A NARRATIVE APPROACH TO AN E-LEADER CAREGIVING IDENTITY

Ana Marisa Marinho da Costa Machado[1] & Catarina do Vale Brandão[1,2]
[1]Faculty of Psychology and Educational Sciences of the University of Porto
[2]Centre for Psychology at University of Porto

Abstract: This study explores the meanings underlying e-leaders construction of self-identity. E-leadership is fundamentally a social influence process that emerges in technology mediated environment and emphasizes changes in the ways of thinking and acting of leaders and followers towards common goals and overall improved performance. However, research on the topic has been lagging behind the potential and importance of the topic and its concrete dynamics and effects in our volatile, uncertain, complex and ambiguous (VUCA) scenery. Caregiving literature is a promising theoretical contribute to this discussion, given that leaders tend to be naturally perceived by followers as organizational caregivers. Dislocated workers, operating in technology-mediated environments, are in especially vulnerable situations that can be perceived as somehow threatening, given the considerable change it implies and the significant decrease of a traditional support structure. Thus, e-leadership has a clear socioemotional core that reflects on e-leaders' self-identity. Given this, our objective is to explore the meanings underlying e-leaders construction of self-identity, as unfold in discourse. We adopted a qualitative methodology operationalized by a narrative case study design, an especially adequate way to explore phenomena within context, enabling contact with otherwise inaccessible realities. Results are presented and discussed considering the attachment-based theory, namely regarding the activation of the careseeking and caregiving systems.

Keywords: e-leaders, self-identity, TABEIS, careseeking, caregiving

The economic, political, social and technological progress we have been witnessing in recent decades has induced globalization and the resulting dissipation of frontiers (Chawla & Lenka 2018). This paradigm shift generates increasingly dynamic systems. Markets have multiple, complex and changing needs, as do the organizations and inherently the employees who operate in them. Thus, effective management becomes a decisive tool to ensure competitiveness and prosperity regarding increasingly pressing challenges (Popova, Shynkarenko, Kryvoruchko, & Zéman, 2018) such as interculturality, retention, technology-mediated relations and Human Resources (HR) development needs. Regarding this, leadership is a key process through which it is possible to guide, motivate and develop employees, mobilizing and supporting efforts in line with strategic objectives (Hartog & Koopman, 2001). Moreover, nowadays, the emphasis is put on how leaders navigate the current volatile, uncertain, complex and ambiguous (VUCA) scenery through technology (Johansen, 2012). Leadership in technology mediated environments is, thus, a strategic way of potentiating changes and improve flexibility and adaptiveness. Technology tools such as e-mail, intranet and videoconference software are now pushing organizations and its leaders and followers to new realities and roles. In this paper we focus the meanings underlying e-leaders contemporary construction of self-identity.

The paper proceeds as follow: we start by defining the key concepts regarding e-leadership, attachment-based theory and identity; we then move to methodology, defining our approach of narrative analysis and its use; afterwards, we briefly present our results, followed by an independent discussion section; finally, we condense our main highlights in a straightforward conclusion.

E-leadership

E-leadership is consensually conceptualized as "a social influence process embedded in both proximal and distal contexts mediated by AIT [advanced information technology] that can produce a change in attitudes, feelings, thinking, behavior, and performance" (Avolio, Sosik, Kahai, & Baker, 2014, p. 107). However, to this point, many questions remain unanswered

regarding its concrete dynamics and effects. One of the most promising theoretical contributes to this topic lies on the caregiving literature (Machado & Brandão, 2019). Supportiveness is a central aspect, widely accepted, of leadership, both in teams and in dyadic contexts (e.g., Dahlstrom, 2013; Fernandez & Jawadi, 2015; Lin, Standing, & Liu, 2008), as leaders tend to be naturally perceived as organizational caregivers (Brandão, 2016).

Dislocated workers, operating in technology-mediated environments, are in especially fragile situations, which can be perceived as somehow threatening, given the considerable change it implies and the significant decrease of a traditional support structure. Thus, e-leadership has a clear socioemotional core, relying on the e-leaders capacity to remotely promote followers trust, manage communication flows and potentiate stability (Powell, Piccoli, & Ives, 2004). This is congruent with the idea of activation of the careseeking and caregiving systems focused in the Theory of Attachment Based Exploratory Interest Sharing (TABEIS; Heard & Lake, 1977).

