and inappropriate use of media – how do you deem something appropriate, or how do you judge it to be appropriate and inappropriate. That would be an interesting one to have your verbals on actually.

OK... well I think appropriate media for participants are those which take people away ... part of a journey where they are engaged in that journey, so there's an outcome for them, there's an outcome for their sponsor, for all the stakeholders in the example I used in the CSR project ... so many stakeholders benefit from it .. but I would say that the media has to have some benefit for the participants using it... so what would be a good example of that ... the CSR stakeholder would be a good example of that. In terms of a bad ... would be where it is not engaging to participants, where participants are not benefitting from it, so actually the thing that wasn't engaging participants and at times particularly, I think of examples of that where your working with offenders or people excluded from school or whatever, where you're attempting to engage them in some outdoor activity which is not sufficiently stimulating to keep them engaged, and therefore there is potential for disruption and potentially danger and those sort of things. You wouldn't – or I wouldn't take 6 or 7 people who have short attention spans and who are quite keen to create an image of themselves to a climbing session where 6 of them are stood around where the 7th person climbs sort of thing so that would be very.. . occasionally you do see that, yeah ... you do see people trying to manage that situation, and then it becomes a situation management issue rather than .. . It then becomes a situation where these people manage as opposed to having planned to go into it and quite stringently, as opposed to having a good plan to go into it and avoiding that situation...

So that's one form of inappropriate use of the media. Are there others?

D1.16

Ummm I think participant engagement isn't always the benchmark for effective media despite what was said a few minutes ago in that there is the stakeholder issue ... for instance a ran a programme a few months ago now where the client, being a major stakeholder, had said 'as part of looking at teams, I would like you to explore team development with this group... ummm... by looking at some theoretical frameworks, be that Honey and Mumford, and Tuckman or whoever it might be and so, client being the client – paying the bill – we included that in the most appropriate way that I could think of, making that engaging for the participants as part of that event, so and we were scheduled to do this on day 1 of the programme and we did, because the participants were aware that they were about to get – it wasn't the same CSR project I described earlier, but it was a similar sort of thing, and they were all looking forward to this big real-life project - gonna to be working with, in this case, children from inner city Sheffield, social deprivation area, that kind of thing, and that was at the front of their mind and sitting down listening to me explaining theoretical models of team development was not their priority ... so I covered it, probably in 5 minutes , maybe 10 minutes with questions. [the box was ticked]. The box was ticked ... so I would say that was ... inappropriate media in terms of where the participants were, but appropriate in terms that if the client wanted it, and actually some of the feedback from the participants was 'didn't really see the point in doing that', which, given the way they were at the time, I can see why they were doing that. Given thinking about them in their long-term managerial roles, there may be some benefit in them thinking about, 'well, what's this situation that I'm finding myself in, having been helicoptered in to work with this team of people ...mmm, 'where are they at the moment in terms of their group work and what are the issues that I might have to face in terms of me acting in the role in which I might be acting' so, yeah...

D1.17

OK, actually, I think ... a useful talk on, on media there – I think... would we sort of, we judge every case on its merits, and we have so many – so many – stakeholders that sometimes we .. do stuff, y'know

... One of the things I put together when I was doing my Masters was some stuff around executive coaching because I was doing a bit of that at the time, and it was very interesting, just the exercise of explore just who all the stakeholders were in that process [draw a mindmap of it] ... er, yeah, And some of the actual core stakeholders were just not considered in that process ... (interviewer recalls a nearly tragic missed-stakeholder incident 1.04.30: 6771) ... well, I have come across what I consider unhealthy company culture, where a manager of a person was saying ... I'm doing some peer-work, and he was discussing with his peers, and they were doing some peer-to-peer coaching, and he was saying 'how can I get this guy that I'm managing to go and work abroad for , I dunno, whatever the period was – it was three months or something – he doesn't want to go and his wife is due to have their second child during that period'. Ummm, and, and there was no stakeholder sensitivity at all, it was all about company perspective – 'I need this guy to do this job for three months ... and what was frightening was that that was deemed as the norm and his colleagues got round and talked about ways he could be persuaded to do it ... like job-security threatening... scary stuff...

Time's well up but let's just do one more if we may? **[yeah!]** ... Talk about review – when review is great, when review is less that great, or why, or what ...

Review is great when people want to take ownership of it and I think the best review that I have ever been part of was where the group took over and made more meaning from their experience through their own dialogue tan anything that I'd got planned to do with them. (laughs)

OK, amen to that, I think ...

D1.18

Review is worst when it is imposed and doesn't engage participants and, uhh, is kind of seen as being expected and doesn't take people any further forward. I guess that sort of this, I've learnt is in some cases round about recognising group culture and often organisational culture .. umm an organisation we've done a lot of work with ... we have done over the years ... where I would be putting a programme together for the majority of organisations that I work with I might be putting together a, I dunno, a two-hour experience and a 45-minute to an hour discussion afterwards, the organisation that I'm thinking of, for a two-hour experience ... half an hour's discussion then another experience. Because that's how they work , that's how they're used to work, and if you try to move them ... for some of them half an hour would be a long half-hour ... 'yeah we've done it, what's the next thing we're gonna do?' is their day-to-day experience and for many of them will have been their experience for many years and 'let's learn on the job, let's get involved in another experience where we're working together and – we can discuss it while we're doing it – and we can discuss it while we're doing other things, but to sit and be non-productive in a constructive, physical sense is just so alien to them that they'd have trouble with that ... [you do not subscribe to the view that review is something that must happen in a review – room AFTER an activity?, sorry, *learning* is something that must happen after the activity?] No, I don't subscribe to that (joking and laughter a bout interviewer's personal preferences making an appearance ... interviewer cites a paper which short grounds exercises are preferred for precisely that reason) ... and I'd be VERY happy to put this [his belief in learning outside the review room] because I was talking to one of our freelancers just the other day ... and we were working with a group who were wanting to do a ... again a bit of a corporate jolly, and he was just reflecting on it and saying, 'what are they going to get out of this' kind of question between ourselves and he said that for him, he thinks the time that groups get the most benefit in terms of learning about working effectively together, teamwork and leadership stuff, working together,

D1.19

self-preferences etc. are multi-day expeditions where, often in a foreign environment – by which I mean a wilderness environment or another country or whatever, where there is little outside in terms of wilderness experience – wilderness could be cultural as much as physical - ... where there is little option other than to make that group work in order that they have a ... sustainable and enjoyable experience of that time together that they will benefit from, because they are in each other's company for a prolonged length of time, and if there are issues, those issues need to be surfaced and talked-through to sustain the project in which they're involved. (Interviewer talks about long exercises, and the real reality therein, before gossiping about an organisation that fails to look at the learning in its expeditions, and sharing own joy of the experience of in-task reviewing...) ...**The interviewee agrees in detail (01.13 – 01.14: 7575) ... the best, in my experience – it's going back probably 15 years is, I had a group of what were probably at the time YTS , so probably 16-year old, where they'd failed earlier on in the week to do a rafting exercise, and they got as far as building their raft but they'd run out of time to sail it ... in order to get back for meals and so on, we'd cut it short – We reviewed how badly they'd used the time and why it had taken them so long to build the raft. Anyway, they'd done some sort of other big exercise and we'd got scheduled in quite a long review for that, followed by a time where they'd got a kit-return to do – they'd got to return a lot of the kit that needs cleaning etc. and that group, in their review of their exercise and their experience of the last few days said, 'look, we know where we've messed up, we messed up on that rafting thing – we took far too long building the raft but we've got some people in this group that really wanted to sail that raft and were really disappointed that we didn't. How about, when we're doing this kit-return this afternoon, X, is there any chance that you could let half the group – that wanted to sail the raft – go and build a raft and get on it and actually float it whilst we do all their kit for them ... '**

Quickly, pet theories that you often find appropriate and so on... 2 pet theories and one that you have found wanting..

... Umm... I... too much of a generalist. In terms of pet theories I find things that, I've found useful things like ... things that identify difference for people in their experience so something that says 'as a result of looking at that, I recognise that I'm different to you, we might work in different ways, but there is potentially a strength in that in that we could work together doing different things ... you know, Belbin, SDI, Myers-Briggs, typologies of behaviour ... umm, that, and looking at resolving those different typologies – it's something that probably says a lot about my value-system in terms of ... umm... valuing difference ... so identifying that difference, valuing it and looking at how it can be utilised to the greater good.

... bad theory is theory that is not useful and I would almost, in terms of what this conversation is all about, I'll lay my cards on the table, which is... errrm, from an academic standpoint I have come across and analysed at Masters' level theories that have been put forward and said 'academically, that just doesn't hold water, that, it's the kind of '10 cats prefer' sort of level of statistical validation that is being put forward to support this theory just didn't stand up – a theory about, I forget what it

D1.20

was but it was an article in Harvard Business Review or somewhere like that – we as an action-learning set looked at it and said ‘nah, doesn’t hold water!’ I then asked the question ‘would you use that theory?’ , given that it doesn’t and I said ‘ I can see some benefit’ and one of the people I’m coaching at the moment would get some learning from discussing that theory because it would make him rethink about some of his current stereotypes around the type of people that he’s working with. So I wouldn’t use the statistical validation of the theory that didn’t stand up, but in terms of conceptual thinking, if it could move somebody on, even if the concept’s flawed, I would say there was some value in doing that ... and I’m not often in the place of coming across bad theory but ... (conversation about stress-response curves being based originally on rats in mazes, the psychometrically dubious control-group size for LSI, Tuckman’s original groups, etc. around 1:20.50, 8200)

Somebody gave me a little bit of feedback on Lindley many years ago, they said ‘generally the way that theory is presented and discussed from their perspective was quite healthy – in terms of academic understanding of it, it wasn’t always rOBust, and it wasn’t necessarily , umm, well-understood, but in terms of using it as a tool to open discussion up, it was well-presented and had that, and had that ...

Interviewer recounts conversation with very early Lindley Lodge-er who had averred that for all Lindley’s apparent intellectual leadership of the development Training field, there was no really firm theoretical base to their work ... they were *bricoleurs par excellence* ...

I think in terms of my delivery over the last few years, I’ve used theory less ... and in some ways I’m really sad about that because I often think that sometimes you need to give people the language to engender those conversations ...

Interviewer agrees and talks about the moments when theory and experience match ... and one legitimises the other.

We’re very fortunate, we do one course for a Masters in Building Management or something like that, where they’ve looked at theory before they get here and then

D1.21

they do some practical stuff, and they're asked to critique the theory in the view of what their own personal experience is

CLOSING REMARKS.

D2.1

Appendix G

Interviewee D, Interview 2

... Tell me the D story ...

OK, well my formal educational route was through a process of thinking about how I might earn a living and sort of following in my father's footsteps, who was an engineer ...so I studied engineering at what, at the time, was Coventry Polytechnic, now Coventry University, and left there and pursued an engineering career within the X regime, and worked there as a project design engineer and a project manager for about seven years, something like that.

So you had a long-ish industrial life – well, seven years, after leaving Uni ...

Yes, and that was where, through some of their training schemes I was sort of introduced to the fairly classical models of things like Tuckman and Belbin and those sort of team development-type tools though one of their management training modules, which was a residential but non-outdoors training programme which lasted ... I think two five-day weeks – I think ten days with a gap in the middle, which is only a course, and sort of sparked my interest in the sort of ... developmental aspect of... well, *introduced* me to all of that concept of personal development, and development, and looking at that relation to models and behaviour and all that. It was probably about... ooh, I don't know, two thirds of the way through my time at Lucas ... and was sort of commensurate with me being given a management role there.

Anyway, after a few years there and thinking about 'what next', my sort of thoughts... well, that part of Lucas I was in wasn't doing particularly well as an organisation and there wasn't a great, wonderful, enchanting career path opening in front of me so I was thinking 'OK, so what should I do differently?' and a friend of mine and I had said on a number of occasions 'well, e ought to go travelling for a while...' so, umm at a point where he said 'my contract's coming to a close, why don't we do it then?' I said OK, so we did, so we went travelling and we spent a year backpacking round the gLOBE which was great! Prior to doing that, I had

D2.2

requested that a job be kept open for me within Lucas, and my manager had been very pro that idea. Unfortunately – or fortunately as it turned out, HR weren't able to support that motion so they weren't able to hold a job open for me and in retrospect I'm very grateful that they didn't because it would have been very easy to go straight back into the slot I'd been in before, if you like.

So when I came back from my year's travelling I was a completely free agent – no commitments, no mortgage, no family to support, and I started thinking about getting some work again. So I went for a few interviews for a few engineering positions and came away from each interview thinking 'D'you know, I just don't fancy that at all'. Having had a year of freedom, for want of a better way of putting it, managing my own time and spending a lot of time in the outdoors, I thought 'maybe I'll do something completely different and I was following a number of avenues, and a couple of things contributed towards my decision-making process. One was my interest in doing things outdoors from my childhood. I'd been interested in cycling and walking and, in University days, climbing and all those outdoor activities. And then I thought back to that management training I'd had, and the introduction to behaviourist models and that kind of thing, and ... though 'maybe I can bring those two together a bit' and there must be people out there doing that sort of thing. At the time Lakes Centre were ... at the time advertising for domestics on a 3-month 'come and live-in at Lakes Centre, live in the Lake District, a sort of subsistence wage and ... extend you gap-year sort of idea.

In fairness to Lakes Centre, probably a subsistence wage plus subsistence ...

Yes, you got something like board – food and accommodation plus about forty quid a week, something like that ... this is going back 20 year now.

Interviewer summarises (713: 06.26)

D2.3

So I approached them and said 'I'm actually interested in what you do as an organisation far more than I'm interested in sort of menial jobs around' and they said 'well, we're more than happy for you to come and do that role, and we'll give you a good introduction to what we do as an organisation' So I said 'OK, that suits me, I haven't got any other Obligations', so a three-month in the Lake District and learning about what Lakes Centre do seemed very attractive. Ummm, so I took that position and ended up extending it and staying the best part of a year during which time they gave me some... they put me through their staff induction process for trainers, they gave me some opportunity to observe group work, and at the end of a year I sort of said to them 'well, I'm still on the same contract as I was when I started, I've been very happy with that, but I think it's probably time for me to move on and progress. Are there any opportunities in the organisation 'cos I'd like to stay, and move on ... to sort of higher things, so to speak. And stop washing floors and things.

Just out of interest, what were the higher things to which you wanted to move on?

Well, to delivering, or assistant-delivering their programmes, their programmes using the outdoors, probably... With managers? young people? Predominantly, their management stuff – junior management, graduates upwards I would say ...and anyway, they as an organisation weren't in a position to do that for me at the time, so I looked around for some other organisations which, having had that foot in the door at Lakes Centre might be prepared to offer me some sort of training and development to take on a full training role and ... ended up coming for an interview here, and ended up here ever since, really... so .. that, in a nutshell, is how I got into being somebody that delivers programmes using the outdoors. And then beyond that, sort of a further development, some of which in the NGB sort of field in terms of ... we're now taking what? 20 years ago, so we're talking of circa Lyme Bay sort of thing and that happened fairly shortly after I'd been at Lindley, so I pushed for NGBs and things and then I supplemented that with various things – short

D2.4

workshops plus quite a lot of stuff around NLP and counselling and then doing my Master's.

That's all been in-career training at Lindley or ...

Yeah, yeah.

OK, we've sort of done ... that 's the, uh, the brochure version so to speak, tell me a bit about some of the difficulties you've encountered along the way? ... or barriers, or whatever – you know...

... well, not a huge amount, to be honest... generally it's been a very enjoyable development process ... I think if anything the barriers are around, almost if you like, the financial remuneration [sic] within the sector in terms of being a married family man and bringing up a family on a wage-scale that is what it is, given this style of work, in that it's not particularly well-remunerated for a professional organisation. And I don't just mean Lindley, I mean ... generally speaking about the sector. So there's been some challenges there, along with associated hours of work can be at times quite demanding, umm, but, not been a huge amount of difficulties or barriers along the way for me.

You present the voice of OMD moderation there, I think, D... (both laugh)

Oh no ... generally, I wouldn't say I've had a hard time!

Fine, yeah...a good thing too, if we all went round having hard times, we'd be in deep trouble ... however, during that time you've happily acquired a life-partner and children and all the rest of it ... ummm, yet you've stayed essentially within the same ... although constantly changing organisation. Have you considered moving out or away?

Yes, yes, errr, I suppose during the time I gave that the most consideration was at a time when Lindley was laying people off – probably about 7 or 8 years ago now? And there was an opportunity for voluntary redundancy, and I looked at what that might look like for me, and the opportunities that might present, and really the two things that swayed me not to go down that road were financial security and ... or job security shall I say, I'm not sure whether it was financial security or job-security, I haven't thought much about the difference ... and also just the opportunities within any

D2.5

given location in that I'm very fond of where I live and I'm quite reluctant to move...

Ah, right! So the 'where' factor – although you're clearly not without ambition, there because you've also gone from first degree in – I don't know, what was the actual name and subject of your degree?

Well, let's be absolutely honest, it was an HND – Higher National Diploma – in mechanical engineering.

OK, HND (mech.) – a very Coventry thing to get – a very *Lucas* thing to get, but from that to an MA in ... management learning – a somewhat different, more complex qualification [very different!...] certainly very different... and that kind of tracks some sort of progression in your mind about what may be important ...following your father's footsteps sound a bit 'pat' really - .. Is that exactly how it was?

Well, I was a bit pragmatic about things – not being really sure about what I wanted to do in my late teens, early 20s and recognising that at some point I need to earn a living... and I guess that 'following in my father's footsteps' bit is kind of on reflection, but at the time it just seemed like a route to a livelihood, with, based on capability - what are you good at school? I'm quite good at maths and physics and computing, so where does that lead me? A way I could use that would be to go into an engineering function, of which there is a reasonable amount of breadth, but yeah, that's kind of the thought process that went behind it, not particularly considered in terms of vocation, it was more around 'how can I carve out a living for myself?'

Fine, yeah, and at that age – they say education is wasted on the young – we don't really know what we want to do and ... there we are, yeah!

D2.6

It was really – one of the things I can remember clearly from my days at Poly was, I was going quite happily along this engineering track, and one of the guys I was sharing a house with was doing a kind of social sciences type course and just out of curiosity I said ‘oh why don’t I stick my head into one of your lectures for an hour or so today and see what that’s all about,]’, and that was really quite enlightening, actually. So, so different from looking at numbers and calculations and all that kind of stuff. Physical factors, and looking at politics and geography and that kind of stuff, and that was really quite an eye-opening experience, actually...

Mmm, and I can see that. And that hadn't been an influence at home? I mean it had all been sort of engineering at home, had it?

Ummm yes, yeah, yeah, yeah...

OK – as one son of an engineer to another, I understand that. Also aware there are lots of people in the development training world or the outdoor world, whose background is physical or numerical science. Lots of physicists and chemists end up as Myers-Briggs gurus and so on, so there we areIs there a difference between you at work and you at home?

Errrm.... Historically I'd say to lesser and greater extents. I would say that there have been parts of my life where the two have been ... completely synonymous and parts where it's been much more diverse. When I first came back from travelling, spent some time at Lakes Centre, very early years at Lakes Centre, I was absolutely captivated by development of others as well as myself and totally immersed myself in it and the two were totally synonymous. ... It wasn't like doing a job, it was exciting and interesting and challenging and developmental for me and, yeah, it was all-consuming. But that was , if you like, a bit of a honeymoon period and probably after about 3 years of doing it full-time it was a kind of a plateau-ing of that and started, you know, doing things other than just being a full-time development trainer, and, I think, yeah, as other things have happened in my life like having children and things like that, priorities switch.

D2.7

In terms of whether I'm the same person inside and outside work, I think there's a degree of chameleon there if you like in terms of a bit of a surface level. I think underneath, the same values and principles and beliefs, those sort of things, are congruent throughout, um, however there certainly are times where I recognise that I behave in a way, maybe when I'm at home, where I'm scolding one of my children, which I wouldn't do in a professional capacity... Fair enough, yeah. Good picture. Just to go into a bit of rewind, what are your values and beliefs?

Haah...(laughs) Well, you asked for it – I'm not going to cite you by name, but I am interested in the value-bases of those I interview. In fact, it's values more than beliefs – I'm not enquiring into your spiritual values ...

It's almost a challenge to articulate at times, which is why my reaction to your question... crumbs , how can I portray that in a sentence or two?

Feel free, you've got as much time as you like...

Ahhh, well, I'm trying to think of a way of summing it up. OK, let's go from a historic premise as to how things might have changed. If I do that as a timeline basis then I think if I go back to my childhood, I was brought up in a Christian family where you went to church on Sunday and right and wrong was quite clearly established, and some stuff around right ways of being and right ways of treating other people and... ummm and having, if you like, that Christian moral basis was something that was, as a child, very prevalent - not in a, how shall I put it – not imposed upon me but I think it was the culture that I grew up within, and I think that has been formative in terms of how I see myself in relationship to the world and to others and to nature and to ...ummm, my whole being, I suppose.

I think as things ... move along age-wise, I think in my lateens, early 20s , uni days was probably very hedonistic in my approach to things, and life was for enjoying and having a good time and kind of what I would consider 'normal' uni behaviour , whatever that means...errr and then I think I ... and having... but some things that follow through from childhood are probably consistent with that, particularly that idea of getting out into the outdoors. I was very much part of the university climbing club, and

D2.8

part of my childhood was whizzing around getting into the outdoors – either hiking or cycling in the Lake District, whatever it might be. (talks about family and solo activities – 23.23/2653 – backpacking etc.)

I think as I ...the late twenties, the time when I went backpacking. A year's backpacking is plenty of time for reflection, I think I became more questioning throughout that year of my own values and beliefs if you like, particularly relating those to other cultures I experienced along the way, having lived in a Nepali, a Nepalese village for 5 weeks, experiencing what that was like, was this actually living with Nepalese villagers and being Nepalese – not that but...trying not to be a tourist. Yeah, very much, yeah, yeah, very much trying not to be a tourist – you can only have a limited amount of success... errm, so I think, yeah, a questioning of the faith side of my upbringing but not so very much the values side of my upbringing if that makes sense? It does indeed ummm so I would say that the values probably consistent throughout my life whereas the faith side of it... I re-evaluated and would no longer describe myself as a Christian. Having said that, I would still uphold the values portrayed by the Christian faith ... I suppose my current position would probably be more curiosity, questioning, agnostic, ummm positioning in terms of, how I would define myself but still having a sense of belonging with ... I still find joy of belonging in natural environments and still find that spiritually refreshing...

That's interesting and I *don't* at times feel that, and it would be interesting to hear your thoughts on how or why you find that spiritually refreshing, or what it is you find spiritually refreshing...

Well I wouldn't want to be outside here today (laughs) – we've got hail and gale force winds Oh... we've got a clear, blue icy sky! ... think it's one of...it's something that I find refreshing in terms of space to reflect and contemplate ..errm just a personal stock-take if you like, going for a walk on my own, through the hills, I find, can be quite a ... well... I was going to use the word 'refreshing' but I ...re-in.. what's the word I'm looking for? Actually brings me ahhh a sense of, if you like, sounds very 'hippy' but sort of re-grounding? Actual time out to stock take and to ... I

D2.9

recognise I need that from time to time and will take myself off for maybe 2 or 3 hours, a half-day, something like that... just to have some head-space that feels very different to having some head-space in the indoor environment. Ummm and why that is, I couldn't tell you. Maybe something to do with being in a natural environment ...

OK, yeah it's so, whilst you can't pin it down, it is to do with the natural environment, walking around inside an office somewhere wouldn't cut it in the same way... that's interesting and refreshing. And you've described quite a complex internal journey...have you had the same journey about outdoor education or outdoor management development? Has it been a journey of some sort there as well...

...ummm... no, I don't think so, not to anywhere near the same extent... I mean I think we probably spoke a bit about this last time... there are, if you like, societal trends in the way that ummm outdoor learning or OMD has changed in the 20 years that I've been involved with it and I think some of those are maybe not particularly desirable from my point of view. I think there ... the opportunity to spend quality time with people where there is a time for reflection and you're not always thinking how much these people are paid by the hour and how long they're out of the office doing it, kind of stuff, I think it would be fair to say I see those changes as not particularly positive ...

Can you put a value or some words on 'not particularly positive'?

Yeah, I think that .. . I think when I was, in my early days of OMD, stuff, there would be value associated with those programmes which was related people having time to think and find out about themselves in a ... in work time... in other words whilst they were being paid to do their day job ... umm, but there was, a value in that was seen worth investing their time in doing... if that makes sense.

That's so true! How did the employers actually justify that – did you ever get anything from them about 'we want to give them time to think!' or anything like that?

D2.10

Well, I can actually think of one organisation we used to work for.... Umm ... actually quite a big finance and errm, there were 2 main wings to the business, the one was finance, the other was tOBacco, errm, they would take on a range of people from sort of a YTS-type age – 16, school leavers, through to graduate-type age and give them a year's induction programme if you like into their organisation. Apart of that, I'm trying to remember, there was a day on a seven-day residential and... their take on it was, well, if we don't give them a job, at the end of the time, or if we find the marry-up between them and our organisation isn't going to work, that's money well-invested in that we've helped them understand themselves better, and if they've decided as a result of that, that working for this organisation's not for them ... then that's good

Interviewer recaps own experience with a tobacco company

So yeah, those days are gone, I think . If you said to somebody – I'm thinking of our commercial customers these days ... invest in somebody for a year, and invest on sending them on a personal development course for 7 days and if at the end of that they decide that they don't see themselves fitting into the organisation, they say 'cheerio!' they would look aghast 'you mean you want us to invest in them for a year and pay for them to go on these programmes and then at the end of it they might not actually work for us? Money down the tubes!' ... so I think those are reflections of societal change ...

Just pursue that a little bit... what so they now consider to be not money down the tubes – I mean, they're still investing in you ...

Ummm, I think things that lead directly to things that increase that person's effectiveness as a manager or as a potential manager ... so their ability to manage people, to manage complex situations, to , ummm, communicate under pressure, to communicate effectively in all sorts of environments not just under pressure but in a variety of ways.. umm to ... make them if you like, in mechanical terms, a more productive employee.

Right, in demonstrable terms, so we can see something like communication happening better?

D2.11

Yeah well, the organisation that I'm thinking of is a very err, very keen to measure the performance of its employees on a fairly regular basis and if there can be proved to be an improvement in their productivity as a manager, be that managing other people as opposed to delivering themselves, then it's not considered as wasted money, it's considered as money well invested.

If the performance numbers for the section stack up better, then that's good investment. Do they actually do that like that? Do they say ...I dunno, 'wastage was 10%, now it's 9%' do they actually go through the process of actually doing that measurement, is what I'm think I'm asking...

Yeah, yeah... so somebody that's in charge of a group of people who they would describer as 'operatives' or something like that, that person's performance would be measured on how effective that person's team of people were carrying out their operations.

The number of windows they put glass in, or the number of tyres they fit...
yeah, yeah...

OK, fine, how do you feel about that?

Errr, I don't see that I have a ... well, how do I feel about it? I feel that it's beyond my control, that it's their organisation, that's what they're doing and that's what it's all about for them... umm and I almost see it as if that's all that they've got out of a development programme it strikes me as being a missed opportunity, but I can appreciate that from a commercial standpoint, that's what they are seeking to achieve. And it spreads across the organisation in terms of ummm, it would often not be these people who would send themselves on programmes, it would be HR's function to send them on such programmes and they would then be measured on how well they did sending people on such programmes, kind of stuff.

D2.12

The visibly measured effects...

Yes. How I feel about it is ... kind of accept it as some of the commercial realities of the time that I'm living in

Right, OK, that's fine – I was going to press you, but now you've told me how you think about it, how you feel about it, I think I can kind of get some sort of waves of impression about how you feel... in what way is your work important? ... to the world ..

... I don't really mind whether it's important to the world... it's ... I'm reminded although I can't quote it directly., it's ascribed to a monk or a tomb in Westminster Abbey, which is inscribed ' I set out as a young man and realised that I couldn't and then I tried to change my village and realised that I couldn't, and then I thought I'd try and change my family and realised I couldn't , and then I thought, well maybe if I change me, then that'll change me in the way that I relate to my family, and maybe if I change the way that my family relates to each other that might change the village, and if I change the village, then maybe that might change the world'. That's not a very good recollection of the quote I suspect...

Interviewer burbles (39:40/4360)

... and so kind of, if you can change those you kind of interact with, and maybe those that are in contact with you – and in some cases that will be for quite a short time – influence them , then maybe some effect could be quite positive.

