

A Pluralist Perspective of Team Syntegrity: Design and Intervention Strategy for Organisational Change

ALBAKRI BIN AHMAD

A thesis submitted in partial fulfilment of the requirements of
Liverpool John Moores University for the degree of Doctor of Philosophy

June 1999

Abstract

Team Syntegrity is a group process, or protocol, to use when issues, concerns and desires of all key stakeholders need to be taken into account and open discussion is needed to clarify issues and the context within which it must be addressed. However many organisations are not able to match the requirements of the protocol which is based upon the structural model of the icosahedron. The 30 edges of the model are mapped to 30 participants and the 12 vertices for 12 teams.

This research addressed the need for “smaller” scale syntegegration through the use of octahedron and the changes to the protocol of Team Syntegrity to meet the demands and constraints of the organisation. It also identified and design pre- and post-syntegegration activities to implement the outcomes of the syntegegration and assessed the impact of syntegegration on organisations with a view to establishing design parameters and intervention approaches.

The literature on organisational change, systems and cybernetics was reviewed to understand the dynamics of organisational change, characteristics of change process and to appraise Team Syntegrity as an organisational change method. Five syntegegration events for various research situations were organised and conducted. These events clarified various design issues both for StaffGraph (30-person) Syntegegration and the adjusted protocol based on the octahedron. Adjustments were made to the protocol to meet the demands of the situation and the constraints of the organisation. In contrast to approaches which seek to offer unitary description of reality, the action research strategy adopted a flexible and adaptive stance to match the *variety* in the organisational situation with the corresponding *variety* in Team Syntegrity. Through action research collaborative process with participants and reflective learning were carried out.

The findings of the research confirmed the need to position syntegegration within an action-research intervention strategy to generate outcomes which lead to organisational change. Syntegegrations which are configured to meet organisational constraints and designed collaboratively with participants and problem owners are more likely to generate actions after the event. The impact of syntegegration to the organisation is influenced by the fit between the participants (infoset), Opening Question and the organisational situation.

A pluralist perspective of Team Syntegrity is therefore necessary to design syntegegration, within an intervention strategy, for organisational change.

Acknowledgements

There are a number of people to whom I owe much for their help with this thesis.

Denis Adams was instrumental in helping me get the research off the ground. I am deeply indebted to him for his unfailing support and encouragement.

Professor Stafford Beer for his cybernetics, ideas and inspiration.

Ann Mulhaney, Keith Trickey, Doug Haynes, Jim Sheehan, Maurice Yolles, Graham Padgett, Allenna Leonard and David Beatty provided illuminating discussions at various points, helping me to clarify my ideas. Alison Price and John Wallace for their camaraderie and for putting-up with my idiosyncracies in the basement where this long and arduous journey begun. Gwen Dawick for the diagram which disappeared at the 11th hour. Many thanks to all of them.

My wife, Mariam Bee, and our children, helped me through many difficult stages with love and understanding. I dedicate this thesis to her, our children and our parents.

Last but not least all other individuals, too many to name individually, who made invaluable contributions to the research: to whom I am ever so grateful. May God reward them for their kindness and deeds.

Contents

Abstract

Acknowledgements

Chapter 1 Introduction

1.1	Background to the Research	1
1.2	Research Problem and Hypothesis	3
1.3	Justification for the Research	3
1.4	Methodology	5
1.5	Outline of the Thesis	6
1.6	Limitations of Scope and Key Assumptions	7
1.7	Conclusion	7

Chapter 2 Overview of Team Syntegrity

2.1	Introduction	8
2.2	Synte-gration	9
2.3	Roles and Responsibilities	18
2.4	Logistics and Facility	18
2.5	Licencees	19
2.6	ShortForm and SmallForms	20
2.7	Synte-gritaste	22
2.8	Conclusion	24

Chapter 3 Literature Review

3.1	Introduction	25
3.2	A New Business Paradigm	25
3.3	Organisational Change	30
3.3.1	Theory and Practice of Change Management	30
3.3.2	Levels and Perspectives of Organisational Change	38
3.3.3	Characteristics of Change Processes	44
3.3.4	Organisational Change Methods and Interventions	48
3.4	Cybernetics	58
3.5	The Systems Perspective	59
3.6	Viable System Model	62
3.7	Conclusion	68

Chapter 4	Research Methodology	
4.1	Introduction	70
4.2	Research Paradigms: Positivist and Interpretivist	70
4.3	Action Research	74
4.3.1	General Principles of Action Research	75
4.3.2	The Validity of Action Research	77
4.3.3	Action Research Approaches	82
4.4	Justification for the Methodology	86
4.5	Data Collection	87
4.6	Conclusion	91
Chapter 5	Research Situations	
5.1	Introduction	92
5.2	Liverpool World Syntegrity Project	92
5.2.1	The Manual	92
5.2.2	The InfoSet	93
5.2.3	The Stages and Schedule	94
5.2.4	The Introductory Session	95
5.2.5	Generating Statement of Importance	96
5.2.6	The Problem Jostle	96
5.2.7	Topic Election and Topic Auction	97
5.2.8	The Twelve Topics	97
5.2.9	The Outcome Resolve	98
5.2.10	Visual Applause	99
5.2.11	Development of Ideas: Signs of Reverberation?	100
5.2.12	The Closing	101
5.2.13	Reflections and Further Questions	103
5.2.14	InfoSet's Evaluation	107
5.2.15	Analysis and Discussion of Findings	109
5.2.16	Summary of Framework, Methodology and Concern	111
5.3	Liverpool Student Community Action	112
5.3.1	Identifying the InfoSet & Generating Opening Question	113
5.3.2	The Introductory Session	117
5.3.3	The LSCA Experiment	118
5.3.4	The LSCA Syntegration	119
5.3.5	The Importance Filter	119
5.3.6	The Problem Jostle	121
5.3.7	Topic Election	122
5.3.8	Topic Auction	123
5.3.9	Outcome Resolve	125
5.3.10	Self-Organising InfoSet	125
5.3.11	The Closing and Evaluation	126
5.3.12	Post-Syntegration Meeting	128
5.3.13	A New Metasystem	129
5.3.14	Analysis and Discussion of Findings	130
5.3.15	Summary of Framework, Methodology and Concern	132

5.4	CSF Decision Support Ltd	134
5.4.1	The Stages	135
5.4.2	The Schedule	137
5.4.3	The Configuration	138
5.4.4	Team Meetings and Presentation	139
5.4.5	Reflections and Observations	140
5.4.6	Summary of Framework, Methodology and Concern	141
5.5	JMU Enterprise Unit	142
5.5.1	The Event	144
5.5.2	Evaluation	146
5.5.3	Analysis and Discussion of Findings	146
5.5.4	Summary of Framework, Methodology and Concern	148
5.6	Mickleton Emissary Community	149
5.6.1	The Briefing Session	150
5.6.2	Ritual Start	150
5.6.3	The Problem Jostle	151
5.6.4	First Iteration of Outcome Resolve	153
5.6.5	Second and Third Iteration	154
5.6.6	Team Presentations	157
5.6.7	Face Planning	158
5.6.8	Trickey's Aboriginal Ritual	158
5.6.9	Analysis and Discussion of Findings	160
5.6.10	Summary of Framework, Methodology and Concern	168
5.7	Conclusion	170

Chapter 6 **Analysis**

6.1	Introduction	172
6.2	Analysis of Questionnaires	172
6.2.1	LWSP Syntegration	174
6.2.2	LSCA Syntegration	177
6.2.3	JMU-EU Syntegration	180
6.2.4	MEC Syntegration	181
6.2.5	Discussion	183
6.3	Analysis of Final Statements of Importance	184
6.3.1	LSCA's FSI	186
6.3.2	CSF's FSI	190
6.3.3	JMU-EU's FSI	193
6.3.4	MEC's FSI	195
6.3.5	Discussion	199
6.4	Conclusion	200

Chapter 7	Cybernetics of Intervention	
7.1	Introduction	201
7.2	Different Configurations	201
7.3	Contextual Imperatives	204
7.3.1	Action Research Intervention Approach	204
7.3.2	Pragmatic Pluralism	205
7.3.3	Recursion of Problem Situation and Organisation	208
7.3.4	Environmental Constraints	209
7.4	Process Imperatives	209
7.4.1	Infoset	201
7.4.2	Purpose	211
7.4.3	Organisation	212
7.4.4	Action	213
7.5	Key Features of Intervention System	213
7.6	Outline of the Intervention System	214
7.7	Cybernetics of the Intervention System	215
7.8	Conclusion	218

Chapter 8	Conclusion	
8.1	Introduction	220
8.2	Conclusions about each Research Question	221
8.2.1	Collaborative Design of Syntegration	221
8.2.2	Dependency upon Icosahedral Structure	223
8.2.3	Impact of Syntegration on Organisation	223
8.3	Conclusions about the Research Problem	225
8.4	Implications for Theory	227
8.5	Implications for Practice	228
8.6	Limitations	228
8.7	Further Research	228

Bibliography

Appendices

A	Listing of Syntegrations for 1993-1997
B	Formal Group Debrief, Open Futures Syntegration 1994
C	Participant's Feedback, Mickleton Emissary Syntegration, 1996
D	Listing of Membership and Critics for StaffGraph Syntegration
E	Competencies of Delivery Team
F	Player Evaluation Form, World Syntegrity Project
G	Participant Questionnaire, Liverpool Student Community Action
H	Participant Questionnaire, Mickleton Emissary Community
I	Final Statement of Importance (FSIs) for LWSP, LSCA, CSF, JMU-EU and MEC Syntegrations
J	Instruction and Instruments for Content Analysis of FSIs
K	Independent Assessors Results of Content Analysis
L	Diary for LSCA, CSF, JMU-EU and MEC Syntegrations

Tables

- 2.1 Team Syntegrity: Protocol
- 2.2 Typical Schedule for a 4-Day Syntegration

- 3.1 Some of the main approaches to organisational change
- 3.2 Comparison of approaches using Dunphy's framework
- 3.3 Types of Change and Underlying Themes
- 3.4 Types of Intervention and Organisational levels
- 3.5 Some basic tenets of General Systems Theory

- 4.1 Team Syntegrity: Data collection within protocol

- 5.1 The Six Stages of LWSP Syntegration
- 5.2 Schedule for LWSP Syntegration
- 5.3 Team-Topic Assignment
- 5.4 Schedule of Meetings in Outcome Resolve
- 5.5 Distribution of Responses to Questionnaire (LWSP Syntegration)
- 5.6 Framework, Methodology and Area of Concern for LWSP Syntegration
- 5.7 Sequence of Team Meetings (LSCA Syntegration)
- 5.8 Distribution of Aggregated Responses (LSCA Syntegration)
- 5.9 Framework, Methodology and Area of Concern for LSCA Syntegration
- 5.10 Stages for CSF Event and Team Syntegrity
- 5.11 Schedule for CSF Event
- 5.12 Configuration of Team and Members for CSF Event
- 5.13 Final Statements of the Yellow Team (CSF Event)
- 5.14 Framework, Methodology and Area of Concern for CSF Event
- 5.15 Aggregated Responses to Questionnaire (JMU-EU)
- 5.16 Framework, Methodology and Area of Concern for JMU-EU Event
- 5.17 Aggregated Responses to MEC Questionnaire
- 5.18 Framework, Methodology and Area of Concern for MEC Syntegration
- 5.19 Summary of Adjustments and Innovations to Syntegration Events

- 6.1 Distribution of Responses to Questionnaire (LWSP Syntegration)
- 6.2 Contingency Table for LWSP
- 6.3 Distribution of Responses to Questionnaire (LSCA Syntegration)
- 6.4 Contingency Table for LSCA
- 6.5 Aggregated Responses to JMU-EU Questionnaire
- 6.6 Contingency Table for JMU-EU
- 6.7 Aggregated Responses to MEC Questionnaire
- 6.8 Contingency Table for MEC
- 6.9 Theme Analysis for LSCA's FSI
- 6.10 Degree of Impact Table for LSCA's FSI

- 6.11 Theme Analysis for CSF's FSI
- 6.12 Degree of Impact Table for CSF's FSI
- 6.13 Theme Analysis for JMU-EU's FSI
- 6.14 Degree of Impact Table for JMU-EU's FSI
- 6.15 Theme Analysis for MEC's FSI
- 6.16 Degree of Impact Table for MEC's FSI

- 7.1 Table of synteegrations conducted during the research project

1

Introduction

1.1 Background to the research

The inspiration for this thesis comes from Professor Stafford Beer's vision of how we might secure more effective practical action in the world of human affairs. To this end, he has contributed a body of knowledge called Managerial Cybernetics (Beer, 1959; 1966; 1972; 1974; 1975; 1979; 1981), the Science of Effective Organisation. One of his recent contributions to management and systems practice is Team Syntegrity¹ (Beer, 1994a), although he is most quoted and acknowledged for his Viable System Model (VSM) in the literature and the systems community.

Team Syntegrity is a group communication process, or protocol, to use when issues, concerns and desires of all key stakeholders need to be taken into account and open discussion is needed to clarify issues and the context within which they must be addressed. It meets the needs of changing business environment characterised by the information explosion, multiplicity of stakeholders, heterarchical structures and self-organising systems. Indeed many authors (for example, Harman & Hormann, 1990; Garrod & Chadwick, 1996; Drucker, 1993; Ray & Rinzler, 1993) claim that a new business paradigm has emerged replacing the old paradigm best typified by Newton's clockwork of organisations that function by rigid hierarchies, with people seen as replaceable components who work on the basis of orders from above. The mechanistic view of organisations has been substituted by other exciting metaphors such as organism and brain (Morgan, 1986) and the traditional "agenda-oriented" meetings now replaced or augmented by "agenda-less" approaches that include open search conferences (Weisbord & Janoff, 1995, 1996; Owen, 1992) and Team Syntegrity.

The structural model of the icosahedron which forms the basis of the protocol and the communication schema of Team Syntegrity is not only geometrically and mathematical elegant but also exhibits mystical properties of relational harmonies based on the Golden Section.

¹ Team Syntegrity is a registered trademark of Team Syntegrity International, Canada.

According to Beer (1993:36), the inventor of Team Syntegrity, “these all pervasive harmonies gave rise to the Pythagorean number-mystic, then the Hebrew Kabbala, and so on down the centuries.” The model has 30 edges and 12 vertices. Used as an organising structure, the 30 edges represent the 30 participants (infoSet), each a member of two teams out of the 12 teams which are physically represented by vertices of the icosahedron. Each vertex is the root of five braces which connect it to five other vertices in the internal space of the icosahedron. These braces form the schema for critic roles of the 30 participants. In summary, each participant is a member of two teams and a critic of two others. The physical model and the internal braces, represent the forces of compression and tension providing tensile integrity (Fuller, 1992) to the dynamic social process. However, many enterprises, organisations and groups are not able to match the specific requirements of the protocol, particularly the number of participants to form the infoSet as well as the prescribed 3 to 5 days continuous duration of the syntegration (StaffGraph) event.

Team Syntegrity International (TSI) attempted to overcome this constraint by developing and offering different versions of syntegration to accommodate lesser number of participants. However, the icosahedral structure bound by the TS Colour System for the other versions of syntegration (ShortForm and SmallForm) implies an elegant mapping to the icosahedron but still yet prescriptive to the organisation intending to use it. In essence, the “smaller” the syntegration in terms of size of infoSet (SmallForm and ShortForm), the more demanding it will be for the individual participants, for in the case of the 12-person ShortForm, they may have to be a member of four teams and a critic of four other teams. Participants “shuttling in and out” of eight team meetings throughout the syntegration will be in danger of experiencing mental and physical exhaustion resulting in the loss of focus and creative input. Organisations, as dynamic entities operating in a rapidly changing environment, are more amicable to pluralist and contingent approaches instead of those which are rigid and prescriptive, albeit elegant and mathematically profound. This view is echoed by Stace (1996) who departs from the practice of “one-model” model. Similar views are expressed in the organisational change literature.

Another view expressed in the organisational change and systems literature is the criticism of some of the traditional participatory-group processes in that they do not address analysis, planning, choice and action (White, 1994b). Team Syntegrity builds on traditional group processes but incorporates design principles based on cybernetics to achieve breakthrough innovation and distributed intelligence. Its effectiveness in enabling organisations to change as a result of actions carried out as outcome of syntegration is a litmus test for its survival in the business environment of the twenty-first century.

1.2 Research problem and hypothesis

This research aims to address the issues raised in the preceding section, namely the degree to which “smaller” scale syntegegration can meet the needs of many organisations with less than the 30-person infoset, an action-research approach to designing and conducting syntegegration and the impact on organisation. Specifically the research attempts to:-

- explore the use of smaller polyhedra and changes to the protocol prescribed by Team Syntegrity to meet the demands and constraints of the organisation.
- identify and design appropriate pre- and post-syntegegration activities to implement outcomes.
- assess the impact of syntegegrations on participants with a view to establishing design parameters and intervention approaches.

The research does not conform strictly to the hypothetico-deductive approach but implies the following hypothesis:-

- Syntegegration events which are configured to meet organisational constraints and designed collaboratively with participants or problem-owners are more likely to generate actions after the event.
- The actions resulting from the event are not dependent upon the icosahedron as a structural model for the syntegegration.
- The likely impact of syntegegration to the organisation is influenced by the fit between infoset (participants), the Opening Question and the organisational situation.

1.3 Justification for the research

Between 1993 and 1999 Team Syntegrity International and its licencees have organised and conducted over 100 syntegegrations worldwide² [Appendix A]. The largest user of Team Syntegrity, The World Service Authority, are encouraging groups across the world to conduct syntegegration to address the issue of world governance, as an ongoing activity from the World Syntegrity Project through the year 2000³. Todate, most syntegegrations are based on the icosahedral model and the protocol prescribed by Team Syntegrity International.

² Communication with Professor Markus Schwaninger on 26 November 1999

³ Communication with Ms Dianne Tangel-Cate, World Syntegrity Project Coordinator. Refer to <http://www.worldcitizen.org/synhis.html>

However many organisations and groups are not able to match the requirements of the protocol, but may still benefit from the cybernetic principles inherent in Team Syntegrity. It is for this reason a protocol based on the octahedron, a “smaller” polyhedron, as well as an intervention-design (rather than prescriptive) approach are required to meet the constraints of the organisation or groups. This undertaking may not serve the interest of Team Syntegrity International, but the requirements for a StaffGraph Syntegration (30 participants, residential 3-5 days, a certified delivery team, licence fees) is inappropriate for many small-to-medium sized business organisations and inhibitive to larger organisations. The adjustment in both the size of infocet and the schedule of activities raise interesting issues in the maintenance of integrity *vis-à-vis* Team Syntegrity as designed and developed by its inventor Professor Stafford Beer.

Primary data collected and systematic observations have revealed that Team Syntegrity has had significant and profound emotional impact on the participants as quoted below (emphasis added):-

Open Futures Syntegration 1994 (Appendix B: Formal Group Debrief)

Brian Dalzell : “This morning, I woke up with ideas flowing - had pen and paper and couldn’t shut it off - thought to myself, this man (Stafford Beer) **has ruined my life with triangles - everywhere I looked that’s what I saw** - connected to my personal life ..”

Sharon Burke : “Noticed that the whole idea of spirituality kept creeping into the dialogue. In one meeting, with Joe Truss, **had a transformational experience,....** feel that this process can make a real difference in the world” .

Stan Middlestadt : “ ... feel I’m in it right row .. **I know I’m in a transformation that is going on now** - it’s in my body - not sure what’s actually going on ...” .

John Clarke : “I have to admit that it (Syntegration) **was one of the most enriching development experiences I have ever had** - and I claim to be a specialist in human development” .

Mickleton Emissary Community Syntegration 1996
(Appendix C: Participant’s Feedback)

Joy Cole : “During the process, I was able to find my own voice, to voice my own shadows - to be listened in a way that I hadn’t previously found to be possible. I had the **experience of moving into a different space**, both loving and energetic, in my interactions with others, individually and collectively”

Nicky Martin : “ My mind, my body and my spirit are dancing and weaving through the light and shadows of our seemingly disparate visions of how we want to be together, as we move around and around I feel the dawning of clarity and accord. What joy! I am **immeasurably enriched** and so is my world.”

Alicia Menato : “ My conclusion, I went through a **personal discovery**, a personal engagement to follow my dream, and by doing this a collective step could be done.”

Roger Hyodo : “This was a daring breakthrough - another step in people taking **further responsibility for their own lives (and having one)** and the charity moving on to the next cycle.”

However reviews after syntegegration revealed that the event failed to impact and influence the organisation or group to implement the outcomes or changes. What organisational arrangements and meaning are necessary for the organisation to implement the outcomes of the syntegegration is a question yet to be answered. This research endeavours to appraise Team Syntegrity as an enabler of change for organisations by adopting a collaborative, pluralist and action-research position to embrace syntegegration within an intervention strategy.

One source of organisational change and action is the interaction and conversation between operational management on one hand, and the development and intelligence function on the other (System 3 and System 4 respectively, following Beer's Viable System Model). Team Syntegrity was also intended to provide the structure and protocol for System 3-4 Homeostat (Beer, 1994:160) thus justifying a need to review the definition of infoset (within an organisational setting) and the fit between infoset, organisation and the Opening Question to influence the impact of syntegegration to the organisation.

1.4 Methodology

The approach adopted for this research project focuses on “action”, the desire to improve matters in a real-world problem situation with which the research activity is directly involved, and the “research”, a desire to produce generalisable results. Action research within the interpretivist paradigm is used to design, develop and facilitate syntegegrations. The pluralist stance embraced in this research maximises the effect of interpretative, quantitative and content analysis on data collected through recording and observing the syntegegration process, the questionnaires administered at the end of the syntegegration and the final statement of importance. A “portfolio” approach which constitutes a cumulative open-ended file of all of sorts of information both qualitative and quantitative is used.

Five syntegegrations of different configurations were designed and organised on the basis of an action research approach each one being used to introduce design changes to meet the needs of the organisation for which the syntegegration was held. These “organisations” are quite unique in their own ways and hence presented interesting research situations for exploration.

Unlike positivist research, the situation which enveloped the syntegegration is a dynamic outcome of negotiation between researcher and participants (infoset) or organisation. The research process and its outcome are therefore not predictive to justify a hypothetico-deductive research approach.

1.5 Outline of the thesis

There are eight chapters in this thesis. Chapter 2 introduces Team Syntegrity and describes the stages of syntegegration (StaffGraph Syntegegration) with the aid of pictorial images. Other versions of syntegegration, such as SmallForm and ShortForm and the one-day Syntegritaste are also introduced in this chapter.

Chapter 3 takes a rapid tour of the organisational change, systems and cybernetics literature. It provides a route map to the plethora of approaches and paradigms that have emerged in organisational change thinking over the past thirty years.

Chapter 4 discusses the positivist and interpretivist paradigm and the research methodology adopted for this project. Action Research is introduced and justifications for use of methodology are presented.

Chapter 5 forms the main body of the thesis. It documents the research situations which compelled the adjustment to the Team Syntegrity protocol to meet the needs of the user-organisation. A comprehensive account of each of the five syntegegrations are provided and are accompanied by the semi-quantitative analysis of questionnaires. A discussion of findings for each of the syntegegration is also presented in this chapter.

Chapter 6 presents and summarises the results of the analysis of the questionnaires and the inferences from the content analysis of the Final Statement of Importance. It complements the analysis and discussion of each of the syntegegration in Chapter 5.

Chapter 7 discusses the variables which form the building blocks of an action research intervention which incorporates syntegegration for actions leading to organisation change. A framework of imperatives to derive an intervention strategy and bespoke configuration is also presented in this chapter.

Chapter 8 concludes the thesis by discussing the conclusion of the research, its implications to theory and practice, and further research.

1.6 Limitations of scope and key assumptions

As mentioned in previous sections, the research adopts an interpretative approach and therefore does not pretend to generate objective knowledge based on the positivist idea of systematic, comparative, replicative observation and measurement. This research hence cannot be assessed by the evaluative criteria normally applied to positivist research, for this research seek a different kind of insight.

This research is more concerned with identifying generalisable processes that are not content specific and therefore cannot be generalised in terms of measured relations between a network of facts verified through predictions of outcome. However there is a contribution to knowledge if this research can identify generic processes or patterns through which human beings construct and make sense of their realities through the evidence of exemplars or archetypes, rather than through systematic bodies of data in the positivist tradition.

1.7 Conclusion

This chapter has laid the foundations for the thesis. It introduced the research problem and research questions and hypothesis. The justification for the research and methodology was described. The thesis was outlined and the limitations were specified. On these foundations, the thesis can proceed with a detailed description of the research.

2

Overview of Team Syntegrity

2.1 Introduction

This chapter offers a brief description of syntegration^{1,2}, both as the event held using the protocol designed by Professor Stafford Beer, the inventor of *Team Syntegrity*, as well as a product line marketed by Team Syntegrity International (TSI). The invented *syntegration* for 30-person *infoset* is now renamed as *StaffGraph Syntegration* by TSI.

Team Syntegrity International considers *Team Syntegrity* as a brand name for a product line consisting of *StaffGraph Syntegration* (30 people for 5 days), *ShortForm Syntegration* (24-30 people for 3.5 days or 18 people for 2.5 to 3.5 days), *SmallForm Syntegration* (12 people for 2.5 days, or 3- or 6-person projects) and the recently developed *Syntegritaste* (18-30 people for 1 day).

TSI has also developed a systematic model (based on the icosahedral structure) to deal with Infoset sizes ranging from 30 down to 3 participants.³

Since this chapter was written before the development of *ShortForm* and *SmallForm Syntegration*, the term *syntegration* refers to the 30-person *syntegration* described in Beer (1994).

The literature on *Team Syntegrity* and *syntegration* is limited. Beer (1994) describes the origin of *Team Syntegrity* and its development through five major experiments in his book *Beyond Dispute - The Invention of Team Syntegrity* and the summary of its theory in Beer (1993). Other contributors to the literature are Holmberg (1997), Leonard (1997), Schecter (1991; 1993), White (1994a).

¹ Syntegration is a registered trademark of Team Syntegrity International.

² All terms used in the nomenclature will henceforth be in italic.

³ Reference is made to the Truss Quantahedra in "Team Syntegrity as the Practice of Democracy", Black Group Chapter, in: *To Be and Not To Be, that is the System*, Festschrift for Stafford Beer, eds. Espejo & Schwaninger, CD ROM, Carl Auer Systeme Verlag, Wiesbaden, 1998.

All other information regarding *Team Syntegrity* and *syntegration* quoted in the Bibliography are unpublished.

2.2 Syntegration

A *syntegration* (a meeting under *Team Syntegrity*) is a three to five day event during which a group of thirty participants engage in dialogue around an *Opening Question*. Team Syntegrity International, which holds exclusive worldwide licence for *Team Syntegrity*, defines it as:

“a collaborative group technology that brings people together in a structured process designed to equalize roles and maximise participation. It can be used to examine the present and to plan for the future. The Syntegrity process is one of a growing number of processes designed to expand thinking and promote collaboration” (Team Syntegrity International, 1994:3).

Team Syntegrity is a structured protocol designed to bring thirty people together in dialogue. It facilitates information gathering and exchange through maximum participation and therefore is deliberately non-hierarchical. It is a set of procedures to extract and distil the combined knowledge and experience of the participants. *Syntegration* fuses experience and expertise in an informal, intensely engaging and enjoyable three to five days. It is the thirty participants who are the subject matter (domain) experts and together with the facilitators acting as coordinator and scribe, the protocol releases creativity and captures the insights generated by the group. Through this collaborative process, each individual participant contributes to the whole which becomes greater than the sum of its parts.

The protocols for *Syntegration* provide both a procedure and the means for making that procedure effective. The protocols have been consistently updated since the five major path-finding experiments conducted by its inventor. Team Syntegrity International has over time, incorporated tasks or features to improve it. The protocols are designed to exploit the compressive and tensile attributes of the *infoset* and sets the ‘rules of the game’ but do not inhibit players once they agree to go on the field (Beer, 1994a:21). The Protocol has the same basic design however the *infoset* decides to work on time and place, although the ‘long weekend in the mountains’ is favoured and even longer meetings are envisaged. Two main activities however—the *Orthogonal Meeting* and *Face Planning* were included in the Protocol during the Open Futures Syntegration⁴ and for subsequent *syntegrations*.

⁴ The Open Futures Syntegrations for the 1994 Leadership Series were held on 23-26 January 94 and 5-8 June 94 in Toronto, Canada.

This addition signifies development over the initial Protocol which had only *the Problem Jostle*, *Topic Auction* and *Outcome Resolve* to it.

At the time of writing this thesis, the Protocol is made up of seven main activities described as follows:

Activity	Description
Generating Statements of Importance	A Statement of Importance (SI) is a sentence of not more than 10 words that is meaningful to the Opening Question.
Problem Jostle	A marketplace of ideas. Any participant can select or group similar SIs for discussion and clarification so as to solicit support for the SI to be considered in the next step.
Hexadic Reduction	An activity to group similar or overlapping Aggregated Statement of Importance (ASI) and a process by which participants register their support for ASIs to select the 12 ASIs/topics for discussion in the Outcome Resolve Meetings.
Topic Auction	Participants will identify their topic preferences and these preferences will be used to generate a set of roles for each participant in the infonet.
Outcome Resolve	Involves three iterations of team meetings, involving members, critics and observers, in which a topic is discussed for a specified time period.
Orthogonal Meeting	A cross-topic team meeting, where team members meet with other team members (usually during meals; seating organised) that they do not meet directly during Outcome Resolve meetings.
Face Planning	Involves creating integrated plans for implementing actions which any subset of the group of thirty feel need to be accomplished to realise the intentions of the group as articulated through the 12 Final Statements.

Table 2.1 Team Syntegrity: Protocol

The duration of the *Syntegration* varies from three to five days depending on whether the three iterations of the *Outcome Resolve* are allocated maximum airtime (about 50 minutes to each session) and whether *Face Planning* (Truss, 1994) is conducted after the final iteration of *Outcome Resolve*. The purpose of *Face Planning* is to integrate the results of the separate team topics and lay the groundwork for implementation. This information-sharing group of three participants may sketch preliminary plans rather than planning in detail. Participants are assigned on the basis of their triangular *faces* to which their strut belong. A *face* for example, represents three teams, such as Green-Gold, Gold-Light Blue and Light Blue-Green.

The following schedule lists all the activities and allocated time for a four-day *Syntegration*.

Day	Time	Activity
Friday	9.00 - 10.00 am	Welcoming Remark and Introduction to Event
	10.00 - 10.15 am	Introduction to Team Syntegrity (the Process)
	10.15 - 10.30 am	Break and Generate Statements of Importance
	10.30 - 11.45 am	Problem Jostle
	11.45 - 12.30 pm	Selection of Twelve Topics
	12.30 - 12.45 pm	Topic Preference Voting
	12.45 - 1.45 pm	Lunch
	1.45 - 2.00 pm	Strut Assignment and Briefing for Outcome Resolve
(Iteration 1)	2.00 - 2.50 pm	Red and White Team Meeting
	3.00 - 3.50 pm	Black and Light Blue Team Meeting
	4.00 - 4.50 pm	Orange and Brown Team Meeting
	5.00 - 5.50 pm	Green and Yellow Team Meeting
	6.00 - 7.00 pm	Dinner and Orthogonal Meeting
	7.10 - 8.00 pm	Gold and Dark Blue Meeting
	8.10 - 9.00 pm	Silver and Purple Meeting
Saturday &	9.00 - 9.10 am	Plenary
Sunday	9.15 - 10.30 am	Red and White Team Meeting
(Iteration 2	10.45 - 11.45 am	Black and Light Blue Team Meeting
and	11.30 - 2.00 pm	Staggered Lunch (But No Meetings 12.00 - 12.30)
Iteration 3)	12.30 - 1.45 pm	Orange and Brown Team Meeting
	1.55 - 3.10 pm	Green and Yellow Team Meeting
	3.20 - 4.35 pm	Gold and Dark Blue Meeting
	4.45 - 6.00 pm	Silver and Purple Meeting
	6.00 - 6.15 pm	Closing Plenary
	6.15 - 7.15 pm	Dinner and Orthogonal Meeting
	8.00 pm	Social and Musical Evening
Monday	9.00 - 9.15 am	Opening Plenary
	9.15 - 10.15 am	Team Presentation Preparation
	10.30 - 12.00 pm	Presentations
	12.00 - 1.00 pm	Lunch
	1.00 - 2.15 pm	Face Planning Session 1
	2.15 - 2.45 pm	Face Planning Session 1 Report/Presentation
	2.45 - 3.15 pm	Plenary Session
	3.15 - 3.30 pm	Break
	3.30 - 4.30 pm	Face Planning Session 2
	4.30 - 5.00 pm	Face Planning Session 2 Report/Presentation
	5.00 - 6.00 pm	Closing Plenary

Table 2.2 Typical Schedule for a 4-Day Syntegration

A *Syntegration*, therefore is an event for an infoset of 30 participants to create their collective agenda by starting with an *Opening Question*. Prior to generating Statements of Importance which can be viewed as the agenda items, participants are usually welcomed by the Organisers or the Chief Facilitator who will outline the expectations for the event. The introductory opening will cover issues such as overview of *Team Syntegrity*, strict adherence to scheduled times for activities, and the role of the facilitators. *Syntegration* also begins with an informal get-together for participants to introduce themselves to each other. Organisers usually attach photographs of individual participants (often taken during registration using Polaroid camera) to their resume on a notice board for the participants to know each other better, and to operate as an infoset. Figure 2.1 illustrates a display of resume with photographs of individual participants on the wall in the venue of the *syntegration*.



Figure 2.1 Participants' resume and photograph for a syntegration

The fun really begins when the participants construct their own Icosahedron, using 30 cocktail sticks (for spearing olives and cherries) and 12 fruit pastilles. Experience shows that understanding what an icosahedral space is like is greatly enhanced by building one's own model, and through this activity participants interact with each other as they guide and lend hands to connect the two pentagonal caps to form an icosahedron. Figure 2.2 shows several icosahedron constructed by the participants.



Figure 2.2 Icosahedron of cocktail sticks and fruit pastilles

The *Opening Question* is usually developed by the sponsors or the organisers of the *Syntegration*. When organised in a business environment, the *Opening Question* may be determined by the client-organisation or by staff members acting on behalf of the organisation. An *Opening Question*, for example, “What are the most critical issues our organisation must consider when creating our five year plan” provides the basis for participants to generate one or more *Statement of Importance*, which are posted on the wall in an open area. This is aimed at stimulating participants to further generate innovative statements in the atmosphere of a “bull session”. The only criterion is that the statements must be assertions which are not “motherhood”, able to be negated and therefore, statements which other participants might disagree. This activity is akin to a brainstorming exercise. It is a divergent process which generates statements to evolve a boundary within which the *infoset* will focus their subsequent discussion. Figure 2.3 provides a view of statements posted on a wall for this activity.



Figure 2.3 Statement of Importance posted on the wall

The next step is for the *infoset* to review all the *Statement of Importance* (SI) and begin a process of exploring and converging the many into a few. First, the SIs are clustered or organised by grouping similar or overlapping statements together. Participants then engage in the *Problem Jostle* to clarify the meaning of the SI through discussion and negotiation. The *Problem Jostle* is like a marketplace of ideas. Any participant can select one or a group of similar SIs which he/she believe to be of critical importance relative to the *Opening Question* and “set up shop” at one of the easel stands. Each easel stand is a station for groups of participants to engage in negotiation and discussion about an SI or a group of SIs and to get sufficient support, original SIs need to be modified to take account of different points of view.

The typical scene of *Problem Jostle* is described as follows :-

“Picture a room with 12 easel stands scattered around. On one wall, in very large letters, is a question. There are over thirty people in the room. Above each easel stand is a large coloured card. Some of these cards have terms or phrases written on them.

Groups of people are gathering around some of the stands, some talking quietly, others having heated debates, all the while writing words or sentences on easel paper. At another stand, one single individual stands alone, keeping an eye out for others who walk by, hoping to engage them in a discussion. Some stands are empty and unoccupied.

Over in the corner, a smaller group of people are talking and laughing. People seem to be moving from stand to stand, from place to place at will, randomly. Every once in a while, someone signs their name on the easel paper.

Now and again, a sheet of easel paper is removed from its stand and posted to a nearby wall. The group at that stand disperses, often to be replaced by one or more people intent on beginning again. This process continues until there are quite a number of sheets of paper posted on the wall, each has at least five signatures on it.”

The *Problem Jostle* continues until the *infoset* is not “setting-up shop” any longer or time runs out, whichever comes first. The result is that the large number of SIs with which the *infoset* began will have been aggregated into a smaller number of *Aggregated Statements of Importance* (ASIs), generally 18 to 36 in total. Figure 2.4 provides a view of *Problem Jostle* whilst Figure 2.5 shows the *Aggregated Statements of Importance* posted on the wall for further action.



Figure 2.4 Problem Jostle



Figure 2.5 Aggregated Statement of Importance posted on the wall

The next step is to review the ASIs and arrive at 12 issues or topics referred to as *Consolidated Statements of Importance* (CSIs) which the *infoset* will discuss in the *Outcome Resolve* Team Meetings. The activity is known as *Hexadic Reduction* and it involves grouping similar or overlapping ASIs together and secondly a voting process by which participants register their level of support for ASIs by voting with circle stickers (“dots”). Each participant is given equal number of “dots” and the 12 ASIs with the most “dots” will form the 12 agenda items or CSIs the *infoset* will discuss and explore.

The *infoset* organises itself to discuss the topics (CSIs) through an activity known as *Topic Auction*. This activity is designed to ensure that participants have the opportunity to discuss and contribute to the topics which are most important to them, perhaps because they strongly agree or disagree with the CSI. During the *Topic Auction*, each participant will identify their topic preferences, and these preferences will be used to generate a set of roles for each participant. Each participant will act in the role of team member for two teams, as well as a critic for two other teams based on the icosahedron and *Team Syntegrity Colour System*.⁵ The 30 struts of the icosahedron represent 30 participants and the 12 vertices represent 12 team-topics to be discussed in the meetings of *Outcome Resolve*. Each topic team consists of 5 team members and 5 team critics. The listing of membership and critics of the 12 teams are given in Appendix D.

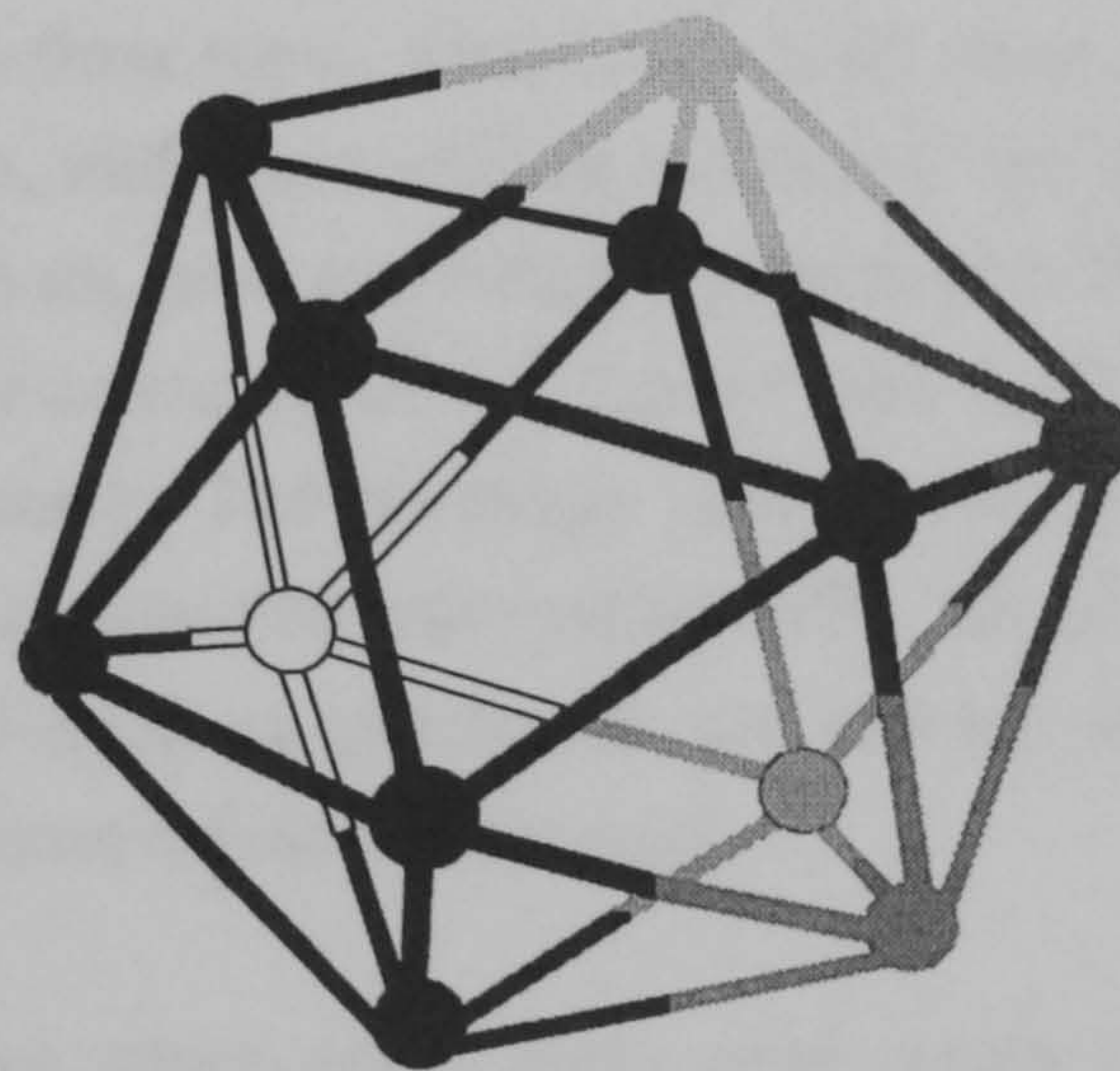


Figure 2.6 The Icosahedron

Team members meet three times in their respective teams. These team meetings are called *Outcome Resolve*. During each meeting, both team members and critics are called upon to contribute their best thinking about the topic in relation to the Opening Question.

⁵ Each team denoted by a specific colour.

Two topic teams meet in two different rooms at the same time. Given that there are 12 topic teams, each with 10 participants involved in each of team, a highly structured meeting schedule is required to accommodate the sequences of meetings. The schedule allows 2 teams to meet simultaneously for a period of time, followed by two other teams, until all 12 teams have met. The 10 participants who are not involved in these meetings as members or critics may act as observers. Figure 2.6 provides a typical scene of an Outcome Resolve team meeting.



Figure 2.7 Outcome Resolve Team Meeting

At the end of each team meeting, a statement is written which reflects the best thinking of the team on their topic. Since each team meets three times, there will be three statements written, and these will be displayed for the infonet to register their support for, or comment on, how each team's statement is developing. The registering of support by the use of coloured sticker "dots" and comments on the statements is known as *Visual Applause*. The meetings and the schedule which facilitates the sequence of meetings, ensures that information will "reverberate within the system", will pass from team to team as statements are created and revised, enhancing the potential for creativity, innovation and synergy.

The *Orthogonal Meeting* which takes place over meals is an informal information sharing and update session. In this 'meeting', participants receive updates on meetings that they could not attend, thus ensuring an effective distribution of information. A meeting (5 meetings in total) involves three pairs of participants. Each pair consists of two participants corresponding to polar opposite struts. The three pairs have the relationship defined by the orthogonal golden triangles that symmetrically intersect the Icosahedron. At the end of the *Outcome Resolve*, there will be 12 *Final Statements of Importance* (FSIs) related the *Opening Question*. Teams are subsequently required to present the summary of the discussions to the *infonet* before the *Closing Plenary*.

2.3 Roles and Responsibilities

During *Outcome Resolve* participants take the role of a team member, team critic or observer at any one meeting. The role of a team member is to discuss the topic with the four other members, listen to what critics have to say, and participate in writing a statement which reflects the thinking of both members and critics. Statements can reflect disagreements. The role of the team critic is first to listen to the team members' discussion. Critics add value to the discussion when they play "devil's advocate" and when they challenge the team members to think in new and different ways. When critics are asked to contribute, they may offer comments on the content of the statement that is evolving, or on the process the team members are adopting to discuss the topic. Observers, on the other hand, are free to attend but are not allowed to participate in the meetings. As observers, they observe, listen and learn from experiencing how other teams are evolving their statements and also act as information carriers to their respective teams. In some way observers bring this understanding to their roles as team members and critics of their teams.

The *infoset* is supported by the Delivery Team consisting of the Organiser, a team of facilitators led by the Lead Facilitator and a team of logisticians led by the Lead Logistician. The members of the delivery team are individuals who have been certified by Team Syntegrity International to maintain the integrity of the protocol and to undertake a series of tasks necessary to launch and sustain a "clean and energized container" (TSI, 1995). The competencies expected of the members of the delivery team are given in Appendix E.

The Organiser is responsible for negotiating with the client with regard to purposes, consulting support, outcomes and conditions of delivery. The Lead Facilitator and the team of facilitators are responsible for setting-up, delivering and closing the *Syntegration*. The facilitators are required to launch and maintain a positive container, lead the *infoset* into the phases of *Syntegration*, manage large group discussions (in plenary sessions) and also act as scribes during the *Outcome Resolve* team meetings. The logisticians operate the appropriate equipment, organise and produce the materials and documentation for the *Syntegration*.

2.4 Logistics and Facility

The minimum logistical requirements for a *Syntegration* is listed in Beer (1994a:22). Tools and supplies required include movable chairs, overhead projector, easel stands, computer systems for running algorithm and for word processing, stationeries, stick-on memo notes ("Post-it notes") coloured circle stickers, pens and flip-chart markers and clocks for time-keeping.

Continuous buffet serving coffee, tea, juice, minerals and small snacks are required to ensure that participants do not leave the premises for refreshment and to maintain continuous flow through the activities to keep on schedule.

The facility for *Syntegration* should accommodate up to 40 people. Several rooms are needed, including the Main Room (for briefing and plenary), two meeting rooms (for *Outcome Resolve* Team Meetings), the Work Room (for administrative, data entry and logistics) and the area for snacks and refreshments with space for participants to socialise and rest. This area can also be the information exchange centre for participants to disseminate information about themselves and their activities through a bulletin board set-up during the *Syntegration*. An example of a typical facility layout is given in TSI (1993:14) and Beer (1994a:293).

2.5 Licencees

Team Syntegrity International have also appointed several licencees to deliver *Syntegrations* around the world. The licencees, at the point of writing this thesis, are:-

Canada

Alan Pearson Associates, Ltd
 BusinessBuilder
 C. Cullen & Associates, Ltd
 Complementary Set
 Froidevaux & Associates, Ltd
 Harvester
 Icosaⁿ Knowledge Systems
 Meta Enterprises Inc.
 MusicMaster Productions
 Symmetry Systems

Colombia

Kankurua Ltd

Hungary

Dialogos

The Netherlands

IcoDrome
 Losscher Associates

Switzerland

ZimConsult AG

United Kingdom

New Times

Discussions are underway with respect to licencing opportunities with organisations and academic institutions in Canada, Hungary, UK, USA, South Africa and Australia.

Team Syntegrity International had in the past approved requests for delivery of *Syntegrations* by community groups, charity and non-profit organisations. A listing of *Syntegrations* delivered in the period 1993-1997 is given in Appendix A. The number of *syntegrations* conducted and delivered, as reflected in the listing, is not definitive as Team Syntegrity International is not always provided with information to update its register. This is compounded by the fact that *Syntegration* as a group process can be delivered without engaging with or using the services of a delivery team certified by Team Syntegrity International.

2.6 ShortForm and SmallForms

Team Syntegrity International has further developed different forms of *Syntegration* event for infoset of less than 30 people. The *Syntegration* described in Beer (1994) which involves 30 people over 5 days is now called *StaffGraph Syntegration*. The most common form of *syntegration* event is a *ShortForm* involving 24 to 30 people and 3.5 days. This is the form which TSI and the licensee network have the most experience. Another *ShortForm* is the 18-person event run over 2.5 to 3 days. This form differs from the earlier in terms of the strut/node arrangements. All of these forms of *Syntegration* use the same protocol as the *StaffGraph Syntegration* which includes *Generating Statements of Importance*, *Problem Jostle*, *Hexadic Reduction*, *Topic Allocation*, and the three iterations of meeting in *Outcome Resolve*.

The 12-person event over 2 to 3 days can be thought of as either a *ShortForm* or a *SmallForm*, depending on the context in which it is used. TSI recommends that the 12-person event be used only as part of a larger initiative involving other *Syntegration*. The 12-person *ShortForm* is considered by TSI as a pivot, in that it bridges between the *ShortForm* and the *SmallForms*. The distinction between the 12-person form and the 18, 24 and 30-person forms is that the 12-person form as implemented by TSI does not maintain observer status. In the 12-person form, each of the 12 people carry two struts positions, which means that each person is a member of four teams, and a critic of four teams.

The 6-person and 3-person forms, based on a virtual tetrahedron and triangle respectively, are like the 12-person form in that the observer roles are not maintained. In the 6-person form, each of the 6 participants carry four strut positions (8 colours), and in the 3-person form, each of the participants carry eight strut (16 colours). Specific protocols for the 6-person and 3-person forms are designed on the basis of the situation in which they are used. According to TSI, the *SmallForms* are intended to be used in conjunction with other forms of *Syntegration* in the context of larger projects or initiatives. All forms of *Syntegration* maintain the 12 topics (12 colours) which represent the distinctions that an infoset creates with respect to any subject or issue it addresses from the *Opening Question*.

The *ShortForm* and *SmallForm* involve transformations of the icosahedron which is considered to be the underlying architecture for all *Team Syntegrity* forms. To move from the 30-person form to the 24-person form involves removing one of the five orthogonal sets from the icosahedron, thereby creating a cubeoctahedron or vector equilibrium as shown below:-

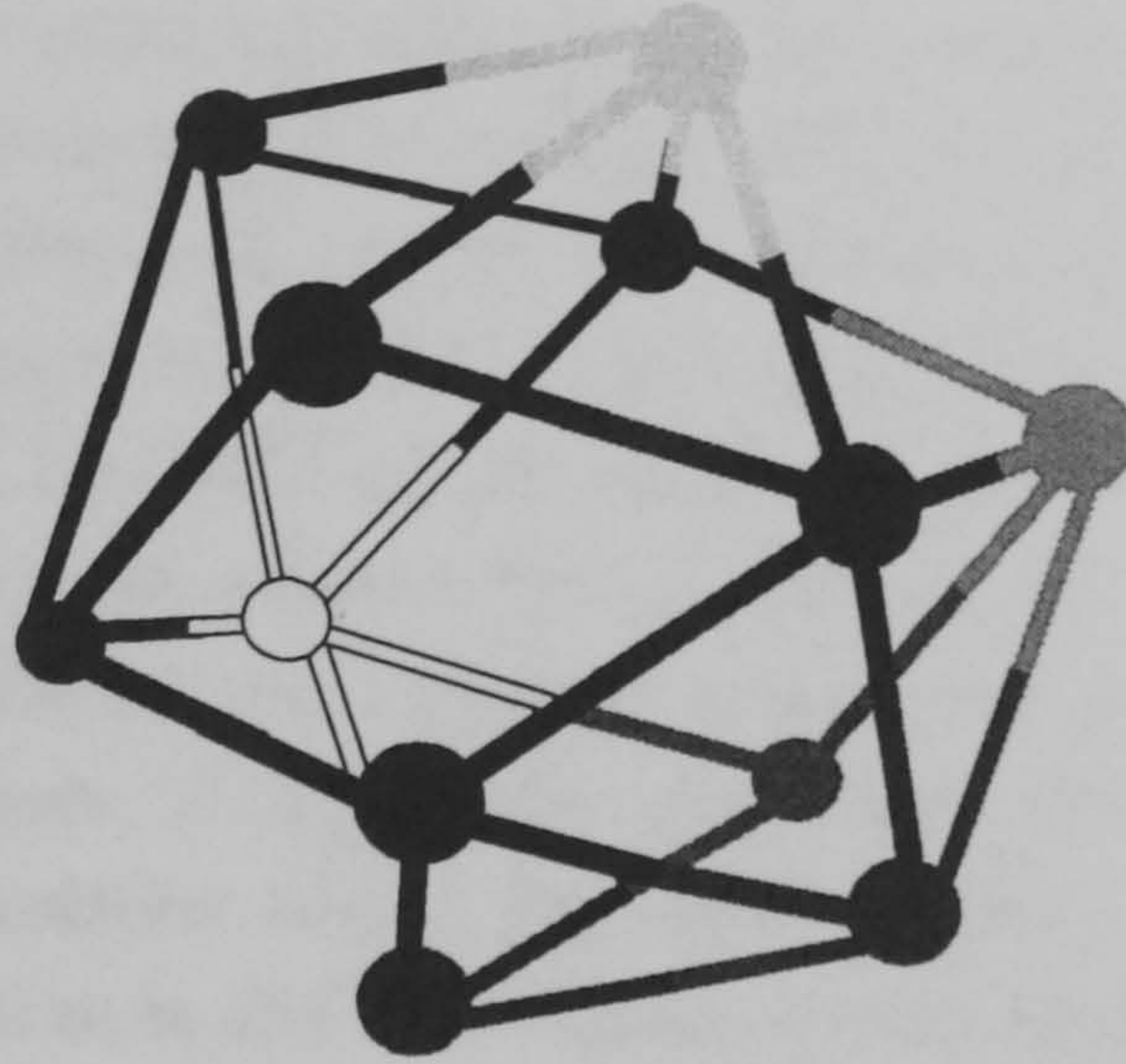


Figure 2.8 The Cubeoctahedron

Moving from the 24-person to the 18-person form involves removing a second orthogonal set. All *SmallForms* are transformations of the cubeoctahedron. To create the 12-person form, the cubeoctahedron (24 person) is “flattened” to form what is called the half-cubeoctahedron, so that two struts coming together can be allocated to one person. Both the 6-person and 3-person forms are created by “collapsing” the cubeoctahedron into other forms such as tetrahedron and triangle. In all cases, all of the 24 struts are maintained and allocated to *infoset* members (participants), but each *infoset* member will be allocated more than one strut.

The 24 and 18-person *ShortForms* are used in situations where there are not enough people to make up a 30-person *infoset* and/or where there is insufficient time available to hold a full *StaffGraph Syntegration*. As mentioned earlier, TSI recommends the use of *SmallForms* before a *Syntegration* event to initiate a project or undertaking of some kind. It may also be used to follow through and implement decisions and plans generated during a *Syntegration* event. The following scenarios illustrate such possibilities:-

- A group of 3 or 6 people can come together to address a problem or issue and, using a process designed for this purpose, generate 12 topics that need to be considered and discussed. Each of these people are then allocated to the appropriate number of struts in the system (8 for each of a 3-person form and 4 each for a 6-person form). As new people are introduced into the group, the form expands (from 3 to 6 to 12 and more). Each new person who comes into the group

aligns themselves with an existing infoSet member and takes accountability for one or more of the strut positions allocated to that *infoSet* member. Over time, as the group expands and continues to deal with the content of the 12 topics established at the outset through scheduled meetings and discussions, the effect is similar to a *ShortForm Syntegration*.

- After a *Syntegration* event has been concluded, a subset of the *infoSet* can come together to make decisions or plans relating to the outcome of the *Syntegration*. In this case, the 12 topics have already been discussed and debated, and 12 final statements of importance are available to the smaller group. Depending on the size of the subset, a 12, 6 or 3-person form will be generated through the transformation of the icosahedron into a *SmallForm*. Each person will be allocated the appropriate number of strut positions and a process is designed to help the smaller group accomplish its purpose. A *SmallForm* group may also be formed to monitor progress of implementation after a *Syntegration* event, or to take discussions to another level of detail or to deal with implementation issues.

TSI outlines two important considerations in designing *Team Syntegrity* events, namely, the time required for process logistics and the time required for social system formation. They argue that while it may be possible to schedule a session to complete in less time, sufficient time must be allowed for high levels of commitment and collaboration to emerge from any *infoSet*.

2.7 Syntegritaste

Syntegritaste is a one-day event to introduce potential clients to *Team Syntegrity* by giving them a “taste” of the experience, without denaturing their technology in the process. It is also offered to respond to client situations where there is interest in TSI’s technology and protocols but the 3 to 5-day *syntegration* is not feasible.

As a standalone event, *Syntegritaste* is proposed in situations where clients have a problem or issue that they have struggled with for some time, and where it is felt that another approach may help to shed light on the nature of the problem or issue and lead to new “solutions”. In this case, it is positioned as a problem resolution protocol. *Syntegritaste* can also be proposed in situations where clients have a problem or issue that is ill-defined, or where the real dynamics of the problem are unclear, and it is thought that clarifying the nature of the problem or issue is required before it can be resolved or addressed effectively. In this case, *Syntegritaste* would be positioned as a problem identification protocol. TSI, however, asserts that in both cases, clients should be encouraged to hold a *StaffGraph* or *ShortForm Syntegration* and *Syntegritaste* should only be offered where a longer event is simply not feasible.

TSI has designed two versions for *Syntegritaste*. The first can be accommodated in one business day. The second begins the evening before and continues through the following business day. As an option, a closing dinner and/or social evening can be added after the Closing. The following outlines the schedule for the two versions:-

One-day version

Morning: Opening plenary, including the building of icosahedron models
 Generating statement of importance
 Clustering statements of importance
 Random strut allocation
 Team meetings to complete topic definition

Afternoon: Outcome Resolve meetings (one iteration)
 Orthogonal meetings and presentations
 Closing

Evening plus one-day version

Evening: Dinner
 Opening plenary, including the building of icosahedron models
 Generating statements of importance
 Optional social evening

Morning: Generating statements of importance (continued, if appropriate)
 Clustering statements of importance
 Random strut allocation
 Team meetings to complete topic definition

Afternoon: Outcome Resolve meeting (one iteration)
 Orthogonal meetings and presentations
 Closing

Syntegritaste does not involve a conventional *Problem Jostle* and *Hexadic Reduction*. Instead participants, guided by facilitators, group statements of importance into clusters and assign heading or title to each cluster. The purpose is to end this stage with some number of clusters (more than 12 and less than 30), each with a cluster heading, from which topic teams can select in order to define a topic for their team. Random strut allocation are used in *Syntegritaste*. Each participant will select or be given a strut which will establish their topic team membership.

A series of 12 meetings will take place, one for each topic, using the simultaneous meeting sequence of *Outcome Resolve*. Each team will select one or more clusters that they are interested in discussing, and use the statements in these clusters to define a topic for their team. These will be facilitated meetings of approximately 15 minutes in length, and longer if time permits. The meetings are held at two tables in a large plenary room so that observers can move from table to table to understand how topics are defined by team members.

If the team cannot find a cluster that they are interested in discussing, they can define a new topic. One full iteration of *Outcome Resolve* meetings can be completed in the same way as in a standard (*StaffGraph*) *syntegration*. Meetings will be scheduled to last as long as possible on the basis of the available time.

TSI expects that a minimum of four certified people will be needed to deliver a *Syntegritaste*, namely, a organiser/lead facilitator who can manage the full team, a second facilitator, a lead logistician and one logistics support. This does not allow any down time for either facilitators or logisticians, and so there will be cases where an additional person may be recommended, preferably one who can support both in facilitation and logistics.

2.8 Conclusion

Over 20 years, Professor Stafford Beer, former Chairman of the Board of Team Syntegrity Incorporated, developed the concepts which ultimately led to the development of the *Team Syntegrity* technologies. This chapter offers an overview of the various products within the *TS* product portfolio designed to help organisations create strategies that are comprehensive and cohesive. Fundamental to *Team Syntegrity* is the belief that non-hierarchical approaches are critical to viability in complex organisational systems and lead to higher performance and individual commitment.

3

Literature Review

3.1 Introduction

The chapter takes a rapid tour of the literature. The purpose is to provide a route map to the plethora of approaches and paradigms that have emerged in organisational change thinking over the past thirty years. This is by no means a comprehensive review. It is merely an attempt to provide some pointers in what has become an incredibly diverse field of literature.

The literature is examined in several ways, including two simple classifications. One is by the Organisational Development (OD) approach to change. The other relates to the cybernetics/systems thinking orientation to change.