TABEIS conceptualizes seven dynamic systems of the self (careseeking, caregiving, system for defense of the self, interest sharing with peers, sexuality, internal environment and external environment). These systems develop throughout our life, starting at birth and remaining in continuous construction until death - and are activated in response to specific stimulus, such as threatening ones. Thus, the seven referred systems are not only present *at* work, but are embedded *in* work (Neath & McCluskey, 2018) and can be mobilized in situations perceived as unsecure, which often happens in dislocated workers. Therefore, TABEIS provides a valid and pertinent relational framework to shape our comprehension of the processes involved in e-leadership - from the vulnerability of followers to the response of e-leaders.

Identity

Traditionally, identity is a romanticized concept focused on the individuality of a person's feelings and attitudes (Thomas & Linstead, 2002). With time, this evolved to a relationist logic of features, characteristic and lived experiences: "identity is more a map than the territory; it cannot be found but needs to be constructed" (Lührmann & Eberl, 2007, p. 117). Our self-identity is a product of a negotiation between self-reflexive (personal) and social processes over time (Lührmann & Eberl, 2007; McAdams & McLean, 2013). Therefore, the question "Who am I as an e-leader?" is rooted in a negotiation process between personal and social conceptions, fundamental to any narrative approach. Thus, self-identity comes from an effort of defining for oneself and others who they are, given the relation at hand (Lührmann & Eberl, 2007), namely the e-leadership one.

Given this, our objective is to explore the meanings underlying e-leaders contemporary construction of a caregiving self-identity, as unfold in discourse.

Methodology

We adopted a qualitative methodology operationalized by a narrative case study design. Narrative case studies are "intensive examination of an individual unit, although such units are not limited to individual persons" (Brandell & Varkas, 2009, p. 294). Thus, they are especially adequate to the in-depth study of phenomena within its context, introducing ways to contact with otherwise inaccessible realities.

A narrative can be considered in the form of writing or orally expressed in interviews, natural dialogues or even during work. Any of the above may encompass a short topical story regarding a specific situation, a lengthy story regarding a particular aspect of one's life or a complete, birth to date, narrative. Moreover, the ways by which the narrative is approached are also multiple. From a sociological point of view, the identity work, highlighted by Chase (2005) is particularly interesting to the pursue of our research objectives. Thus, as pointed by the

author, we set ourselves to explore and interpret our narrator's construction of the self with its "specific institutional, organizational, discursive, local and cultural contexts" (Chase, 2005, p. 658). As researchers, we adopted a perspective of "narrative as lived experience" generated in a specific organizational context (for other context-based, see Gubrium & Holstein, 2001; Holstein & Gubrium, 2000).

We consider the narrators articulation across different contexts - their restraints and possibilities - for positioning of the self in our postmodern world (Holstein & Gubrium, 2000) and their particular experience. Thus, our research relationship was based on two different moments: a first one, of a broad, holistic, unspecific, opening-up interview and a second, in-depth, focused interview, as narrator and listener. This implies a narrowing focus that started with an overall gathering of information to map the topics of leadership, technology and the role of technology in leadership. We then proceed to focus our attention to the meanings underlying her contemporary construction of self-identity as an e-leader, not only exploring the stories we invite her to tell, but also the ones our narrator happened to tell, this is, that emerged naturally. These two moments allowed us to better construct and substantiate our work on building understanding on her caregiving identity.

Individual unit

Our individual unit was an e-leader, previously involved in a similar research regarding technology and leadership. This e-leader is a 38-year-old Spanish female with 10 years of leading experience. She currently e-leads 15 people from Portugal to Italy for a time span of 8 years now.

Data collection instrument

Data was gathered using two different types of interview. In a first phase, we used a semi-structured interview, gathering perceptions about various topics and interactively and reflexively evolving through them. In a second phase, we used the narrative interview, which theoretical comprehends four distinctive stages, moving from initiation, through narration, questioning, and ending with a concluding phase (Jovchelovitch & Bauer, 2000). These work as guidelines for the interviewer, being adaptable to the dynamic and nonlinear research interaction. Moreover, we specifically initiated this data collection moment with the stimulus "I want you to explore, as you see fit, as you see and feel as an e-leader".