Yeah, OK. I think the other thing that we might reflect on there is that your experience seems to have been a bit of a switch-on , actually the two experiences that you have related that seem to have been wake-up calls are a two-weeks with a weekend in between course (**yeah**), and the other seems to have been give-or-take something, a year...out. And what I get from that is that the year out was just an unfocussed thing, you just *did* stuff - or did you? Let me just check that, did you have a sort of detailed timetable for your year out or did it just kind of happen?

D2.13

I had a plan of approximately how long I'd spend in each country that I'd got planned to visit that year, and in my mind it WAS going to be a year, and it was to within a matter of weeks, so there was kind of a '15th December I should be arriving in Australia' feel to it... I did meet people who had kind of not got that, and had started out with the intention of doing 6 months and were still at it 6 years later ...

I think the point I was kind of clumsily working towards was, your positive experiences had been of some duration, and yet you're saying that kind of duration doesn't tend to happen any more with courses

Yeah. Yeah...

Interviewer share his own long-course based professional development.

Those things that I've found stretching – some of those things would also relate to quite long courses. Ummm, I did an NLP practitioners' programme which was a 21-day intensive, with 2 days off within that 21 days., and I remember that being mentally very taxing. Some people did it as a residential, although there were no evening workshops, and I was very glad that I hadn't done it as a residential because I felt that I needed to... at the time I was doing some fairly significant alterations to my house, and I actually felt like I needed to come home and actually bang some nails into some pieces of wood for a while (laughs). That was stuff that was not intellectually or mentally challenging in any way, that was purely practical, and I found that balance was necessary for me...

Interviewer relates horror story of taking a break away from a T group...Going back to... you're back from Nepal and various other countries, you haven't got a job. You've done your year away, you're looking around, and you cast upon ... Lakes Centre, and so the ball rolls. What other routes might you, at that stage, have taken?

Well the route that I explored that I didn't want to take was going back into an engineering function... I then thought about, having spent some time in third world countries, I wondered if there might be an avenue for me along the lines of using the skills that I'd acquired as an engineer to do some work in some of those remote communities and I explored some of the organisations who run projects from a UK base around sort of

D2.14

installing small HEP stations in remote villages using water turbines, you know, that sort of thing. And realised how, having dug a little bit in that area, ummm the skills that I'd developed as an engineer weren't easily transferrable to that kind of environment. It was much more, you'd be better off as a car mechanic than someone who'd sat at a drawing board 5 days a week.

So that kind of avenue was one that I looked at. When I came back to the UK, I had some time that was there whilst I was finding my feet, so to speak, so I did a bit of work with an organisation called 'Work Aid'. You know it? A charity that reconditions charitable donations of tools to send out to third-world countries. So people donate a fork with a bent prong, sort of thing, and in its simplest form, work-aid would straighten out the fork and send it out to someone who could make use of it. SO I did a bit of charity work for them a couple of mornings a week while I was looking round for something else to do.

So... that's really the avenues I explored.. (recaps 3 things) (5128/ 48.00)

What influenced you towards that kind of choice, including Lakes Centre, which seems to be far more kind of people-focussed or 'do good' focussed than, say, working at Lucas at drawing board, designing whatever you were designing

Yeah, umm I think that was something that I was becoming more aware of as it was important to me. The humanistic things as opposed to 'go to work to make a living and money to spend enjoying myself

To spend on stuff?

On buying toys ...

And I think we're drawing to a sort of general conclusion here, but there could be something that you wished you'd told me that I haven't asked the question that allowed you to tell me. What's that then?

Oh, that's a very NLP question... ummm, what would I tell you? I think something did occur to me that I didn't mention in our conversation earlier when we were talking about developmental things, umm, is I think, err one of the things that I thoroughly enjoy about being in the line of work that I am in is that there are constantly opportunities for my own

D2.15

development by taking on fresh challenges and doing new things. Ummm, be that, I don't know, speaking at a national conference of IOL to a group of peers that are potentially quite a tough audience, to working with people with learning difficulties, or working with people with physical disabilities, whatever it might be or doing something that ... I would say that there's rarely a 2-month period when.. there are always fresh challenges of a few months within my life when there are... there are fresh challenges that keep stimulating me and those are the things that keep me doing it... there are often things that I can get involved with which are personal challenges to me.

Closing remarks ...

E1.1

Appendix H

Interviewee E, Interview 1

So First question really E – tell me about your interest in outdoor management development

My interest lies in using it as er part of a toolkit for organisation development, er, I hadn't realised how *unusual* or ...mmm... How specialised the purpose that is until I realised that people did it for other reasonsuhhhh... I first got to know about it through Barry Peel when I was working with X-rail in the 1970s as X-rail was going through an enormous organisation change, turnaround etc. the Operations manager, is this what you want? (yeah). the Operations manager, Viv Chadwick said that he wanted to do management training with basically the lads who were first line managers and supervisors. I was somewhat sceptical because when I was at JCN – which was a long time previously – ummm the JCN Personnel Director was friends with John Ridgeway and used JR's umm y'know, "kick 'em into a bucket of water, somewhere in the cold in the Orkneys, gung-holier tHan thou approach and I didn't particularly approve of that, but anyway V, VC had introduced me – he located CQ , from whom I learned just about everything I know and er, I was sold, I was just erm ... it did what it said on the tin!

OK Umm... and I ought to say that this interview is taking place on 4th April 2011 and it will be anonymised – those are the things I should have said at the start. (that's alright!)

That's interesting ummm ...

Sorry, was there too much detail?

No. no. not at all ...erm what's really ... can I just poke one of those things in there actually (Poke away!) you said... that would be really interesting ...which was you gave a sense of almost conversion. (mmm , oh yeah!) Would you say that that was the case, that you were a sceptic and then you were a believer...

E1.2

Oh absolutely yeah rpt

I would be interested, you've said, you've sort of hinted at some things, I'd be interested if you could be explicit about maybe what it was that saved you, so to speak

OK to start with what I didn't like. When I was in JCN (mmm) the personnel director of JCN er was good mates with KS who ran an adventure school in the Outer Hebrides or Fair Isles or somewhere bloody cold anyway, and ... the way that these courses were described to me was that, they were described to me as training courses but it seemed to be much more an exercise in gung-holier than thou – forgive the phrase, I'm just fond of it - umm and, er, that there is no necessary connection between somebody's skill as a manager and somebody's ability to ... shoot fish in a bucket. So ummm, I was quite explicitly *anti* any kind of outdoor management development until I saw the way CQI went about it, and I saw the way he elicited his from VC who's his client, and he was obviously eliciting needs that were for organisational training. He was very good at drawing a link, or drawing a chart that sort of linked the learning objective, the method that was going to be used, the exercise that was going to be used and the lessons that were expected to come out of that. He was absolutely explicit about that and there's a brilliant discipline. And then.. oh! We hadn't got more than a day into the first programme before I was an absolute *convert*! And the reasons why I was a convert were it was absolutely nothing to do with er, physical fitness or people being stressed, being stressed-out, ummm and X would say that if you were so preoccupied with coping at the physical level then you wouldn't have any room for the learning. (sure) Ummm and he had a thing ... I'm goin' a be quoting Barry but, he also talked about the Technicolor memory, and that if you've ... taken the team to the top of the mountain and you've left the sandwiches at the bottom, the feedback you get on your planning skills is just a little bit memorable! (not only Technicolor but 3D?) yes, haha, exactly! So it took very little of seeing it done as I would say properly for me to be convinced! And then I carried on learning.

E1.3

OK, so that started the process. Ummm, can I ask you some sort of, (mmm!) little construct questions around courses and clients and places and so on, and then the first one in fact, the first thing I would like you to do is think of three courses with which you were involved Two that were really good and memorable for the right reasons and one perhaps that was really bad and memorable – not necessarily memorable - for the wrong reasons. Two good, one bad ... I'll give you a moment to think

Umm (long pause...) yeah...ooookay...umm ... this is almost entirely going to be playing the first two against the third. The first two were a mixed group, the third was a women ummm ... That doesn't necessarily matter but the first two were for organisation development purposes. The third was for personal development purposes. And the third – I failed them. It's ... I can't duck it,... That was one course I shouldn't have sent in a bill because it was for women on BR – they had an equal opportunities manager who'd heard about the success we were having with outdoor management training and ... she asked us if we could put together a course basically for women on the operating side who were just about the first to take that kind of job (*sure*) – so women “sparks” or women loco drivers or whatever and I mean I *failed* them because I had nothing in common with them at all (OK) and I had *huge* amounts of admiration for them, ummm, y'know they were going into a depot where ... the men were 20 years older than they were and saying “you've got the job my son should have taken”, ummm or y'know a young sparks going out on to the permanent way where there's no way she can relieve herself or anything like that, and they *really did* have a hell of a load of guts, but I couldn't connect with them ... 'cos I've got...well first of all I don't think I saw the difference as clearly as I just have about it being organisation versus personal development so I think the course that we ran probably had too much “how to be a better manager” in it and probably not enough of how to be a confident person who's pressing their own boundaries and taking decisions and things like that. Also, I'm a

E1.4

pretty ballsy sort of woman and I tend not to let other people get in my way. And that is NOT the case with these young kids . They were 25 years old and they were fearful places like backstreets of something or other and they were used to having a hard time. Despite the fact that I really did admire them and want to do my best for them I didn't and (ok) I'm sad.

And you're still sad more than 6 months later!

Oh God, it was years... yeah,

Yes indeed

Yeah, absolutely!

Any other things that (it's) Can I just summarise there,(1) it was about the differences, the first 2 were about organisation dev't and the third one – the one on which we've concentrated - was about personal development **But I wasn't very clever in realising that**

Mixed gender as well, as it happened...OK, fine, yeah I can relate to why you weren't clever, I wouldn't have been either – it's only in recent months that I've become very clear about those differences ...Any other differences in that little trio? (Pause...) **If I ..the thing with the course with those women is that it's SO clear umm and almost uni-causal, if I bring in another course, I think the only other course that | I don't think I did not do well, which would be for... OK, right, differences, ummm... the 2 successful versus the unsuccessful. The successful ones, we had a good "at home" working environment which was important – we had a good reviewing room, plenty of space, our own silence, we weren't interrupted etc. with the third it was the outdoor pursuits centre up in Windermere and so I'm going to have to do this (makes corporate sign in air) to let you know what it was ... (burbles). We used them for X-rail and we had a particular "this is the room that we use, this is the kind of menu that we have", we have wine with the meals – you wouldn't believe what difficulty that caused with the centre staff. This course was for X-rail's SWEN region . I'd just assumed we'd get the same treatment. .. and I got there to find that we'd been given a tiny little room to review in. It was**

E1.5

next door to the room that we regularly had which was very, very noisy. So you were overheard. We couldn't set down to concentrate. We'd been given the children's food – you know, the children's menu. And God help you if you wanted a drink. And so part of my attention was taken on side with quarrelling with the accommodation, with trying to get them to give us what we wanted. There's another difference which is that with the first two we were given huge amounts of organisational support and with the third one it was "oh let's try one of these courses and see what it does". So with the first two we could guarantee that the head lad would turn up on each course (Sure - a commitment from the head boy...) exactly - and he would hold a review and he would ask them what they wanted to do differently when they got home, and chat about how they could do it and how he could help etc etc.

With this one it was "Oh, E's running these courses and let's see if she can do any good for us!" We didn't have any - ANY - kind of management commitment, but we didn't really have any kind of management, not follow-through but any kind of management – *client* relationship. Not specifically about that course, ummm and so that, that certainly interfered because it wasn't because it wasn't real life – it didn't cover those real-life links. There was another thing (two against one, that triad). Which is that Yeah, in the first two I was actually fairly very well known and liked and respected despite the fact that I was female and dealing with farmers or engineers, with whatever, I got on reasonably well with them. With these guys they didn't know who I was and they probably thought I was some fancy blond piece from the equal opportunities dept. in head office, or something like that - so we didn't start off with that kind of basic respect. I'm terribly afraid that I've blanked out an awful lot of what actually happened on the course.

We will return to it on another day, giving you time to access..

E1.6

No... I have *tried to access day to give you time to access this because I know you were going to ask and i have drilled into this* –(points to head) about as far as the cerebellum and apart from the odd flash, I CANNOT SAY specifics what it was . It was just, at the end of it the participants said they didn't want to run another one, they didn't want to recommend it to anybody. The client did send up - I think in the end I did insist that they send a manager up to review ... and they sent some nimby-pimby little graduate from the personnel dept. who broke my car and ... couldn't review – he couldn't commit to anything in the review anyway – so he had a double agenda - didn't have the power to deliver, so anything they might have learned and wanted to implement back at home they couldn't.

Plenty of learning there for him.

Okay, that's interesting and i might at some later point come back and kind of just dig a little bit about the defences there ...

Feel free, feel free, If you can work your way through them because I mean I need to know because I review my performance ...

You're the psychologist in the room – not to worry!

Can I move on to another trio – we're actually doing very well for time in terms of, we're filling it very quickly...

Go ahead!

You've talked about one particular client company, client organisation – I'm guessing you've had more than one client organisation with whom you've done outdoor stuff.

Yeah, loads and loads...

Name two good ones, well, don't name – but contrast two good ones and why they're good and one bad one and why they're bad.

BTW if you're getting people to do this its a good idea to give them cards to shuffle or at least write them down its very difficult to do triads without being able to fiddle with them – the physical stuff.

Ummm favourite ...ummm, well without repeating myself and talking about that X-rail Eastern Region course I said all that I can find to say

E1.7

about that . What I'm going to have to do, I think, cos I regret to say that with the exception of those two courses they were rattling good successes

Hurrah!

Yeah!

Were they rattling good successes in the sense of the course was a success , and were there times perhaps when the course was a success but it went nowhere in the organisation

Oh no, that's my definition of success!

What, that the course went nowhere in the organisation

No, went somewhere in the organisation. Yeah, in fact, one of my favourite is from a X-rail manager – fairly junior manager – who said “If I ever see anybody else wearing the XYZCOURSE tie, I know I can expect 10% more out of them *Lovely...* As a peer-on-peer comment, that's brilliant! *Yes it is.* Yeah.

Now what I can do to try to satisfy that little hole is contrast 2 favourite clients with 1 client I desperately wanted to get and didn't . So let's ummm let's have a range of clients and then one that I didn't get was Treasury. Yeah, I'm contrasting 2 clients with whom I had a long and fruitful relationship with one I desperately wanted to get – it's the NZ treasury. I actually got them to the point of sending their personnel chappie who was a good guy – he wasn't a wimp – he actually came up and saw one of the course in action. (pause) I'm not sure how fruitful this is going to be. But let's try. The problem with treasury was that IF anybody else in the public service was doing it they didn't want to know (OK) they were too snOBbish (*We are treasury!*). Yeah exactly. So the dept. of labour had done it, the department of social welfare had done it, there were raving about it. They got treasury to come up and watch. The time that they watched was the river crossing and they actually watched it being nearly lost and then finally got together in the last 10 minutes – which is as good as it gets – you know the river crossing – the 3 measure the river, build a traverse, do a barrel. So you couldn't see a better demonstration but there was this clear thing with treasury which was

E1.8

that, umm y'know if another public service outfit was doing it, they didn't. If I can go on about them a moment or two – sorry – but the difficulty I had on selling treasury on development centres simply because I'd done them with some other public service (“we've got to do something better than that!”). Umm and when I designed the treasury performance appraisal system, the idiot who was in charge of me wanted a 7-point scale for measuring peoples' performance and we weren't allowed to say “poor performance” ‘cos treasury didn't have poor performers. And after a Sunday afternoon of God knows what we finally came out with this scale that said “Meets normal treasury high standards” so that we were allowed to have a box that said “Fails to meet normal treasury high standards”. But that was what dealing with NZ treasury was like. So we showed them the best bloody ... I mean dept of social welfare had said that the courses hat we ran for them – they held that dept together in a time of enormous strain

E1.9

And you know I've actually chosen examples from NZ so the gossip – if they'd listened to gossip ... but oh no ... no ...

(Laughter) and yet you desperately wanted them!

They bloody needed it. And y'know what – I'd have done that squares, circles, triangles game with them. I would have lied if necessary about what I was going to do but I would have used squares, circles and triangles (you mean star power?) because most of the people in the NZ treasury were 28 year-old little graduates from the Chicago School who were spending 18 month in NZ doing it the purist way before going off somewhere else – and a more arrogant lot you couldn't hope to meet...

You probably have worked for British merchant banks, and what you said was just recognisable....

SHORT BREAK

What's about instructors?

It's not something I ...It's not something you could include in it, ummm... no, it's not something you could automate...

Is it something you could Jungian typify? Could you say, well skilled instructors are (no!) NF (no!) or NT (no!) or SF (no!)that's(no!) interesting because I've seen them all one of my questions actually was could you talk about some good instructors and compare and contrast them with a or indeed some bad instructors

Well I've given you 56 constructs on that do you want, them again?

No, that's fine – we'll move on but it's interesting that that instructor one, which ...

I didn't think it was going to go anywhere!

Wouldn't go anywhere went very much somewhere and is still playing...even in the last 10 seconds

Ummm, it didn't pick up everything because the instructor one wouldn't have led me to that thing about the women ... y'know ...I needed to do something like over successful and unsuccessful courses or successful and

E1.10

unsuccessful participants which is probably what you're gonna come on to ...

It's there but a bit further on ...

Yeah ... yeah ... you've gotten all that lot

So its elicited some riches

its elicited some riches absolutely

What about the media themselves ...I've heard you talking about "the old river crossing" and so on... are there any particular media that you've found good and others that you've found bad....

When you say "media" you're gonna have to define?

Climbing's a medium, caving's a medium, navigating around. Ummm..."shark infested custard problem-solving tasks ...

OK ... so it's that part of the outdoors that's used to mediate the learning experience

Indeed.., yeah

Media is used in that sense

And, well, yes as a medium for learning

Ummm.... I'm going to give you a nasty answer which is "it depends" and I'm going to give you another Obvious one which is that it's a good idea to mix them Ahh.... It's difficult to say whether I have a *favourite* because I'm very, very, fond of abseiling (*sure*) but only when you're part-way into the course and people are comfortable, they know they're not going to kill themselves. If you hit them with abseiling on day 1, certainly my little babies – they curl up and go home ... so the question of which is the preferred medium or which is the preferred media is to some extent dependent on the design of the programme and whatever happens in the programme. [pause] Ummm.... I haven't much experience with caving tasks. Now I don't ... that doesn't allow me to say whether or not I like it, but it's probably if I design a programme for anybody I wouldn't think about caving ...

That's interesting...

Ummm...

E1.11

Explore that a little ... what causes you to steer away from caving?

I think unfamiliarity,. It's a s simple as unfamiliarity. Ummm... we did caving with the X mOB, but when I was in NZ - don't think NZ has any caves – it's squashed!

You mean geologically?

Yeah

Umm Okay so why would I shy away from it 'cos it's unfamiliar? And the *thing* about that is that if I'm in an unfamiliar medium, I find it more difficult to adapt to changing circumstances.

Thanks, that's a nice little picture for me if you're in an unfamiliar medium, you find it hard to adapt to changing circumstances ... because you're in box 4 at that point ...

Yeah, yeah, exactly, exactly.

Hey! That's great!

That's probably *it* isn't it?

What theories work and don't work – what management learning theories – what's the theoretical basis?

I'm sorry but your talking to the last of the great empiricists here

Ok, so tell me about empiricism – it is, I believe, a theoretical and philosophical basis?

E1.12

Well, it works because it appears to work. I've never studied, I mean I can't say that I'm using a particular theoretical approach. I don't know if there are competing theories in outdoor management development. I tend to "wing" it... well, no, I find most academic discussions *incredibly* boring and they're conducted by people who actually don't do the business, they'd rather argue about it, and there's a whole load of little management theories that I find useful to bring out – to have in me gander bag – during review. But that's not... what you're talking about is it?

Sort of isn't and sort of is, actually. I think what you just said about empiricism and winging it is interesting. Why would you winging it in the outdoors when you could be winging it in the indoors... with theatre or something.

(Quickly) Because the outdoors has much more impact... I'm interested in whether or not something works ummm and whether it delivers value for money and whether it could have been achieved more cost-effectively

E1.13

by any other way so I'm not winging it in terms of my duty to the client, but ummm, well, I don't have the language to express this – presumably there are people who earn their living writing about different theories of outdoor management development and ... You'd have to work quite hard to get me excited, (OK, fine) particularly about the difference between one theory and another.

Sure, sure. Can I encapsulate this one – caught it – if you are ... happy to dine on the meal that's been placed before you ... or actually cook the ingredients that have been put before you without having to worry about it provided the meal is fine ... that's terrible!

Well no, I'm not sure what that says... see I don't know what my choices are I mean I've probably made a big theoretical statement by saying that I use the outdoors for organisation development .

Indeed, and for me that's a very powerful...

...and that's probably one theory that I didn't even know I was operating on. Ummm...

Yeah, I 'm thinking of theory at that level not at ummm

And then you want theories up there...unless I see a kind of practical use for a theory ... I tend not to get excited about it ... (OK)

Echoing Kurt Lewin!

I may be missing something, I don't know, ohhh, ahhm, oh, but, yeah ... amah

Maybe we should just move on ... er... what bits of stuff do you find yourself talking about when you're on a programme? – successfully...

E1.14

Cause *usually*, in the way I've done ... the way I've designed programmes is to do a little bit of chalk and talk in the morning, first thing in the morning when they're probably *itching* to go out, then let them go and satisfy their itch and then come back and review, often with the sort of surprise about it so if after an abseiling task why did you spend this morning talking about change – 'cos you've just changed into abseilers , now can you review how you did it... so, some management theories are good to have up me gander-bag – I'm afraid there's dear old Hertzberg and Maslow, but McGregor – especially the bit that most people don't bother to say about McGregor – this is theory X and theory Y – which is that whichever theory you have, it's self-reinforcing, that's the insight ...

I think the citizens of Libya would agree

Mmm, mmm, yeah.

So a Theory Y organisation gets more theory y-ish!

Yeah! 'cos it works!. And a Theory X organisation breeds little theory X people

Gets more theory X-ish!

Yeah, exactly! Because culturally it's theory X – because people tend to be selective in the way they get their imagination

Aah, so those three are useful. Useful to split, ohhh, umm, the – when you're explaining the purpose of outdoor training all sorts of 2 by 2 matrices like trainer – learner, planned- reflective, old problems-new problems, old methods – new methods, sort of thing. Umm, the task-team individual split, that's a nice one for reviewing – errr (tears paper to draw on) ... sorry... you dip three legs with scores on – task, team individual and ask each individual to come up and indicate how it was is a good way of... ummm oh Myers-Briggs! – Myers Briggs is an integral part...

Are you saying Myers-Briggs it's more comfortable in the outdoors or do you use it...

E1.15

Gosh, that depends... if they're my clients, they tend to be my clients on a long-standing basis, so I've probably done Myers-Briggs with them in some other world

So they maybe use it as language? Yeah, I mean, a lot of my clients, I've done Assessment Centres and Development Centres with them in the classroom and their reward is to go and play in the outdoors... (laughs)

Okay, so the survivors get to play in the outdoors! (general laughter)

Yeah exactly ... they come sort of ready equipped with Myers-Briggs language umm ... but you can pull it out of the bag...

It's a comfortable fit as far as you're concerned...

oh yeah, oh yeah, very! Umm I can give you an example if you're not careful ... *Yes please!*

But I was just searching – it's disappearing out of sight, oh yeah! Ummm basic transactional analysis, taking it no further than the ego-states and "your behaviour induces this in me" advice but nothing more sophisticated than that but transactional analysis is probably the best bit of pop psychology that you could explain in ten minutes and switch peoples' lights on.

I was gonna give you an example about Myers Briggs. Erhh, this is ... poor man, ummm , Cxxx – it's twenty years, I've never forgotten his name! Cxxx

All names will be changed ...

Yeah ... I could draw you a picture of him – I can't draw. Ummm ... he was an ENTJ; he was very, very ENTJ and they were doing the river-crossing task and he was in charge of the group of 4 who were building the Tyrolean traverse and they didn't actually get to the point where they could co-operate. So ... we pulled the plug at the hour and a half, and Cxxx was flaming bloody furious! 'Cos he got a Zygotic effect the size of St Peter's and Nets hate to be made to look incompetent because that's the driving force – competence is the driving force in an NT. We came back in for a review and it was actually a very good review ... to start off with

E1.16

because the umm the three groups were sitting there talking about each ... they were each talking about their own task. And one of the barrel-roll people, Rxxxxxx turned to somebody else and said “Of course the difference between our task and yours ...” So I help up my hand and said “Rxxxxxx m’dear, could you do another sentence with the *similarity* between our task and yours... and they went *oh... fuck!!!* And spent the next 2 hours sorting out the organisation. But Cxxx, Cxxxx’s cognitive dissonance was *tremendously*... and he’s probably still got it because on the one hand he was bright enough to realise that it was a really good lesson, and that it was the lesson that they were there for and not the building – but on the other side he was just *furios* because it felt like it was exactly He spent 24 hours *hating* me, that man - till the next day we just gave them a sort of free form task that you can scurry all over the centre but basically you can just discharge any spare energies you might have. But oh my goodness, the, the umm frustration...

Frustration = sort of high friction = energy = Does it equal learning?

Yes it does, yes it did! It did! I think he’s the managing director now and he sent me a copy of their annual review a couple of years ago which is all full of pretty pictures and things like that ... he was big enough ... he was big enough to realise and to actually pull out of the cognitive dissonance - he realised he was big enough to not let this hurt. What was it Adlai Stevenson said? “I can’t laugh it hurts too much to cry?” “I can’t cry and it hurts too much to laugh”? Something like that...He was big enough realise, and yet he still couldn’t help himself...

A personal, personal mini-theory is that most of the learning we do that really changes the way we do stuff comes from wrestling with cognitive dissonance – it’s a most powerful generator of learning...

E1.17

It's got to be measured, it's got to be enough ...

*Yes... one of my Masters' students believes that we should generate
Cognitive dissonance...*

Yeah...

D'you know what, I think this is enough for now...

E2.1

Appendix i

Interviewee E, Interview 2

Give me some high points and low points in your educational life ...

If you want you can have the first draft Chapters of my autOBiography... background? I'm a kid from the wrong side of the tracks, grew up in a place called Coalville and if the world ever needed an enema, they would insert it in Coalville. Coalville is a desert. It was a cultural desert. Richard Dimbleby never came down our way, nobody famous ever came from Coalville but dad was enormous. My dad had been, ummm, he was put in the workhouse when he was 9, then stowed away aboard ship to Canada when he was 15, pootled around all over the bloody place and there was an extraordinarily strong streak of independence, and he was an optician ummm – there's a key thing about him – there are two key things about him, which define what I've inherited from him. One being thatone day... three little kids turned up at the front door in great distress because one of them had fallen and ...one was choking on a lolly stick (2.27) ... dad whips out his Swiss Army knife and a bottle of Vodka and does a tracheotomy... so there is this statement about asking forgiveness, not permission, well... yes (laughs) (interviewer recaps re application of this to interviewee) Yeah, just so!

And... the other thing about him – which I think defines what I mean by professionalism is – and I've quoted this throughout my life, so, is that one Sunday morning I said to him 'dad, I really can't manage with these glasses which he'd prescribed about a fortnight ago, so he whipped me into the testing room, and the expression on his face, as far as I could see it - was a mixture of chagrin and relief – the relief being it had happened within the family, the chagrin that he'd written out the prescription wrongly. And the next thing he did was to go through every prescription he'd issued in the previous 6 months and check it. And as far as I'm

E2.2

concerned, that's what professional people do. They get it right. I spend an awful lot of time encountering professionals who don't do things like that but, I'm sorry, that was the example that my father set me.

My mother, if we're going to do that, was a disengaged sad person who never even taught me how to make gravy, and I realised from a very early age, if I took my mother's example in everything from sex to housework and did the exact opposite, I stood a fighting chance of living a happy life, so I'm basically male. Dad wanted me to be an ophthalmic surgeon, there was never any talk about 'when you grow up and have babies' or anything like that...

I was a *disgustingly* good all-rounder at school, but I wanted. I conceived a *desperate* desire to go in for nuclear physics, having read a ...there's a seminal book called 'Atoms and the Universe' by Conrad XX, and I took this book out of the library because atoms are very small and the universe is very big and I wondered what they were doing in the same book. ... and then I found out, and I thought, 'I want some of that!' and despite the fact that I was y'know, good at languages and umm you know, everybody thought 'that's probably destined for the arts side', something more of a struggle went into the science, the chosen science side, and I'm very, very glad that I trained as a scientist, ummm because, y'know, that gives you a particular cast on life ...