The review begins by exploring the emerging new paradigm in business as a backdrop for organisational change and ends by highlighting research issues, some of which are addressed in this project.

3.2 A New Business Paradigm

The business environment has changed in fundamental ways over the past decade. Innovations in communication and other technologies have made the global business environment more relevant for a greater number of organisations. The changing landscape of economic and political relations around the globe are more closely tied than ever to business decisions. The complexity of business has grown dramatically as a consequences of these changes.

The management literature is now inundated with terms such as employee autonomy, empowerment, self-determination, participative decision-making, teamworking, team-based management, self-organising systems, informal heterarchies, virtual organisation, organisational learning, creative workplace, teamworking and transformational business (see for example; Axelrod, 1992; Baines, 1993; Evans & Fischer, 1992; Mohrman, 1993; Pinchot & Pinchot, 1990; Zeleny, 1990; Johnson, 1995).

Indeed the aged-old bureaucratic organisations are now threatened and challenged by new and continuously changing business environment (Jaffe & Scott, 1993). Organisations, characterised by rigid procedures, control and hierarchical levels, where changes are slow and incremental, and competition is minimal, are finding it extremely difficult to work in the emerging world-business environment. Giants which were synonymous with good management and stability such as IBM, GM, Sears, Chrysler and British Leyland realised that their inability to change and adapt endangers their existence. New organisation forms and models continued to emerge. These have been called the “network” (Jarillo, 1993), the “shamrock” (Handy, 1990), the “organic” organisation (Butler, 1991), the “chaordic” organisation (Durrance, 1997). New concepts, frameworks, models and metaphors, often considered to be hype from a decade of guru-speak phenomenon, include the Requisite Organization (Jaques, 1989), Learning Organisation (Senge, 1990), Business Process Reengineering (Hammer and Champy, 1993), Reengineering Management (Champy, 1995) have been offered for business leaders to renew and transform their organisations.

There is no doubt that major changes are taking place in business and corporations. Naisbitt & Aburdene (1985) observe that the new corporation differs from the old in both goals and basic assumptions. Changes in goals and assumptions are sweeping across various sectors as well as functional business disciplines and practices. Forward-looking companies are embracing adaptive channels (Narus & Anderson, 1996:112) for more flexible and responsive distribution to their customers rather than stocking excessive inventory and supporting it with surplus staff. Increasingly companies are less focused on selling products and more interested in attracting and keeping only high-value customers (Blattberg & Deighton, 1996), and it will not be very long before new business definitions emerge around the notion of owning a specific customer segment across the full range of its interest and needs. These types of (customer) community: communities of transaction, interest, fantasy and relationship, will be created and served by companies, through on-line services and in the Internet for economic returns through usage fees, content fees transactions and advertising, and synergy with other parts of its business. Real value, according to Armstrong & Hegel III (1996), will come from providing people with the ability to interact with one another, from satisfying their multiple social needs as well as their commercial needs.

It has also been suggested by many authors (see for example, Harman & Hormann, 1990; Garrod & Chadwick, 1996; Drucker, 1993) that we are undergoing a paradigm shift, in line with Kuhn’s (1970) suggestion in his study that scientific paradigms lasted for almost about a generation before a shift takes place.

For business and industry, the last shift took place after the Copernican revolution in the early decades of the seventeenth century which set the course for what has been called the modern, Western industrial-era. The modern, Western industrial-era paradigm is characterised by several persistent themes. One of the features of this paradigm is the increasing monetisation of society. Human activities take place within the mainstream economy and are valued (often solely) in economic terms. Increasingly we define ourselves by relating to the economy, and the economic and financial institutions became (except in time of war) the central concern of society. Economic growth is the primary measure by which societies assess their progress. In this era, the scientific method is viewed as the supreme mode of enquiry and the search for scientific knowledge is predominantly utilitarian. Its guiding values are prediction and control and ability to manipulate the physical environment. The ultimate goal of most present day science is technological advancement. Another inherent goal is unlimited material progress. The paradigm implies the belief in human's expanding control over nature, and in his or her unlimited ability to understand the universe from data provided by the physical senses. Acquisitive materialism is a central operative value. Industrialisation of the production of goods and services, achieved by subdividing work into increasingly elemental (and less intrinsically) meaningful increments and replacing human labour by machines. The goals of industrialisation are increasing labour productivity and wealth for all to achieve a higher material standard of living. Individuals are free to seek their own self-interest in the marketplace, as pragmatic values dominate. Hence the future is not defined by tradition nor achieved through organised plan, but happen as a consequence of isolated units in the system pursuing their own practical ends. The vast change involved in shifting from the old feudal paradigm of the Middle Ages to the new, industrial-era paradigm is best summarised by Mumford (1956):-

“Within the span of a few centuries the focus of interest shifted from the inner world to the outer world ... All but one of the [seven deadly] sins, sloth, was transformed into a virtue. Greed, avarice, envy, gluttony, luxury and pride were the driving force of the new economy ... Unbounded power was harnessed to equally unbounded appetites.”

By the latter part of the twentieth century the technological power of the industrialised societies was overwhelming, and its benefits were impressive. Equally impressive is a fundamental observation whose implications we are only beginning to grasp. Most of today's critical societal and global problems have come about, directly and indirectly, because of the successes of the Western industrial paradigm. The Western industrial or now considered “old” paradigm best typified by Newton's mechanistic, clockwork view has set up clockworks of organisations that function by rigid hierarchies, with people seen as replaceable components who work on the basis of orders from above.

Those orders come from managers who have been taught that individual values and intuition are to be scorned, that rationality based on data is the only way to make decisions, that management is defined as “the art of getting things done through people” (Parker Follett, 1941; Stoner & Wankel, 1986:3), as if people are the parts that get in the way, rather than the contributors to success who simultaneously grow from their contribution.

The new paradigm however cannot be really defined because of its situational specificity. Ray & Rinzler (1993) argue that the application of inner knowledge, intuition, compassion and the spirit to prosper in constant and continuous change can be different for each individual, organisation and time-period. The overarching objectives of the new paradigm in business are essentially the awakening and personal development of everyone associated with it and the corresponding service to the surrounding community. Business persons doing business in this way base their actions on the guiding principles of wholeness and interconnectedness. The old situation is typified by fear stemming from short-term goals, while the newer way is based on corporate and individual vision. The old way is a rigid hierarchical culture whilst the new model moves toward flexibility. In the new way there is market orientation and people orientation. There is an external focus which takes all stakeholders (employees, customers, suppliers, community and shareholders) into account rather than merely concerned with satisfying shareholders with dividends or other economic-payoffs. The new way includes cooperation and co-creation instead of just competition and replaces aggressive warlike values with openness, integrity, trust, equality, mutual respect, dignity, harmony and compassion. Contributions to the conversation and development of the new business paradigm are also offered by authors from various non-business disciplines and perspectives. Capra (1991; 1993) for example, calls the new emerging paradigm, a “holistic” world view, seeing the world as an integrated whole rather than a dissociated collection of parts. He also refers to it as the “ecological” view, using the term in the sense of deep ecology, which recognises the intrinsic values of all living beings and views humans as just one particular strand in the web of life, as opposed to shallow ecology which is anthropocentric.

Ferguson (1980; 1993) asserts that the most significant characteristics of the new paradigm is the struggle to find higher purpose and meaning in work, whilst offering evidence of a new paradigm based on values, which transcends the old paradigm of economics, with its emphasis on growth and manipulation. Semco, an equipment manufacturing company in Brazil (Semler, 1989; 1993a; 1993b) has been nominated by Ferguson (1993:35) as an exemplar of a new paradigm business. The fundamental assumptions underlying competition, cooperation and co-creation are examined by Joba *et al.* (1992) to assert that by definition, these modes (of how one relate to another) emphasise doing something together.

The word “together” invokes the concepts of wholeness and interconnectedness which systems thinking have contributed to the emerging paradigm. The emerging paradigm, they argue, goes further to indicate that the universe itself is creative, and therefore the notion of co-creation is a possible way for doing business and a new way of relating to one another. Accounting and auditing have moved within less than five years from being considered the most marginal and irrelevant of topics to its present position of occupying an increasingly central role in the deliberations of the new business paradigm. Owen (1992), Gray (1990) and Gray *et al.* (1993) are some of the contributors to this exciting development. Maynard & Mehrtens (1993) explores the “fourth wave” accounting of corporate wealth based on intellectual capital and social accounting. Together with other proponents of this new paradigm, they are developing a sense of value, based on the corporation’s contribution to global responsibility, the health of the planet, the personal fulfilment of its employees and the financial rewards of the stakeholders. Whilst Maynard & Mehrtens explore the environmental and social aspects of accounting, Mandel (1993) contributes his views on marketing in the new paradigm. He maintains that marketing can be more effective when it truly communicates our values, when it balances attitudes and actions with honesty and vision. The most visible and dramatic shift from old to new paradigm thinking for corporations today has been in the area of environmental protection. Public outrage and governmental regulation have accelerated an increasing sense of social responsibility in the business community. The 1992 United Nations Conference of Environment and Development in Rio de Janeiro, also widely known as the Earth Summit, provided the forum for the environmentalists on the one hand, and world and political leaders on the other, to debate the extent of the environmental crisis and whether or not the Western economic/business model could solve this crisis. Environmental issues are intruding organisations significantly as it is now becoming apparent that the trends in green awareness and the rise of green consumerism have tremendous financial implications for business. Many authors including Gauntlett (1993), Adams *et al.* (1991), Smith (1993) discuss the impact and implications of environmentalism on business and provides examples of companies which are taking steps toward progressive environmental management. Whilst Gauntlett is optimistic with the ongoing affirmative efforts and activities at “greening” the corporate culture from the evidence of good corporate citizenship by businesses and corporations, Gray *et al.* (1993) insist that the environmental crisis requires a complete change of paradigm which allow humanity to be part of the environment and not its exploiter, rather than a green gloss to existing practices.

The shift from the old paradigm to the new paradigm is slow but inevitable. Global competition, rapidly changing technology and deregulation are demanding corporations to rethink their strategies, and realign their business units to implement them. However, going through the realignment process once is not enough.

Corporations will have to learn to reformulate strategy and realign their organisations continuously so as to survive in an increasingly turbulent environment. The difficulties companies have in developing the capability to implement a new strategic thrust is evident from an examination of how they manage change. Bicker (1999) asserts that many managers take a misguided approach when implementing change initiatives. She claims that managers do not integrate change initiatives with other developments and fail to consult with those whose knowledge is vital to the change programme. Too often companies employ top-down programmes such as total quality, employ involvement, incentive compensation, structural change and more recently reengineering (Beer *et al.*, 1990; Schaffer, 1988). Yet these programmes fail to yield benefits proportional to the financial and human investment in them. Seventy percent of all corporations report that Total Quality Management (TQM) has not lived up to their expectations (Spector & Beer, 1994). Indeed, one of the founders of the TQM movement, Phillip Crosby, argued that over 90% of TQM initiatives by organisations fail (Crosby, 1979). Similar trends were reported in the early 90s by Arthur D. Little from their evaluation on the effectiveness of TQM (Ackoff, 1992). An equally large percentage of companies are failing to obtain the benefits promised by reengineering (Hall *et al.*, 1993). Leading practitioners of corporate reengineering report that success rates in Fortune 1,000 companies are well below 50%; some say they are as low as 20% (Strebel, 1996). The result is often cynicism and lowered commitment to change as alluded by Reichers *et al.*'s (1997) study of cynicism about organisation change. The scenario is all too familiar. The inability to create an organisation capable of implementing change is a serious barrier to viability.

3.3 Organisational Change

There is an extensive and growing literature on organisational change as it is, undoubtedly, one of the most important and difficult tasks facing managers today. Organisations are constantly changing—expanding and merging, adapting to new technologies and regulations, restructuring staff and facilities to improve productivity. Such changes can profoundly affect attitudes and performances at all levels and are often resisted by both managers and workers. It is therefore essential that we fully understand its nature and complexity, including the social and psychological ramifications as well as the implementation of change.

3.3.1 Theory and Practice of Change Management

Change management is not a distinct discipline with rigid and clearly defined boundaries. Rather the theory and practice of change management draws on a number of social science disciplines and traditions. From the late nineteenth century up to the 1930s, western thinking on organisational structure, design and management is dominated by the Scientific-Rational approach.

It is advocated by several theorists (Fayol, 1916; Gilbreth & Gilbreth, 1914; Davis, 1928; Gulick & Urwick, 1937) but arguably the most influential writer of this period is Frederick Taylor (1903; 1911). Understanding of the concept of change during this period is limited. Change is seen as a planned and managed phenomenon. It is directed at increasing control over individual endeavours, ensuring they are subordinate to corporate interests. Change is concerned with the objective measurement of variables which may be assessed and calculated in a scientific manner. Taylor's writings (1903; 1911) suggest that there is no concept of change at more abstract, intangible and conceptual levels of an organisation. The notion of change is seen as associated with internal operational issues, hard measurement and quantification, rational, maximising behaviour, subjugating individual interests to achieve standardisation and unity of purpose, scientific, reductionists analysis and methods at the operational level.

From the 1930s onwards, theorists began to focus more on the human individual within organisations as a reaction against the machine-like regimes advocated by the Scientific-Rational writers. What emerged became known as the Human Relations approach and is founded upon the work of a number of scholars (Mayo, 1933; Myers, 1934; Barnard, 1938; Maslow, 1943; Bennis, 1959; McGregor, 1960; Likert, 1967). The understanding of change embodied within this approach broadened beyond the restricted Scientific-Rational paradigm. In moving the organisation away from the rational towards the social, changes centred upon human motivation, values, attitudes and behavioural norms. Change activities are concerned with facilitating increased emotional satisfaction. Experimental studies of group dynamics and behaviour lead to an understanding of the importance of the softer aspects of organisational change. The famous Hawthorne experiments (see Roethlisberger & Dickson, 1939) highlight the problems of attempting objective measurement and assessment of change within social systems. However there is still no conception of external change dynamics influencing the organisation from without. Change within this approach is concerned with human traits, norms and attitudes necessary for effective performance, measurement of soft variables such as motivation and emotional satisfaction, behavioural and psychological aspects of individual and group dynamics internal to the organisation.

During the 1960s, thinking shifted once more, this time away from the notion that there is one best approach to operating and managing all organisations. Instead several theorists adopt the view that an organisation's operation and structure are contingent upon specific internal and external variables namely organisational size, environment dependence and uncertainty, and relevant technology (Simon, 1947; Burns & Stalker, 1961; Woodward, 1965; Katz & Kahn, 1966; Lawrence & Losch, 1967).

The concept of change broadened further under the Contingency approach. It is acknowledged that the organisation existed within an unpredictable environment with which it is interdependent, adding to the complexity of change dynamics within the organisation. The Contingency approach acknowledged that there are variables external to the organisation which should influence its internal structure. However there is still underlying scientific determinism to the approach which assumed that once these environmental variables have been identified and structural changes considered, the organisation will operate efficiently and effectively.

Many other approaches and school of thought have emerged within management thinking and organisation theory regarding change. Three schools of thought that form the central planks of change management theory are the Individual Perspective school, the Group Dynamics school and the Open Systems school (Burnes, 1992). The Individual Perspective school, in investigating organisational change, focuses on the individual. However members of this school are split into two camps: the Behaviourists and the Gestalt-Field (G-F) Psychologists. The former view behaviour as resulting from an individual's interaction with his environment. G-F Psychologists on the other hand believe that this is only a partial explanation and argue that an individual's behaviour is the product of environment and reason. Among the earliest to work in the field of behaviour conditioning was Pavlov (1927) and arising from this, one of the basic principles of the Behaviourists is that human actions are conditioned by their expected consequences. Behaviour that is rewarded tends to be repeated, and behaviour that is punished tends not to be. Therefore in order to change behaviour, it is necessary to change the conditions of which it is a function (Skinner, 1974). For G-F theorists, learning is a process of gaining or exchanging insights, outlooks, expectations or thought patterns. In explaining an individual's behaviour, this group takes into account not only a person's actions and responses these elicit, but also the interpretation the individual places on these, as French and Bell (1984:140) explain :-

“Gestalt therapy is based on the belief that persons function as whole, total organisms. And each person possesses positive and negative characteristics that must be “owned up to” and permitted expression. People get into trouble when they get fragmented, when they do not accept their total selves Basically, one must come to terms with oneself must stop blocking off awareness, authenticity, and the like by dysfunctional behaviours.”

Therefore behaviour, according to G-F theorists, is not just a product of external stimuli; rather it arises from how the individual uses reason to interpret these stimuli. Consequently, the Behaviourists seek to achieve organisational change solely by modifying the external stimuli acting upon the individual.

The G-F proponents seek to help individual members of an organisation change their understanding of themselves and the situation in question, which in turn will lead to changes in behaviour (Smith *et al.*, 1982). Both the approaches of the Individual Perspective school have proved influential in the management of change; indeed some writers even advocate using them in tandem. Here the emphasis is on the use of both strong individual incentives (external stimuli) and discussion, involvement and debate (internal reflection) in order to bring about organisational change (Peters & Waterman, 1982). This approach shares many characteristics with the Human Relations school, who through the work of Maslow (1943) stress the need for both external and internal stimuli in order to influence human behaviour. However, though acknowledging the role of the individual, the Human Relations school also draw attention to the importance of social groups in organisation, as do the Group Dynamics school.

In terms of change theory, the Group Dynamics school has the longest history (Schein, 1969). Its emphasis is on bringing about organisational change through teams or work groups, rather than individuals (Bernstein, 1968). The rationale behind this, according to Lewin (1958) is that because people in organisations work in groups, individual behaviour must be seen, modified or change in the light of prevailing group practices and norms. Lewin (1958) postulates that group behaviour is an intricate set of symbolic interactions and forces which not only affect group structures, but also modify individual behaviour. Therefore, he argues that individual behaviour is a function of the group environment or “field” as he termed it. This field produces forces and tensions, emanating from group pressures on each of its members. Due to this, he asserts that a group is never in a steady state of equilibrium, but is a continuous process of mutual adaptation which he termed “quasi-stationary equilibrium”. The focus of change must be at the group level and should concentrate on influencing and changing the group’s norms, roles and values (French & Bell, 1984; Cummings & Huse, 1989; Smith *et al.*, 1982).

The Open Systems school’s point of reference is the organisation in its entirety. This school views organisations as composed of a number of interconnected subsystems. It follows that change to one part of the system will have an impact on other parts of the system, and in turn, on its overall performance (Scott, 1987). The Open Systems approach to change is based on a method of describing and evaluating these subsystems, in order to determine how they need to be changed so as to improve the overall functioning of the organisation. Miller (1967) argues that the four principal subsystems are the organisational goals and values subsystem, the technical subsystem, the psychosocial subsystem and the managerial subsystem, and an environmental suprasystem (Kast & Rosenzweig, 1970).

Contributing from a different perspective, Rajagopalan & Spreitzer (1997) provide a comprehensive review of the change literature from the perspective of three theoretical lenses, namely, the rational, learning, cognitive lenses. They identified empirical patterns and discuss the theoretical and methodological contributions and limitations of each lens. The cognitive model used by theorists and practitioners to understand organisational change is based on Kuhn's (1970) paradigm scheme of normal science as opposed to revolutionary science. Shareef (1997) contends that changes are occurring so rapidly in innovative organisations that it is congruent with Popper's (1959) concept of "revolution in permanence" rather than Kuhnian notions of "scientific revolutions", which do not adequately describe this phenomena. Many other strands of development on theories regarding change can be traced back before the 1960s. The rise of systems thinking as a discipline is one such example although explicit application of systems theory to the organisation has been a more recent development. Some of the main approaches to organisational change are tabled on the following page:-

Strands of organisational change thought	Example authors (selected)
Adaptation and evolution	Child (1972), Miller & Friesen (1980)
Business process change	Kaplan & Murdock (1991), Davenport (1993), Hammer & Champy (1993)
Chaos theory and complexity science	Nonaka (1988), Smith & Gemmill (1991), Stacey (1992), Gaustello (1995), Kiel & Elliot (1995)
Continuous learning and self-organisation	Hedberg et al. (1976), Argyris & Schon (1978), Senge (1990), Fortune & Peters (1995)
Creative management and innovation	Kirton (1980), Flood & Jackson (1991), Henry (1991), Morgan (1993)
Culture and corporate identity	Schein (1983), Sathe (1985), Hofstede (1991)
Ethics and values	Jacobs (1992), Salomons (1992), Hall (1994), Simons (1995)
Information technology approaches	Bemelmans (1984), Tozer (1985), Martin (1989), Scarbrough & Corbett (1992), Sprague & McNurlin (1993)
Miscellaneous popularist approaches	Peters & Waterman (1982), Handy (1989), Kanter (1989)
Organisational development	French & Bell (1984), Cummings & Huse (1989), Burke & Luthin (1989)
Population ecology	Hannan & Freeman (1977), Rundall & McClain (1982)
Quality approaches	Crosby (1979), Deming (1982), Taguchi (1986), Juran (1988)
Soft systems	Checkland (1972; 1981), Churchman (1979), Ackoff (1981), Mason & Mitroff (1981)
Systems engineering and operations research	Hall (1962), Jenkins (1969), Daellenbach et al. (1983)
Systems dynamics	Forrester (1971), Wolstenholme (1990), Sterman (1994)
Open systems	Miller & Rice (1967), Scott (1987), Mullins (1989)
Organisational Cybernetics	Beer (1985), Robb (1985), Espejo (1987)

Table 3.1 Some of the main approaches to organisational change
(adapted from Stickland, 1998)

Many of the approaches, outlined in the previous page, overlap. Indeed the whole literature may be considered as an interconnected, evolving knowledge set which is constantly being added to. Some are more centred on specific aspects of change, while others are more concerned with change at a more generic level, such as quality-orientated approaches. However they share an underlying premise that aspects of organisation can be changed for the better to increase overall performance. Each has its own specific focus, whether it be structure, culture or communication. Some have a clearly defined theoretical foundation, while others have evolved as operational and practical approaches to organisation change.

Strategies and approaches for change which are successful in one time period and culture, may not necessarily be successful in another. Stace (1996) suggests that managers need good contingency maps and models of change, rather than fixed ideologies and recipes, and the courage to move against the trend because the best moves in organisational change may be countercyclical against the preferred ideologies of change in organisation. A comprehensive treatment of the Stace/Dunphy model of situational approaches to corporate change is found in Stace & Dunphy (1994).

As shown in the table above (Table 3.1) differing theoretical and practical approaches, such as Lewin's Change Model (Lewin, 1951), the Planning Model (Kolb & Frohman, 1970), Schein's (1988) process consultation approach to modifying corporate culture, Argyris's (1993) "Model II" strategies for double-loop learning, Senge's (1990) System Dynamics, have been developed to analyse organisational change processes and to deal with a diverse range of problems affecting organisational performance. The theories have been strongly affected by their socio-historical context; many have represented managerial fads while other approaches have proved to be more enduring and formed core theoretical approaches in the field. The most significant theories that have emerged as a response to rapid economic growth are Organisation Development theory in the United States and Socio-Technical theory in the United Kingdom and Europe. In the field of organisational change, the process of theory building has primarily occurred through an active interchange between agents of change and the organisations that have been the objects of their change attempts.

Dunphy & Griffiths (1994) offer a framework to enable us to perceive whether a theoretical approach is sufficiently complete to be regarded as a fully-fledged theory or merely a potential component of a more complete theory. This framework enabled a change theory to be defined in terms of a basic metaphor (Morgan, 1986), the analytical framework or diagnostic model for understanding the organisational change process, the ideal model of an effectively functioning organisation which suggests direction for change and the values to be used in evaluating the success of the change intervention, the intervention theory which specifies when, where and how to

intervene so as to move the organisation closer to the ideal and the definition of the role of the change. Through this framework, Dunphy (1996) identifies differing ideological bases of the Strategic Change Theory, espoused by many current business-school change theorists (Kotter & Heskett, 1992), on the one hand, and the Socio-Technical Systems Change Model, on the other. The distinction between the two theories is tabled below using the framework.

Elements	Social-Technical System (STS)	Strategic Change
Metaphor	Organisation as organic open system in active interchange with its environment	Organisation as purposive competitors in a wider economic, political and social system
Analytical Framework	STS analysis/participant involvement in redesign	Strategic analysis of the industry environment and other key environmental contingency factors
Ideal Model	A representative democratic community composed of semi-autonomous workgroups with the ability to learn continuously through participative action research	A highly efficient and effective organisation, meeting international productivity and profitability benchmarks for the industry, with a committed workforce supporting the organisation's strategic direction
Intervention Theory	Participative action research and workplace re-design through participative action research	Environmental scanning, including competitor analysis; strategic redirection and repositioning; design and integrated organisational change and HRM programmes
Change Agent Role	Technical expert in work design, social process facilitator, negotiator around reconciling the differing interests of key parties to the change process	Corporate strategist, technical expert in strategy implementation, integrator of varying strategic action programmes

Table 3.2 Comparison of approaches using Dunphy's framework
Adapted from Dunphy (1996).

The theoretical assumptions and ideological positions of each approach also strongly determine the role to be played by change agents. The change agent is called on to play very different roles by each theory, for each theory has constructed a contrasting "theory in action" (Argyris & Schon, 1978) to be carried out by the consultant or line manager who is enacting the change intervention. This view is echoed by Burnes (1992) who asserts that no matter what theory or approaches is been applied, the actual process of organisational change requires someone or some group to intervene in the running of the organisation to effect this change.

3.3.2 Levels and Perspectives of Organisational Change

Burnes (1992) argues that organisational change theory can be summarised according to three perspectives:

- theories of change that focus on the whole organisation;
- theories that are based upon the dynamics of groups or teams
- theories that are centred on individual behaviour.

Theories based at the level of organisation see change originating from two sources: interactions between subsystems of which they are composed; and interactions and exchanges across their boundary with an external environment. Kochan & Useem (1992), like many other proponents of this macro, systemic theoretical view of organisational change (such as Parsons (1960), Miller & Rice, 1967), Buckley (1968), Clegg & Dunkerly (1980) and Koontz *et al.* (1984)), argue that without continuous and systemic organisational change, the competitiveness or even survival of many organisations may be at risk. Continuous change implies that the organisation has the capacity to learn from its environment, its various stakeholders and itself. Systemic change implies that its major components—strategies, technologies, human resources and internal structures—require simultaneous transformation. Implemented together these forms of change should generate what they term a “learning organisation”. In this metaphor is a vision of individuals, groups, networks within an organisation committed to continuous learning across the organisation through information exchange, experimentation and consensus building. There is also a tendency to focus on complex cause-effect relationship in attempting to describe and explain organisational change (Butler, 1985) rather than searching for underlying change patterns and emergent themes at the level of the whole. Systems theories of organisational change are able to describe macro change phenomena such as changes in culture or corporate structure. An example of macro change phenomena is given by Ledford *et al.*, (1989, 1993) who consider large-scale organisational change as a change in the character of the organisation that significantly alters its performance. They assert that large-scale organisation change is a deep change, affecting the most fundamental aspects of an organisation, including the assumptions that people hold and that are embedded in the organisation design about authority, control, motivation and effectiveness. Large-scale change is similar to the concept of organisational transformation as defined by Porras & Silvers (1991). They describe it as “paradigmatic change” that helps the organisation better fit or create future environments. Its essence is the creation and enactment of a new vision for the organisation that entails radical change in the behaviours of organisational members.

The second strand of organisation change theory concerns group and team behaviour. Change dynamics are viewed in terms of group values, norms and roles (Smith *et al.*, 1982) and these group characters should be identified and understood prior to attempting planned change, if effective change is to be achieved. This theoretical perspective on organisational change draws heavily upon the social psychology literature (for example, Swanson *et al.*, 1958). In describing change, a distinction is made between formal and informal groups. Example of formal groups include task groups, decision-making groups and problem-solving groups (Dubin, 1958; Argyle, 1974). Organisational change is seen in terms of interactions, conflicts and relationships between groups with particular functional or task groups exhibiting cohesive resistance to change (Blau, 1961; Tajfel & Fraser, 1981). However this strand of organisational change thinking is limited in its ability to describe wider, more macro level dynamics such as technology change. It tends to underplay external and environmental sources of change and is not fully capable of describing transformations of a revolutionary nature that occur across several organisational groupings. Nevertheless group dynamics based on change theories remain a mainstream area of organisational change research, as Smith (1980) and Brown (1988) have shown.

The third broad area of organisational change theory is centred upon individual behaviour. Similar to the group-based theories, there is an emphasis on understanding individual needs and motivations, in an attempt to unlock human resistance to change. Some theories adopt a decentralised view, arguing that individuals are best able to cope with and facilitate change if they are involved and empowered to design and initiate it (Kanter, 1984). Emancipation, participation and ownership are considered key concepts to understanding effective change management. On the other hand, others take a more Scientific-Rational view, arguing that change is best understood in terms of control and manipulation—initiating change by providing specific change sources to reinforce or discourage certain actions or propensities to change (Porter *et al.*, 1975). Whether one takes the empowerment or control stance, theories of change upon the individual have been severely criticised because they assume a certain rationality about human nature, based on what Schein (1980:52) termed rational-economic assumptions.

Bennis (1963; 1966a; 1966b) describes three approaches to planned change, each of which embodies a different change perspective. The first is based upon a system of opposing forces which dictates the energy available for a given change, and has its roots in Lewin's (1947) work. Change is enabled via tension reduction. This approach is called the Equilibrium Model and is based upon the research of Jacques (1951) and Sofer (1961) among others. The second approach describes change in terms of reconstructing mental models, in a manner not unlike that outlined by Senge (1990) and the organisational learning approaches to change.

Cognitive maps are altered via a process of power redistribution within the organisation involving the promotion of openness and trust through participation in laboratory and T-Group exercises. Examples of this approach include the work of Shepard & Blake (1962). It is described by Bennis as the Organic Model. The third approach views change in terms of interrelationship between individuals. The underlying premise here is that enhancing interpersonal competence is essential to effective organisation. This is labelled as Developmental Model and is exemplified by the work of Argyris (1962). Other theorists have outlined phases or models of planned change including Lippitt *et al.* (1958) and other members of the Organisational Development (OD) community.

Burke & Litwin (1989; 1992) have developed a model of organisational change and performance. It highlights the key components of organisation life, demonstrates the interdependent nature of the components and finally show the interrelationships which cause radical and transformational change, and those which result in change of a more incremental and transactional nature. Glick *et al.* (1990) define change at an operational level in more pragmatic terms. Their work is concerned with “the process of reducing open-ended descriptions of change into a parsimonious set of attributes for theory testing and building” (Glick *et al.*, 1990:305). They describe the attributes are:-

- the type of change: whether it is designed or not
- the impetus for change: was it proactive or reactive
- the ability to distinguish ongoing processes from discrete change events
- the relative importance of the changes—determined by value judgements made by the participants.’

Ferlie & Pettigrew (1990) in a similar vein, highlight another four attributes, discussing change in terms of speed, quantity, process and quality. March (1981:575) examines a range of factors which he suggests must be considered in any investigation of the ‘fundamental adaptive processes by which change occurs’. He argues that theories of organisational change must:-

- not be based on simple responses to specific forces such as economic and demographic factors
- be capable of encompassing both change and stability
- accommodate the surprise, non-linear aspects of change.

Within the social sciences, Morgan (1986) establishes the need for a more profound understanding of the concept of change. He examines the organisation through what he terms the metaphor of flux and transformation, considering how organisations may exist within deep structures and processes which possess their own logics of change.

He proposes three such 'logics' and discusses them in detail. The first has to do with self-organisation principles drawn from biology, such as autopoiesis—the ability of an organism continually to renew itself while maintaining structural integrity and identity.

Secondly, Morgan looks at concepts of mutual causality taken from cybernetics, such as interconnected circular loops of positive and negative feedback loops. Morgan's third logic of change concerns dialectics and the notion of opposites based upon Tao philosophy and the work of Marx as examples of dialectical thinking. All three logics of change are discussed in the context of organisations, in an attempt to encourage new ways of thinking about and dealing with change. Morgan (1986) argues strongly that future research in organisation theory must begin to examine ways to influence the nature of changes which organisations actually experience, as opposed to just describing and classifying different types of change. This implies a proactive approach to change which has in part been adopted in recent years by the organisational learning school and the application of system dynamics modelling tools within the organisation (Senge, 1990).

Levy (1986) contributes to the discourse by highlighting the distinction that emerges in the literature between First Order and Second Order change. First Order change is characterised as a slow and incremental process that does not challenge the organisation's core structures. Conversely, Second Order change is typically radical, multidimensional and revolutionary in nature, altering fundamentally the organisation's worldview and design. While Watzlawick *et al.* (1974) seem to have been the first to describe these two types in detail, various writers on organisations have identified some of the basic characteristics of each:-

Author	First Order change	Second Order change
Vickers (1965)	Executive change	Policy-making change
De Bono (1971)	Vertical change	Lateral change
Greiner (1972)	Evolutionary change	Revolutionary change
Putney (1972)	Linear quantitative changes	Non-linear qualitative changes
Argyris & Schon (1978)	Single loop learning	Double loop learning
Sheldon (1980)	Normal change	Paradigm change

(Adapted from Levy, 1986:8)

This distinction is useful in that it highlights two very broad sets of defining attributes for change, and uncovers some of the dynamics perceived to be operating at deeper levels which often go unrecognised. Lundberg (1984) observes, however, that there is a dearth of suitable analytical frameworks within which to develop further the concept of Second Order change. Krovi (1993) has added to the taxonomy by introducing the

concept of Middle Order change in discussing information technology and organisational change. Middle Order change represents a compromise: the magnitude of change is greater than first order change, yet it neither affects the critical success factors nor is strategic in nature (Krovi, 1993:331). Others have explored the theoretical roots of the distinction, illustrating it with examples of change behaviour (Bartunek & Louis, 1988). Torbert (1989) has gone even further, arguing that First Order changes within organisations are often planned, while those of the Second Order tend to be unplanned and unpredictable.

Pettigrew (1990a; 1990b) argues that there has been an overemphasis on prescriptive writing in the literature, leading to underconcern with descriptive analysis and conceptualisation. He highlights the contextual nature of change within organisation theory, emphasising (Pettigrew, 1990a:269):

- embeddedness: acknowledging interdependent level of analysis
- interconnectedness of change over time
- how the change context shapes and is shaped by action
- the multi-causation and non-linear nature of change

Pettigrew's research identified the need to study change across different levels of analysis and different time periods and goes a considerable way towards refuting the simplistic, one-dimensional and discontinuous view of change with early management and organisational thinking. He believes that each researcher should define what they mean by change within their own theoretical framework thereby emphasising the particular facet of change upon which their theory is focused.

Van de Ven (1987:331) defines change as "an empirical observation of differences in time on one or more dimensions of an entity". His conception of change is closely associated with the passage of time and physical observation. Expanding this definition further he says:

"Mobility, motion or activity in themselves do not constitute change, although each is in some degree involved in change. Certain dimensions or categories of an entity are the objects being transformed. Change without reference to an object is meaningless." (Van de Ven, 1987:331)

From the above definition, Van de Ven defines change by describing what it is not and hence places broad limits around the concept. He goes on to draw a distinction between this definition of change identified by direct empirical observations over time, and the process of change. Conner & Lake (1988:7) allude to a similar distinction highlighting the difference between 'change as a phenomenon, and changing, as a set of actions'.

Smith (1982) has attempted to analyse some of the philosophical problems that cloud our thinking about organisational change. He concludes that an organisation consists essentially of 'relations among parts and relations among relations' (Smith, 1982:318). Therefore any concept of organisational change must be founded upon changing relationships. These, he argues, can only be altered by changing the metaphors, analogies, metonymies used to describe them. He discusses the notion of boundary as the place where change occurs and emphasises that it too is a relation, and not part of the structure of the organisation. Drawing on the language of biology and other life sciences to explore the concept of change, he makes a clear distinction between the rules which govern internal structure changes and those which determine changes of order at the level of the whole. Gersick (1991) explores the nature and dynamics of evolutionary and revolutionary change. She discusses the concept of deep structures which shape organisation structure and environmental interaction. These she argues represent fundamental drivers and controllers of change within organisations, which can lie hidden and often unrecognised. Golembiewski *et al.* (1976) propose three broad classifications to link perception of change and its measurement, as follows :-

- Alpha change: variation within a given state as measured by an instrument whose calibrations remain fixed
- Beta change: variation within a given state where the intervals of calibration on the measuring instrument have shifted
- Gamma change: a complete change of state as opposed to variation within a given state, making the use of measurement instruments from the original state inappropriate.

They argue that these different types of change have serious implications to designing, assessing and interpreting organisational change interventions. Specially they suggest that gamma changes are the most prevalent in organisational development interventions. Their contributions represents a significant attempt to explore the nature of change by asking what kind of change is being measured before tackling the problem of how actually to measure it. Other writers, for example Zmud & Armenakis (1978) and Terborg *et al.* (1980), have explored their taxonomy further and attempted to apply it as a measurement framework during change interventions. Stacey (1992; 1993) identifies three distinct types of change, namely closed, contained and open-ended, within organisational systems. These apply to what he terms equilibrium, near to equilibrium and far from equilibrium systems respectively. Closed change is considered predictable and deterministic in the Newtonian sense and governed by specific cause-effect chains. Contained change relates to situations where prediction is only possible based upon laws of probability. Since the system is near equilibrium certain underlying cause and effect chains can be identified which produce regularity. However due to the variability of the environment, elements of irregularity result in behaviour which is not completely deterministic or predictable.

Open-ended change is described as being typified by ambiguity and uncertainty, where 'it is not possible to predict long-term consequences because the connections between cause and effect are lost in the detail of the interactions that occur over time (Stacey, 1993:251).

Miller & Friesen (1980) identify various archetypes of organisational change, focusing on the transition processes which organisations undergo in adapting to the environment. They define a transition as 'a package of changes that occur between the onset of the imbalance or stress and the time when some equilibrium or tranquil interval is reached' (1980:271). Their study of the histories of thirty-six firms led them to propose nine archetypes of organisational transition including entrepreneurial revitalisation, consolidation, boldness and abandon, maturation, fragmentation, initiation by fire, formalisation and stability. These categories represent particular modes of adaptive behaviour in response to environmental disturbances and provide an insight into the cause-effect aspect of change. Their conception of organisational change is similar to that of Greiner (1972) and Gersick (1991), that is, general stability with minor adaptation for most of the time, punctuated by periods of acute instability enabling revolutionary transitions to take place which help maintain viability.

3.3.3 Characteristics of Change Processes

Research in the fields of organisational behaviour and development suggests three principles that should characterise change processes if it is to result in effective strategy implementation and organisational adaptation (Beckhard, 1969; Beer, 1980; Beer & Walton, 1987; Beer, *et al.* (1990); Bennis, *et al.* (1961); Bennis, 1969; Burke, 1982). Beer & Eisenstat (1996) argue that change process should a) be systemic, b) encourage the open discussion of barriers to effective strategy of implementation and adaptation, and c) develop a partnership among all relevant stakeholders. Adopting the view that organisations are complex and highly interdependent open systems (Beer, 1980; Katz & Kahn, 1978; Waterman, Peters & Phillips, 1980) they assert that requisite alignment or "fit" between the softer elements of people, leaders, and values, and the harder elements of technology, strategy and structure accounts for the failure of uni-dimensional interventions. The change process must, therefore, focus on both strategy and organisation, structure and behaviour, analysis and emotion, internal organisational arrangements and the context in which the organisation operates. Organisational members cannot develop a realistic and implementable plan for change, unless all impediments are taken into account. Issues that are normally hidden because they are threatening or embarrassing must be surfaced (Argyris, 1990). It is through mutual influence that the delicate adjustments in roles and responsibilities needed to enact a new strategy can take place between key stakeholders.

In effect, the members of the organisation must “self-design” their organisation (Mohrman & Cummings, 1989) including the shaping of corporate culture and practices to accommodate different social cultures and attitudes (Smith, 1998). According to Juechter *et al.*, (1998) corporate culture is the key to high performance as well as lasting and favourable change. They assert that companies must satisfy five critical conditions for cultural transformation, namely, a meaningful focus, top-driven but company-wide change, management commitment, extensive involvement and external coaches who will help insiders assess organisational beliefs and assumptions. Clarke & Garside (1997) offer a practical model for change management based upon a combination of best practices from several organisations. They emphasise commitment, communication, tools, methodology and interactions, and finally social and cultural issues as the five key success factors for successful change. Kotter (1997) outlines an eight-step action plan for change leadership. His recommended measures include establishing a sense of urgency within the company, creating a guiding coalition, developing a vision and strategy, and communicating this vision to the whole organisation.

The above principles, however, despite its plausibility are rarely reflected in actual intervention practice. The first principle, that change should be systemic, suggest that interventions need to integrate hard and soft aspects of the organisation. Unfortunately interventions that focus on harder elements of structure and systems typically do not develop the softer elements skills, values and leadership. Demers *et al.* (1996) claim that many organisational change initiatives fail because of management’s preoccupation with the technical and structural components of the change and its neglect of the human side of the project. Human resource interventions that focus on the softer elements are typically seen as normative, irrelevant and unconnected to the business (Beer, *et al.*, 1990; Schaffer, 1988). Even when human resource programmes are successful in changing individual attitudes, skills and motivation, these cannot be sustained if the organisational context remains unchanged (Fleishman *et al.*, 1955). Individual learning and organisational change cannot be separated when the intervention requires development of managerial behaviour and values. The second principle calls for the open discussion of all barriers to change. Short of crisis, however, strategic change is typically resisted in organisations due to politics and defensive routines (Argyris, 1990; Pettigrew, 1975a). The lack of capacity for open discussion lead to the absence of shared diagnosis which further result in failure to generate a common vision of the future state or a coherent intervention strategy that successfully negotiates the difficult problems organisational change poses. The successful undertaking of the third principle depends on the ability to develop partnership of relevant stakeholders and an inquiry process that connects all parts and facets of the system. Several researchers have pointed to the need for integrating strategy with organisation design and behavioural change.

Miles & Snow (1978) and Lawrence & Lorsch (1969) provide diagnostic frameworks that reflected this concern. These researchers, did not, however, specify a process for engaging organisational members in diagnosis and change. Argyris (1989) offers an educational experience for management teams to deal with competitive analysis and strategy formulation, as well as skills for discussing the barriers to strategy implementation. While successful in producing discussions of personal and organisational barriers to implementation, the effort stopped short of producing a plan for organisational development. Much of the OD literature provides information about how to manage change, but change is often not tied explicitly and rigorously to business strategy. Nor does most of the literature deal with the problem of institutionalising a renewal process, with the exception of Blake & Mouton's (1968) Managerial Grid approach to corporate development, and Pettigrew's (1975b) research on the effectiveness and viability of OD groups. Mohrman & Cummings (1989) provide the most comprehensive road map for engaging employees in designing an organisation that is aligned with strategy and values. The road map, however, is not an attempt to institutionalise their self-designing process in the organisation.

Walderssee & Sheather (1996) state that despite three decades of research into strategic change, the process of strategy implementation remains poorly understood and the utility of strategic planning is being questioned (e.g., Ginsberg, 1988; Hamel and Prahalad, 1989; Reid, 1989). Much of the weakness in this area has been in the implementation process rather than in the development of strategy itself (Beer *et al.*, 1990; Woolridge & Floyd, 1990). Woolridge & Floyd (1990) note, "It can be much easier to think of a good strategy than it is to implement it." Undoubtedly, the most difficult part of the whole change process is getting it started. It involves a change in the basic assumptions that result from past learning (Schein, 1985). Assumptions get embedded in and sustained by a whole complex of forces which for convenience is called culture. This points then to the need for a multifaceted strategy to change embedded behaviours and ideas leading to a view of change management as a "jointly analytical, educational/learning and political process" (Pettigrew, 1985; Pettigrew & Whipp, 1991) or a process which combines rational, political and cultural elements (Johnson, 1990; Pettigrew *et al.*, 1992). Burnes (1997) however offers a model for organisation to select a specific approach to managing change. The model states that organisational choice arises from three different processes, namely choice, trajectory and change. In as much as the difficult part of the whole change process is getting it started, the work does not end with the implementation of change. Freeman (1997) states that managers should prepare for the demands of the new phase as their next task which includes an assessment of their new knowledge about the organisation, improving relationships with peer and upper management and assuring them that their needs will be met and combining implementation plans with existing planning processes.

Zeffane (1996) claims that change can only be deemed effective if it is based on a thorough understanding of behaviour, motivation and the development of positive attitudes. Cognitive structures and basic assumptions can be changed by overt political strategies such as changing the chief executive or other key personnel (Tushman *et al.*, 1986) or by putting people into roles and structures where their behaviour is channelled in new directions (Beer *et al.*, 1990). Enlightenment in the form of new ways of thinking is assumed to come later. More subtly, ideas can be legitimated and meaning can be managed by political processes involving the construction of agendas and by cultural processes, such as the stories that get repeated about past successes, failures and role models. In these ways political and cultural processes share a common function of legitimation (Pettigrew, 1987) whether geared to maintaining the status quo or challenging it. Hendry (1996), adopting the view that redirecting people's attention is usually an essential part of change, suggests action research and the emerging concept of communities-of-practice as the methodology for this redirection or "learning" to take place. Communities-of-practice (Lave & Wenger, 1990; Brown & Duguid, 1991) or self-organising teams (Nonaka, 1988) are the relationships people strike up to solve problems, although they may be influenced by formal role relationships as well. Within communities-of-practice, people share tacit knowledge and through dialogue bring this to the surface; they exchange ideas about work practice and experiment with new methods and ideas; they engage in discussions which affirm or modify theories in use; they innovate new problem-solving routines and simultaneously manage and repair the social context. Hendry (1996) argues that a key task in understanding organisational change and in developing learning organisations is to detect and support emergent or existing communities-of-practice. Senge's (1990) methods for stimulating learning involving "dialoguing" to surface and test mental models in teams and Nonaka's (1988) ideas for creative dialogues and experimentation (action-then-reflection) can be used as aids to learning.

Stace (1996) departs from the practice of "one model model", the notion that there is a single effective model of change valid at all times and in all situations. He claims that dominant ideologies can become entrenched in the organisation culture because of their success at a particular period in the organisation's history. However the success change formula for one period can result in disaster when environmental conditions change. Drawing upon Strategic Change Theory, Stace argues strongly for a contingency approach which considers "strategically relevant process methodologies" to be reviewed and revised as conditions change. Many organisations see change as something that can be declared, and implemented without much difficulty. Bullock & Batten (1985) argue that successful interventions involve moving an organisation through several distinct states in order to achieve a higher level of performance. However many managers do not recognise the tremendous internal struggle, the emotional dynamics, the upheaval and the nature of the learning process that organisational renewal poses for individual employees.

Viewing change from the executive perspective, a study of top executives (Jaffe & Scott, 1993) revealed that 80% felt their companies had to change. However, only 20% felt that *they* had to change. Examples of successful change efforts and organisational transformation have brought into question the long-standing truism of a doctrinaire opinion which states that change to be successful, it has to be planned, logically executed and strategically directed. Tushman (1997) argues that organisations must strive to become 'ambidextrous organizations' in order to implement both incremental and revolutionary change. Research carried out by Stace (1996) indicates that "best practice" in organisational change is eclectic, pragmatic, and culturally and situationally attuned, and therefore not precluding a fuller change repertoire.

3.3.4 Organisational Change Methods and Interventions

Included in the change repertoire are various techniques and methods of intervention. The interventions outlined in this section tend to be components of a change strategy which has its own specific objectives. These strategies may deal with changing people, organisational goals, technology, organisational structures or a combination of all four. It is useful to distinguish between development approaches and proprietary programmes. A development approach may be considered as an organisational technique that can be adopted and implemented by any enterprise without payment to its originator. It is usually based on some theory of human behaviour generated through research. An example of a development approach is job enrichment, based on Frederick Herzberg's 'motivation hygiene' theory. Any manager can read about the theory, learn about its implications for the design of jobs, and then implement a job enrichment programme. Other examples of development approaches include quality circles and briefing groups. A high percentage of organisational change methods described in the literature fall into the category of development approaches. Among the best known examples of such programmed packages are Grid Development (Blake & Mouton, 1969) and the Kepner-Tregoe Problem Solving Programme (Kepner & Tregoe, 1981).

Blake & Mouton (1969) developed a different classification scheme and list the major types of change in terms of their underlying themes as shown in the following table :-

Intervention	Theme
Discrepancy	that calls attention to contradictions in actions or activities of particular individuals or groups within an organisation
Theory	where the aim is to explain present behaviour and actions, and the assumptions which underlie these, through behavioural science theories
Procedural	critically examines organisational methods and procedures to determine their efficiency
Relationship	aims at improving or correcting interpersonal relationships
Experimental	in which two or more action plans are tested for their consequences in order to determine which one to choose
Dilemma	where dilemmas are used to force an examination of the choices available and the assumptions underlying them
Perspective	put an organisation's present situation in perspective by setting it in the context of past performance and future objectives. The aim is to assess whether the organisation is on target to meet its objectives.
Organisational Structure	evaluates and examines the structure of an organisation to determine causes of ineffectiveness
Cultural	examines the tradition, norms, values and practices of an organisation (the components of culture) in order to judge their appropriateness

Table 3.3 Types of Change and Underlying Themes
Adapted from Burnes (1992)

French & Bell (1984) on the other hand categorise these methods and techniques in terms of the activities which are to be performed. These techniques and methods include diagnostic activities, team-building activities, intergroup activities, survey feedback activities, education and training activities, techno-structural activities, process-consultation activities, Grid OD activities, strategic planning and goal-setting activities.

Blake & Mouton (1976; 1983) later developed these nine themes into a 100-cell cube of three dimensions called the "Consulcube" which they claimed depicted virtually all change situations and their corresponding intervention activities. Each cell defines the characteristics of a particular kind of change intervention, specifies the target at which that intervention is being directed, and identifies the class of problem it addressed. The three dimensions relate to the kinds of intervention, the focal issues for intervention and the units of change. The aim of Consulcube is to allow a description of what the consultant *does* (kinds of intervention), *what issue* or problem is addressed (focal issues), and *who* is the target of the intervention (units of change).

Prior to Blake and Mouton (1976), Schmuck and Miles (1971) produce their own “cube” which classified methods and techniques under three headings: the diagnosed problem (eg. goals, communication, role definition), the focus of attention (eg. person, group or total organisation) and the mode of intervention (eg. training, counselling and coaching, techno-structural activities). Cummings & Worley (1993), on the other hand, summarise the types of interventions and organisational levels in the following table :-

Interventions	Primary Organisational Level Affected		
	Individual	Group	Organisation
Human Processes			
T-Groups	X	X	
Process Consultation		X	
Third-party intervention	X	X	
Team building		X	
Search conference			X
Organization confrontation meeting		X	X
Intergroup relations		X	X
Normative approaches		X	X
Technostructural			
Formal structures			X
Differentiation and integration			X
Parallel learning structures			X
Cooperative union-management projects	X	X	X
Quality circles	X	X	
Total quality management		X	X
Work design	X	X	
Human Resource Management			
Goal setting	X	X	
Performance appraisal	X	X	X
Reward systems			
Strategic			
Integrated strategic management		X	X
Open systems planning			X
Transorganizational development			X
Cultural change			X
Strategic change		X	X
Self-designing organizations			X

Table 3.4 Types of Intervention and Organisational Levels
Adapted from Cummings and Worley (1993:167)

Leavitt (1964) offers a framework which comprises of four interacting variables. These four variables are people, task, technology and structure. He further argues that change may be directed at any one of these change variables or entry points. In practice a number of these entry points are used in combination and the change entry point selected will depend partly upon what it is that triggers the original change idea. Buchanan & Huczynski (1985) describe these triggers as external, internal and proactive trigger respectively. Attempts have been made by different authors to classify organisational change interventions. The aim of these classification schemes is to help the manager or consultant select the most appropriate change method. It must however be noted that placing of anything as ambiguous as an organisational change technique will inevitably be approximate.

French & Bell (1984) offer three typologies of change methods. The first typology is based on the two independent dimensions: individual vs group and task vs process dimension. The second typology is based on the organisational unit which is the target of the change intervention. The third of French & Bell's typologies uses the underlying dynamics of the technique as the probable causes of its effectiveness. It is asserted that increased interaction and communication between people affects both their attitudes and their behaviour. The interventions in this grouping seek to increase the communication between people in order to counteract tunnel vision, and thereby allow them to compare their perceptions to see if these are valid and shared. In evaluating these three typologies or classifications, French & Bell (1994) consider all three to contain fundamental weaknesses. Commenting on the individual-group/task-process typology, they refer to the overlap of categories, and highlight the way in which a single intervention can focus on task at one time and on process issues later on. Their main criticism of their target group typology is the redundancy and overlap that it contains. The same intervention appears in several of their categories. Finally their third typology, based on the underlying dynamics of the intervention, suffers from the fact that different authors might hypothesise different causal dynamics.

Harrison (1970) offers a framework for selecting interventions on the basis of the extent to which the change was targeted on the formal organisational system, the informal organisational system or the individual. This continuum choice is based on accessibility and individuality. Accessibility refers to the extent to which data are publicly available rather than being private or hidden. It also includes the ease with which the skills needed to implement the change can be learned. Individuality refers to the extent to which change affects the individual rather than the organisation. According to Harrison, the more self-focused the technique is, the more it affects the person's emotions and values. The guiding principle suggested is that the change should be attempted at the level no deeper than that required to ensure a solution to the problem.

At the level of teams or groups of individuals, collaborative management of the work team culture is a fundamental emphasis of organisation development programmes. Among the early writers who directed attention to the importance of team functioning were Likert (1961) and McGregor (1960). Likert, for example suggests that organisations are best conceptualised by systems of interlocking groups connected by linking pins—individuals who occupy membership in two groups by being the boss in one group and a subordinate in another. It is through this interlocking groups that the work of the organisation gets done. The key reality seems to be that individuals in organisations function not so much as individuals alone but as members of groups or teams. Team-building activities to improve and increase effectiveness of teams with the organisation is still considered the most important single group of interventions. Some interventions focus on the intact work team composed of a boss and subordinates, which is often referred to as the formal group. Other interventions focus on special teams such as start-up teams, new constituted teams due to mergers, cross-functional teams, and committees. Team-building interventions are typically directed towards four major substantive areas namely diagnosis, task accomplishments, team relationships and organisational processes. Bell & Rosenzweig (1978) however assert when a team engages in problem-solving activities directed towards task accomplishment, the team members build something together and hence a sense of camaraderie, cohesion and esprit de corps, from the following comment:-

“We have come to believe strongly that initial improvement efforts should be task oriented rather than focused on interpersonal relations. It is usually safer, less resisted, and more appropriate in terms of the problems and opportunities identified by the client. We have tended not to focus on team building per se; rather, we find that it occurs as a natural by-product of learning to solve problems in a group setting. However we don't avoid interpersonal or team ineffectiveness issues if they are getting in the way of effective and efficient problem-solving.”

The process consultation model (Schein, 1988) is similar to team-building interventions except in process consultation greater emphasis is placed on diagnosis and understanding process events. Furthermore, there is greater emphasis on the consultant being more non-directive as the group are tasked to solve their own problems. Schein describes the interventions he believes the process consultant should make as a) agenda-setting intervention consisting of questions which direct attention to interpersonal issues, process-analysis periods, agenda review and testing procedures, meeting devoted to interpersonal process, b) feedback of observations or other data, consisting of feedback to groups during process analysis or regular work time, to individuals after meetings or after data-gathering, c) coaching or counselling of individuals offering alternatives to those already brought up by the client, d) structural suggestions pertaining to group membership, communication or interaction patterns, allocation of work, assignment of responsibility and lines of authority.

The primary goal of process consultation is stated by Schein (1988:193-194) as follows:-

“The job of the process consultant is to help the organization solve its own problems by making it aware of organizational processes, the consequences of these processes, and the mechanisms by which they can be changed. The process consultant helps the organization to learn from self-diagnosis and self-intervention. The ultimate concern of the process consultant is the organization’s capacity to do for itself what he has done for it. Where the standard consultant is more concerned about passing on his knowledge, the process consultant is concerned about passing his skills and values.”

A form of team-building that focuses more on the individual than on the group is the Gestalt approach to organisation development. Herman (1974) advocates this approach which rests on a form of psychotherapy developed by Perls (1969). Herman applied a Gestalt orientation to organisation development, especially in working with leader-subordinate relations and team building. Use of Gestalt orientation to organisation development is not widespread. Herman & Korenich (1977) provide a theoretical framework, examples and exercises for Gestalt OD. A number of techniques and exercises are used in team building to facilitate team performance and to address specific problematic issues. These include role analysis technique (Dayal & Thomas, 1968), interdependency exercises, role negotiation technique (Harrison, 1972), appreciation and concerns exercise, appreciative enquiry (Barrett & Cooperrider, 1990; Bushe, 1992), responsibility charting (Beckhard & Harris, 1977), visioning (Weisbord, 1987) and force-field analysis (Lewin, 1947). Team-building as an intervention generates powerful positive results as it is in harmony with the nature of organisations as social systems. Conceptualising the team as a relevant system rather than as individuals was the profound insight developed by OD pioneers such as Blake, Shepard, Mouton and McGregor (French & Bell, 1995).

A new conceptualisation has evolved in recent years that likewise has validity, efficacy and implications for practice. On many projects, the relevant team or system includes persons outside the functional unit; the relevant system is a cross-functional team. The criterion is still the same—identifying those persons who are interdependently related in the successful accomplishment of the task. For example, in the development of the Saturn automobile at General Motors cross-functional teams were used at the outset. Instead of one functional team doing its work and then hand-over their output to the next functional team, cross-functional teams provided oversight throughout the entire project. Peters (1988) advocates the use of cross-functional teams in order for the American industry to compete successfully in today’s fast-paced environment. Increasingly, the relevant system for making individuals effective and for facilitating task accomplishment includes cross-functional representation.

Cross-functional representation may require the involvement of the total organisation and to bring the “whole system in the room” to work on an agenda (Weisbord & Janoff, 1996). Future search conferences, Team Syntegrity, confrontation meeting, Grid OD, Schein’s cultural analysis are some examples of “whole system” interventions. Future search conference is a large planning meeting for people seeking common ground for action in organisation and communities. Participants take ownership of their past, present and future, confirm their mutual values and commit to action plans grounded in reality. Everybody participates, shares leadership and engages in a series of open dialogues on where they have been, where they are and where they want to work toward over a period of three days, or less.

Team Syntegrity [Chapter 2] is considered to be much more than a future search conference (Open Futures, 1994), although it shares the same objective of achieving breakthrough innovation and shared vision. Team Syntegrity is designed to prevent unmanaged personal conflict and ‘groupthink’ as obstacles to effective dialogue and output. It recognises and encourages the differences among people to generate the potential for creative and innovative thinking. Team Syntegrity achieves both conflict and cohesion as well as creates the potential for synergy by relying on the properties of the icosahedron as the underlying architectural structure for the process. The communication system driven by the protocol ensures a uniform distribution of information and reverberation— information passed from team to team as statements are created and revised, enhancing the potential for creativity, innovation and synergy.

The New Economics Foundation (1996) lists Team Syntegrity in their collection of techniques for community participation. Other techniques include:-

- Action Planning
- Act Create Experience (ACE)
- Choices Method
- Enspirited Visioning
- Future Search
- Guided Visualisation
- Open Space
- Participatory Appraisal
- TalkWorks

Search conferences are a relatively new approach to improving organisation-wide processes although Burke & Beckhard (1970) report essays on conference planning and running large meetings that go back to the 1940s. Search conferences involved gathering as many organisational members and stakeholders as possible at a venue for three-day or more, meeting. The purpose of the meeting is to appreciate the organisation’s past, examine its current state and search for creative ways to envision its future. In this way, entirely new approaches to structuring and managing the organisation can be created, and a significant amount of energy can be focused on the future.