Data collection procedures

The first interview, after participation acceptance and a pilot test to the script, gathered sociodemographic information and professional data regarding leading, dislocated workers and technology.

In the second moment we used the narrative interview, appropriating the orientations of Jovchelovitch and Bauer (2000).

Initiation. We start by explaining the context of the investigation to the narrator and asked for permission to record. We then advanced for more detailed information regarding the uninterrupted nature of the approach, and its concrete phases. Then, we explicitly presented the main topic of the interview, which was expected to trigger the narration (and, for that end, was set out to be personal, experiential and without indexical formulations).

Narration. Moving to this phase, we focused on not interrupting the discourse of the narrator until we had clear signalization that she had reached the end of that narrative and, even then, making sure she had nothing more to say about it. Thus, we mainly settled for presenting "active listening, non-verbal or paralinguistic support and showing interest" (Jovchelovitch & Bauer, 2000, p. 5). This approach allowed us to not interfere and, also, to retain some mental notes for later questioning.

Questioning. When was clear that the narration came to an organic end, we then asked the immanent questions, returning the narrator's' words to her further reflection. Thus, we elicited additional material on the events already mentioned and the main topic of our project, exploiting beyond the self-generating paradigm.

Concluding. At this point, we stopped the recording, which opened an especially useful opportunity to ask why-questions and gather contextual information in a more relaxed and informal logic. All the relevant pinpoints were duly registered.

Data condensation and analysis

In conclusion, we worked in a twofold front: designed our research as rooted in a long-term engagement - embeddedness in the context – and framed the interviews, specially the narrative interview, as a whole – articulating a broad open framework that invited a personal narrative of exploration of a range of story / narrative leadership-themed topics about herself. This involved us in the study, exploration and interpretation of leadership in multifaceted circumstances, bringing us close to a hard-to-access organizational elite (Orr & Bennett, 2017). We were able to access and integrate ethnographic elements, enriching our methodology as an insider researcher, which was especially important to accurately frame the study – also known as anticipatory data condensation (Miles, Huberman, & Saldaña, 2014).

Our data analysis takes language – and its use - as the main focus, exploring personal and social realities and constructions (Gabriel, 2015; Reissner, 2011). Thus, we perspective our understandings by assuming that "local concepts and practices are where organizational structure and process come to life" (Agar, 2010, p. 298). The interpretation process lied on our active narrator-listener relationship, first by hearing the voices with each narrative – its placing, practices and readings of its reality. Finally, we focused linkages between narratives, articulating their continuity regarding resources, restraints, environment particularities and, fundamentally, connection elements (Chase, 2005). Overall, to these ends, we 1) performed a detailed and high-quality transcription, 2) separated the material related to personal and social perspectives, 3) contextualized the elements temporally from past to present, 4) analyzed the material as a negotiated representation of the narrator's' self-understanding, and 5) interconnected the different viewpoints present in narration, identifying constructed meanings.

Results

Our data analysis allowed us to identify three main guiding lines of narration, namely: a personal one, regarding the individual level perspective of the e-leader identity; a shared leadership one, referring to the circle composed by our e-leader and other intermediate leaders of her team and, finally, an organizational one, reflecting the broader conception of e-leadership that she perceives as running as a common perspective in the organization. These lines of narration were presented by our leader as cumulative, this is, as progressive layers that were built more and more contextualized, with social elements and their interaction. Next, we focus each line of narration, while making use of our leader discourse.

A personal e-leadership understanding

The personal e-leadership understanding of our leader focused her role / capacity to downsize things to followers in response to their susceptibleness, as dislocated, to overestimate situations. In the pursue of doing so, she emphasizes the humanity she brings to her approach, by valuing the providing of social support as a safety net.

However indissociable, personal understandings of herself as an e-leader were identified as a clear narrative in our leaders' discourse:

> How I feel leading from a distance… It's a bit complex because I'm not face to face [with followers]. My role is to downsize importance [on things/problems], relativize, present an external point of view.

How I feel… sometimes a bit outdated. (Int2[28])

Our leader highlighted the e-leadership feature of not being able to see (in a real, visual sense) and behaviorally identify followers' needs and state of spirit and, therefore, be the guiding reference she believes a leader should be.