Are you saying 'first degree science'?

Yeah! Uhhh well, my first degree's psychology but I actually did psychology, pure maths, economics (At Sheffield). I bloody nearly got into Oxford, in fact it was Oxford that made the influence because I'd applied for an Oxford scholarship and somebody had the sense to call me up, to call me up to Oxford, and say, uh, basically V, your physics isn't good enough for a scholarship. Your general papers are superb. Have you thought about doing... and they laid this panoply of things in front of me, like PPE and all those disciplines that (phone rings and is dealt with) ... but unfortunately, that coincided with a time when... the men's Oxford colleges had withdrawn the requirement for 'O' level Latin, but the women's hadn't, so I would

E2.3

have had to stay on in the 6th form for another year, just to study 'O' level Latin. But having been attracted by this sort of multi-disciplinary stuff that ... 'cos I think the most multidisciplinary thing anybody did from our school was engineering ... I changed my application from physics to anything that landed in the middle of PPE, which is how I finished up coming to do psychology at Sheffield.

First year you get multiple, then thereafter you choose one?

Yeah, First year was (the 4 subjects) and it was a very ... how shall I put it? Given that it was the psychology department, they weren't terribly interested in people. .. I mean I had nothing on clinical psychology; there was an awful lot of interest in programmed learning, in computing, in ergonomics, in ... getting fruit flies to do impossible things, rats, ummm, but we had this... we had one professor who sort of understood and liked people a chap called Peter McKeller, who's a New Zealander, had written a book that was banned ... because he talked about experiments with LSD (laughs) and - McKeller's books are good, in fact I've bought copies of them again and McKeller - sorry, this is wandering a little bit (no, good wander, good wander) , he had a superb correspondence with Enid Blyton because he thought she was a consortium because how the hell can one of you turn out that many words a week? And the correspondence reveals that she sits down with her typewriter - and she has to sit in a particular place with a particular typewriter in a position, and then she just types what she sees. And she said she feels no more creative in this, she feels like a recording...Angel, and if she wants Noddy to come in from stage left and he wants to come in from stage right, there's nothing she can do about it!

(Some chitchat)

But that was McKellar . the rest were mechanistic.

What you were describing was, you know, preparation for Taylorite Industrial Management... sort of ...

E2.4

Actually, there was a chap called Peter Waugh – thanks for reminding me of this – who did set up a research group of industrial psychology, ummm which I gather eventually got to be quite famous, ‘cos one of me mates ,,err in many senses of the word, at University, was N R, you know N, ummm...and N probably was responsible for putting my feet in the appropriate direction, ‘cos ... N , what happened was, there were the Industry Training Boards, who came in 19frozensolid, and then somebody asked a Parliamentary question about ‘do the Industry Training Boards actually do any good?’ which meant somebody had to go and count the training to see if it was working. And this led to the W, B and R seminal book on Management Training which is a bit of a classic, and that launched N into his career of all the developing interactive skills, behaviour analysis, ummm that sort of, that route... and N took me on some of his courses as a kind of statistician/hod-carriers mate, which for a kid from the back-blocks was a bit of an eye-opener, cos I really was a very, very unsophisticated little bunny erm, and didn’t know nuffin’ about anything, really and certainly, whole fields of endeavour that were blank to me until I was really quite an elderly sort of person, for example, because of the work my father did, I never saw anyone crushed by the bureaucracy until I was probably in my late-twenties, early thirties. I never saw anybody having to kind of make the compromise that said, you know, ‘I’m gonna have to compromise my professional standards if I want to keep my job’ – that sort of thing which is part and parcel of almost everybody’s everyday life, so I was a fairly naive little bunny, but, anyway, so...N... the key thing to take out of N and that experience was I thought that everybody was interested in evaluating their training ... and we will leave that thought there for a moment while we get thoroughly disillusioned.

I have not read R’s book – that one- and I’m guessing it’s quite... behaviourist in that it’s saying ‘we have OBserved these behaviours, and now we OBserve *these* behaviours (**yeah**) and therefore we have saved ...

E2.5

Basically, behaviour analysis, but I mean, done with a huge amount of creativity and insight ... N's bloody good ... so, and they picked-up, one of the things that was going on at the time, one of the things that was fashionable, was something called Coverdale training – don't know if you've ever heard of it – (yes indeed) – and Coverdale was sold on the basis that the task doesn't matter, so we'll train people in the process... so we'll do lots and lots of sort of meaningless tasks ... and we'll review for process... ummm

In fact, to interrupt again, some would say that much of outdoor management development follows a Coverdale pattern. The task is king, sorry, the process is king, the task is irrelevant, it's a *tabula rasa* onto which people project their processes. Anyway, you were saying ...

Point taken ... ummm ... er, I hadn't seen that before, but, yeah ... I haven't got much time for Coverdale because they tried to screw me. ...that's they tried to do me wrong, to put it in interview language. Anyway, so I was finishing my PhD, which was on a subject that was totally and utterly boring – it was about children's' use of language, You went straight from Bachelors to PhD full-time at Sheffield? Yeah... and you were doing that on children's ... Children's use of language – or psycholinguistics if you want to make it sound posh. Umm ... Basically I was doing what my supervisor told me in a way that, like a good graduate student is supposed to, ... umm.., I was 21 when I started the PhD. ... and my father died in the first year, which sort of put a spanner in the works ... ummm ... and .. yeah!. Mmm. Anyway, there is nothing earth-shattering to my PhD. Nothing unusual, nothing interesting, nothing to report...

So did the PhD process give you any assistance in anything?

Ummm (laughs) ... taught me to wing it! I learned much more about doing research from N, and from .. sort of little sideways perceptions Sorry, I don't know whether this is germane or not but I was talking to somebody in the department – a chap called DS, who was interesting... and that led to us publishing the only interesting paper that we ever

published, which was to lead directly to the interest in repertory Grid, because what we did was to take ... there's a way you can

E2.6

measure the amount of meaning associated with a word or phrase so if you imagine X, not-X, Y which is the dictionary opposite of X, and you get your standard batch of students ... and you get them to go through a process where, ummm, reveals how much meaning they see in these things, then they see much more meaning in Y than they do in X or not-X. Which is why, if I'm doing repertory grid, yeah, I will insist that people don't tell me creative – non-creative as a construct, but give me creative-compliant or creative-cheating or whatever is the opposite for them. So that is a useful bit of research.

Most of it, as I say, was doing... there was a huge interest in something called the semantic differential which basically involved boiling words down to their component parts, and if you do this you get roughly 50% is evaluation and roughly 25% is power, and 25% is activity. And I was supposed to administer semantic differentials to small children and send the results to America to be analysed because America had got a computer. And I can't remember *anything* about what it told me etc... There was some interesting stuff on cognitive complexity – these are all sidelines- everything interesting I did was away from the main issue really ...and., yeah, I can't tell you anything that the world is wider about for anything that I've done in a PhD. And I have a horrible suspicion that the only reason I got it was, because those were the days when people could get sabbaticals quite easily and I had got a sort of personal thing – I get into a rut and then I do 'in one bound she was free...' and it takes a while for the energy to pile up and then it does, and I find myself in America or South Africa or something. Can you give me an example of that happening? Yeah, well, I'm about to, because I... wondering what to do with the PhD in psychology and I went to the professor and he told me of an interesting post in a teacher training college in Strathclyde, and I thought 'Fuck this for a game of soldiers', and wrote, probably with encouragement from N, and wrote to a bunch of American Universities and, ummm, got accepted, initially the chap was at Ann Arbor, which

E2.7

would have been splendid, but he moved to Denver and he took me with him, and so that was a year out of my life where I learned a lot of things, but probably not many of the professionally Denver was a rich kids' university – people went for the skiing, but the main thing I learned there was how little emphasis American Universities give to teaching at undergraduate level, and they're sort of totally mechanistic, I could have brought in my tape-recorder and they could put on their tape recorders, and, done, etc... then I came back, and with N's encouragement, I applied to be a management development officer at JCN.

Fine, so that was in effect your first non- academic job, salaried appointment.

And I got that, I think, on the basis of sheer cheek and creativity, and on the basis of all the experience of the interactive skills learning – R, Honey, that sort of thing. .. I parked the thought a while ago, so let's return to it, that I thought that everybody evaluated their training so I was very rapidly disillusioned at JCN when I found out that what they did was send out lists of courses and sign people up for them ... that sort of fairly random fashion with nothing my way of training needs analysis or... you know, I could have drowned

Are you telling me that despite the advent and continued existence of Industrial training Boards, and the MSC and what have you, JCN didn't bother with training needs analysis?

They thought they did because they sent round lists of courses ... and ask people to tick which ones they want... yes, and ...

No kind of Objective system tied up to the appraisals and dadada...?

Errr, well, if I try and answer you with a ... because I was asked to do a training needs analysis with the customer engineers and I asked N (R) how to do it and N told me about critical incident technique, and I did critical incident interviews, which was absolutely fascinating because the engineers were saying things like 'it's not fixing the machine that's difficult, it's fixing the machine while the customer standing over you saying 'If you don't get it fixed in the next 20 minutes, you and your machine are going out of the window' ...on the 14th floor' and so, what

E2.8

the critical incident trainees revealed, as opposed to the tick-box training needs. The tick-box, you would get a lot of people signing up for technical training and very little for interpersonal skills, to make too bleak a distinction... and ... if you actually looked at the needs that emerged from the critical incident, it was pretty much the other way round. And you can take a view about that, the simplest being that lack of technical training is somebody else's fault ... 'you haven't put me on this course to show me how this bit of kit works, so please do so, and by the way I find that interesting because that's what I signed up for' ... but I got kicked for being a smartarse quite a lot in JCN (I'm guessing that's JCN UK, by the way?) Oh yes, yeh, I did, errr ... there were some things that JCN did well but again I could bloody well have drowned if I didn't have N on the outside, and later Andrew... I would be spearheading the payroll function somewhere being *desperately* unhappy and not knowing why – which is why I've got a HUGE sympathy for poor performers, and I wrote a book called 'managing the poor performer' and lots of things basically saying, 'nobody sets out in life to be a poor performer'.

Chatter about that book ...and tea...

... then I met, well I met A (future ex-husband), who was not necessarily terribly a benign influence, but he was at first. A had a good public School Education, knew the right fork to pick your nose with, was basically at ease in society... the other bloke, who probably had an even more profound impact was called HA-S (30.15: 2991) because JCN had a programme called 'Speak Up'. They did do some things well, ... in every public place in JCN you would see little notices – boxes containing forms – and a phrase 'don't shoot yourself, speak up!' and if you had anything on your mind you were supposed to write about it and send it to the Speak-Up co-ordinator. Speak-Up co-ordinator was an old chap who knew where all the bodies were buried and didn't have any ambitions, and he was supposed to send it to the appropriate line-manager - which is good – you know, rendered suitably anonymous. If you were a manager and a 'speak-up' landed on your desk, you were supposed to

E2.9

deal with it in 24 hours. It was a very good way of dealing with an awful lot of sub-critical problems. And I got so totally fed-up with the fact that I'd come to JCN with this batch of talents, experience, you know, raw but, whatever ... and I wrote a 'speak-up' . And the chap who was the manager of the manager of the speak-up programme, HA-S on whom be peace, who was actually a nuclear physicist and astronomer of... and he did JCN policies and procedures with half his little finger, half a day a week. Rest of the time he thought about black holes. And he broke all the rules because speak-ups were supposed to be anonymous, called me in, sat me down, said 'you're a big girl. Speak up programmes aren't for the like of you, and basically opened my eyes and 'the world's your oyster' kind of thing.

So at that point I sort of started to shuck-off the influence of Coalville and I submitted some articles to a couple of the journals of industrial training that were floating around at the time. Which is how I really got out of organisations and into the public, this was my first sort of step into saying things in public. And there were two industrial training journals. There was the Journal of Industrial training, and Industrial Training International. And, the editor of Industrial Training offered me my own column on the basis of the first article I submitted, so for about 3 years I was writing a monthly column for Industrial Training International, and I still run into people who had a complete collection of E E's journalism. I was told by my manager at JCN that I was not to mention anything to do with JCN (laughs) instead of saying 'congratulations! You are our second Andrew Kakabadse!' or whatever, anyway, what was happening with A at the time was that a Boeing-load of psychologists from the States landed to run something called the assessment centre...and Andrew being a psychologist, and I being a psychologist – we weren't allowed to call ourselves psychologists up till then because JCN was afraid of psychologists just as the army was afraid of psychiatrists ummm that, anyway, they ran this assessment centre for IMB Europe... and basically ... I actually asked the question 'how do you know these are the right criteria to be looking for?' cos I was

E2.10

actually fed up to my teeth with sitting around with personnel people who thought they knew what it took to be a good performer out in the field when they didn't. I was told 'received management wisdom' and so I thought 'fuck that for a game of soldiers' and that's when I came across repertory grid. Went back, found repertory grid, and of course the key thing about RG is that it's a bias-free interview technique. And we'd had half an afternoon on it in Sheffield and that was enough to make me remember that yeah! Methodologically, I guess it was a major breakthrough. .. Didn't realise how big a breakthrough it was. What happened as far as the outside world is concerned was that A, who was offered a fellowship at the Institute of Management Studies, Sussex University, cos they (JCN) were cutting back at the time, and I was offered redundancy, and so A took his interest in assessment centres to the IMS, where I introduced this notion of front-ending them with let's do repertory grid interviews to find out how people currently describe effectiveness in this organisation. And, the key insight, which is that once you've done that, you've then got to ask, 'well what's the survival value of people continuing to think like this, which is a step that an awful lot of people who say they use repertory grid (RG) omit. So we sort of *landed* on that particular methodology, discovered that it's *richness*; this is just *enormous* times of discovery ... and as an example ... did RG with about 200 middle managers in a major oil co., and when we came to analyse the constructs, I put £5 on the table for anybody who found a construct that mentioned 'customer'. And it was unclaimed at the end of the analysis. They were middle managers in an oil company, weren't they... didn't know about *customers* 30% of their constructs were about knowing the right way to communicate with head office, 15% were about extracting the same behaviour from your subordinates, and the rest was sort of about Rodin's analyst – and there was nothing about lateral relationship, nothing about the customer, certainly nothing about the environment or safety or anything like that ...

Conversation regarding the hierarchical nature of that company...and its appraisal system (38.15: 3904)

I guess what I learned from that experience was to ask naïve questions .. and to look for what was missing, to trust my own commonsense I learned by looking at 'this was the fact for one organisation, this was the fact for another ... ' dah-de-dahhh, so insofar as I was learning anything about industry, that's the way I was coming to it...

Interviewer summarises whole of interview ... Was that path at any time intended – or did it just kind of happen?

It happened. There was a bit of me that still hankered after being a nuclear physicist.

Right...

E2.11

Now, I didn't start to direct my interests in any particular direction until far too late in life. Otherwise it was a series of – in this case – mostly happy accidents. .. now the other thing that was happening at the time, now when JCN made me redundant, QF management consulting (40.30: 4058), made me an offer of 2 days a week at £30 a day which I accepted and which they cut down to 1 day a week because Edward Heath and the miners had a quarrel, but – and this is how we get ultimately to the outdoors - I thought QF might be interested in me evaluating their training, and doing it according to training needs, which they weren't, so I got a reputation for being a smartarse and a bloody nuisance.

And I was on the point of leaving QF when the training manager asked me to go with them to X-rail in York – Because they were pitching for a programme for training people who sold things – or had the opportunity to sell things, so booking office clerks, and that sort of thing, and the (QF) training manager had said – they were on the point of losing the contract when he said 'how are you going to evaluate the training?' whereupon CH – (4217: 42:24) who was the commissioning manager in Br and an all-round good egg said 'Ah! We hadn't thought of that, yeah, what a good idea! If I'm going to spend £1000 of BR's money, we ought to ask about the ROI, so the training manager said 'well, we've got somebody working for us who's an expert on evaluation of training, so I trotted up to see CH, who was another seminal influence. CH had a background in marketing and joined the railway much later, which is ... germane.

And, so I said to CH – I wasn't politically aware, but I said 'look, I can evaluate bloody any kind of training – I don't actually work for these guys, I'm independent. .. and shortcut from that to CH ringing me up some time later to say 'look, we want you to design the training, and that took me to the railway, which I loved. Working for the X-rail Anglia. We did a bloody good job of training the customer contact staff, that led to the general Manager calling me in and showing me 2 letters of complaint

E2.12

and the standard railways reply, and saying, look,. I'm *fed-up* with treating our customers like this, will you come up with a way of doing it differently? Which led to I think the world's first customer-care programme. That led to me getting an invitation to X-rail, where CG had just been given his head – it was shit or bust. There was the thing called the Serple Report, which came out in 1977 I think, suggesting that there be no railway North of Newcastle. .. and so this bunch of young Turks was sent up to X-rail with a 'break it or mend it' kind of mission, so I remember having lunch with CG, this dynamic, kind, warm, lovely person who got me working for X-rail and at X-rail, there was a chap called VC who was very keen on outdoor management training – which was my introduction thereunto, so that's.. the rest is history. VC – I'm not allowed to say it but I can because he's dead was, among other things, an assessor for the SAS. He used to nip down to Hereford from time to time, put on his puttees, and O^Bserve things. VC introduced me to CQ. JCN had done some training with John Ridgeway which had made me incredibly cynical because it seemed to consist of pushing people out of a boat with a piece of string and saying, you know, find a fish and swim to land and cook it. And it was very much the sort of 'gung holier tan thou' ... which I really didn't like. The way VC and CQ wanted to do it was as an organisation development thing... I didn't realise that there was any other way to do it really, so that's how I came to have the outdoor management training under my belt.

That's been fascinating interesting and useful ... You seem to have a great personal thread running through it – in that 'I was doing this then X came along and then things were better, kind of thing... ummm... does that have any relevance?

Yes it does!... errrm yeah, I can put hand on heart and say if it wasn't for particular people, seeing the potential and telling me that I'd got the potential, I wouldn't have seen it for myself. I'd have probably stayed upstairs with me nose in a book and got more and more discontent

E2.13

about being disconnected to the real world. Disconnected from the real world, sorry, yeah...

Ummm

That's an interesting thought and I wonder if it has some applicability across the board.

Yes – the word 'mentor' comes to mind.

And the first three letters of that are 'men' - all the names you mentioned were blokes....

All the names I've mentioned so far were blokes... When I was in NZ I met the woman who is the best manager I've ever met – actually distinguish between manager and leader – but she was the best bloody *manager* I've met in my life. I learned an awful lot from J. Ummm, and there are things that I worked out for myself... wouldn't it be a good idea if ... the idea of using RG as a front-end... and then a little bit later on I got interested in the management of change in big organisations. I mean inevitably if you were working in X-rail, so those are ... and being present at the creation, so ... I've written 2 or 3 books on change. If you press the appropriate dorsal vertebra, I can make a presentation on how organisations cope with change which is full of bright ideas from E ... and makes people sit up and think, ummm, so it's not entirely other people filling my mind, but ...

There's kind of, the formal and the real 'this is my formal education going on over here...'. In that., you've mentioned some very good names – I'm surprised at how many I know... all psychologists?

No! A was, the others...

Do you see a difference between E work and E not-work.

Unfortunately, yes, I say 'unfortunately simply because of all the nasty things that have happened to me in the last 10 years. .. which knocked out my capacity to earn my living, knocked out my feedback loops, knocked out the ability to make a contribution, and they've been a very, very difficult 10 years.

Closing remarks...

F1.1

Appendix J

Interviewee F, Interview 1

And the first question is, for a given value of 'good', think of two courses as good and one that you were intimately involved with that you see as bad – and play around with the differences ...

OK, so we're not playing with cards at the moment... [I'm just showing you cards with 'good course', 'bad course' written on them... we're not going for the full...] **Right, so we mean one course hat has gone well, and one course which has not one quite so ... yeah, and then we'll look at 2 courses that have gone well, but they're different ...**

But this would be from the point of view of actually running the course? [your view of the course as an output, as a product, as a finished...] **OK, Ummm... what immediately comes to mind is an example of the course that didn't go quite so well ... and what I would say is the issues there were to do with the staff involved in it and the... it was to do with consistency of approach so we somebody who was a skilled**

F1.2

coach, quite a skilled facilitator, join us who was an in-company specialist and join us in terms of running the programme. And .. we'd worked with this person a long while so there was quite a lot of understanding around what we were trying to achieve ... and this chap I think wanted to experiment with a slightly different style of facilitation and so he drove a style of facilitation down and we'd taken , and particularly I had taken, a slightly different approach with the group that I was working with, and I think what must have happened is that in the coffee breaks, one group had talked to the other , and one group had said 'well our guy did this and our group didn't do this, and that started to simmer underneath the surface, and what it did is it created noise in the system. Whether the course in terms of its output was, umm, was badly impaired I don't know – I think that potentially it set it back because it created noise in the system that didn't need to be there this person also, I don't think liked the fact that in a sense his contribution had been adversely compared with the contribution of the other two facilitators in the programme, and I think the trouble is that some of the course members were aware of that. .. were aware that there was a difference of approach and that didn't cast this chap in quite such a good light. He was an internal person with whom Obviously they would have interacted with afterwards. And so I just think it detracted from the intrinsic value potentially for the course, for the participants themselves.

So the participants lost-out as a result of noise generated by a ... dis-unified approach to facilitating by the facilitators?

I think there's a risk [and there were some politics in there about internal – external people] ... **I think there were some politics in there ... I think the learning there might be that one needs to flag-up – or one might have needed to flag-up, this is with the benefit of hindsight – the fact that we've each got different facilitative styles and you guys need to drive what you need from us, but looking at that, it spoke also of 2 things – lack of flexibility, and trying to drive a facilitative approach which may or may not have been appropriate. It's almost 'whose agenda am I playing?'** [yes – the precedence is not 'it's the group I'm worried about', it's the

F1.3

facilitative approach.] **Yeah. This chap loved ideas and it's almost as if he wanted to try out this idea ... The impression that you get from a distance is that it was his agenda, not the agenda of the group... This a great laboratory – and it is a fantastic laboratory – and I think that would be in terms of a course that didn't go quite so well.**

The course that went well, funnily enough I don't remember the course so well as the comments of people afterwards, and it would be about people who felt that there had been some personal impact in there for them, that they had a value for in personal terms, but it also had value in terms of the focus of programme itself. The programmes I'm thinking about in particular at the moment are ones where, here you have high-potential staff who may have to go through a hoop of fire in terms of assessment through to senior leadership and this was sort of by way of preparation for that and it was that sort of cathartic moment about 'crikey, do I really do that? and do I need to do something else?' . That and potentially sometimes when a particular incident has happened which stays in the memory. Those incidents ended to happen on longer exercises rather than short, I think it's something to do with living with the implications of actions taken – whereas if I'm doing a 45-minute WOSB I can have, there can be a little bit of tension, but at the end of it the bucket either stays on the pole or doesn't. We go into review, but that's a contained process. If I'm working over three hours – or if I'm working three hours of a night and all the next morning on the one task, and something I've done in the evening has implications for something I then do in the morning, then that seems to have heightened impact on people ... and therefore seems to stick in the memory a bit more. [so, without being crass about this, are you saying there is a value to the longer activity that you couldn't get with a series of shorter activities, that were unlinked shorter activities?] **Umm, I'd see it slightly more holistically in the sense that I don't think personally, I'm not sure that one necessarily gets the ... let me come at it another different way... If you're running for 3 days, there were some people who would say at the end of that three**

F1.4

days, 'I didn't realise that we would take 3 days to get to where we've got to and, it's therefore something to do with the build-up and therefore I don't think one can simply run longer exercises. I think it's to do with, in a sense learning something about the media their learning can come from and building on that, and then better equipped to understand and to play in a bigger space, if you like

OK, that's fine and sort of chimes with thoughts I've had about ... you can in a 45-minute WOSB, play around – you can be someone else for 45 minutes, you can *act*. It's very hard to do that in an activity which lasts 8-24 hours – you have to be yourself, and expose yourself, so to speak.. umm, so it's not just the errrrm decision you made earlier coming back to bite you or, slap you on the back, it's the fact that you are being you by the time that happens... ummm and theatricals – maybe in the activity – but theatricals between members tend to have dissipated because you can't keep it up that long

And I think also it raises an interesting over over-authenticity in the sense that, if I'm plying a game and I go into a longer exercise holding back from being myself, one of the risks is that behaviours, roles, systems if you like, get institutionalised quite quickly so within a couple of hours in a long exercise, the formations of an organisation, and the foundations of an organisation are there, and unless something catastrophic happens, very often that will then pertain for the rest of the exercise [that is a very good OBservation! Yes!] but the risk with that is that if I am playing, it may well be for example, I hold-back rather than sort of just giving my natural self, I just play a little bit more cautiously, the risk is that people who play an authentic game – and potentially a slightly more extrovert game – but an authentic game – then they may well be part of the power-bases if you like, that build, and therefore it makes me, when I decide 'OK, I'm more familiar, I can play now...' then is that contribution going to be seen in quite the light? And potentially – although I'm not sure we've ever dug as deep as this – then potentially for people hold-back in those situations and then get very cheesed-off because they feel their contribution hasn't been listened-to, or felt they've been as actively involved as they would

F1.5

wish ... to a certain extent, there's a *mea culpa* in that and it's something to do with how quickly you move to playing a plain authenticity and it's harder to keep, I, I, do agree with you though, it's harder to keep that thing going over 24 hours or something

[Interviewer summarises around good course – afterwards people were saying quite powerful things] I think they were saying things about.. it's comments afterwards but particularly it would be .. I dunno, it's that sense of motivation, I can see what I can now be in certain situations which couldn't perhaps see before, and if there's something to do with 'what's in the black box!', we've spurred that, it could be any number of things. It could be quality of feedback, it could also be quality of the actual experience which generates that, so that story we were talking about, about the girl who still contacts me for a bit of coaching, her approach – which was her being herself – was to take a manipulative approach to actually driving things forward. Without that, they wouldn't have made the progress that they've made. But other people disliked the set of values that in a sense were implied by that and that was real impact for that girl – and actually real impact for a number of people around her ... I don't know whether that's good or not. All I'm saying is it generated a sense of self-reflection that someone wasn't able to resolve and in a sense a little bit gestaltian in saying 'this is how I experience you' ... a number of people afterwards said 'this is how I experienced you!' and I don't think she was ready for that or prepared for that, so in terms of upping her self-awareness... ummm, I think it was, it was quite powerful. I think programmes that offer self-awareness are some of the more successful ones that I've been involved with. But you can't guarantee that that's going to happen for everybody. So, what 's a successful course I think is a bit of a question because if you've got 18 people for three days, let's say, partly going through a box 4, partly going through a series of WOSBs, are you going to hit it for everybody? And I'm not sure ... I don't think you necessarily do.

OK, uhhh...but ... I'd be arguing with you about something to do with the group, as well as the individuals

F1.6

Yeah, and I would have to tell you about my frame, which is ... which is ... thinking about some of the more recent courses I've been involved in, it's to do with individual development in a collective organisational context... and so the success of that particular course against what it was set out to achieve was very much more about 'what to you personally need to do to put your cards ... arrange your cards more effectively, not only to manage yourself more effectively but to get to where you want to get to. That was its purpose. I'm not so much thinking of a programme with an organisational ... focus, although there are many layers to the Objectives, if you like.

Fine, yeah, I think the other thing is it sort of rings of cognitive dissonance and the sort of energy that is produced from that as far as your... ten-year survivor is concerned.

I think there's real energy from the cognitive dissonance, which is what you and I were talking about in terms of sort of Roy's old view and I kind of think myself ... and A used to try, he used to use a bit of a convergent man, ironically, interestingly enough ... but I think that if people are left asking themselves questions, that's maybe not a bad thing. That's very much from ... I take your point about the organisational context ... it's just that the purposes of this course that I had in my mind when you asked the question was a little bit more ... yes there was an organisational... yes there was an OD context ... a strategic context, but basically it was within that context, what have I personally got to do, so it was a bit more ...