Search conference has evolved over the past twenty years. It represents a combination of environmental scanning, “futuring” and “visioning” exercises and open-systems concept. Environmental scanning techniques were developed by Emery and Trist (1973) as part of socio-technical systems theory. “Futuring” and “visioning” exercises were developed by Lippitt (1983) and others. Search conferences reflect open-systems concepts, as it examines how the organisation interacts with the external environment. Open Space Technology, another example of future search conference, has been used all over the world with corporations, community groups, government agencies and churches (Owen, 1992). Whitney & Cooperrider (1998) describe the Appreciative Inquiry summit as a large-scale meeting to enable organisations chart a new direction by focusing on its positive change core and transforming it into key business processes. The summit is based upon ‘appreciative inquiry’ philosophy which seeks to promote participation and cooperation among organisational members and stakeholders. Axelrod (1996) introduces and reflects upon The Axelrod Group’s Conference Model after four years of practice. The model is a process for enlisting large numbers of people to develop new organisational structures. Boer (1996) describes working conferences which produce four results, namely, vision, movement, picture and plan. Vision refers to the alternatives developed based on the common aim of the participants, movement is the energy generated for a certain goal, picture refers to an assessment of the current situation while plan is the result of the decision to change present conditions. Four processes of interaction take place during these conferences, namely, determining positions, intentions, choice and significance.

Aughton (1996) attributes the success of transforming organisations into adaptive units, in order to deal with the rapid social, political, economical and technological marketplace, to participative design process and search conference methodologies. Lyons (1996) reports the use of a successful methodology for corporate structures involving the process of shared learning in 10 different organisations with work forces between 4,000 to 30,000 workers. The process holds that all relevant groups related to the change process in a particular area must be involved and must actively engage in problem solving.

Beckhard (1967) offers a process called confrontation meeting for the management group of a company to generate the information about its major problems, analyses the underlying causes of the problems, develop action plans to overcome the difficulties and sets out a schedule for remedial work. Confrontation meeting is a one-day meeting of the entire management of a company at which the health of the whole organisation is considered. It has six stages namely, a) climate setting, b) information collecting, c) information sharing, d) priority setting and group action planning, e) immediate follow-up by the top team and f) progress review.

Little, if any, systematic research has been done on the effects of search conferences. Cummings & Worley (1993) argue that search conferences are often associated with the beginning of other OD interventions and therefore it is difficult to isolate results from those of other activities. Weisbord & Janoff (1995; 1996) provide case examples of the use of future search conferences and a progress report on the approach with much promise. In his evaluation of future search conferences, Weisbord (1987:295) asserts:-

“In my enthusiasm for this mode I don't want to imply that one conference transforms forever, or that no further hard work is needed. I do believe that anyone who has attended one of these events remembers it for a lifetime. The search conference links values and action in real time. It promotes productive workplaces by using more of each person's reality. It joins people who need one another, yet rarely interact, in a new kind of relationship. It stimulates creativity and innovative thinking. It offers a unique third-wave springboard for planning and goal setting. In the last half of the twentieth century few media exist as powerful as this one for raising awareness of who we are, what we are up against, what we want, and how we might work together to get it.”

Many organisation development interventions are directed toward the internal workings of the organisation. There has been a growing awareness that this internal focus must be complemented with external focus if these interventions are to serve the best interests of the organisations. Outward-looking interventions directed towards environmental analysis and strategic planning is required to ensure that the organisations is in synchrony with its environment. Several interventions directed towards strategic planning have been around for a long time. Future search conferences and other organisation-wide interventions are considered appropriate for environmental analysis and strategic planning activities. Rogers (1981) however uses a series of two-day meetings with policymakers to focus on long-range patterns within the organisation and the environment. Open systems planning (Krone, 1974; Jayaram, 1976) is also a technique to assess the environment in a systematic way through the use of scenarios. Other strategic planning interventions and processes include Beckhard & Harris's (1977) seven-step strategic planning process and Hanna's (1988) organization performance model, and the outside-in approach.

Revans (1972; 1982) develops the action learning approach which uses real-life organisational problems as the vehicle for learning. It comprises of managers coming together periodically to work on real-life organisational problems thereby forming a group which is assisted by a 'set adviser'. Action learning develops the managers' skill to pose entirely new questions, seeks to help them recognise their existing experiences, and allow them to deal with future problems. Its effect is to change organisations by creating a momentum to allow managers to deal with future problems through a continuous process of learning and developing.

Action learning case studies and examples are reported by several authors including Foy (1977) Casey & Pierce (1978), Boddy (1981) and Pedler (1983). Management potential are also identified through assessment centre, a method used by companies either for staff selection purposes or to assess the potentials of supervisors and managers for further promotion (Bray & Grant, 1966; Hart & Thompson, 1979). An assessment centre is a means of stimulating behaviour through exercises, case studies and simulations. Such behaviour would either not occur on the job naturally or would not lend itself to observation and measurement. As a development tool, assessment centre provides feedback on performance to the candidates and the opportunities for further development.

Walton (1977) and Goodman (1979) report on the introduction of autonomous work groups in organisational settings and its positive impact on worker attitude and performance. Autonomous work groups resemble problem-solving teams in that they consist of small number of workers who can develop their culture and adapt their behaviour patterns to individual group needs. Members often 'cross-train' each other so that each is able to perform a variety of tasks assigned to the team. Productivity gains are attributed in part to the exercise of considerable flexibility in work rules. Empirical evidence of the application of autonomous work groups suggests that they are easier to implement in production facilities in which assembly work is done in circular or rotary arrangements than on traditional assembly line.

Zand (1974; 1981) considers a collateral organisation to be a modified form of task force. He saw it as a supplemental organisation co-existing with the usual formal organisation created to deal with ill-structured problems. As an 'organisation-within-an-organisation' the collateral organisation is encouraged to develop its own, different norm system from that of the formal organisation. In the collateral organisation, hierarchy-based relationships and attitudes are set aside to facilitate creative problem-solving. The fishbowl activity (Fordyce & Weil, 1971) can be used whenever a group requires feedback on its current working processes. The group members arrange themselves in concentric circles and those in the inner circle (the fishbowl) take the active role and engage in group activity. The outer circle consists of observers whose job is to listen and to make a note of what they observe. Used as an organisational change technique, the fishbowl group may disseminate information about what they have been doing. It gives the members of the outer circle the opportunity to listen to and understand those inside the fishbowl. It links the efficiency of a small-group working with the delivery of information to a larger group.

3.4 Cybernetics

Wiener (1948) defines cybernetics as the science of control and communication in the animal and the machine. He coined the word cybernetics derived from the Greek word *kybernetes* meaning steersman. Cybernetics had been pre-empted in all but name, however six years earlier. A number of innovative thinkers in biology, computer science, anthropology, engineering and philosophy had been meeting since 1942 in a series of conferences organised through the Josiah Macy Foundation. Heims (1991) documents the interdisciplinary speculations of Margaret Mead, Gregory Bateson, John von Neumann and Warren McCulloch, among others in the Macy Conferences. In current usage, the concept of cybernetics is much broader in scope. These ideas and speculations have developed in many directions since then. Wiener was the author of over 200 papers in mathematical and scientific journals and of 11 books; his last book (1965) was a penetrating study in the most human terms of the philosophical and religious implications of cybernetics.

Cybernetics focuses on how a system functions, regardless of what the system is. Many researchers and authors have considered various aspects of cybernetics in their field. Deutsch (1963), for example, analyses the political process from a cybernetic viewpoint. Glushkov (1967) reviews the theoretical fundamentals of cybernetics as a science concerned with the general laws of data transformation in complex control and information processing systems. George (1965; 1969) focuses on the broad principles involved in intelligent behaviour to develop models of cognitive behaviour, a field of study which he labelled as Behavioural Cybernetics. Walter (1961; 1969) reviews the properties of the living brain, with particular emphasis on the thinking process, structural redundancy, memory and learning in the context of the role of cybernetics. He labels his study of communication and control in the living brain neurocybernetics. In the field of medicine, Clark (1963; 1969) coined the term medical cybernetics as to refer to application of cybernetic thinking to any system in medicine. He asserts that such systems occur at many levels, for example, the relationship between the doctor and his/her patient, or the hypnotist and his/her subject, the homeostatic mechanisms of the body at the physiological level or the genetic system at the level of molecular biology. Boulanger (1969) claims that the origins of cybernetics lie in the borderlands between the disciplines of engineering and human physiology, hence its concern with the creation of intelligent machines and with the interpretation of the nature of life itself. There are many distinguished researchers and writers in cybernetics including Gordon Pask (Scott, 1980a; 1980b) who authored and published over 274 papers and books, Stafford Beer (*Kybernetes*, 1993) with more than 200 publications, Heinz von Foerster (von Glasersfeld, 1997), Ross Ashby, Humberto Maturana and Francisco Varela, among others.

Robb (1985) argues that cybernetics has served a common unifying theme that connects the classical, scientific, and organisational theory schools of thought in management. These dimensions of cybernetics are related to the ideas of control and regulation contained in the original concept. Several authors have offered their definitions of cybernetics, giving the discipline a new breath of life. Von Glasersfeld (1997) describes cybernetics as the art of creating equilibrium in a world of possibilities and constraints. Cavaleri & Obloj (1993) defines cybernetics an approach to managing information to regulate and promote change in human systems by promoting the attainment of balance wherever possible.

Wiener's definition of cybernetics is generally accepted despite the appearance of other statements of various length and complexity (Klir & Valach, 1967). The present tendency is to regard cybernetics either as a scientific umbrella of synnoetics (ie. computer sciences and technologies, ranging from automation to the theory of programming), or as a philosophical approach aiming at synthesising an enormous variety of sciences both pure and applied. It is a discipline surrounded by a forbidding aura of mystery, arousing curiosity, interest and even some hostility.

3.5 The Systems Perspective

The use of systems approaches dates back to the development of military strategies by British and American researchers during World War II. One of the first large-scale movements to define systems thinking was an attempt led by biologist Ludwig von Bertalanffy. This effort established a set of universal principles that could be used to explain the actions of most types of systems. The research was focused on identifying similarities that exist in different fields and then attempting to relate these similarities in terms of a common cause, explained as a universal set of laws (von Bertalanffy, 1968). This body of knowledge is called General Systems Theory (GST).

Some of the basic tenets of General System Theory are given below:-

-
- Nature is one unified *whole*.
 - The notion of a *system* is a revealing concept through which to model nature and the world in which we live. Systems do not actually exist, but are defined by the observer.
 - A system is any organised collection of *elements* or parts, interconnected with relationships and contained within some identifiable *boundary*. In addition:-
 - A system has an identity that sets it apart from its environment and is capable of preserving that identity within a given range of environmental scenarios.
 - Systems exist within a hierarchy of other systems. They contain subsystems and exist within some wider system.
 - Systems at the level of the whole have *emergent properties* which do not exist within the subsystems. The whole cannot be completely defined or predicted by the properties of the parts.
 - The general systems thinker uses the notion of system to highlight structural similarities across disciplines.
 - General Systems Theory provides a *meta-language* through which the paradoxes and language of individual subject disciplines can be discussed.
 - Any attempt to change or *control* a system over time must generate at least as much variety as the system itself (Ashby's Law of Requisite Variety, 1956).
 - A complex system is deemed to have so much variety that it cannot be managed or changed by an approach that requires dealing with all its states sequentially.
-

Table 3.5 Some basic tenets of General Systems Theory (adapted from Waelchli, 1992)

Although von Bertalanffy is commonly credited with the first formulation of a comprehensive theoretical framework describing the principles of organisation of living systems, Alexander Bogdanov, a Russian medical researcher, philosopher and economist developed a systems theory of equal sophistication and scope twenty to thirty years before von Bertalanffy published the first papers on his 'general systems theory'. (Capra, 1997). Bogdanov called his theory 'tektology' from the Greek *tekton*, which can be translated as 'the science of structures'.

The reason for the rise of GST was the inherent reductionist nature of science generally, and the narrow constraints it placed upon analysis of a given phenomenon. There was an implicit belief that scientific disciplines that in order to under the whole, disassembly of a system's constituent parts and to identify hierarchical cause-effect relationships was necessary. This was also evident in organisational field with development such as Scientific Management (Taylor, 1911), Industrial Administration (Fayol, 1916) and others. GST has broadly developed along two lines: formal systems theory based upon rigorous mathematical formulations and logical definitions of systems types, attributes and dynamics, and secondly qualitative systems theory which deals with conceptual models as well as metaphors and analogy where appropriate. Some of the developments of the formal systems theory are undertaken by Santa Fe Institute in the new sciences (such as complexity, chaos, dissipative structures) fall in the former category.

At the heart of systems thinking is the use of metaphor and analogy. Metaphor is increasingly being used within organisations for problem-solving and creative management activities (Beer, 1981; Tsoukas, 1991; Morgan, 1986). It is this ability of the metaphor to 'dissolve' the old and create the new which makes it a persuasive and powerful tool. Through metaphor, systems thinking set the stage for managing in novel ways by providing a way to reframe situations. Reframing is changing the way one thinks by replacing one set of mental references with another to create new meaning in a situation. According to many theorists, human actions are the product of one's core set of basic beliefs and assumptions (Argyris & Schon, 1978; Churchman, 1971; Richmond, 1990; Senge, 1990). Growing evidence indicates that the way managers think about situations is directly related to their effectiveness in achieving improvements in performance (Senge, 1990).

Following Prigogine & Nicolis's (1977) experiments in physical chemistry, which challenged the prevailing Newtonian view of science, behaviour in organisations are now explained and modelled by the dissipative structures model. In contrast to the open systems model, the dissipative structures model offers greater potential to explain the dynamics of change, which are relevant to the process of managing in turbulent times. Loye & Eisler (1987) propose that theories that attempt to explain the basis for total metamorphosis in the social sciences be known as transformative theories. Transformative change is governed by the process of self-organisation (Maturana & Varela, 1980) and self-organising systems show self-referencing behaviour. Many other authors have 'reframed' organisations as goal-seeking, adaptable and self-organising systems rather than as machines averse to change. Rosenberg (1998) for instance, explains how GST as a scientific philosophy with extensions such as cybernetics offers precise, counterintuitive prescriptions for managing complex entities. Sanchez & Heene (1997) model the organisation as a goal-seeking open system to facilitate the analysis of the issues involved in the dynamics of organisation operating in an uncertain and evolving environment. Brache & Rummler's (1997) systemic approach to business management addresses all factors relevant to the organisation system such as procedure, culture, structure and strategic direction.

Brownlee (1996) supports the view that complexity theory is increasingly being used by executives of large companies to boost efficiency and productivity. The theory assumes that characteristics shared by complex systems can be used to predict the future behaviour of systems. Linstone (1996) however argues that major discoveries in the science of complex systems have failed to reconcile systems theory and real world. According to him, the complexities of present technologies has made it difficult to implement policies without accompanying problems and complications. Dove (1996) asserts that self-organisation is the key to transforming an enterprise into one that is change-proficient.

It occurs when a work-group or an organisation is given the freedom to respond to a challenge facing it in a spontaneous and unbridled manner.

Jenner (1998) proposes that 'lean' organisations are successful because their fundamental structure embodies many of the characteristics of self-organising dynamic systems such as dissipative structures which balance chaos with order. Adopting concepts from Information Theory and Cybernetics, lean organisations are said to be extremely flexible and highly adaptable to rapidly changing competitive conditions and are characterised by continual reorganisation. Wheatley & Kellner-Rogers (1996) add that self-organisation facilitates continuous response to changes in the environment to ensure the success of the business. The notion that entities can self-organise posits that change is the organising force and not the problem. In self-organised systems structures and solutions are only temporary; resources and people create new initiatives and transform processes and leaders emerge according to the needs that arise. The ultimate purpose of self-organisation is to help the system renew itself.

There are others who have also moved beyond the confines of their discipline in search of ideas and concepts which may benefit their work. Gersick (1991) for example, examines the concepts of evolutionary and revolutionary change across six different subject areas, such as adult psychology, group behaviour, organisational development, history of science, biological evolution and physical science. Beer (1989:12) pursues his quest to know how systems are viable "through neurocybernetics and social science, through the invention and study of cybernetic machines, through the mathematics of sets and stochastic processes, and at all times through the OR fieldwork in industry and government." This study led to the development of the Viable System Model, some 30 years ago.

3.6 Viable System Model

Stafford Beer's (1959; 1972; 1979; 1981; 1985) work on the Viable System Model (VSM) is directed to answering the question 'What is the necessary and sufficient conditions that make an organisation viable?'. He defined viability as the capability to maintain an independent existence given a set of basic conditions. The VSM divides all organisational activities into five functions from System One to System Five. They are the productive function, the coordination function, the executive function, the development function and the coherence function. All the activities that an organisation performs can be described in terms of one or more of these functions.

The System One (S1) activities are the operations or wealth-producing parts of the enterprise. The relationship between these operations and their customers is the focus on which all other functions support. System One activities are defined as those which between them *produce* the organisation (Beer, 1985:8). These activities may be grouped by market, by geographical location or by another other distinctions. Since they have more information than anyone else about their units, System One management should be able to exercise as much autonomy as they can without interfering with the interests of the whole.

System Two (S2) is a coordination function. It is also referred to as the anti-oscillatory function because it dampens the oscillations which occur when two or more System One activities share common resources. System Two brings order to these anticipated fluctuations. System Two, however, does not make executive decisions. It is damping oscillation according to decisions already made. If the System One activities discover a new source of friction that needs coordination or that a standard procedure is no longer working well, changes can be made to System Two function. Such suggestions may come from System One as well as from other functions in the organisation.

System Three (S3) manages the internal and current affairs of the organisation. It is System Three's responsibility to maintain the stability of its operations and to manage the non-standard and unanticipated events in the *here and now* of the organisation. System Three is where cross-functional management must occur; where production control, sales, management accounting and all other internal management tasks are integrated. System Three maintains the perspective of the whole on all current operations. This usually calls for a different decision from that taken at System One or one which forgoes unit optimisation in favour of smoother overall operation. Threats or opportunities for synergy may call for a review of distribution of resources or priorities.

System Three -Star (S3*) is an audit function for System Three to delve deeply and sporadically into the operation of System One. It does not interfere with the operation of System One but to gain information needed to manage the organisation as a whole.

System Four (S4) is the development function. Whilst System Three is concerned with the *inside and now*, System Four looks to the *outside and future*. System Four uses two internal models to guide its activities. The first contains a complete model of its own activities and their connections. This prevents different perspectives on the future from acting at cross-purposes; for example, it make sure that Market Research is looking at the sort of product Research and Development is busy inventing and that both are consistent with the strategic plan. The second is a model of the larger organisation of which it is a part.

This gives System Four an instant call on whether the organisation is ready to accept a particular change through opportunities or threats from the environment. On the basis of these models, System Four launches external investigations of its near and longer term environments and attempts to predict future conditions. Although System Four has an external focus it also looks to the organisation's internal fitness for change and adaptation.

System Five (S5) maintains the organisation's identity and balances its present and future requirements. The built-in tensions between System Three (present operational needs) and System Four (future development needs) require a system to mediate between them and resolve the issues they cannot settle on their own. By bringing this resolution System Five provides closure to the organisation. Who is included in System Five varies, depending on the frame of reference. For some purposes, this system is represented by the Board of Directors, for others the whole population of stakeholders may be included. Its functions in either case is to speak for the whole organisation, at its particular level of recursion.

A particular strength of the VSM is its insight into the management of channels of communication, both with the organisation and between the organisation and its environment. Through these channels, the VSM represents the organisation in close inter-relationship with its environment, influencing and being influenced by it at many levels. The communication channels between the functions (S1, S2, S3, S3*, S4, S5) represent homeostatic loops to enable the organisation to maintain homeostasis internally and with the environment. This enables the organisation to keep track of the essential variables to remain within physiological limits.

The VSM is illustrated in the following diagram.

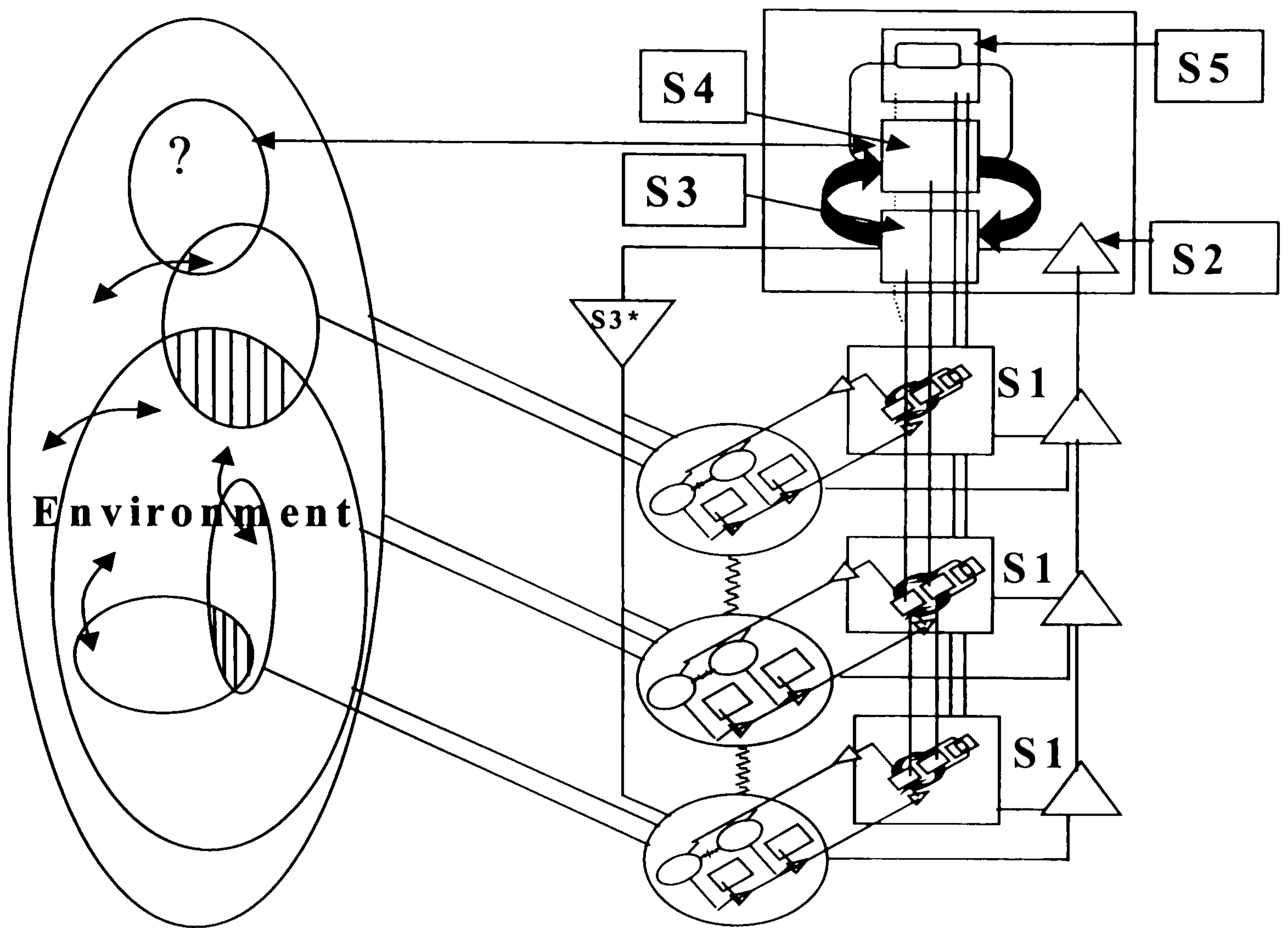


Figure 3.1 The Viable System Model

The VSM is a recursive or nested model, with each System One containing within it a full viable system, like a system of Chinese boxes or Russian dolls. The organisational structure and its features are repeated from the shop floor to the boardroom and from the boardrooms of the operating companies to those of the holding companies and so on. This recurrence of common features and structure between successive levels brings a note of simplicity to the complexity demanded by the Law of Requisite Variety (Ashby, 1970). In describing a particular model, one specifies the 'level of recursion' being defined. The business unit or project itself may be seen as a lower level of recursion of the company it belongs to, which in turn is another lower level of recursion of one or more larger viable systems: its industry, community or other societal bodies. At each level of recursion all six functions (S1, S2, S3, S3*, S4, S5) are included.

The VSM is an exceptionally insightful organisational analysis tool that is conspicuous by its absence from the mainstream organisational change literature. Brocklesby & Cummings (1996) assert that this is largely due to the theoretically daunting manner in which the model has been presented and the lack of practical easy to follow case studies focused on business organisations. Anderton (1989) argues that the passage into the mainstream would be facilitated by more formalization of the theory. There are, however, many practitioners who contribute to the literature of the VSM. Notable among many important contributions is the work of Espejo & Harnden (1989), Espejo *et al.*, (1996), Espejo & Schwaninger (1993). Contributions to the literature of VSM are, in the main, applications of the VSM to diagnose organisations. Theoretical and conceptual discourse on the VSM are offered by other system thinkers, among them are, Waelchi, Jackson, Harnden and Espejo.

Waelchli (1989) states that Ashby's Law of Requisite Variety, cornerstone of Beer's VSM, is also the root law of organisations. He argues that manifestation of the Law are visible in the early thinking of Fayol and Taylor, through the Human Behaviour movement and to the 'excellent' organisations of Drucker, Peters, Ouchi, Kanter and others. Jackson (1988) attempts a detailed assessment of the managerial significance of Beer's Viable System Model using the method 'reflective conversation'. Espejo & Harnden (1989) explore the epistemological and methodological issues to deepen the understanding of the VSM.

Espejo (1990a), in his editorial to the special issue of Systems Practice dedicated to Stafford Beer's Viable System Model (VSM), asserts that the success of developing a holistic view of a situation depends on the tools for thought used in the endeavour. If the tools are reductionist the outcome may well be a very authoritative but an unrelated set of views about a situation. On the other hand, if the tools are systemic but too complicated, it will be of limited practical use for it will overwhelm our limited information processing capability. The VSM, he claims, is a powerful tool to cope with complexity and recognise connectivity and systemic implications of actions. However for the VSM to have any impact, its epistemology must be shared among participants or users in organisations. It is not good enough to have isolated individuals with these insights; it is necessary for them to create a much wider consensual domain, through not only publications but also a good deal of practice. Bridging the VSM with knowledge emerging from a wider range of other traditions is necessary to extend this consensual domain. Flood & Zambuni (1990) describe an application of the model in the reorganisation of a major tourism services group. In this case, the VSM offered the authors a language to talk about the company's problems and they succeeded in sharing it with the people in the organisation. Their ability to share a language was at the core of their success. Schwaninger (1990) contributes a link between current thinking in the field of planning theory and the holistic framework provided by the VSM.

The idea of using “value potentials” as precontrols to assess the meaning of profits in a company is enhanced by their embodiment in an organisation structure. The link between organisation structure and strategy is a powerful one and is provided by the 3-4 Homeostat of the VSM at different levels of recursion.

Schuhmann (1990) offers a discussion of the process of transforming business intent and strategy into an information systems strategy for the Film Division of Hoechst AG. This transformation is mediated by the discussion of necessary structural adjustments to the organisation. The VSM in this case offers the conceptual framework within which business strategy, structure and information systems are related. Espejo (1990b) discusses a cybernetic methodology based on the VSM to gain a deeper understanding of, and capacity to deal with, situational and regulatory complexities. The methodology composed of two loops: the cybernetic loop and the learning loop. The former is concerned with the context or operational domain in which people interact and the latter deals with two conversational modes, following Flores’s (1982) distinction, as conversation for possibilities and conversation for action.

Dickover (1994) provides a way for practitioners to learn the skills necessary to employ a particular systems model in practice. Based upon Schon’s (1983) work, Dickover uses Reflection-in-Action to develop an explicit awareness of tacit knowledge as well as improve data collection and modelling abilities continuously. Through Reflection-in-Action, Dickover generates a Viable System Model of San Francisco Zoo. This project involved three phases of research; for each, a VSM using the data available was constructed. During each phase, the questioning of current assumptions and operating norms led to changes in the direction of the research, and therefore led to the construction of significantly different VSMs for each phase. Latin (1991) adopts the VSM and its recursive nature to move from a simple model of network management systems. He uses the VSM to conceptualise, develop and design complex network structures capable of supporting large and highly complex networked-systems, comprising multi-physical and multi-threaded logical networks within a multi-service environment. Britton & Parker (1993) use the VSM to model project management. The model is used as a guide to write the procedures, the organisational structure and equipment needed to implement them, elements they consider as essential requirements for viability. The authors have used the model to design and implement project management systems for two organisations and, in another project, to unify information management in the construction industry in Singapore (Britton & Parker, 1989). Espinosa (1997) adopts principles of cybernetic and the VSM to develop a system for monitoring the effectiveness of the Social Solidarity Network in Colombia.

The design has been inspired by Beer's (1979, 1981a, 1981b) ideas of monitoring and control, and informed by concepts and ideas from second-order cybernetics, which focus on the role of the observer in describing and affecting the systems under study.

Jackson (1993) uses the VSM to extend eighty-three "descriptors" of the notion of island ecocodevelopment in the Aegean area (Greece), initially generated by participants using Nominal Group Technique (Delbecq et al., 1975) and Interpretive Structural Modelling (Warfield, 1976). The VSM was used to identify necessary management functions to deal with problems of island ecocodevelopment. Beckford (1992) describes the application of the VSM to a family-owned retail motor trader whose internal boundaries were ill-defined and where a careful balance of central control and autonomy was required to ensure freedom of operation at the same time as organisational cohesion. The VSM provided a composite overview of the organisation to the directors for them to take rapid decisions in a deteriorating situation, and to ensure that changes in one area could be assessed in the light of likely impact on others.

Walker (1990) uses the VSM to design an effective organisational structure within the constraints of cooperative working practices. He argues that far from regarding the political constraints of cooperative as a burden, the VSM builds effective management from individual autonomy and provides a vision of an organisation which can be not only a rewarding and humane place to work but also a responsive and effective organisation.

Beer (1989) lists some other applications of the VSM in diverse business sectors, government at all levels and academia. There is no attempt to summarise it here except that it is suffice to mention that the lack of systematic archive of applications may result in many others not known, published and disseminated.

3.7 Conclusion

This chapter builds the theoretical foundation upon which this research project is based. From the late nineteenth century up to the 1960s scientific management, human relations and contingency theory have all influenced how organisational change has been perceived and dealt with. This rich legacy is briefly examined in this chapter along with some of the assumptions about change that have been carried forward from it into later change management thinking. In doing so, several research issues are identified across the disciplines surveyed.

Among the issues identified are the inability to create organisations which are capable of implementing change to shift into the new business paradigm, resulting in cynicism and lowered commitment, and the convergence of Organisational Development and Systems tradition to organisational change.

Particularly relevant to this research project is the issue of the effectiveness of the various methods of corporate visioning and consensus building to implementing change in organisation. These “whole system” interventions seek to take into account the issues, concerns and desires of participants or stakeholders and develop plans and decisions which will, by design, inherent full commitment, ownership and support across the organisation for effective implementation. However research on the effects of such interventions or search conferences, if there is any, have not been reported in the literature. The use of cybernetics and in particular Beer’s Viable System Model (VSM) in designing self-organising and adaptable organisations are surveyed. Whilst there is a rich catalogue of VSM applications, particularly in its use as a diagnostic tool, the use of the VSM as a “hermeneutic enabler” (Harnden, 1989:394) is yet to be explored.

The VSM is also described to highlight its use as a powerful tool for providing a systemic context for designing and organising *syntegrations*. By modelling using the VSM, the organisation is able to identify stakeholders or participants to form the *infoset*, recursion of the organisational situation and the appropriate *Opening Question* for the *syntegration*. On other hand, *Team Syntegrity* can be a useful model and protocol for the proper functioning of the Three-Four homeostat (S3-S4) of the viable organisation. Beer (1994:159) presents his arguments for organisations to “metabolize the creative and the synergistic resources” through self-organising properties of *infosets* and the redundancy of potential command derived from *syntegrations*.

Our effort at using cybernetics, VSM and *Team Syntegrity* as an enabler to design organisational intervention and change is our contribution to the corpus of knowledge.

4

Research Methodology

4.1 Introduction

This chapter discusses the positivist and interpretivist research paradigm, and the research approach adopted for this project.

The approach adopted for this research project focuses on “action” the desire to improve matters in a real-world problem situation with which the research activity is directly involved, and the “research” element a desire to produce rigorous, generalisable results. For this purpose, Action Research (AR) is introduced and explained in this chapter.

The use of syntegegration within action research (AR) is also discussed with a view of developing an overarching framework for designing Team Syntegrity interventions. This framework will be applied to the five research situations [Chapter 5] and reformulated as a generalised framework [Chapter 7] resulting from the learning about the situations and perspectives from cybernetics.

4.2 Research Paradigms: Positivist and Interpretivist

Thomas Kuhn (1970) referred to the fundamental points of view characterising a science as its paradigms. In the history of natural sciences, major paradigms include Newtonian mechanics, Einsteinian relativism, Darwin’s evolutionary theory and Copernicus’s heliocentric theory of heavenly motion. Whilst many think of science as developing gradually over time, marked by important discoveries and inventions, Kuhn said it was typical for one paradigm to become entrenched, resisting any substantial change. Eventually, however, as the shortcomings of that paradigm became obvious, a new paradigm would emerge and supplant the old one. Thus the view that the sun revolved around the earth was supplanted by the view that the earth revolved around the sun.

Social scientists have developed a number of paradigms for use in understanding social behaviour. The fate of supplanted paradigms in the social sciences has differed from what Kuhn observed in the natural sciences. Natural scientists generally believe that the succession from one paradigm to another represents progress from a false view to a true one. No modern astronomer believes that the sun revolves around the earth, as an example. In the social sciences, on the other hand, theoretical paradigms may gain or lose popularity but they are seldom discarded altogether. The paradigms of the social science which include Early Positivism, Social Darwinism, Conflict Theory, Symbolic Interactionism, Ethnomethodology, Structural Functionalism and Post-Positivism, offers a variety of views and insights.

The debate on the relevance of different paradigms for the conduct of social research are ongoing as social science research and knowledge claims are often viewed with scepticism because of the approaches and methods adopted are deemed unscientific or because they do not accord with the standards of science as traditionally conceived.

Social science however has attempted to model itself on practice in the natural sciences, aiming to describe and explain events, processes and phenomena in the social world in a manner that allows generalisations to be drawn. The quest is for systematic explanations that can be supported with empirical evidence. Within the positivist tradition, this involved a search for empirical relationships that lend themselves to one of four basic kinds of explanation, described by Nagel (1961) as deductive, probabilistic, teleological and genetic. These approaches to scientific explanation presume a basic regularity in the social world that can be observed and expressed in terms of empirical laws and relationships. Although scientists forewarned by Hume's (1740) famous critique of causality are cautious about using the idea of "cause" as a basis of explanation, the quest is for a certainty of knowledge grounded in the idea that just as day is likely to follow night, condition X is likely to be associated with condition Y in a regular and hence predictable manner. Given this kind of quest, the use of hypothetico-deductive approaches that generate knowledge through the use of predictions to be tested against data generated in controlled experiments and through survey research provides the basis for a very logical and powerful methodology. Similarly, research methods that use an inductive approach, drawing inferences and generalisations from data already available, also commend themselves. The task of ensuring that the knowledge thus generated is sound and true becomes a technical one, i.e. the research project using these approaches can be evaluated according to the degree of rigour with which they have designed and conducted their experiments and surveys and the competence with which they have collected and analysed their data.

A main concern is to ensure that the research is reliable and valid in the sense that the results can be reproduced in similar settings. The researcher should be concerned with producing generalisable knowledge based on systematic, comparative, replicative observation and measurement. These are the hallmarks of good positivist research and the criteria that are used to judge the quality of research generated by positivist research strategies.

However when the assumption that it is possible or meaningful to study the social world as a system of objective, empirical regularities that can be neutrally observed, measured and predicted, is challenged, then the criteria used to evaluate such research becomes problematic. Several reasons may be offered, for example, there is the question concerning the neutrality of observation and the related problem of objectivity. Many authors have suggested that observations can be seen as theory laden and objectivity as a socially constructed phenomenon. From this perspective, the protocol of positivist science is rendered as a specific kind of interpretation that serves to produce not objectivity, but the myth that one is being objective. The disciplined observation, measurement and analysis that characterise positivist science produce a form of planned perception. If a group of people agree to see the world in a certain way, it is hardly surprising that they are likely to see the same thing. The protocol of science operates to produce this kind of effect.

The process of hypothesis testing breaks down a “messy” reality into sets of clearly structured relationships or well-structured problems. The method requires ambiguities be discarded and implicitly assumes that the absence of ambiguity is a quality of the phenomenon being measured. The attempts to develop concepts and measurements for implementing the hypothetico-deductive approach are the actions that attempt to remove this ambiguity. In establishing this kind of protocol for the conduct of scientific research is, in effect, laying a clear trail for others to follow. The objectivity of such research rests as much in the nature of the research instrument used as in the data observed or the conclusions drawn. The replication of such research projects to determine the generalisability of findings is in essence a replication of the socially constructed way of seeing built into the protocol that guides the research.

Although scientists are usually ready to recognise these problems and limitations of positivist research, their relevance for setting standards for the evaluation of knowledge is not so clearly appreciated. The idea of obtaining a generalised form of objective knowledge based on the positivist idea of systematic, comparative, replicative observation and measurement is still often used as a point of reference against which all research should be judged. These are the criteria that are often used to disparage the worth of a single case study or qualitative research, in which the researcher as participant in the situation is really the only research instrument used.

Such an approach to evaluation is based on a major fallacy and logical error in that rules for conducting research are mistakenly seen as rules of justification to be used in the evaluation of knowledge. Hence research strategies that abandon the positivist standpoint of the detached, neutral observer cannot be fairly judged in terms of the evaluative criteria normally applied to positivist research, for they seek a different kind of insight, adopt different methodologies and favour different criteria for judging their knowledge claims. Such is the case with interpretative research strategies, which in essence have evolved in an attempt to overcome the limitations of positivism.

The theorists who laid the foundations of modern interpretive research sought to remedy weaknesses in the positivist approach by focusing on the rich, socially constructed texture of the social world (Burrell & Morgan, 1979). Reacting against the description produced by the positivist quest for generalised laws and relationships and the tendency of the positivist scientist to impose meaning and explanation on the social world, they advocated an exploration “within” the phenomenon being studied. In their different ways they laid the basis of objectivity in the social sciences that actively takes account of the importance of subjective meaning and individual action in the processes through which human beings construct their world. In order to understand how the social world becomes constructed as a reality that positivist researchers can then observe, it is necessary to get inside the process of social construction, building up from the concepts and actions found in the situation being studied to describe and understand the detailed means through which human beings engage in meaningful action and create a world of their own or one that is shared with others.

The positivist aim of generalisable knowledge based on systematic, comparative, replicative observation and measurement simply does not apply to the kind of interpretive enquiry described above. While it is true that generalisations are sought, since all inquiry typically presumes the possibility of extrapolation of findings beyond the individual case, the interpretive researcher is more concerned with identifying generalisable processes that are not content specific and therefore cannot be generalised in terms of measured relations between networks of facts verified through predictions of outcome. However there is a contribution to knowledge if the researcher can identify generic processes or patterns through which human beings construct and make sense of their realities, illustrated through the evidence of exemplars or archetypes, rather than through systematic bodies of data in the positivist tradition. The evidence generated by the interpretivist research is much more likely to be an evocative rather than comprehensive kind, to be sustained, rejected, or refined through future studies. The conclusions of one study merely provide a starting point in a continuing cycle of inquiry, which may over time serve to generate patterns of data from which further conclusions can be drawn.

Many of the research strategies within the interpretive paradigm are concerned with producing knowledge through action. Researchers using action-based strategies seek a form of knowledge in the process of acting on and changing the situations they are researching. The idea that valid knowledge must always be action based is a very important one in the history of social thought and clearly recommends itself as an important consideration in the evaluation of knowledge-claims. Action provides the basic means through which we can come to know the world, since it is through action that we ultimately construct and make contact with our reality. It is in attempting to influence and change that reality that we come to understand it most clearly (Dewey, 1938; Piaget, 1972).

4.3 Action Research

The term “action research” was introduced by Kurt Lewin in 1946 to denote a pioneering approach toward social research which combined generation of theory with changing the social system through the research acting on or in the social system. Ever since then, when the term first appeared in the social science literature, action research (AR) has meant different things to different persons. Sommer (1987) reports whereas most authors credit Kurt Lewin (1946) with originating this approach, others have suggested that Collier (1945), Lippett and Radke (1946) and Corey (1953) also deserve credit for independently developing AR. This was due to the parallel but independent development in Britain during the same years Lewin was formulating his ideas in the USA. It began with a World War II group which later formed the Tavistock Institute of Human Relations.

For Lewin, AR meant action on a realistic level, actions always followed by a self-critical, objective evaluation of results, with an aim of “no action without research; no research without action” (Marrow, 1969:193). The following quotes exemplify the AR tradition attributed to Lewin.

“Such an approach to scientific endeavor, one which is aimed at the discovery of the determining conditions of events, is obviously ideal for the scientist whose life as a scientist is integrated with his life as a citizen, who wishes to pursue a scientific way of life and at the same time to devote his energies toward civic betterment [Action Research] is a field which developed to satisfy the needs of the socio-political individual who recognizes that, in science, he can find the most reliable guide to effective action, and the needs of the scientist who wants his labors to be of maximal social utility as well as of theoretical significance.” (Chein *et al.*, 1948:43-44)

“We will have to watch out that theory never breaks loose from its proper place as a servant, as a tool for human beings.” (Lewin, 1943:118)

As can be seen in the first quote, AR couples theory with practice and works to apply theoretical principles to define effective action.

Action research, as inferred from the second quote, unlike much research tied to theory development, views application of theory as of equal importance with theory development. In addition, AR benefits from the roots it shares with Lewin's other interests in (a) field theory, with its attention on social fields of force, the life space and what now are called ecosystems, and (b) the study of group dynamics. Thus AR looks at behaviours in context and as being shaped by social forces and the focus goes beyond individuals to include the settings in which those individuals exist and the dynamic of those settings.

Action research emphasises the actual use of and dissemination of research products. Unlike academic research, AR builds utilisation strategies into the overall research design (Ketterer *et al.*, 1980). Gavin (1985) sees AR as providing a client with a continuous diagnostic and self-monitoring process so that the objective is not specific change per se, but rather the assimilation of the diagnostic and self-monitoring process into the routine operations of the system.

Schein and Bennis (1965) consider the basic principle of the approach to hold that action must be based on carefully collected and analysed data. Sanford (1970) views AR as problem-centred research that bridges the gulf between theory and practice. Palmer and Jacobson (1970:3) view AR as a way of using research to further social action in which "numbers of people can be organised around tasks of defining problems and finding facts in such a way that the research itself becomes a form of empowerment and action".

Action research has an uneven history in the behavioural sciences. According to Sanford (1970), the approach has had more influence outside psychology, in such fields as business, education and criminology rather than mainstream social psychology. Even though AR seems to define an approach with great potential for applied researchers (e.g., Argyris *et al.*, 1985), it has received mixed attention from them. There may be several reasons why AR has not become more popular and Maruyama (1996) claims the most prominent is that it is not well understood, for a range of approaches has come to be called AR.

4.3.1 General Principles of Action Research

Rapoport's (1970:499) definition of action research is, perhaps, the most frequently quoted in contemporary literature on the subject:-

"Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework."

To the aims of contributing to the practical concerns of people and to the goals of social science, Susman & Evered (1978) add a third aim, which is, to develop the self-help competencies of people facing problems. Maruyama (1996) asserts that action research begins with the desire to be involved with the application of one's scientific interests and discoveries, but it goes much further. In the words of Chein *et al.*, (1948:44), "The relations of the action researcher to the community and to society at large do not, however, begin at the point where he has made his discovery. The relations begin with the very definition of his research problems". The interest of the action researchers, therefore, are driven both by their intellectual pursuits and curiosities and by the interests and needs of the community of which they are part. Thus AR is likely to be used to address needs that emerge as most important within communities rather than needs of small number of individuals.

Although AR can be initiated by a group bringing a problem to "an expert" for assistance, relationships between researchers and practitioners often are much more enduring. Action researchers are involved in an ongoing basis with the communities that provide them their problems or issues. Lewin (1946) argues that effective action research involves a number of cycles of problem identification, planning and implementing (action steps) of an intervention, interpretation of findings and problem redefinition. Lewin's views differ greatly from common practice in which experts are called in to help address a problem. Most commonly, they design an intervention, implement it and then once the intervention is evaluated, leave. As noted by Schein (1996) regarding this issue, in many such studies the researchers seem to pay insufficient attention both to their impacts on the setting and to the importance of building relationships with the individuals in the setting before assessing the views of those individuals.

Insofar as the problems of action researchers are driven by community interests and needs, implicit in any discussion of action research is its collaborative nature. According to Chein *et al.* (1948), for the action researcher "problems grow out of the community life" and that the action researcher must learn to sense, not merely the objective problems but also how the community evaluates its problems. Chein *et al.* (1984) also states that action researcher must play a role in helping to articulate its problems and the problem must first be defined that it becomes amenable to investigation in an existing social setting. Particularly noteworthy is the emphasis on testing problems within a social context in which they developed, drawing heavily from Lewin (1951) and field theory, for field theory focuses on characteristics and dynamics of the setting in which social interactions occur, i.e., in Lewin's terms, the behaviour in the situation.

From this perspective, studies devoid of context are much less value. In Lewin's (1948:202-203) words,

“The research needed for social practice is comparative research on the conditions and effects of various forms of social action, and research leading to social action. Research that produces nothing but books will not suffice”.

Implicit within the above articulation of action research is the idea that the researcher comes into the setting as an expert, “the most reliable guide to effective action” (Chein *et al*, 1948:44). The individuals knowledgeable about scientific methods and theories should have considerable resources to share about those theories and methods. In exchange, the individuals in the situations are experts about their culture and its ways, and know most about the particular situation. They inform the scientists about “local conditions” that can affect the theories that are being applied. Whether or not the view of researchers as experts in theory and methods is an integral part of action research, or simply reflects a focus of the audience for which research articles were written, may be an issue of contention. Some current variations of action research argue that researchers should not impose their values and perspectives on their collaborators, but should unobtrusively let those collaborators solve their own problems through empowerment.

4.3.2 The Validity of Action Research

Natural science has provided the paradigm model for organised inquiry. The investigation of natural phenomena via the method of science is undoubtedly the most powerful form of knowledge generation ever devised. The development of that method is the distinguishing characteristic of the civilisation in which it has emerged, starting with the pre-Socratic philosophers in Ancient Greece in the 6th Century BC. They postulated rational myths about the world which led to the development of rational methods of investigating the world, culminating eventually into the Newtonian model as a limited case of Einstein's physics.

Checkland (1981) asserts that the scientific method can be expressed as being based on three fundamental principles which characterise it and give its power: reductionism, repeatability and refutation. Scientists select a portion of the world to investigate and carry out disciplined observations in experiments. If the results of the experiments are repeatable, they count as part of the body of knowledge, and progress can be made in sequences of experiments through the testing to destruction of hypothesis. Scientific knowledge is then the accumulation of hypotheses which have not (yet) been refuted. This method of enquiry has been so successful that to declare some putative knowledge as “unscientific” is often to justify dismissing it as irrelevant. The power of scientific method lies in the replicability of its results; this turns its findings into “public knowledge” (Ziman, 1968).

This replicability of experimental results stems from the fact that the phenomena investigated must be in, Keynes' phrase "homogenous through time": the inverse square law of magnetism is always, demonstrably, an inverse square law. Keynes (1938) quoted by Moggridge (1976:26) was pointing out the economics should repel attempts to turn it to into a pseudo-natural science precisely because

"unlike the typical natural science the material to which economics is applied is, in too many respects, not homogenous through time."

The point which Keynes makes highlights the difficulties for social-scientists who would like to make use of the outstanding successful method of inquiry developed in the natural sciences. Can the method of science be applied to material which is not homogenous through time, making complete replicability impossible?

This is the context in which AR emerged. As mentioned earlier, Lewin perceived "the limitations of studying complex real social events in a laboratory, the artificiality of splitting out single behavioural elements from an integrated system (Foster, 1972). The concept emerged of a researcher immersing himself or herself in a human situation and following it along whatever path it takes as it unfolds through time. This implies that the object of research becomes the change process itself. This is a difficult concept for those anxious to import hypothesis-testing into social research, though it is an approach with which anthropologists and sociologists are familiar. Whyte (1991a), reports work done in which "informants" in situations he researched became "active participants in the research," thus blurring the distinction between the researcher and those researched. This practice is not readily embraced by natural scientists and those who emulate their method of inquiry. Vickers, as quoted by Checkland & Holwell (1997) points out that since social phenomena are mental abstractions at a meta-level to their manifestations, even *thinking and arguing* about them can change them.

Most "intepretive" action researchers, acting on the assumption that social reality is continuously being created and recreated in a social process would accept the notion of Argyris et al. (1982) that the crucial elements in a research approach which works within a specific social situation are :-

- a collaborative process between researchers and people in the situation
- a process of critical inquiry
- a focus of social practice
- a deliberate process of reflective learning

This implies a very different kind of research in which the researcher propounds a hypothesis about some part of perceived reality and then tries to test that hypothesis to destruction.

Checkland & Howell (1997), through the 25-year program at Lancaster University which led the emergence of soft systems methodology (SSM), illustrate the elements entailed in any research mode through the following diagram:-

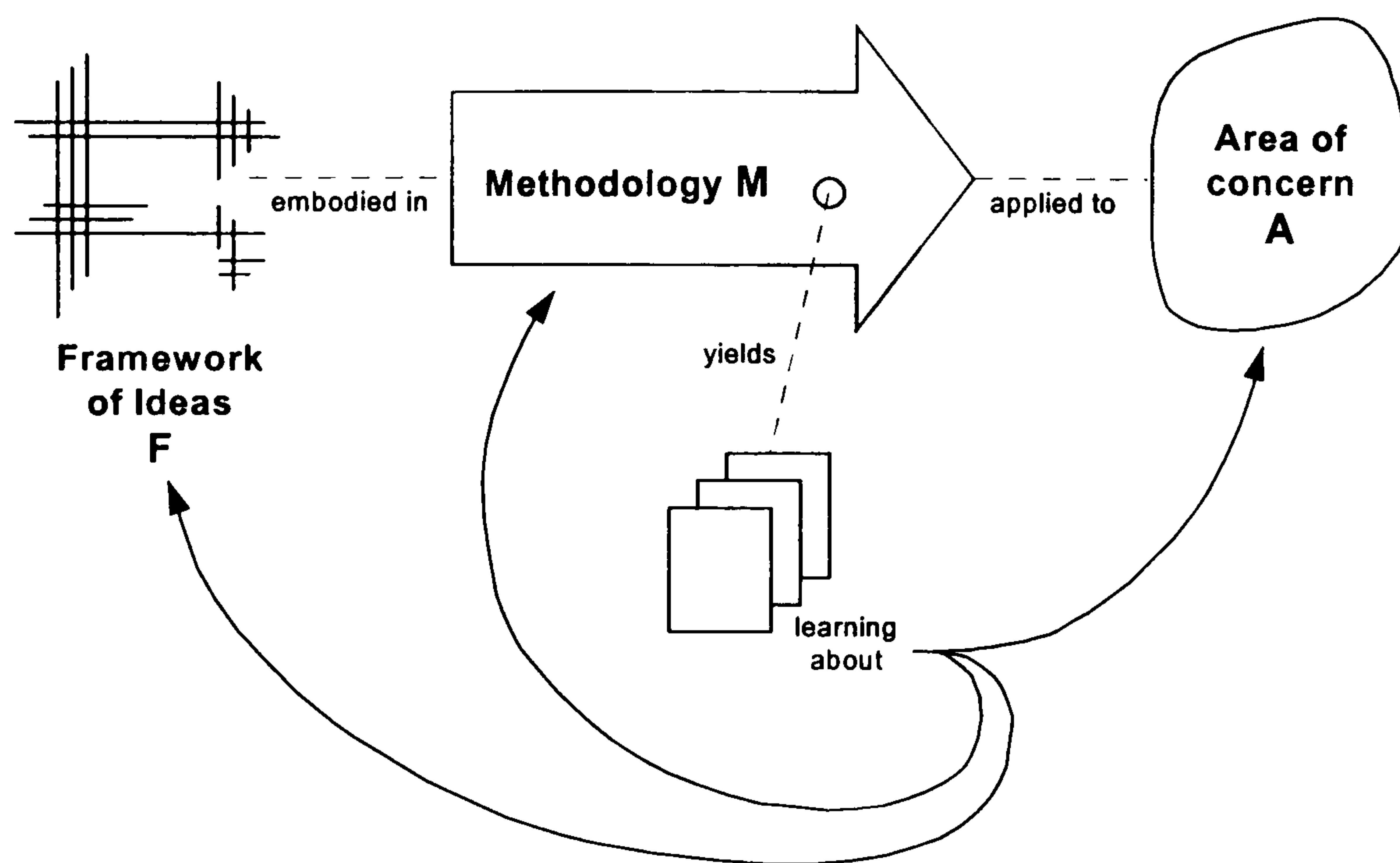


Figure 4.1 Elements relevant to any piece of research
(From Checkland & Howell, 1997)

Particular linked ideas F are used in a methodology M to investigate an area of interest A . Using the methodology may then teach us not only about A but also the adequacy of F and M . The change to or modification of F , M and even A has to be expected in action research. The susceptibility to change F , M and A in research in which the researcher becomes involved in the flux of real-world situations leads to a most important principle in action research.

In keeping with our intellectual bearings in a changing situation in which the adequacy of F and M and the appropriateness of A are likely to be tested, it is essential to declare in advance the elements $F M A$ in Figure 4.1. This is the intellectual structure which will lead to findings and research lessons being recognised as such. Without that declaration, it is difficult to see how the outcome of AR can be more than anecdotal. It is therefore essential to define the epistemology in terms of which 'what' counts as knowledge from the research will be expressed. It is the neglect of this principle which leaves AR vulnerable to positivist critics resolutely hanging on to hypothesis testing as a way of researching social phenomena.

In constructing another “ideal-type” model of research, modified from the hypothesis-testing research process, to cover AR, we have to accept that the researcher will deal not in hypothesis testing but in research themes within which lessons can be sought. The researcher interested in particular themes, declaring F and M (from Fig 4.1) then enters the “social practice” of a real-world situation in which the themes are relevant and becomes involved as both participant and researcher. It will be necessary to think about that dual role and to negotiate carefully entry into the situation and his or her role in relation to that of the participants. Work to effect change and “improvement” can then ensue, with the researcher, however his or her role is defined, also committed to continuous reflection on the collaborative involvement and its outcomes. This will entail trying to make sense of the unfolding experience using the declared F and M which allows this to be done coherently. Since real-world situations continuously evolve, the researcher must negotiate an exit from the situation and tease out the serious lessons learnt. Checkland & Howell (1998) illustrate the process by the following diagram:-

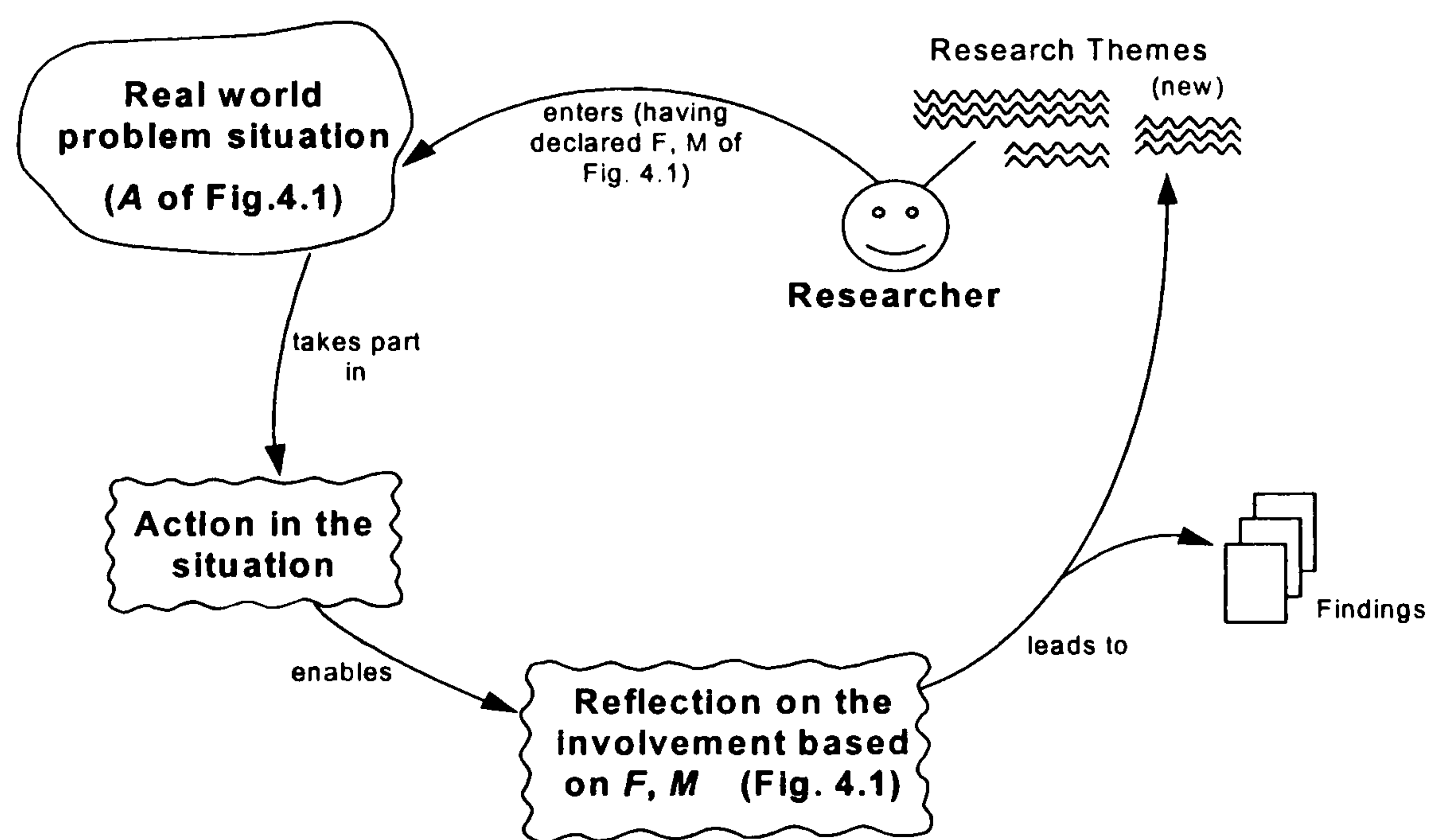


Figure 4.2 The cycle of action research in human situations
(From Checkland & Howell, 1997)

Figure 4.2 implies a process of AR which covers entering a problem situation, declaring the epistemology in terms of which ‘what’ counts as learning will be recognised, taking part in the change process, reflecting upon the experience, and recording the learning.