Globally, leadership involves being a reference, like a beacon, a guide, showing the way. (Int2)

This adds complexity to the process, which sometimes makes her feel outdated, like she can't keep up with the demands of e-leadership or that her resources don't allow her to do it as she would want to. She shows auto reflexive capacity and fear of failing as an awareness outcome.

I feel more like self-doubt, if I'm failing, if I'm not able to solve things (…) (Int2)

She identifies her role as an e-leader that can help her followers put things in perspective, reflect and reach for constructive and more positive understandings of problematic situations. Moreover, she also points out that this continuous accompaniment, necessary in e-leadership, reflects a maternalistic side of her as e-leader.

At a distance it is more maternalistic (…) there is a part more maternalistic and another part more technical leader or responsible technician. (Int2)

At this point, it is pertinent to consider a specific excerpt of the first interview, by its related content and expressiveness. It complements, reaffirms and clarifies the above-mentioned idea.

I usually say that sometimes I'm more of a mom than the leader of the outsiders [dislocated followers], because sometimes it's as simple as saying "you're not seeing this with the correct eyes, that's the way it is, and you've already gone through this situation"; it's more of a feeling that he's there and is helpless. And I give support, I say, "let's solve it, we're here to solve it" and we solve it, it takes 30 seconds. But I think the shock of "I'm here helpless" is the one that scares the most. When you are in an environment, in a comfort zone and within a larger structured team you feel protected and these problems do not arise. (Int1[29])

Thus, the perspective of herself as e-leader as being a caregiver emerges as a response to dislocated followers' vulnerability.

The follower when dislocated is outside his comfort range regarding family, friends, boyfriends and coworkers (…). When one is dislocated that comfort disappears (…) they have less support, are with a time zone and schedule handicap (…) leadership has to complement that… there is an emphasis on psychological aspects of empathizing, supporting, trying to realize that the circumstances are different, trying to mitigate or reinforce those conditions of circumstance that the colleague has different (…) it is more supportive, hear (…) that the person feels supported and not alone (…) more of protection, of company.

As our leader identified, caregiving is a much-needed response, giving the restraints regarding supportiveness dislocated followers face. The challenges and their own perception of lack of resources to deal with them makes them feel unsecure and rather vulnerable, thus careseeking. Parallelly, caregiving comes naturally to our leader. She herself is dislocated from her comfort zone – being from Spain and working in Portugal – and experienced these difficulties firsthand. It seems, therefore, that having experienced the phenomenon of distance may have promoted her identification with displaced followers, shaping her behavior.

I'm in this situation, I'm displaced, live I've been much of my career. So, since I'm in the same situation, I can empathize more than a person who has never experienced it. So when it's problems I've experienced, or people around me, it's easier for me to solve or anticipate or protect. Normally I am already a very empathetic person, but in this situation having to be a bit more.

---

[28] Refers to the second interview.
[29] Refers to the first interview.

Moreover, time also brought her experience and the ability to easily deal with demands, by mobilizing coping strategies.

> I used to wear myself out a lot, putting a lot of effort into areas that were not my responsibility. Now I can manage more (…) integrating different responsibilities of other areas, articulating for that, all together, we make a solution to a problem. I used to "carry all on my back" (...) I can now hold the rightful people responsible for solving things in their scope. I play two roles: one of responding for my scope and to speed up what is not.

She intertwines her personal understanding with the one she perceives and desires her followers have of her.

> I think and hope they see me as very close.

A shared e-leadership understanding

The shared e-leadership understanding of our leader focused specific strategies she and intermediate leaderships of her team were able to discover throughout their experience as enabling better results regarding the assistance provided to dislocated followers. That is, the leadership system seems to have developed a way of dealing with the experience of having dislocated members and being an e-leader. The simplicity of promoting socioemotional bonding through technology by being available and frequently and continually in contact emerges as central.

Therefore, she constructs her discourse regarding a shared e-leadership perspective, including herself and the middle range leaderships of her team as a whole. From this, she refers the strategies they developed to promote close relations and overall success.

> We've been setting up weekly or biweekly meeting routines with people who are dislocated to force us to sit down and "look, now say it all, we've an hour to listen to you." But still, there are always weekly calls or, I will not say daily, because they are not always the same people, but continuously. There is always something to follow in with people who are dislocated.