Do you want to move on to talk about clients? I'll just give you two cards because we'll dispense with the third card because we seem to be doing quite nicely without it, frankly. We'll go 'bad client, good client'

Bad client, good client ... so you want me to think about a client that's good and a client that's bad... [interviewer agrees] with a focus on the outdoors? [again with the outdoors, Yeah!] – with your outdoor hat on so to speak ... OK, good client, bad client .. This comes back to some of the things we were talking about before we turned on the tape-recorder, I think ... Good client ... knows a bit about the medium, therefore knows and lives with a degree of ... is able to live with the uncertainty, and

therefore the act of faith that is embodied in a programme , therefore in a sense, understands experiential, understands the power that something like the outdoors can actually bring, and is prepared just to instigate something – yes is able to backtrack and look at particular aims, but doesn't need to get it brought down into tick-boxes of 'at the end of this programme, XYZ will...' so is prepared to do that, is prepared to put the right degree of investment in it because often the outdoors is an unusual medium or the simulation aspect of the outdoors is an unusual medium and therefore prepared to put the investment in laying the groundwork, sewing the seeds with key influencers, who potentially then will actively support it, and if they actively support it, they will actively support people when they come back from it, which is

F1.7

what we were trying to achieve, and so that was particularly effective ... that's to do with sort of systemic impact on programme .. the courses that were not so good – bad client, if you like – I would associate with clients who didn't want to get actively engaged , who treated it more as a transactional relationship, who would almost want to administer it from a desk, wouldn't be prepared to come and see ... simply in a sense, took it from a sort of... read the words rather than the spirit in between the words if you like, and therefore would ask questions about the detail of the programme – what it's going to do, why's it going to do it, how's it going to do it? And yes of course one can put rationale behind that but it was as if there wasn't the broader, the broader understanding of what the medium can actually offer ... [Interviewer agrees from own experience 2635: 18.51]] If you carry on with that, visibility on the programme – or on some stage of the programme is good because it says 'I think this is important'. It doesn't necessarily have to be the CEO, but senior leader – but not necessarily visiting on a patronising ... basis, it's not a patting on the head, 'that's absolutely right, good for them, but not for us, type of thing. No it's 'all in it together' and I have to say some of the more effective have been when some of the senior leaders have actually ... they've stayed overnight, bought a few beers, bought too many beers ... but there is something to do with there isn't a division here ... They might be up there, we might be down here, but there's something to do with [being with us, kind of thing]. Absolutely, yeah ... [gives an example of a highly involved CEO] –and that would be a great model ... Yes I think with managers, if you were going into personal feedback, then I think ... one would need to manage that interaction and I wouldn't have the person there, probably, but in overall terms, very good.

OK, so we're agreed 'good course, bad course...'. Why do you think those that treat it on a transactional basis and do the transaction bother? Why do they want the course? Why do they buy it?

The situation I'm thinking about is when – I think it's partly because ... the people come in and they're inheriting something that's been instigated

F1.8

by their forebears. Therefore it's a sense that they don't really understand the system, or you get queries starting to come about 'what's the purpose?', about the budget and that type of thing. Not prepared to take on faith what somebody else had taken the decision to invest in – and I think it's good and it's right to critically look at long-term investments . Absolutely right. So why I'm doing it I can only surmise but it's some to do with, it's on the curriculum, we seem to have made a decision to do it, I may not like it, I may not understand it, I may not be able to control it but, and it's knocking a bit of a hole in my budget, but I've kind of got to do it. Am I threatened by it? And – and I've had in-house specialists come along on programmes – and you just sense that they tried to ... in a sense, play the expert card and show how much they understood about leadership and that type of thing. And you made a point, again before we turned the recorder on about the power of asking questions. I didn't really realise actually, to whose ego we're playing to here, we're back into that sort of space again, and that particular person was a client, chose to get more involved, but brought their own perceptions and their own ego with them I suppose so clients that bring their own ego with them may not necessarily be the best clients – but then again I don't think fully compliant clients are either ...

OK... for purposes of the interview I'm going to move on, and time and so on. Again... I've used the term 'instructor' here to describe the sort of, the hard men I think you'd call them, **[the mountain coolies?]** the mountain coolies (laughs). Tell me about a good instructor / bad instructor...

Good instructor / bad instructor... erm OK I would say ... we've been very lucky with good instructors and.. ummm... I think they're prepared to subsume their own egos, they are prepared to stay in the shadows, which must be very hard because part of the joy for many people going into the outdoors is to be able to do it, either to show other people or to do it with other people and you require in the types of programmes that we run – and I guess it's not dissimilar to the ones that you do as well – they need to be able to set something up, look after it, but in a sense look

F1.9

after it almost as if they're not there. Some of the really best instructors are also not only able to take what is to all intents and purposes a subservient role – a safety role – but still get on extremely well with clients, participants – but still would have a chat because clients, participants would often like to talk to the instructors – they like to know 'why are you in the outdoors?' and all that type of stuff ... The best seem to be able to talk with them about what it is they do, and in a sense they can almost manage their egos and excite people around that area too, so I think the best are - manage their own egos, keep to the shadows, are highly proficient – one of the things instructors always get praised for is the way that they're handling somebody when they're dropping a dope on a rope – so consummate professionalism but without the need to display it, managing the ego, being able to relate very effectively to the participants – fantastic!". If I was looking at a bad instructor, I'm I know this isn't particularly helpful to you, but I just think an absence of those things ... [interviewer summarises] ... I think there's contextual stuff in here and I don't know how broadly you're looking at OMD but I'm very much thinking about the stylised approach if you can call it that, that I'm guessing that you adopt and it's certainly the way that I adopt and one of the things that I personally wrestled with is how could you get the outdoor people more involved in the learning elements, because many of them have got an awful lot to offer. The problem though is that when you do sometimes bring that in, it becomes a little bit too idealistic and it's the ideal – it's a little bit like when the 'free London' campaign, camping outside St. Paul's *in extremis* and sometimes – I won't say this is 'bad instructor' – but sometimes when I've seen a little bit of an overlap between instructor and facilitation, when that's played a little bit more the idealistic card – you know, it's good to collaborate, it's good to trust people, 'what did you find out about trust?' type of thing – leading questions, then I don't think that's 'bad instructor' but I don't think it's helpful in terms of what I personally try to achieve when I'm using the outdoors [interviewer talks about how he has seen adults treated like 12 year olds 28.10: 3753)]. .. There's a little bit of 'hey guys! And that is lovely

F1.10

in its place . And its place is not the type of outdoor programme that I get involved with.

How would you describe the type of outdoors that you get involved with?

How would I describe it? Well I've used the word 'stylised' because in a sense it tries to adopt the ... to put a frame around the natural rhythm of the outdoors ... in the sense that ... if you go back to the old days, to the Aberdovey days when we first met, there was the phrase 'time and tide waits for no man!' and that was that if you don't get a particular clue , it could be hidden under a piece of slate that you can only get at, at a certain stage of the tide, and if you can't get hold of it, then – tough!. You've got to manage it, you've got to live with that. Sometimes, now time is tighter – that was over 5 days and box 4 took 24 hours. If you compress the whole process and box 4 runs for 9 hours, it may not be that you can wait for the tide so you may need to find a slightly different mechanism to still get some of the impact, but you can't wait for nature to do its thing. So it's a little bit engineered and it's more about simulation than straight outdoors. And that would be, ummm, trying to produce something – it's a little bit like what you were describing about where you'd have people abseiling for money or something like that – so that, where I don't like manipulative ends – where the only way to make money is to collaborate, I like things where there's a bit of a dilemma in there but.. I would prefer to structure tasks and activities so that one could explore those dilemmas. So there's no one right or wrong, but in one sense you design-in the learning. It's like having a playground. So rather than saying 'here's a great moor – go and walk across it', it's a little bit like designing a playground which has got a rock in it here and a (sandpit?) in it there, and depending on how that's configured, you will naturally play in that in a slightly more constricted way than if they were wandering across Dartmoor. That's a little bit more the sort of style of programme that I've been more involved in

F1.11

I think I agree entirely ... in the abseiling for money task, it may be that by the time you get around to considering co-operation you've invested so much time – now *there's* a lesson – you've invested so much time in the technology that you've *got to run with it*. And those things are there so there's no *answer* but there are answers.. and that's fine, I think. Good, OK, moving on...[they decide to to 'take 5']...We may have covered this already but let's dig around anyway. Our jobs sometimes involved with theory, and are sometimes involved in task, and our jobs are sometimes involved in review, but at this stage can we look at what you, how you, might define a task that is good, and a task that is not good?

OK, good task is designed for purpose without being manipulative – in other words, it doesn't have one clever answer. There was a thing on the television – 15 years ago was it? – where people had to race across the countryside and cross various Obstacles... you would play sort of Scotland, England versus France [Now Get Out Of That?]. Now Get Out Of That! That's what it was and you'd get some cynical commentary in the background, and you'd realise that they'd designed a task so the only way to get across a stream was to put a black poly bag on two legs and stick your right arm round your left nostril or something like that and then you've got the answer. So for me a task that has one solution or one best solution, that's an ineffective task from my point of view and yet design for purpose such that there could be a number of ways, but the issues it explores are relevant tot the purpose and the context of the programme, so that's a good task for me ... it would have to have valid roles for the full team that's involved even though, as such that if it's outdoors for example, if some people didn't want to abseil for example, then they could have a valid role in the task without necessarily having to abseil. And there were those sort of components in that I think also – and you made a comment this morning – it's about how a task is set-up has quite an impact on it.

I think bad tasks are tasks where it's set up in such a way that it directs people to think in such a way about it. 'You will be frightened by this task!' what tends to happen –exactly... and so a task which is set up in a

F1.12

reasonably open way, which is not manipulative, it doesn't set out to make fools of people – those I think are good tasks, ummm I think there's a lot of tasks – I think 'bad task' might be a contextual issue as well, so someone might say, it's a little bit like the comment we were having about 'we'll go canoeing because canoeing is a good thing' ... in certain contexts, that might be fine, in certain other contexts it might not be ... it's a little bit like going down to a particular centre, for example, and they might say 'we've got this barrels and planks task, that might be good for this particular team'. That's making no allowance for purpose, that's just hoping that what you've got on the shelves will actually fit. So I'd stretch the good task – bad task definition and also say that a bad task is in the context of the other tasks that one is running and what one's trying to achieve, and you could run a number of tasks and then you could suddenly say, if we've got a spare afternoon, then we could go canoeing. That might be a bad task.

If, however, this particular group needs to have a change of environment, in order in a sense to liberate thinking or to do something about then that might be the right judgement call. So I think it's partly context-specific [agrees]. We both know Aberdovey, which is an area we both know, and you've got the sand-bank out by the bar, and there were times when you'd get a group and you'd feel they were becoming too instructor-dependent – and you'd feel that there were times when this group needs to learn as a group of half a dozen or a dozen people, whatever it is – to live and fall by its own deeds and that's when you say 'what we really need to do with this group at this particular time is take them with some rope, barrels and planks, and dump them on the sand-bar with the tide coming in. And then go away again. Now that, if you pre-programme that – it might be entirely inappropriate. Bring it in at the right particular time – and you have the ability to do that – fantastic – potentially. Context specific Context-specific which raises the question about tasks - do we sometimes in fact just take the tasks that we think we're going to need, and is that a bad thing – do we need to have some more tasks available – some, er, more stuff? There's a danger once you

know the mechanism reasonably well, once you've got a routine I don't know how you find this, sometimes you're actually , 'I'm most likely to use that or use that' so I don't , I find that of late I've probably not taken a vast library with me because you can be reasonably clear, the sort of issues that might crop up.

Interviewer summarises Do you still use the box 1 to box 4 construct? **I do – I think it's a useful tool for context and programme design, really..**

Enough of tasks, already. We live in a world in which theory is expected of us. Tell me a good theory, tell me a bad theory, in your view ...

What's a good theory, what's a bad theory? Ummm this might be a boring repetitive theme, but one element of a bad theory I think for me is when you bring in the theory when it's not relevant, or you bring it in because you feel the need for an input of some form , but it doesn't quite fit the mood of the particular group of people that you're working with ... or the environment in which they find themselves. So it may well be that either the pre-programmed 'we'll do ACL now' which is one thing

F1.13

that may or may not feel right. It's the other thing of thinking 'what have I got to do now... I've got to do something or other ... and you then introduce your own thinking. When we were back talking about GIBI and GICI, and I mentioned a time when one of the in-house specialists had come in but they had a particular idea that they wanted to pursue around facilitation, and this person drove it through but it didn't match what we were collectively doing and it was as if this person was following their own ... interests. And I've noticed that again with one other person who.. all of a sudden seemed to start to get an interest in Goleman's leadership spectrum – I can't remember what he calls it now but - Goleman of EQ fame – Has he done leadership now? Yeah, and this girl had got quite a big thing about that and so actively wanted to introduce it in the situation and whereas it's helpful in its own right, it needs to be woven into the fabric and it just felt a little bit of a *non sequitur*.

Might that also apply to those organisations – and I can think of two – who take one particular 'take' of learning on board and run with it to the exclusion of everything else, so one organisation had to be deprogrammed from task-team-individual stuff and they saw everything in those terms. And another organisation had to be deprogrammed from NLP by getting rid of all its senior staff ...

Because you can never quite predict what's going to happen in the outdoors, there's a strong degree of complexity and chaos about it and we're putting little sort of frames around that, a bit like putting up pens around sheep – but you can never quite, that's never going to be a fantastically hemming, hermetically sealed way of doing things so you put a construct around it. I think that ... I share your point around ... I've forgotten the example I was going to make but if you rely on one theory ... is a worry for me. It might work in certain other situations – If you take Coverdale – which is experiential, but very much focussed on learning a systematic approach, or indeed many other things then you can to a

F1.14

certain extent – or learning SPIN selling, you can take a particular approach because it's all – that's the purpose.

I can see how SPIN selling is just a technique that you train, but I'm not sure about Coverdale...

Coverdale is more a way of thinking but it has a sort of method to it, it's trying to actually understand process and work at it from an experiential point of view but that's a question at that point – how do you unfold the theory – as opposed to it being good or bad theory, so contextually it's woven into the fabric. Bad theory I think, is ... so what am I saying ... bad theory is to do with whose agenda we're playing, is it an appropriate agenda for this particular group, what we're trying to do .. is it pre-programmed, or is it, is it, I prefer to play an emergent style sort of thing. We feel we need to do something, what would be the most helpful thing for this group at this particular time Roy used to talk about nets and wiggles. At what point is it appropriate to cast the net, and what net do you cast? Those for me, if you can get that right ... sit in the 'good theory' side of things. So emergence, for example you see as a good theory approach? An emergent approach which therefore almost drove the same theories. It's a little bit like saying you were to take time out with a group, and you'd say 'let's take some time out' sort of 'if we were to do one thing to help the group, what would it be right now?' or 'if this group were to learn one thing, what would it be right now?' and if the group said 'OK. I think we seem to be not getting our leadership right, it just doesn't seem to be fitting where we are right now... it might be appropriate then to say 'well how helpful would it be if we were to look at something like situational leadership, say, then that if you do the... if that was right and the contract was right, as allowed for, then that actually might work. I think if you understand the rhythm of your programme, and if you've got a programme which you've run a number of times, then to a certain extent you can ... you start to see the patterns of evolutionary behaviour ... and then there are certain models which could be conveniently introduced at certain stages, cos that seems to help – our experiences suggest that it

F1.15

might help at a certain stage, so introduction of the box 4 model at certain stages is actually quite helpful 'cos it tells people where you're going. It's a signpost So they're not confused by this growing level of chaos and complexity – they understand what that's about ... **and I think that ... and I remember coaching somebody and they said... they gave us the feedback and they said 'well what would be even more helpful would be if you just flagged where you were going at certain stages' and models that flag, if you like, and bring sense at the right stages are helpful**

If you get the congruence about where the group is and the model, then it's a good model?

Yes. Yeah.

If you just do it because It's Thursday, it's a bad model ...

Yes I think the risk is.. I think it's a bit like saying 'what's the more accurate watch? The watch that is stopped or the watch that is actually 2 seconds fast, so you're into that sort of area. So you're a little bit more hit-and-miss if you're pre-programming

You're also saying that it requires quite a level of trade-craft, quite a level of understanding all that stuff...

I think running behind this – the question is what's a good theory, what's a bad theory, if you go behind that then I think that that for me argues the stronger players or users of theory, are going to have a vast array of things that they could pull from, and probably need to have the judgement skill-set that says 'I'm not just going to pull from my favourites, I'm going to pull something that seems to' ... to have a library, not a shelf ... Yes indeed, absolutely, so I think the understanding of trade-craft is a nice way of putting it... Yeah... I was also thinking 'trade-craft' a knowing when a group needs something, and knowing when a group doesn't need something and having the strength of character not to harm the group by doing a session they don't really need ... and also, I've found the best question I've asked is 'what's happening here?' ...the answer comes back, *whatever* it is!

F1.16

But I think there are times when people need certainty – one of the things in a box 4 is a need for a degree of certainty and direction and sometimes the appearance of a model gives that degree of certainty, and that idea that in a sense you're the conductor of the orchestra, for a facilitator is a very privileged position to be in ... and sometimes you let the orchestra flow, and sometimes you actually reel it back in, and it's a judgement call... Very much so, so that you don't stick to a railway line, you're interacting all the time... I think that's when one can use the medium at its best, for example. And if you've got a group coming through it on a journey...

yeah and, what is it that I find ... that if I am acting as something that helps to clarify their thinking, but they've done the thinking, then that is good ... **Yeees...** Give them lenses, give them tools, give them stuff but *they've done the thinking*

.. and so I think, so, if we follow that through... then a good theory is one that validates the thinking that they're already... yes, absolutely! ... and to a certain extent that is also the trade-craft symptoms that you pick up... yes, etc. (18:11, 6689) ... well it's very interesting – I've witnessed twice times when Roy has been running a group and I suppose part of that must have been part of an outdoor programme – and there was one point where he stood up and he said 'I don't know if I'm going to be able to help you right now, so I'm going to go out and have a cup of coffee... you carry on, just call me back when you think you're ready' and he walks out. There's absolute stunned silence but probably on both the occasions, and certainly one of them, that intervention was just the right intervention and they got on with... as you say they though 'bloody hell, perhaps we'd better get on and talk about this!' – and then they took off! But away from ... less formal, Interviewer confirms and relates issues with people who've always hated school whom we stupidly put in school-like review situations. ... **There's a guy that was... part of Challenge, actually and very, very good – you've met X (no) – he used to be OD man in XYZ and he was part of Challenge for a while and he just picks – I think he's still doing the odd contract and he was doing something out of a ski**

F1.17

resort in XQ and sort of wander onto the hill and do a bit of skiing – and they've got a very good ski instructor with them – and every now and again X would ask ... almost the 'what's going on here?' thing.

All that skill and all you've got to do is ask damn questions!

Yes isn't it ridiculous (laughs)

Right ... let's think about the media we use, the outdoor medium, again, from your experience, from your reflection, lots of outdoor media that we use – cliffs, caves, all the rest of it – a bad one, a good 'un...

Ohhh... good media, bad media... now... my personal view is that there's no such thing as a good medium or a bad medium ... If I've learned one thing – and that's probably one thing that Outward Bound helped me to learn is that you can probably realise learning but across such a broad spectrum and, as you said, it could be dinner, it could be walking down the path, as we used to, to the wharf in Aberdovey or something like that, something might crop up – how're you feeling at this particular time – type of thing, so I'm not sure whether there are good media or bad media. I think that there are media that are ahhh, a little more amenable to the style of the use of the outdoors that I've been used to over the last 30 years – which is different to sort of the OB days, and those are media where to a certain extent you can have a little bit more control over what ... over the natural elements. So for example canoeing in a tidal estuary is a little bit more difficult because it relies on skill, it takes time to get on to the boats, it takes time to get off the boats, some people may be more skilled than others therefore times in order to get something collaboratively going on – and an awful lot of my frame is around collaborative working – then that as a medium is harder to control. I wouldn't say it is a bad medium – I think it almost goes back to our theme of context so that for me I don't tend to think of things as a good or bad medium. I think media which – I think it's almost the way that the medium is used rather than the medium itself. So a medium that pushes people too hard, or potentially seems to require too much of them, or is dangerous, then I would argue is not good, certainly for things

F1.18

that I want to use the outdoors for to have... Outward Bound was very much based on stretching yourself, putting yourself up against the limits a little bit, so doing something which is a little bit harder than one might do – like, you know, taking a long expedition – all right, it's gale-force winds but you still camp up at Llyn Garreg, Llyn Cau, underneath Cader Idris, but that's one thing – I would have thought you wouldn't be able to put your tent up - well exactly, yes, 'where can I put my pegs in' and that sort of thing but ummm, I don't think that's a bad medium, I think that, for the more structured when there isn't time to play but you're still trying to get value- real value – from the media, I think some of those don't ... umm ... I think it's a question of fear rally – I do think it's contextual

OK, well that's fine because I think it continues a contextual theme and we've probably had our hour anyway, but I've still got a question to go so ... **carry on** .. we've already answered this one a bit but I'd love your thoughts on it more , actually... We have, you have worked with lots of facilitators. Some have been brilliant, some have been less so. What do you think makes a good facilitator and a bad facilitator?

... ummm ... I think there's a balance between structure and flow ... and I think that the stronger facilitators are people who seem to have the ability to know when to play structure and when to let a group takes its course, so that's one thing and for me the stronger facilitator is one – in a sense this is a negative – is one who doesn't play the expert card too strongly and therefore to a certain extent allows people to come up with things in their own words, in their own language, rather than putting their own language into it ... a strong facilitator, a good facilitator, doesn't manipulate by sowing seeds before the event, so I think those are some criteria. A bad facilitator ... I think to a certain extent you've got to be able to exert a degree of control when you need to, therefore maybe the good facilitator is somehow able to build the contract, whether you do that by the rapport or by building your own credibility, I'm not sure how you do that, but I'm just trying to think of some people where you have not, where things have almost been too diverse, too ill-focussed – there

F1.19

hasn't been enough structure imposed or applied – I think that sometimes that seems to come from facilitators who don't quite have the confidence to assert themselves when they need to So their tendency is to hold back and let the group ... wander ... **yes, and then maybe not necessarily throw the net when they need to ...** I think the good facilitator, there's something gestalt-ish, we're all continuing to learn, aren't we, as facilitators, and I think the good facilitator doesn't necessarily hold-back from giving their views, but they do it in such a way that , in a sense, allows for, and this idea of rather than the facilitator – and we were talking about NPI earlier – and rather than the facilitator being somebody different, a facilitator's part of the process, therefore the facilitator's bound to have some views well , that's a good constructivist view of the world, yes! **But if that is the case, then it's 'how do I apply that?' and for example a good facilitator potentially, if it's right, and this goes back to our idea about good theory. Someone might say ' it's just like that! Blah blah blah' and you could say 'yeah I can see that's very interesting because, actually funnily enough, I don't know if it's helpful but I've just come across a client who's just like that, and ... they might just throw in a little anecdote or story which, in a sense, but it's validatory so the good facilitator will, in a sense, bring information from the floor first, potentially before bringing in their own view of the world**

So the good facilitator is... surfing on the group's wave ... ohhh God...

Yes and I like the image – but it is and that's right, and it's going with the energy

You're saying well.. this is the group's wave so...

It also goes down to things like bad facilitator is trying to drive their own agenda, their own bargain, it's , and I would say bad facilitation is a little bit like saying' well it's Obvious that collaboration is what we really need to be focussing on here ... and that's sort of saying, 'collaboration is good, lack of collaboration is not good ..' so it's exercising pre-judgement ...

Closing remarks....

F2.1

Appendix K

Interviewee F, interview 2

So you have been involved with OMD for a long, long time now ... tell me how you got to get involved in the first place ...

In the first place Right, this would have been the summer of 1976, I had been working as an accountant in Bristol, training as an accountant, and ... decided to change career and to become a teacher in mathematics – my degree was in maths and I had time... I wanted to get up to Bangor in North Wales, but it was the old Bangor Outdoor Ed thing... Barbara something or other ... and I think that if I was to trace back from that, whereas education has always run in my family, my mother was a teacher, and I had started to get involved in the outdoors in the sense of, not outdoor activities but in terms of mountaineering, 1974, after leaving University.

Intensive mountaineering, as in...?

Weekend stuff, and I met a number of people who worked in the area, and I spent a certain amount of time in the outdoors. Then I had ... I had made the decision to stop being an accountant, and to ... and I had a three-month periods before starting up at Bangor to do a PGCE and learn to become a teacher. And a pal of mine, who was probably more of a risk-taker at the time than I was, said he'd just got a voluntary instructor's job up at Moray – the Moray Sea School and he said 'well if I can do it, you can do it' so I thought, 'OK, well I'll look at the possibilities of working in the outdoors for three months as an interim...' and so hitched up to Aberdovey and had done a little bit of research, particularly, I think I'd read the Kurt Hahn book and was interviewed by Ian Fothergill. Up at Aberdovey, and that would have been March-April of '76 and he pretty much said, you know, 'what brought you here?' and I think one of the things I was quite attracted to was (a) the fact that I'd got a pal who'd been doing it and that I liked the educational philosophy (Having read Hahn or...) Having read Hahn. I'd done a little bit of research, I'd read Hahn and

F2.2

somebody or other else, and I liked the notion of finding out by experience as opposed to, in a sense, teaching... and that was, and so I, that was really, I came into it having – I'm a sailor by outdoor activities from childhood really, but the big outdoors – I used to have an appalling head for heights, so I didn't really play and it's only meeting people after leaving university that I started climbing and doing odds and sods like that. And as a result of this chance meeting with Ian, he said 'well, look, when can you start?' so I joined Outward Bound in 1976 as a voluntary instructor (so that's fags, food...) fags, food and beer... or food and beer, really. And that was ... 76, I don't know if you remember it, was a beautiful summer, you could virtually go out on expedition without tents and what have you. And that was at the time that you had the full-blown four-weekly courses, and there was a very strong work ethic, to the point at which they put people very quickly – I became an instructor of those old 4-week courses within a very short time of actually joining them, and so spent the summer in 2 or 3 of these long courses, and towards the end of summer, I'm starting to think 'actually ... you kind of look at approaches to education, and you say 'let's look at *this*' and the open agenda, the idea that you look to learn from any experience, not a pre-structured experience' ... and then I contrasted that with trying to teach mathematics, which not all kids would want to learn, and in any case, in a traditional sense, the 2 didn't really stack up, and at that point I decided to take the risk, so I went and talked to Ian (Fothergill) and I said 'look Ian, if I was to stay, rather than go and learn to be a maths teacher up in Bangor, what do you think?' and he says, 'well if you wanted to stay, I can't guarantee you a job beyond next January, but you're welcome to stay if you want to!' That was it, and I left 3 ½ years later.

You said that Hahn's writing was what sort of switched you on in the first place ...

I... would naturally research ahead of an interview and I suppose I wanted to learn what it was all about .. going, hitching up to mid-Wales. I'd had the opportunity to go on a bursary to an Outward Bound School in

F2.3

'69 from the 6th Form, my family wasn't particularly well-off so there was a bursary available for me... and that was in the days of black and white pictures of people sort of jumping over sand dunes, going for cold dips in the morning. .. and I actually chose Aberdovey because it might be a little bit more amenable, and then bottled out of it ... so, um, it had been around in my consciousness for a while – the fact that another pal had joined it and was having such a good time – and we shared, I think, certain interests in education – that was a supporter, and the little bit of research in reading the Hahn book beforehand was the thing that started the, this just might be... this just might have a fit...

And what I'm finding quite striking about that is the sort of early recognition by you of the emergence of the Hahn method as compared to the didactic approach of maths teaching ...

I think... I don't know whether ... I don't know at what point the contrast started to be clear in my mind, and it was probably during that summer and I think starting to .. you know, alright, it was a beautifully hot summer so I don't know how much I was swayed by the sheer pleasure of doing it as well, who knows?! ...Who knows what the influences are. But it was the educational influence and, for example, if I give you something that stuck in my mind, ummm, one of the things that one did, and you'll remember these sorts of things I suppose, when you had a group of people together for the first few hours of a 4-week course, you do the rounds, and show them round, and I remember showing people round, and I remember, I don't try to overly influence, I'm not a judgemental type, I'm very open in my approach and more exploratory, in that sense, and I can remember one or two of the folks and they would come down to the point at which you would ... they would have a sort of assembly in the morning, and this instructor, and he said something like, he said, ummm, 'and we'll be doing this, this and this, and we'll be going climbing so-and-so, and you'll be frightened, but you'll find it a real challenge and you'll feel absolutely fantastic afterwards, and you'll feel as if you could do anything!' What happened? They were frightened, they found it a real

F2.4

challenge, (yay!) and they felt fantastic afterwards! (Freddie the frontloader wins again!) And I looked at that and I thought 'I understand what you're doing but that's manipulative, that's playing the game. That's NOT the way I want to go about education, and this goes into the debate that you and I were alluding to before we started recording, about 'does it speak for itself, or do you structure the learning, and I just had a good time – I probably wouldn't ... nowadays you wouldn't get into the work; at the time I think it was open to people for whom there was a vocational interest (1355: 10.07) (Ahhh, that's interesting) as opposed to a professional career interest.