The process is diagrammatically illustrated as follows:-

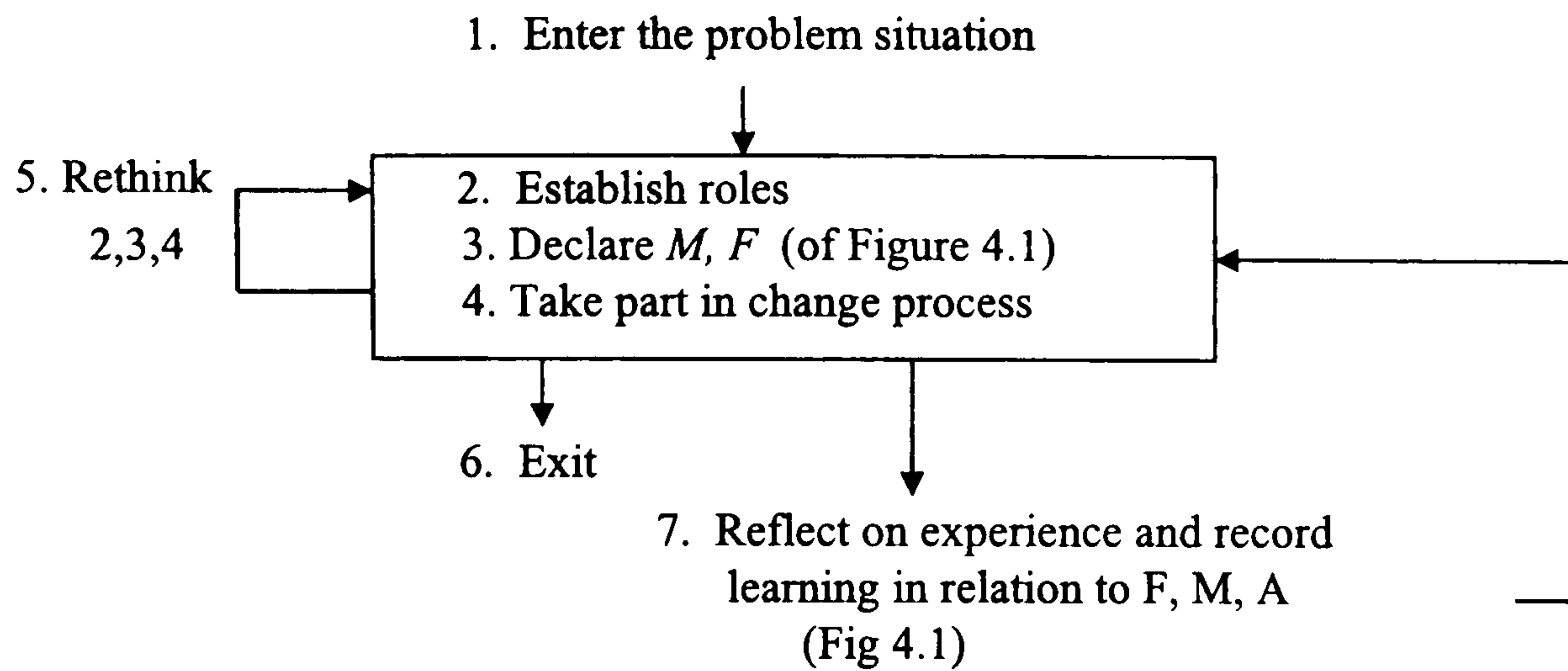


Figure 4.3 The process of action research

The process such as that in Figure 4.3 could not produce law-like generalisations from involvement in a single situation. In any case AR does not assume that “social laws” await discovery in the same way that physical laws can be regarded as regularities of the universe which recur whether or not they have yet been noticed or codified. Checkland (1997) describes the work of a multidisciplinary team which yield defensible generalisations through a serious organised process of AR. In spite of evidence that AR can lead to results which can be generalised and transferred to other situations, however, it is obvious that AR cannot aspire to the same claim of validity as that associated with natural science (Campbell, 1988; Phillips, 1992). Achieving credibility, consensus and coherence does not make a “truth claim” as strong as that derived from replicability of results independent of time, place and researcher. Action researchers must pay careful attention to the claim of validity relevant to their research into phenomena not “homogenous through time”.

Since any organisational situation at a particular time, with its particular participants having their own individual or shared histories may be unique, it cannot be guaranteed that results can be made richly meaningful to people in other situations. The problem here is not only a problem for AR; it exists also for those describing case histories. The importance of the declared epistemology is crucial, though it is neglected as much in case histories in the literature as it is in the accounts of AR. The aim in AR should be to enact a process based on a declared-in-advance methodology (encompassing a particular framework of ideas) in such a way the process is *recoverable* by anyone interested in subjecting the research to scrutiny.

Checkland & Howell (1998) argue that the AR literature has neglected this consideration and asserts that whilst Eden & Huxham (1996) have usefully set out 15 characteristics of AR, there is a need for greater emphasis on prior declaration of both theory and methodological process, if AR is to deliver more plausible stories.

4.3.3 Action Research Approaches

Maruyama (1996) alludes that “action research” now means different things to different groups of people. Within the field of education as well as systems practice, action research has become identified with terms such as “practitioner-centred”, “participatory action research”, “empowerment research” and “emancipation research”. Some of these terms are consistent with Lewin’s thinking as by his definition, action research is participatory, whilst other terms seem inconsistent, e.g., practitioner-centred and emancipation research. Flood & Romm (1996) review a catalogue of approaches, including Action Learning (Revans, 1982) Collaborative Inquiry (Reason, 1994) and Action Science (Argyris & Schon, 1974, 1985, 1991) under the general heading of AR approaches. Flood (1998) asserts that Checkland consistently presents his work on soft systems methodology as a form of action research. Levin (1994) concludes, upon his inquiry into the possible relationship between critical systems thinking (CST) and action research (AR), that CST and AR “are carved out of the same log”.

The variety of approaches, definitions and uses that have emerged since Lewin’s original work have created much debate within the social and behavioural sciences. Kalleberg (1990) has called the resulting confusion ‘terminological anarchism’. There is agreement in the literature in the practical benefits in identifying criteria by which AR might be distinguished from other methodologies and used as part of an action research vocabulary. Holter & Schwartz-Barcott (1993:299) identify four core characteristics of action research: collaboration between researcher(s) and practitioner(s); solution of practical problems; change in practice; and development of theory. Lathlean (1994) restricts herself to three distinctive features: action research always involves an intervention and is context specific, and generalisation of findings is theoretical rather than statistical (as in experiments and surveys). With the aim of clarifying what is meant by AR, Hart & Bond (1995) present an AR typology and distinguish seven criteria as a framework for the typology. The typology illustrates that within the broad parameters of action research, four types may be distinguished, which are termed as “experimental”, “organisational”, “professionalising” and “empowering”.

Although a range of variations of AR emerged, participant-centred action research (PCAR) stand most in contrast to the approach articulated by Lewin. Other types of AR lie along a continuum anchored by the types of PCAR on one end and by original Lewinian approaches on the other end. The common features from Lewin's orientation across virtually all of the variations of PCAR are (a) the cyclic process of planning, action and evaluation, (b) feedback of findings to participants or practitioners, (c) principles of collaboration, and (d) taking into account issues of power and status. What differs most are (a) interest in developing generalisable knowledge and theory, (b) who controls the research process, and (c) the grounding of research on conceptual grounds. For PCAR, the role of the researcher becomes one of being an unobtrusive facilitator, i.e., avoiding shaping the research in any way, instead acting as a consultant in helping participants or practitioners to develop their research design and instruments.

The methodological ideas provided by Action Learning (AL), which dates back to 1945, (Revans, 1982) are embraced by Action Research (AR). Both AL and AR have at their core the need to engender meaningful debate. AL is essentially about meaningful debate over specified problems by a group to help an individual designated to tackle a given problem, whilst developing both the individual and the organisation in the same process. AR picks on the ideas of AL but goes further in that there is an obligation for researchers to make findings or insights generated from fieldwork more generally public, and to be accountable as a researcher. This means using the research process to generate ideas that may be of potential use in similar situations. Flood & Romm (1996), from their emancipatory practice perspective, allude that AR concentrates on facilitating learning and skills development and identifies double-loop learning, i.e., questioning and replacing mental models, paradigms, assumptions that are self-limiting. They assert that ultimately the goal of AR is empowerment of people to manage their own affairs whilst contributing to public knowledge.

Whyte (1991b) through his recent research named Participatory Action Research (PAR) identified three phases of research: from the professional expert, to the action researcher, and then the participatory action researcher. According to Whyte, the professional expert makes a study and recommends a course of action to decision makers. The expert can give good advice leading to improved organisational efficiency, but tends to establish a relationship of dependency. The participatory action researcher, "let in" participants in defining the parameters of the research process and consciously pursues a strategy in which he or she involves members of the organisation "as active participants in the research process." (Whyte, 1991c:5). There is a direct link between participatory research and action. Individuals in PAR are active, reading, writing, criticising reports, collaborating in studies and providing ideas in this way.

Bottrall (1982) offers a five step approach to action research as listed below :-

1. *Diagnosis.* Research team to conduct independent, objective appraisal of client organisation's existing structure and management performance; subsequent joint discussion of findings between client and research team and agreement on definition of principal problems.
2. *Action planning.* Joint consideration of alternative courses of remedial action. Joint agreement of course of action to be followed.
3. *Action taking.* Client organisation to take agreed action; research team to stand back from action, monitoring client's decision making processes and their effects.
4. *Evaluation.* Research team to present evaluation of action programme to client for joint discussion.
5. *Specifying Learning.* Client to extract lessons from evaluation of particular concern to itself (which may be fed back into further cycles of action planning, action taking and evaluation). Research team to extract lessons from general theory and for its application in action research programmes elsewhere.

However action research projects may differ in the number of phases which are carried out in collaboration between action researcher and the client system. The cyclical process of the five step approach (listed above) is represented by the following diagram and to facilitate the use of various terms, when only a number of these phases and not all, are used.

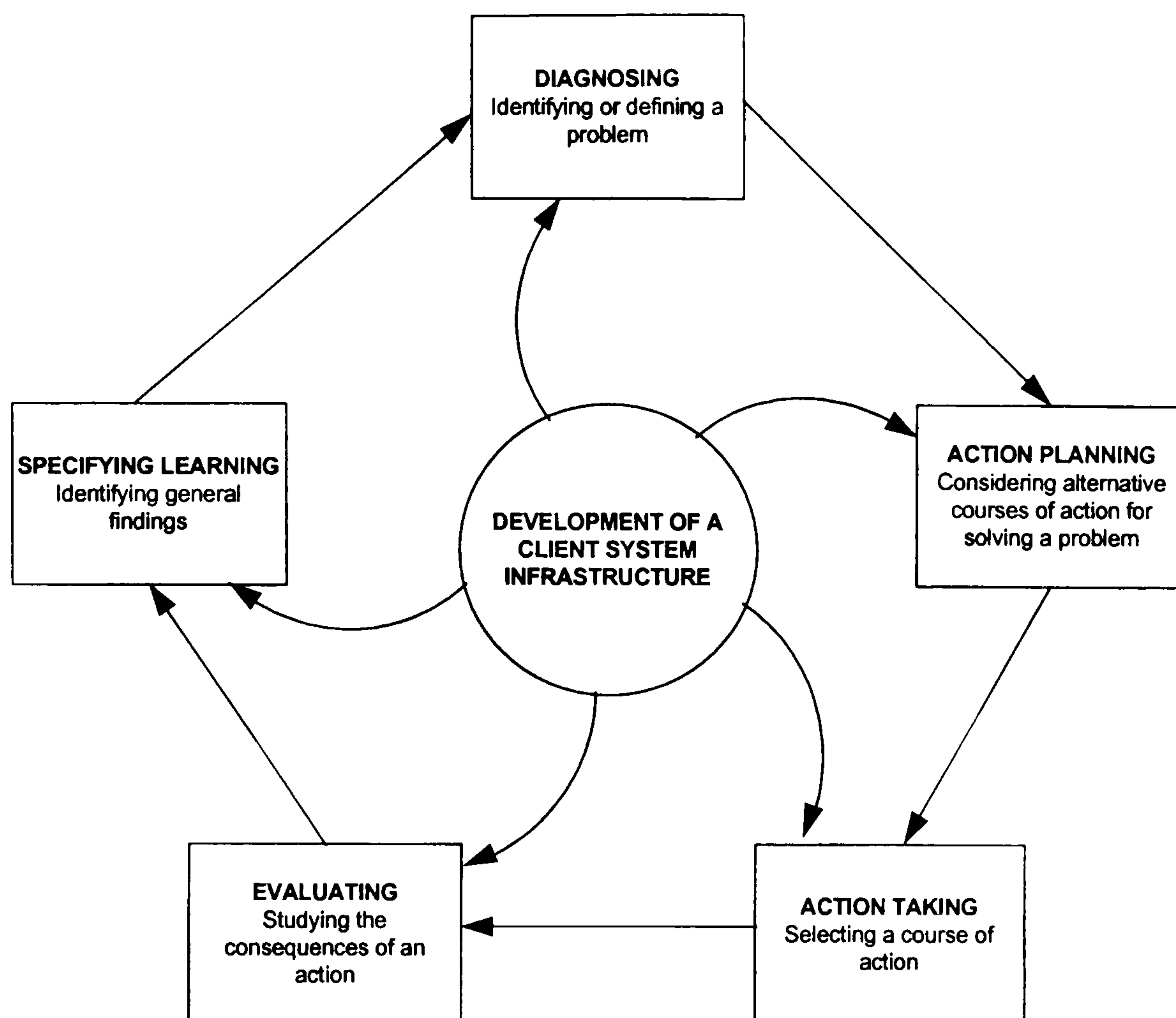


Figure 4.4 The cyclical process of action research

Chein *et al.* (1948) use the term “diagnostic action research” when the researcher is involved in collecting data for diagnosis and feeding the data back to the client system. They use the term “empirical action research” when the researcher only evaluates the actions undertaken by the client system and feeds data back to it. They use the term “Participant action research” when diagnosing and action planning are carried out in collaboration between research and client system. Finally, they use the term “experimental action research” when researcher and client system collaborate in all action and evaluating its consequences.

Johansson (1997) presents a model called the Hourglass model for action research and organisational development. The Hourglass model, which is based on the theoretical approaches of Argyris’s action science (Argyris, Putnam & McLain Smith, 1985), Kolb’s experiential learning theory (Kolb, Rubin & McIntyre, 1979) and Likert’s linking-pin model (Likert, 1967), is made up of the preparatory stage, investigatory stage, test stage, implementary stage and evaluatory stage.

4.4 Justification for the methodology

There are several reasons why action research is selected for this research activity. It may be inferred from the discussion in the preceding sections that AR is future-oriented, collaborative and situational. In dealing with the practical concerns of people, AR is oriented toward creating a more desirable future for them. Human beings are recognised as purposeful systems (Ackoff & Emery, 1972) the actions of which are guided by goals, objectives and ideals. AR incorporates the planning process of the intervention and that the planning research is potentially useful in informing AR and vice-versa. Interdependence between researcher and the clients, client-organisation or problem owners is an essential feature of action research and the direction of the research activity will be partly a function of the needs and competencies of these parties. The relationship between people, events and things are a function of the situation as relevant actions currently define it. Such relationships are not often free of their context, but can change as the definition of the situation changes. Appropriate action is based not on knowledge of the replications of previously observed relationships between actions and outcomes. It is based on knowing how particular actors define their present situations or on achieving consensus on defining situations so that planned actions will produce intended outcomes.

Action research encourages the development of the capacity of a system, organisation or enterprise to facilitate, maintain and regulate the cyclical process of diagnosing, action planning, action taking, evaluating and specifying learning. The aim of action research is to build appropriate structures, to build the necessary system and competencies and to modify the relationship of the system to its relevant environment. The focus is on generating the necessary communication and problem-solving procedures. The infrastructure of the system, which the action research generates, is the key instrument for generating new knowledge about system processes.

In action research, theory provides a guide for what should be considered in the diagnosis of an organisation as well as for generating possible courses of action to deal with the problem situation. Furthermore AR contributes to the development of theory and evaluating their consequences for the problems faced by the organisations or its members. Theory may then be supported or revised on the basis of the evaluation.

Action research has its own legitimate epistemological and methodological base and can contribute to the growth of knowledge, albeit differently from that of positivist science. The focus of organisational knowledge shifts from prescribing rational rules of operation to the emergence of action principles or guides for dealing with different situations.

Action research provides a mode of inquiry for evolving criteria by which to articulate and appraise actions taken in organisational contexts. Action research facilitates the development of action competencies of members of organisations or enterprises, and therefore can be described as an “enabling science”. Although action research is not compatible with the criteria for scientific explanation as established by positivist science, it is relevant in terms of generating good organisational science. As mentioned earlier AR constitutes a kind of science with a different epistemology that produces a different kind of knowledge, a knowledge which is contingent on a particular situation, and which develops the capacity of members of organisations to solve their own problems.

A typical intervention in this research project begins with (1) questions over perceived problematical situation, (2) organising a *syntegration*, (3) observing events and processes in action during the *syntegration*, and (4) facilitates action-taking by participants. AR is therefore selected because of the necessity to enter into situations where neither all the relevant variables nor the specific expected relationships among variables are readily apparent. Although under such conditions, Yin (1984, 1993) recommends the use of case study methodology, AR is also consistent with the systemic emphasis on understanding people, relationships and events as evolving interaction with their particular context.

4.5 Data Collection

Central to all research is the generation and analysis of data, but within an action research intervention these activities are entwined with gaining access, reading relevant literature, analysing emergent findings, evaluating progress and planning subsequent phases. The cyclical and problem-solving nature of the enterprise as a whole results in a blurring of lines between “finding out more” and “doing something about” the issue or situation under investigation and improvement.

A form of Group Feedback Analysis (GFA) is used in this project. Respondents, who have knowledge and experience of the situation or problem area, are required to make their own assessments and interpretations of the data. Their assessments are given equal status with the interpretation of the researcher. The method is used to combine quantitative with qualitative data and by involving respondents, acts as a check on the researcher who may be tempted to give free rein to value judgements. While the method has been used in a variety of ways to accommodate different research requirements, it has one basic epistemological objective: to move from the relatively simple uncomplicated and superficial knowledge to a deeper heuristic. The method was originally devised to build a bridge between quantitative and ethnographic data collection (Heller, 1969).

It was extended to harness the experience of a client system, to build up a reliable corpus of knowledge and to allow the accumulation of evidence where appropriate, to facilitate self-motivated change processes (Heller, 1970).

The method is used in a sequence of three steps. Firstly, information about the perceived problematical situation is obtained from the problem-owners, or sponsors through discussions and interviews. The second step is to make a preliminary analysis of the accumulated information so as to design an intervention strategy and the necessary configuration for *syntegration* (if appropriate).

The intervention strategy and configuration for *syntegration* is then presented in a feedback session to the problem-owners or sponsors. The feedback session is an important part of the approach and is designed to achieve the objectives set for the project. Differences in judgement, values and experiences surfaced during the feedback session are used as a learning opportunity for both the researcher and the problem-owners, as collaborators in the project. The dialogue in the feedback session is carefully noted and serves as an essential part of the analysis. The third step is to assist problem-owners or participants to formulate strategy and steps toward self-motivated change processes, from the outcome of the intervention and *syntegration*. *Syntegration*, as a process which enables the participants (as a group) to formulate their own agenda, supports exploratory discussions and the formulation of strategies and plans for implementation, are carried out between the second and third step of the above method.

The method is fairly flexible and can be slotted into a variety of research designs. It bears resemblance to Search Conferences, as described by Emery (1981) and Weisbord (1992). Such a meeting “starts off by asking people to get off their hobbyhorse and suspend judgement about specific outcomes will occur, until something like a shared overall picture emerges. Values, ideals and broad ideas are the main fare of search conferences and they are also the main feature of social change. Group feedback analysis as in search conferences provides a deliberate attempt to play down the role of the expert” (Emery, 1981:467).

At the outset of an intervention, the expectations of the problem-owners or sponsors and purpose of the project are clarified. The thinking behind the setting-up of the project and roles are discussed and shared between the researcher and the problem-owners or sponsors.

The following questions are used for thinking about the problem and the context:

- What is the purpose of the proposed project?
- Why is it important to do something about this situation at this point in time?
- Is there a problem (that is, an expression of a need for change) and, if so, who says there is?
- Is the problem situation clearly understood by the person(s) who perceived it?
- Who are the stakeholders (and the participants for the syntegegration, if appropriate) and what are their position or status in the situation? What is the nature of the power of each of the stakeholder?

Team Syntegegrity, as described earlier [Chapter 2], enables the problem-owners or participants to reach a shared understanding of the issues and together create a platform for collaborative and coordinated action. During the *syntegegration*, data or information on content are collected as illustrated in Table 4.1 below.

Activity	Description of data collected through activity
Generating Statements of Importance	Statement of Importance (SI): words or statements that are meaningful to the Opening Question.
Problem Jostle	Ideas are generated through debate and clarification of SI. Participants' signature on reworked SI for support.
Hexadic Reduction	12 Aggegrated Statement of Importance are selected by the participants for use in Outcome Resolve Meetings.
Outcome Resolve Meetings	Statements reflecting the best thinking of the team on their topic (12 from above). These statements are developed over three iterations by the members of the respective team.
Visual Applause	Statements from Outcome Resolve Meetings are displayed on the wall for all other participants to register their support, using coloured sticker dots, as well as to add comments for the team to consider in their next meeting.
Group Presentation	Final Statement of Importance, to be presented to the entire group (infoset) as summary of their discussions and outcome of their meetings.
Face Planning	Plans for implementing actions which any subset of the group of thirty feel need to be accomplished to realise the intentions of the group as articulated through the 12 Final Statements.

Table 4.1 *Team Syntegegrity*: Data collection within protocol

Data collection activity (on content) is intrinsic in *syntegegration* as the protocol documents all conversations in the form of written statements throughout the event. Unlike conventional meetings, *syntegegration* records the "minutes of the meeting" in almost real-time and displayed immediately for participants to read and comment. All information generated throughout the *syntegegration* are recorded post-it notes, flipchart sheets, A4 notes with coloured dot stickers and questionnaires.

Questionnaires [Appendix F, G, H] are also distributed to all participants at the end of the *syntegration*. These questionnaires adopted the Likert scale and are personally administered by the researcher. The questionnaires provided subjective feelings for several variables, such as satisfaction, involvement and commitment, as well as participants' assessment of the effectiveness of the various activities in the *syntegration*. The data collected from the questionnaires are analysed using the chi-square test. Content analysis on the *Final Statement of Importance* are carried out to uncover the impact of *syntegration* to the organisation.

The diary-keeping methods are also adopted for this research project. For each of the intervention and *syntegration*, a diary is kept to record the chronology of the research process, and notes about what happens on each day of the project [Appendix L]. The content of the diaries are predominantly "field notes" and the minutes of debriefing sessions between researcher, facilitators and problem-owners/sponsors. These debriefing sessions are carried out at the beginning and the end of the day during the *syntegration* event. These sessions focused on the process and served as feedback to fine-tune the activities to follow. Where appropriate audio and video recording are also carried out to capture the proceedings of the *syntegration* and especially the plenary sessions. These tapes are used to triangulate the notes taken by the researcher and the views of the problem-owners/sponsors during the debriefing sessions and as a means of evaluating process after the introduction of a change or revision in the protocol.

The researcher interacts with the participants in the *syntegration* but makes no pretense of actually being a participant. By adopting the role of observer-as-participant, the researcher interacts with the participant on issues of protocol, by explaining the requirements of the activities or process but will not influence or interfere with the dialogue or content of the *syntegration*. The strict adherence to this rule assures that potential biases are avoided and the credibility of the project is maintained. The observant-participation technique has been most frequently used in anthropological studies. This technique provides access to events or groups that are otherwise inaccessible to investigation but more importantly, the opportunity to perceive reality from the viewpoint of someone "inside" the *syntegration* rather than external to it.

Given the nature of the research, a "portfolio" approach which constitute a cumulative open-ended file of all sorts of information, both qualitative and quantitative, has been adopted. Combining various methods of data collection offers the opportunity to compensate for the limitations of one with the contributions from another, and to take bearings on the problematical situation in different ways and from a number of perspectives.

4.6 Conclusion

This chapter offers a discussion on the positivist and interpretivist paradigm, and a detailed survey of Action Research. In justifying the methodology adopted, the key features of the proposed action research strategy are outlined. A framework for designing *Team Syntegrity* interventions is offered by incorporating *Syntegegration* within the action research strategy. This framework enriches the cycles of problem identification, planning and implementing of an intervention, interpretation of findings and problem redefinition. The “portfolio” approach of combining several data collection techniques and methods serves to enhance the overall quality of data collected in the project as well as to establish construct validity and reliability of the situations studied.

5

Research Situations

5.1 Introduction

Several *syntegrations* were conducted, for various research situations, at different stages of the research programme. These research situations displayed a high degree of heterogeneity, in terms of differences between purposes, configurations, protocols, participants, roles as well as the lack of internal and external stability. In contrast to approaches which seek to offer a unitary description of reality, our action research strategy is shaped in order to (borrowing from Ashby's Law of Requisite Variety) match the *variety* in the client-organisational situation with the corresponding *variety* in *Team Syntegrity*.

This chapter describes five *syntegrations* and its design decisions. The research activity encompassing the *syntegrations* was necessarily exploratory and descriptive to ascertain and describe variables as well as the pre- and post-*syntegration* activities which influence organisational effectiveness and viability.

5.2 Liverpool World Syntegrity Project

The Liverpool World Syntegrity Project (LWSP) *Syntegration* was organised and conducted in response to an invitation by Professor Stafford Beer to participate in the launching of the *World Syntegrity Project*. This global event was to celebrate the forty-fifth anniversary of Garry Davis's self declaration of world citizenship (Davis, 1992).

5.2.1 The Manual

Syntegrations for the *World Syntegrity Project* were organised by local coordinators who were supplied with a comprehensive manual (Team Syntegrity Incorporated (TSI), 1993). This manual describes the *World Syntegrity Project* and contains the required documentation for coordinators to plan and conduct a successful *syntegration*. In order to simplify what may have seemed to be a complex process, the manual presents *syntegration* as a 'game' in which there are players, a game board, locations on the board, activities, tools and supplies.

The manual also outlines the 'rules and instructions' to play the game. Local coordinators were informed by the Project Organisers that these syntegegrations were designed to be self-facilitated and self-organised. It was understood, therefore, that minimal logistical and human-facilitation support were required to conduct the *syntegegration*. As implied, the local coordinator, armed with the manual, should be able to conduct the *syntegegration* by careful planning and by relying on the process to "carry the day" (TSI, 1993, p 49).

5.2.2 The Infoset

Invitations were sent to all members of staff of Liverpool Business School, and the Executive Directors of Liverpool John Moores University. Leaflets and invitation were also sent to business organisations in the North West. Social groups, religious organisations and political clubs on Merseyside were also contacted to recruit 'players' for the LWSP *syntegegration*.

A lead facilitator was identified and invited to lead a team of two support staff, who collectively, had very little knowledge of the process and had no practical experience with *Team Syntegrity*. The *syntegegration*, to answer the opening question, "How can we, sovereign world citizens, govern our world" attracted participants from various walks of life and age-group as its *infoset*. Twenty five individuals registered their interest and formed the *infoset* for the syntegegration. These individuals were friends of the organisers, students of the business school and members of public who responded to the invitation through the leaflets. The *infoset* was made of individuals from diverse cultural and occupational background, which included a Self-employed Consultant, Chairman of a housing association, Deacon, Clerk, Housewife, Ferryman, Social Analyst, Community Care Development Manager, Students, Lecturers and Unemployed Persons.

Four participants were in the over 50 year-age group, 9 were in the 40 to 50 age-group, 5 were in the 30 to 39 age-group, 5 were in the 20 to 29 age group, and 2 were in the 10 - 19 age-group. The gender split was two-thirds male and one-third female. Participants were asked to state their interests on the registration form. Interests expressed include sports, community politics, Greek culture, traditional dance, music, holistic medicine, Neuro Linguistic Programming, green politics, yoga, car-building, horse racing and equestrian, modelling, problem solving and cybernetics.

The participants were required to respond to a question on the registration form. Their response to the question, "what do they hope to gain from this experience", may be broadly grouped into three categories. Some hoped to understand how *Team Syntegrity* works, another group wished to improve their understanding and widen their perspectives of the world, and others, to partake in something important.

5.2.3 The Stages and Schedule

The organising team considered the schedule-options as outlined in the manual. The researcher and the organising team decided to conduct the *syntegration* over three days from Friday to Sunday. The six stages of the LWSP *syntegration* and its schedule are given in Table 5.1 and Table 5.2 respectively.

Stage 1 : The *Opening* which consists of :-

Registration
Introduction
Meeting other players
Generating Statement of Importance

Stage 2 : The *Problem Jostle* Stage which consists of :-

Plenary Session to explain this stage
Problem Jostle
Hexadic Reduction
Topic Auction

Stage 3 : *Outcome Resolve 1* which consists of :-

Plenary Session
Twelve team meetings
Visual Applause

Stage 4 : *Outcome Resolve 2* which consists of :-

Plenary Session
Twelve team meetings
Visual Applause

Stage 5 : *Outcome Resolve 3* which consists of :-

Plenary Session
Twelve team meetings
Visual Applause

Stage 6 : The *Closing* which consists of Final Plenary Session

Table 5.1 The six stages of LWSP *syntegration* (TSI, 1993, pg 22)

Date	Time	Activity	Duration
Fri	09:00 - 09:45	Registration	45 mins
	09:45 - 10:45	Introduction and Building Icosahedra	60 mins
	10:45 - 11:30	Meeting other players (and coffee break)	45 mins
	11:30 - 13:00	Generate Statements of Importance (with buffet)	1hr 30 mins
	13:00 - 13:15	Plenary Session (Explanation of Problem Jostle)	15 mins
	13:15 - 15:15	Problem Jostle (and Consolidation)	2 hrs
	15:15 - 15:45	Coffee Break	
	15:45 - 17:15	Topic Election and Topic Auction	1 hr 30 mins
	17:15 - 17:30	Plenary Session (End of Day 1)	
Sat	08:45 - 09:00	Plenary Session	
	09:00 - 13:00	Outcome Resolve Team Meetings Iteration 1	4 hrs
	13:00 - 14:00	Lunch Break (Visual Applause)	
	14:00 - 18:00	Outcome Resolve Team Meetings Iteration 2	4 hrs
	18:00 - 18:15	Visual Applause	15 mins
	18:15 - 18:30	Plenary Session (End of Day 2)	
Sun	09:00 - 09:15	Plenary Session	
	09:15 - 13:15	Outcome Resolve Team Meetings Iteration 3	4 hrs
	13:15 - 14:00	Lunch Break (Visual Applause)	
	14:00 - 15:00	Final Plenary Session	
	15:00	End of Game	

Table 5.2 Schedule for LWSP Syntegration

5.2.4 The Introductory Session

The introductory session was carried out by the lead facilitator¹ who introduced the *World Syntegrity Project* to the *infoset*. The *infoset* was also informed that there were about 30 similar groups around the world participating in their respective *syntegrations* at the same period of time. Under the terms of the agreement the results of this *syntegration* (*Final Statements of Importance*) and other appropriate information had to be sent to the coordinating team in Toronto, Canada for compilation and redistributed to key collaborators and organisers, various local and national governments, the United Nations, Universities and other international organisations. The *infoset* was also briefed and invited to build the icosahedron using cocktail sticks and fruit pastels. The icosahedron was used to explain its geometrical properties and concepts such as tensile integrity and reverberation. The *infoset* was then asked to socialise and get-to-know one another over refreshments, before they were asked to generate the *Statement of Importance* for the *Opening Question*.

¹ Mr David Sutton of System Six Ltd was the Lead Facilitator for the LWSP Syntegration.

5.2.5 Generating Statement of Importance

The *infoset* was invited to generate *Statements of Importance (SI)* after the briefing. Each participant was initially given five cards by the helpers. The first statement came from a participant who had attended a *syntegration* before and it read: "Sovereign World Citizen is a contradiction in terms". This first move stimulated many others and within thirty minutes, about 145 cards each with a *Statement of Importance*, were mounted on the wall. Many participants with the help of facilitators attempted to group statements which bear similar themes or issues to emerge clusters of topics/issues for others to browse through them.

The coffee tables in the room were rearranged and fitted with metal clamps (used in chemistry laboratories for burning chemicals in test tubes) during the lunch break. Plain A1 sheets of paper were folded into halves and mounted on the clamps for the next stage of the LWSP *Syntegration*.

5.2.6 The Problem Jostle

The *problem jostle* stage was introduced by the lead facilitator and participants gradually began writing on the sheets of paper provided. The first 'stand' had the following question: "How much do people need? Is this an adequate base for economics?". The *infoset* was told earlier to get at least five signatures for their statements to be included and used in the following stages. Many "owners" of these statements had no difficulty in getting signatures because they have in the *infoset*, friends and relatives. On several instances, as many as three signatures were seen on the sheets of paper before it was mounted on the stands.

It was observed that the *infoset* was not aware of the objectives of *Problem Jostle* and hence very minimal jostling and 'reverberation' (as exemplified in Schecter (1991)) actually occurred in this stage. Proponents of statements removed their sheet of paper with the statement on it, immediately, when they obtained four other signatures. These 'signed' statements were mounted on the wall for the *infoset* to read and use. The intended 'marketplace' atmosphere was not present, instead, it was as if participants were doing 'window shopping' and generously signing on statements they generally did not disagree, even when the stand was left unattended. There were 25 statements generated in this stage. The *infoset* was asked to composite these statements to form *Aggregated Statements of Importance (ASI)*. Nine of the 25 statements were combined refined and rewritten to form 4 *ASIs*. Three statements were not pursued by its originators and therefore the total number of *ASIs* brought into the next stage was eighteen.

5.2.7 Topic Election and Topic Auction

The *infoset* was briefed on the procedure to vote for 12 statements from the 18 *ASIs* labelled 1 to 18 and displayed on the wall. This stage was called *Topic Election*. The voting slips were provided in the folder given to each participant upon registration. The *infoset* was given 100 votes each to cast. These voting slips were collected and the votes were entered into software for tabulation and compilation. The twelve statements with the highest number of votes were left on the wall. Statement number 1: “Modern science is amoral and in conflict with nature to the detriment and ultimate demise of humanity” received the highest number of votes. The twelve *Consolidated Statement of Importance (CSI)* were relabeled A to L for the next round of voting: The *Topic Auction*. Participants were given 100 votes each to cast on the *CSIs* they most preferred. It was pointed out to them that they will be allocated to two teams as team members and to two other teams as critics.

As in *Topic Election*, completed voting slips were collected from all participants, but processing for allocation of participants to topics/teams was carried out in the evening after the *syntegration* was adjourned for the day. The data from the voting slips were entered into the computer system in the evening for the assignment of *CSI* (topics) to vertices (nodes) of the icosahedron and the participants to the struts. The facilitators announced the team membership and distributed their respective badges labelled with four colours to the players during the first plenary of the second day of the *syntegration*. Four participants were dissatisfied with the allocation and the facilitators were able to swap two out of the four, with other participants. The possible less-than-optimum outcome of the software was explained to them. Participants were also briefed on the roles of team members and critics and the meaning of colours on their badges, as well as the information related to rooms for meetings, topics and schedule for the *Outcome Resolve*.

5.2.8 The Twelve Topics

Topics were derived arbitrarily by the *infoset* as they select keywords from the *CSI*. For example the topic Decision, People and Nature for the Silver Team was derived from the *CSI*: “Can we make decisions for/about and as people if we have no shared view of human nature, or indeed nature?”. The topic Ideologies for the Light Blue Team was derived from the *CSI*: “Racism and Nationalism are ideologies that have to be challenged by concepts of solidarity and understanding”.

The team-topic assignment was as follows :-

Colour/Team	Topic
Red	Think Big-Act Small
White	Communication
Black	Religion as a Shield ?
Light Blue	Ideologies
Orange	Global Warming
Brown	Amorality and Science
Green	Knowledge-Education
Yellow	World Peace
Gold	World Trade
Dark Blue	Economics Subsystems
Silver	Decision, People and Nature
Purple	Religious Intolerance

Table 5.3 Team-Topics Assignment

5.2.9 The Outcome Resolve

The goal of this stage was to create statements (of approximately 5 or 6 sentences each) for each of the 12 topics. Each statement should represent the best thinking of the team members and critics assigned to the topic. The schedule for the team meetings in the *Outcome Resolve* stage was distributed and explained. The following table outlined the parallel meetings for the first iteration. This format was applied to the two subsequent iterations for *Outcome Resolve*.

Room 1	Time	Room 2
Red	09:45 - 10:20	White
Black	10:25 - 11:00	Light Blue
Orange	11:05 - 11:40	Brown
Green	11:45 - 12:20	Yellow
Gold	12:25 - 13:00	Dark Blue
Silver	13:05 - 13:45	Purple

Table 5.4 Schedule for Meetings in Outcome Resolve

The teams were allocated 35 minutes each for the first iteration in *Outcome Resolve* and about 5 minutes interval. The “gong” was struck at the appropriate time interval to indicate the end of the 35 minutes but most teams took a little longer to summarise their discussion on the flip charts for further work to be carried out. Prior to starting the meeting, the teams were asked to decide on the conduct of the discussion, and hence the role of the facilitator present in the room with the respective team. Most of the teams decided on a “laissez faire” approach and subsequently resulted in confusion between the roles of team members, critics and observers. There were instances when discussions were dominated by the same assertive, knowledgeable and opinionated participants who were later identified as observers and not members or critics to that team.

5.2.10 Visual Applause

All teams were required to provide a summary of their discussions at the end of their meeting for the facilitator to type it on an A4-sheet of paper and for it to be displayed on the wall for the *infoset* to read. At the end of the first iteration of the *Outcome Resolve*, the *infoset* was given 12 coloured sticker-dots each for them to stick to statements that they find interesting. The dots on the statements was viewed as feedback to the respective team, and this activity is aptly called *Visual Applause*.

The second iteration for team meetings in *Outcome Resolve* began immediately after lunch at 2.45 pm. In order for the *syntegration* to be adjourned no later than 6.30 pm, each team was allocated 30 minutes for their meeting with 5 minutes interval for change of team. By this time the *infoset* had become familiar with the routine; the ending of sessions and changing of teams were quite smooth, although attendance in the meetings gradually declined. By the encouragement of the facilitators, team members took turns to scribe the discussion on the flip charts. Facilitators began to disengage themselves from the process in *Outcome Resolve* to enable team members to own the discussion and the ensued "outcome resolves".

A plenary was held at the end of the second iteration. Several significant points were raised by members of the *infoset*. The first was about time needed for members to digest issues discussed rather the adopted practice of moving straight from one syndicate room to another, or from one topic to another. A member of the *infoset* suggested a clear five minutes should be given for members to identify relationships between issues discussed across teams/topics. Some members suggested that facilitators should 'step-in' to help in the discussion, especially when some members were better at debating or arguing. The facilitator in defence argued that it was not the fault of the facilitators if team members stood on the fence, sitting back and took no position in the discussion.

The "hands-off" and laissez faire nature of facilitation continued throughout the final iteration for the team meetings in *Outcome Resolve*. The suggestion to have a clear five minutes for reading past statements and those recently produced from earlier meetings was adopted. The statements were typed (word-processed) and photocopied immediately for *infoset* to read (the statements produced by the respective teams) before going to the next meeting. The visual impact caused by the coloured dots on the statements supported the overarching communication and observation processes. *Visual Applause* for the final iteration was undertaken by the *infoset* just before noon on the third and final day of the *syntegration*.

5.2.11 Development of Ideas: Signs of Reverberation?

There were interesting discussions as well as intense debates in some meetings. The following excerpt described the development of ideas which may have resonated from other team meetings and may be resulted from occurrences of reverberation in the system.

Team : Brown

Topic : Modern science is amoral and is in conflict with nature to the detriment and ultimate demise of humanity.

Meeting : Third (after Red/White and Black/Light Blue) in the series of parallel team meetings.

Iteration 1 :

Discussion centred around the existing attitude and mindset towards modern science. Various examples were given to illustrate the detrimental effects of modern science to the environment and nature including the fact that half of the scientists and technologists are working on research and development on arms. Members of this team offered interesting insights and later posed a series of questions for discussion in the next iteration.

The questions which were carried forward to the second iteration are as follows :-

- a. How to provide standards embracing moral accountability ?
- b. Can we encourage science to work in harmony with nature ?
- c. A Holistic Science ?

Iteration 2 :

Discussion continued by examining the balance of power between the scientists and governments and whether there is a need to set up a different body of accounting for scientists. When the assertion was made that existing research are directed towards profit making, an *observer* commented that the notion of resource capitalism and its relation to profit was explained in another team meeting and encouraged connections to be established.

There was also a view that it would, be too harsh to blame the scientist as time given for discussion was too short to discuss the subject.

The discussion was summarised later to form the proposition which in the main was: Should scientists have a code of conduct imposed by an external body ?

Iteration 3 :

Discussion revolved around the assertion that scientists produced solutions which in turn created other problems. This phenomena was described as a self-fuelling loop (a notion introduced by a *CSI* represented as topic Global Warming for discussion by the Orange Team). When one member asked, "what is the way forward", members of that team suggested they either :-

- a. Break the loop
- b. Go sideways
- c. Get another loop to break the loop

The means to break the "self-fuelling" loop was later posed as a series of questions including whether it was an issue of scale and not modern science.

The relationships between community/society, broad-based organisations and the scientist were explored and the need for accountability was reiterated. Reverberations across teams may have occurred when members of this team decided to include the following statements in their *Final Statement of Importance (FSI)* for their team :-

- a. The notion of Holistic Science working in harmony with nature (Orange Team : Global Warming) and for the good of humanity (Silver Team: Decision, People and Nature).
- b. Scientific work should be publicly accountable (making existing institution accountable, Red Team : Think Big - Act Small).

There was also intense debate among members of the Silver Team: Decision, People and Nature in the second iteration of the team meeting, when four members arrived at an impasse over the focus of the discussion. Two "groups" in the team were arguing over what their points were, and the focus of the discussion, which was, the issue of quality of human nature and the respect for life, made complicated by the claim that there will be no poets, poetry or the mention of Shakespeare; anarchy was about to develop when an *observer* broke the impasse and saved the day. The atmosphere and situation for the meeting in the third iteration was also tense and concluded itself with differing opinions and evidently no shared view of the notion of human nature; as asserted in the *CSI*, and now confirmed by the team itself.

5.2.12 The Closing

The *syntegration* was closed by a brief plenary and a group photograph session. Evaluation forms were collected and the infonet was given the complete set of *Outcome Resolve* statements of all teams and the list of names, addresses and contact number as requested.

The *infoset* was also invited to give their spontaneous feedback on the process during closing session. Some members of the *infoset* responded to the call and gave their views which are as follows :-

- a. The protocol of *Team Syntegrity* should be on display for *infoset* to understand the process and its operating sequence.
- b. They felt that *Team Syntegrity* did not handle the group dynamics, hence, same individuals dominated the sessions repeatedly.
- c. Roles of critics and observers must be clearly spelt out and adhered to (and where necessary imposed to ensure "equality in conversations").

The *infoset* was asked to reply to the following questions :-

Q1: Whether they felt the reverberations through the iterations.

R1: *No positive and emphatic response.*

Q2: Whether the following pattern was generally felt during the iterations of the team meetings in *Outcome Resolve*.

Iteration 1 - members generate idea, more issues, etc.

Iteration 2 - members 'storm' and debate ideas

Iteration 3 - members negotiate and consolidate ideas/issues to form the *Final Statement of Importance (FSI)*

R2: Depended on topics, some teams entered into a phase of negotiation at the second iteration, others were still debated (and members still 'storm' at Iteration 3 of the *Outcome Resolve*).

Q3: Would you like to attend another *syntegration*.

R3: The *infoset* showed no enthusiasm.

There was no attempt made by the *infoset* to continue working together collectively after the *syntegration* or to develop the *FSI* into further actions. This was attributed to the fact that the *infoset* was contented with the idea that the *FSI* will be sent to Toronto, Canada for further dissemination to various institutions and agencies. In fact the *infoset* was not asked to gather and to be seated in the form of a circle for more effective interaction during the final plenary. The ending was quite abrupt as most participants had to catch the trains and make their journey home as soon as possible. The informal session allocated for the *infoset* to discuss the expression, "What and Where Next ?" was abandoned.

5.2.13 Reflections and Further Questions

The *syntegration* was video-recorded and a total of 12 units of videotape, each of 180-minutes duration, were used to record the entire proceedings. Where two meetings were held concurrently, such as the *Outcome Resolve* team meetings, two video-recorders were used to capture the conversation and the scene of the meetings. The tapes were later viewed by the researcher again for time and event logging and for reflection and learning. The following discussions were based on written feedback received by the members of the *infoset*, the facilitators and helpers, and on direct and systematic observation of, and participation in the *syntegration*. Video and audio recording throughout the *syntegration* produced a large amount of non-quantitative observational data which was also analysed to support the following discussion. The discussion among the facilitators was intended to explore and suggest improvements to *Team Syntegrity* and the understanding of *syntegration*.

a. Duration

It was conceded that more time was needed for introduction among members of the *infoset* at the beginning of the *syntegration*, for effective briefing, and plenary sessions and between meetings in *Outcome Resolve*. The *infoset* found the event strenuous because of lack of rest during the *syntegration* and compounded by daily travel.

b. Residential Requirement

There was an argument for *syntegration* to be conducted as a residential-based event. A residential-based *syntegration* may provide the flexibility in terms of time and opportunities for the *infoset* to socialise and build team/community spirit. It may also sustain the energy and the reverberation of information within the *infoset* as there will be minimum distraction, caused by other activities, outside the *syntegration*. This requirement, however, may inhibit business organisations to use *syntegration* and possibly its use in typical in-house business settings and environment.

c. Measure of Success

It was asserted that the test of the protocol lies in the quality of the product (i.e. the *FSI*) and its impact in generating change in its recipients. The metrics to measure success may have to be developed, perhaps on several dimension, i.e. equality of participants to contribute, the outcomes (*FSI*), changes on individual behaviour as a result of the experience, effective actions and impact on organisational learning.

d. Briefing

It was also conceded that a briefing must be effectively carried out for each stage to enable participants to exploit the richness of *Team Syntegrity*. Poor and ineffective briefings may result in confusion and action without understanding, although Beer (1994:171) claimed that “*syntegration* is easier done than said”. This was evident in *Problem Jostle* when participants were only interested to obtain and exchange signatures for each others’ statements. Effective briefing was also required for *Topic Auction* especially to warn participants of the optimising strategy built in the computer algorithm to allocate participants to teams. The (inevitable) allocation of participants to topics which they have no interest in, resulted in minimum participation and no commitment to their teams. The *infoset* should be informed that there are other ways of contributing their ideas to those teams and encouraged to ‘reverberate’ their ideas in the icosahedral space, without absolving responsibility in their own teams and/or not to defect to other teams.

e. Facilitation

It was asserted that there should be at least three facilitators for the team meetings in *Outcome Resolve* to relief each other for breaks. Facilitators for the LWSP *Syntegration* felt the need for a common stance of facilitation to ensure uniformity across topics/teams and that all team members are able to contribute in the meetings.

f. Role (Critics and Observers)

The explicit and effective use of colours to identify roles and membership to teams may be explored to assist participants to adhere to roles/teams assigned as well as a possible mechanism to team-identity building. The roles of critics and observers were not properly clarified by the facilitators. Group dynamics in the team may be explored and developed. It will be worth investigating whether the use of the term *critic* has negative connotation in the team meetings.

g. Information and Energy

The *infoset* was not given any information generated on Day 1 and Day 2 to be taken home to help retain and sustain energy and consciousness throughout the *syntegration*. Although this may not be required for residential *syntegration* (for all the information are with the *infoset* and contained within the residential setting), information and activities (such the plenary in the

evening and morning after) may be geared towards sustaining energy and retaining the information from previous days. Wall charts to explain the protocol, the stages and its intended purpose, displayed at the common area or plenary rooms may serve to remind infoset of the progress made in the *syntegration*.

h. Statements from Outcome Resolves

The statements generated during the team meetings in *Outcome Resolve* and the *Final Statement of Importance (FSI)* were recorded in various forms and not based on a common structure/template. The use of a template to enable *FSI* to be recorded or documented coherently could be explored. Various possibilities exist such as the use of mind-maps, bullet-points or adopting a “means-end” structure. If the attainment of shared views was the aim of the *syntegration*, then perhaps discussion and the statements may begin with the pronoun ‘We’. The construction of maps or the development of coherent statements may be used as the media for further actions and to influence changes. However whether the use of a ‘template’ will inhibit the discussion in team meetings and its output needed further investigation.

i. From CSI to Topics

The selection of keywords from the *CSIs* influenced the focus and content of discussion. For example the following statements have the phrase “to allow sustainable development” in it :-

- a. To avoid catastrophic collapse and to allow sustainable development, global warming must be controlled before self-fuelling feedback loops gain further momentum.
- b. The system of world trade and industry should be reformed to allow sustainable development and the compensation of exploited third world countries.

The phrase global warming was chosen as the topic for the first statement and the phrase world trade was selected for the second.

There was also disagreement in the selecting of a topic between an initiator of a statement and the *infoset*. For the following *CSI* “As an essential and radical transitional step towards world peace and to allow resource transfers toward human welfare, we need to shift military strategy towards common security”, the participant who initiated the statement was not in agreement with the

choice of other members of the *infoset* which was world peace. He argued that a suitable and appropriate phrase for use as the topic for the team was common security.

The impact (if any) which the topic/identifier had on the discussion in the teams during *outcome resolve* is worth exploring. Should the team members in the respective teams be made responsible to decide the keywords to be used as identifiers for discussion, and should the keywords/identifiers be updated as the team progress from one iteration to another were among the questions raised by the researcher.

j. From Topics to Actions

An innovative approach to develop 20 interconnected directional goals which are created to serve the '12 most important issues' or topics is offered by Truss in the Collaborators' Surplus of Beyond Dispute (Beer, 1994:333-345). The three topics given as examples in his contribution (Reduce Costs, Increase Quality and Expand Market Share) are more focused as compared to the following topics generated by this *syntegration*.

Black Topic : Religion as a Shield
 Yellow Topic : World Peace
 Orange Topic : Global Warming

This illustrates the earlier issue of what do 'topics' really mean? In Truss's example, the topic began with a verb. The topics for the LWSP *Syntegration* were either a phrase, a concept or a collection of keywords. Although (if the respective members agreed, in this instance) the three members (Black-Yellow, Yellow-Orange, Orange-Black) may still specify goals that meet the opportunities and constraints set by the surrounding vertices, the 'space' for setting goals is far wider than those set by Truss's examples.

Do the three members (representing a *face* on the icosahedron) need to 'jostle' among themselves to agree on a context before the goal setting process begins? A more pertinent question was how do we progress from the *FSI* to actions by different set of people?

k. The Order of Team Meetings

It was observed that a higher level of energy was usually generated during the later team meetings compared to the first few. The suggestion that team meetings be ordered dynamically or perhaps reversed in subsequent iterations of the *Outcome Resolve* may be further explored.

l. Stakeholders

At the debriefing session the facilitators were asked to score on a scale of 10 to represent their opinion on the success of the *syntegration*. The facilitators arrived at a mean of 3 on the scale of 10 and attributed the poor 'performance' of the *syntegration* to the apparent lack of motivation and commitment to the issue. The facilitators felt that the *infoset* was not able to relate to the *Opening Question* and World Government. One of the facilitator shared his experience of an earlier *syntegration* held for the Democratic Left (DL) in London. He argued that the DL *syntegration* was successful because the *infoset* are all members of the organisation and therefore was committed to answering the *Opening Question*, contributing ideas and developing those ideas into actions. Members of the *infoset* for the DL *syntegration* had, without any doubt, higher stakes in the outcome of their *syntegration* than that of the LWSP *infoset*.

If this assertion is valid, i.e. that the success of a *syntegration* is dependent upon the level of commitment and 'stakeholding' of participants, then the participants who make up the *infoset* may have to be identified and selected based on criteria which relate to the purpose of the *syntegration* and level of commitment and ability required to pursue the outcomes of the *syntegration*.

5.2.14 Infoset's Evaluation

Participants were supplied a questionnaire which was provided by Team Syntegrity Incorporated as given in the manual (TSI, 1993). A copy of the questionnaire (Player Evaluation Form) is found in Appendix F. The questionnaire adopted the seven-point Likert scale with the range of response from low (1) to high (7), with no response recorded as NR. The survey was personally administered by the researcher who later collected all the completed questionnaires from twenty-two participants after the Closing Session. Three participants had left before the end of the *syntegration*. The questionnaire was made up of twenty-one questions organised to tap subjective feelings for several variables, such as satisfaction, involvement and commitment, as well as participants' assessment of the effectiveness of the various activities in the *syntegration*.

The language in the questionnaire, however, may not approximate the level of understanding of the respondents. Questions such as “Did you experience the pull of Syntegrity” (Question 8) and “Did you experience reverberation via iteration” (Question 9) may not be easily understood by the participants and therefore responses to these questions may be biased. Participants may also find many questions, such as “Did you gain insight into group processes” (Question 4), “Did you feel the equality implied by the design” (Question 13) and “Did your group achieve a high creative standard” (Question 21) ambiguous and responses to these questions have built-in bias in as much as different respondents might interpret such items in the questionnaire differently. However these questions have been used repeatedly in several path-finding experiments and responses to these questions have been used to validate and improve the protocol as reported in Beer (1994a). The questionnaire provided us the opportunity to gather the reactions of the *infoset* and a general view of whether the *syntegration* has indeed promoted a non-hierarchical, fully-participatory and enjoyable experience. The aggregated responses to these questions are shown in Table 5.5 below :-

Question	NR	1	2	3	4	5	6	7
1 Did you enjoy yourself		0	0	2	2	5	8	5
2 Was the experience different		0	0	1	2	8	5	6
3 Did you gain insight into topics		1	2	0	6	4	5	4
4 Insight into group processes		0	0	0	7	9	4	2
5 Did the problem jostle work		0	2	5	5	6	4	0
6 Did the topic auction work		0	3	3	3	4	9	0
7 Did the outcome resolve work		0	3	2	5	8	4	0
8 Experience the pull of <i>Syntegrity</i>	2	1	3	0	3	6	6	1
9 Experience reverberation	1	1	2	0	3	9	5	1
10 Enabled to contribute your skills		0	1	3	2	10	2	4
11 Gain insight into yourself		1	3	2	3	7	3	3
12 Motivated to act	1	0	3	1	7	2	4	4
13 Feel the equality	3	1	2	3	2	6	3	2
14 Was the facilitation appropriate	2	0	1	1	7	7	3	1
15 Recommend this approach (<i>TS</i>)	2	0	1	0	1	8	6	4
16 How willing are you to follow-up		0	1	3	7	2	4	5
17 Attend another syntegration		0	2	3	0	6	4	6
18 How much reflection overnight		1	1	8	3	6	0	3
19 Expect some time to internalise	1	0	3	0	4	4	9	1
20a Participate in other conferences		9	2	0	0	4	4	3
20b Experience compared to others	7	0	0	3	2	2	3	5
21 Group achieve high creative std		1	2	1	3	9	4	2

Scale: 1=Low,, 7=High

Table 5.5 Distribution of Responses to the Questionnaire
Number of Respondents = 22

5.2.15 Analysis and Discussion of Findings

The response from the participants of the LWSP *Syntegegration* to the questions as reflected in Table 5.5 suggest almost a sporadic distribution on the scale. However, given the semantic differential feature of seven-point scale with bipolar attributes indicated at its extremes, the responses are generally positive. The positive response (18 out of 22) to the first question “Did you enjoy yourself” approximate many previous *syntegegrations*. This result satisfied the first criterion in that *Team Syntegrity* is designed not to bore participants.

On questions relating to Personal Insights and Experience (Questions 3, 4 and 11), the *infoset* responded positively although there are several malcontents on these scores. However many of the malcontents have enjoyed the *syntegegration* as evident from the result of Question 1. It is inferred that participants who have responded positively to these three questions have felt that they have been given the opportunity to contribute in group processes as well as being encouraged and empowered to express themselves in the group. This inference is supported by evidence recorded through video-recording of *Outcome Resolve* meetings. Given the unfamiliar situation, surrounding and people, the positive response to these questions also imply that participants were not intimidated or pressured by others in the *infoset*. The freedom to voice their views may be a real behavioural shift for many participants where instead of contracting, the participants felt expansive and vital.

Question 10 and 13 relate to Group Dynamic and Contribution. Sixteen participants out of twenty-two felt that they were enabled to contribute their skills. In *Outcome Resolve* a certain amount of attention is drawn by the silence of a member or members in the team of five. The act of not contributing, or withdrawal from the discussion causes a dynamic in which everyone in the team will be conscious of the situation and this same dynamic works to encourage these members to contribute and be included in the conversation. However, some negative answers were given to Question 15. Six participants did not feel strongly about the equality implied by the design whilst three others did not respond to the question. A plausible explanation for this response may be the presence of several participants who were very passionate with the topics and the discussion in several teams. These individuals were perceived to be opinionated in their views and confirmation of this view can be discerned in the extended written comments submitted by the respondents, as well as by observation of their behaviour during the *syntegegration*.

The effectiveness of the protocol and facilitation were evaluated by responses to Questions 5, 6, 7 and 14. The response was in general reflecting the normal distribution, with two exceptions when the scores were skewed more towards the positive.

These results are anticipated due to the minimal logistical and human resource support available for the *syntegration*. The responses for Question 8 and 9 were also sporadically distributed on the scale. Two participants did not respond to Question 8, possibly due to difficulty in understanding the words used, as mentioned in the earlier section.

The number of participants who were motivated (Question 12) to act on what they have learned and in following-up the statements/outcomes from the *syntegration* (Question 16) is small (10 out of 22). This may be due to the perceived lack of practical actions for implementation at individual and local level resulting from the broad and wide-ranging discussions on ecology, world governance and other varied futuristic issues. Possible reasons for the lack of motivation include no interest in the *Opening Question* (but attended the *syntegration* because they “came along” with friends), that the participants do not share an identity or consciousness, for the *infoset* to continue operating together to pursue and progress the outcomes of the *syntegration*. If these outcomes can be organised as projects for each team, or for a group of participants to work on, there still the need to organise the *metasystem* to support and cohere these projects.

It is however delightful to note that eighteen participants (out of 22) had indicated that they will recommend *Team Syntegrity* for use in their organisation (Question 15) and sixteen participants were willing to attend another *syntegration* (Question 17). The responses of the questionnaire, and comments submitted suggest that participants went away with a feeling of satisfaction and sense of fulfilment at having dealt with a very complex issue, and at discovering and recognising their potentials and capabilities which are frequently inhibited and frustrated in the normal course of events, given the prevailing typical hierarchical structures and reductionist frameworks.

5.2.16 Summary of Framework, Methodology and Area of Concern

The following table summarises the findings and research lessons from the LWSP Syntegration:-

Framework (F) of ideas	Methodology or Protocol (M)	Area of Concern (A)	Learning about F, M, A
Global-scale dialogue at various cities in the world. Self-facilitation. The “cookbook” approach.	Team Syntegrity [30-person] StaffGraph Syntegration. Front-end and post-event follow-up not appropriate.	Diverse participants and motives. Issue (OQ) to address is not grounded within organisation. The “world” as a context and “world sovereign citizens” are broad and complex concepts. Outcome (FSI) to be compiled and sent to Toronto for further distribution to UN, Governments, etc.	<p>F] Self-facilitation not appropriate for 30-person especially when they are not sure of the process. Not for first-timers. Manual served as a useful guide.</p> <p>M] Non-residential for three days duration unable to sustain energy and information-holding. Slow start every morning due to loss of focus caused by activities outside the event.</p> <p>A] Stakeholders are essential for commitment and ability to pursue actions as outcome of syntegration. InfoSet is less able to immediately execute actions when they do not organise into working groups or are organised within an organisational structure (with a metasystem). FSI do not “belong” to infoSet especially when it is to be sent to Toronto for further actions (by someone else).</p>

Table 5.6 Framework, Methodology and Area of Concern for LWSP Syntegration

5.3 Liverpool Student Community Action

The Liverpool Student Community Action (LSCA) is a registered charity operating also as a student-organisation of the University of Liverpool Student Guild. The members of LSCA serve the community through various projects ranging from, attending to the homeless, disabled and underprivileged, the elderly and the children, to supporting and complementing community-based activities of other voluntary-organisations in Liverpool.

LSCA is managed by a Management Team, which receives advisory and administrative support from three other groups such as the Advisory and Support Group, the Development and Planning Group and the Task Force. The operational roles of the Management Team and these other groups overlap and some amount of confusion of responsibilities and accountability prevailed as a result of role ambiguities. All members and officers of LSCA are volunteers with the exception of the Coordinator who was the only full-time staff employed by organisation. LSCA's interest in *Team Syntegrity* began through discussions on alternative ways of organising the autonomous community-based projects and of viewing their organisational structure. As LSCA is a voluntary-based charity organisation, its turnover of volunteers was extremely high and mainly tied to the region's university academic year. Recruitment for members as volunteers for their projects are made during the fresher's week of the University of Liverpool. There are also members of public (non-students) who actively serve in the various committees and participate in various projects.

The communications between coordinators of projects/activities and the Management Team (President and other office bearers) were therefore mainly informal and remote. Inter-project and inter-year coordination was absent to facilitate information sharing, knowledge transfer and synergy. Day to day running of the office and adhoc request for information and resources were carried out by the Coordinator. Attendance at the traditional weekly management team meeting was poor and while various activities were carried out by volunteers, the Management Team was desperately in need of enthusiasm, vigour and ideas to drive LSCA through into a new era which require charities to operate as going concerns.