An organizational e-leadership understanding

The organizational e-leadership understanding of our leader had as focal points the protectionist and individualized take the organization, as a collective, embeds in their culture. Thus, finally, from individual to collective e-leadership understandings, she presents an organizational self-perception.

> We [organization] have a medium / large size but come from a small business. At the functional level, I still believe and think that we work as if we were a small company where everyone knows each other, everyone knows what strengths and weaknesses exist and there is a lot of spirit of help that is not normal in passing businesses the 300 employees.

These three constructions intersect regarding a caring and protectionist approach of personalized response to followers' individual needs.

> In our leadership, people count: you are not a number, it is you and you have your circumstances, your way (...) you are shy, you are outgoing, you are worried about I don't know what or you are very good at something but you have this weakness or this area of improvement (…) is more personalized.
>
> We are all as an organization and as a team here to support you, if you need someone to support you at the activity level and even at a distance, we can do it; if we need human or legal or logistical support or IT or anything, we are here to help you feel that closeness through me.

After we stopped recording, our leader highlighted the moral/ethic character of her caregiving role as an e-leader, referring to it as a responsibility that goes beyond the professional scope. Thus, she ended with a keynote that was present throughout her whole discourse: the humanity she brings to her leadership relations, as a person-oriented individual. For us, this signals the richness and demand associated with the role of leader and the identity of e-leader, which is built in the relationship with different roles that the individual assumes (and therefore builds) over time.

Discussion

Overall, our leader brought us to a journey of exploration and comprehension regarding the meanings underlying e-leaders contemporary construction of self-identity. Through the reflexiveness of the whole methodological process and the long-term engagement we set ourselves to accomplish, it was possible to understand her sense of self-identity as a resourceful one that, by converging with her natural empathic charisma, characteristics and attitudes, promotes a genuine self-sense of care, especially in response to dislocated followers vulnerabilities. This seems to be associated to a deep understanding of the dynamics of different work levels – individual, collective and organizational. Moreover, she understands herself as an e-leader that, in spite of the distance, is able to balance these dynamics, promoting a shared feeling of togetherness. Our e-leader, as the one who promotes and manages interaction focused on thoughts and actions and the way they affect work, perceives her role as an active builder of trust, stability and overall support. This socioemotional nature is aligned with caregiving by its take on emotions (Powell et al., 2004). E-leaders' availability and support, as perceived by dislocated followers, is associated with effectiveness (Avolio et al., 2014). Thus, our e-leader aim of being emotionally present is comprehensively assumed to be positive.

E-leading is, in our e-leader comprehension, a synergic "learn as you go" process based on followers' needs and e-leaders' responses. As McCluskey and Gunn (2015) pose, all work interactions imply a response to others' needs. This brings us to critically evaluate traditional perspectives of the leaders' role that often too much tend to define what a leader "must be". Going beyond that, we consider that our leader reflected an integrating ability that comprehensively involved challenges, demands and self-doubts. She narrated some aspects of the process of discovering herself as an e-leader, reflecting and positioning herself on and about life and work experiences to construct meaning. This reflective meaning-making is considered one of the crucial mechanisms that arousal identity outpours (Bamberg, 2011). Moreover, continuing to explore and build on the contextualization and linkage between individual, social, cultural and overall experience as lived is a potential insightfully approach by which e-leadership may be perspectived.

Conclusion

However controversial, the word "care" has come to emerge more and more frequently in professional settings (Neath & McCluskey, 2018), as it did in our work. This word and its conception in our leaders' discourse brought to light how it is possible to frame e-leaders' identity based on Theory of Attachment Based Exploratory Interest Sharing and relate it with characteristics of followers and leaders (Avolio et al., 2014), specifically regarding careseeking and caregiving.

References

Agar, M. (2010). On the ethnographic part of the mix: A multi-genre tale of the field. *Organizational Research Methods, 13*(2), 286-303.

Avolio, J., Sosik, J., Kahai, S., & Baker, B. (2014). E-leadership: Re-examining transformations in leadership source and transmission. *The Leadership Quarterly, 25*(1), 105-131. https://doi.org/10.1016/j.leaqua.2013.11.003

Bamberg, M. (2011). Who am I? Narration and its contribution to self and identity. *Theory & Psychology, 21*(1), 3-24.