Would you mind expanding on that?

I can expand on that... the number of people that work there, worked there for a short period. In fact Ian (Fothergill) didn't want people who were necessarily there for a career. In fact there was somebody he employed at the same time as me – as a short-term – who he knew by his personality would shake things up – names him – and he was very radical and he knew that he would shake the established order, if you like, but he wanted that in the mix. And one of the things I was conscious of when I left in 1980, was that people who were starting to come in were more, in a sense, people from a more classic 'teaching' point of view ... and you could see where things were going where, if you wanted to take people canoeing, you'd need to have a canoe, BCU, If you wanted to take people on the hills, you'd need an MLC. And what I think was happening instead in the mid-seventies was that they would take people on in a sense who would adhere to the values and would be very disciplined and responsible in the way that they manage things – wit a code of conduct underneath it – but not with a prescriptive, 'you need this qualification before you can run X activity'. So there were a number of people who I would say were more... adventurous is the wrong word, Bill ... just happened to be there because they happened to be there... and the roots of people who joined and I was involved with, at that sort of time, were, you just sense there were value-systems in common and that

F2.5

compensated for having to have... an explicit... there were implicit value-systems rather than explicit. So you felt that, in fact, when I went to Outward Bound? The reason I'm sitting here – one of the many – is that when I went there, I kind of sensed that... that, community?, almost...

A real sense of community, and having come past it with Lakes Centre 3 ½ years later, very different approach... There's a chap who lives just down the road here, and it turns out he and I met in 76, and he came as a Merchant Navy volunteer – they used to send them to Aberdovey for 2 or 3 months, and they took the cutters out, and they thought, 'sod it, the sun's out, the wind's in the right direction, the tide's in the right direction, and they took it down to Aberystwyth – now of course, you don't exactly do that these days... you didn't exactly do it those days – but there was, in a sense, so long as you were responsible, with a duty of care, and you thought things through ... you didn't necessarily need to go through red-tape, bureaucracy, have all the qualifications... so long as people knew roughly what you were doing, they were happy with that – in a sense you had a rough game-plan sorted out the chief instructor or whatever... what you did was acceptable and the sense that I had as the 80s progressed, after I'd pulled out was that increasingly, you needed the paperwork behind you and in a sense it became a more... transactional is the wrong word, but it seemed to become more of a job, rather than a vocation - and to the people who I went with there in the 70s, it was a vocation... so you had a former electrical engineer who was there.. you had a couple of guys who were basically very energetic beach bums, one of who subsequently went on to drive RN helicopters for 15 years, and you just got a complete melting-pot mixture of people for whom this was a thing to do with value at the time, rather than 'here's a commercial step' or something.

Although there were the long-timers - SG for one...

Well SG was the electrical engineer I was talking about ... well, he's retired now but he went to run a hospital, and ... a very good man-manager. He was always a very good man-manager, but SG went in there for, I would guess, for personal vocational, circumstantial reasons,

F2.6

and F and GE and some of the others probably For similar reasons. And all went on to other careers (personal discussion about one of that number...) so GE would have had a more vocational approach, and one sensed, came from a degree of structure. There were quite a few of us who came from less of a sense of structure ...

Interviewer recaps (2139: 16.38) ...

... Somebody who'd sailed briefly with Bill Tillman, up to Iceland, and pretty much done adventurous stuff, and is now living in a farmhouse down at Grenoble and funnily enough has been a security guard at one of the nuclear plants there... so there's not exactly a theme, is there! (no, no, but what is theming from you is that ... vocationalism rather than professionalism...)

Exactly, well vocational with an underlying, I think one of the things is, I think whatever one thinks of Outward Bound, I think there's quite a strong gravitational force there, and there were... there were values about the way the organisation ran – and you know what Fothers was like, you've met him and interfaced with him... ummm. .. and if you pushed the barriers too far, then there would be comment, so ... partying too hard, sexual innuendo types of issues had to be dealt with very much at arms' length, very much properly for the organisation to work. So it wasn't explicit, but if you crossed the bounds, then you got the feedback.

(discuss the informal and formal nature of that feedback – 18.19; 2330)

Nothing explicit. And I imagine there's a much more explicit set of rules, now, but I don't know.

Off-tape (but recorded) discussion ... including allusion to instructor who treated female course-members as fair game.

Well, there were some very interesting things .. I suppose if you are prepared to take people more on a vocational basis, then there are risks associated with that. (The occasional restless drifter comes in ...) and we do... I remember one chap who got himself very much a part of the culture – always had a locked van – got engaged to one of the girls in the kitchen and had been with us 9 months or more ... very friendly, I climbed with him ... Turned out he was a criminal on the run... invented a

F2.7

different name for himself, and built himself an identity, did some bizarre things and got away with it.. eventually left, and then the police said he... was caught and it turns out his name wasn't what he said it was ... and then you got other people turn round and said 'I always knew there was something strange about him!' and you know... *come on!* ... I think it's the risk you take by taking a more vocational ... some people may work, and some people, to a certain extent you've just got to go on gut feel ...

Do you think you compromise you're actual safety as opposed to your practical safety, as opposed to espoused safety?

In a practical sense with the outdoor activities? (yeah) I would say that pretty much everything I remember getting involved with, was very, very well-managed safety-wise. On the water, yes. On the hills, yes – because OB was always a Mountain Rescue as well. And I remember on 4/11/1979, getting caught out on Cader with a young Army lad who was wearing a fatigue that his sergeant had told him would be waterproof, so I said, you know, you need to put *these* on and he said – story continues (21.35: 2668) There were things – mea culpa – where you had overlooked things, but then you got the decision about how you handle it – further anecdote re climbing with undone safety ropes(22:32 / 2697). These days you would ...

There's an argument that by having defined systems, you do take away the autonomy an instructor has to make a decision based on the circumstances you have at the time **rather** tan the prescribed drill ...

And then you get some things wrong. I mean, should I have been on Cader Idris at 3 o'clock on Sunday 4/11/79? I don't know... whatever...

So that's your story as far as Outward Bound...Why didn't you like the accounting side, by the way, just out of interest?

Why didn't I play the accountancy game? I think naivety, ummm, I was immature at the time, I made the wrong choice of office – I should have gone to the London office rather tan Bristol, it might have been different ... the weather was beautiful, I wasn't naturally fitting with the work, ummm, I think there was something to do with the culture – for me I think there was a limiting belief around, errrm, it's not what you

F2.8

do, it's the way that you do it, and here we had part of a large national accounting firm long since swallowed up by a bigger one, but had , in a sense a 'small firm' culture to it – and the small-firm feudalism didn't particularly click, so there were a number of reasons ...

OK, summarising....

Culture, nature of work, auditing was desperately tedious, I didn't enjoy that one little bit. The tax stuff was a bit more interesting, so I think there was the negative side of work, there was the sort of feudal, political side of it, and at the time I really wanted to be outside rather than in. And you live a life of contrast. I don't know what your contrast was, but I live in a part of Bristol, in jeans, wear desperately old clothes and go climbing over the weekend, and then in the morning you'd dress in a 3-piece suit, walk across Cotham to Clifton, and go to work... and the contrasts never really reconciled – so one is more attractive than the other.

Interviewer recaps and shares experience (26.53: 3054) OK, so the next question was, in that time, say OB and later, did you see a difference between you at work, and you not at work... sort of thing you've just graphically described in the world of accountancy...

In a sense, are you saying once you've been in the outdoors for a bit, what's the difference between you at work, and you not at work? I would have said that if you took a Venn diagram, the difference was in accountancy, there wasn't very much overlap, but in OB it was almost the complete opposite, and so you lived work, and to this day, that's pretty much the way that we've worked, so for me I will happily take, for example, a day off during the week and if necessary, do a piece of work on a Saturday morning or something like that, so the kids would come into the office at times, which was never always easy, and

OK, so I guess the boundary between work and not-work is how a farmer would have seen it 40 years ago. I'm not 'at work' or 'not at work', I just am...

Yeah, Yeah, I'm fortunate in my domestic life in that I have a wife who understands the medium. .. I'm sure that for some people, that is what

F2.9

causes those Venn diagrams not to overlap, I'm just fortunate, and when you run your own business, as you well know, that just naturally overlaps with other parts of your life, so you just have to manage the compartments in a different way.

(Reminisces)

Back to the career – OB, sense of community, sense of calling, whatever ... which is interesting because there's some literature around nursing that says the problem with nursing is they've lost their sense of calling ... one could say the same for teachers, I think.

You then, after 3 ½ years, moved on from Outward Bound. What caused the Step of Faith there, from OB which, no matter how ad hoc it is, does give you a salary and a bed, sort of thing, to working in, or as, XZ training?

I would say that's a little more confused or unclear, erm, all I'll say is that after 3-3 ½ years, I was beginning to feel that it had run its course at OB. there were frustrations, and there were probably more powerful people around who had different beliefs about the use of the medium tan I did, so it was, well, you kind of feel you actually understand this quite well, I'd like to have some influence over that area, I guess, and those avenues weren't available because I guess the old culture was so strong that the need to embrace the sorts of things that ended up in XZ, and this is where yours and my history overlapped, so when Imperial started to come, and SG and I started to work with RW and CC and AP and co., then that very much filled a belief for me about the need to...manage, in a sense, let the culture adapt in order for the educational value to work with the mores of a slightly different group. So manifestations – things like, if you're going to have a corporate group in, you can't necessarily say 'don't smoke for a week' or 'don't have a drink', so how does that fit with the classic OB set of values – the badge-winnings and the 'thou shalt not drink' for a fortnight, or whatever, and so there started to be some battles about old versus new and OB hadn't – and I don't think still has – reconciled the two. .. and so there were a number of features around that where I decided, 'OK, I'm just

F2.10

going to leave,, I don't know whether it will last, I'm just going to leave'. I knew I had a few months' work in Lakes Centre to come and so simply said 'OK, there's sometimes a need to move harbour even if there's no port to go to', and that then coincided with AP saying 'look, I'm thinking of setting up Challenge – do you want to do it together?'

So I spent 3 months in Lakes Centre. And that was a very different approach. Very much more focussed on intellect, rather than gut, very focussed on group process, structured experience – greater structuring of the experience than OB really wanted to – but then, influence was exerted, in my view, in a different way, and it was to do with intellect, to do with the ability to be witty, intellectual – the type of people were different – it drew people who were professional librarians, who'd just decided that it would be 'a good thing' to take a year off and 'do a Lakes Centre', for example, so the underlying culture was a very different culture

Sort of salon –Oscar Wilde, kind of thing...

There were elements of that. It didn't work for me.

OK, head culture rather than heart culture – interesting, thinking of SH, who emerged from that, they're very much at that cerebral...

Yeah, it was definitely cerebral, it was definitely middle class cultures deciding to come out for a bit, and do my bit for education, if you like, as opposed to the gut feeling about --- it's almost the other end of the spectrum, somehow....

Interviewer recounts anecdote about a meeting at which he was able to tell Lakes Centre about review, in 1979 or so. Clearly, they had changed enough for that message no longer to be necessary by 1981 ... and explains further how Lakes Centre parlayed themselves into a position of aloofness and intellectual leadership to which they still aspire today.

There is that element of intellectual snobbery about it, and I have to say I didn't enjoy that about it, and it was around at the time, it was fairly ... coming fresh out of OB, that didn't work it for me... I think there is something to be said for a balance between the two, and... I've lost contact with DW, but I get a sense that JU, in a sense, try to get a

F2.11

balance between the two, whereas Lakes Centre went over to ... 'well we've taken the intellectual highway'... OB never really moved itself into an area which it could have done and if you take a spatial field, JU almost occupies that space. EO tried to but XZ did so with a degree of class. Maybe what they did was, they bridged the gap and created a market niche which wasn't around at the time.

And they certainly – yes – the certainly pumped the market up... As did XZ, I think

XZ could have been more ... influential than it was ...

You seemed to lose your way a bit towards the back end ... XZ was everywhere – I kept running across [minibuses with iconic logo], so – that's pretty much got to be XZ! – and a sense that ... then they weren't. And then I was finding myself working for JJ rather than XZ doing his stuff, and then there seemed to be a sense of ...less rudder... at XZ.

This must have been early 90s (yes) and I pulled-out in '89 ... Part way AP and D(?)made an approach to DW, and I don't think realised what DW and his cohorts had got, to be honest. And for whatever reason, it didn't come to anything. It could have been quite a good mix, really ... but anyhow, it didn't (It would have given an intellectual polish to) but then they bought in their own intellectual polish, didn't they ... they bought that in.

Would have given good market-share, y'know, XZ's market share and JU's, which probably wasn't as big as it is now ... Not necessarily a good thing- because there's the JU model, and that attracts some people, I think, so it became just JU's market, and a few people around the edge of it like me...

Did XZ lose its way? I mean I can't really tell; in the early 90s there was a mini-recession. I think that XZ was working with the many challenges, one of which is 'how do you work with a growing business, and give everybody something

F2.12

to get their teeth into', and so spawned a number of sub-businesses, some of which were kind of more successful than others, and in a sense giving AP an opportunity to pull a little away from being absolutely the person who drove the entire organisation. And I think the reason that he pulled out of XZ 10 years later and they folded up was that too much was falling on his shoulders. Which was always an issue...

Recollections of AP 41.00 – 42.45

I'm running out of questions here... one or two key points in your OMD life – give me some key moments ...

Critical Incidents? Yeah... I don't know how best to answer that... take a moment, that's gosh, I don't know, um probably the setting up of XZ was one of those because it was excellent to have an opportunity to have one foot in the outdoor camp and another in the management camp. It was a key thing, setting that up. Almost unconsciously, some of the investment decisions as we went through. So buying the white vans. We very nearly bought a hotel in the mid-eighties... so there were certain things like that. And these in a sense are not outdoor things as such, these are organisational issues rather than the outdoors *per se* ... so it's 'the strategy of'.. and I suppose pulling out of it was another one,,, I couldn't give you particular events of programmes that were critical or stand-out, little incidents in ones certainly do... I don't. I can think of something, very early days when we ran something in the Forest of Dean and one of the boats capsized, there was a bit of a hiatus there that needed a cool head ... minor incidents...that had broader repercussions in how you should manage the outdoors, how that type of thing should be managed and you need to devolve the management of it to the people who are in the boat, rather than shout things from the shore... it had a broader sort of ... repercussions if you like. But other than that, staging posts were things like buying offices and doing them up...

Do you think that becomes more interesting than doing the outdoor stuff? So... that's a *leading* question...

F2.13

It is a leading question.. but, yes to certain extent... yes I think it is as interesting, but then again, if you had too much of that I'd want to get backing into running the outdoors... but running a business, talking to certain people about the issues they want to face, and how we could actually illustrate and work those in an outdoor context – great fun. And that's to do with taking on board business constraints, needs of the organisation... It's more playing the strategic OD thing and then trying to play that back ... with the awful thing hanging over your head, and thinking 'Crikey, I'm going to have to write a box 4...'

There are other people more interested in writing box 4s (Well they're great fun to write...) Yes, they are quite fun and ... whereas I quite like that ... I'm probably as interested in 'how do you best extract the learning' as I am in the structure, because the exercises have always been a means to an end, really...

The exercises have always been a means to an end?

I could happily leave the details of an exercise alone so long as I felt it was well-designed and well-run. Ummm, that's of interest because I value quality design, but ... other than that, it's what it's doing for the people who are actually involved ... and the thing that is of particular interest for me now is not only what it is doing for the people involved, but how do they use it –what's the follow-through, so it's change management. I've always tried to work from a change-management mindset rather than designing a training programme... which says that... the frustration I suppose is that the clients are ... you know, they'll pay for, and sponsor, the high-profile thing; they'll live with the engagement piece that runs before it, but then it's as if all the energy is sort of expended... just at the point where you actually need to consider how do you manage the investment in order to reinforce the potential benefit of the experience.

Certainly, the best programmes I've been involved with are those where we've had the energy to do the follow-through thing...

Yes, and when the customer is prepared to put funds into it...

F2.14

Yes, because the line is 'we'll take over now!' and they don't ...

The added thing is – one of the things the outdoor brings – and one of the reasons I like to play with it – is, if you get it right... the memories, the memories stay with people for much longer ... and if I take one of the long-standing programmes I ran for E and Y for many, many years, people would come back years later and say that helped them in their next transition. It was partly the power of the experience, and partly engineering the process and the feedback. Had it just been the experience I don't think it would have had the impact ... it was the process.

Sure... so the mountains do not speak for themselves, there needs to be process, too...

Well, I think the mountains potentially do speak for themselves, but if you're saying ... the mountains might speak for themselves, and if this is the size of my population, that might work for that group there ... you're processing and you're potentially involving more people in the impact of the thing because it's like different learning styles – some people might have the reflective wherewithal ... to see the value and make the link between the mountain and the office – not everyone does ... (So we should cater for more than just the 'hands close together') absolutely – well that's my view – you get more bang for your buck ... In challenge days we used to say we wanted to be 'more MBA than MLC'

Well put – My own twist on that is that I'd like to be more MA(ML) than MBA actually – more critical of the organisation than instrumental about what's happening ... **right** ... you probably need to unpack that a bit (laughter). Most MBAs teach you how to do well and survive in the world as it is...so it's case-study based, and those cases are real etc. and most MBA teaching in most good MBA centres, is almost entirely case-based ... MA in Management Learning ... it used to be done in 2 places, now it's only done in Lancaster – the other, funnily enough ...was UWE – and that says 'well OK, we can teach people to be good at management learning, or we can teach them to critically evaluate what's actually

F2.15

happening in the organisation and see if that could not be different in some way ... so.. but not in an MBA kind of way – in the kind of 'get more out of the people potential' way – so the MA(ML) partly involves a critical approach, but certainly is challenging the fundamentals much more than, say, an MBA does. And I think if we challenge the fundamentals, we actually stand a chance of changing the course of our businesses radically rather than just making them a little bit better ... is my view...

That's helpful to understand the perspective... I agree in a sense that the balance-sheet look at the business, that's all very well, but is current or retrospective really ... that's right yeah, it's the prospective, particularly in a time of great complexity? ...

I think that's the thing... if you're looking in a challenging way, perhaps you're more capable of seeing the world changing round you before it's too late.

Yes. Which requires you to take – remember we used to talk about the old helicopter mind, and that kind of thing, and it requires you to take a systems approach, whether it's Senge or whoever it is you invoke, I mean, that breakfast meeting I had this morning was with a chap whose written a book on leadership and complexity ... and it's something that I'm really quite interested in at the moment – and you could cobble that together with box 4 – all the time what you used to do to focus the box 4s – I don't know what you do at the moment but certainly in the Challenge days we used to talk about helping organisations to get that feeling of what it's like to manage change and uncertainty ... because how do you create change and uncertainty, and it strikes me there's only 2 ways of doing it, really, and in reality you learn from death – but it's hard to learn from death because that's a completely unknown, you don't know how to handle it. Or you learn by having your first child, but then again, I'm a wrong gender to learn from that. But where else do you learn to manage uncertainty? From the point of view of teaching you from life-experience, though... how do you create a learning environment that enables you in

F2.16

a sense to ... play with and to learn about... Managing change and uncertainty? And good old Box 4 is not a bad vehicle for that ...

Its not a bad vehicle for that ... and at times has almost mind-expanding capabilities, so there's a certain surrealism about going into a wood and meeting a bloke... whatever it is... It's not surreal like that lot who used to do where people used to dress up as bears and run around.. **Dimno ...** Dimno, not that kind of forced surreality, it's the kind of surreality which sort of is assumed by the group sometimes... and what are they saying – they're saying well actually, this world has changed in ways we know not how, but we need to find ways of living in it, so that's really interesting..

... And I think I almost find myself coming full circle now – having explored the whole complexity thing – and it does require a certain way of thinking,,, and I think potentially of real benefit to organisations. You then say 'well how do you get people to get a sense of how that environment is', in order to see what leadership looks like in that type of environment. Which brings you full circle.

Yeah, we've glimpsed the Higgs –Boson of leadership!

Well, there is an awful lot of serious mathematics behind complexity at the moment. There's a thing going on at Bath University, a symposium on the maths of complexity this morning... today!

You know, that's probably more your cup of tea than mine....

Bill, that's beyond me, just trying to remember the maths I did when I was looking at this stuff... but, you know, does this have something fresh to say about leadership and management and influence in large organisations And I see that as a door into action-research back in the organisation... well, we know when we were in this changed environment, we had to change ... Let's go back to work and see what happens if we change this... One hopes people do that in a fairly mature and adult way, and don't just run around changing everything,

But you're looking at an adaptive style, and in Box 4 – I can only speak from my experience of Box 4s , I don't know how your experience of box 4s has evolved over the years, but – if you become rigorous in the

F2.17

organisation you're going to adopt to meet that challenge, then you come across resistance, because the structure is too rigid to really match. So how do you lead when you need adaptability as opposed to rigour and order?

Further thoughts about Box 4 and Grimes... (6418 ; 59.10)

Alternative routes you might have taken?

No idea at all ... I have a suspicion that if I had become an accountant with '666' engraved on my forehead ... I think there would have been greater separation of work and domestic. I've learned to enjoy the overlap ... and I love what I do, so, um...

Chatter about 'work-life balance' (1.01: 6482)

Useful thought ...

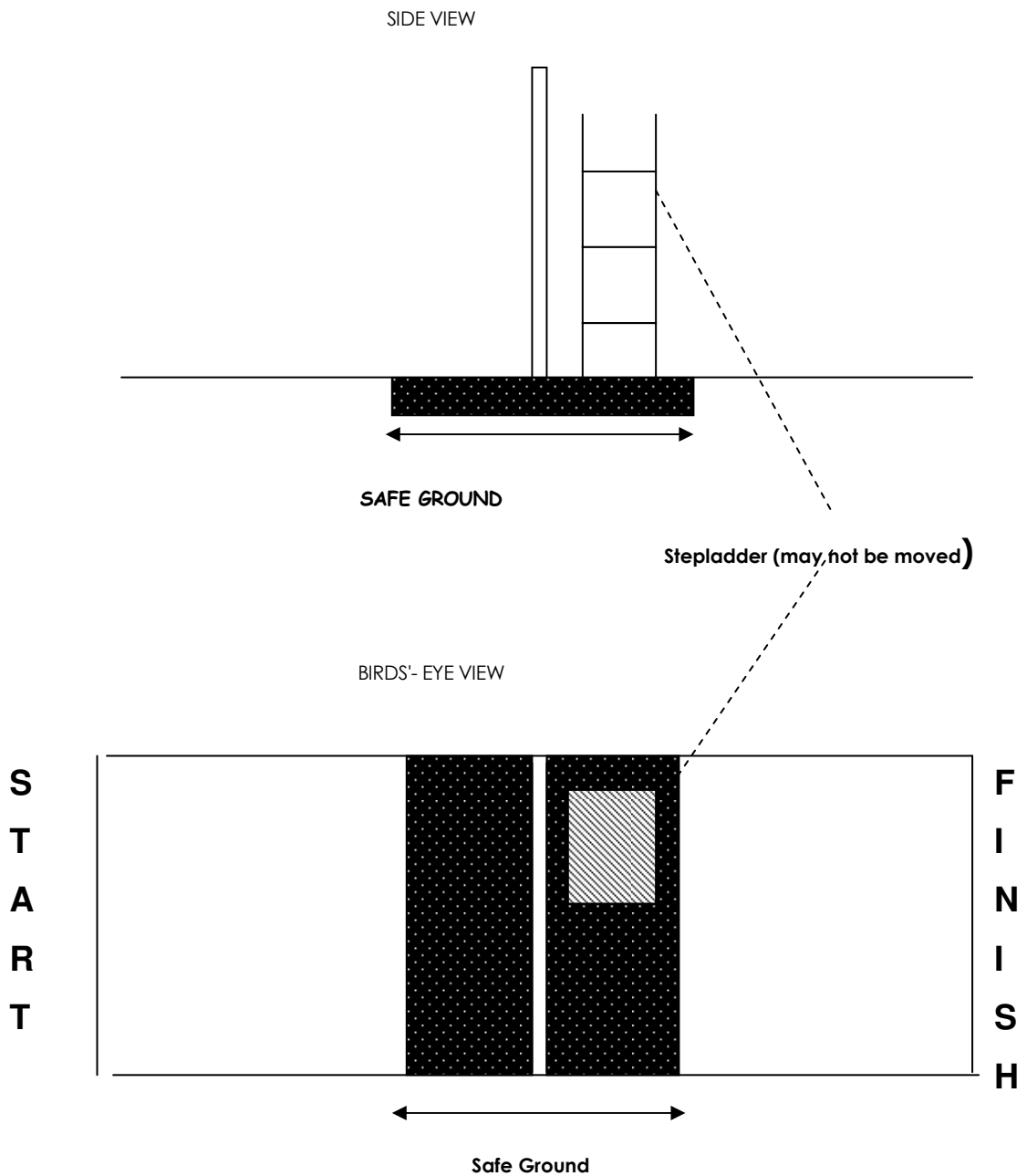
'You don't get change in a coaching situation unless there's change in the room!' (quote from Peter Hawkins of Bath Consulting group). One of the ways of getting change in the room is through outdoors ... because if I go through that, I may be hit by an insight, some feedback, an experience, which is quite – takes you aback a little bit – I still coach a girl occasionally who was on a course 4- 5 years ago, and the reason is that she'd been given some quite serious feedback because of the way that she'd managed the team in Box 4, and I had been running the group she'd been working with. And because of that feedback, for her, there'd been change in the room. We hadn't resolved anything, but in one sense what we had done was raise self-awareness and ... questions. And that's meant ... the learning has stayed with her

WK talks about the power of cognitive dissonance ...

Closing remarks – end of interview ...

Appendix L

EXERCISE POACHER'S ESCAPE



THE TASK is for your whole group and a bucket of water to travel from A to D without the group, the bucket or the equipment touching the ground in the areas shown above outlined by double lines, and without either yourselves or your equipment touching the fence. You and your equipment may touch the ground at points B and C. The penalty for breaking the rules is for the whole team to return to the start.

EQUIPMENT provided is as follows:

One plank.

2 x 25 gallon (125 litre) containers

One short ladder (Placed and anchored as shown in the diagram above. It may not be moved).

1 x 100ft. (30m) rope

You may not supplement this equipment.

TIME ALLOWED for this task is 45 minutes.

SAFETY RULES are as follows:

- 1) Tutors' rulings on safety matters are final and binding.
- 2) No-one may jump a height greater than one metre.

Appendix M

Exercise 'River Crossing'

MAXIMUM TIME ALLOWED: 35 minutes. You may book this time in advance.

THE TASK: To build a bridge capable of supporting one team member on a crossing from one side of the river to the other. The bridge must be sited at a place which your trainer will point out to you on request.

The bridge must be at a height greater than 50cm. (1' 8") from the surface of the water. It may not be directly held by anyone other than the person crossing it when it is being crossed, although you may wish for team members to hold on to it by long ropes.

EQUIPMENT provided is as follows:

- 8 x large wooden poles
- A large supply of short ropes, twine, etc.
- 4 x 30m polypropylene ropes.
- 8 x short/medium scaffold poles.
- Various scaffold clips and a spanner/wrench.
- 4 x short wooden poles.

You may not use anything except this equipment.

SAFETY

Tutors' rulings on safety matters are final and binding.

If your tutor considers the bridge to be unsafe, he or she will not allow anyone to attempt to cross it.

Helmets and gloves will be worn.

Depending on conditions on the day, extra safety rules may be added.

Appendix N: An alternative to SMART

An extract from Krouwel, W. (2012) *Wisdom of Pearls*. Horizons 58 (Summer 2012)

'Another import from the managerialist training world is the 'SMART' acronym. For the few uninitiated, the letters stand for:

Specific
Measurable
Achievable
Realistic
Time-bound

Again, this is a very useful tool for measuring business and training targets. It's not good at all, however, as a measure of the internal, subjective, messy processes of human development – a process that often has powerful (sometimes radical) effects on how people live and work...