The Management Team realised the need for LSCA to re-examine its operating assumptions and resource-allocation priorities in view of its resource limitation, the increasing demands of the community it served and the temporal nature of commitment from volunteers working on the projects and for the management of LSCA. A cutback in funding was imminent due to low membership and no new projects.

Declining membership made it difficult for LSCA to embark on new projects and activities, and no new project meant no opportunities for recruiting members/volunteers. Most of the existing projects had reached their steady state to the point of self-management and sub-optimisation. These projects had developed a “closed-door” culture when they have an adequate supply of volunteers who were passionate with the cause (such as homeless, disabled, etc.) rather than considering themselves as volunteers in LSCA.

Discussions with the Management Team revealed the need for a planned strategic change, one which will induce LSCA to move from its current state to a new position including a reframing of the cultural guidelines that members had become used to (Child and Smith, 1987). The Management Team hoped to use *Team Syntegrity* for LSCA to radically depart from past practices and shifts in values, strategy and culture to re-create itself (Nadler, 1988).

An intervention strategy was formulated through a participative process with the members of the Management Team. Logistics and transport arrangement were made and the *syntegration* was scheduled over three days from Friday to Sunday to be held as a residential event at Unstone Grange in Derbyshire, United Kingdom.

5.3.1 Identifying the Infoset and Generating the Opening Question

The task of selecting individual members of LSCA to form the *infoset* for the *Syntegration* was not an easy one. Due to ambiguities in roles and responsibilities, the Management Team felt that no one should be left out and all should be invited for the *Syntegration*. However this clearly appeared impractical and decisions had to be made to invite and notify members. The definition of an *infoset*, as a group of individuals having shared interpretation of information that procures purpose (Beer, 1994:10) was not particularly useful for LSCA. It was then decided after an evaluation of available techniques to identify stakeholders, that a simple modelling activity be carried out with the Management Team for this purpose.

The researcher spent half-a-day introducing the basic constructs of Beer’s Viable System Model (VSM) (Beer, 1972, 1979, 1981, 1985; Espejo and Harnden, 1989) to the members of the Management Team. The introduction to the VSM was limited to the elemental organisational unit (System 1), the vertical and horizontal communication and control channels, the metasystem (Systems 2-5) and the environment. The Management Team worked through the remaining day to model LSCA using the VSM with the view of understanding and appreciating LSCA as a total system and its wholeness, their position and functional responsibilities, as an element of the metasystem and the environmental elements which its projects are serving.

The modelling exercise was also aimed at facilitating the Management Team to: a) to inform and understand, through shared modelling and learning activity, the total system and, b) to identify stakeholders or key players to invite for the *Synte*gration. The understanding of the total system and the VSM was crucial for them to contribute in the initial discussion to propose the *Opening Question* for the *Synte*gration. The VSM offers a common language and frame of reference for members to discuss issues of the present and the future as well as providing the *synte*gration with an organisational context within the appropriate level of recursion.

We introduced the modelling activity by asking the team members to identify the environmental elements, that is, the communities, or groups of people, which LSCA served. By identifying the environmental elements first, the researcher hoped to elicit the community projects as System 1s of LSCA without going through the entire description of the VSM. In fact, the team members were only introduced to the symbolic conventions and the underlying principles without the burden of a whole new set of vocabulary. This approach is a departure from the usual practice of identifying all the System 1 for the System-in-Focus, giving minimal attention to the environmental elements and their overlaps. Often the sequence is almost linear from System 1 to the elements of the metasystem (System 3-5). The VSM, in this particular instance, was to be unfolded as we go through the modelling activity. The team members were able to identify the 4 different groups of people which were served by LSCA, namely, the homeless, disabled, elderly and children, immediately. The following diagram was produced by the team members as the initial attempt at the model.

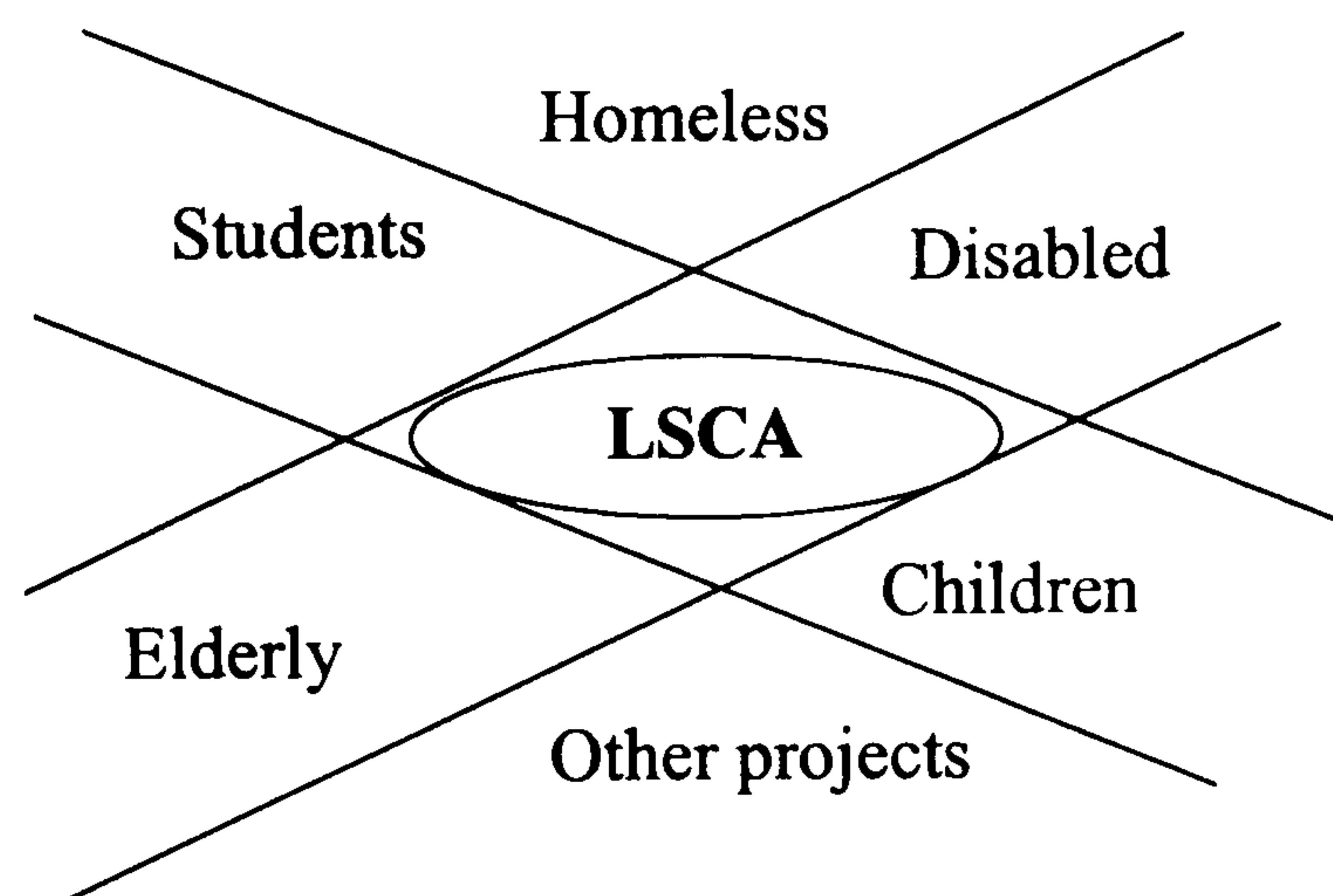


Figure 5.1 The Environmental Elements of LSCA

From the above environmental elements, the respective projects (System 1) were ascertained and eventually a VSM of LSCA begun to take shape and the members who perform managerial and coordination function for the projects and LSCA as an organisation were identified. Figure 5.2, on the following page, shows the VSM model for LSCA.

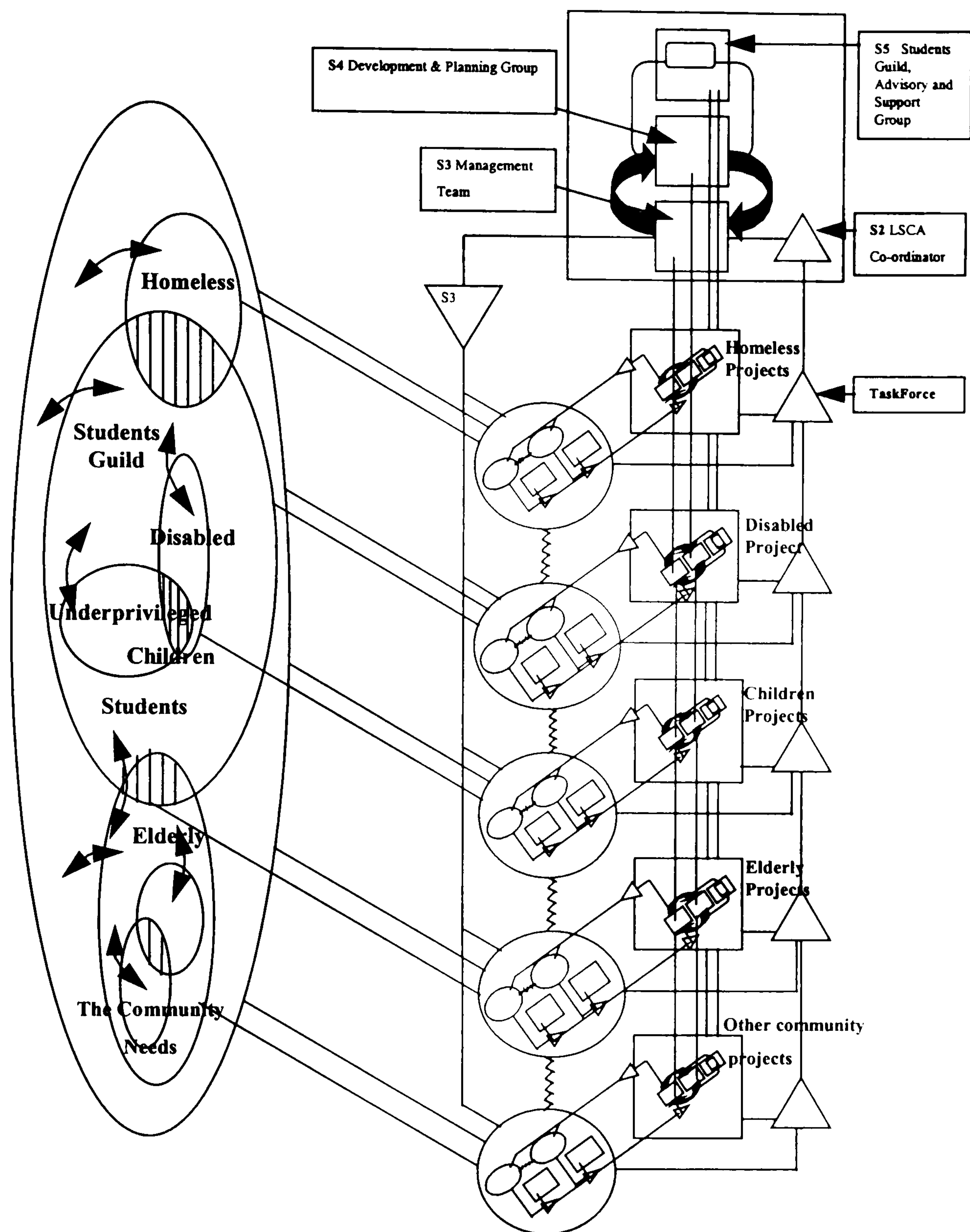


Fig 5.2 VSM Model of LSCA

A list of participants was drawn from the outcome of the modelling activity for the LSCA *syntegration*. Invitations were sent to 35 selected members who were members of the Management Team, Project Coordinators and Representatives, and Community Workers. The Management Team was also asked to propose a working statement as a basis to organise the *syntegration* for the prospective members of the *infoset* (on the invitation list) to counter-propose with a view to producing an *Opening Question* for the *syntegration* through consensus and by the participants (*infoset*) themselves. This practice is similar to the Japanese's approach of passing down information for everyone's perusal and suggestion.

At the point of writing this thesis, the “front-end” VSM modelling of an enterprise, and the active contribution and participation of the *infoset* in the creation of an *Opening Question* is novel. Previous *syntegrations* to LSCA such as those for the World Syntegrity Project, Farringdon Forum Club, Democratic Left and Open Futures had their *Opening Questions* either set by the Organisers, Client or Sponsor who may be the “purse-holder” but not necessarily the *actors*.

5.3.2 The Introductory Session

Experience of previous *syntegration* (most notable one held by Open Futures, Canada) suggested that *infosets* tended to bond more quickly if they had met each other initially in a social function, such as over dinner the evening prior to the event proper. Additionally it was noted that if the raw material (i.e. *Statement of Importance*) for the *Syntegration* was produced that same evening it tended to be more imaginative, providing a kick-start to the following morning activities. In view of these observations the decision was made to begin on Thursday evening with the introductory session at Liverpool and continuing the *syntegration* at Unstone Grange on Friday evening through to Sunday. Upon arrival at the opening evening on Thursday, we were informed that during the day a quarter of the total number of invited members had, for various reasons, called to tender their apologies, and several other participants were unable to make it that evening. There was also another group of participants who would not be able to arrive at the Unstone Grange until the following evening. It was not clear how many participants could be expected in total but it was clear that there would not be enough participants for *Team Syntegrity*, which requires the participation of thirty individuals.

Nevertheless, we led the introductory session with explanation of *Team Syntegrity*, the rationale for its use by LSCA, and the activities which would ensue. Participants who attended the opening evening were asked to build their own icosahedron using cocktails sticks and fruit pastilles and were thrilled and delighted with the result. The participants were also invited to develop the working statement proposed by the Management Team to form the *Opening Question*. We collated various suggestions and elicited the favoured statement from the participants. After deliberations, the *Opening Question* selected by the participants for the *syntegration* was, “What can Community Action realistically achieve”.

As the venue and transportation had already been arranged and any cancellations would result in forfeiture of all payments made, the majority of the participants decided to depart, regardless, on Friday morning to Unstone Grange. It was further decided that we would spend the day designing a group activity suitable for the reduced *infoset* and join the party to begin work on Friday evening rather than the pre-scheduled Friday lunchtime start.

5.3.3 The LSCA Experiment

Over breakfast on Friday, it was speculated that only twelve participants would be present at Unstone Grange for the *syntegration*. Therefore it necessitated the substitution of the octahedron for the icosahedron as a basis for organising team membership and scheduling team meetings. As we had no experience with anything other than the icosahedron, we were compelled to re-hash the protocol in order to use the octahedron. In addition to re-programming the *Topic Auction* algorithm for compatibility with twelve participants, and determining the various symmetries for outcome resolve meetings, we decided to make some experimental changes to the initial agenda-creating stages of the *Team Syntegrity*. What follows is the reasoning and rationale for its introduction before examining its effects. Schechter (1991) states that *Team Syntegrity* would benefit from further clarification of the processes involved, their aims, definition and operation. Although the *Team Syntegrity* protocol has changed considerably since its conception (Beer, 1989; 1994a) many of its cornerstones, especially those of passive facilitation, have remained intact. We are well aware of Beer's objection to ill-informed and unjustified *variety* attenuation, especially during the two stages of *Team Syntegrity* - those of *Importance Filter* and *Problem Jostle*. The experimental changes to these stages were therefore intended not to suppress *variety* but rather as an attempt to reduce the problems evidenced at past events, where many good ideas were either lost or ignored because they were presented in a form which lacked the sophistication necessary to communicate the message to the whole group.

The filtration aspect of the *Importance Filter* in *Team Syntegrity* has until now remain implicit. We set out to improve the rigour of this activity by specifying *Importance Filter* rules. Statements generated by the participants will be required to satisfy these rules before it could be presented to the *infoset*. In addition to the rules pre-printed forms emphasising a standard format for the group statements generated during *Problem Jostle* were also produced. These changes were aimed to ensure that the topics produced, displayed a broad coverage in relation to the *Opening Question* and quality of expression. It was thus hoped that the subsequent team meetings in *Outcome Resolve* could then commence from building blocks of uniform strength, whilst still allowing the size, shape and colour of the blocks (in other words the discussion content) to be determined by the team themselves.

The two-person organising and facilitating team discussed the facilitation technique at length and reached agreements upon style and content so as to remain consistent with each other (Phillips and Phillips, 1993). The facilitators divided and allocated the various stages between themselves and endeavoured to ensure that each stage was explained clearly and concisely, with particular emphasis upon purpose and the ensuing results, for which the *infoset* ought to be aiming, to export to the next stage.

The facilitators refrained from articulating the entire process in advance, choosing instead to give a broad overview by way of introduction, followed by in-depth explanations of each stage as it arose.

Team Syntegrity, partly due to its novelty, is quite a complicated process to grasp, especially by way of explanation rather than by direct experience. With this in mind, the researcher hoped that the approach taken would allow the *infoset* to gain the full benefits from each stage of the process whilst understanding and experiencing the links and flows between the stages. Further it was hoped that as the *infoset* moved from one stage to the next they would gradually develop a vision of where they were heading and what they could expect to achieve and would thus become a self-organising, autonomous system.

5.3.4 The LSCA Syntegration

The succeeding sections describe in detail the various stages of the *Team Syntegrity* protocol as applied at Unstone Grange, the resulting effects and the conclusions. As the first day of the *syntegration* was essentially lost due to rescheduling as a result of the last minute withdrawals, it was only possible to have two iterations for *Outcome Resolve* meetings. It shall be seen that this potential limitation (Beer 1994a), was resolved by the protocol refinements introduced by the researcher. Using a semi-structured approach to conversations and capturing of information in *Problem Jostle*, it is hoped that much of the work for the first iteration of *Outcome Resolve* had been done. At the start of the *syntegration* at Unstone Grange there was a total of sixteen participants, with one additional member arriving after the *Importance Filter*, taking the total to seventeen.

5.3.5 The Importance Filter

The *infoset* was informed that this stage was effectively a brain-storming session, intended to create the raw materials on which the ensuing discussions would be based. In order to do this, each individual was responsible for generating *Statement of Importance (SI)*, on small file cards, which were posted on the wall for all to see. A *Statement of Importance* was defined as a sentence phrased in the form of a statement which expressed an issue related to the *Opening Question*, to which the author considered serious attention ought to be directed (Beer 1994a).

Further we introduced the *infoset* to the *Importance Filter*, which had been created in the centre of the room, consisting of two flipchart easels side by side, between which one could comfortably pass. Upon each easel were written four questions which participants were to apply to their *SI*, if they could answer 'yes' to each of them they were then permitted to pass through the filter to display their *SI*.

The eight questions are as follows :-

1. Can you negate your statement?
2. Could a reasonable person argue with your statement?
3. Is your statement imaginative?
4. Is it phrased as a statement rather than as a question?
5. Is your statement short (about 10-20 words)?
6. Is your statement legible?
7. Will the reader understand your statement?
8. Is your statement relevant to the *Opening Question*?

It was explained that this procedure was designed to filter-out statements that did not qualify as *SIs* in order to preserve the quality of the 'brainstormed' material. Participants were further advised to refrain from writing several *SIs* upon the same theme, but instead if possible, to try to synthesise these into one statement which 'said it all'. We generated the statement, "*all undergraduate students should be required to do at least ten hours service to the community in order to qualify for their Local Authority grants*" to demonstrate the procedure and the use of the questions. It was also hoped that this initiative would get the 'ball rolling', and indeed it did as dozens of *SIs* appeared in quick succession.

Once the *Importance Filter* was well underway we informed the *InfoSet* and pointed out that many statements appeared to share common themes. The *infoSet* was thus invited to physically group the statements in clusters upon the wall in order to reflect this. In particular it was noted that a fundamental division existed between *SIs* relating to the organisation and management of LSCA's activities, and *SIs* relating to the projects and activities themselves. Many participants responded by selecting and grouping all management-type *SIs* to the left and all activity-types to the right. The area in the middle was then reserved for those statements that belonged to both or neither of the groups. At the end of the *Importance Filter* the *infoSet* had produced one hundred and one (101) *Statements of Importance*, an average of seven per person, and on inspection we confirmed that all were valid, understandable and stimulating ideas, which was considered a remarkable achievement as compared with previous experience of other *syntegrations*². These *syntegrations* had been held for an *infoSet* of 30 people each and generated an average of 140 *Statements of Importance*.

² Farringdon Syntegration, Hampshire, 5th-8th March 1992; Democratic Left, London 13th-15th February 1993; World Syntegrity, Swansea 23rd-25th July 1993; LWSP, Liverpool, 23th-25th July 1993; Open Futures Syntegration, Toronto, 23th-26th January 1994

5.3.6 Problem Jostle

In the past *Aggregated Statements of Importance (ASIs)* have varied considerably in their format, from a list of *SI*s copied straight from the cards, or 3M “post it” notes, or a list of points raised during problem jostle, to a full page of prose. This variety of formats has, in some instances led to confusion. In many cases participants not party to the generation of an *ASI* had difficulty in understanding the nature of the topic and, consequently, experienced difficulty in assessing its worth in the next stage of the *syntegration*, namely *Topic Election*. In an attempt to irradicate this problem, we produced pre-printed *ASI* forms for groups to document their *Problem Jostle* discussions. The form are divided into four sections namely statement definition; areas discussed; problems identified; and preliminary solutions suggested. The form was not intended to constrain the *variety* of the discussions but to structure the format of the summarised output for the benefit of those readers not involved in the formulation of the statement. A copy of the form is shown below :-

AGGREGATED STATEMENT OF IMPORTANCE	
Statement Definition :	
Areas Discussed :	
Problems Identified :	
Preliminary Solutions Suggested :	
Initial Proposer :	
We the undersigned played an active role in the formulation of this ASI :	
We the undersigned believe that this ASI deserves further consideration:	We the undersigned believe that this ASI should not be taken any further:

Figure 5.3 Form for Aggregated Statement of Importance

These sections allowed the groups to separate the various areas of their discussions, to more clearly define the multiple aspects of their debates, and ensured that fewer of the points raised were omitted from their written summaries.

In addition to these four sections, there is also areas on the form for the originator of the topic to sign as 'initial proposer' and for those members who had 'played an active role in the formulation of the ASI' to sign.

Beer (1994a) stipulates that *ASIs* must receive a minimum of five signatures before they may be submitted for display. The reasoning behind this rule is to ensure that topics secure at least a sixth of the *infoset's* involvement in their creation. However in many instances this has led to some under-sized *Problem Jostle* groups leaving their formulated *ASI* pinned to their station with a view to enticing passers-by to register their approval. The researcher hoped that this approach would reinstate the involvement of the group with the statement origination and, despite the size of the *infoset*, the smallest *ASI*-generating group contained four members and the largest contained seven, both of which are well over the recommended proportion.

By the end of the *Problem Jostle* fifty two (52) *SIs* had been removed from the wall and used to create the twelve (12) *ASIs* that were now displayed on a separate board. The subject matter of the majority of those remaining *SIs* had been covered by one or more of the twelve newly created topics, and the commitment of the *Infoset* to these topics is reflected in their handling of the next stage, *Topic Election*.

5.3.7 Topic Election

As stated previously, the appropriate model for this synte-gration was that of the octahedron which has six nodes to which topics may be assigned. The *Problem Jostle* had created twelve prospective topics, therefore the task of reducing this number to the necessary six now remained.

At the bottom of the printed *ASI* forms we had created two boxes. All participants were asked to read through the *ASIs* and then to sign the box to the left if they believed that the statement 'deserved further consideration' or to the right if they felt that the statement 'should not be taken any further'. Only those *infoset* members who had not taken part in the formulation of the *ASI* were permitted to sign in either of these sections, as it was assumed that if their signature appeared in either the 'originator' or 'active role' sections then their sentiments lay with the signatories of the 'left'. The *infoset* was also provided at this time with a supply of 'post-it' notes, upon which they were encouraged to write comments to attach to the relevant *ASI*.

This part of the protocol is normally staged in the form of an election, where each member of the *infoset* is provided with a certain number of votes to cast, (usually in the form of coloured stickers), between the *ASI* topics.

The researcher had hoped that the signatory technique, by providing the group with a mechanism for, in a sense, negative voting, (rather than by merely abstaining from supporting a particular *ASI*), would prove a fairly fast method of determining which topics the *infoset* considered worthy of inclusion in the *Outcome Resolve*, and which ones ought to be left out.

In the event it became clear from the 'post-it' comments that many participants thought that some of the statements belonged together in one topic area, so the *infoset* was invited to move the *ASIs* around on the board in order to reflect this. At the end of this exercise there were only six individual topics remaining removing the need for any selection, which we regarded as encouraging evidence that the *infoset* considered all of its *Problem Jostling* efforts to be worthy of continuation. These six topics were then re-named *Consolidated Statements of Importance* or *CSIs*, and labeled A to F for the purposes of identification in the *Topic Auction*.

5.3.8 Topic Auction

Once the *infoset* had decided upon the six *CSIs*, the researcher had to determine where these would reside on the octahedron, and which team-specific roles each of the participants would play. This is traditionally handled by a suite of computer algorithms, however since these are geared toward the use of an icosahedron, appropriate re-programming was needed to conform to the octahedron.

The data required as input to the *Auction Algorithm* is a ranked order of preference by each of the participants. This, then forms a data matrix, where each row represents a participant, and each column a *CSI*, from which the computer finds the best solution, in terms of overall preference fulfillment, from a number of trials. In order to express these preferences participants are provided with pre-printed forms which are divided into three sections, the first two of which are intended as an aid to producing the rank-order required in part three. The first section of the form consists of a grid in which participants must state preferences between pairwise comparisons of all combinations of *CSIs* (a total of fifteen comparisons in this situation). When all comparisons have been made, section two requires participants to sum, for each *CSI*, the number of times it is preferred over any other *CSI*, and to enter that number as the score for that *CSI*. Section three then requires the participant to rank, with the aid of the scores in section two, each *CSI* in their personal order of preference, where a '1' indicates 'most preferred' and '6' indicates 'least preferred'.

Each node of the octahedron represents one of the six *CSIs* and each edge (strut) one of the *infoset* members. As there are only twelve edges on an octahedron the researcher asked five of the seventeen participants to abstain from taking part in this stage, promising to assign their roles after the computer had produced its solution.

To everyone's amusement the majority volunteered to abstain in order to avoid the perceived mathematics. We eventually managed to persuade twelve members of the *infoset* to complete a preference form. The data from these were then entered into the matrix and the program was left to run over lunch, during which time it generated 8817 solutions from which to choose the best.

Once each of the six CSIs had been assigned to the coloured nodes of the octahedron [Figure 5.4] the twelve respondents were issued with their bi-coloured team roles. The researcher was left with the problem of assigning the five remaining participants. During lunch the facilitators discussed ways in which the *critic* role of *Team Syntegrity*, could be incorporated into the octagonal structure. However there was not enough participants to assign an equal number of *critics* to each team. It was decided instead, to assign four *critics* to the struts on the horizontal plane, whilst the remaining participant had to alternate in each iteration between the polar opposite teams on the vertical plane.

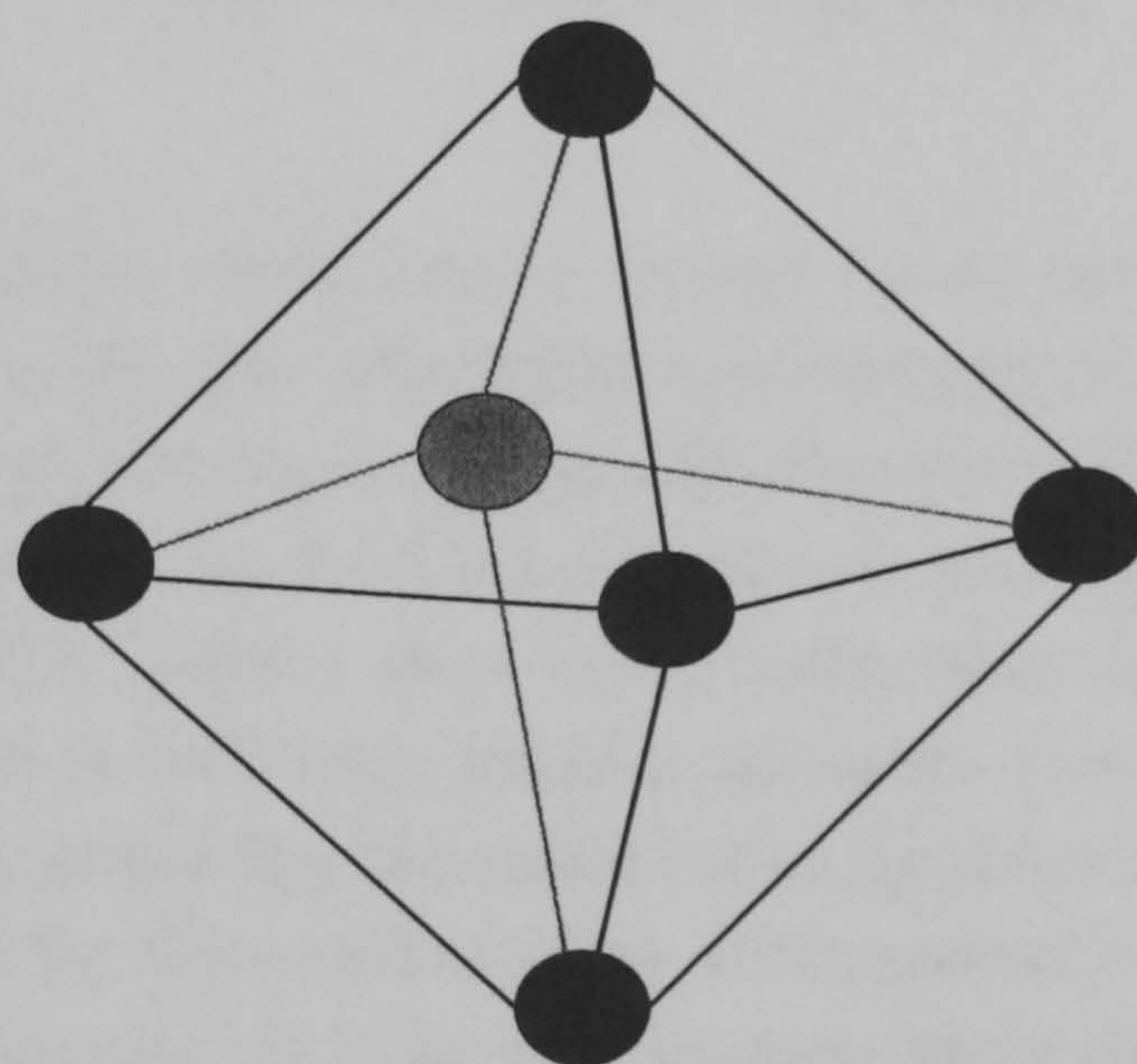


Figure 5.4 The Octahedron

What this essentially meant was that each of the teams Blue, Red, White and Black had two *critics* each, whilst Yellow and Green had only one *critic* in only one of the iterations of the *Outcome Resolve*. The reason for this is that the Yellow and Green teams meet simultaneously so that the *Critic* responsible for them could not attend both meetings in the same iteration. Another peculiarity of this event as compared with those using the icosahedron is that all *infoset* members are normally assigned team membership roles and *critic* roles, rather than exclusive in one or the other. Despite the imbalances in symmetry, and in the distribution of roles, the teams worked well together, in many cases observers playing an active role in the discussions of teams short on participants, and went on to produce some very fruitful results in the *Outcome Resolve*.

5.3.9 Outcome Resolve

The symmetrical properties of the octahedron are different to those of the icosahedron. As stated previously, there are only six topic teams, which means that each iteration requires only three sessions in order to conduct all of the team meetings. At Unstone Grange it was specified that each team would meet for fifty minutes, with the Red and the Blue teams meeting in session one, the Black and White teams meeting in session two, and finally the Yellow and Green teams in session three. The sequence for the team meetings are given below :-

Room 1		Room 2	
Red	1	Blue	
Black	2	White	
Yellow	3	Green	

Table 5.7 Sequence of Team Meetings

Each of the polar opposite teams meet in separate rooms and ten minute changeover time was given, taking the total time required to conduct one iteration to three hours. Each team was supplied with copies of their *CSIs* from the *Problem Jostle*, including all comments that other *infoset* members had subsequently posted to them. The teams were then required to further explore their topics within their scheduled time slots. A facilitator was present in each team meeting, and notes were taken on flip charts to remind the team of the points they had raised during the course of the discussion. At the end of the meeting in the first iteration, teams were expected to produce a summary as record of their discussion for use in the next iteration. These were then displayed in the corridor between the two meeting rooms, where it could be read and commented upon by other members of the *infoset*.

5.3.10 Self-Organising Infoset

The first iteration concluded at about 6.00 pm on Saturday. We invited the *infoset* for a plenary at this time to inform them that we would have to return to Liverpool, and to leave the *infoset* to organise the rest of the schedule themselves. Discussions took place and as a result the *infoset* decided to hold two sessions of the second iteration later that evening and the final session on Sunday morning. We also asked for volunteers to do the time-keeping for the sessions and to take the notes during discussions. In addition the *infoset* was advised that it would be sensible to schedule a closing session to decide what actions they would take upon the issues raised over the weekend. The *infoset* agreed to do what was suggested before they departed from Unstone Grange on Sunday morning. The *infoset* also agreed to audiotape-record the closing session and to complete the evaluation form distributed for research purposes.

Although our departure from Unstone Grange could have been avoided, it was spontaneously done as an experiment to test whether or not the *infoset* had become a self-organising group as the researcher had speculated. As we drove out of Unstone Grange, the participants, in large groups, were leaving the venue for a pub in a nearby village, some ten minutes walk away. This caused some anxiety on our part over whether the *infoset* would resume the meetings in *Outcome Resolve*, and indeed complete the *syntegration*, as the *infoset* decided to spend their remaining 35 minutes out of their one-hour break in the pub. Whether the *infoset* would be back at the venue by 7.00 pm to resume the meetings at Unstone Grange was, at that moment, anyone's guess. We had decided to leave them on their own and therefore there had to be no turning back.

5.3.11 The Closing and Evaluation

The tape-recording of the closing session at Unstone Grange revealed that the *infoset* had, in the absence of the facilitators, used this session to conduct a newly added stage to the *Team Syntegrity* protocol called *Orthogonal Meetings*. This stage is designed to be conducted during meal times and involves those members who, by nature of the symmetry, do not meet with one another during the course of the team meeting for them to brief each other on the topics and the discussions in their respective teams.

The analysis of returned questionnaires showed that the *infoset* generally felt that the *syntegration* was enjoyable and highly productive. Most participants agreed that all of the protocol stages had worked and that they had felt the equality implied by the model used. The experience was favourable compared to other discussion-type events, and had produced results that everyone in the *infoset* felt motivated to act upon. The *infoset* also unanimously agreed that they would be willing to attend another *syntegration*, with many respondents stating that they would prefer the octahedron version rather than the thirty-player icosahedron (although this is biased as they had not experienced an full-scale 30-person *syntegration*).

The aggregated responses to the questionnaire [Appendix G] are given below :-

	Question	NR	1	2	3	4	5	6
1	Did you enjoy yourself		0	0	0	0	7	9
2	Was the experience useful		0	0	0	2	7	7
3	Gain insight into group processes	1	0	1	0	3	4	7
4	Gain insight into yourself	1	0	2	0	3	6	4
5	Gain insight into other people	1	0	2	0	3	6	4
6	How much reflection overnight		3	6	5	1	1	0
7	Did the <i>Importance Filter</i> work		0	0	0	6	6	4
8	Did the <i>Problem Jostle</i> work		1	0	0	4	9	2
9	Did the <i>Clustering</i> work		1	0	2	5	7	1
10	Did the <i>Topic Auction</i> work		1	1	0	2	11	1
11	Did the <i>Outcome Resolve</i> work		0	1	0	2	6	7
12	Enabled to contribute your skills	1	1	0	0	1	8	5
15	How different is this weekend		0	1	1	3	7	4
16	How useful was the facilitation	1	0	0	0	4	5	6
17	Group achieve a high creative std	1	0	0	0	0	9	6

- 13 Are you motivated to act upon issues discussed : YES = 16 NO = 0
- 14 Did you feel the equality implied by the design : YES = 14 NO = 0 NR = 2
- 18 Would you be willing to attend another event : YES = 16 NO = 0
If yes, which would be more appropriate : 30-Player = 6; 12-Player = 6; Either = 4
- 19 Do you think that the cancellations (withdrawals)
lowered the motivation of the group : YES = 4 NO = 12
- 20 Do you feel closer to each other as a result of
this weekend : YES = 15 NO = 1

Scale: NR=Nil Response, 1=Low, ..., 7=High

Table 5.8 Distribution of Aggregated Responses
Number of Respondents = 16

When the *infoset* met the researcher on their arrival at Liverpool, it was evident that the *infoset* had felt a 'pull' to continue with the second iteration of the *Outcome Resolve*, despite the facilitator's absence, and had produced a comprehensive list of action plans for each of the six topics that could be implemented to improve the present conditions in LSCA. The *infoset* had further agreed during their closing session at Unstone Grange to meet again in LSCA's office two weeks later.

5.3.12 Post-Synte-gration Meeting

As agreed, the *infoset* met again at LSCA's office to continue the conversations but more so to implement the actions points generated at Unstone Grange. All except two participants attended the meeting as well as four other members of Advise and Support Group who were invited to this meeting. The researcher was asked to facilitate the meeting. He opened the meeting by thanking everyone for coming, and opened the floor for views and suggestions on what and how the *infoset* would like to proceed with the meeting. On the request of members who were unable to be at Unstone Grange, a member of the *infoset*, spontaneously described *Team Syntegrity*, its protocol, and her experience of the *synte-gration*.

The *Final Statements of Importance* generated by the *Outcome Resolve* were displayed and reviewed. A large sheet of paper was placed on the wall next to the row of the *FSI* with the word 'PROJECTS' as the title. Immediately one participant, without any prompting from anyone, wrote on the paper the first project and invited interested participants to join him to form a working group to act on the points raised at Unstone Grange. The first project posted on the wall was Funding through Objective One, and four other participants signed to join the group. At the end of the evening six project-working groups were formed to act on all the points and issues from the *FSIs*. The groups will each deal with the following issues :-

- Funding Through Objective One
- Logistics
- Management Team
- Selection Criteria of Projects
- Equal Opportunities
- Volunteer Support and Accreditation

The members of the working groups concluded the evening by agreeing to meet on two sets of meetings. The first was for their own working group meeting and the second, was for coming together again as a large group (the *infoset*, such as this meeting). It was agreed that two work group meetings would have to be held to define project aims, plan of action and schedules, before the *infoset* meeting. All eighteen members who attended this meeting had volunteered, on average, to join two working groups each, and there were at least five members in each group.

This meeting demonstrated the commitment of the *infoset* and the enthusiasm attained through the *synte-gration*, as compared to the start of the Introductory Session at Liverpool, where lack of commitment and poor attendance had almost resulted in its cancellation. The self-organising and equalising properties promoted by the *Team Syntegrity* were also still evident in the *infoset* at this stage.

Unlike in previous management or project team meetings, participants were able to express freely and to empower themselves through participating in the identified working groups and its activities regardless of their position in LSCA.

5.3.13 A New Metasystem

The working groups had their first meeting about one month after the *syntegration* at Unstone Grange. In the first meeting, the groups were tasked to set the activities they wish to undertake and how these activities possibly overlap with other groups. The researcher, on request, was granted approval to attend and observe the meetings of the Volunteer Support and Accreditation (VSA) Working Group.

The VSA group set themselves the task to propose a flexible process so as to develop the individual's potential resulting in formal accreditation. The process involved recording, recognising and reflecting the skills and experience gained through community activity. In the short run, the group aimed to propose the award of Certificate based on the National Vocational Qualifications (NVQ) structure to community workers with a view of obtaining accreditation of prior learning and admission to Further/Higher Education. In the long run, the group hoped to develop through HEFC funding, modules for undergraduate and postgraduate studies and to pursue the goal of integrating community needs and issues into all undergraduate courses. Specific tasks were outlined and actioned by individual members and the group to meet the short-term goals. Learning logs, case diaries, information about NVQs, Accreditation of Prior Learning and an initial proposal of the 3R (record, recognise and reflect) process were produced. The process was to be tested in a pilot study over three academic terms involving community workers of various levels of commitment and roles, in all the projects. The progress of this group and all others were reported to the larger group (the *infoset*) meeting.

The Funding Through Objective One group worked through a funding strategy for LSCA and submitted applications for Objective One funding. They also drew plans for funding through other sources, such as European Social Fund (ESF) and European Regional Development Fund (ERDF) to develop ideas, improve support, and embark on new projects, as discussed in the *syntegration*.

The Logistics group produced a comprehensive A-Z Booklet of all the projects and work of LSCA, as well as setting-up the information system for management of projects and volunteer. Redefinition and clarification of roles, responsibilities, communication, ethos and philosophy were undertaken by the Management Team working group. The Core Projects group developed the criteria for the selection of the most effective and suitable projects, thereby reducing the range of activities offered by LSCA.

The Equal Opportunities working group reviewed existing and redesigned an equal opportunities programme which include training provision to all members involved with LSCA. This programme also dealt with awareness, publicity and recruitment issues.

In the sixth meeting (after the post-syntegegration meeting) representatives from each working group presented their work-in-progress to the *infoset*. This meeting was the turning point for LSCA because the Objective One working group announced to the *infoset* their success in their European Social Fund bids. LSCA have been informed of the award of £26,165 for their projects, specifically Ideas in Motion, Work Placements and Childcare. This group also informed the meeting of their bids on behalf of LSCA for 1995. The bids to European Social Fund (ESF) totaled £57,191 in respect of the projects that were successful in 1994 and to European Regional Development Fund (ERDF) of approximately £150,000 to establish a coordinated Community and Higher Education Resource (CHER) network including the community and the three higher education institutions in Liverpool.

The award, the work-in-progress and the meeting provided the confidence and satisfaction to all members of the six working teams who had acted on most issues for improvements and changes raised and discussed in the *syntegegration*. In anticipation of the award from the bids made, they established a Development Function and reorganised LSCA Operational Management (Systems Four and Three, respectively, following Beer's VSM). The *infoset* was to operate at a higher level of recursion, and with a new identity and ethos. The emerging organisation was called CHER and the new *metasystem* was operationally known as the CHER Steering Group with LSCA, Interchange (a project to place students from the three higher institutions in community-based organisations in Liverpool during their sandwich year), and four other projects as its operational elements. The members of this meeting also decided to organise a *syntegegration*, to be held, later to discuss how the community can maximise the resources in higher education.

5.3.14 Analysis and Discussion of Findings

The results and outcome of LSCA *syntegegration* were extraordinary in view of the initial concern over the number of participants and general morale as a result of last-minute withdrawals just before the Introductory Session for the *syntegegration*. However many participants were not affected by the withdrawals as indicated in the feedback (Question 19) received from the questionnaire. The *infoset* had enjoyed themselves (Question 1) and all sixteen respondents were motivated to act upon the issues discussed (Question 13). The *infoset* developed a high degree of team spirit and were able to rely upon the group cohesion to organise themselves on the last day of the *syntegegration* (in the absence of the facilitators).

The decision to leave the *infoset* for them to manage on their own facilitated the transfer of ownership of the process and the outcomes to the *infoset*. The drive and decision to continue the process and conversation after the *syntegration* was a collective one.

The feedback gathered from the questionnaire and from interviews were very positive. Apart from three responses recorded in the low scale and the very little reflection done overnight (Question 6) the *infoset* registered a high degree of satisfaction with the process and outcome. A participant during the interview noted that the weekend (*syntegration*) had enabled him to relate his goals and experience (particularly in economic generation in community-based organisation) to other projects in LSCA, whilst another remarked that while there were smiles and laughter (as shown in most of the photographs taken candidly during the *syntegration*) the *infoset* worked extremely hard during the *syntegration*. She discovered that fun and hard-work are not mutually-exclusive in *syntegration* and considered the hallmark of the process. Our observations confirmed the behavioural shift within LSCA as a result of the *syntegration*. Members of the Management Team, and all other community workers who participated in the *syntegration* and the working groups displayed and promoted openness, participative and shared understanding of values, goals and desired future. A huge notice board was mounted on the wall in the office for members to inform happenings and activities, as well as for personal messages, greetings and reminders. Management meetings to report on day-to-day operational matters were substantively replaced by working group meetings with full attendance. There was a high degree of congruence between the future (externalities) and the present because these working groups were operating essentially as the System Three-Four Homeostat (following Beer's VSM), throughout the organisation. It was also evident through inspection and observation of minutes and records of meetings that the nomenclature of *Team Syntegrity* had been adopted in LSCA, and the dissemination of information to allow reverberation to take place within project teams and working groups. A new level of enthusiasm, vigour, and energy emerged after the *syntegration* and it translated ideas into practical tasks which were acted upon by the working groups.

The new *metasystem* and a recursion in which LSCA become one of the operating elements are new structures which emerged as a result of openness and symmetry-breaking (Haken, 1977). The *syntegration* and the follow-up activities provided the conditions for new structures to emerge. Sufficient diversity and complexity generated by experimenting behaviours and processes made it possible for the *infoset* to address paradoxes and complexity of turbulence and to bring forth the new *metasystem*. The issues confronting the organisation were varied and complex. Equally the strategies, projects and tasks formulated and planned by the *infoset* and the working groups were sufficiently rich, complexity and variety (following Ashby's) to meet the diversity and complexity of the environment and the challenges ahead.

CHER (the emerged organisation) was necessary for the *infoset* (large group) to achieve requisite variety (Ashby, 1970) and to reorganise itself into a more viable configuration, building upon the successful bid for funding and the completed tasks of the working groups. The activities conducted, before during and after the *syntegration*, provided sufficient degree of boundary openness, experimenting capacity, awareness of deep structure in terms of shared values and vision, and the ability to shift and adjust, as a whole, to meet the non-equilibrium conditions present. Consistent with the dissipative self-organisation theory (Nicholis and Prigogine, 1977; Janstch, 1980), these four elements enabled the *infoset* to self-organise for effective action. The extent to which these activities and processes contribute towards the transformation is a matter of considerable interest and importance. Meanwhile the formulation of these activities and processes must precede the latter before empirical investigations can be conducted.

5.3.15 Summary of Framework, Methodology, Area of Concern

The table on the following page summarises the findings and research lessons from LSCA Syntegration:-

Framework (F) of ideas	Methodology or Protocol (M)	Area of Concern (A)	Learning about F, M, A
<p>Self-facilitation. Self-organising attributes. Organisational modelling to identify infoset. Minimum critical specification and logistics. Organisational Change.</p>	<p>Review organisational situation and VSM Modelling. Initially Team Syntegrity [30-person] StaffGraph Syntegration but later changed to octahedron for the 17-person infoset. 2.5-day residential.</p>	<p>LSCA as a charity relies heavily on volunteers and the one-paid staff. Needed planned strategic change especially with the imminent cutback in funding. Participants are quite experienced with groupwork</p>	<p>F] Self-facilitation and self-organisation made possible by smaller number of participants and operating within minimum critical specification and logistics. Doubtful whether participants can be left on their own in the middle of a process if conducted for business enterprise. Selection of participants to form infoset with match organisational situation and Opening Question evidently produces action points and commitment to execute or implement these actions.</p> <p>M] Organisational modelling using the VSM helped client to understand the total system, identify participants and use a common language and frame of reference. The change from icosahedron to octahedron provided the opportunity to (re)design protocol based on limiting factors and minimum resources.</p> <p>A] LSCA embraced the process and continue developing ideas and implementing outcomes after the event. The syntegration did not effectively “end” at Unstone Grange. Should we remove “the Closing” from future events?</p>

Table 5.9 Framework, Methodology and Area of Concern for LSCA Syntegration

5.4 CSF Decision Support Ltd

CSF Decision Support Ltd (CSF) was formed in 1988 by four senior lecturers of Liverpool Polytechnic (now Liverpool John Moores University) to manage their consultancy services and to integrate the experiences and results of consulting assignments with their research and teaching activities. CSF is a subsidiary of JMU Services Limited. The company specialises in business analysis, systems modelling and user requirements definitions for continuous business improvements. The principal consultants of CSF have developed, over a period of thirty years, a multi-perspective methodology, ARGUS, which is continually refined and developed through applications in a wide range of business sectors. This methodology incorporates “soft” problem formulation tools with the “hard” analysis tools in order to build both qualitative and quantitative models which are useful to managers. The company has been actively involved, through Department of Trade and Industry (DTI) funding, in the development of early warning systems using real-time monitoring of critical success factors in an enterprise. Over the years, CSF had been awarded major contracts by North West Water, MANWEB, the European Commission and General Electric, and therefore expanded its line of business into areas such as provision of statistical models and support, supply chain management as well as business improvement and viability studies. CSF was also involved in the development of training and teaching materials such as a set of videotapes on Managerial Cybernetics and the Viable System Model as a commercial product.

CSF has grown in size, increased its turnover and therefore its commitments. The number of consultants have doubled, and there is a group of associates who are called upon to complement the consultants when required. Since all the consultants are academic members of staff, teaching on the Business Information Systems degree programme, the operating conditions and effectiveness of CSF were constrained by the availability of time staff had over their teaching and administrative responsibilities, the operating systems of the larger environment it was embedded in namely, Liverpool Business School and JMU Services Ltd. The members of CSF felt the need to consider its line of business, given the philosophy of integrating consultancy, teaching and research had generated significant spin-offs as well as the urgent need to refocus the nature of CSF as a commercial enterprise. Since seven of the consultants and associates are familiar with *Team Syntegrity* and have participated in *syntegrations* in the past, it was felt that *Team Syntegrity* would provide the means to dialogue and to examine the present and plan for the future, taking into account multiple perspectives and the different roles of the consultants. The directors of CSF proposed a planning event to discuss its future and participants would include the manager of JMU Services Ltd (the parent company) and associate members of CSF.

However, CSF was only able to nominate twelve participants on the basis of their involvement and association with the company, and who would be able to contribute in the discussions. Given the demands of teaching and commercial commitments of the members and the difficulty to get everyone together at the same place and time, it became necessary that the event was to be held over a single working day. This assignment presents us with the opportunity to formulate a scaled-down version of *Team Syntegrity*, primarily to meet the demands of CSF, and to appraise the design and evaluate this version as a practical alternative to planning activities and meetings in business. The event was held to discuss how CSF can operate successfully as a business concern given the opportunities and possibilities as well as the institutional constraints and threats.

5.4.1 The Stages

The constraint on time and number of participants presented interesting design options for us. The protocol of *Team Syntegrity* was reviewed with a view of abstracting rather than reducing the qualities, principles and activities which are embodied in it. In designing the stages of the event, we posited four primary activities of *Team Syntegrity* which we consider as information-processing sub-systems and which require the collective attention of the *infoset*. These activities are (1) Generation of Statements of Importance, (2) Problem Jostle, (3) Outcome Resolve, (4) Group Presentation. Mindful of Beer's concern over the integrity of the Staffordian graph and the use of TSI's terminology, we adopted the practice of describing the activities as a way of naming it. The stages of the event and its *Team Syntegrity* equivalent are tabled as follows :-

Stages for CSF Event	Team Syntegrity
Introductory Opening	Opening Session
Generating Issues/Comments	Information Filter (Statement of Importance)
Clarifying/Connecting/Structuring Issues	Problem Jostle
Select Topics for Team Meetings	Topic Auction and Election
Team Meetings	Outcome Resolve
Group Presentation	Group Presentation
General Feedback and Comments	Closing Plenary
Informal Evening Dinner	

Table 5.10 Stages for CSF Event and *Team Syntegrity*

The Introductory Opening was made by the Managing Director of CSF to explain briefly the purpose of the event and its stages. The schedule for the day and the nature of the activities were discussed.

Since seven participants (out of the twelve) had previous experiences of *syntegration* and all the participants are familiar with each other, the opening was therefore brief and efficient. Given the size of the *infoset* and their experiences, we suggested that CSF conduct the event with minimal “external” facilitation. The event therefore was to be an experiment in self-facilitation. Two members, however, volunteered to act as time-keeper and to “shepherd” the *infoset* into the various stages, explaining the activities and roles when necessary. The *infoset* proceeded straight into a phase of brainstorming by generating statements and issues relating to the *Opening Question*. The statements were posted on the wall in the room, as observed in *syntegrations*, for participants to read and generate further statements.

We introduced coloured cards for participants to use in this activity. They were requested to use red cards for issues, and white cards for comments relating to these issues. The coloured card system was introduced to “self-facilitate” differentiation between issues and comments (although their definitions are arbitrary) and therefore giving a focus to the generation of information and clustering of issues and comments. It was interesting to note that issues and comments were not generated in a particular sequence or order. Comments (white cards) were made for issues (red cards) put forward, and issues emerged out of a cluster of comments. The use of coloured cards and its structural imposition, we believed, did not reduce or suppress *variety*. It however expedited the process to satisfy the limited time factor and enabled the *infoset* to participate in almost a seamless pre-*Outcome Resolve* phase.

The jostling of ideas in the marketplace was carried out as clusters of issues and related comments emerged. The activity, which took place in the same physical area and setting, required participants to clarify their issues given the comments made, and to explore possible duplication or commonality with other issues. Instead of the usual linear pattern of cards on the wall, an almost circular pattern of issue surrounded by comments emerged as participants debated and clarified the issue and comments. At the end of this activity, eight issues were posted as raised and clarified by the *infoset* and since we opted for the octahedron rather than the cube or other polyhedra, the *infoset* through a simple process of voting selected the following six issues for discussion in team meetings :-

- Mission and Ownership
- Administration and Management
- CSF, JMU Services, JMU and LBS: Relationships
- Communications and Networking
- Markets, Products and Services
- Core Competencies

The twelve participants were later assigned based on their preferences to six teams to discuss the respective issue over two iterations and in the third iteration to generate final statements for further action. The configuration of teams and their members will be discussed in the succeeding section.

5.4.2 The Schedule

The one-day requirement was a practical challenge for us in view of the minimum three-day duration for *Team Syntegrity*. We progressed our thoughts by dividing the day into two and took advantage of the "break" between *Problem Jostle* and *Outcome Resolve* for the lunch period. This appeared to be very efficient as well as effective as it allowed us to organise the rooms for team meetings and run the algorithm, whilst participants are having their lunch, and provided the interval required for physiological change between different modes of operation. We allocated thirty minutes for each team meeting and further twenty minutes for the crafting session. In this final session, team members were required to craft their final statements for group presentation and for further actions. The schedule for the event is given in the following table :-

Time	Activity
9.00 am - 9.30 am	Introductory Opening
9.30 am - 10.15 am	Brainstorming for Issues/Comments
	Refreshments
10.20 am - 11.40 am	Clarifying/Structuring/Connecting Issues
11.45 am - 12.00 pm	Selecting Issues for Team Meetings
12.05 pm - 12.20 pm	Allocation of Roles/Facilitation Briefing
	Buffet Lunch
	Meeting Iteration 1
1.00 pm - 1.30 pm	Green & Yellow
1.35 pm - 2.05 pm	Red & Blue
2.10 pm - 2.40 pm	White & Black
	Meeting Iteration 2
2.45 pm - 5.15 pm	Green & Yellow
5.20 pm - 5.50 pm	Red & Blue
5.55 pm - 4.25 pm	White & Black
	Crafting Session
4.30 pm - 4.50 pm	Green & Yellow
4.55 pm - 5.15 pm	Red & Blue
5.20 pm - 5.40 pm	White & Black
5.45 pm - 6.15 pm	Group Presentation
6.20 pm - 6.40 pm	General Feedback and Comments
	Informal Evening Dinner

Table 5.11 Schedule for CSF Event

It became apparent from the schedule that the one-day requirement can only be accommodated for an event with the maximum of six teams. The thirty minutes duration for each team meeting was the minimum time required for the team of four members and two critics to discuss and develop the respective issues. The sense of urgency caused by thirty minutes duration, led the teams to get-on with their meeting immediately to make the most of the time. The third and final iteration was aimed for the teams to conclude their discussions carried over from the two previous iterations and to craft the final statement. Each team was given five minutes to present their statements to the *infoset*, before general feedback and comments.

5.4.3 The Configuration

Based on the number of participants nominated for the event and the experience with LSCA, we decided to use the octahedron, rather than other polyhedra. The octahedron fits very well with the twelve participants, each participant to a strut and each team will consist of four members. To provide the necessary *tensile* elements in the team, we configured the team meetings to include two *critics* per team. These critics however will not be in the same team over the two iteration. Therefore a participant will be a member of two teams and critics of two other teams which are polar opposites to stimulate reverberation in the meetings. For example, a participant who is a member of Red-White team, will take the role of *critic* for the Green team in the first iteration and the Yellow team in the second iteration; the Green team and Yellow team are polar opposites. The configuration for teams and their members are given in following table.

Meetings on the Left (Room A) and Right (Room B) take place simultaneously							
Room A				Room B			
Team	Members	Critic of		Team	Members	Critic of	
		Iteration 1	Iteration 2			Iteration 1	Iteration 2
Green	Green-Red Green-White Green-Black Green-Blue	White Red Red White	Black Blue Blue Black	Yellow	Yellow-Red Yellow-White Yellow-Black Yellow-Blue	Black Blue Blue Black	White Red Red White
Red	Red-White Red-Black Red-Green Red-Yellow	Green Yellow White Black	Yellow Green Black White	Blue	Blue-Black Blue-Green Blue-Yellow Blue-White	Green White Black Yellow	Yellow Black White Green
White	White-Red White-Blue White-Green White-Yellow	Green Yellow Red Blue	Yellow Green Blue Red	Black	Black-Red Black-Blue Black-Green Black-Yellow	Yellow Green Red Blue	Green Yellow Blue Red

Table 5.12 Configuration of Team and Members for CSF Event

The above configuration was developed based on the colour system of the octahedron, illustrated in Figure 5.5. It was designed to enable participants to attend a maximum number of team meeting either as members or critics. This configuration enabled each participant to contribute and take part in four out of the six teams for the event. The tensile feature of the configuration by way of two critics per team, made the total number of attendees in a team meeting to six; half the size of the *infoset*. Therefore for every meeting session, all participants were involved in the teams, meeting simultaneously, either as members or critics.

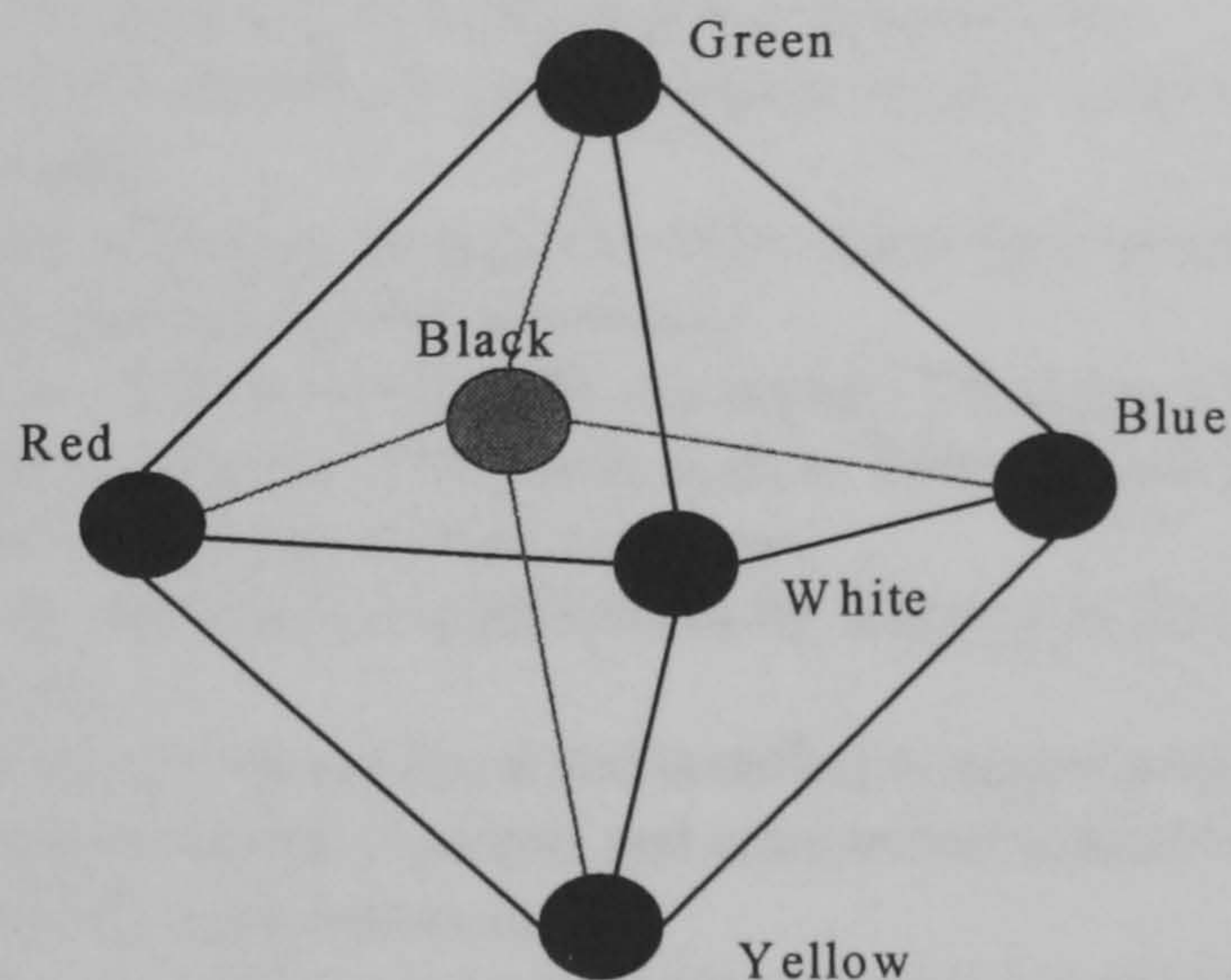


Figure 5.5 Colour System for the Octahedron of CSF Event

5.4.4 Team Meetings and Presentation

The team meetings commenced immediately after lunch. Despite the size of the teams and the thirty-minute limit, the statements generated by the teams were not short of breadth nor depth. The meetings in the first iteration generally dealt with what needed doing, given the current situation, whilst the second iteration developed these ideas into actionable statements. The crafting session was effectively used by teams to produce the final set of statements for the group presentation activity which followed.