Brandão, C. (2016). The good parent metaphor: Contributions to understand leadership processes. In Ilieva, S., Markovic, M.R., Yankulova, Y. (Eds.) *Book of Papers of the International Scientific Conference "Leadership and Organization Development"*, (pp. 24–28). Kitten, Bulgaria.

Brandell, J. R., & Varkas, T. (2009). Narrative Case Studies. In B. A. Thyer (Eds.) *The handbook of social work research methods* (pp. 294-307). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412986182

Chase, S. E. (2005). Narrative Inquiry: Multiple Lenses, Approaches, Voices. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 651-679). Thousand Oaks, CA: Sage Publications Ltd.

Chawla, S., & Lenka, U. (2018). Leadership in VUCA environment. In Dhir & Sushil (Eds.) *Flexible strategies in VUCA markets* (pp. 213-224). Singapore: Springer.

Dahlstrom, T. R. (2013). Telecommuting and leadership style. *Public Personnel Management, 42*(3), 438-451.

Fernandez, D. B. B., & Jawadi, N. (2015). Virtual R&D project teams: From e-leadership to performance. *Journal of Applied Business Research, 31*(5), 1693.

Gabriel, Y. (2015). Storytelling. In M. Bevir & R. A. W. Rhodes (Eds.), *Routledge Handbook of Interpretive Political Science*. New York: Routledge.

Gubrium, J. F., & Holstein, J. A. (2001). *Handbook of interview research: Context and method*. Sage Publications.

Hartog, D., & Koopman, P. (2001). Leadership in Organizations. Em Andersson, N., Ones, S., Sinangal, K., & Viswesvaran, C. (Eds.), *Handbook of industrial, work and organizational psychology (Volume 2: Organizational Psychology)* (pp. 166-187). London: SAGE Publications. http://dx.doi.org/10.4135/9781412952392.n199

Heard, D., & Lake, B. (1977). *The Challenge of Attachment for Caregiving*. London: Routledge.

Holstein, J. A., & Gubrium, J. F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York, NY, US: Oxford University Press.

Johansen, R. (2012). *Leaders make the future: Ten new leadership skills for an uncertain world*. Oakland: Berrett-Koehler Publishers

Jovchelovitch, S., & Bauer, M. W. (2000). *Narrative interviewing* [online]. London: LSE Research Online. Available at: http://eprints.lse.ac.uk/2633

Lin, C., Standing, C., & Liu, Y. C. (2008). A model to develop effective virtual teams. *Decision Support Systems, 45*(4), 1031-1045.

Lührmann, T., & Eberl, P. (2007). Leadership and identity construction: Reframing the leader-follower interaction from an identity theory perspective. *Leadership, 3*(1), 115-127.

Machado, A. M., & Brandão, C. (2019). Leadership and technology: Concepts and questions. In Rocha Á., Adeli H., Reis L., & Costanzo S. (Eds.) *New Knowledge in Information Systems and Technologies* (pp. 764-773). Cham: Springer.

McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current directions in psychological science, 22*(3), 233-238.

McCluskey, U., & Gunn, J. (2015). The Dynamics of Caregiving: Why Are Professional Caregivers Vulnerable to Anxiety and Burnout, and How do we Support Their Well-being? *Attachment, 9*(2), 188-200.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd edition). Los Angeles: Sage.

Neath, N., & McCluskey, U. (2018). *To be Met as a Person at Work: The Effect of Early Attachment Experiences on Work Relationships*. London: Routledge.

Orr, K., & Bennett, M. (2017). Relational leadership, storytelling, and narratives: Practices of local government chief executives. *Public Administration Review, 77*(4), 515-527.

Popova, N., Shynkarenko, V., Kryvoruchko, O., & Zéman, Z. (2018). Enterprise management in VUCA conditions. *Economic Annals XXI, 170*(3-4), 27-31.

Powell, A., Piccoli, G., & Ives, B. (2004). Virtual teams: A review of current literature and directions for future research. *ACM SIGMIS Database, 35*(1), 6-36. doi: 10.1145/968464.968467

Reissner, S. C. (2011). Patterns of Stories of Organizational Change. *Journal of Organizational Change Management, 24*(5), 593-609.

Thomas, R., & Linstead, A. (2002). Losing the plot? Middle managers and identity. *Organization, 9*(1), 71-93.