... We should work at convincing clients that competency-based 'SMART' training is OK in its place, but that development in which we trust the learner to learn and the facilitator to facilitate in the sometimes life-changing world of a development experience, leads to training which is:

Personal
Emergent
Authentic
Real (but not realistic)
Life-changing

Appendix O: Sample Ethics statement

Statement of Ethical Research

Author: Willem Krouwel

Date:

I am a student on the Doctorate in Education programme at the University of the West of England. My dissertation involves me using interviews as a research method for understanding practitioners' attitudes towards outdoor management development (OMD). This is why I am asking you if you would agree to let me interview you – for anything up to three hours, split into three sessions of between 30 and 60 minutes.

There is no intention of publishing the interviews as a distinct piece of work although anonymised extracts will be used in my Doctoral dissertation. At a later date parts of it may form part of the evidence base for research papers. You will be anonymised throughout, and together we can assure, after the event, that nothing you say to me will be attributable to you in any way. Of course, I will be assessed on how I conduct and write about this experience, but your identity will remain a matter of privacy between you and me. I will share with you the account I finally write up of our conversation and I will ask you if you would like to add, delete or change any aspect of it. That, too, will be part of my learning.

Of course, this can be nothing other than a voluntary experience and you can withdraw from the commitment whenever you like and without having to justify that. The only consequence will be that I find another person to take your place. Though it is my learning that is the focus of this experience I would hope that it might be useful to you in providing you with some reflective moments.

My supervisor for this exercise at UWE is Doctor Penelope Harnett and you can contact her at any time with a query or a comment about this

process at penelope.harnett@uwe.ac.uk or by telephoning 0117 32 84232

Many thanks for agreeing to support my professional learning.

Signed _____ Willem Krouwel, Date:

I have read the above ethics statement and had an opportunity to discuss it with the author.

Signed _____ Date: _____

Appendix 'P': Interview extracts related to research focuses 1-4.

Focus 1: What is the range of management learning approaches that use the outdoors?

Interviewee A

Do these need, (clears throat), do these need to be specifically outdoor -type courses or any course?

We used gorge-walking one afternoon and a lot of fears were faced there basically and the reason we use the outdoors is, as you know, we cannot create their workplace but we can create situations where they're uncomfortable or they're challenged,

Another good courses, errrm Ok, I guess it would be something up in Scotland, erm, probably at the Glenmore Lodge Centre during, ummm a climbing course as an example – really good venues, really good body of instructors, ummm, excellent equipment, and it was structured from introduction, right through in a progressive manner, so you start off at point A, before you go to point C, there was a structure to take you through point (hmmm) and so on.

it's a venue where there's lots you can do - I'd say the Black Mountains – there's lots you can do in the Black Mountains particularly towards the ML (Continues for a long time about a summer ML programme being run in winter and its technical aspects)

and the reason we use the outdoors is, as you know, we cannot create their workplace but we can create situations where they're uncomfortable or they're challenged, and obviously that's why we use the outdoor in particular, and that brings out behaviours really, brings out the various aspects of how people behave when they're stressed, when they're under pressure. umm, y'know, good behaviours and bad behaviours umm and really umm there's a lot of fears faced, and it was

interesting to see how people support each other, and how those that were probably deemed not to be particularly strong in the work environment, y'know became quite strong out in this environment So it was a good leveller, really.

Let's go for coasteering I guess – Pembrokeshire is a fantastic venue. Obviously the Gower ... the Gower is smaller so less options (goes on about the craft possibilities of coasteering venues)

I think it gives them far more confidence, it gives them... an ability to, to look at things differently, it also gives others the ability to look at *them* differently – to realise that they are ... you know, they do have a worth, they do contribute to the group. It's whether that is recognised, really.

Another we promoted really was to get people to look at how their performance affected others, i.e. a lot of mentoring is done silently;

. So it's raising that awareness, really, that no matter what I say no matter what I do there has to be, or there will be, a response be it wanted or not.

The main thing that was highlighted was – people before, if they didn't agree with something, they would either voice it which then would have an effect on others, who would either challenge it or accept it, or just pass comments to themselves and what we're trying to do is to highlight these options that other people take, (

You also see the bad and you can get the group to deal with the bad. To stop that one view being ...

Not necessarily to *deal* with it but to recognise it, and to recognise the repercussions of what's been said, what's been acted, really because some people errm, do need *management*. They can say things or do things – or even peers really – which, which can be quite offensive,

particularly, you know, male – female comments – very often a lot of people, particularly if it's a male environment, generally as, as, um the female gender integrate more and more into these man-only, or historically man-only jobs, workplaces, then they can be quite...umm... sort of stone-age man really with the reality is that we have to change or should change to be fair, to give it a far better balance and ... in an environment where it's comfortable for everyone to be in.

And the reason I use it is to link a lot of stuff to nature – an example of that really is you can't touch a spider's web without affecting the rest of the web so basically... no matter what you touch ... it affects everything else, so I link back to that place really and ... we do lots of things using nature

, every time you turn a corner, the view would be different you don't really know where that conversation's going to go but you have different thoughts that would stimulate that process really – so that's why we use the outdoors.

and linked it all in to the ILM – we do a lot of ILM stuff, so it's all relevant and all ...

OK I'll give you one guy who came on a course, for us, for me actually – it was one of the X guys from (names a University). He turned up as a student, the same as everybody else, he was an ex-Scout – he's a scout leader now ummm... but he was really keen to move forward, to take forward, to move forward

by each individual in a story-circle talking about what they were going to do next. When they want to do it umm and why they want to do it.

What's good, what's bad in your view?

I think task-tasks in general are good. Again it's whether they fit-in with what you're trying to achieve, really. Also it depends on how complex they are and I suppose if you ... you can always set a task for people to fail. You then have to balance what is the value of failure as opposed to succeeding

Do you do that?

Rarely. Rarely. I get requests to do that (**interesting**). I get requests that they set up to fail, because you can learn from failure, obviously, but you tend to learn more from success, so that's what I tend to do personally is I will set a task up as achievable and you can do that by adding time, reducing time etc. so you can change, change the boundaries ...

various knots, etc – that's very time – consuming but generally, once they get it up and people are going across, the buzz is massive, you know, it's really, really high, and that's the same for things like gutterball or guttering or bamboos (describes various grounds tasks) – really good for teamwork, really good for planning... we have groups, particularly teams, and the brief's been 'right guys, we meet you on the top of that hill there, you know, which is about a mile away and that's all the brief they have, and straightaway, you know, the brief, the individual's aims, you know some will say 'I want to be the first up there' and off they go. And when they get to the top ... there's a group halfway up saying 'well I'm not going to go any further because (a) I physically can't or 'I've got an injury' or whatever' so that immediately changes the team. So any task that brings out learning is a good task. Any task that excludes people can be a good task so long as that theory is explored.

so they might learn, I don't know, might learn a bit about planning but what the customer wanted was obedience – I'm making bad examples, but ...

you know, there may be skill building and skill – and things like that – physical disabilities of people so maybe they aren't able to perform to

that level but can improve from where they are now so it's bringing that out of them really and having the tools to do that as a manager.

I think any learning is a good thing, and the beauty of being a trainer or a coach is that you never know what people are going to pick up on, so you never know, so I think it's a good thing. I think it's a good thing.

And that's the key – and also allowing people to learn differently - our realities are different, we learn at different speeds, so ... its having a system and the ability and the time allowance which isn't always available in business

every time you turn a corner, the view would be different you don't really know where that conversation's going to go but you have different thoughts that would stimulate that process really – so that's why we use the outdoors. We particularly like

Interviewee B (ints 1 and 2)

Knowing their main focus is on the development of others whereas instructor 3's focus is on how good he looks or she looks, so that's a very different thing. I'm struggling to come up with one word that could describe ...So what I find, which is actually quite a rare quality,

I wanted to, sit in any canteen that I wanted to over lunch and talk to whoever I wanted to, just to get the flavour of the company and the culture change that we're developing with it,

it's that very long-term relationship that means that we know that we're actually making a difference, or the impact of what we do is having an impact on the way the people work.

very well informed about what they're buying. Buying with a very clear purpose ummm and willing to invest almost whatever it takes to get to

the end-result that they want, whereas client 3 knows that there's something that needs doing, thinking that by chucking a small amount of money, a small amount of time at it something will change, and isn't really prepared to put the effort in from their side, umm or the investment – so it's unlikely that anything *will* change.

Oh yeah, there's a difference between every client. There's no common approach, which is why we don't have a brochure. Umm there's no ... commonality almost, even to the interventions that we make, so, so it is about treating every client as an individual

I suppose it's a bit like a Burton's suit – it would be different bits that you sew together to make it so, whereas the black-box exercise – which is our version of John Grimes – often appears in different programmes – in some instances it might be used as a leadership exercise; in other programmes it might be around team-working and how a particular team works and in another exercise it might still be used for team-working but in a generic sense because we're not working with a real team,

the whole company was run with a rod of iron and if you stepped out of line you got a disciplinary action – a day's suspension without pay, or a week's suspension without pay, and it was so much effort going into running that system that it was just taking the whole eye off the ball around quality and customer service. They needed to move away from that disciplinary culture to one of pride in the workplace and one where people would do a very good job for the company 'cos that's what you do. So the intervention that we went, that we've gone in with there, which is 2 ½ years in now, is which is having terrific results still uses teamworking exercises because it is about people working together for the greater good to create a company which is achieving what it needs to achieve.

they've got people who are working in a big open-plan office but they're eyes-down are just at their desk, doing their function, their *bit*,

and they've got no idea how that might relate to the *bit* of the person two desks down, even in an open-plan office.

we don't compartmentalise things in that sense, that we don't do , and then review – although we do to a certain extent so something like black box exercise, yes we'll do it and then we'll review it at the end ... but we'll always stop part-way through, and we'll always be talking about, and we'll always be linking it back to work

client 3 would just want people to come here and play games and just have a very lightweight review of how well did we do, what a wonderful team you are, thank you very much, goodbye!

but before we got into the 'it's a knockout' we had three hours in the morning where we had some meaningful discussions and did some short experiential stuff, and got some recording and some information that we then shared in a big plenary in this field – PA system and all that sort of stuff –about the way that the people had seen the department changing, so by running that day you got a real feel that things had changed for the better in that organisation, so that would be a good course – a very long description –

and another would be a management skills programme we run for (names company 33.13) – young managers, aspirant managers – a 4-day programme looking at time management, prioritising workload, communication skills, leadership, building effective teams – a whole gambit of different stuff

– so they're desperately keen to make the best of the opportunity they had as opposed to X who just want to get pissed.

It became very evident that his style of facilitation was – you do an experiential exercise and then he tells you what you did – what you did wrong – and what you should have done. So again, it's very much

around that kind of 'tell' style whereas , I'm sure we both agree that y'know, the skilled facilitator will say very little – will ask more questions than make statements,

So again, those words 'self-effacing', umm would come in, 'arrogant' would come in under number 3 'cos number 3 knows best because she's got the answers, he's got the answers. No.1 and No 2, the answer's within the group - we don't tend to do abseiling anymore because although that is a personal challenge and can fit within a kind of demonstration of the support and challenge model if you chose it to, the relationship is very much between the person abseiling and the instructor or technician holding the safety rope

as a comparison of the two – abseiling and leap of faith – they're both personal challenges, they both push people out of their comfort zone, but in terms of developing – whether it's teamwork, whether it's leadership skills, whether it's that sense camaraderie or bonding – whether it's planning and prioritising and all that kind of stuff, y'know the high ropes thing works very well and is very flexible, whereas the abseiling,

where nobody's forced or cajoled into doing something because it's good for the team, so whereas you could maybe take a group of 6 or 8 people to an abseil and say 'we're going to encourage as many as possible of you to go down the abseil' and some people kind of quickly switch-off at that point because it isn't what they want to do

so the team run the exercise and we stand in the background and step in when we're needed to with technical expertise but the team runs the project – which is different to something like an abseil where the technician runs the project.

One of the ones that I still like – and it amazes me how few people have seen it – is blindfold square in terms of the 20 minute team task, because it's all about planning and communicating

our big long exercises really work whether it's black box or another called 'service company' where we have teams working in competition with each other because that element of competition certainly with some people gets them, and they have to manage a company for 24 hours and produce profit at the end of it.

his work wasn't massively experiential – it was very much activity-based although he did do one or two management-type courses and he ran some kind of review sessions himself which were again around those kind of principles of 'just do it and take responsibility for it' ... that was his kind of idiom ...

When they got there, they were told they'd missed the tide and there was no ferry. The only way of getting round there was a 12-hour walk, and they'd better get going. The good teams just said 'no!, we're a strong enough team just to say 'no'. That's stupid, we won't do it' – and the vast majority did – which was his whole kind of ethos – was building that team-spirit to a point where a team can make a very difficult decision and stick by it.

, the company that was with us last week, they spent 4 days here on an effective management programme looking at odd things like time-management, leadership, project management, that sort of stuff...

You mentioned there the follow-up day. Is that normal? Is that standard?

Not totally standard – it's not always practical... but wherever it's possible, yes, then we do that.

Does it help apart from checking on people?

Well, no, I think it helps consolidate learning and gives people an opportunity to ask questions, to stop and – because you know one of the big things about doing a residential as opposed to doing an accredited leadership programme that you do for half a day a week over a 12-week period, they're away from work, they're here for 4 days, It does really give them an opportunity to stop and think, to stop the real world for a little bit,

Yeah, it's that chance for reflection and celebrating what's worked and realising what's worked because often people don't realise what 's worked,

You clearly think that review is important, you clearly do review a lot , ... and there are a lot of outdoor centres that don't just touch that side, so how did you get into that, what clicked you into that?

I don't think there can be any significant real-world learning without it. An example – the programme last week, there was a guy on it who when we were coming to the end of the 24-hour experiential exercise, I clocked straight away he was completely disengaged, we were standing around in the drizzle, the group had some decisions to make and he just stood to one side and he was watching clouds, and I could see the guy was thinking 'this is a total waste of time, what am I doing standing here in this wet field' and he, we then came back, they were reasonably successful, we finished the exercise, we reviewed it the following morning; we went into the forward planning session, and then at the final part of the programme, he said 'I have a confession to make. Yesterday afternoon I was ready to go home, I thought it was a complete and total waste of my time and the company's time' He says, 'but this bit' he says, 'has made the learning very real, made the learning about how we manage projects, about how we communicate, and all that kind of stuff, it's made it completely real, and now I'm totally

hooked'. So without the review process, the learning for him would have been less than zero, because he would have resented being here.

It might be around team development., it might be around leadership, it might be around project management, it might be around general management skills. It doesn't matter what it is, but it is just about 'what happened, what we can learn from it?'

Interviewee C (Interviews 1 and 2)

our ethos was a progressive development where they were going to start with something small and create a snowball effect and a realisation, so our interventions early-on are very small, and then just flagging-up a few thoughts, pushing a few thoughts in – not giving them answers but pushing a few thoughts in – sort of a third of the way through, two thirds of the way through, to a conclusion or that 'ah-ha!' moment at the end.

I like producing tasks which have got some ambiguity and some grey areas in them erm for the adults. But they may well be more on the outdoor side than on the grounds-based tasks / exercises so am I OK if I take it that way a bit [Very much so, well it's up to you, but – yes] Tasks and exercises which I like to build-in are the ones which bring out true personal interactions erm because they are generally under a little bit of pressure or lacking in confidence, because it's something new, and that could be one of the two best tasks that we use a lot... Open canoeing, because there's that trepidation of 'will we get wet, will we not get wet' but also it's an extremely intense mini-team in that team – 2 people want to go somewhere and it relies communicating, sharing, co-operating, agreeing and understanding if they want to achieve.

archery we use an awful lot for communication skills, for mentoring in particular, for understanding mentoring skills and coaching skills, so we'll give part of the group one skill, part of the group another skill and bring those together, share them. And I think the reason I like the archery is

because the results are directly measurable, physically directly measurable.

orienteering can be twisted and bent, re-modelled, re-shaped and you can make it work for any situation, any client-group to get any result, just by altering the way the brief is delivered.

I like creative tasks where they're actually going away with a finished product. Cos that finished product constantly reminds them of their experience. And one which we're constantly using a lot at the moment is screen printing, so they'll be given lots of skills – and it probably takes a whole day to get to this process – but they'll screen-print prayer flags – like Himalayan prayer flags... They created the design; they created the shirts; they've got a collective ownership of what their team's about.

once they've got stuck into a process, it's amazing how many buy into it with their initial reluctance. The reason why I like no. 2 – the screen printing or the percussion type of ... softer tasks against those is you're more likely to please – or to *find* something that enlightens or engages the majority in that, in no. 2. whereas no. 1 I think I can get results - or I think my team, our team can get results very effectively, but you may, because of the hardness of some of the tasks, alienate a few more. You'll get less buying-into it

The team dynamic in the orienteering is a very interesting one cos we'll always have exceptionally difficult ones and exceptionally easy ones so it's a team dynamic to make sure that ... and a *personal* dynamic to say that 'I don't feel capable of doing that I want to do the close ones!'

you probably get – in fact you definitely will get – more ownership of responsibility in, in the harder tasks than you will in the softer tasks – and that's a very interesting dynamic because the softer tasks – you get a far more neutral response of ownership, whereas here you'll get 'YEAH! GO

FOR IT!!' and task 1 the [range is from] 'go for it!' gung-ho ones to 'hah! That's not for me – find a different way of doing it!'

the medium of bushcraft is very much taking adults into the woodland environment – which is an alien environment for an awful lot of them, but also giving them permission to go and play, and it's amazing watching the behaviours come out of them if they're given permission to play and explore and be creative

the *stuff* that comes out – without a formal review room – the stuff that comes out when you get a group of people who work together – sat around a bonfire chin-wagging , having a cup of tea, is extraordinarily good. I love it! Absolutely love it!

So I'll just have to think about this one – it's quite a good one. Umm ... I can go for theory 1 It's going to end up as both ends of a spectrum again ... Theory one isn't rocket science – I'm regularly surprised as how people see it as rocket science. It's helped me through my life, it's helped me understand what I ... why I'm doing what I'm doing but I find it also useful in so many different aspects. It's helped me develop the business, it's helped me with my family, and it's good old Belbin ...erm because it's simple to understand, it works well for so many different areas, and many situations can be explained or understood by a simple look at the roles.

Myers-Briggs gets used an awful lot by, ummm, people who've got the bit of paper and are making an awful lot of money out of it – although I think the bubble's burst on that - but its such a huge topic and quite difficult to understand that unless there's follow-ups – continuous follow-ups, to hit someone with Myers-Briggs, and give them the knowledge, and then not see them again, when it's just on a 1-day programme or something of that nature, I think it's actually ... not ... well I'm going to use the word 'irresponsible', actually even dangerous, because then these people with a little bit of knowledge go and hang themselves with

this label or this image of themselves, that they then obsess about it because it's so tight, it's so 'this is what you are' or this reflects your behaviours, whereas Belbin is so much broader and encourages you to say that this is your preferred but you're comfortable in going that way.

I dislike the box-ticking where you jibe them almost like a multiple choice which is too black and white

Can you explain that in review , cos I would see that as an end-of-course evaluation ...

Yeah, where a client – I've only had this once before which is why I dislike it – they wanted measurable answers to base some project planning on. So from set questions they wanted to collect all the answers to know whether to do this, that or the other. So based on a task which was a business simulation, we had a review sheet, not a feedback sheet of questions – I'll try to think of one off the top of my head – which were based around project management and this was a an attempt to influence how they were going to manage a project ... so it was almost like a chuff-chart .

An awful lot of what we sell as tailor-made, you probably know, and I know, you've opened your box-file and taken out this laminated brief, that laminated brief out – but in actual fact, consideration has gone into the environment you're working in – so what could you do there... but also following the initial interview you had, what you want to get out of it. So – 'that task will work, that task ill work... and I'm going to link these together by using this theory and that theory, so it is still bespoke – because you're still putting your knowledge together for the benefit of that client, even though, well, because that client doesn't know how to do it, and that's what they're paying for

What would people learn through adventure?

If it's something as simple as self-esteem, or confidence or just learning to talk openly with someone else, or just *listen* ... then that's development ... through adventure, yes. Because the adventure is the tool that is enabling that.

And if one in every 10 has this light-bulb moment, and you give them a life-changing experience and they take that up as a hobby then as far as we're concerned that impacts on the whole family, or whole group, whatever it is- and that has to be a good thing. And I feel proud that every now and again, you have the opportunity to do that.

Interviewee D (1 and 2)

a programme which was quite a long-term programme - approximately 18 months where the structure of the programme was a series of specifically 2-day interventions spaced over 18 months with interim 1:1 coaching between those modules for ...Junior to middle management, shall we say and the format of that programme was that there was initial selection and application to go on the programme by the participants, followed by a, a development centre which included an OPQ questionnaire and a 360 done in-company, and that was kind of the baseline, and from there, there was a series of 4 two-day modules looking at.... Well the titles don't necessarily tell the whole story but things such around conceptual thinking, leading and managing teams, leadership *per se* and some stuff around ...trying to think what the last one was ... interpersonal communication,

those 2-day modules were quite theory-led but with experiential exercises within them, and the theory was positioned in such a way that it was a sort of shotgun technique of 'here's a whole load of stuff that you'd look at. What grabs you, what's interesting to you, what can you make use of - and that was picked-up in the 1:1 coaching in between

Umm, because the scope was very broad and it gave participants a lot of learning opportunities in a whole gambit [sic] of learning styles and

methods, be that 1:1 conversation, sitting reading information, practical experience of working with others in experiential exercises, time for reflection, time to sort of actually try and experiment with some new styles of working, so very participant-led ... with a view to them thinking of what were the live issues for them – well, *through the coaching* thinking of the live issues, what they wanted from the programme. There was lots of time to experiment with the programme as well as everything else, to sort of think 'well how can I get the best from this programme?'

...the 2-day event we did around conceptual thinking is ... some of the problems that were thrown at them required them to do out-of-the-box thinking

the objectives for the university example I gave were very loose and non-specific, whereas the objectives for the longterm leadership programme were also not particularly specific in terms of the programme, but the individuals objectives became – for the majority – defined as they went through the programme because that was an iterative process. That was 'Ok you've had your OPQ feedback, you've had your 360 feedback, you've attended an initial sort of taster development centre type session. Now you've got some feel of the programme, what is it you individually want to get out of it ... so tailored very much to the individual,,,

the example I'm about to give you also has a lot more organisational impacts, both for the organisation that the participants are coming from and this organisation,

you is a programme that's been developed probably over the last 5 years where I would say this organisation has been a bit clearer in its organisational objectives, in terms of thinking about the spread of clients that we have, and how we balance that spread and how that balance goes to meet our organisational objectives and values ... working with a big commercial organisation who also have a corporate social responsibility was the agenda... So they're wanting to put something

back into the communities they work with, 'community' being a loose work in their case because they're UK-wide, global organisation, but putting something back into the UK community. So the programme we run for them is part of their internal management development programme for people who currently don't have any management responsibility but have been 'talent-spotted' – seen as having the potential to be junior managers – first line leaders, kind of stuff so they embark on an 18-month long programme within their organisation which is again modular and has the training provider come in and do some work with them, and they have coursework assignments that are around basic management competencies – they'll be looking at things like, health and safety, and disciplinary, and those sort of kind of key competencies that are required of them for the job and touches a little bit around interpersonal and performance management skills around performance management and working effectively in groups and those kinds of things ... so they embark on an 18-month programme having been quite rigorously recruited in terms of assessment centres etc.

We run a module for them in that programme, but about halfway through that 18-month period, and our brief for that is to give them an opportunity to think about effective groupwork in a non – commercial environment so that if it goes a bit wrong, the business doesn't lose a lot of money ... and to ... to meet some of the corporate objectives.

it's a ... 4 day programme, so they would arrive here in the peak district mid-morning on day 1 and we would do some basic housekeeping (and briefing) getting them to think about, sort of outcomes for themselves, and - being very upfront, sometimes I've gone down and given them a bit of a brief at the end of a previous module ... so we then run a , ummm typically a group of 10,11,12 people, that size group ... with 2 of our staff facilitating that programme. So we do some 'get from A to B , railway tracks, type-tasks, and then doing something that's managing more than a straight linear get-from-A-to-B task type thing where they've got the afternoon and the evening to achieve so many tasks some of

those being 'take 5 people to the top of Mam Tor', 'take 5 people through 50m of cave passage' you know, that kind of thing ... with the emphasis being very much on 'OK you've got to plan this' and that it's very much a dry-run for the community project which is working with real clients, our real customers, and has got much higher stakes if things do go wrong. This one's the dry run, you've learned from that, OK, now let's go and put it into practice. So they have that and then,, uhh, next day – so that was day 1 and day 2 – we start with a bit of a drawing the learning points out from day 1 – and then by about ten o'clock they're given a brief which says 'OK we've about 10 or 12 people here, so we want half of you to go and visit a local school and explore with them the special needs of typically about 14 children that you are going to be running a day for on day 3.

[Do you mean 'special needs' as in 'particular needs'] No, they are *special needs* kids Would be classified as having special educational needs, often on the autistic or behavioural spectrum but occasionally there might be physical stuff as well. There might be sight-impaired or wheelchair-bound or whatever. They're going to have those children for day 3 of the programme ...and they need to manage that day, so half the group go off to meet the teachers, meet the kids, in the school, typically about 11 o'clock of day 2 whilst the other half stay here and explore what options are available in terms of what they might engage those children in ...

So in late morning of day 2, those groups come back together and share what they might do, share information about what the children's' needs are, and then they spend the afternoon and evening planning day 3, so they are responsible and entirely down to running day 3 for those children; typically a day that would run from picking the children up at 08.45 and dropping them back at school at 15.30. With support from typically 2 of our staff, predominantly on the sort of nuts and bolts stuff – the driving a minibus to pick them up, the making sure that they're kept safe, both physically and emotionally, all the participants have done CRB

checks and that kind of thing – and they have inevitably (sic) been a huge success, and one of the reasons is that I picked it as another example of a good programme is because there are so many outcomes for all the people involved.

Yeah, to find out about the group, and when time is shorter, something just to test the water, what their expectations are, their hopes and concerns for the time that we're going to spend together. To read something about the group – and when time is shorter, to help me as a facilitator to make, draw some boundaries about where that group's at, at the moment.

I think appropriate media for participants are those which take people away ... part of a journey where they are engaged in that journey, so there's an outcome for them, there's an outcome for their sponsor, for all the stakeholders in the example I used in the CSR project ... so many stakeholders benefit from it .. but I would say that the media has to have some benefit for the participants using it... so what would be a good example of that

I think participant engagement isn't always the benchmark for effective media despite what was said a few minutes ago in that there is the stakeholder issue ... for instance a ran a programme a few months ago now where the client, being a major stakeholder, had said 'as part of looking at teams, I would like you to explore team development with this group... ummm... by looking at some theoretical frameworks, be that Honey and Mumford, and Tuckman or whoever it might be and so, client being the client – paying the bill – we included that in the most appropriate way that I could think of, making that engaging for the participants as part of that event, so and we were scheduled to do this on day 1 of the programme and

Interviewee E (1 and 2)

My interest lies in using it as er part of a toolkit for organisation development, er, I hadn't realised how *unusual* or ...mmm... How specialised the purpose that is until I realised that people did it for other reasonsuhhhh...

the first two were for organisation development purposes. The third was for personal development purposes.

... I mean I've probably made a big theoretical statement by saying that I use the outdoors for organisation development .

I don't think I saw the difference as clearly as I just have about it being organisation versus personal development so I think the course that we ran probably had too much "how to be a better manager" in it and probably not enough of how to be a confident person who's pressing their own boundaries and taking decisions and things like that.

Interviewee F

The programmes I'm thinking about in particular at the moment are ones where, here you have high-potential staff who may have to go through a hoop of fire in terms of assessment through to senior leadership and this was sort of by way of preparation for that and it was that sort of cathartic moment about 'crikey, do I really do that? and do I need to do something else?'

if there's something to do with 'what's in the black box!', we've spurred that, it could be any number of things. It could be quality of feedback, it could also be quality of the actual experience which generates that, so that story we were talking about, about the girl who still contacts me for a bit of coaching, her approach – which was her being herself – was to take a manipulative approach to actually driving things forward. Without that, they wouldn't have made the progress that they've made. But other people disliked the set of values that in a sense were implied by

that and that was real impact for that girl – and actually real impact for a number of people around her ... I don't know whether that's good or not. All I'm saying is it generated a sense of self-reflection that someone wasn't able to resolve and in a sense a little bit gestaltian in saying 'this is how I experience you' ... a number of people afterwards said 'this is how I experienced you!' and I don't think she was ready for that or prepared for that, so in terms of upping her self-awareness... ummm, I think it was, it was quite powerful. I think programmes that offer self-awareness are some .

what 's a successful course I think is a bit of a question because if you've got 18 people for three days, let's say, partly going through a box 4, partly going through a series of WOSBs, are you going to hit it for everybody? And I'm not sure ... I don't think you necessarily do.

and so the success of that particular course against what it was set out to achieve was very much more about 'what to you personally need to do to put your cards ... arrange your cards more effectively, not only to manage yourself more effectively but to get to where you want to get to. That was its purpose. I'm not so much thinking of a programme with an organisational ... focus, although there are many layers to the objectives, if you like.