An example of the statements generated by one of the teams is given below for assessment of efficiency given the prevailing constraints.

Yellow Team : Administration and Management

1. Process based approach to projects and their management with process managers.
2. Need to formulate process activities.
5. Minimise number of people required for a process team to simplify communication and minimise delays.
4. Maximise number of people capable of performing all processes in order to maximise flexibility. Achieved by in-house staff development programmes.
5. To continually learn from experience and to improve the above 4 points (through internal end-of-project reporting).
6. CSF adopts a principle of having the account and/or the project manager being a different person(s) to undertaking the consultancy.
7. CSF members to share a viable structure for managing CSF and to use this to re-design and maintain necessary information system. Improvement in information system will help reduce the amount of management.
8. Analysis of processes will identify opportunities for bringing in full-time staff, i.e. administrator.
9. Monitoring systems need to be designed and installed to trigger action and learning.
10. Separate accommodation for the academic and commercial operations would assist the use of "quality time" and time management.
11. Need to have a crisis management process in place (points 1-4 above).

Table 5.13 Final Statements of the Yellow Team

The *critics* generally adopted multiple-roles in these meetings. Between themselves (two in each team) they act as "devil advocate", performed the role of process monitor to ensure that every team member was given space and time to air their views, as well as scribe where necessary. The team meetings were self-facilitated by the team members and critics. The *critics* were not required for the crafting session and therefore allowed participants (who were not in the meetings) to read the interim statements for *Visual Applause*. At the end of the crafting session, all participants attended a plenary for team presentations.

5.4.5 Reflections and Observations

We did not request participants to complete the standard questionnaire for their feedback since data are likely to be prone to biases, given that most of the participants were familiar with *Team Syntegrity* and as the event was almost a "DIY" job. However, during the informal feedback session, we received positive comments on the practicality of the event but without compromising the features inherent in *Team Syntegrity*. Members with experience of *syntegration* were surprised that they could conclude the activities in a day without feeling too tired at the end of the event.

Our observations and assessments were geared towards the practicality and efficiency of the event. We were also determined to assess the effectiveness of the event and fine-tune the activities and configuration, where necessary, for further application and evaluation. Overall, we felt the event was efficient in view of minimum logistical support and facilitation to generate final statements which were evidently not banal. All twelve participants were engaged in the process throughout the day, eliminating the impression and complaint that there was too much non-productive time with nothing to do (Holmberg, 1997). Since all participants, due to the small number compared to icosahedral syntegegration, were engaged in the clarifying, clustering and connecting issues, the dissatisfaction caused by not being assigned to teams in which they wish to participate, was negligible, if not absent. This is also helped by the fact that each participant is involved either as a member or a critic to four out of the six teams, as compared to four out of the twelve teams in *syntegegration*.

The one-day event was effective as an alternative to the conventional planning meetings which by its design inhibits maximum participation from all. Although the issues are lesser in number compared to the twelve topics of *Team Syntegrity*, and its proponents may argue that the final statements of this event lacked reverberative quality, we conclude despite the shortcomings, that the one-day event proved to be a potent management tool for developmental planning.

5.4.6 Summary of Framework, Methodology, Area of Concern

The table on the following page summarises the findings and research lessons from CSF Syntegegration:-

Framework (F) of ideas	Protocol (M)	Area of Concern (A)	Learning about F, M, A
One day event. Self-facilitation. Minimum critical specification and logistics. Languaging for business or commercial speak.	12-person event using the octahedron. Configuration based on tensile integrity. Schedule provided the sense of urgency which typically characterises business context and meetings	Most CSF staff have experienced Team Syntegrity. No time is required for elaborate introducing of process and its stages. CSF need to rethink its position within the School, and Uni but also refocus its line of business.	F] One-day event is possible only for about 12 or less participants. The stages of TS can be languaged and conducted without mentioning the mathematics and geometrical properties of the icosahedron. M] Tensile configuration designed allows 6 participants in each meeting and therefore all participants (12) will be involved in parallel meetings. Configuration enabled each participant to take part in four out of six teams in Outcome Resolve. A] The seemingly tight schedule, the 12-person infoset and most of whom with experience of TS is a near perfect example of Ashby's Requisite Variety.

Table 5.14 Framework, Methodology and Area of Concern for CSF Event

5.5 JMU Enterprise Unit

The Enterprise Unit (JMU-EU) was responsible for commercial activities of Liverpool John Moores University. Activities which were managed by this unit include the marketing of academic programmes to external organisations, conferences and short courses, accommodation during summer holidays, developing internal and external markets, commercial activities with small-to-medium sized enterprises (SMEs) and international students recruitment. The unit was an amalgamation of various teams as a result of several organisational restructure. As a unit, it was made up of fifteen staff, led by a newly appointed manager. Mike Ashton, the manager, was aware of the decline in staff morale as a result of the restructuring and his appointment, and the uphill task of motivating the staff to promote the enterprise culture to the university. His deputy, Jeremy Grice, was one of the participants of the CSF Planning Event [Section 5.3] and recommended the use of the protocol for their staff development day.

A letter was sent to all the staff of JMU-EU to inform and invite them to the event. The contents of the letter is given below :-

Dear Colleague,

Many of us at Enterprise felt an urgent need to discover and discuss how we, as a unit, can promote the Enterprise Culture to the University.

Based on Jeremy's experience from a collaborative planning event which he attended recently, we have engaged facilitators from CSF Decision Support Ltd (a subsidiary of JMU Services Ltd) to organise a one-day event, for us to have meaningful discussions among ourselves and to develop a coherent action plan for the promotion of the Enterprise Culture in the University.

The event is to be held on Thursday 20th October 1994 at Adelphi Hotel, Lime Street, commencing at 9.00 am. We will end the day with an informal dinner together at Casa Bella.

All Enterprise staff are invited to this event which is designed to enable everyone to participate effectively. Unlike in conventional meetings, we will be facilitated to contribute our multi-perspective views and experiences in a "non-hierarchical" and stimulating set of processes.

The schedule for the day is enclosed, and we look forward to your participation and support for this event.

Yours sincerely

(signed)

MIKE ASHTON

Manager Enterprise

The event for JMU-EU was based on the configuration and schedule developed for CSF's planning day. There were common features and characteristics between JMU-EU and CSF: both could only nominate twelve participants (three members of staff of Enterprise were not in the country for the day scheduled), had only a day for the planning event. However the morale of staff at this unit was in direct contrast to that at CSF. On the advice of his deputy, Ashton had to reiterate the staff development opportunities expected from this event to motivate his staff to participate. All except Jeremy Grice, were not familiar with *Team Syntegrity*, and therefore support was required to set up the event for them.

5.5.1 The Event

The schedule and protocol developed for CSF were closely followed [Table 5.9]. Jeremy Grice volunteered to assist in the facilitation of the event having benefited from attending the CSF event. The manager of the unit gave the brief introduction to the event, followed by an explanation of the stages of the event by the researcher. Seated in a large oval-shaped table in a hotel room, the twelve participants were introduced to the octahedron by constructing it using cocktail sticks and the fruit pastilles. The coloured cards were made available for the generation of issues and statements but participants were not too keen on doing work and leaving their comfortable seats to stick the cards on the wall. They expected to be lectured to, and evidently fear the implications of voicing out their concerns and dissatisfaction in public. Mike Ashton, the manager, instigated participation by generating several issues and statements himself. The slow physical movement and low energy was quite a concern and we spontaneously removed chairs when the occupier stood to read the issues on the wall to prevent them from seating as passive spectators. Despite the initial hesitation, the participants generated a total of 189 cards. The walls decorated with beautiful wall-paper and paintings were filled with issues, comments, complaints, questions and “getting-back at management”-type statements. These statements and comments were clustered into the following nine themes and issues :-

- Making Money/Entrepreneurial
- Fun at Work
- Morale/Cynicism/Pessimism
- Equality/Teamwork
- Staff/Career Development
- Internal Communication
- Motivation
- Innovation
- Publicity

However only the first six issues were selected based on vote, for discussion in team meetings. From the list of issues, it became clear to the managers, that there is a need to improve morale and perception over management before they can proceed to discussions on the Enterprise Culture and their role in promoting it. The team meetings were full of energy and far from boring. Team members and critics used all the time available to express their concerns and dissatisfaction and propose recommendations which were mostly operational and immediate. In most instances it was quite difficult to move participants out of the rooms for the next meeting to commence. Given the nature of the situation, we decided to use a more structured approach to focus and develop the ideas and suggestions throughout the iterations. The crafting session, introduced in CSF’s event, was allocated for the third iteration.

We adopted the following line of question for the three iterations (1) What is the problem?; (2) What do we, as a unit, wish to do about it?; (3) How do we, as a unit, go about doing it? These questions, as anchor to the discussion in team meetings, were found to be very useful as shown in the following set of statements generated by the Green team.

Team : Green Issue(s) : Fun at Work

Iteration 1 : WHAT IS THE PROBLEM?

Work isn't fun : WHY ?

- constraints from top; diminishing levels of responsibility/autonomy
- lack of control/input to change
- management style :- fear, intimidation, divisive
- detached from decision making processes
- confrontation, not collaboration
- limited social interaction
- confined to office (some)
- not working as a team on an project e.g.: Jordan trip

Iteration 2 : WHAT DO WE, AS A UNIT, WISH TO DO ABOUT IT?

1. We want to enjoy work
2. With our power we can work as a team on projects
5. Opportunities must exist
4. Management perceptions of the unit :- do they trust us?
5. Self-empowerment - we can do alot ourselves
6. Social activities

Iteration 3 : HOW DO WE, AS A UNIT, GO ABOUT DOING IT?

1. Five minutes limited 'MOAN + GROAN' session in team meetings
2. With our power we can work as a team on projects
5. 'ENTERPRISE UNITED' Not just present it, BE IT!
4. Get control back to those who actively deliver = 'Empowerment to Deliver'
5. Not individual basis but must be group basis
6. Equality of opportunity to participate in activities other than those that are particular to the individual
7. Re-evaluate Operational Strategy to include team motivation and individual motivation.

As scheduled, each team presented their final statements in the closing plenary. General feedback were received from many participants who spoke at the plenary. Participants were also supplied with questionnaire each to complete and return immediately before proceeding to the restaurant for the evening dinner.

5.5.2 Evaluation

The questionnaire was produced to obtain feedback from all participants on the event, their experience with the activities, based on the seven point Likert scale with the range of 1 for low and 7 for high. All twelve participants responded and completed the questionnaire before leaving the hotel. Jeremy Grice who assisted in the facilitation was not included in the survey and therefore all participants had no knowledge or experience with *syntegration* prior to this event. The aggregated responses for the questionnaire are given in Table 5.15 below:-

Questions	1	2	3	4	5	6	7
1 Did you enjoy yourself	0	0	0	0	1	8	3
2 Was the experience useful?	0	0	0	0	3	6	3
3 Did you gain insight into group processes?	0	0	0	0	6	5	1
4 Did you gain insight into yourself?	0	0	1	6	5	0	0
5 Did you gain into others?	0	0	0	1	4	5	2
6 Did the (visual) brainstorming work?	0	0	0	1	5	4	2
7 Did the clustering/connecting issues work?	0	0	0	1	3	7	1
8 Did the team meeting work?	0	0	0	1	1	9	1
9 Were you enabled to contribute your skills and knowledge?	0	0	0	0	2	5	5
10 How does this planning day compared to conventional meetings/others?	0	0	0	0	0	6	6
11 How helpful was the facilitation?	0	0	0	0	2	6	4
12 Did your team achieve a high creative standard	0	0	0	0	5	3	4
13 Are you motivated to act upon issues discussed :	YES = 12; NO= 0						
14 Did you feel equality implied by the design :	YES = 12; NO = 0						
15 Would you be willing to attend another similar event :	YES = 12; NO = 0						

Scale: 1=Low,, 7=High

Table 5.15 Aggregated Responses to JMU-EU Questionnaire
Number of respondents = 12

5.5.3 Analysis and Discussion of Findings

The response from the questionnaires suggested that the participants were very positive with the experiences and enjoyed the event. They found the experience useful and gained insight into group processes and into their colleagues. Overall the activities were rated as satisfactory with most responses on the 5-6 point scale.

All participants felt that they were enabled to contribute their skills and knowledge and rated the event very highly when compared with other planning meetings they attended. The participants claimed that their teams achieved a high creative standard and were satisfied with the facilitation of the event. The most significant feedback however was their willingness to attend another similar event and motivation to act on the statements generated. To these two questions, and whether they felt equality implied by the design, all twelve participants gave a positive response.

During the closing plenary, participants were also asked to provide feedback for research purposes. The following statements were expressed by the participants:-

“Sticking statements on the wall was very good and effective”

“Wish I had been given the opportunity to participate in the other teams”

“There is certainly a better understanding on the issues now - a change in mindset”

“Sensitive issues were raised: positively rather than negatively”

“The afternoon is more interesting than the morning”

“Final statements should be displayed before group presentation”

“The event has helped us in our team building efforts”

“Clear understanding as to what the real issues are”

“We share real concerns: not just us, but also our managers”.

The participants also raised the issue of how to bring about the changes discussed in the teams and outlined the four immediate steps to take within their environment. They assigned themselves to implement the recommendations, such as changing the process and content of weekly/fortnightly meetings; to nominate staff to recommend and negotiate conditions that will bring about empowerment to Enterprise Unit with the Development Director of the University; to review and select all recommendations from the teams and tasks, which as a unit they should immediately implement; and finally the pledge to support each other and eliminate fear and intimidation among themselves.

From the feedback and the responses of the questionnaire, we inferred that the one-day event was a feasible and practical alternative to other conventional groupwork activities and conventional committee meetings. Given that the participants had no experience with synte-gration, but able to follow and undertake the activities reinforced our view that perhaps *Team Syntegrity* can be introduced and delivered with minimum technical explanation and use of jargon. The quest is for *Team Syntegrity* to be truly easier done *and* said.

5.5.4 Summary of Framework, Methodology, Area of Concern

The following table summarises the findings and research lessons from JMU-EU Syntegration:-

Framework (F) of ideas	Methodology or Protocol (M)	Area of Concern (A)	Learning about F, M, A
<p>One day event. Self-facilitation. Minimum critical specification and logistics. Languaging for business or commercial speak. Staff Development</p>	<p>12-person event using the octahedron. Configuration based on tensile integrity as designed for CSF Decision Ltd.</p>	<p>JMU-EU's staff morale is very low due to the frequent reorganisation of the unit and the uncertainties of short-term or fixed- term employment contracts. The event is presented to the staff as a staff development day.</p>	<p>F] Event conducted with minimal explanation on the cybernetics or technical aspects of the process. Participants were able to progress from one stage to another without any difficulty.</p> <p>M] Use of focus- question in the team meetings to maximise use of limited time and to progress discussion from one iteration to the next.</p> <p>A] The event enabled participants, who were initially hesitant to participate actively, to express themselves freely and to contribute ideas and recommendations.</p>

Table 5.16 Framework, Methodology and Area of Concern for JMU-EU Event

5.6 Mickleton Emissary Community

Mickleton Emissary Community (MEC) was established sixteen years ago in January 1980. The community is part of the Emissaries network which came into being in the 1930s as one of the earliest New Age movements formed worldwide with the purpose of “assisting in the regeneration of the human race” (Hall, 1996). MEC’s philosophy is that of a very practical and grounded spirituality based on the acceptance that the Divine works through each individual in a unique and valuable way. The spiritual community was based at Mickleton House in the Cotswolds.

Just over eight years ago Martin Exeter, the man who held the focus of the network for more than 30 years, died at the age of 79. It took a while for the implications of his death to become fully apparent, but by April 1994, the crisis at Mickleton worsened. In that month MEC was facing some tough decisions, including questions about whether they want to stay together or split apart, whether to sell Mickleton House or keep it. The community shrank to half, had a worrying overdraft and spent months in angry and hostile meetings that got them nowhere. However, despite the crisis, they stayed together to negotiate the choppy waters through the collective energy, which they called Communion.

Mindful of the fact that they no longer have a Bishop, or centralised focus or an expanding organisation’s needs for isolated “base camp” communities, MEC begun questioning whether the present definitions and ideas of “community” were still relevant to their needs and whether much of the 1960s-type vision of community still exists in Mickleton and the United Kingdom. Although much of the Emissary organisation and Mickleton Community no longer exist as it was, there were still residents living in Mickleton House, an asset of the charity, valued at half million pounds. According to the constitution of the Emissaries Ltd, the board members are personally liable for and legally required to put Mickleton House to good use in service to a Higher purpose, and toward a public benefit. In 1996, the board members redefined their vision of the community and the purpose of Mickleton House. Formally stated, they envisioned a community devoted to fulfilling life’s divine purpose, God, which is made up of individual homes, families, organic farms and gardens, situated all around a new and thriving Mickleton House: a community that has a stable, viable means of income which for instance is able to budget for available provisions of care for its elders (Hyodo, 1996). This vision statement along with the *Opening Question* “How will we go forward together” was offered to members of the Emissary Community and residents of Mickleton House in the invitation for them to participate in the *syntegration*.

5.6.1 The Briefing Session

The facilitators (including the researcher) were required to attend a briefing session conducted by Tessa Maskell and Pam Barton, both members of the Board of Directors, prior to the start to the *syntegration*. Acting as client, they clarified the purpose of the *syntegration* and the expectations of the board. The instructions given to us were clear: that we must not fail—and the *syntegration* was to provide outcome as solutions to their economic and communal crisis. The facilitation team (of six facilitators) was taken aback by the assertiveness of the client and felt quite uneasy with the expectation of a more active facilitation. We felt that it is very important to maintain the process/content divide by keeping a good distance between the facilitators and the *infoset*. We were also told to remind the *infoset* to “trust the process” as a means of encouragement and as a psychological safety-net given the *infoset's* spiritual mindset and their enthusiasm with sacred geometry. The epigram along with other terms such as sacred space, vibrational force, communion and co-creation and a great deal of incense burning at Mickleton House made the *syntegration*, due the very next morning, extremely mystical and to be followed by four days of suspense.

5.6.2 Ritual Start

Unlike previous *syntegrations*, the MEC *syntegration* begun with a ritual before the introduction of *Team Syntegrity* by the lead facilitator. The opening ceremony took place in the garden room where Sunday services, healing, meditation and attunement usually took place. It is a purpose-built room, designed according to sacred geometrical dimensions and, according to the community, located on a vibrational spot on the earth's planetary grid. The brief welcoming introduction was followed by the act of burning three pieces of paper. All thirty participants took turns to burn their pieces of paper, which were placed on the seats prior to the event, as they announced their name over a candle flame at the centre of the circle where all participants were seated. The ritual was an extremely purposive and powerful as an initiation ceremony to *create* the *infoset*, and moving into the future having burned the past. Like a dance beautifully choreographed, the ritual sets the rhythm and mood for the *infoset* to commence *syntegration*, itself metaphorically considered a dance. Various other metaphors have been used to describe it, including a secure vessel for creative ideas, collective dialogue for debate and disagreement. The vessel metaphor was used in the introduction of *Team Syntegrity* to the *infoset* at Mickleton House.

The *infoset* was made up of residents of Mickleton House, members of the Mickleton Community, fellow Emissaries from the United Kingdom and France and members of the Board of Directors of Emissaries Limited (who acted as the client for this *syntegration*).

Although the *infoset* had strong bonding through common spirit, communion and identity, there was a high level of personal differences amongst them. We came across, for example, on our arrival at Mickleton House, a post-it note (*Statement of Importance*) declaring that the “angel with the chequebook” (the angel being Tessa Maskell) made the decisions and “Yanks go home” (referring to Pam Barton and Roger Hyodo, both members of the Board). One participant told Tessa Maskell to her face that things would be resolved “if some of the older women moved out”. There was a feeling on our part that this was a group of idealists rebelling against the realists/pragmatists. Nevertheless, the antithetical attribute of this *infoset* could result in good outcome—like the *infoset*, we too, must trust the process.

5.6.3 The Problem Jostle

The *infoset* was allowed a fifteen minutes break for refreshment after the Opening Ceremony and the Introduction to *Team Syntegrity*. This was also to enable participants to further generate *Statement of Importance*, adding to the pool of statements received prior to the *syntegration*, from participants and invited members who were unable to attend the *syntegration*. The limited time available, for effective scanning, visual brainstorming and generation of concise, concrete, clear non-motherhood statements was a concern for us as it may have serious implications on variety and therefore extent of work in later stages. Given most of the *Statements of Importance* were collected or received prior to the *syntegration* without our knowledge, we were not able to determine the number of *Statement of Importance* generated in situ by the *infoset*.

The building of the icosahedron (of cocktail sticks and fruit pastilles) was also not carried out for safety reason due to the presence of infants and toddlers in the *syntegration*. However we felt that it did not significantly affect the protocol and was not missed, although it would have been easier to explain to the *infoset* that they were all cocktail sticks (struts) in an information systems fruit pastilles-geometry.

Surprisingly, the *Problem Jostle* reached the highest level of excitement compared to any of the *syntegrations* we had conducted before. The facilitators were unanimous with this verdict: it was the most impressive performance we have ever seen, and the view and sense from the gallery, overlooking the room, was very positive as ideas were hauled up and posted. Energy was running high throughout this activity and almost exhausted, rather than being conserved for later stages. The women were clearly the dominant subset and it was not purely because of their physical majority (there were only seven males out of the thirty). The issue was to get the men to participate—rather than grumbling about the women and that indicated to us a feeling of exclusion and a need to deconstruct a dominant/oppressive ideology. This was carried out very successfully through humour in the marketplace.

The *Problem Jostle* which lasted for about one-hour and fifteen minutes, generated more than thirty *Aggregated Statement of Importance (ASI)*. *Hexadic Reduction* was carried out through negotiations between originators of statements and the *infoset* to reduce the 30-plus *ASIs* to 12 *Consolidated Statements of Importance*. Voting dots (circle-shaped stickers) were supplied to the *infoset* in anticipation of the need to select the twelve *CSIs* from the thirty-plus *ASIs*. However the *infoset* was very accommodative to enable many statements to be merged to become a single *ASI*. Although effective, this activity was not as engaging as the *Problem Jostle*, due to perhaps, lost of energy in the course of the highly exhilarating discussions and exchanges. The voting dots, however, were not used because all *ASIs* had been reconsidered and respectively merged and aggregated to give twelve required *CSIs*.

Topic preference voting was carried out without difficulty and the votes were fed into the algorithm for team-membership assignments. The twelve topics for *Outcome Resolve* meetings are as follows :-

<u>Colour</u>	<u>Topic</u>
Dark Blue	Hierarchy and Leadership
Light Blue	Spiritual Expression and Worship of the Divine
Green	Mickleton House: What, Who, When, How and Why?
White	Gender and Generational Balance
Silver	Mickleton House: Launch Pad and Wider Network Now
Yellow	Remaining Shadows
Orange	Sanctuary and Healing
Brown	Children
Purple	Money
Black	Grounding the Vision
Red	Autonomous Local Community
Gold	Charity

We adjourned for lunch after the *infoset* had cast their votes for their topic preference. Seating arrangement for lunch was organised for *infoset* to hold their *orthogonal meetings*. As mentioned in Table 2.1 of Chapter 2, *Orthogonal Meetings* are cross-topic team meetings, where team members meet with other team members, whom they do not meet directly during *Outcome Resolve* meetings, to update each other on the discussions of their respective teams. Lunch revived participant's energies and we had good feedback that the *infoset* dealt with the discussion at hand. The *Orthogonal Meetings* also provided an avenue for the participants to gain much reassurance and to obtain the needed peer group feedback to "approve" the process. The *infoset* did appear to return to the plenary session after lunch far more confidently.

5.6.4 First Iteration of Outcome Resolve

The facilitators went through the routine of explaining the purpose of the meeting in *Outcome Resolve* and explained the roles of members, critics and observers to those present in the meeting. All facilitators were reminded to clarify the nature and level of facilitation preferred by the team members prior to starting the meeting and scribing. Two facilitators were assigned to each team meeting to cope with the expected high volume of scribe and to strictly manage the agreed rules for discussions and the contributions from critics. We also adopted the practice suggested by Pearson (Beer, 1994a) to enable the teams to focus their discussion and develop the ideas generated as they progressed into subsequent iterations. Team meetings in the first iteration were asked to focus their discussion by describing the present situation in relation to the topic of the team. Four sets of meetings were scheduled to take place before dinner at 6.00 pm followed by the remaining two sets of meetings to complete the first iteration by 9.00 pm on Day 1 of the *syntegration*.

It was reported later by the facilitators over dinner that the first two sets of meetings (Red and White teams, followed by Black and Light Blue teams) lacked energy and team members were finding it difficult to provide initial subject matter to trigger conversations. The low performance of these teams may be attributed to exhaustion but also to the fact that topics for these teams had deep spiritual connotations. Keeping the members within the conversational boundary of what is the situation now, was not very easy and was compounded by conflated themes as topics for discussion. In retrospect, we felt that voting out (the *ASIs* to twelve *CSIs*) at *Hexadic Reduction*, rather than ending up with multiple confused topics would have been better, and perhaps resulted in more clarity and energy in *Outcome Resolve* meetings. However, members of the Yellow and Dark Blue teams were able to focus their discussions, as confidence and familiarity with the process increased.

Team meetings lasted for fifty minutes each including the last fifteen minutes for formulating the points and statements for discussion in the next iteration and for *infoset* to comment on by *Visual Applause*. The schedule for the team meetings was strictly followed through three chimes of the bell, the first to start the meeting, the second to remind teams of the remaining ten minutes and finally followed by the last chime to end the meeting. The facilitation team and the client represented by Pam Barton and Tessa Maskell (who were also participating in the *syntegration*) met later in the evening after the completion of the first iteration of *Outcome Resolve* in a debriefing session. Although they were pleased with the outcome so far, they requested far more active facilitation on our part. They insisted that without active facilitation, *infoset* will skirt around the issues and fail to “get real”.

On our part, we maintained that the more active we are in team meetings, the more we lose our integrity and the more we end up in *their* world—they need to trust the process, not get us panic for them.

5.6.5 Second and Third Iteration (Day 2 and Day 3)

In the plenary before the meetings, we provided space for the *infoset* to comment and to raise any queries. The plenary was very useful for us to remind *infoset* on the tasks ahead and to focus their attention from what is the situation now (first iteration) to where do they want to go (second iteration). Team members were quite uncomfortable with the move from “we” to “I” to ground issues and imply personal commitment, as suggested, by some, in the plenary. It was however also felt that this “I” was more about personalizing and making people feel more ego-centric/guilty about their statements, and that someone might suggest a way forward for “us” that they would not be happy about. Facilitators were repeatedly reminded to be transparent and not get caught up with guilt-tripping the *infoset*.

The facilitators had an extremely difficult job to maintain the rules agreed by team members prior to the meeting. In many instances, critics and observers failed to abide by the rules agreed and allocated airtime. In at least two team meetings, different members burst into tears causing silence and standstill. Skillful facilitation was required to maintain the role of non-participating “vessel” keeper. The epigram “going for the juice” which reverberated around the meetings seemed to be about feeding on antagonism (originated from White team as should MH provide the juice for all) and many members, who are psychotherapists and healing practitioners themselves, were applying their “therapeutic” skills on each other much to the discomfort of the rest and the facilitators. Interestingly, the groups in the garden room were said to be less inspired, more placid, less nasty—there could be a genuine feeling within the *infoset* for their sacred space. Overall, the facilitators felt the day was not as comfortable as the previous (first) day. The closing plenary for the second iteration was brief and some members of the *infoset* returned to garden room for an evening of spiritual dance and collective meditation.

The opening plenary for the third iteration (on Sunday) was stirred by the shocking news of the resignation of all members (directors) of the Board. It was obvious then that while most members of the *infoset* were entertaining themselves in the garden room last night, the Board of Directors met and made their decision to resign to break any existing organisational and interpersonal barriers, and to free members to commit and take ownership of what “I” want to do. After the announcement of the resignation, the *infoset* decided to take a few minutes of silence for attunement. The facilitators were invited to join in by taking a seat in the circle and joining holding hands.

We obliged but were unsure of the psycho-physiological difference it had on each one of us. After the attunement we reminded the *infoset* of the tasks for the final (third) iteration, and the emphasis to substitute the “we” (which was said to be surrounded by strong *shadow*) to “I”. The *infoset* was also encouraged to develop the ideas and outcome from the second iteration into practical propositions by focusing the discussion on “how do we get there?”, or “how do we do it?”. The rules of conduct of the meeting as agreed by team members, and the roles of critics and observers were to be strictly observed. Facilitators were asked to actively manage the last fifteen minutes for team members to generate the *Final Statements of Importance (FSI)* and critics contribution at this point must be discouraged. All teams were also reminded of their responsibility to the whole group (*infoset*) and that they and no one else hold the focus for their team. Each meeting was scheduled for one hour and fifteen minutes.

From our observation and inspection of the *FSIs*, most of the teams were able to develop and agree concrete plans for action. For instance, the Brown team (topic: Children) was committed to help the community to become aware of children needs by the following ways :-

- a. A weekend where children are served first. Invitations will be forthcoming.
- b. An education pamphlet for adults called CHILDREN’S VOICE
- c. Communication & Awareness Board (for signposting specific needs)
- d. Appreciation Board (to show appreciation to childminders, etc..)
- e. Support group for parents and children’s friends (meet at least twice monthly)
- f. Meeting after synteegration to action all the above :-
(Members who will attend the meeting are - Jim, Joanna, Janet, Pam, Jean, Naomi, Davina, Anthony and Nicola, who will be the convenor for the first meeting).

FSI for Purple Team (Money)

- a. The Charity Manager/New Management Team (of passionate people) are empowered to decide which events are appropriate.
- b. Members of this team (Pam, Leslie, Tessa, Davina) invite others to join them in developing practical skills in financial matters.
- c. To consider a whole range of means of finance generation, including donations, visitors.
- d. Start making a 3-year plans instead of 6-month (short-term) plan.
- e. Fund-raisers and Fun: Look at others for conceptual ideas.
- f. Seek investors for our investment fund.
- g. Rewrite the investment fund literature by the financial literates.

- h. Seek (external) professional advice (in charity-finance)
- i. Access to large professional and financial world (through Davina)
- k. We (Pam, Leslie, Hillary, Davina) are the passionate (finance) people-join us !

Nevertheless there were still many teams such as Light Blue (topic: Worship) which went into a series of rambles towards worship. The facilitators felt the team's discomfort was due to the meeting taking place at the normal worship time in the community as well as on Pentecost. Another facilitator described the Green team meeting as "a bit of a hairy session". The *FSIs* for some of these meetings clearly demonstrated the difficulties the team had in their attempt to ground their vision.

FSI for Light Blue Team (Spiritual Expression and Worship of the Divine)

OLD does not mean BAD: Let us not use the terms OLD and NEW

All those interested in opening a worship space gather at 10.20 am in the Garden Room on Sunday.

To include the practical and planning and preliminaries

Out of SILENCE and ATTUNEMENT the WORSHIP BEGINS.

FSI for Green Team (MH: What, Who, When, How and Why ?)

Mickleton House needs to be both a home and a "facility" to fulfill its charitable purpose because you need the presence of residents to provide the atmosphere/continuity for the facility.

Who are we ? Find YOUR passion, tune in to WHERE to direct it and answer the question FOR YOURSELF if Mickleton House has a part to play in the direction that you choose to lead your life.

In all there were three types of *FSIs* produced by the teams. The two types, the specific and the abstract were reflected above. The third emphasised action to be carried out during the closing plenary, rather than statements to be actioned after the *syntegration*, for example, the Black team (as extracted from their *FSI*) during the plenary session will invite the *infoset* to visibly demonstrate their participation in the grounding of the vision, having had time to consider some questions (developed by the team as a result of the second iteration discussion) in a questionnaire to clarify their (*infoset*'s) thinking on this topic.

The *Outcome Resolve* meetings ended smoothly, and all teams were able to generate the *FSIs* during the allocated last fifteen minutes. The *infoset* spent the evening in a Pentacostal Celebration Service, while the facilitating team shared and reviewed the experiences of the day in their debriefing session.

5.6.6 Team Presentations (Day 4)

The first part of the final day was allocated for preparation and presentations of *FSIs* to the *infoset*. The remaining afternoon was scheduled for *Face Planning* and the *Final Closing Plenary Session*. After a brief plenary at the start of the day, members of respective teams gathered together to prepare their presentation. The atmosphere was very different from that of the previous day. Participants were more relaxed and teams were working informally but productively. There were occasional burst of laughters from these groups as evidence of healthy teamworking.

Teams were required to present a summary of the outcome of their meetings, one at a time, to the *infoset*. Presentations made were extremely rich, entertaining and outstandingly performed—narrations interwoven with dance, sketch, pantomime and nursery rhyme. The presentations (or rather, the performances) were well-received with continuous laughter and applause, and it was truly an enjoyable experience for us. Without a doubt, this was most the talented *infoset* we had come across, echoed later by a remark made by a member of the *infoset*, at the closing plenary, that if everything else fail, they can start a drama and theatre company. The Black team invited other members of the *infoset* to join them in their human formation of concentric circles—the innermost circle for those who can provide the greatest degree of commitment and resource, and the outermost circle, for those who just want to use Mickleton House for their own events. Seven concentric circles were formed with an average of six participants and these recursive circles were subsequently converted to become interlinked Olympian-type circles. The participants in this formation were symbolically considered as the torchbearers. The Black team, through their differential circle protocol had effectively used the excitement and energy and through peer pressure, made the *infoset* to commit themselves to pledge money, moving in to Mickleton House and other undertakings. Two members (husband and wife) left the session during the formation of the circle because they were not comfortable with the pressure (wife was in tears when they left) and another felt ill and left the session. Whether the Black team had hijacked the plenary session and manipulated *Team Syntegrity* to obtain, by peer pressure, commitments from the individual members remained an unproved assertion.

5.6.7 Face Planning

Face Planning was carried out after the team presentations. The *infoset* was briefed on the purpose of this activity and the member-face group allocation. The purpose of *Face Planning* was to explore possible integration of results of the separate teams and to lay the groundwork for implementation. Participants were assigned to meet twice on the basis of two triangular faces to which their strut belongs. These faces represent three teams, for example, Green/Gold, Gold/Light Blue and Light Blue/Gold. A face group was also considered an information-sharing group and tasked to sketch preliminary plans rather than planning in detail since (the three) members of the group may or not be the ones to undertake its implementation. The detail planning teams will be drawn from self-selected groups of participants who have agreed to work together to either do detailed planning work on complex tasks or to accomplish straightforward projects. Members in a face group met twice to explore possible integration of outcomes and presented their discussions to the *infoset*. Unlike the team presentations following *Outcome Resolve*, these presentations were not interesting and climatic enough for its intended purpose.

5.6.8 Trickey's Aboriginal Ritual

The Final Closing Plenary was carried out to mark the end of the MEC *Syntegegration*. As conducted in the past, participants were seated in a circle and took turns to express their feelings and views on the process, content and experience gained. The lead facilitator led the *infoset* with her best wishes for the Community and her expression of gratitude for inviting us to play a role in the *syntegegration*. Each participant took several minutes to express their hopes, love and their discovery into themselves and others. Some were emotionally affected by the rich mix of visioning, information exchange, clarification, debate, interpersonal healing and clearing, experienced over the four-day *syntegegration*. The call by a member for volunteers to assist him in the cleaning-up of Mickleton House immediately after the *syntegegration* triggered the *infoset* to generate a "commitment list" following from the human formation orchestrated by the Black team.

Ten other tasks or projects were listed to deal with recommendations of the teams and their *FSIs*, as follows:-

- Immediate Access to Lesley (9 members registered their commitment)
- Financial Group (6)
- Local Autonomous Group (9)
- Team to look at the new Board (in the spirit of the New Way) (8)
- Children Group (13)
- Your own (Only I) experience write-up before Wednesday night (12)
- Cleaning-up Party (7)
- Practical Guide to Shadow Dancing (4)
- Wholistic Nursery Group (I like it to be explored) (11)
- Launch Pad Group (8)
- Sanctuary Project Proposal (2)

The ending of the *syntegration* was as eventful as its opening. Keith Trickey, one of the facilitators, spontaneously organised a closing ritual which was a modification of an Australian aboriginal rite of passage. The process was used by the tribe to mark times of transition: the birth of a child, the onset of puberty, betrothal and marriage, the preparation for death. The tribe would form up in two lines facing inwards with a gap between the lines that was wide enough for an individual to walk through.

On a given signal the individual would slowly walk through the lines with their eyes closed while the participants caringly and lovingly touched the individual (on the front, back, arms legs, head , shoulders etc.) as they passed. The *infoset* would say “We love you and wish you safely on your journey” not in unison but as a series of quite streams bubbling and rippling round the individual whose rite it was. The process served to mark a transition and a new beginning for the individual and to do it with the support of others. The MEC *syntegration* had been very challenging, the *infoset* by this stage was euphoric, possibly in a state of disbelief about what they had achieved. Our logistical problem was how to get them out of the Garden Room and back into the world. They operated on various beliefs round energy, so the move from the Garden Room (a highly spiritually charged environment) to the lawn outside using the ritual would effectively bring them back down to earth, would ground the energy (like a lightning conductor). The ritual also seemed to be totally appropriate for the situation we were in.

The ritual was explained in terms of its spiritual origin and the process of transition, explaining those elements which mapped most closely into the Mickleton sensibility. Instead of one person making the “journey” the entire *infoset* was going to do it - people joining onto the end of the line after they had moved through the middle.

This way the *infoset* would gently move out on to the lawn as the process moved on and when the last members had traversed the line the whole group would be on the lawn. Trickey had worked out an “end piece” to add to the ritual if one should be needed. The *infoset* broadly got it right until the emotional realisation of the changes started to become apparent, at this point neat touching and quiet words were replaced by huge hugs, kisses and tears. The ritual became transformed by the *infoset* to meet their need at that moment. In a formal sense it ended up as a failure as individuals broke out of the group to hug and laugh and cry with their fellow participants. However the outcome of bringing closure in an appropriate way for the *infoset* did occur.

5.6.9 Analysis and Discussion of Findings

All participants were asked to complete questionnaire/evaluation forms before leaving the premises. A copy of the questionnaire and formal debrief comments are found in Appendix H and C. The questionnaire which was prepared and supplied by Team Syntegrity International, sought to obtain feedback on content, process, experience and facilitation. It adopted the four-point scale ranging from Not at all (Low) to Definitely (High) and a column for comments. The four-point Not at all, Somewhat, To a great degree and Definitely were substituted with numeric values 1 to 4 respectively for the purpose of basic analysis. Twenty-seven participants completed and returned the questionnaire.

As mentioned earlier, three participants left in the middle of the Black team presentation. The aggregated responses to the questions are given in Table 5.17 below:-

1. General Questions	1	2	3	4
Were you changed by the event?	0	6	4	15
Do you feel that you have built new/or more significant relationships?	1	5	8	13
Did you feel a group consciousness emerged?	0	3	7	16
Did you meet your personal goals for this event?	0	2	5	19
Do you feel you are an important member of the Emissary network?	0	4	2	20
Would you be willing to participate in another session of this kind?	2	2	2	20
2. Questions about the content				
Do you feel that the topic statements effectively represent the reflections of the group?	0	0	15	11
Are the topics meaningful to you?	0	2	12	13
How willing are you to stand behind the total set of statements?	0	2	16	9
How confident are you that the action plans from this Syntegration will be implemented?	0	5	16	6
5. Questions about the experience				
Did you enjoy yourself?	0	4	8	15
Did you find the experience different from other group experiences you have had?	0	4	8	15
Did you gain insight into topics?	0	1	8	18
Did you gain insight into yourself?	0	6	7	14
Did you gain insight into others?	0	6	8	12
4. Questions about the process				
Did the team meetings help you to better understand the topics and their implications for the Emissary Community?	0	3	14	10
Did the planning meetings work to generate action plans you feel could be carried out by those creating the plans?	2	4	15	6
Did you feel able to contribute your ideas and capabilities?	0	3	12	12
Do you feel that the process helped the group share information in a productive and meaningful way?	0	1	7	19
5. Questions about the facilitation				
Did you feel the facilitation was effective and appropriate overall?	0	6	4	15
- During the Opening?	1	5	8	13
- During discussions of our issues (marketplace of ideas)?	0	3	7	16
- Arriving at the 12 topics?	0	3	12	12
- Voting for topic preferences?	0	3	9	12
- During Outcome Resolve team meetings?	0	3	10	14
- During the Planning Meetings?	0	6	8	12
- During the Closing?	0	1	8	15

Additional Questions (Responses in italics)

What are the most important ideas that we ALL would now understand and AGREE to from this event?

- R1. *We want to worship together > attunement > sanctuary. We want to celebrate together. Many of us want to be together for many things > simple info network. New way of leadership.*
- R2. *We do care for one another. It is not up to any authority person or group to decide anymore. It is in the hand of the individual to come forward with vision. We are a capable, willing and interested group of conscious awakening Beings.*
- R5. *Web instead of star seen as workable.*
- R4. *Mickleton House goes on!*
- R5. *There is now no single leader in our organisation, therefore I am a leader.*
- R6. *SPIRIT of cooperation whilst holding our own vision.*
- R7. *I am responsible for my own world. Collectively we can worship and I intend to participate in this.*
- R8. *Mickleton House and the people it surrounds have been re-generated.*
- R9. *Synte-gration is extremely useful.*
- R10. *Spirit and personal clarity (regeneration) is paramount for all of all, other activities are vital and secondary.*
- R12. *Wonderful way of opening up stuck areas.*
- R15. *That we do want to go forward together.*
- R14. *Nature of leadership function - the new way of dancing together, personal work/cleaning-up our personal interactions.*
- R15. *If I follow my truth magic can happen.*
- R16. *We can each do individually what we want/follow our passion and let it nourish the community and the spiritual network.*
- R17. *The sanctuary project, the local community network.*
- R18. *Clarification of boundaries, re. Mickleton House and its function as home and facility and vital nature of both.*
- R19. *Finding out what I want allows pattern to emerge.*
- R20. *Go for what I/you want in life.*
- R21. *Personal responsibility first. Change in network from star to web. Clarity about male and female relationship and leadership.*
- R22. *Vision needs structure.*
- R25. *We are a community. There is a commitment to discuss ideas further.*
- R24. *Interpersonal work to deal with shadows necessary.*
- R25.. *The Web (vs. the star). Financial "hands-on ness".*

What are the most significant differences among us that have surfaced and have been integrated in this Syntegration?

- R1. *Too many to list here! However - Resident/Outside Community requirement. Old patterns of hierarchy are now dissolved.*
- R2. *We are willing to speak about shadow. Board as the ultimate authority-dissolved. MH Residents-Community rift healed.*
- R5. *Polarisation about what kind of events could happen at MH.*
- R4. *Clarification - events and future use of MH.*
- R5. *Trust that change is OK. Need to see what the change will be before it happens.*
- R6. *Perception of shadows.*
- R8. *Everything.*
- R10. *Letting go of outside Authority.*
- R12. *Opening up, letting sub-text emerge.*
- R15. *Personal interpretations and expression.*
- R14. *Some not interested in personal shadow/realising its importance.*
- R15. *Misunderstandings.*
- R16. *We believed there are differences between us that can't be reconciled in an effective and powerful whole.*
- R17. *The resident/non-resident divide. The type of events that we accept.*
- R18. *Withholding trust; lack of safety between individuals; shadow elements.*
- R19. *Some in - some out.*
- R20. *True love; commitment; passion.*
- R21. *Integration of male/female; authoritative leadership/consensus; the whole first/individual first.*
- R24. *Any differences have come from fear.*
- R25. *Satellite angels close in/further out in concentric circles.*

What are the most valuable differences that have been identified and still remain among us?

- R2. *We are split/confused about what shadow is. We remain divided about whether being a spiritual community + being a "sanctuary centre" are compatible. We are unresolved still about whether this a place suitable for children and families.*
- R5. *Committed inner circles and outer circles.*
- R4. *Shadows, owning and dissolving them.*
- R5. *Knowing the history/Not knowing the history.*
- R6. *I'm just too spaced out to fill up reminder, sorry (signed).*
- R7. *Each one of us is unique and has their individual path.*
- R8. *A few shadows.*
- R10. *Those still needing a role, security from outside and those wish to leave this behind.*
- R11. *Oh just our individuality!*
- R12. *Shadows.*
- R15. *The different degree of involvement in truth and clarity.*
- R14. *Ourselves.*
- R15. *None.*
- R16. *That each of us is unique; will remain so; become more so.*

- R17. *Parents and those without children.*
- R18. *Variety of talent and energy.*
- R20. *Shadows.*
- R24. *Home focus vs. Outreach.*
- R25. *Satellite angels close in/further out in concentric circles.*

What were the three most important moments for the Syntegration as a whole?

- R2. *Board resigning; Seeing/knowing that we have "it" all at hand - and "it" has been there all the time; Feeling the reverberation of us - running.*
- R5. *2.30 pm onwards today and choosing the 12 topics.*
- R4. *The last day; face planning; actual circles of commitment.*
- R5. *Opening Ceremony and Briefing; Presentation of Group Reports; Final Committee forming.*
- R7. *Beginning; middle; end.*
- R8. *When I knew my contribution helped to untangle something.*
- R10. *Moments when I was forced to move on and not get bogged down and realising that things had clarified.*
- R11. *Realising it is about personal responsibility and participation; realising all the paperwork was done by you lot.*
- R12. *Face planning; marketplace; outcome resolve.*
- R15. *Black group's "grounding of vision" visible demonstration; resigning of Board.*
- R14. *Identifying the topics; iteration 3; standing up to be counted.*
- R15. *The beginning; the process; the end.*
- R16. *Commitment to do it; starting it together; completing it victoriously!*
- R17. *When various underlying personal subtexts had to come out due to the focus of clarity that was required.*
- R18. *The leadership dance; the presentations by each group; attunement.*
- R20. *The presentation of the 12 topics; the handing over of the icosahedron to Pam; the closing time.*
- R24. *People meeting to hear what was intended and what was received.*
- R25. *The 4th day 10.30 am presentations; the evening (Sunday) worship time; the concluding ceremony..*

What were the three most important moments for you personally?

- R2. *Being able to speak my truth about what I saw in one particularly stuck area, i.e. feeling safe enough to take the risk; Watching us ground the experience by going into the various circles, in the last session; The Closing.*
- R5. *Circles being fleshed out this afternoon; Passing out the "golden egg" end ceremony.*
- R4. *Owning my passion; radical honesty; debate during a face planning meeting to reach agreement.*
- R5. *Opening Ceremony - sense of potential; realising that there was congruence happening; the Pentecost service time.*
- R7. *The whole process.*

- R8. *Everytime we reaffirmed our trust in the process.*
- R9. *At the time when a whole string of details concerning an issue would come into a single cohesive perspective.*
- R10. *Being heard so I could let go of definition and blend.*
- R11. *Being in different roles at different times; noticing the equality of participants i.e. it was a collective happening; trusting my unconscious to deal with the information and not have to write it remember it ...*
- R12. *Super team of facilitators, the process really working.*
- R14. *Intense personal confrontation; affirmation of myself; affirmation of shared vision.*
- R15. *The critic role; the presentation of last statements; the closing.*
- R16. *Realisation of the sharp, potent work we did together in many small groups at all the same time; successful naming of shadows and the value of that moment in my view; seeing the agreement and feeling the freedom as we allowed differentiated passions to happen.*
- R17. *When it became obvious the sanctuary project was going to win through; blending the statements on the last day.*
- R18. *The value of humour; not having to know everything about everything.*
- R20. *The commitments people made in the circle; the ceremonial closing.*
- R24. *The presentations; my stepping forward to champion in the worship topic; taking responsibility for the charity again.*
- R25. *As above (NB unable to determine what was the most important time for the synte-gration as a whole, actually my answers are offered as my perception vibrationally speaking).*

What were the biggest surprises for you?

- R1. *I have just been part of Keith's Aboriginal leaving ceremony: my heart overflows, my body shakes and I am incapable of filling this bloody form!*
- R2. *The Board resigning; Moving thru the wall - that we have come to - back away from many times i.e. - we put ourselves in the concentric circles.*
- R5. *Evening entertainment on Saturday night.*
- R4. *All of it!*
- R5. *People's willingness to listen and understand new ideas.*
- R7. *That I was doubting the process in Day 1 when as usual it turned out perfectly.*
- R8. *That the proceedings ended peacefully - joyfully.*
- R9. *The thoroughness of the range of details included in the process, and that the process works.*
- R10. *Our ability to hear each other constantly and for so long.*
- R11. *That people were owning their own stuff; that the time schedules were kept to so well; that those still "stuck" stuck out in groups from those who were able to get on with the tasks/discussion.*
- R12. *How well people worked with a nearly unknown process! I am still surprised as to how well the whole thing worked.*
- R15. *The safety in fact to speak and be heard; the fun and laughter; the creative ingenuity.*

- R14. *Most were willing to take off the Emissary frame—such mental work could lead to facing the emotional stuff between us.*
- R15. *Discovering how different were some points of view; discovering that with love the understanding happened; the birth of something new.*
- R16. *The collective answer was in line with my own original vision, but much fuller and richer!*
- R17. *Discovering I wasn't on a team I was desperately to be on.*
- R18. *Having enough time and not feeling pressured; the unobtrusiveness of the dreaded machinery! Belly-laughter.*
- R20. *That I committed myself to what most precious in ME and stayed with it in spite of the voices/feelings/headaches.*
- R24. *Being so appreciated.*
- R25. *My own continuing connection, heartwise. My willingness to commit to contribute and connect in a tangible way. There is a real sense there might be acceptance of what I can offer in the professional spheres.*

Additional comments you feel would be helpful for us:

- R1. *The Syntegration team are wonderful. I have fallen in love with each and everyone of you. You have been instrumental in changing my life.*
- R2. *Although I feel our daily de-briefs kept us close to the process and it's fine tuning. Here are some suggestions that have arisen in general; The value of the large icosahedron with participants' name on it is a very powerful visual and invisible symbol. I feel the team here should have one and utilize it. I was not happy the poster had to leave early. In general I was surprisingly pleased when we moved into more assertive facilitation on iteration 5. Wonder now if we could have moved more had we done so earlier. I love the blending of the facilitators and the community. It did feel like a common-unity. Would have liked (and still would) a facilitation mailing list. I would personally like you to know that I feel the uniting of Team Syntegrity and the Mickleton Community has far reaching implications in the Great Design of Things at this time of the approaching millennium and that we could rightly heed to that. I support you, your team and this model as a valuable and effective method of clarification of TRUTH - with love (signed).*
- R5. *I enjoy the process.*
- R4. *Lived up to my expectations, love and blessings to you all, (signed), thank you, thank you, thank you.*
- R8. *I love me, love it!, Team Syntegrity are ace!*
- R15. *Great process, liked being able to leave the admin stuff to you. Wonderful facilitation-very caring, considerate, perceptive and sensitive, Good Teamwork, thank you.*
- R14. *I particularly value the unique style of each facilitator; any way of making the graffiti post-its figure larger in the participants' awareness? I honour the personal work you are each doing; I feel we share the same vision and love the way we interrelate, Thank you all.*
- R15. *Well done syntegration team, thanks!!*
- R16. *An incredibly effective and powerful process! Thank you!.*

- R21. *I feel that more guidance from the facilitation team and the role of critic would have been useful. It took me a while to see what my role was (more info please). I felt overpowered by the critics at times (the facilitators could have been more directive there!) (I have seen it done well at times).*
- R24. *Obviously more facilitation experience for facilitators would be useful. Their tone/purity/love/warmth was helpful, lovely. Those facilitators with much experience particularly Stephen and Allenna were excellent.*
- R25. *Talking about "helpful" - the general and immediate willingness and helpfulness of the syntegrity team members in responding to any request no matter how small or big was one of the most outstanding contributions to making things easy and putting me at ease. A huge hug to all of you, and thanks (signed).*

Table 5.17 Aggregated Responses to Questionnaire
Number of Respondents = 27

The responses from the participant of the MEC *syntegration* to the questions as reflected in Table 5.17 were, overall, very positive. The glowing comments and positive feedback to the additional questions surpassed those expressed in previous *syntegrations*. The fact that 25 participants (out of the 27) responded to the additional questions was indicative of the high degree of commitment to participate in the evaluation. The responses for questions in the five sections were consistently in the range of 3 (To a great degree) and 4 (Definitely).

On the general questions, the *infoset* responded positively although there were several malcontents on these scores. However many of the participants (averaged 22) felt that they were changed by this *syntegration*, had built new and more significant relationships, felt that a group consciousness emerged and had their personal goals met. The participants felt that they are an important member of the Emissary network, and all except four respondents, were willing to participate in another *syntegration*. On content, all respondents, except four, felt that the topic statements effectively represent the reflections of the group and the topic statements were meaningful to them. Five respondents however were not quite confident that the action plans from this *syntegration* will be implemented.

The participants overall enjoyed themselves. The responses for the questions relating to their experience were consistently very positive. Similar pattern of responses were found for questions pertaining to the process, except that six respondents felt that the actions plans generated during the planning meetings could not be carried out. Fifteen participants felt that it could be carried out to a great degree, and only five participants responded definitely. Responses to questions on effectiveness of facilitation overall were very encouraging. All respondents registered high scores for effectiveness and appropriateness of facilitation. These scores were consistent with the additional comments registered on the questionnaire.

The facilitation team was praised for their professional and interpersonal contributions. Overall the responses of the questionnaire, and comments submitted suggest that participants went away with a feeling of satisfaction and sense of fulfilment at having dealt with issues which were extremely controversial given the many divides, such as the hierarchy (star) and the network (web) mode of leadership and organisation; the residents of MH and the autonomous Emissary community who felt that the house should be a launching pad; the feminine in men and masculine in the women; the idealists and the pragmatists. The twenty-seven participants who remained till the closing ceremony had all registered their commitment to carry out the actions in one or more projects. The couple (the Duffields) who championed the idea of running a holistic nursery school on the premises of Mickleton House but left (in tears) during the Black team formation of concentric circles, were later pleased to learn that their project was also included for participants to show support. In their absence, ten members of the *infoset* volunteered themselves to work with them on the project. For one third of the *infoset* to respond to someone who walked out in the middle of the team presentation proved that there was humanity among the Emissaries.

While there were several instances which may debilitate group performance, the *infoset* had consciously worked to build and maintain their effectiveness. An effective *infoset* accomplished goals, maintained and built good working relationships among members, developed and adapted to changing conditions in a way that improve effectiveness. The opening ritual, the rich and intensive interaction during *Problem Jostle*, the resignation of the Board, the conflicts in team meetings, the team performances, the Black team human formation of concentric circle, the closing plenary and the aboriginal closing ritual constituted the set of processes which made the *infoset* and the *syntegration* effective. The *infoset* had not only trusted the *process*—indeed they were *the* process they themselves trusted.

5.6.10 Summary of Framework, Methodology, Area of Concern

The table on the following page summarises the findings and research lessons from MEC Syntegration:-

Framework (F) of ideas	Methodology or Protocol (M)	(A)	Learning about F, M, A
<p>Conflict management. Problem surfacing. Strategic Envisioning.</p>	<p>TS StaffGraph Syntegration. Face Planning. [4 days duration] SI obtained from participants prior to event.</p>	<p>MEC is a spiritual community. Board of Directors are anxious to get the charity out of the red and improve its financial position. Participants come from diverse background and for most, no longer live in Mickleton House. Some members of the board are disliked by participants. Members of the board asked for more active facilitation to generate outcomes they expected.</p>	<p>F] Syntegration was able to uncover the deep antagonism among participants. Conflict management and problem surfacing partly orchestrated by participants who applied their therapeutic skills. Highly emotive sessions prevailed including tears and resignation of all members of the board. Several practical ideas were generated and developed but strategic envisioning did not quite happen due to several worship/spiritual slant of the topics.</p> <p>M] The four day event including face planning was proposed by Team Syntegrity International. Face Planning was not very successful, partly overshadowed by the highly dramatic presentation of FSI. Keith Trickey introduced a closing ritual to bring closure to the syntegration.</p> <p>A] Despite the many difficult situations, participants were very positive with the outcome of the syntegration. Facilitators maintained the process/content divide but remained helpful. Glowing comments for facilitators on the questionnaire.</p>

Table 5.18 Framework, Methodology, Area of Concern for MEC Syntegration

5.7 Conclusion

This chapter reports the proceeding of five *syntegrations* carried out in the research programme. The results of qualitative and quantitative data on content and process collected from respective *syntegrations* were presented. Discussions on these data were enriched by systematic observations carried out by the researcher and the experiences of the facilitation team.

The following table summarises the adjustments and innovations made to various syntegration events in this research project in comparison to the protocol prescribed by Team Syntegrity International, abbreviated as TSI in the table.

Issues	TSI	LSWP	LSCA	CSF	JMU-EU	MEC
No of days	4-5 Days Residential	3 Days Non-residential	2.5 Days Residential	1 Day	1 Day	4 Days Residential
Polyhedra	Icosahedron	Icosahedron	Octahedron	Octa..	Octa....	Icosahedron
	Statement of Importance	Statement of Importance	Questions - motherhood statements	Issues and Comments	Issues and Comments	Statement of Importance
	Problem Jostle: ASI	Problem Jostle: ASI	Forms for ASI	Seamless Problem Jostle	Seamless Problem Jostle	Problem Jostle: ASI
	Hexadic Reduction	Hexadic Reduction	Simple voting for 6 topics	Simple voting for 6 topics	Simple voting for 6 topics	Hexadic Reduction
Outcome Resolve	3 Iterations	3 Iterations	2 Iterations	2 Iterations & One Crafting Session	2 Iterations & One Crafting Session	3 Iterations
Meeting	No form used	No form used	No form used	Focus-question forms used	Focus-question forms used	No form used
	Face Planning	No Face Planning	No Face Planning	No Face Planning	No Face Planning	Face Planning
	Group Presentation	Group Presentation	Group Presentation	Group Presentation	Group Presentation	Group Presentation
After Event	None	None	Post-synt meetings	None	Post-synt meeting	None

Table 5.19 Summary of Adjustments and Innovations to Syntegration Events

Whilst it was intended that these *syntegrations* are undertaken within an action research strategy, the opportunity for gaining further access to the client-organisation for post-*syntegration* research activity was limited. This was due to many factors including reorganisation of system boundary beyond the control of the organisation (as in the case of CSF and JMU-EU) and other transformative processes which drive organisations into new entities or priorities (as in the case of LSCA and MEC).

The planning and design activities, necessary for effective intervention as an action research project, also varied from one organisation to another. In the case of LWSP, there was minimum *front-end* activities to collaborative with the client-system or the *infoset*. Indeed LWSP may be positioned at generic end of the 'generic—bespoke' continuum. The protocol for the LWSP *Syntegegration* was supplied by Team Syntegrity International and described in Beer (1994). LSCA, due to the intense collaboration between the researcher and the client-organisation as well as the modelling of the organisation prior to *syntegegration*, may rest at the bespoke end of the continuum.

Despite limited opportunity to further intervention as an action-research project for some of the research situations, there is sufficient evidence to suggest that *syntegegration* had impacted significantly on participants to initiate self-motivated change processes within cognitive and behavioural domains.

6

Analysis

6.1 Introduction

This chapter presents and summarises the results of the analysis of the questionnaires and the inferences from the content analysis of the *Final Statements of Importance*. It complements the analysis and discussion for each of the *syntegration* in Chapter 5, as well as provides the basis for the proposed intervention approach in Chapter 7.

6.2 Analysis of Questionnaires

The purpose of the analysis is to establish participants' response to several variables for each respective *syntegration* and also any significant difference in overall response between the StaffGraph Syntegration (LSWP and MEC) and the adjusted protocol using the octahedron (LSCA, CSF, JMU-EU).

Questionnaires [Appendix F, G, H] are distributed to all participants at the end of each of the *syntegration* except for the event conducted for CSF. These questionnaires adopted the Likert scale and are administered by the researcher. The questionnaires provided subjective feelings for several variables, such as satisfaction, involvement and commitment, as well as participants' assessment of the effectiveness of process or activities, and the facilitation.

The 7-scale response categories are merged into 3 categories of Positive (5-7), Neutral (4) and Negative (1-3). The questions are grouped together under the following broad headings of Experience (E), Process (P), Content (C), Facilitation (F) and General Questions (G) using the grouping of questions in the Questionnaire supplied by Team Syntegrity International for use in the Mickleton Emissary Community Syntegration for consistency [Appendix H; Table 6.7]. This approach is adopted to allow for a more appropriate analysis of data using cross-tabulation and chi-square test. This test is applied to establish any association between question categories (i.e. E, P, C, F, G) and score given by respondents (Positive, Neutral, Negative).

The chi-square test procedure is used to tabulate a variable into categories and computes a chi-square statistic. This goodness-of-fit test compares the observed and expected frequencies in each category to test whether there is significant association between *Question Category* and *Response*. Variance between observed and expected frequency denotes association between the respective *Question Category* and *Response*.

Correspondence analysis is used to describe the relationships between *Question Category* and *Response* in a correspondence table in a low-dimensional space. For each variable, the distances between category points in a plot reflect the relationships between the categories with similar categories plotted to each other. There is association between two categories when their points plotted on the correspondence table are in close distance to each other. The correspondence analysis complements the chi-square test by representing relationships between the variables graphically.

6.2.1 LWSP Syntegration

Twenty-two participants responded to the questionnaire supplied at the end of the *Syntegration*. The aggregated responses are shown in Table 6.1 below. As mentioned previously, the 7-point scale response categories are merged into Negative (1-3), Neutral (4) and Positive (5-7). The 21 questions listed in Table 6.1 are grouped as follows:-

- Questions about the Experience (E): Question 1, 2, 3, 4, 8, 9, 11, 18, 20b
- Questions about the Process (P): Question 5, 6, 7, 10, 13, 19
- Questions about the Content (C): 12, 16, 21
- Questions about the Facilitation (F): 14
- General Questions (G): 15, 17

Question	NR	1	2	3	4	5	6	7
1 Do you enjoy yourself		0	0	2	2	5	8	5
2 Was the experience different		0	0	1	2	8	5	6
3 Did you gain insight into topics		1	2	0	6	4	5	4
4 Insight into group processes		0	0	0	7	9	4	2
5 Did the problem jostle work		0	2	5	5	6	4	0
6 Did the topic auction work		0	3	3	3	4	9	0
7 Did the outcome resolve work		0	3	2	5	8	4	0
8 Experience the pull of <i>Syntegrity</i>	2	1	3	0	3	6	6	1
9 Experience reverberation	1	1	2	0	3	9	5	1
10 Enabled to contribute your skills		0	1	3	2	10	2	4
11 Gain insight into yourself		1	3	2	3	7	3	3
12 Motivated to act	1	0	3	1	7	2	4	4
13 Feel the equality	3	1	2	3	2	6	3	2
14 Was the facilitation appropriate	2	0	1	1	7	7	3	1
15 Recommend this approach (<i>TS</i>)	2	0	1	0	1	8	6	4
16 How willing are you to follow-up		0	1	3	7	2	4	5
17 Attend another syntegration		0	2	3	0	6	4	6
18 How much reflection overnight		1	1	8	3	6	0	3
19 Expect some time to internalise	1	0	3	0	4	4	9	1
20a Participate in other conferences		9	2	0	0	4	4	3
20b Experience compared to others	7	0	0	3	2	2	3	5
21 Group achieve high creative std		1	2	1	3	9	4	2

Table 6.1 Distribution of Responses to Questionnaire

CATEGORY by RESPONSE

CATEGORY	Count Exp Val	RESPONSE			Row Total
		Negative Response	Neutral Response	Positive Response	
		1.00	2.00	3.00	
EXPERIENCE	1.00	32 35.3	31 32.8	125 119.9	188 42.5%
PROCESS	2.00	31 24.0	21 22.3	76 81.7	128 29.0%
CONTENT	3.00	12 12.2	17 11.3	36 41.5	65 14.7%
FACILITATION	4.00	2 3.8	7 3.5	11 12.8	20 4.5%
GENERAL	5.00	6 7.7	1 7.1	34 26.2	41 9.3%
Column Total		83 18.8%	77 17.4%	282 63.8%	442 100.0%

Chi-Square	Value	DF	Significance
Pearson	19.29215	8	.01337
Likelihood Ratio	21.05869	8	.00699
Mantel-Haenszel test for linear association	.51527	1	.47287

Minimum Expected Frequency - 3.484
 Cells with Expected Frequency < 5 - 2 OF 15 (13.3%)

Table 6.2 Contingency Table for LSWP Syntegration

Correspondence Mapping

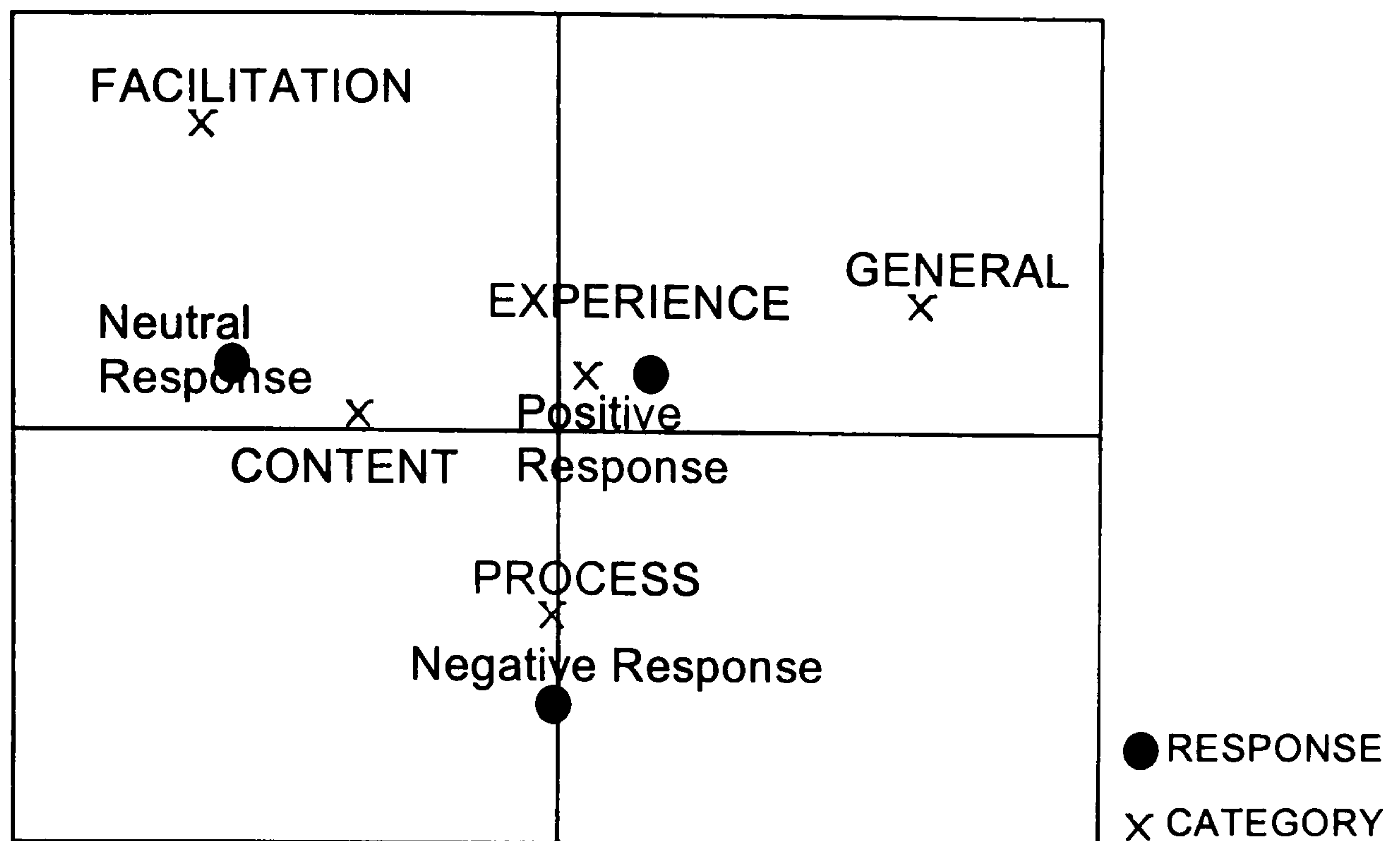


Figure 6.1 Correspondence Mapping for LWSP

Result of Chi-Square Test:-

$$\chi^2 = 19.29, p = 0.01337$$

There is an association between Question-Category and Score ($p \leq 0.05$)

Inspection of the contingency table indicates possible association between:-

- Process & Negative (31 observed against 24 expected)
- Content & Neutral (17 observed against 11.3 expected)
- Facilitation & Neutral (7 observed against 3.5 expected)
- General & Positive (34 observed against 26.2 expected)

Inspection of the correspondence mapping confirms the association above.

6.2.2 LSCA Syntegration

Sixteen participants responded to the questionnaire supplied at the end of the *Syntegration*. The aggregated responses are shown in Table 6.3 below. The 6-point scale response categories are merged into Negative (1-3) and Positive (4-6). The 20 questions listed in Table 6.3 are grouped as follows:-

- Questions about the Experience (E): Question 1, 2, 3, 4, 5, 6, 15
- Questions about the Process (P): Question 7, 8, 9, 10, 11, 12, 14
- Questions about the Content (C): 13, 17
- Questions about the Facilitation (F): 16
- General Questions (G): 18, 20

Question 19 is excluded from the test.

Question	NR	1	2	3	4	5	6
1 Did you enjoy yourself		0	0	0	0	7	9
2 Was the experience useful		0	0	0	2	7	7
3 Gain insight into group processes	1	0	1	0	3	4	7
4 Gain insight into yourself	1	0	2	0	3	6	4
5 Gain insight into other people	1	0	2	0	3	6	4
6 How much reflection overnight		3	6	5	1	1	0
7 Did the <i>Importance Filter</i> work		0	0	0	6	6	4
8 Did the <i>Problem Jostle</i> work		1	0	0	4	9	2
9 Did the <i>Clustering</i> work		1	0	2	5	7	1
10 Did the <i>Topic Auction</i> work		1	1	0	2	11	1
11 Did the <i>Outcome Resolve</i> work		0	1	0	2	6	7
12 Enabled to contribute your skills	1	1	0	0	1	8	5
15 How different is this weekend		0	1	1	3	7	4
16 How useful was the facilitation	1	0	0	0	4	5	6
17 Group achieve a high creative std	1	0	0	0	0	9	6
13 Are you motivated to act upon issues discussed :					YES = 16	NO = 0	
14 Did you feel the equality implied by the design :					YES = 14	NO = 0	NR = 2
18 Would you be willing to attend another event :					YES = 16	NO = 0	
If yes, which would be more appropriate :					30-Player = 6;	12-Player = 6;	Either = 4
19 Do you think that the cancellations (withdrawals) lowered the motivation of the group :					YES = 4	NO = 12	
20 Do you feel closer to each other as a result of this weekend :					YES = 15	NO = 1	

Table 6.3 Distribution of Aggregated Responses

CATEGORY by RESPONSE

CATEGORY	Count Exp Val	RESPONSE		Row Total
		Negative Response 1.00	Positive Response 3.00	
		EXPERIENCE	16 8.9	
PROCESS	8 9.4	101 99.6	109 37.5%	
CONTENT	0 2.7	31 28.3	31 10.7%	
FACILITATION	0 1.3	15 13.7	15 5.2%	
GENERAL	1 2.7	31 29.3	32 11.0%	
Column Total	25 8.6%	266 91.4%	291 100.0%	

Chi-Square	Value	DF	Significance
Pearson	11.87034	4	.01834
Likelihood Ratio	15.12281	4	.00445
Mantel-Haenszel test for linear association	8.26048	1	.00405
Minimum Expected Frequency -	1.289		
Cells with Expected Frequency < 5 -	3 OF	10 (30.0%)	

Table 6.4 Contingency Table for LSCA

Correspondence Mapping

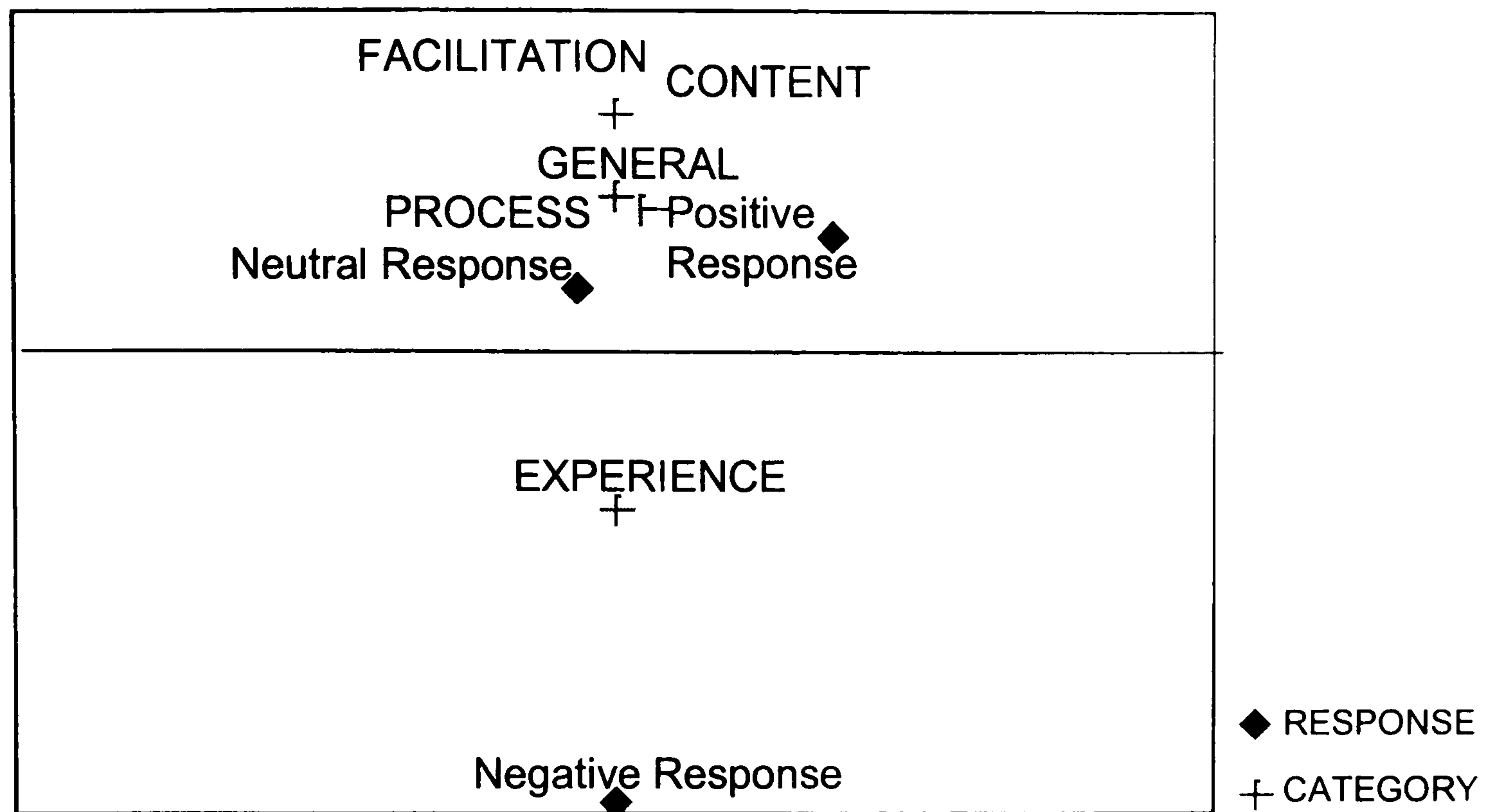


Figure 6.2 Correspondence Mapping for LSCA

Result of Chi-Square Test:-

$$\chi^2 = 11.87, p = 0.01834$$

There is an association between Question-Category and Score ($p \leq 0.05$)

Inspection of the contingency table indicates possible association between:-

a) Experience & Negative (16 observed against 8.9 expected)

However 91.4% positive response against 8.6% negative response.

Inspection of the correspondence mapping confirms the association.

6.2.3 JMU-EU Syntegration

Twelve participants responded to the questionnaire supplied at the end of the *Syntegration*. The aggregated responses are shown in Table 6.5 below. The 7-point scale response categories are merged into Negative (1-3), Neutral (4) and Positive (5-7). The 15 questions listed in Table 6.5 are grouped as follows:-

- Questions about the Experience (E): Question 1, 2, 3, 4, 5
- Questions about the Process (P): Question 6, 7, 8, 9, 10, 14
- Questions about the Content (C): 12, 13
- Questions about the Facilitation (F): 11
- General Questions (G): 15

Questions	1	2	3	4	5	6	7
1 Did you enjoy yourself	0	0	0	0	1	8	3
2 Was the experience useful?	0	0	0	0	3	6	3
3 Did you gain insight into group processes?	0	0	0	0	6	5	1
4 Did you gain insight into yourself?	0	0	1	6	5	0	0
5 Did you gain into others?	0	0	0	1	4	5	2
6 Did the (visual) brainstorming work?	0	0	0	1	5	4	2
7 Did the clustering/connecting issues work?	0	0	0	1	3	7	1
8 Did the team meeting work?	0	0	0	1	1	9	1
9 Were you enabled to contribute your skills and knowledge?	0	0	0	0	2	5	5
10 How does this planning day compared to conventional meetings/others?	0	0	0	0	0	6	6
11 How helpful was the facilitation?	0	0	0	0	2	6	4
12 Did your team achieve a high creative standard	0	0	0	0	5	3	4
13 Are you motivated to act upon issues discussed :	YES = 12; NO = 0						
14 Did you feel equality implied by the design :	YES = 12; NO = 0						
15 Would you be willing to attend another similar event :	YES = 12; NO = 0						

Table 6.5 Aggregated Responses to JMU-EU Questionnaire

CATEGORY	Count Exp Val	RESPONSE			Row Total
		Negative Response	Neutral Response	Positive Response	
		1.00	2.00	3.00	
EXPERIENCE	1.00	1 .4	7 3.6	52 56.1	60 35.7%
PROCESS	2.00	0 .4	3 3.6	57 56.1	60 35.7%
CONTENT	3.00	0 .1	0 1.4	24 22.4	24 14.3%
FACILITATION	4.00	0 .1	0 .7	12 11.2	12 7.1%
GENERAL	5.00	0 .1	0 .7	12 11.2	12 7.1%
	Column Total	1 .6%	10 6.0%	157 93.5%	168 100.0%

Chi-Square	Value	DF	Significance
Pearson	8.57121	8	.37975
Likelihood Ratio	10.96792	8	.20352
Mantel-Haenszel test for linear association	6.16582	1	.01302

Minimum Expected Frequency - .071
 Cells with Expected Frequency < 5 - 10 OF 15 (66.7%)

Table 6.6 Contingency Table for JMU-EU

Result of Chi-Square Test:-

$$\chi^2 = 8.57, p = 0.37$$

There is no association between Question-Category and Score ($p \geq 0.05$)

6.2.4 MEC Syntegration

Twenty seven participants responded to the questionnaire supplied at the end of the *Syntegration*. The four-point *Not at all*, *Somewhat*, *To a great degree* and *Definitely* were substituted with numeric values 1 to 4 respectively for the purpose of basic analysis and categorised as Negative (1-2) and Positive (3-4). The aggregated responses to the questions are given in Table 6.7 on the following page:-

1. General Questions [G]	1	2	3	4
Were you changed by the event?	0	6	4	15
Do you feel that you have built new/or more significant relationships?	1	5	8	13
Did you feel a group consciousness emerged?	0	3	7	16
Did you meet your personal goals for this event?	0	2	5	19
Do you feel you are an important member of the Emissary network?	0	4	2	20
Would you be willing to participate in another session of this kind?	2	2	2	20
2. Questions about the content [C]				
Do you feel that the topic statements effectively represent the reflections of the group?	0	0	15	11
Are the topics meaningful to you?	0	2	12	13
How willing are you to stand behind the total set of statements?	0	2	16	9
How confident are you that the action plans from this Syntegration will be implemented?	0	5	16	6
5. Questions about the experience [E]				
Did you enjoy yourself?	0	4	8	15
Did you find the experience different from other group experiences you have had?	0	4	8	15
Did you gain insight into topics?	0	1	8	18
Did you gain insight into yourself?	0	6	7	14
Did you gain insight into others?	0	6	8	12
4. Questions about the process [P]				
Did the team meetings help you to better understand the topics and their implications for the Emissary Community?	0	3	14	10
Did the planning meetings work to generate action plans you feel could be carried out by those creating the plans?	2	4	15	6
Did you feel able to contribute your ideas and capabilities?	0	3	12	12
Do you feel that the process helped the group share information in a productive and meaningful way?	0	1	7	19
5. Questions about the facilitation [F]				
Did you feel the facilitation was effective and appropriate overall?	0	6	4	15
- During the Opening?	1	5	8	13
- During discussions of our issues (marketplace of ideas)?	0	3	7	16
- Arriving at the 12 topics?	0	3	12	12
- Voting for topic preferences?	0	3	9	12
- During Outcome Resolve team meetings?	0	3	10	14
- During the Planning Meetings?	0	6	8	12
- During the Closing?	0	1	8	15

Table 6.7 Aggregated Responses to MEC Questionnaire

CATEGORY by RESPONSE

CATEGORY	Count Exp Val	RESPONSE		Row Total
		Negative Response 1.00	Positive Response 3.00	
EXPERIENCE	1.00	21 19.3	113 114.7	134 18.7%
PROCESS	2.00	13 15.6	95 92.4	108 15.1%
CONTENT	3.00	13 16.0	98 95.0	111 15.5%
FACILITATION	4.00	31 29.7	175 176.3	206 28.8%
GENERAL	5.00	25 22.5	131 133.5	156 21.8%
	Column Total	103 14.4%	612 85.6%	715 100.0%

Chi-Square	Value	DF	Significance
Pearson	1.71997	4	.78709
Likelihood Ratio	1.76736	4	.77845
Mantel-Haenszel test for linear association	.17217	1	.67819

Minimum Expected Frequency - 15.558

Table 6.8 Contingency Table for MEC

Result of Chi-Square Test:-

$$\chi^2 = 1.71, p = 0.78$$

There is no association between Question-Category and Score ($p \geq 0.05$)

6.2.5 Discussion

The results of the chi-square test on the aggregated response for the respective *syntegrations* confirms the subjective feelings of respondents gathered as discussed in Chapter 5.

The LWSP Syntegration recorded low (negative) score for the Process category. This is expected given that the organisers were provided with minimal support, in the form of the manual [5.2.1] to conduct the *syntegration*. The non-residential nature of the *syntegration* compelled participants to relate to the process carried out at the end of day to the stage or activity at the beginning of the (next) day.

For most participants, especially those who left early for the train or public transport, the entire process or protocol do not appear seamless. However 63.8% of the total response are positive, attributable mainly to the Experience category.

Inspection of the contingency table for LSCA revealed that although there is an association between Experience and Negative (16 observed against 8.9 expected), all other response categories recorded observed higher than expected positive scores. The overall response was extremely positive (91.4% positive against 8.6% negative). It is inferred, based on these scores, that this *syntegration* has had a positive impact on the participants, and consequently motivated them to follow-up with actions and implementation of decisions made during the *syntegration*.

The analysis on the JMU-EU's questionnaire resulted in no association between Question-Category and Score. There is no significant difference between observed and expected for all positive-response categories. Like LSCA, participants recorded a very high positive response score for the *syntegration* (93.5% positive against 6.5% neutral and negative).

MEC shares the statistical attribute to JMU-EU in that there is no association between Question-Category and Score. Overall positive response is high (85.6%).

As tabled below, there is no significant difference in overall response between the StaffGraph Syntegration (LWSP and MEC) and the adjusted protocol using the octahedron (LSCA, JMU-EU), although LWSP recorded a lower positive percentage compared to the other *syntegrations*.

Syntegration	Negative (%)	Neutral (%)	Positive (%)
LWSP	18.8	17.4	63.8
LSCA	8.6		91.4
JMU-EU	0.6	6.0	93.5
MEC	14.4		85.6

The above table revealed a higher positive response for the adjusted protocol using the octahedron (LSCA and JMU-EU) compared to the StaffGraph Syntegration (LWSP and MEC) and consequently motivated participants to follow-up outcome with actions.

6.3 Analysis of Final Statements of Importance

Content analysis (Krippendorff, 1980) on the *Final Statement of Importance* (FSIs) are carried to uncover the impact of *syntegration* to the organisation. The *Final Statements of Importance* (FSIs) are considered as the statements reflecting the best thinking of the team on their topic. The FSIs for all five *syntegrations* are found in Appendix I.

The *FSIs* are applied to the following analysis:-

- a) Theme analysis, by counting the number of times, or frequency a theme is coded or written in the *FSI* as a measure of importance, attention or emphasis.
- b) Proximal association mapping, by locating the *FSIs* in a quadrant with the axis, us-others and organisation-environment to establish implied *who* and *where* actions are to be taken.
- c) Contextual classification according to organisational functions of policy, development, control, coordination and operation, following Beer's Viable System Model. These functions are labeled as Systems 5, 4, 3, 3*, 2 and 1. Contextual classification using the VSM is aimed at providing the spread and degree of likely impact of the *syntegration* on the organisation.

The three forms of analysis provide the necessary triangulation of results which serves as a basis for inferences on likely impact of the *syntegration* on the organisation.

Two independent assessment (and analysis) of the *FSIs* were carried out to compare the results produced by the researcher. This exercise is aimed at eliminating bias and subjectivity on the part of the researcher to ensure validity of results and robustness of analysis. Instructions for analysing and recording the results together with the recording sheets were provided for use by the independent assessors [Appendix J]. These instructions and recording sheets had been pilot-tested so that assessors will have no difficulties in carrying out the exercise. Both assessors are well-versed with Beer's Viable System Model. The first assessor is a lecturer who teaches the VSM to postgraduate students and the second assessor is a business analyst who uses the VSM to diagnose and redesign systems in the company.

6.3.1 Liverpool Student Community Action (LSCA)'s FSI

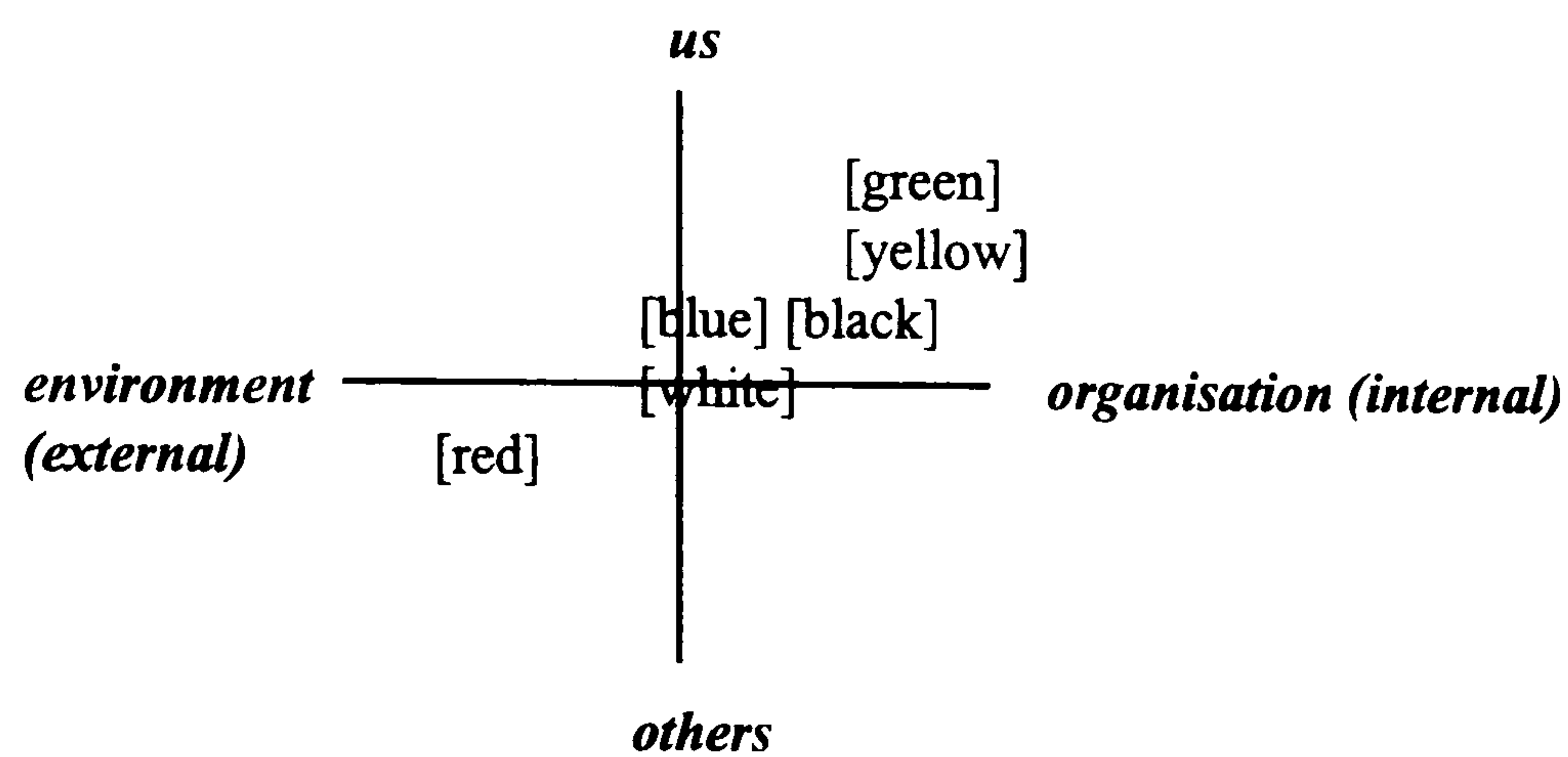
Six teams generated the following statements for the *Opening Question* :-

What can LSCA realistically achieve?

Table 6.9 summarises the results of the theme analysis carried out on LSCA's *Final Statement of Importance*, whilst Figure 6.3 shows the proximal association for the statements for each respective team.

	Frequency		
	Researcher	Assessor A	Assessor B
Members/People	25	32	
Procedure	6	27	2
Process	7	18	2
Management	6	6	
Development		3	
Funding		2	2
Roles	2	1	3
Responsibility	1	1	1
Structure	1	3	1
Social	1	1	
Ethos	1	1	2
Equal Opportunity	1	3	3
Training	1	2	
Recruitment	4	2	
Support	1	1	6
A-Z Directory	2	1	1
Promotion	3	5	2
Voluntary Action Plan	1		1
Accreditation	1		2
NVQ	2		1
Career Development	1		1
Project Reps	1		2
Objective One	1		1
Volunteer Bureaux	1		1
Open Door Policy	1		1
Time Plans	1		1
Volunteers	2		2
Diaries	1		1
Feedback	2		1
Involvement			1
Assessment			1
Database			1
Research	1		3
Benefits	1		1
Logistics	1		
Commitment	2		
Project	4		

Table 6.9 Theme Analysis for LSCA's FSI



NB: White: Selection of Core Projects
 Yellow: Vounteer Recruitment and Support
 Green: Management Team
 Blue: Equal Opportunities
 Red: Objective One
 Black: Logistics

Figure 6.3(a) Researcher's Proximal Association Mapping for LSCA

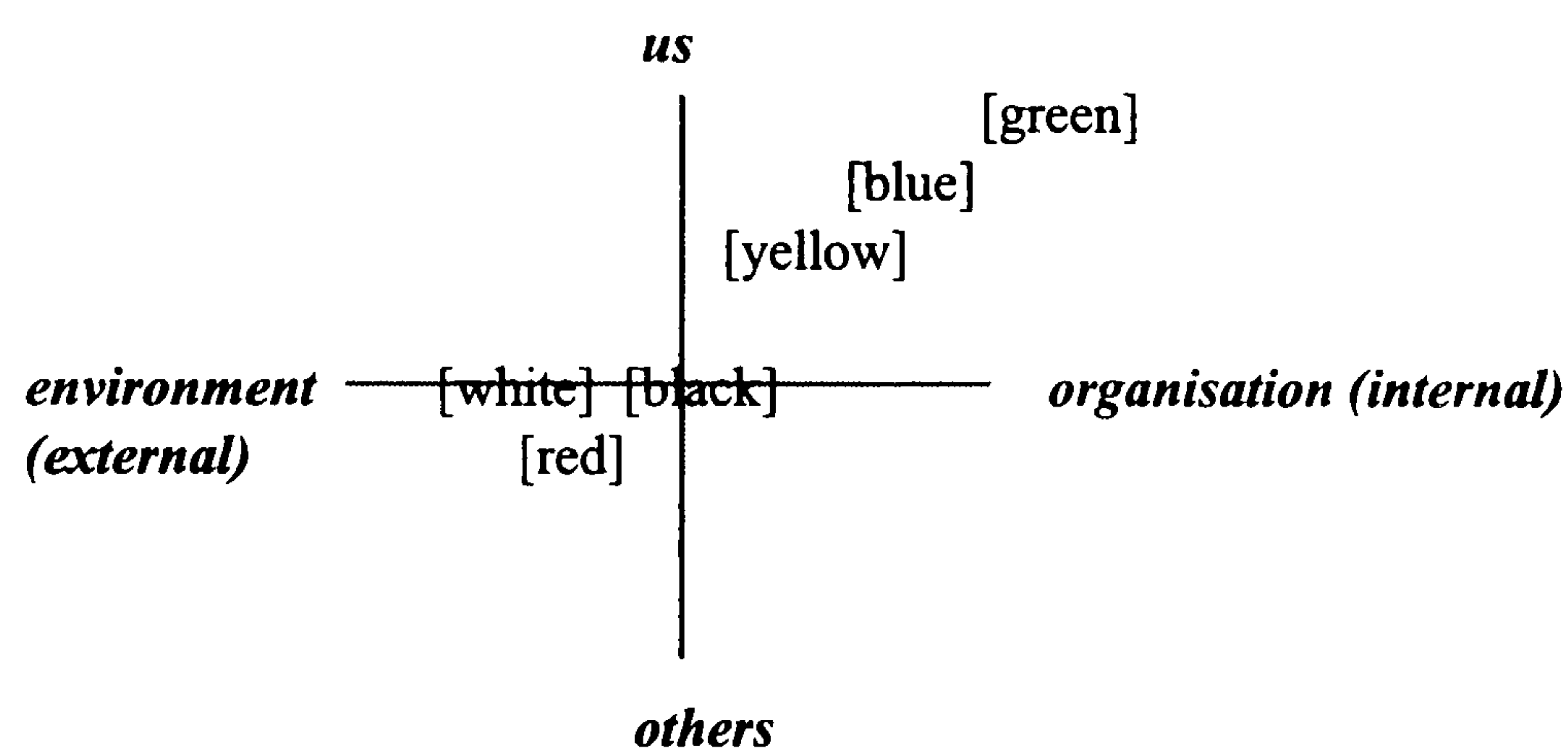


Figure 6.3(b) Assessor A's Proximal Association Mapping for LSCA

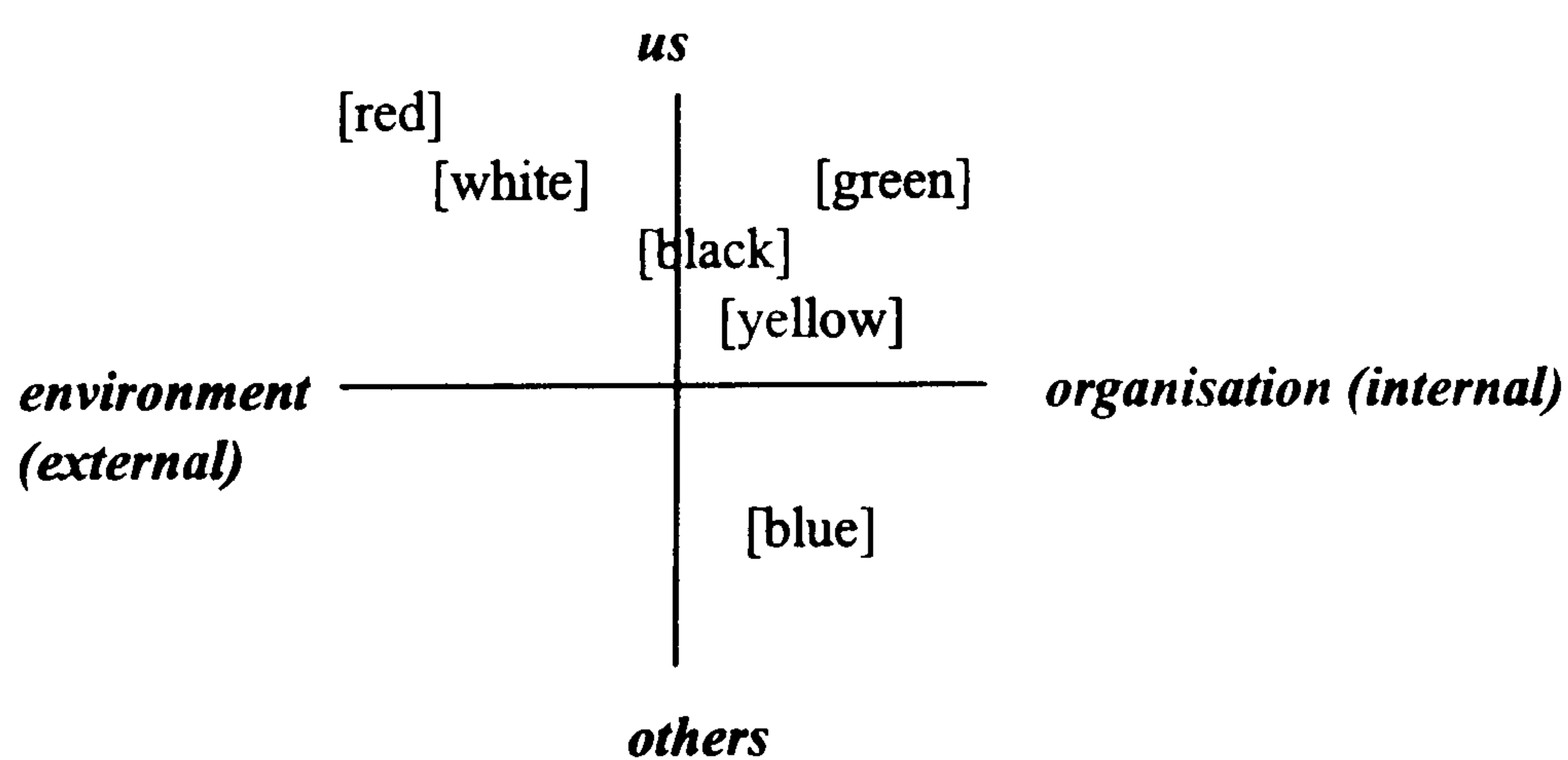


Figure 6.3(c) Assessor B's Proximal Association Mapping for LSCA

The statements from each of the team are analysed according to its content and context for the following mapping:-

Team-Statements	S1	S2	S3	S3*	S4	S5
Yellow: Volunteer Support	R, B	A, B	R, A, B	B	A	A, B
White: Core Projects	R, B	R, B	A, B		A, B	A, B
Green: Management Team	R, B	R, A, B	R, A, B	B	R, B	R, A, B
Blue: Equal Opportunities	R, A, B	R, B	R	B	R, A, B	R, B
Red: Objective One	B	B	R, B		R, A, B	R, B
Black: Logistics	R, B	A, B	R, A, B		B	

NB:- R: Researcher
A: Assessor A
B: Assessor B

Number of Entries:-

- R: 19 out of 36 cells
- A: 15 out of 36 cells
- B: 30 out of 36 cells
- Mean: 22 [61%]

Table 6.10 Degree of Impact Table for LSCA's FSI

The Yellow Team propose to review the programme of recruitment and support for volunteers working on projects and accreditation for their work and experience. This proposal implicates all projects currently run by LSCA as it attempts to support and accredit volunteers' work and experience. Since it involves all projects there is therefore requirement for coordination to ensure uniformity of practice as well as well as to remain focus on the purpose of the respective projects. Resource bargaining is necessary between the management of the projects and the Management Team to implement the accreditation system.

The White Team propose the reduction of the range of activities which LSCA is involved in, and to develop a defined criteria to select projects. The projects are the "operating units" for LSCA and therefore reducing the number of projects will have direct impact on the organisation, particularly the Management Team who have responsibility over resource allocation to projects. Projects which are "deselected" or not undertaken by LSCA are to be "franchised" to other groups such as MVCS/LPSS. Development of working relationship with other groups are necessary for such collaboration.

The Green Team seek to define roles, responsibilities, ethos and philosophy, communication methods of the individuals and the (Management) team as a whole. Definition of roles and responsibilities for volunteers, project representatives Coordinator and admin support staff, Management Team, Development and Planning Group and Support and Advisory Group. Issues of philosophy and ethos are also raised.

The Blue Team propose to review existing and design appropriate Equal Opportunities programme for members, and to provide education through training and awareness for all involved in LSCA with Management Team being a priority. They also seek to review publicity and recruitment procedures to ensure appropriate representative membership.

The Red Team focus on integrating the work of LSCA, Continuing Education Department (of University of Liverpool), Interchange and other projects run by individuals to provide coherent programme, common access and project entry point for volunteers to maximise employment opportunities and for the projects to be funded by Objective One. LSCA's Management Team involvement to co-organise projects is imperative for collaboration with other parties. Development and Planning Group is responsible for collaborative arrangements and adhere to policy, ethos and identity of LSCA. Objective One funding application is carried out by Support and Advisory Group and the Trustees of LSCA.

The Black Team aim to produce a comprehensive A-Z Directory of all projects and work carried out in LSCA. Information about projects can be obtained from project representatives and information about LSCA and overall management from Management Team.

6.3.2 CSF Decision Support Ltd (CSF)'s FSI

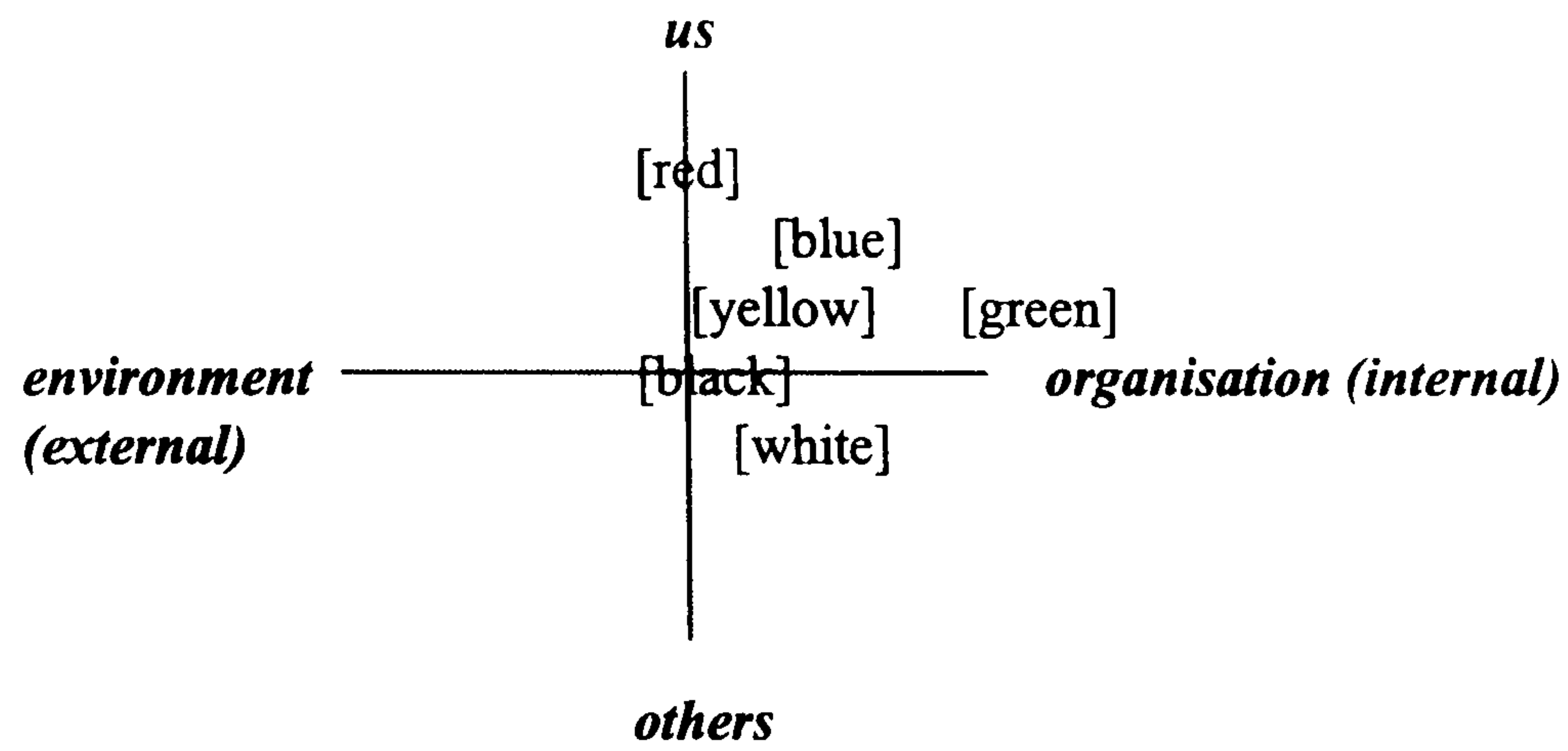
Six teams generated a total of 39 *FSIs* for the *Opening Question* :-

The Future of CSF Decision Support Ltd

Table 6.11 summarises the results of the theme analysis carried out on CSF's *Final Statement of Importance*, whilst Figure 6.4 shows the proximal association for the statements for each respective team.

Themes	Frequency		
	Researcher	Assessor A	Assessor B
People	9	12	
Process	9	9	7
Communication	5	6	5
Opportunities	5	5	5
Conflicts	2	2	5
Management	3	5	
Planning	1	2	2
Work Overload	1	1	1
Inhibitors	1	4	
Relationships	1	2	
Control	1	1	
Delays		1	
Projects	1	2	
Flexibility	1	1	
Development		4	
Improvement	1	3	
Information System	2	2	1
Accommodation	1	1	1
Categorisation	1	4	4
Skills	2	2	
Mission Statement	3	4	4
Products	2	2	
Strategy	1	1	3
Success		1	
Personal Objectives	1	1	2
Future	1	3	
Networking	4	5	
Income	1		1
Learning	1		2
Resources	2		2
Technology	1		1
Gatekeeper	1		1
Standards	1		1
Link with graduates	1		1

Table 6.11 Theme analysis for CSF's *FSI*



NB: Red: Communication and Networking
 Yellow: Admin and Management
 Blue: Core Competencies
 Green: Mission and Ownership
 Black: Market, Products and Services
 White: CSF+Uni+LBS

Figure 6.4(a) Researcher's Proximal Association Mapping for CSF

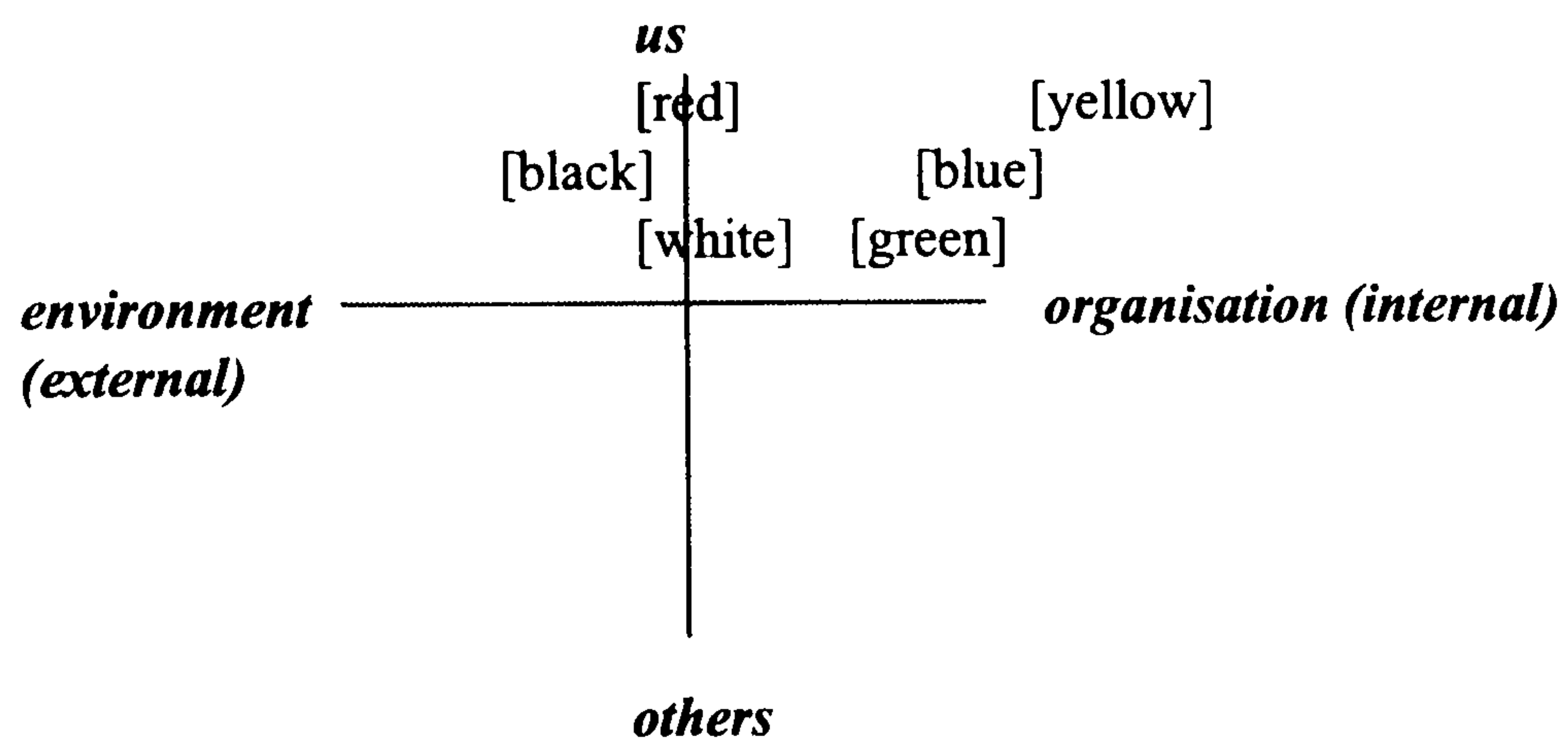


Figure 6.4(b) Assessor A's Proximal Association Mapping for CSF

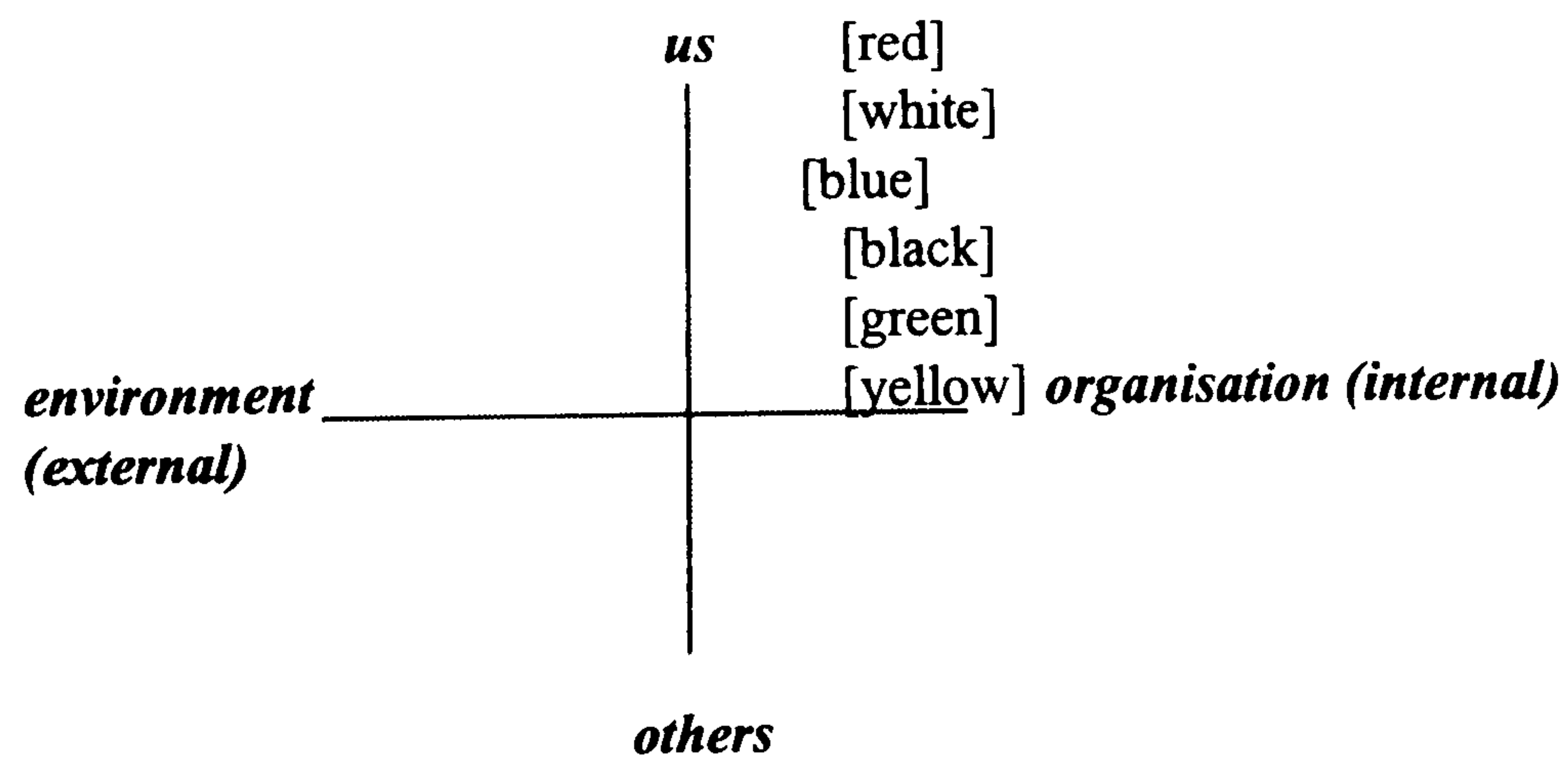


Figure 6.4(c) Assessor B's Proximal Association Mapping for CSF

The statements from each of the team are analysed according to its content and context for the following mapping:-

Team-Statements	S1	S2	S3	S3*	S4	S5
White: CSF+Uni+LBS	R, B	B	A, B	B	A, B	R, B
Yellow: Admin/Management	R, B	R, A, B	R, A, B			
Blue: Core Competencies	B		R, A, B		A, B	R, A, B
Black: Market+Products+Svcs	R, B	B	R, A, B		R, A, B	B
Green: Mission/Ownership			B		B	R, A, B
Red: Comm/Networking	R, B	R, A	R, B		R, A, B	

Number of entries:

- R: 15
- A: 12
- B: 24
- Mean: 17 [47%]

Table 6.12 Degree of Impact Table for CSF's *FSI*

The White Team address the issue of relationship and conflicting dilemma with the University as well as Liverpool Business School. This conflict inhibits CSF's ability to generate income for the university.

The Yellow Team introduce a principle of having a separate account and project manager and a requirement for monitoring and information system to reduce the amount of management.

The Blue Team propose new categories to relate core competencies of staff to business opportunities and to review mission statement after determining opportunities and weaknesses gaps.

The Black Team review existing and potential products, services and market of CSF against limited resources. Decisions on resources enable coherent programme of publicity to be developed.

The Green Team address a specific issue of ownership and the personal objectives of the 3 directors of CSF who themselves are lecturers of the LBS, with a view to revise mission statement and review relationship with the University and LBS.

The Red Team review the communication and networking aspects of CSF. There is a call for identification of “gatekeepers” for availability of grants in UK/Europe, standards for document control, monitoring, time logging and higher visibility to increase client network.

6.3.3 JMU-Enterprise Unit (JMU-EU)’s FSI

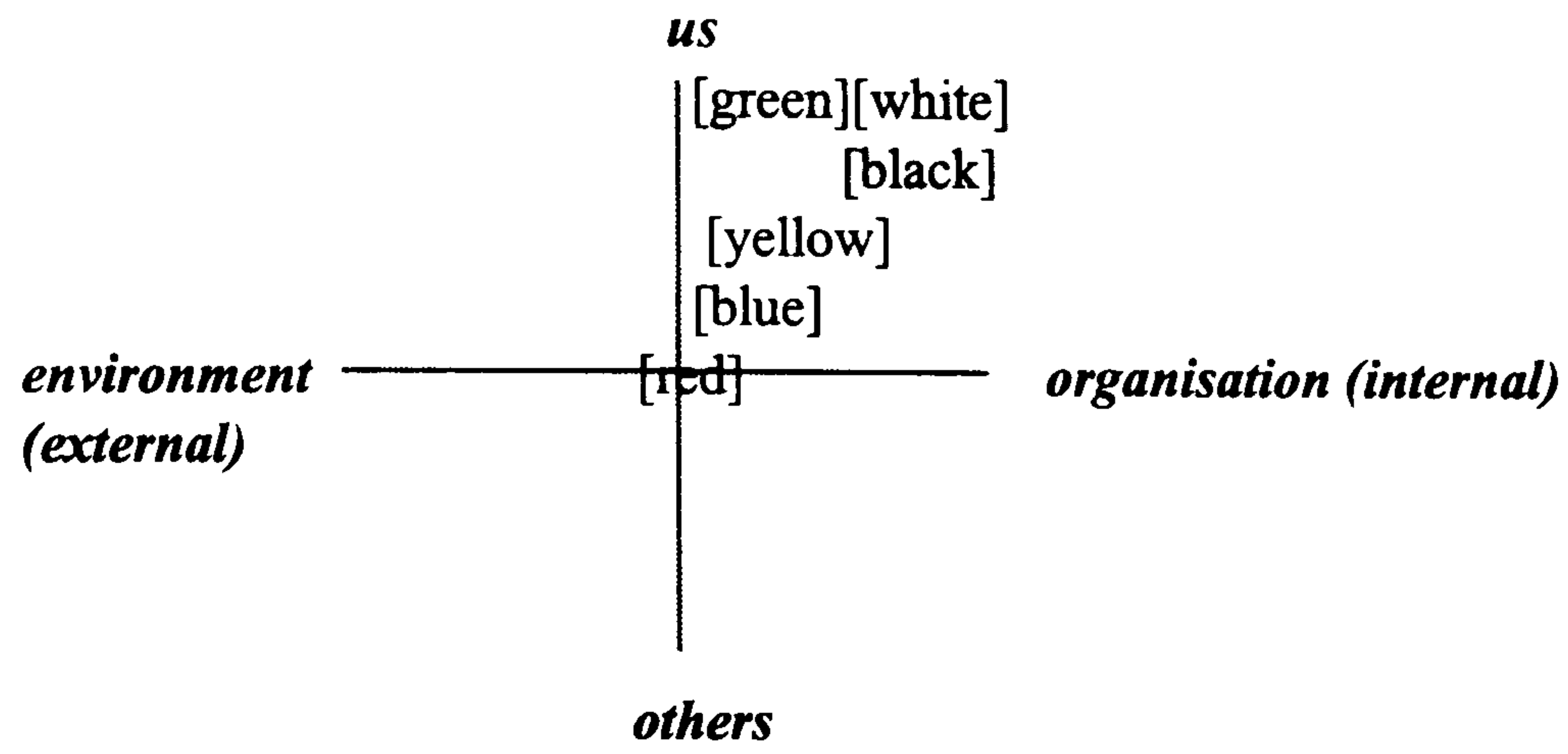
Six teams generated a total of 34 *FSIs* for the *Opening Question* :-

How we, as a unit, can promote the Enterprise Culture to the University?