I think there's real energy from the cognitive dissonance, which is what you and I were talking about in terms of sort of Roy's old view and I kind of think myself ... and A used to try, he used to use a bit of a convergent man, ironically, interestingly enough ... but I think that if people are left asking themselves questions, that's maybe not a bad thing.

so is prepared to do that, is prepared to put the right degree of investment in it because often the outdoors is an unusual medium or the simulation aspect of the outdoors is an unusual medium and therefore prepared to put the investment in laying the groundwork, sowing the seeds with key influencers, who potentially then will actively support it,

a task that has one solution or one best solution, that's an ineffective task from my point of view and yet design for purpose such that there could be a number of ways, but the issues it explores are relevant to the purpose and the context of the programme, so that's a good task for me

because the exercises have always been a means to an end, really...

The exercises have always been a means to an end?

I could happily leave the details of an exercise alone so long as I felt it was well-designed and well-run. Ummm, that's of interest because I value quality design, but ... other than that, it's what it's doing for the people who are actually involved ...

Well, I think the mountains potentially do speak for themselves, but if you're saying ... the mountains might speak for themselves, and if this is the size of my population, that might work for that group there ... you're processing and you're potentially involving more people in the impact of the thing because it's like different learning styles – some people might have the reflective wherewithal ... to see the value and make the link between the mountain and the office – not everyone does ... (So we should cater for more than just the 'hands close together') absolutely – well that's my view – you get more bang for your buck ... In challenge days we used to say we wanted to be 'more MBA than MLC'

Yes. Which requires you to take – remember we used to talk about the old helicopter mind, and that kind of thing, and it requires you to take a systems approach, whether it's Senge or whoever it is you invoke ... all the time what you used to do to focus the box 4s – I don't know what you do at the moment but certainly in the Challenge days we used to talk about helping organisations to get that feeling of what it's like to manage change and uncertainty ...

'we'll do ACL now'

From the point of view of teaching you from life-experience, though,... how do you create a learning environment that enables you in a sense to ... play with and to learn about... Managing change and uncertainty? And good old Box 4 is not a bad vehicle for that ...

'You don't get change in a coaching situation unless there's change in the room!' (quote from Peter Hawkins of Bath Consulting group) ... One of the ways of getting change in the room is through outdoors ... because if I go through that, I may be hit by an insight, some feedback, an experience, which is quite – takes you aback a little bit

Focus 2: What are the espoused and in-use theories of practitioners of OMDT?

Interviewee A

and the reason we use the outdoors is, as you know, we cannot create their workplace but we can create situations where they're uncomfortable or they're challenged, and obviously that's why we use the outdoor in particular, and that brings out behaviours really, brings out the various aspects of how people behave when they're stressed, when they're under pressure. umm, y'know, good behaviours and bad behaviours umm and really umm there's a lot of fears faced, and it was interesting to see how people support each other, and how those that were probably deemed not to be particularly strong in the work environment, y'know became quite strong out in this environment So it was a good leveller, really.

I think it gives them far more confidence, it gives them... an ability to, to look at things differently, it also gives others the ability to look at *them* differently – to realise that they are ... you know, they do have a worth, they do contribute to the group. It's whether that is recognised, really.

Another we promoted really was to get people to look at how their performance affected others, i.e. a lot of mentoring is done silently;

. So it's raising that awareness, really, that no matter what I say no matter what I do there has to be, or there will be, a response be it wanted or not.

The main thing that was highlighted was – people before, if they didn't agree with something, they would either voice it which then would have an effect on others, who would either challenge it or accept it, or just pass comments to themselves and what we're trying to do is to highlight these options that other people take,

Yeah, if people are sort of voicing something and you just get the negative, the odd negative comment that comes back, ummm, y'know some people will hold that dear – you know, that negativeness and they'll form their whole opinion of that [person on that one comment. I mean, it might be a throwaway comment with very little depth to it but, actually unless that's addressed and challenged then it can fester into something far, far worse

You also see the bad and you can get the group to deal with the bad. To stop that one view being ... Not necessarily to deal with it but to recognise it, and to recognise the repercussions of what's been said, what's been acted, really because some people erm, do need management. They can say things or do things – or even peers really – which, which can be quite offensive, particularly, you know, male – female comments – very often a lot of people, particularly if it's a male environment, generally as, as, um the female gender integrate more and more into these man-only, or historically man-only jobs, workplaces, then they can be quite...umm... sort of stone-age man really with the reality is that we have to change or should change to be fair, to give it a far better balance and ... in an environment where it's comfortable for everyone to be in.

Absolutely, yeah – there was, it was, task team individual. The task was getting done but the individual was purely *him*. (yeah) “I'm in charge, This is the task, and forget the team”.

“Other individuals don't count!” Very interesting to see...

Yeah, it was, if you liken that to the workplace, as soon as you lose sight of the task at the cost of the individual, then you don't achieve anything at all really, because the individuals are the ones who are left to do the work to get the task completed and umm be effective as a team really, or a group.

And a very often then you had, at the end of every session, you had to review , you had some feedback, and not just about, ummm, the physical aspect but even the psychological aspects of it as well, the theory, errrm so there was a massive learning opportunity there that was utilised as opposed to just passed over.

. It's human nature really that the person who did it really well will get the 'thumbs up', the one I'd want to employ, whereas really, what I should be saying as a manager is 'well what does *that* person there and what does *that* person there need from me to enable them to perform as good as that person there. That's the key to it all really. So it's not what they can give me, it's what I can offer them to be able to perform in that ability.

you know, there may be skill building and skill – and things like that – physical disabilities of people so maybe they aren't able to perform to that level but can improve from where they are now so it's bringing that out of them really and having the tools to do that as a manager.

And that's the key – and also allowing people to learn differently - our realities are different, we learn at different speeds, so ... its having a system and the ability and the time allowance which isn't always available in business...

every time you turn a corner, the view would be different you don't really know where that conversation's going to go but you have different thoughts that would stimulate that process really – so that's why we use the outdoors. We particularly like that area because you've got the paths, you've got the gorge, you've got the mines, you've got the high ground, so you can go from the, you know the ...visionary elements at the top of the mountain, which is fantastic, but then as you get down into the gorges etc. you've got to – um, you think about the nitty gritty of where you go from here, and link that back into the workplace , so that's

the vision and the views etc., and as you come down, you look at the way the water flows when the water hits a river ... or a rock it'll flow around one way or other but it'll generally go against the weakest resistance (*yeah*) but, but it will over millions of years it will erode that rock away so that tiny, tiny little repair if you like, that tiny, tiny little something different that they're going to do will eventually erode that problem away (*well put – a metaphor, I'm sure*) so that's why we do that, really

what goes on in nature I think that's fantastic, it's not necessarily a different spin because we're surrounded by nature all the time, but you've only got to look at old buildings, old walls and things like that and say "well, if I do nothing, eventually nature will take over again, it's all going to happen" and what tends to happen is that if you *maintain* what you've got it will, you know, improve or maintain value or hopefully increase the value, but if you don't it'll just fall into disrepair and that's the same with relationships, really –

In a workplace, that's different, because whatever happens in one place – say it's a factory for example – will generally have an effect somewhere along the line. And the nearer you are to that problem, the more effect it will have that's why it's really worth, it's important, really, that management are aware of what's going on and vice – versa – to a lesser degree but management should be aware of all the facts really and be in a position, and be able to recognise that this needs addressing sooner rather than later.

Yeah, when we use three circles – we've actually gone ... we used to use that a lot, really, y'know, and linked it all in to the ILM – we do a lot of ILM stuff, so it's all relevant and all ... theories are good

Basically we talked a lot about the effects of, er, bad management of individuals, how that affected the team ethos, and then also how that would be detrimental to getting the task completed etc. And we also

talked about, at times you need to have – if you're going to hit deadlines you have to push elements away – forget the individual, forget the team the task is important now

When they reported back, he decided we hadn't done enough of it even though, in the context of the course, we felt we had. But the customer's always right, so we're going to do another one now focussing purely on that.

What we do is, we tend to, umm, the real advantage for us is it's not 'turn up., do this', it's a journey, really, so it depends on what theories – like NTQ 48 questionnaire or something – then that'll be sent out to them obviously a theory. We also have erm, an online learning academy which some people buy into, some don't. Umm and we can also do online academy specifically for that particular company.... Umm and then that's measured then – they do so many threads, complete so many elements of it, then they get a certificate and so on. So that's one way. But that's paper obviously – paper qualification. They then arrive, they then do the course element. We then have personal action-learning ... (action planning?) action planning,

As long as you create that trust environment, you know, you've had some amazing things that, personal things as well, but which has affected the workplace but you do get a greater understanding of why that person has acted the way they have etc. **(it's quite touching – even very touching)** but even the value of saying nothing – some people opt-out as well but even opting-out tells a story as well ...

So any task that brings out learning is a good task. Any task that excludes people *can* be a good task so long as that theory is explored... ... getting everyone to point B is a bonus but the learning element between is the real learning

and he was just good in asking incredible questions , really, getting to the nitty gritty of things very quickly.

foul feedback –'it was f*****g shit!' does no real good – destructive, selfish, unprofessional...)

Interviewee B

very similar in that approach, would always be looking to bring out from other people what they know erm, rather than all the information coming from him

the interest in developing and helping others and where the focus of attention is...

the sort of client that just thinks that by sending people away for a couple of days and pouring wine down their necks then it's going to change the way their business operates, where, really, they don't give us the information, they don't give us the support, and it's very unlikely that our work will have any long-term impact on what they did. We've stopped working for one client recently because of that...

I suppose it's a bit like a Burton's suit – it would be different bits that you sew together to make it so, whereas the black-box exercise – which is our version of John Grimes – often appears in different programmes – in some instances it might be used as a leadership exercise; in other programmes it might be around team-working and how a particular team works and in another exercise it might still be used for team-working but in a generic sense because we're not working with a real team,

...exercise we don't just totally immerse ourselves in that and forget about the real world, you know if there's issues come up , like maybe there's a bit of a barney, or a couple of people disagree about what's going on, y'know, we'll often just say 'right, stop the clock, what's going

on?' so we don't tend to leave the review right to the very end which is, I guess, the more traditional way of doing it. And mostly it's about what we call 'tell the story'. You know, let's find out what happened and we talk about things in real time just on the basis of 'what happened, what can we learn from it?'. We don't review along the lines of 'well we could have done this, we should have done that...' trying to relive life with hindsight because, yeah, I think that's a bit unrealistic, really but... 'we had half the group knew what was going on., the other half didn't know what was going on. Ok, how did that happen, what was the result exercise we don't just totally immerse ourselves in that and forget about the real world, you know if there's issues come up , like maybe there's a bit of a barney, or a couple of people disagree about what's going on, y'know, we'll often just say 'right, stop the clock, what's going on?' so we don't tend to leave the review right to the very end which is, I guess, the more traditional way of doing it. And mostly it's about what we call 'tell the story'.

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what's the impact of that in the real world and can you think of any instances where that happens in the real world where you come from? Y'know, so you're always making that kind of link back.

he left the building, he really walked out, yeah because he just, he couldn't understand the process of umm, and the exercises that I'd run had been largely responsible for taking the lid off and I don't think he'd ever been there before...

takes a bit of bottle sometimes, but ummm you've always got to have that eye on the end-game – where are you going with this, how far are you going with this – Something we always very – right up front – we always negotiate with clients or agree with them is how deep they wanna go

are you suggesting there are people who will conduct reviews who have no idea about process and are surprised when process actually happens?

Oh I think so, yeah, definitely. And we get it with some clients, they say 'we can do it ourselves, we'll do all that back at work' but then that kind of stuff sets alarm bells off and I think it's much better from an external [i.e. the provider]

my pet hate is transactional analysis erm, because I think it does exactly that,. You have to do so much *stuff* to understand what the model's trying to tell you, and then so much *stuff* to tell you how to apply that that it's too much, it's too unwieldy – it's great piece of work for people that need to really understand that level of depth but using it with everyday commercial folk out of an office environment is, I think, is misplaced so we tend to use a lot of very simple stuff. We use a lot of stuff that we've written ourselves or adapted ourselves should I say. 4-box grid of support and challenge, we use that a *lot* because the applications of that are so varied and widespread.

And it's all totally built around a very simple model that everybody can get a hold of because everybody's been in the stress box, everybody's been out of their comfort zone, everybody's been left hung out to dry at some stage

The age-old management pyramid.... Just from the point of view of getting, as a leadership tool, getting people to think about where they sit on that pyramid and where they spend most of their day and the

majority of people in the leadership role spend most of their day 2 or 3 levels below where they really should be. [right]. What we've come to call 'managing down' because either of a lack of confidence of the people below or a lack of trust in the people below or the fact that it's much more comfortable,

this lady – very good presenter – stood up and she said 'I'm going to give you 5 leadership tools today. And she gave and there was Honey and Mumford's learning styles, and Koser and Poser? [Kouzes and Posner] and she gave the models, but she didn't tell the people what to do with them! So it's like giving people a hammer and not telling them what a hammer's for... And as a day, it was absolute crap.

[Kouzes and Posner] It's a model I use –we've adapted it – we can go into the results of leadership – leadership is this! and this how you do it. And K and P, they're adaptation of that – challenging the norm and leading the way and all that kind of stuff is very, very good, but to put it up there and just say, and to do the learning styles – all very well, we all learn differently [and?] so?

again it's one that puts the delegates in charge same as black box and same as when I do a version of John Grimes, it will be the same. They're in charge and they are responsible...

And the one we don't use any more is barrels and planks ... really because there is only one solution

it was about taking responsibility, about you know, having responsibility for your own actions, not looking for ... if something goes wrong – you did it, You know, whereas particularly now, the modern idiom is if something goes wrong, who else can you blame for it. So, taking responsibility, lots of planning, lots of 'what-if' scenarios because we were dealing in a very harsh environment

one of Ridgeway's things was to build a team to a point where actually they won't do something stupid. Where the team identity is strong enough for them to be able to say 'no!'

The pride in the quality of it. When people leave here, if it's been a training programme, then they leave having had a very positive experience and having learnt stuff that they can apply and use, and they know how to apply and use it. So they can actually go back and do something different as a result of having invested the time in being here.

You clearly think that review is important, you clearly do review a lot , ... and there are a lot of outdoor centres that don't just touch that side, so how did you get into that, what clicked you into that?

I don't think there can be any significant real-world learning without it. An example – the programme last week, there was a guy on it who when we were coming to the end of the 24-hour experiential exercise, I clocked straight away he was completely disengaged, we were standing around in the drizzle, the group had some decisions to make and he just stood to one side and he was watching clouds, and I could see the guy was thinking 'this is a total waste of time, what am I doing standing here in this wet field' and he, we then came back, they were reasonably successful, we finished the exercise, we reviewed it the following morning; we went into the forward planning session, and then at the final part of the programme, he said 'I have a confession to make. Yesterday afternoon I was ready to go home, I thought it was a complete and total waste of my time and the company's time' He says, 'but this bit' he says, 'has made the learning very real, made the learning about how we manage projects, about how we communicate, and all that kind of stuff, it's made it completely real, and now I'm totally hooked'. So without the review process, the learning for him would have been less than zero, because he would have resented being here.

whereas actually, if you do review it, and if you do make a genuine link between what makes teams tick in the real world and what can take a team from being very good to being brilliant ... then you know you can really get some payoff for the customers... It's kind of 'what happened, what we can learn from it?'

Participant C

SO he's constantly looking back at what the aims and the objectives are and helping me keep the rest of the team focussed on that so that we don't drift off – because that is what we sold, that is what the client's happy with, and that's what we need to deliver. Extremely dependable

So they won't use any technical jargon, they won't use any theories – visible theories – but they'll be doing the job, going through the process and enabling that client – individual or group – to get the best out of the opportunity ...

so we'll give part of the group one skill, part of the group another skill and bring those together, share them. And I think the reason I like the archery is because the results are directly measurable, physically directly measurable

we're constantly trying to find ones which don't mean that half the group is blindfolded for 20-30 minutes. I think blindfolds are totally appropriate for 1 or 2 demonstrations but too many tasks involve you in removing a sense, such as the sound and removing sight. Ermm, I also hate tasks which are so outrageously kit-intensive.

Would that not actually create a tension in the team that is useful for review, though?

you probably get – in fact you definitely will get – more ownership of responsibility in, in the harder tasks than you will in the softer tasks – and that's a very interesting dynamic because the softer tasks – you get a far

more neutral response of ownership, whereas here you'll get 'YEAH! GO FOR IT!!' and task 1 the [range is from] 'go for it!' gung-ho ones to 'hah! That's not for me – find a different way of doing it!'

Would that not actually create a tension in the team that is useful for review, though?

Yes. Yes. And if you've gauged the client and the group right and you've got the proposal then that's what you do. You've got an understanding of what is going to work for that group based on your knowledge of the group and the outcomes that are required.

So I'm wondering if what you've described to me might be 'risk' versus 'gain', and that [task 1] might be high risk versus the possibility of a high [a better gain] gain. That's [task 2] a *medium* risk, with a good possibility of a medium gain, whereas that [task 3] is, pffft, easy – but no gain.

... It [the group room] has to be used because, to coin a phrase, stuff has to get captured. It's got to get recorded, then you've got to note down, groups, individuals have to record, plan, think about what's just happened, how they can use that, what they're going to do for the future, short, long-term etc. etc.

Emm... Medium 2 – I'm going to go for the general outdoors because I'd rather be outdoors than indoors

On the basis that it's 'out' not 'in'?

yeah!

theory you like, theory you don't like.

So I'll just have to think about this one – it's quite a good one. Umm ... I can go for theory 1 It's going to end up as both ends of a spectrum again ... Theory one isn't rocket science – I'm regularly surprised as how people see it as rocket science. It's helped me through my life, it's

helped me understand what I ... why I'm doing what I'm doing but I find it also useful in so many different aspects. It's helped me develop the business, it's helped me with my family, and it's good old Belbin ...errm because it's simple to understand, it works well for so many different areas, and many situations can be explained or understood by a simple look at the roles.

I find, having been on the receiving end of Myers-Briggs myself, my worry is that Myers-Briggs gets used an awful lot by, ummm, people who've got the bit of paper and are making an awful lot of money out of it – although I think the bubble's burst on that - but its such a huge topic and quite difficult to understand that unless there's follow-ups – continuous follow-ups, to hit someone with Myers-Briggs, and give them the knowledge, and then not see them again, when it's just on a 1-day programme or something of that nature, I think it's actually ... not ... well I'm going to use the word 'irresponsible', actually even dangerous, because then these people with a little bit of knowledge go and hang themselves with this label or this image of themselves, that they then obsess about it because it's so tight, it's so 'this is what you are' or this reflects your behaviours, whereas Belbin is so much broader and encourages you to say that this is your preferred but you're comfortable in going that way. Theory 1 – but in theory 3 it's almost as if you were looking over your shoulder for somebody of the other type and thinking 'Oh god this isn't going to work' or 'how am I ever going to make up the difference between my type and their type and because it's a little bit of knowledge of something that's extremely complicated, I find complicated but I'm not a theorist, and I find [Interviewer clarifies round 'fly-by-night' nature of the intervention 46.05: 5796] trainer has a piece of paper saying 'I can use Myers-Briggs' and there's quite a few of those around... there's a lot of facilitators younger than me who've got a bit of paper, who've jumped through the hoop purely for the financial gain, I think, or for the kudos – 'I've got the badge of honour!' because it's the one that most people know ... so if you're trying to impress the HR person,

then it's like a badge of honour to impress them with, because it's a known ...

I enjoy leadership models. [As in task-group-individual, that sort of stuff?] Appropriate leadership styles in certain situations – the 'house is on fire, etc. any model that can illustrate the right and wrong style [situational leadership!] yes, yes, yes, because it's practical, it's useable, we're using it all the time! And it's a very good way, I find of getting the group or the individuals to sit back and think 'was that appropriate, what was the effect of what we just did in our success or failure and can we attribute that to duh, duh, duh, duh, ...'

I like reviews where there's absolutely no agenda whatsoever. We rarely get a chance to do that because people want results, but I like reviews where the ... so I like the organic stuff which can go anywhere, And I don't like to preload things too much as in present a set question which almost preloads the answer, so – very simply – I love the ... er... things like post-it notes – just your immediate thoughts – 'here's some post-it notes'.

Up to meeting your lot, as in the Simons, the Bills, the Ralphs, the Barries, ummm, Steve, I was very reactionary [sic], I don't think I planned my life deliberately, although things evolved and I would take advantage of opportunities, I wasn't actually *planning* things because I didn't actually understand the value of reflecting, evaluating, and then coming up with a game-plan based on that. Because I didn't understand theory – because things just happened, just evolved. But then I started applying the theory that I'd been exposed to from you guys, and I thought 'hang on, this can work for me!'

that was possibly the influence of the development training work I was supporting you on... as to starting to ask those questions., and designing a programme which was applicable to what that client's needs were. And that wasn't just down to the sort of basic teamwork stuff we were doing,

the quality and the style, but also because it's quite a complex subject, and I don't think it's that appropriate to try and sell something that should be bespoke on a website.

Fine. Do you think people always sell it like that?

I think every training programme - every proper training programme - and we've had this discussion before about what is a fun jolly day, dressed up as ... I think a proper training programme - every single moment should be bespoke, and not in tablets of stone, so that bespoke-ness only lies on paper - which is what you sold - but the quality of what you're buying - the team should have the flexibility to go down whatever avenue is appropriate, based on what's happening. And that's got to be on several levels; that's got to be on the individual level.

An awful lot of what we sell as tailor-made, you probably know, and I know, you've opened your box-file and taken out this laminated brief, that laminated brief out - but in actual fact, consideration has gone into the environment you're working in - so what could you do there... but also following the initial interview you had, what you want to get out of it. So - 'that task will work, that task will work... and I'm going to link these together by using this theory and that theory, so it is still bespoke - because you're still putting your knowledge together for the benefit of that client, even though, well, because that client doesn't know how to do it, and that's what they're paying for

Interviewee D

... learning from the experiences they had but not harum-scarum, ruffytuffy outdoors stuff, no

really very poorly defined outcomes beyond 'this is the start of your MBA and it would be useful if you got to know these people ... and had some

shared experience... and we want these people to do an MBA at our University because we need bums on seats at our university and if they have a good experience, that's what we want them to have.

the objectives for the university example I gave were very loose and non-specific, whereas the objectives for the long-term leadership programme were also not particularly specific in terms of the programme, but the individuals objectives became – for the majority – defined as they went through the programme because that was an iterative process. That was 'Ok you've had your OPQ feedback, you've had your 360 feedback, you've attended an initial sort of taster development centre type session. Now you've got some feel of the programme, what is it you individually want to get out of it ... so tailored very much to the individual,,

very ... nonspecific objectives from the university but also not the chance really to develop any specific objectives for the individual, and the natural shyness of some of the people having just arrived in the UK, being sort of taken to an outdoor centre or a residential centre in the middle of nowhere, in the middle of the PEAK district and be expected to do adventurous things was quite disarming [sic] to some of them – or quite alarming to some of them would be a better way of putting it – and to say, 'well so what's your objective for being here over the next few days' was really ... well 'I don't really know why I'm here, I don't really know what the opportunities are, ...' [The gap is too wide..] yeah, ...'make some friends and survive (laughs) and yeah, and umm, maybe the ones who were capable of thinking a little more deeply would be 'to get to know some of the people in the room, and to get to know how we might work together' would be the ones who were engaging with the process a little more deeply, or had the fluency to engage in it a little more deeply

one of the reasons is that I picked it as another example of a good programme is because there are so many outcomes for all the people involved.

. I think there is a lot of value in doing something initially with course participants that is light-hearted and gives them an opportunity to give some personal disclosure...

Something like an exercise which I know you'll know – it's called 'shields' – a simple opportunity to allow people to describe themselves, or ... essentially in pairs.

On the occasions where I might have misread it, At worst I'd axe the exercise, and I've said, 'listen guys, we're not going anywhere with that, are we, you could mess around with it for another 20 minutes and you're not going to benefit much by it, I think you'd have much more benefit by spending 15 minutes discussing why the first 5 minutes has gone the way it has done ... than continuing to do it..' [Interview recaps understanding 4873 – 47:15] So that's an intervention, it stops it being a bad task or exercise.

some form of outcome in terms of ... group process or interpersonal dynamics or personal learning or personal confidence-building, or whatever that outcome might be that would be predetermined before an exercise, so... for example, ummm, and it's in some ways a good exercise in that it's going to meet the client's desired outcomes, but in some respects a poor exercise because those outcomes, to my values, aren't particularly (laughs) worthwhile would be an event I'm running in a few weeks time where ... a guy got on the phone and said 'we've had a good year this year in our organisation, we'd like to do something to celebrate, we'd like to do something a bit outdoorsy, people have a bit of fun, go away feeling good about themselves at the end of the day – we only want half a day. We'd like a meeting room to have a team meeting in the morning, and some options of things that people might

do in the afternoon' So that was the brief, and I suggested to them ' why don't we lay on a bit of a smorgasbord of things that different people can contribute to, so that all those things are valid within the context of the exercise, so quite a nice exercise in terms of people feeling that they can contribute to it in different ways ... and not forcing any great challenges upon the people in that respect. So we're going to work in 3 groups. Each group has got about 10 which they'll determine at the time and each group has got a list of 20 things they can engage in. so a good exercise in terms that everybody can contribute, a good exercise in terms of people will have fun; those outcomes are what the client wants... but in terms of being in any way developmental for the people who are participating, very limited scope...

we wouldn't want to do very much of it, but it's an afternoon, it's a good payer, you know, throw a bit of resource at it ... the word you *could* use if you wanted to be harsh is 'prostitution'– and the reason, you could sort of say – is the ends meeting the needs.. the needs meeting the ends sort of thing, but the end-point being that we've got some money in the pot that we can use to meet our corporate ... good purposes

think participant engagement isn't always the benchmark for effective media despite what was said a few minutes ago in that there is the stakeholder issue ... for instance I ran a programme a few months ago now where the client, being a major stakeholder, had said 'as part of looking at teams, I would like you to explore team development with this group... ummm... by looking at some theoretical frameworks, be that Honey and Mumford, and Tuckman or whoever it might be and so, client being the client – paying the bill – we included that in the most appropriate way that I could think of, making that engaging for the participants as part of that event...

...so I would say that was ... inappropriate media in terms of where the participants were, but appropriate in terms that if the client wanted it,

Review is great when people want to take ownership of it and I think the best review that I have ever been part of was where the group took over and made more meaning from their experience through their own dialogue than anything that I'd got planned to do and we were working with a group who were wanting to do a ... again a bit of a corporate jolly, and he was just reflecting on it and saying, 'what are they going to get out of this' kind of question between ourselves and he said that for him, he thinks the time that groups get the most benefit in terms of learning about working effectively together, teamwork and leadership stuff, working together, self-preferences etc. are multi-day expeditions where, often in a foreign environment – by which I mean a wilderness environment or another country or whatever, where there is little outside in terms of wilderness experience – wilderness could be cultural as much as physical - ... where there is little option other than to make that group work in order that they have a ... sustainable and enjoyable experience of that time together that they will benefit from, because they are in each other's company for a prolonged length of time, and if there are issues, those issues need to be surfaced and talked-through to sustain the project in which they're involved with. (laughs)

Review is worst when it is imposed and doesn't engage participants and, uhh, is kind of seen as being expected and doesn't take people any further forward.

the best, in my experience – it's going back probably 15 years is, I had a group of what were probably at the time YTS , so probably 16-year old, where they'd failed earlier on in the week to do a rafting exercise, and they got as far as building their raft but they'd run out of time to sail it ... in order to get back for meals and so on, we'd cut it short – We reviewed how badly they'd used the time and why it had taken them so long to build the raft. Anyway, they'd done some sort of other big exercise and we'd got scheduled in quite a long review for that, followed by a time where they'd got a kit-return to do – they'd got to return a lot of the kit

that needs cleaning etc. and that group, in their review of their exercise and their experience of the last few days said, 'look, we know where we've messed up, we messed up on that rafting thing – we took far too long building the raft but we've got some people in this group that really wanted to sail that raft and were really disappointed that we didn't. How about, when we're doing this kit-return this afternoon, X, is there any chance that you could let half the group – that wanted to sail the raft – go and build a raft and get on it and actually float it whilst we do all their kit for them ... '

there is potentially a strength in that in that we could work together doing different things ... you know, Belbin, SDI, Myers-Briggs, typologies of behaviour ... umm, that, and looking at resolving those different typologies – it's something that probably says a lot about my value-system in terms of ... umm... valuing difference ...

'generally the way that theory is presented and discussed from their perspective was quite healthy – in terms of academic understanding of it, it wasn't always robust, and it wasn't necessarily , umm, well-understood, but in terms of using it as a tool to open discussion up, it was well-presented and had that,

I think in terms of my delivery over the last few years, I've used theory less

Participant E

the way that these courses were described to me was that, they were described to me as training courses but it seemed to be much more an exercise in gung-holier than thou – forgive the phrase, I'm just fond of it - umm and, er, that there is no necessary connection between somebody's skill as a manager and somebody's ability to ... shoot fish in a bucket.

, the method that was going to be used, the exercise that was going to be used and the lessons that were expected to come out of that. He was absolutely explicit about that and there's a brilliant discipline.

he also talked about the Technicolor memory, and that if you've ... taken the team to the top of the mountain and you've left the sandwiches at the bottom, the feedback you get on your planning skills is just a little bit memorable!

There's another difference which is that with the first two we were given huge amounts of organisational support and with the third one it was "oh let's try one of these courses and see what it does". So with the first two we could guarantee that the head lad would turn up on each course (Sure - a commitment from the head boy...) exactly - and he would hold a review and he would ask them what they wanted to do differently when they got home, and chat about how they could do it and how he could help etc etc.

With this one it was "Oh, E's running these courses and let's see if she can do any good for us!" We didn't have any - ANY - kind of management commitment, but we didn't really have any kind of management, not follow-through but any kind of management - *client* relationship. Not specifically about that course, ummm and so that, that certainly interfered because it wasn't because it wasn't real life - it didn't cover those real-life links.

I think in the end I did insist that they send a manager up to review ... and they sent some nimby-pimby little graduate from the personnel dept. who broke my car and ... couldn't review - he couldn't commit to anything in the review anyway - so he had a double agenda - didn't have the power to deliver, so anything they might have learned and wanted to implement back at home they couldn't.

Ummm.... I'm going to give you a nasty answer which is "it depends" and I'm going to give you another obvious one which is that it's a good

idea to mix them Ahh.... It's difficult to say whether I have a *favourite* because I'm very, very, fond of abseiling (*sure*) but only when you're part-way into the course and people are comfortable, they know they're not going to kill themselves. If you hit them with abseiling on day 1, certainly my little babies – they curl up and go home ... so the question of which is the preferred medium or which is the preferred media is to some extent dependent on the design of the programme

Ok, so tell me about empiricism – it is, I believe, a theoretical and philosophical basis?

Well, it works because it appears to work. I've never studied, I mean I can't say that I'm using a particular theoretical approach. I don't know if there *are* competing theories in outdoor management development. I tend to "wing" it... well, no, I find most academic discussions *incredibly* boring and they're conducted by people who actually don't do the business, they'd rather argue about it, and there's a whole load of little management theories that I find useful to bring out – to have in me gander bag – during review.

Why would you winging it in the outdoors when you could be winging it in the indoors... with theatre or something.

(Quickly) Because the outdoors has much more impact... I'm interested in whether or not something *works* ummm and whether it delivers value for money and whether it could have been achieved more cost-effectively by any other way so I'm not winging it in terms of my duty to the client, but ummm, well, I don't have the language to express this – presumably there are people who earn their living writing about different theories of outdoor management development and ... You'd have to work quite hard to get me excited, (OK, fine) particularly about the difference between one theory and another.

... the way I've designed programmes is to do a little bit of chalk and talk in the morning, first thing in the morning when they're probably *itching* to go out, then let them go and satisfy their itch and then come back and review, often with the sort of surprise about it so if after an abseiling task why did you spend this morning talking about change – 'cos you've just changed into abseilers, now can you review how you did it... so, some management theories are good to have up me gander-bag – I'm afraid there's dear old Herzberg and Maslow, but McGregor – especially the bit that most people don't bother to say about McGregor – this is theory X and theory Y – which is that whichever theory you have, it's self-reinforcing, that's the insight ...

when you're explaining the purpose of outdoor training all sorts of 2 by 2 matrices like trainer – learner, planned- reflective, old problems-new problems, old methods – new methods, sort of thing. Umm, the task-team individual split, that's a nice one for reviewing – errr (tears paper to draw on) ... sorry... you dip three legs with scores on – task, team individual and ask each individual to come up and indicate how it was is a good way of... ummm oh Myers-Briggs! – Myers Briggs is an integral part...

Are you saying Myers-Briggs it's more comfortable in the outdoors or do you use it...

Gosh, that *depends*... if they're my clients, they tend to be my clients on a long-standing basis, so I've probably done Myers-Briggs with them in some other world

So they maybe use it as language?

Yeah, I mean, a lot of my clients, I've done Assessment Centres and Development Centres with them in the classroom and their reward is to go and play in the outdoors... (laughs)

basic transactional analysis, taking it no further than the ego-states and “*your behaviour induces this in me*” advice but nothing more sophisticated than that but transactional analysis is probably the best bit of pop psychology that you could explain in ten minutes and switch peoples' lights on.

Cxxx's cognitive dissonance was *tremendously*... and he's probably still got it because on the one hand he was bright enough to realise that it was a really good lesson, and that it was the lesson that they were there for and not the building – but on the other side he was just *furious* because it felt like it was exactly He spent 24 hours *hating* me, that man

... he was big enough to realise and to actually pull out of the cognitive dissonance - he realised he was big enough to not let this hurt.

Participant F

this chap I think wanted to experiment with a slightly different style of facilitation and so he drove a style of facilitation down and we'd taken, and particularly I had taken, a slightly different approach with the group that I was working with, and I think what must have happened is that in the coffee breaks, one group had talked to the other, and one group had said ‘well our guy did this and our group didn't do this, and that started to simmer underneath the surface, and what it did is it created noise in the system. Whether the course in terms of its output was, umm, was badly impaired I don't know – I think that potentially it set it back because it created noise in the system that didn't need to be there this person also...

it spoke also of 2 things – lack of flexibility, and trying to drive a facilitative approach which may or may not have been appropriate. It's almost ‘whose agenda am I playing...

The impression that you get from a distance is that it was his agenda, not the agenda of the group... This is a great laboratory – and it is a fantastic laboratory – and I think that would be in terms of a course that didn't go quite so well.

Those incidents ended to happen on longer exercises rather than short, I think it's something to do with living with the implications of actions taken – whereas if I'm doing a 45-minute WOSB I can have, there can be a little bit of tension, but at the end of it the bucket either stays on the pole or doesn't. We go into review, but that's a contained process. If I'm working over three hours – or if I'm working three hours of a night and all the next morning on the one task, and something I've done in the evening has implications for something I then do in the morning, then that seems to have heightened impact on people ... and therefore seems to stick in the memory a bit more.

I didn't realise that we would take 3 days to get to where we've got to and, it's therefore something to do with the build-up and therefore I don't think one can simply run longer exercises. I think it's to do with, in a sense learning something about the media their learning can come from and building on that, and then better equipped to understand and to play in a bigger space, if you like

And I think also it raises an interesting over over-authenticity in the sense that, if I'm playing a game and I go into a longer exercise holding back from being myself, one of the risks is that behaviours, roles, systems if you like, get institutionalised quite quickly so within a couple of hours in a long exercise, the formations of an organisation, and the foundations of an organisation are there, and unless something catastrophic happens, very often that will then pertain for the rest of the exercise [that is a very good observation! Yes!] but the risk with that is that if I am playing, it may well be for example, I hold-back rather than sort of just giving my natural self, I just play a little bit more cautiously, the risk is that people who play an authentic game – and potentially a slightly more extrovert game – but an

authentic game – then they may well be part of the power-bases if you like, that build, and therefore it makes me, when I decide ‘OK, I’m more familiar, I can play now...’

Good client ... knows a bit about the medium, therefore knows and lives with a degree of ... is able to live with the uncertainty, and therefore the act of faith that is embodied in a programme , therefore in a sense, understands experiential, understands the power that something like the outdoors can actually bring, and is prepared just to instigate something – yes is able to backtrack and look at particular aims, but doesn't need to get it brought down into tick-boxes of ‘at the end of this programme...’

the courses that were not so good – bad client, if you like – I would associate with clients who didn't want to get actively engaged , who treated it more as a transactional relationship, who would almost want to administer it from a desk, wouldn't be prepared to come and see ... simply in a sense, took it from a sort of... read the words rather than the spirit in between the words if you like, and therefore would ask questions about the detail of the programme – what it's going to do, why's it going to do it, how's it going to do it?

but sometimes when I've seen a little bit of an overlap between instructor and facilitation, when that's played a little bit more the idealistic card – you know, it's *good* to collaborate, it's *good* to trust people, ‘what did you find out about trust?’ type of thing – leading questions , then I don't think that's ‘bad instructor’ but I don't think it's helpful

OK, good task is designed for purpose without being manipulative – in other words, it doesn't have one clever answer... bad tasks are tasks where it's set up in such a way that it directs people to think in such a way about it. ‘You will be frightened by this task!’

one element of a bad theory I think for me is when you bring in the theory when it's not relevant, or you bring it in because you feel the need

for an input of some form , but it doesn't quite fit the mood of the particular group of people that you're working with ... or the environment in which they find themselves...

Bad theory I think, is ... so what am I saying ... bad theory is to do with whose agenda we're playing, is it an appropriate agenda for this particular group, what we're trying to do .. is it pre-programmed, or is it, is it, I prefer to play an emergent style sort of thing.

An emergent approach which therefore almost drove the same theories. It's a little bit like saying you were to take time out with a group, and you'd say 'let's take some time out' sort of 'if we were to do one thing to help the group, what would it be right now?' or 'if this group were to learn one thing, what would it be right now?' and if the group said 'OK. I think we seem to be not getting our leadership right, it just doesn't seem to be fitting where we are right now... it might be appropriate then to say 'well how helpful would it be if we were to look at something like situational leadership, say, then that if you do the...

I think that that for me argues the stronger players or users of theory, are going to have a vast array of things that they could pull from, and probably need to have the judgement skill-set that says 'I'm not just going to pull from my favourites, I'm going to pull something that seems to' ... to have a library, not a shelf ... Yes indeed, absolutely, so I think the understanding of trade-craft is a nice way of putting it... Yeah...

But I think there are times when people need certainty – one of the things in a box 4 is a need for a degree of certainty and direction and sometimes the appearance of a model gives that degree of certainty, and that idea that in a sense you're the conductor of the orchestra, for a facilitator is a very privileged position to be in ... and sometimes you let the orchestra flow, and sometimes you actually reel it back in, and it's a judgement call...

then a good theory is one that validates the thinking that they're already... yes, absolutely! ... and to a certain extent that is also the trade-craft symptoms that you pick up...

There's a guy that was... part of Challenge, actually and very, very good – you've met X (no) – he used to be OD man in XYZ and he was part of Challenge for a while and he just picks – I think he's still doing the odd contract and he was doing something out of a ski resort in (some French name) and sort of wander onto the hill and do a bit of skiing – and they've got a very good ski instructor with them – and every now and again X would ask ... almost the 'what's going on here?' thing.

I think it almost goes back to our theme of context so that for me I don't tend to think of things as a good or bad medium. I think media which – I think it's almost the way that the medium is used rather than the medium itself. So a medium that pushes people too hard, or potentially seems to require too much of them, or is dangerous, then I would argue is not good, certainly for things that I want to use the outdoors for to have... Outward Bound was very much based on stretching yourself, putting yourself up against the limits a little bit, so doing something which is a little bit harder than one might do –

and I think that the stronger facilitators are people who seem to have the ability to know when to play structure and when to let a group takes its course, so that's one thing and for me the stronger facilitator is one – in a sense this is a negative – is one who doesn't play the expert card too strongly and therefore to a certain extent allows people to come up with things in their own words, in their own language, rather than putting their own language into it ... a strong facilitator, a good facilitator, doesn't manipulate by sowing seeds before the event, so I think those are some criteria. A bad facilitator ... I think to a certain extent you've got to be able to exert a degree of control when you need to, therefore maybe the good facilitator is somehow able to build the contract, whether you

do that by the rapport or by building your own credibility, I'm not sure how you do that, but I'm just trying to think of some people where you have not, where things have almost been too diverse, too ill-focussed – there hasn't been enough structure imposed or applied – I think that sometimes that seems to come from facilitators who don't quite have the confidence to assert themselves when they need to...

and rather than the facilitator being somebody different, a facilitator's part of the process, therefore the facilitator's bound to have some views well , that's a good constructivist view of the world, yes! But if that is the case, then it's 'how do I apply that?' and for example a good facilitator potentially, if it's right, and this goes back to our idea about good theory. Someone might say ' it's just like that! Blah blah blah' and you could say 'yeah I can see that's very interesting because, actually funnily enough, I don't know if it's helpful but I've just come across a client who's just like that, and ... they might just throw in a little anecdote or story which, in a sense, but it's validatory so the good facilitator will, in a sense, bring information from the floor first ...

bad facilitator is trying to drive their own agenda, their own bargain, it's , and I would say bad facilitation is a little bit like saying' well it's obvious that collaboration is what we really need to be focussing on here ... and that's sort of saying, 'collaboration is good, lack of collaboration is not good ..' so it's exercising pre-judgement ...

I'd done a little bit of research, I'd read Hahn and somebody or other else, and I liked the notion of finding out by experience as opposed to, in a sense, teaching

you kind of look at approaches to education, and you say 'let's look at *this*' and the open agenda, the idea that you look to learn from any experience, not a pre-structured experience'

And I looked at that and I thought 'I understand what you're doing but that's manipulative, that's playing the game. That's NOT the way I want to go about education, and this goes into the debate that you and I were alluding to before we started recording, about 'does it speak for itself, or do you structure the learning

one of the things I was conscious of when I left in 1980, was that people who were starting to come in were more, in a sense, people from a more classic 'teaching' point of view ... and you could see where things were going where, if you wanted to take people canoeing, you'd need to have a canoe, BCU, if you wanted to take people on the hills, you'd need an MLC. And what I think was happening instead in the mid-seventies was that they would take people on in a sense who would adhere to the values and would be very disciplined and responsible in the way that they manage things – with a code of conduct underneath it – but not with a prescriptive, 'you need this qualification before you can run X activity

because the exercises have always been a means to an end, really... The exercises have always been a means to an end? I could happily leave the details of an exercise alone so long as I felt it was well-designed and well-run. Ummm, that's of interest because I value quality design, but ... other than that, it's what it's doing for the people who are actually involved ...

the clients are ... you know, they'll pay for, and sponsor, the high-profile thing; they'll live with the engagement piece that runs before it, but then it's as if all the energy is sort of expended... just at the point where you actually need to consider how do you manage the investment in order to reinforce the potential benefit of the experience.

if you get it right... the memories, the memories stay with people for much longer ... and if I take one of the long-standing programmes I ran for E and Y for many, many years, people would come back years later

and say that helped them in their next transition. It was partly the power of the experience, and partly engineering the process and the feedback. Had it just been the experience I don't think it would have had the impact ... it was the process.

Focus 3: Are approaches to management learning that use the outdoors commodified?

Participant A

...and linked it all in to the ILM – we do a lot of ILM stuff, so it's all relevant ...

the ROI is on that particular aspect because he sees a value in that but didn't see the value of everything else that went round even though the guys that came back from the course fed-back very, very positively...

Participant B

the sort of client that just thinks that by sending people away for a couple of days and pouring wine down their necks then it's going to change the way their business operates, where, really, they don't give us the information, they don't give us the support, and it's very unlikely that our work will have any long-term impact on what they did. We've stopped working for one client recently because of that.

It is also very boring work. You can do it for a couple of years, taking endless groups of people paddling on a river, but you get to a point where you think, 'well'

– one of your earlier questions was about frustrations or what frustrates me about the work, and I guess it's the expression 'teambuilding' and that is *monstrously* misused by people who take groups paintballing or go-karting or .. and they have the fun-feelie factor and all the rest of it whereas our kind of facilitated approach to team development, which is what we call it to try and distance ourselves from that kind of market, you know, that is a frustration, people thinking that teambuilding is just about going out and getting pissed and having some fun,

Participant C

... people if we got it wrong, if it's too hard – if you got the exercises wrong, whereas if you go for the middle-of-the-road ones like screen printing, the music, the samba-type stuff, the percussion stuff or the theatrical stuff, you stand a chance of getting them to buy into it more than ...[so their buy out isn't proven where in orienteering ...] it's just 'not for me!, not for me!'

The blue-chip companies tend to go somewhere,... either end of the spectrum. They'll either want no. 3 – A typical task-rotation with reviews and models or... they want the big bumper exercise with the ruffy-tuffy umm... the blue-chip companies tend to go from one extreme to the other but the local authorities and the universities to some extent like the middle of the road stuff.

It worries me because in going to 3 – the Myers-Briggs type-ish things, so many programmes now are just half-day, one-day, two days , that I think we can put too many complicated models or theories in, and they haven't got time to absorb them or understand them, or appreciate the effect

What's your opinion about programme-length?

... I think one-dayers, if it's not followed up, is potentially a waste of money, but my business head says 'take the money and run!' 'cos you're not going to see them again ... or again and again and again,

What's the benefit of doing 3 days instead of one day. Is it three times better?

Not three times better, but you do get the chance to see what makes each individual tick... and that's the important thing. And if you go back to your work environment understanding just 1 extra thing about each individual, that's got to be a good thing. And you can easily hide that in a 1-day programme.

So you're saying people can act for a whole day? Yes. Yes

we were offering all sorts of recommendations where they could have saved money, but they didn't want to listen to that so they kept squeezing us. So I find that stressful, unnecessary and annoying and we do the work for as long as it will last, but it's nowhere near as pleasurable for us – as satisfactory – as the stuff we get from them (Client 1).

some businesses were operating as in everything was down to the bottom-line, as in 'how much money can I make out of this...' yes, the profit, to such a point where it could potentially impact on the quality of the service, or the quality of the learning,

Participant D

mainly because of language – so diverse that getting common understanding of (a) instructions – you know, what are we doing here? How are we to go about this task? Would take a very long time ... even with tutors explaining it to them, and going thorough... and still, some of the particularly Japanese find it hard to lose face and so on, and say 'I don't understand this' and become quite withdrawn in the group , all those kind of multicultural dynamics.. within 3 or 4 days, very difficult to make any significant difference in a programme which was

predominantly quite outdoorsy – it would be a sort of lunchtime arrival, spend the first afternoon sort of thinking about OK., I've got some simple-ish problem-solving type tasks to do before moving into more ... a chance to experience some outdoor activity in the Peak district, or doing an abseil or whatever it might be .. through to doing something.. looking at co-operative working in project groups on their own BA at Uni. [BA methodology, solving problems...] Yeah, I think though there was a step in that *direction*, the level of learning was never going to be sufficient for them to be particularly productive in groupwork once they got to university,

they would look aghast 'you mean you want us to invest in them for a year and pay for them to go on these programmes and then at the end of it they might not actually work for us? Money down the tubes!' ... so I think those are reflections of societal change ...

Ummm, I think things that lead directly to things that increase that person's effectiveness as a manager or as a potential manager ... so their ability to manage people, to manage complex situations, to , ummm, communicate under pressure, to communicate effectively in all sorts of environments not just under pressure but in a variety of ways.. umm to ... make them if you like, in mechanical terms, a more productive employee.

the organisation that I'm thinking of is a very err, very keen to measure the performance of its employees on a fairly regular basis and if there can be proved to be an improvement in their productivity as a manager, be that managing other people as opposed to delivering themselves, then it's not considered as wasted money, it's considered as money well invested.

I feel that it's beyond my control, that it's their organisation, that's what they're doing and that's what it's all about for them... umm and I almost

see it as if that's all that they've got out of a development programme it strikes me as being a missed opportunity

. How I feel about it is ... kind of accept it as some of the commercial realities of the time that I'm living in ...

Participant F

... it's a sense that they don't really understand the system, or you get queries starting to come about 'what's the purpose?', about the budget and that type of thing.

Well I've used the word 'stylised' because in a sense it tries to adopt the ... to put a frame around the natural rhythm of the outdoors ... in the sense that ... if you go back to the old days, to the Aberdovey days when we first met, there was the phrase 'time and tide waits for no man!' and that was that if you don't get a particular clue , it could be hidden under a piece of slate that you can only get at at a certain stage of the tide , and if you can't get hold of it, then – tough!. You've got to manage it, you've got to live with that. Sometimes, now time is tighter – that was over 5 days and box 4 took 24 hours. If you compress the whole process and box 4 runs for 9 hours, it may not be that you can wait for the tide so you may need to find a slightly different mechanism to still get some of the impact, but you can't wait for nature to do its thing. So it's a little bit engineered and it's more about simulation than straight outdoors. And that would be, ummm, trying to produce something –

... it's a little bit like going down to a particular centre, for example, and they might say 'we've got this barrels and planks task, that might be good for this particular team'. That's making no allowance for purpose, that's just hoping that what you've got on the shelves will actually fit

There's a danger once you know the mechanism reasonably well, once you've got a routine I don't know how you find this, sometimes you're actually , 'I'm most likely to use that or use that'

So it may well be that either the pre-programmed 'we'll do ACL now' which is one thing that may or may not feel right.

with one other person who.. all of a sudden seemed to start to get an interest in Goleman's leadership spectrum – I can't remember what he calls it now but - Goleman of EQ fame – **Has he done leadership now?** Yeah, and this girl had got quite a big thing about that and so actively wanted to introduce it in the situation and whereas it's helpful in its own right, it needs to be woven into the fabric and it just felt a little bit of a *non sequitur*.

you can never quite predict what's going to happen in the outdoors, there's a strong degree of complexity and chaos about it and we're putting little sort of frames around that, a bit like putting up pens around sheep – but you can never quite, that's never going to be a fantastically hemming, hermetically sealed way of doing things so you put a construct around it.

So you're a little bit more hit-and-miss if you're pre-programming.

bad facilitator is trying to drive their own agenda, their own bargain, it's , and I would say bad facilitation is a little bit like saying 'well it's obvious that collaboration is what we really need to be focussing on here ... and that's sort of saying, 'collaboration is good, lack of collaboration is not good ..' so it's exercising pre-judgement ...

we'll be going climbing so-and-so, and you'll be frightened, but you'll find it a real challenge and you'll feel absolutely fantastic afterwards, and you'll feel as if you could do anything!' What happened? They were frightened, they found it a real challenge, (yay!) and they felt fantastic afterwards!

Focus 4: Is there an OMDT culture and if so, what is it?

Participant B

but people who tend to feel that the client is there for them and not the other way round ... whereas I (in effect have the opposite approach) ... If you close your mind to learning you should get out of this ...

I think the simple part of that answer comes down to where someone's interest and focus lies. Instructor 1 and instructor 2's focus would definitely be on the one who was receiving the instruction ... Instructor 3's focus would be on him or herself and how great they are...

Instructor 1 (names instructor) ... very quiet, very self-effacing, technically superbly confident ..., and confident and instils a very quiet sense of confidence in the people that he's working with and very, very quickly can build up that kind of rapport 'I'm somebody that you can trust'

very similar in that approach, would always be looking to bring out from other people what they know erm, rather than all the information coming from him

it's very much more... I guess it's more a coaching approach than a kind of 'tell' style that you would get with instructor 3. Uhh...

... and there's lots of providers who will run you an event along the lines of pretty much a stag weekend – but that's not how I want to make my living,

It is also very boring work. You can do it for a couple of years, taking endless groups of people paddling on a river, but you get to a point where you think, 'well'

Participant C

... but I mean just building that level of experience up and the realisation that it's a very valuable and very real medium, but you have to make that link. If you don't get the link – one of your earlier questions was about

frustrations or what frustrates me about the work, and I guess it's the expression 'teambuilding' and that is *monstrously* misused by people who take groups paintballing or go-karting or

my whole life was a hobby that got out of control

... was a fairly fundamental next stage in appreciating there was a reason for everything. And it may be just recreational – but there's still a reason for it – the person's going to go away feeling ... they've achieved.

Participant D

and having been in the game 20 years now, having some sort of faith in your own personal practice, confidence in the way you can do what you do

so I pushed for NGBs and things and then I supplemented that with various things – short workshops plus quite a lot of stuff around NLP and counselling and then doing my Master's.

the barriers are around, almost if you like, the financial remuneration [sic] within the sector in terms of being a married family man and bringing up a family on a wage-scale that is what it is, given this style of work, in that it's not particularly well-remunerated for a professional organisation. And I don't just mean Lindley, I mean ... generally speaking about the sector. So there's been some challenges there, along with associated hours of work can be at times quite demanding, umm, but, not been a huge amount of difficulties or barriers along the way for me.

I was absolutely captivated by development of others as well as myself and totally immersed myself in it and the two were totally synonymous. ... It wasn't like doing a job, it was exciting and interesting and challenging and developmental for me and, yeah, it was all-consuming.

there are, if you like, societal trends in the way that ummm outdoor learning or OMD has changed in the 20 years that I've been involved with it and I think some of those are maybe not particularly desirable from my point of view. I think there ... the opportunity to spend quality time with people where there is a time for reflection and you're not always thinking how much these people are paid by the hour and how long they're out of the office doing it, kind of stuff, I think it would be fair to say I see those changes as not particularly positive ...

Can you put a value or some words on 'not particularly positive'?

Yeah, I think that .. . I think when I was, in my early days of OMD, stuff, there would be value associated with those programmes which was related people having time to think and find out about themselves in a ... in work time... in other words whilst they were being paid to do their day job ... umm, but there was, a value in that was seen worth investing their time in doing... if that makes sense.

or if we find the marry-up between them and our organisation isn't going to work, that's money well-invested in that we've helped them understand themselves better, and if they've decided as a result of that, that working for this organisation's not for them ... then that's good

Interviewer recaps own experience with a tobacco company

So yeah, those days are gone, I think. If you said to somebody – I'm thinking of our commercial customers these days ... invest in somebody for a year, and invest on sending them on a personal development course for 7 days and if at the end of that they decide that they don't see themselves fitting into the organisation, they say 'cheerio!' they would look aghast 'you mean you want us to invest in them for a year and pay for them to go on these programmes and then at the end of it they might not actually work for us? Money down the tubes!' ... so I think those are reflections of societal change ...

Yeah, umm I think that was something that I was becoming more aware of as it was important to me. The humanistic things as opposed to 'go to work to make a living and money to spend enjoying myself'

...one of the things that I thoroughly enjoy about being in the line of work that I am in is that there are constantly opportunities for my own development by taking on fresh challenges and doing new things

Participant E

I was somewhat sceptical because when I was at xxx – which was a long time previously – ummm the IBM Personnel Director was friends with John Ridgeway and used JR's umm y'know, "kick 'em into a bucket of water, somewhere in the cold in the Orkneys, gung-holier than thou approach and I didn't particularly approve of that,

. The successful ones, we had a good "at home" working environment which was important – we had a good reviewing room, plenty of space, our own silence, we weren't interrupted etc. with the third it was the outdoor pursuits centre up in XXX and so I'm going to have to do this (makes corporate sign in air) to let you know what it was ... (bubbles). We used them for Xrail and we had a particular "this is the room that we use, this is the kind of menu that we have", we have wine with the meals – you wouldn't believe what difficulty that caused with the centre staff. This course was for Xrail's SWEN region . I'd just assumed we'd get the same treatment. .. and I got there to find that we'd been given a tiny little room to review in. It was next door to the room that we regularly had which was very, very noisy.

Participant F

and you could see where things were going where, if you wanted to take people canoeing, you'd need to have a canoe, BCU, If you wanted to take people on the hills, you'd need an MLC.

and the sense that I had as the 80s progressed, after I'd pulled out was that increasingly, you needed the paperwork behind you and in a sense it became a more... transactional is the wrong word, but it seemed to become more of a job, rather than a vocation - and to the people who I went with there in the 70s, it was a vocation...

I would have said that if you took a Venn diagram, the difference was in accountancy, there wasn't very much overlap, but in OB it was almost the complete opposite, and so you lived work, and to this day, that's pretty much the way that we've worked,