Table 6.13 summarises the results of the theme analysis carried out on JMU-EU’s *Final Statement of Importance*, whilst Figure 6.5 shows the proximal association for the statements for each respective team.

Themes	Frequency		
	Researcher	Assessor A	Assessor B
People	8	13	
Process	6	26	
Communication	7	6	
Procedure	2	5	
Change	2	3	
Marketing	1	1	6
Appraisal	2	2	2
Location	1	1	
Empowerment	2	2	6
Teamwork	4	6	10
Control		4	
Power	1		1
Code of Practice	2		3
Contracts	2		1
Problem Solving	1		5
Accommodation	1		3
Planning			2

Table 6.9 Theme Analysis for CSF’s *FSI*



NB: Green: Fun
 Black: Staff/Career Development
 White: Equality/Teamwork
 Yellow: Cynicism/Pessimism/Morale
 Blue: Internal Communications
 Red: Making Money

Figure 6.5(a) Researcher's Proximal Association Mapping for JMU-EU

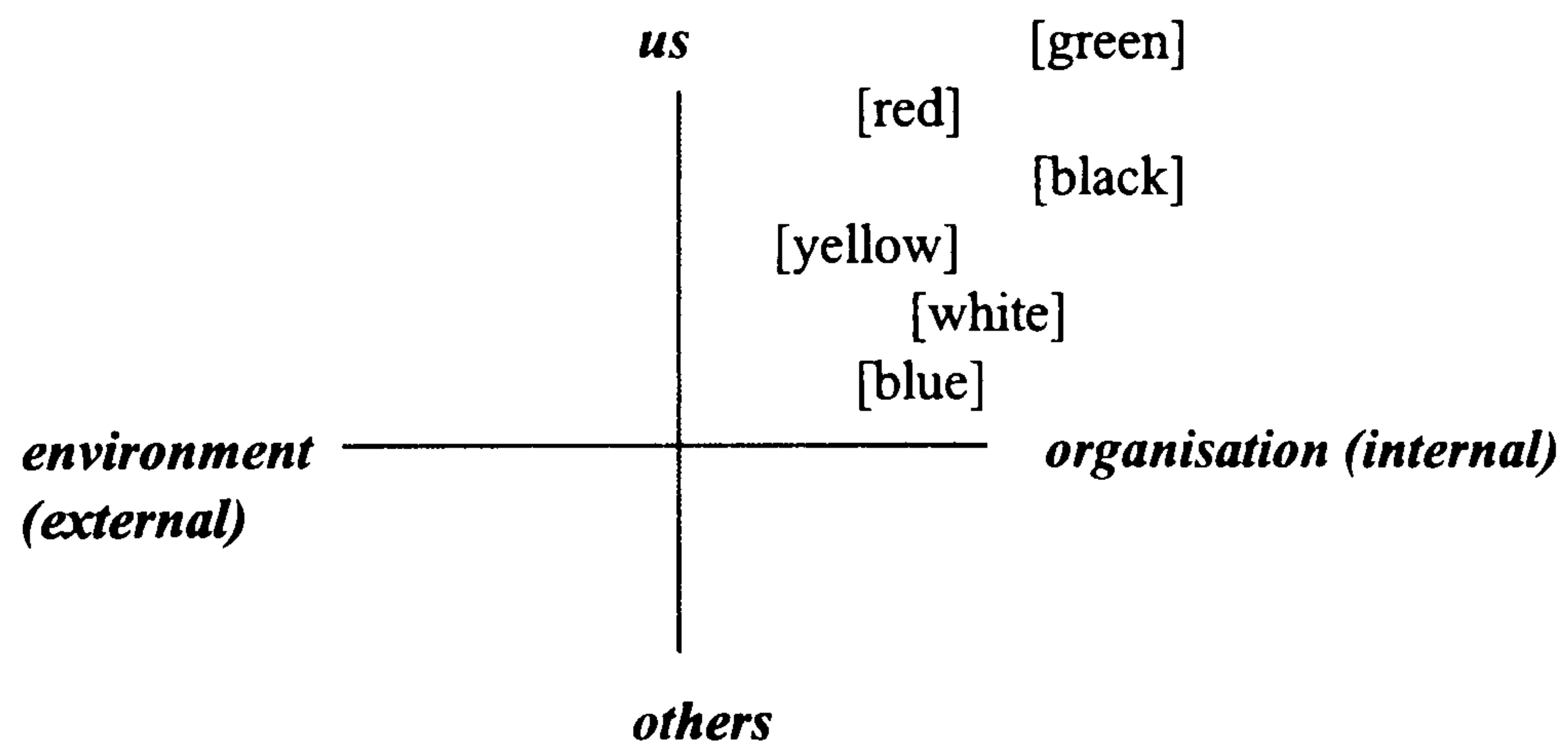


Figure 6.5(b) Assessor A's Proximal Association Mapping for JMU-EU

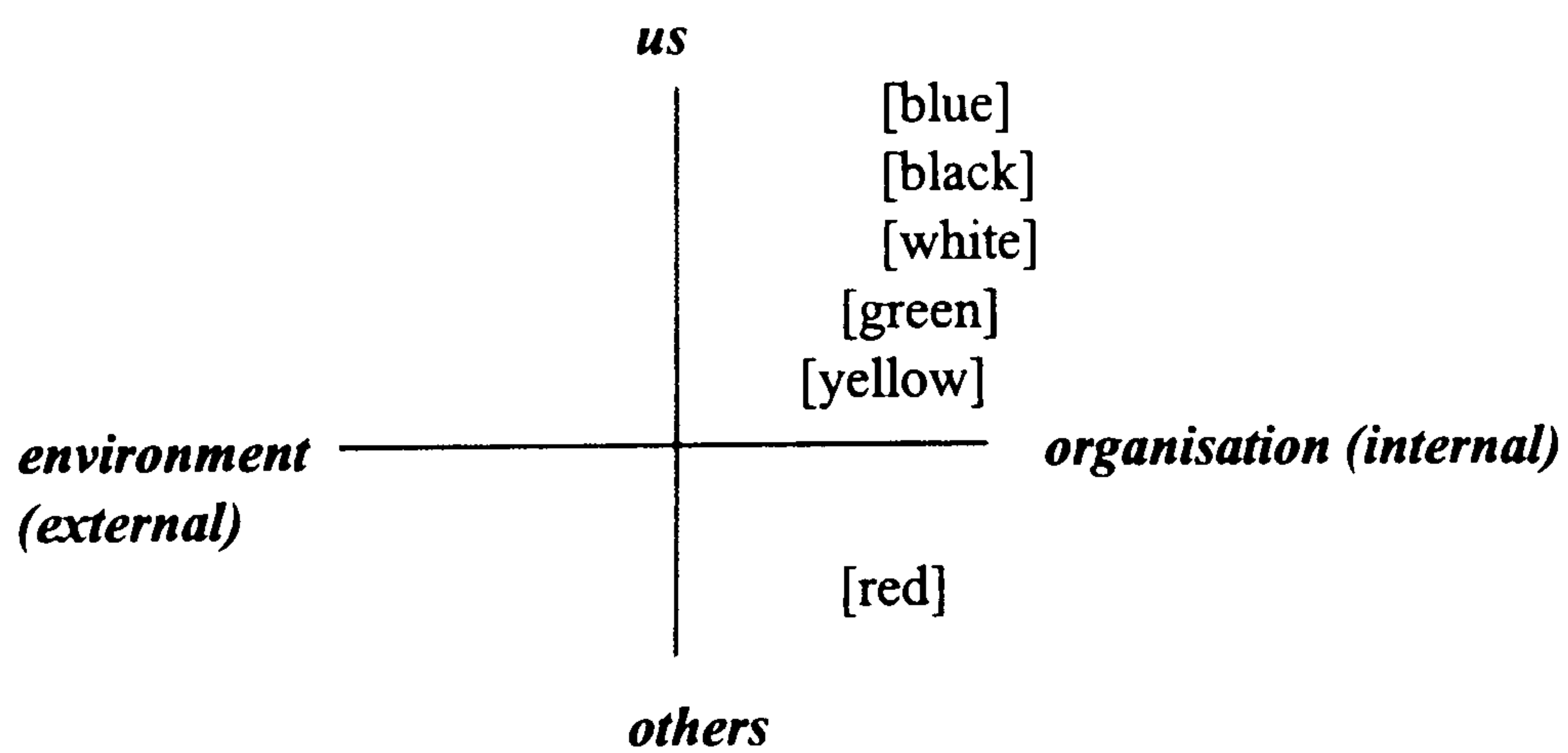


Figure 6.5(c) Assessor B's Proximal Association Mapping for JMU-EU

The statements from each of the team are analysed according to its content and context for the following mapping:-

Team-Statements	S1	S2	S3	S3*	S4	S5
Yellow: Cynicism/Morale/..	B		R, A, B		B	R, A, B
Blue: Internal Communication	R, B	A	R, A, B			
Black: Staff/Career Devt	B	A, B	R, B		B	B
White: Equality & Teamwork	A, B		B			B
Red: Making Money	R, A, B	B	R, A, B			B
Green: Fun	R, B	A, B	B			B

Number of entries:

- R: 8
- A: 9
- B: 22
- Mean: 13 [36%]

Table 6.14 Degree of Impact Table for JMU-EU's FSI

The Yellow Team focus on improving staff morale and issues of budgets , contracts and the role of the General Manager.

The Blue Team propose improvements in team meetings and communication through notice-board.

The Black Team seek to implement an effective appraisal system.

The Red Team wish to see a greater degree of empowerment for staff to run contracts.

The Green Team propose that staff work as a team in projects and participate in other activities.

6.3.4 Mickleton Emissary Community (MEC)'s FSI

Twelve teams generated a total of 63 *Final Statements of Importance* for the *Opening Question* :-

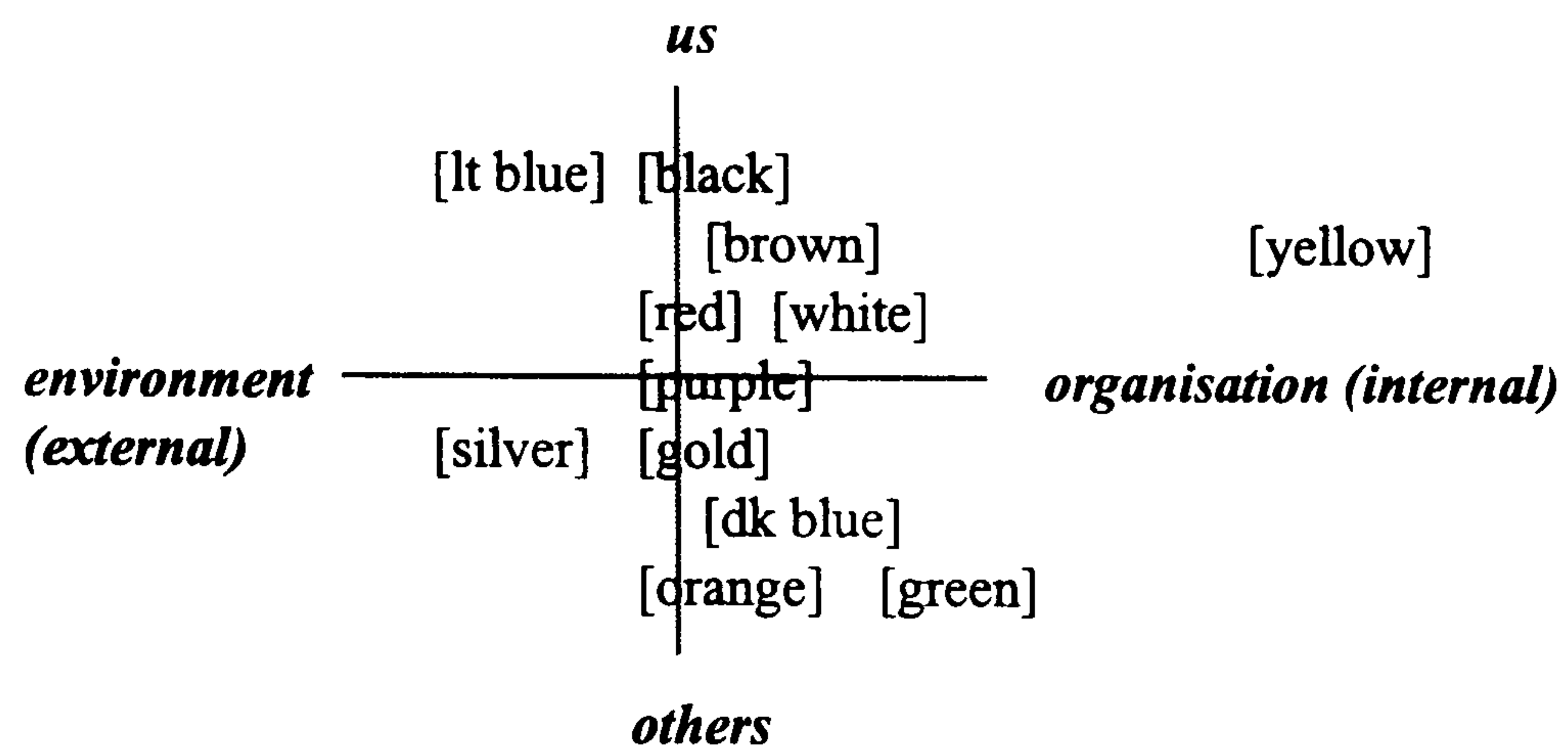
How will we go forward together?

The complete set of *FSIs* (including materials from Iteration 1 and 2 of *Outcome Resolve* meetings) are found in Appendix I.

Table 6.15 summarises the results of the theme analysis carried out on MEC's *Final Statement of Importance*, whilst Figure 6.6 shows the proximal association for the statements for each respective team.

Themes	Frequency		
	Researcher	Assessor A	Assessor B
People	18	45	
Process	23	63	
Mission		13	
Procedure	3	5	
Participation	1	1	
Needs Awareness	1	1	
Children	1	1	1
Education	1	1	
Support	2	2	
Feedback	1	3	
History	1	8	3
Control		6	
Management	3	1	
Mission		13	
Direction	2	5	
Reflection	1	4	
Change	2	1	
Costs	3	1	2
Decision	1	1	8
Event	1	4	2
Funding	4	3	5
Planning	1	2	8
Communication	2	10	
Balance	10	2	1
Weakness	1	3	1
Emotions	2	3	1
Grounding mechanism	1		1
Appreciation	1		3
Charity	1		6
Identity	2		7
Leadership	2		1
Roles	3		1
Projects	3		1
Facility	1		1
Terminology	1		2
Location	1		4
Vision	1		1
Purpose	1		3
Update			1
Resource	2		1
Research	1		1
Network	1		2
Consensus	1		1
Comparison	1		2
Community	1		1
Shadow	2		1

Table 6.15 Theme analysis for MEC's *FSI*



- NB:
- Black: Grounding the Vision
 - Brown: Children
 - Dk Blue: Hierarchy and Leadership
 - Gold: Charity
 - Green: Mickleton House: What, ..., Why
 - Lt Blue: Spiritual Expression
 - Orange: Sanctuary & Healing
 - Purple: Money
 - Red: Autonomous Local Community
 - Silver: Mickleton House: Launch Pad
 - White: Gender and Generational Balance
 - Yellow: Remaining Shadows

Figure 6.6(a) Researcher's Proximal Association Mapping for MEC

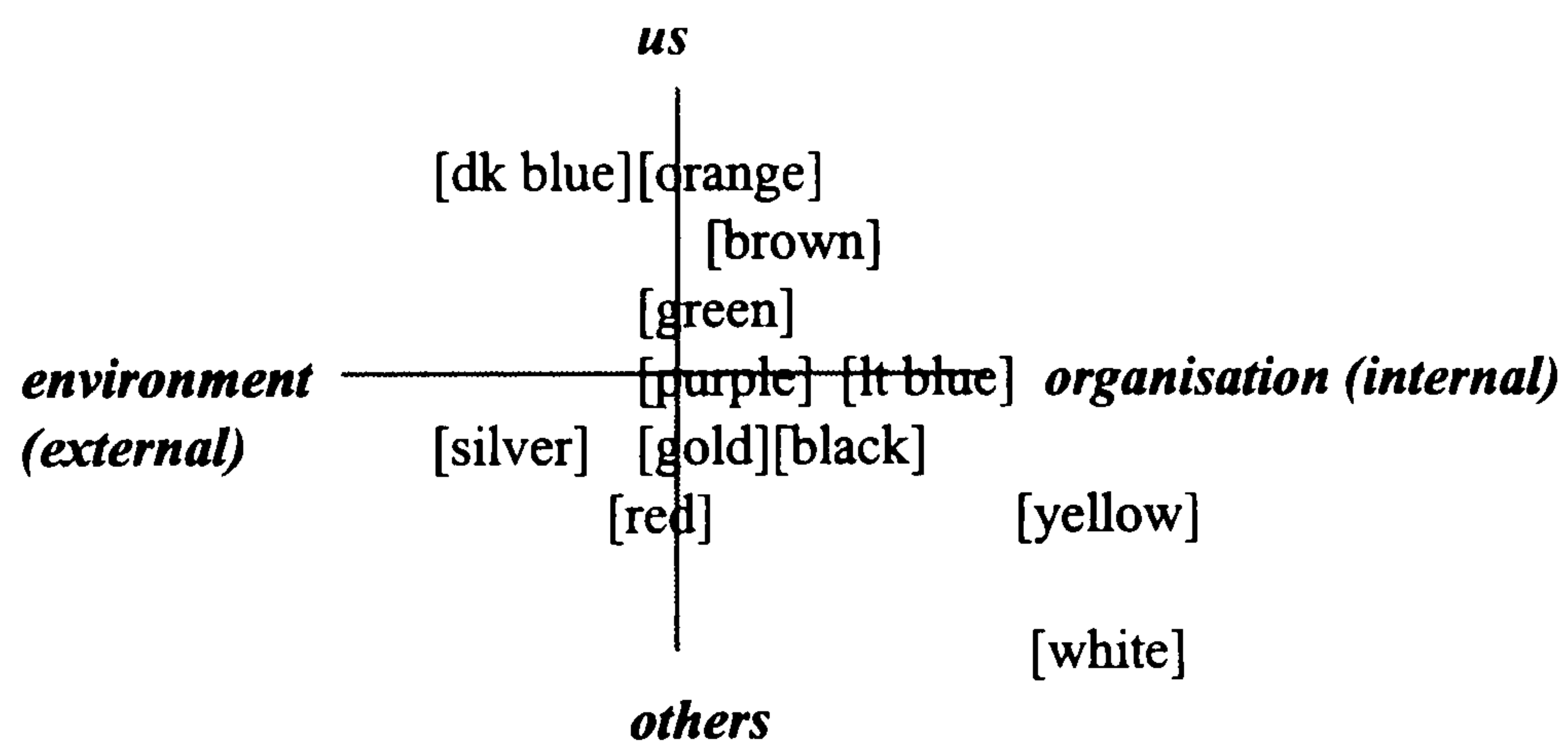


Figure 6.6(b) Assessor A's Proximal Association Mapping for MEC

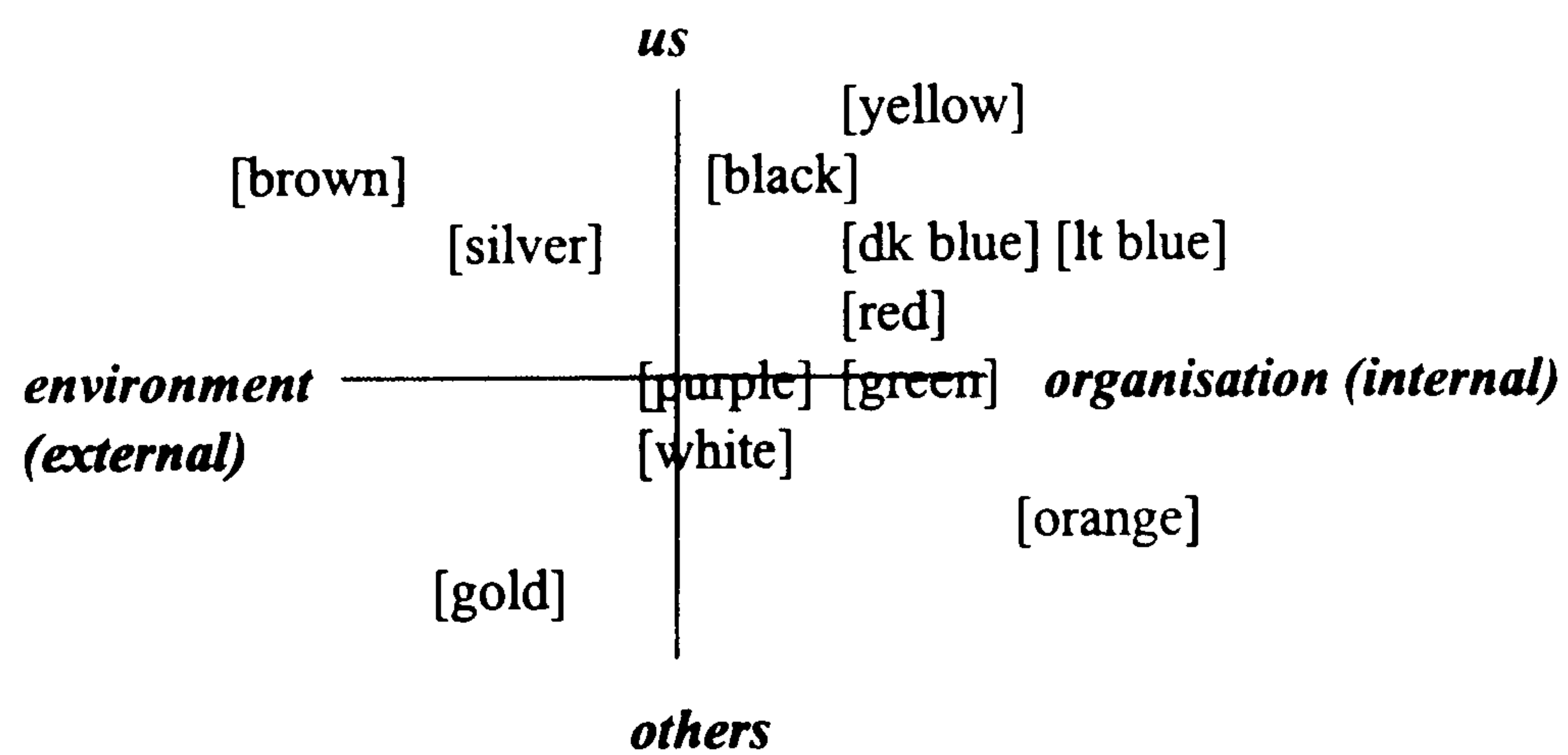


Figure 6.6(c) Assessor B's Proximal Association Mapping for MEC

The statements from each of the team are analysed according to its content and context for the following mapping:-

Team-Statements	S1	S2	S3	S3*	S4	S5
Black: Grounding Vision	A, B					
Brown: Children	A, B		B		A	
Dark Blue: Hierarchy ..	B		R, A, B		R, A	R, A, B
Gold: Charity	B		A, B	A	A, B	R, B
Green: MH: What,....	R, A, B	B	A, B			A
Lt Blue: Spiritual ..	A, B					
Orange: Sanctuary ..	R	A, B	R, A, B		A	R
Purple: Money	B		R, A, B		R, A	
Red: Local Community		R, A, B			A, B	
Silver: MH: Launch Pad	R, A, B				A, B	
White: Gender ..						
Yellow: Shadows						

Number of entries:-

- R: 12
- A: 22
- B: 22
- Mean: 19 [38%]

Table 6.16 Degree of Impact Table for MEC's *FSI*

The Dark Blue Team seek to clarify the role of Management Team and the Board of Directors. They also welcome ideas from other charities to "cross pollinate our experience with the experience of outside resources and consultants".

The Gold Team assert that the charity is the keeper of the Emissary label in UK and the Republic of Ireland. As such the charity' role is to be an umbrella for any activity sponsored under that label in its region.

The Green Team propose to redefine the role and atmosphere of Mickleton House

The Orange Team wish to renovate Mickleton House and require funds from Management. The team emphasise the role of the Charity which is to produce a sanctuary for learning, attunement and self-healing.

The Purple Team raise issues of finance and the discretion of Management Team to decide which events are appropriate. The team also endeavour to seek investors and professional advice in Charity-finance.

The Red Team propose to develop a directory of members, resources, facilities as well as communication network for information dissemination.

The Silver Team is of the view that Mickleton House should be launching pad enroute to success, a sacred space to discover the way on, and not a permanent abode.

6.3.5 Discussion

Inspection of Table 6.10, Table 6.12, Table 6.14 and Table 6.16 revealed the following degree of impact of *syntegration* to the organisation :-

- LSCA 0.61
- CSF 0.47
- JMU-EU 0.36
- MEC 0.38

The figures above are mean values obtained from the entries made by the Researcher, Assessor A and Assessor B for the contextual classification of *FSIs* for each of the respective *syntegration*. The ensuing discussion is based on the degree of impact, which is still not experimentally proven.

The proximal association mapping revealed the spread of *FSIs* across the polar axis of *us-others*, and *organisation-environment*. The inspection of the mappings revealed that the degree of impact to the organisation is far greater when the spread is within the quadrant *us-organisation*, implying ownership of impending actions and the capability to undertake it within the organisation. This is evident in the case of LSCA as compared to MEC.

It is also inferred that actions to be carried out by *others* (not those from the team who generated the statements, or external parties) to situations outside the organisation (in the environment), hence the quadrant *others-environment*, have a low possibility of occurrence especially without the presence of a metasystem to mediate it. This inference is consistent with the literature on commitment as a key factor to organisational change (see for example, Clarke & Garside, 1997; Zeffane, 1996).

There are two major implications of this analysis to *syntegrations*. It is revealed from the analysis that the smaller the size of the *infoset* and hence the number of teams, the more focused will be the outcome of the *syntegration*, in terms of impacting the organisation. Outcomes from smaller *infoset* generated task-specific outcomes whilst the a larger *infoset* generated “abstract” statements which are not immediately implementable. This is confirmed by the inspection of theme analysis of the *FSI* for the *syntegrations*. The results of the theme analysis are consistent with the proximal association mapping and the contextual classification analysis in that issues or themes regarding people, i.e., staff, members or volunteers, process and procedure are dominant in the outcome.

These issues or themes fit into the *us-organisation* quadrant and impact the various organisational function as depicted in the degree of impact tables. A larger *infoset* (StaffGraph Syntegration) generate higher *variety* but however may not generate the outcomes which directly impact the organisation, as evident in the case of MEC and LWSP. This implies that smaller *infoset* are more appropriate for *syntegration* to deal with task-oriented issues. Secondly, the *syntegrations* which generated outcomes with higher degree of impact exhibit statements located within the *us-organisation* quadrant on the proximal association maps implying a close association between *infoset* and organisation.

The issue of impact raised several interesting observations. The relationship between impact of the *syntegration* on participants and on organisation is not necessarily causal in nature. It cannot be assumed that impact on participants will translate into impact on organisation. Another observation relates to the spread or degree of impact derived from contextual classification of the *FSIs*. The post-*syntegration* feedback obtained from organisations (LSCA, CSF, JMU-EU and MEC) inferred that there is a higher likelihood of action-taking if the degree or spread of impact based on the VSM is greater. However each situation necessitates a specific intervention because impact on the organisation may result from matching actions to issues or problems encountered in that organisation. For example, if there is a System 3 (Operational Management) problem, it does not matter if all other organisational functions (S1, S2, S4, S5) are covered by the *FSIs*. In fact, it can be argued that there will be little impact, even if we have a 90% impact rating but ignored the 10%, which represent the solutions needed for System 3 problems.

6.4 Conclusion

This chapter reports the findings of the analysis made on the questionnaire and the *Final Statement of Importance*. The two analysis (one quantitative, and the other qualitative) may be treated as independent from each other due to the difference in unit of analysis. The two sets of findings from respective analysis when inspected together inferred correlation between response to questionnaire and likely impact of *syntegration* to the organisation.

The analysis are carried out in the spirit of interpretive research and tradition and therefore disclaim the principle of replicability because the phenomena investigated are not homogenous in time.

7

Cybernetics of Intervention

7.1 Introduction

This chapter discusses the variables which form the building blocks of action research intervention incorporating *syntegration* for actions leading to organisational change by reflecting upon the data collected and findings from the five *syntegrations* documented in preceding chapter. The framework for analysis in the form of initial questions listed in Chapter 4 (Research Methodology) and theoretical contributions from the literature are applied to isolate and define the critical variables which influence the intervention.

The influences of these variables are also explained. Together it constitutes a framework of imperatives for action researchers, organisers and facilitators to derive a intervention strategy and bespoke configuration which, in our view, is systemically desirable and cybernetically-sound for the organisation. The cybernetics of intervention is offered as an analytical frame of reference and design tool with which to explore organisational change.

7.2 Different Configurations

The proceedings and our experience of five *syntegrations* were documented in the preceding chapter. The researcher was personally involved as a lead facilitator for three other *syntegrations* namely, King Alfred College Syntegration (Winchester, 30 September to 2 October 1994), Democratic Left Syntegration (Wortley Hall, 3-6 May 1996), VOICE Syntegration (Warrington, 13-15 June 1997) and participated in three other *syntegrations* namely Open Futures Leadership Syntegration (Toronto, 23-26 January 1994), TS Region Europe Syntegration (Mickleton, 15-18 October 1995) and Stafford Beer Festschrift Project (SBFP) Syntegration (Mickleton, 24-27 March 1996). The three *syntegrations* conducted by the researcher, as mentioned above, were not described in Chapter 5 since the configurations were similar to those documented. These *syntegrations* also shared many similar characteristics, both, in design, implementation, as well as evaluation, and exhibit outcomes common to all other equivalent *syntegrations* documented in that chapter. Nevertheless for completeness and clarity we tabled the list of *syntegrations* conducted during this research project.

Synte-gration (Organiser)	Infoset	Duration and Mode	Adjustments to TS protocol	Additional Non-TS activities	Post-Synt Actioning
Liverpool World Syntegrity Project (LWSP) 1993	25	Friday am to Sunday pm. Three days. Non-residential.	Nil - Protocol and schedule provided in the manual were followed closely.	Nil - Attempt to continue discussion on follow-up actions was abandoned.	No
Liverpool Student Community Action (LSCA) 1994	18	Friday pm to Sunday pm. Two and a half days. Residential.	Octahedron, instead of icosahedron. Forms for ASI. Two iterations for Outcome Resolve.	Pre-Synte-gration Modelling; Self-Organising Requirement; Post-Synte-gration Meeting and Metasystem.	Yes
CSF Decision Support Ltd (CSF) 1994	12	One day from 8.00 am to 7.00 pm.	Octahedron	Nil	No
JMU Enterprise Unit (JMU-EU) 1994	12	One day from 8.00 am to 7.00 pm, followed by dinner	Octahedron	Nil	Yes
Mickleton Emissary Community (MEU) 1996	30	Friday am to Monday pm. Four days (include Face Planning). Residential	Nil	Client Briefing, Ritual Opening, Trickey's Aboriginal Ritual	Yes (internally)
King Alfred College (KAC) 1994	90 (3 sets of 30 in parallel)	Friday am to Sunday pm. Three days Non-residential.	Nil	Nil	Not as collectives
Democratic Left (DL) 1996	30	Friday pm to Monday pm Four days. Residential.	Nil	Nil	No
VOICE (Intl Student Ecological Network) 1997	16	Friday pm to Sunday pm. 2.5 days. Residential.	Octahedron	Nil	No (to familiarise students)

Table 7.1 Table of synte-grations conducted during the research project

Our aim for efficiency, effectiveness and efficacy necessitate the use of various polyhedral models as schedule and configuration “generator” for team meetings and exploring different protocol-configurations and scheduling options. The CSF, JMU-EU, VOICE and LSCA *syntegrations* may each be regarded as a “crippled syntegration”¹ but other practitioners and researchers too have altered the procedure and process to meet the constraints which prevailed. White (1994) for example, decided to use the octahedron rather than abandoning the *syntegration*, and in another situation (Taket & White, 1997) used the cube for a configuration of eight topics, each with three members and three critics. Similarly Schecter (Espejo & Schwaninger, 1993:345) adopted the suggestion by Beer to use the modified octahedron for the *infoset* of eighteen at Pacific Bell. More recently, Holmberg (1997:246) had the “unbelievable luck” of exactly 30 participants (students) for a *syntegration* to “develop a common opinion on actions and condition of importance for the task of developing and reinforcing the IT-industry in the county of Jamtland”. However Holmberg and the *infoset* had only two and half days at their disposal and therefore improvised the protocol resulting in a single iteration for *Outcome Resolve*. On the issue of number of participants, Beer (1994c) argues that perhaps icosahedral syntegrity is maintained when some struts (some participants) are missing but a mathematical enquiry is required to ascertain how many can be lost. Alterations to protocol are not restricted to *syntegrations* using other polyhedral model. Adjustments had been made for the thirty-person icosahedral *syntegration* in the past to meet conflicting demands, notably for the Israeli-Palestinian (IPCRI) *Syntegration* and the SBFP *Syntegration*. For the latter, collaborators and associates of Stafford Beer submitted their *Statement of Importance*, elided and aggregated these statements and voted for topics electronically through an internet website at City University, London. The *infoset* continued later their face-to-face *Outcome Resolve* team meetings to generate the *Final Statement of Importance*. MEC and DL, for instance, invited their prospective participants to contribute their *Statement of Importance* before the *syntegration* to obtain the maximum possible “initial raw material” for the *syntegration* as well as to save time thereby completing the event in a shorter period of time.

In adopting a flexible and adaptive stance, and operationalising *requisite variety*, we based our motive for intervention design and delivery of *syntegration* on the *infoset*'s diagnosis of their own situation. This is consistent with the ethos of *Team Syntegrity* and since it is the *infoset* that owns the *syntegration*, not the facilitators, we endeavour to harness their self-organising attributes for them to continue *syntegrating* without us, the facilitators, in future.

¹ Personal correspondence from Professor Stafford Beer dated 14 June 1994 on his impression of the LSCA *syntegration*.

Following from Walsh's (Beer, 1994b:176) assertion that *syntegration* is a new dynamic; a vehicle, we extend the view that the effective process of *experiencing* as self-organised unit will ensure the underlying principles and ethos of organising and conversing inherent in *Team Syntegrity* are imbibed in the organisation.

7.3 Contextual Imperatives

From our analysis to identify determinants of intervention concerned with facilitating change within organisation, we derive the following contextual imperatives for use in designing an intervention system:-

- *Syntegrations* are carried out within an action research intervention approach
- The application of pragmatic pluralism to match the *variety* and demands of the organisational situation.
- The recursion on which the problem situation and its embedded system are defined to establish metasystemic imperatives for follow-up activities and action-taking.
- Environmental circumstances are considered in the design and nature of activities within the intervention.

Each of the above imperative statements are elaborated in the following sections.

7.3.1 Action Research Intervention Approach

Whilst we share the ethos inherent in *Team Syntegrity*, there are also differences between the syntegration as delivered by Team Syntegrity International and our action research intervention approach. An in-depth review and discussion on action research and its justification is found in Chapter 4. Parallel may be drawn from the comparison between future search and traditional organisational development strategies (Weisborg & Janoff, 1996). First, our approach is not conceived as a single meeting or event but intervention towards systemic change in organisation. *Team Syntegrity* describes a protocol for an event called *syntegration* lasting 3-5 days with the potential for ongoing action. Second, our intervention approach depends on stakeholders accepting the need for change, *Team Syntegrity* depends on about 30 people (for *StaffGraph Syntegration*) accepting invitation to spend a few days together. Third, our approach is based on action research, therefore incorporating basic human processes of learning, communicating and modelling within a facilitating framework.

Participants as stakeholders through models developed themselves, reflect and confirm dissonance between the real and the ideal. *Team Syntegrity* positioned within our intervention approach is a vehicle to enable stakeholders to dialogue issues from diverse perspectives in a non-hierarchical and reverberative structure but with a conscious aspiration to implement outcomes and decisions. Stakeholders also discover new structural and cultural alignments for the organisation (the social construction of the *infoset*) to improve effectiveness and viability. *Syntegegration*, as conducted at present, does not offer a set of concepts for organising data or action plans that would meet the need of the organisation, *infoset* or individual participants. The position advanced here is that ongoing actions, as a result of *syntegegration*, or any other intervention, cannot be realised if the outcome does not manifest itself as organisational behaviour. The argument offered here is closely related to the following assertion by Kanter *et al.* (1992:11):-

“What is important about organisations is therefore not the occasional or idiosyncratic event or output, but the patterns that are manifested in those outcomes. Organisationally speaking, anything that is unique is not worth much attention, because it is not *organisational* behaviour. Since by definition, it is not going to recur, managers should not waste time worrying about it, analysing it, or setting up ways to prevent its future recurrence ... if there is no underlying pattern and no evidence that one is developing, it is not organisationally important. What then is *organisationally* important is simply those things that are more or less a routine matter.”

Parallel to the practice of interpretative research where, the conclusions of one study merely provide a starting point in a continuing cycle of inquiry, which may over time serve to generate patterns of data from which conclusions can be drawn, we assert the argument that *syntegegration* conducted as a one-off event will not be able to sustain the energy to impact the organisation. Our experience and findings with LSCA *syntegegration* support this assertion, reinforced by the fact that all other one-off events such as those of LWSP, CSF, JMU-EU were not able to drive organisational change. It must also be pointed out that other influences, particularly internal such as structural invariance or recursive coupling of the organisation to the system or organisation it is embedded within, and external environmental factors also determine the strategic and operational feasibility of ongoing actions resulting from the *syntegegration*.

7.3.2 Pragmatic Pluralism

As mentioned earlier, our experience in *syntegegrations* has been with situations which display a high degree of heterogeneity, in a number of different dimensions: the differences between participants in the *syntegegration* (situation); differences between roles; differences between teams; and lack of internal (organisational) and external (environmental) stability.

The starting point, therefore, for this section is to examine the key features of a pluralist strategy for introduction and delivery of *syntegrations*. In contrast to approaches which seek to offer a unitary description of reality, our strategy is shaped in order to (borrowing from Ashby's Law of Requisite Variety) match the variety in the client-organisational situation with corresponding variety in *Team Syntegrity*. Pluralism is interpreted in the broadest sense as the use of different methodology, method, tool and/or technique in combination. Adopting the notion of pragmatism (Taket & White, 1997) we intend the term pragmatic pluralism to be understood in several different ways and on several levels, in particular involving pluralism in each of the following features: in the use of *Team Syntegrity* and the inclusion of supporting processes; in the role(s) of the facilitators; in the role(s) of the participants/infoset; and finally, in the nature of the "client".

It is evident that our use of *syntegration* has been for many different purposes rather than mainly "to initiate a discussion" as reported by Holmberg (1997) in his appraisal of Beer (1995) in this matter. We intend to extend the use of *Team Syntegrity* and features of *syntegration* for "macro" level purposes such as corporate envisioning, strategy formation and environmental scanning, as well as for "micro" level tasks such as problem surfacing and problem structuring within an intervention system. Supporting processes such as Affinity Analysis, Influence Diagramming and Means-End Analysis will be coherently grafted into *syntegration* to add value to the overall outcome. Whilst we acknowledged the significance of *syntegration* as the fulcrum of the intervention for the five research situations, these *syntegrations* were carried for different purposes for the respective organisational situations. For JMU-EU it was meant to improve staff morale in view of the uncertainties which lie ahead for the unit. The *syntegration* was a convenient way of allowing staff to relieve their anger, mistrust and frustration. The sponsors of JMU-EU had also hoped to generate ownership of actions and commitments from the *syntegration* which may in turn foster a more healthy working climate. The Mickleton *Syntegration* was held to rescue the charity from spiraling down into economic crisis and becoming irrelevant. LSCA initially turned to *Team Syntegrity* as an alternative method to "organisationally-learn" the situation "on the ground" and improve operational procedures, whilst CSF used it to focus the commercial activities against restrictive and constraining operational procedure and structure of Liverpool Business School and JMU Services, both positioned at the next level of recursion.

Within an intervention system, the *syntegration* may not only be carried out as a continuous series of activities, as offered by TSI, but also be deconstructed and used where appropriate throughout the intervention cycle. For example, the activities *within Generating Statement of Importance* may be used in problem surfacing and structuring, prior to the *syntegration* proper, followed by *Visual Applause* to select and prioritise issues for problem-solving.

The *Outcome Resolve* meetings which are considered the penultimate stage of *syntegration* may be used in activities to develop self-awareness and the awareness of collective actions prior to problem surfacing and, design of problem-solving approaches which may incorporate *syntegration*. We believe the use of a variety of methods and techniques enables the intervention to benefit from maximum participation.

The facilitators or intervenors adopt different roles in the course of the intervention. Facilitators may act as a naive inquirer to open up previously unacknowledged assumptions for debate. At other times, participants were provoked into challenging their own initial view of the facilitators as the “experts” who should tell them what to do. During *syntegration*, the facilitators act as “shepherds” to guide the *infoset* into the various stages. The use of different roles help to achieve participation and empowered participants to the extent that they were able to formulate their follow-up activities to implement the decisions or outcomes of *syntegration* or iterate the intervention cycle. This was evident in the MEC and LSCA *Syntegration* as a result of the continuous review and adoption of different roles throughout the events.

The facilitators intervene in the social (and political) processes of the participants or *infoset* through managing the relationships between the individuals and through responding to the needs of the team. Such interventions might include, for example, ensuring that all members of the team have the opportunity to contribute to discussion, protecting an individual, blocking a dominant individual and otherwise altering the relations of power within the *infoset* or team. Judgments about what is likely to be possible and helpful to the team or *infoset* have to be made through weighing up a variety of factors to do with capability of the participants, complexity of the issues, progress required, but through consultation with participants, teams or *infoset*. For all the *syntegrations* carried out in this research project, facilitators establish the needs or requirements of the team in terms of facilitation support before commencing any meeting of *Outcome Resolve*. In the VOICE *Syntegration*, facilitators discussed their expected role as trainers-cum-facilitators to participants who wish to deliver and facilitate *syntegrations* among students in Istanbul, Turkey at a later date.

Facilitators use modelling methods (such as the VSM for LSCA) to support a progressive analysis of problem situation, to lead the team or participants through a process of thinking and debate about what to do. At its simplest, this might involve, as in the case of post-*syntegration* meeting of LSCA, the recording of issues and data about a problem, as they raised in discussion, under categories or headings. In order to attain a focus on process facilitation and credibility in the role, the facilitators must be seen to act on the process and not the content as was in the case of MEC *Syntegration*. The implication of this stance is that the facilitators will not provide any input into discussion (content) of the problem or have value-laden interests in an outcome.

In adopting a pluralist strategy for delivering *syntegration*, we seek to respect and acknowledge the views of a wide range of stakeholders, i.e. the heterogeneity within any group or organisation. Careful choice of methods and approaches which offer opportunities for identifying participants for the *syntegration* is important. Active involvement of the *infoset* in shaping the intervention is imperative, using action research methodology or approach. The facilitators work with the *infoset*, being the “target” group in the organisation or system to enable them to identify and articulate their needs, and then explore ways of meeting those needs.

Each intervention involves the delivery of different “processes” which may change over time as the intervention progresses. These features were evident in most of the *syntegrations* where the client-organisations were responsive to our attempt to combine different methods and models in the process which was tailored to fit the requirements of the situation. This act of “judicious mix and match” was undertaken in the *syntegrations* for LSCA, CSF, JMU-EU and VOICE, as well as to an extent, the MEC Syntegration. For the former, we had to resort to the octahedron, given the number of participants, which necessarily required us to reconfigure team meeting schedules and allocation of roles (members and critics).

7.3.3 Recursion of Problem Situation and Organisation

The recursion of the problem situation and the organisation in which the situation is embedded in should be clearly defined to establish metasystemic imperatives for follow-up activities and action-taking. The problem situation, system-in-focus and its recursion serve to match the expected resources and commitment of the organisation to effect changes or to act on the outcome of the intervention. Recursion limits the proliferation of *variety* in the act of intervention and act as reality-check against the wish-list produced by participants so as to enable decision and action-taking in the organisation. It also provides a basis for selecting participants and *infoset* for the intervention.

We are able to draw examples from the *syntegrations* carried out in this project to confirm this imperative. The LWSP Syntegration had its *Opening Question* as “How can we, sovereign world citizens govern the world” but resulted in no action taken by participants due to the mismatch between their position on the domain of action and the final statements they created as outcomes of the *syntegration*. They do not have the necessary and sufficient metasystemic imperatives (power, knowledge, etc.) to further the outcomes of the *syntegration* especially when the “world” is on a recursion far remote from the recursion of the participants. This appeared to be a classic case of low *variety* solution for a high *variety* problem situation.

Unlike LWSP, the participants (*infoset*), the *Opening Question* and the purpose of the CSF, JMU-EU, LSCA and MEC Syntegrations were positioned at the recursion with that of the organisation. In the same vein, interventions which are managed at one (lower-level) recursion cannot be expected to directly impact the organisational situation or unit at another (higher-level) recursion, especially, when the momentum for change is short-lived and does not reach its expected target. The LSCA Syntegration benefited from this imperative through the modelling activity to establish its organisational position as a system within other systems. By defining its recursion, LSCA was able to frame their decisions and outcome of *syntegration* towards organisational change.

7.3.4 Environmental Circumstances

Most envisioning, planning or change activities are based on the assumption that the actors (or participants) know what they or their organisation will want to be in the future. The fact however is that individual and collective aspirations change continually, especially in response to unanticipated changes in the environment. This is also true and even more pertinent for intervention activities, as organisations are not unconstrained by its external environment.

Environmental circumstances determine the *implementability* of the outcomes from the intervention. When modeled and considered, the intervention may design and include activities to ensure that the organisation is able to respond and adapt to unanticipated changes in the environment. Moreover any intervention which seeks to impact upon the organisation and its environment implies a wider scope of analysis, as hinted by Checkland (1981) through his CATWOE elements inherent in Soft System Methodology (SSM). Continuous assessment of the environment is imperative to adjust and focus the intervention activities so as to achieve necessary organisational change.

7.4 Process Imperatives

In addition to the contextual imperatives described above, several variables are considered pertinent to the design and implementation of action-research intervention. The four variables which directly influence the design and delivery of syntegration or other processes within action research approach as:-

- *Infoset* or Participants
- Purpose
- Organisation
- Action

The influences of these variables unto each other are illustrated in the following diagram:-

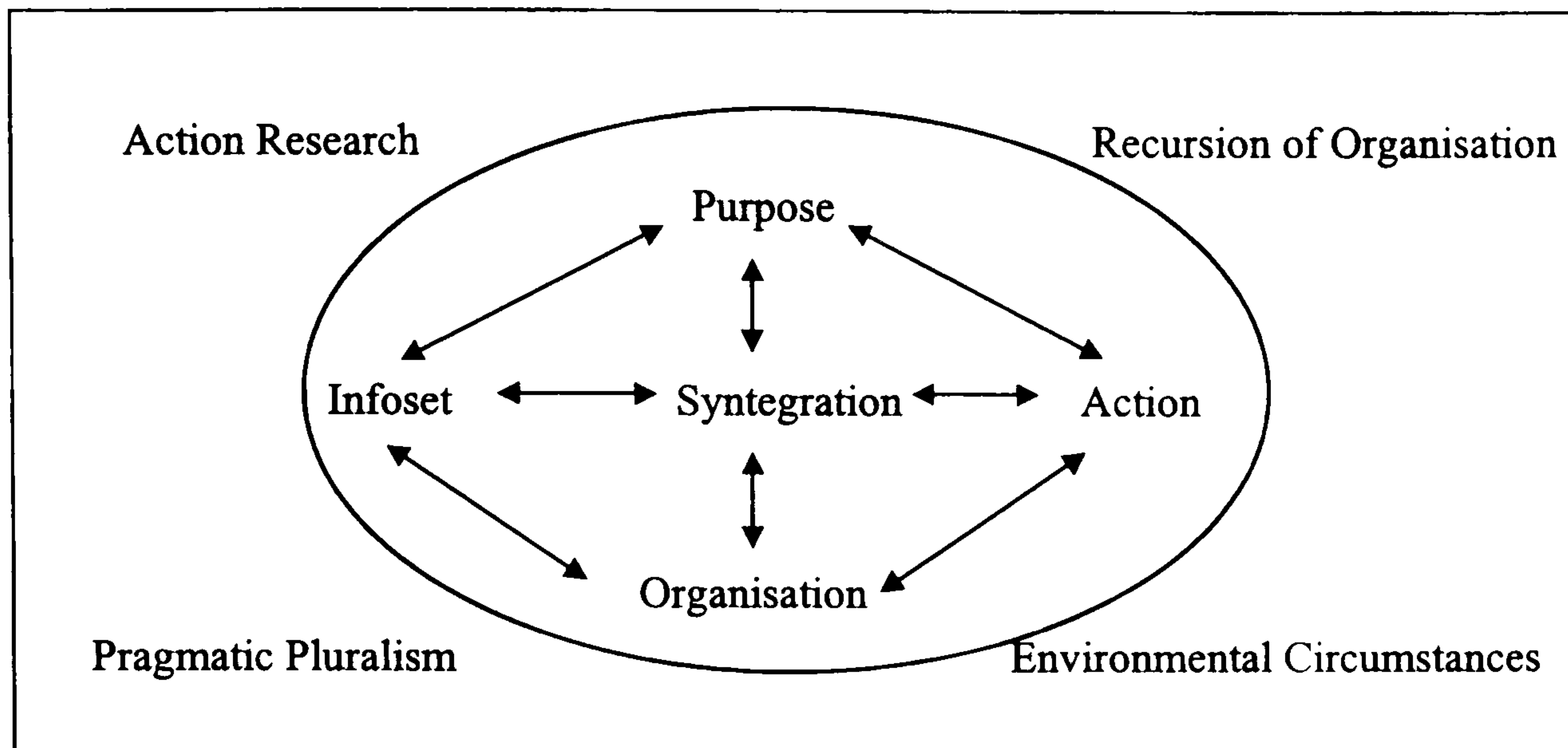


Figure 7.1 Contextual and Process Imperatives

7.4.1 Infoset

Our experience with LSCA and MEC calls for a critical reflection on the processes by which the participants are selected and how the *infoset* is formed. Beer (1994a:70) defines an *infoset* as a group of people in command sharing the intention to survive, working from the same information base, which they interpret from the same values, and the same determination that the organisation they command should indeed survive—even though it may have to change radically in the process. We will add to the definition, the *infoset* is conscious of its own well-being, and therefore argue that, following this extended definition, the participants for the LWSP, DL, KAC *syntegrations*, as a group of people, cannot be considered be an *infoset*. The group of participants for MEU, JMU-EU and certainly LSCA meet this criterion although we have not developed the apparatus for validating *infoset* against this extended criterion. Corollary to the criterion is the necessity to position and contextualise the *syntegration* and its supporting activities at the appropriate level of (organisational) recursion (following Beer's VSM). The *World Syntegrity Project*, including LSWP and other neighbourhood *syntegrations*, were successful at enabling people all over the world, sovereign individuals, to share their ideas and purposes with others but unable to impact local conditions and to stimulate participants to act within the *infoset's* sphere of influence, network of interaction and local environment. A *syntegration* which attempts to answer an *Opening Question* reflecting a concern or issue beyond the informational sphere, domain of knowledge, and system-in-focus in which participants are its constituents, will result in *FSIs* which are *lists of sayings* rather than *lists of doings*, the latter is the meaning of the Latin word, *agenda*.

Indeed we postulate that the *infoset* and the *Opening Question* validate each other and the (pre-*syntegration*) activity by which this is enacted is both pluralist and cybernetic. The pre-*syntegration* activities conducted for LSCA was our attempt at attaining and validating the match. We consider the *Opening Question* the territory which mirrored the system-in-focus and not merely as a theme for thirty individuals to get together, as understood by many.

The *infoset* representing a subsystem (the system-in-focus) is therefore able to “speak its own language” and their actions as outcome of *syntegration* necessitate variety-rebalancing between operational elements (System One) and the metasystem. The experience of LSCA and MEU suggested that through appropriate follow-up activities the *infoset* through conversation and action, mediates all input to System Five, Three, Two and One, and motivates *local* closure at its level of recursion. We view this condition as sufficient and necessary for *infoset* to impact the organisation through actions as expressed in the *FSIs*, and to guide future action. From these assertions we find a rationale for a pluralist-intervention strategy which underpin action research approach used to deliver actions through *syntegration*. Our aim is to assist organisations and *infoset* to attain both efficiency and effectiveness in return for effort, time and resources expended.

The full (*infosettic*) ownership of outcome is necessary for double-loop learning (Argyris, 1990) whilst the ownership of process stimulates deuterio-learning (learning to learn) (Bateson, 1972), as exemplified in LSCA and MEC. The management and operational aspects of these organisations change through the *infoset*'s contribution at stimulating learning activity throughout the organisation.

7.4.2 Purpose

It has been previously stated that *syntegrations* conducted within this research project were held for different purposes. However the purpose(s) was not made explicit right at the beginning of the *syntegration* to enable appropriate design choices to be made. Although some would argue that the “purpose of the system is what it does” (Beer, 1981), an agreed and shared understanding of why the *syntegration* is conducted (or “reason for being”) will heighten motivation, commitment and ownership.

Often the *Opening Question* serves as proxy for the purpose(s) of the *syntegration*. However these *questions* rarely reflect the reason for organising and conducting the *syntegration*. For example, a *syntegration* was held in UK, in the past, to answer an *Opening Question* relating to a complex economic generation and development issue in Africa. Whilst the *infoset* worked throughout the event to generate statements in response to the *Opening Question*, the sponsors organised this *syntegration* to provide an opportunity for some invited participants to experience the process and to become potential licencees. Defining and clarifying purpose(s) will assist participants to decide what question to ask (and answer) in the *syntegration*.

7.4.3 Organisation

Organisational affiliation is considered an imperative for *infoset* to engage during and after *syntegration*. Participants who collectively are employees of an organisation have more incentive to engage fully in the problem-solving activity as well as to execute or implement outcomes so as to improve the organisational situation. As stakeholders, they may stand to gain by implementing the outcomes. This was evident for LSCA, MEC, JMU-EU *Syntegration* but not for LWSP. *Syntegrations* conducted for open individual participation and without a specific organisational context, such as those organised by Open Futures generated *Final Statements of Importance* which are academic in nature and are not implementable. However groups of participants may decide to initiate action on issues of common interest, but such effort are short-lived due to the absence of a formal metasystem (following Beer's VSM) to manage the activity as in the TS Region Europe *Syntegration*. For Stafford Beer *Festchrift* Project *Syntegration*, however, the *Final Statements* were written as 12 chapters for his *Festchrift*, after the *syntegration*, despite the absence of a formal organisation. The actions (writing of chapters) were carried out because of the specific purpose to present him the *Festchrift* on his 70th birthday but were also coordinated, monitored and managed by a metasystem comprising of Professors Espejo and Schwaninger, supported by an electronic bulletin board for all team members to communicate with all other participants. Without an organisation, (and therefore without metasystem, and its communication channels) *syntegration* can only serve to initiate discussions and evolve ideas and possibilities.

Other organisational characteristics such as cohesive work group, positive working climate, high formalisation and inflexibility with rules and procedures, may also influence the effectiveness and successful undertaking of *syntegration* and the implementation of its outcome.

7.4.4 Action

Syntegegration biased for action will comprise of follow-up activities to implement outcomes. It is influenced by purpose and organisation imperatives and reinforced by the commitment of participants to continue conversing and action-taking after the *syntegegration* as was the case for LSCA and MEC. Continuing action will generate further interest to surface other issues for discussion and to repeat *syntegegration* as well as the energy to gather momentum towards organisational change.

Action brings credibility and repute to the intervention and *syntegegration* as well as boost confidence among participants to recommend its further use. *Syntegegration* without action becomes a talking shop and will not tangibly benefit the organisation.

7.5 Key Features of Intervention System

An intervention system is proposed to assist facilitators and participants to embark on an intervention on a holistic rather than reductionist stance. It is considered holistic because it addresses the systemic implications of various intervention acts and imperatives and the interactions between the organisation and its environment. It is a system defined in terms of biological attributes such as adaptation, regulation, transformation and renewal.

As mentioned earlier the system adopts an iterative process to address interacting issues as well as critically reflecting on outcomes. The intervention system proposed in this chapter takes a participatory view of the problem context, thus allowing the participants to surface their own understanding and contributing to the design of the intervention system for the situation in question. This approach combines both functional and interpretative elements in a single system. The intervention system also offers critical reflection and evaluation throughout the design of the system but also in the act of intervening the client system or situation. In doing so we embrace all those approaches to development, learning and research which have at their heart a commitment to learning with and for people.

The intervention system hence expects the active involvement of participants for mutually beneficially practical purposes, rather than directed and led by the so-called expert researcher. This approach may be viewed as part of an emerging worldview which departs significantly from the positivist worldview within which most highly valued knowledge is acquired. The emerging worldview is more holistic, more egalitarian and essentially participative. Within it humans participate in cocreating their reality through experience, their imagination and intuition, their thinking and action (Heron, 1992).

7.6 Outline of the Intervention System

The intervention system developed in this research project owed its conception to many thinkers and their practice in organisational interventions, namely, Ackoff (1974), Ashby (1970), Beer (1981), Checkland (1981), Churchman (1971) and Freire (1973).

The intervention system offers the following subsystems:-

- an *observing* subsystem which allows participants to develop self-awareness but also awareness of their collective actions. Observation enable participants to create and update mental models about situations. New creative possibilities may emerge when participants share mental models or observations. It facilitates widespread learning because it encourages involvement of all participants in the intervention.
- a *problem surfacing* subsystem which allows participants to surface the issues which confront them. This subsystem enables participants to assess and reflect upon their experiences and observations. Issues of concern often relate to organisational performance and are fundamentally structural and cultural. This subsystem also facilitates participants to find the “limiting situations” in Freire’s (1973) terms which lead to expression of problematic situations.
- a *designing* subsystem which enables participants to design problem-solving approaches, using appropriate methodologies, methods, tools and techniques. This subsystem expects participants to view problem situation in terms of the present and the future. The iterative processes of *designing* validate and update issues and limitations raised by the *problem surfacing* subsystem. This subsystem also deals with the integrating and coordination of all activities which are aimed at bringing about change in the organisation.
- an *implementing* subsystem which focuses on the implementation of methods upon the problem situation and managing the process of problem-solving.
- an *action-taking* subsystem which provides *closure* to the intervention system. It evaluates the outcomes of all other subsystems and the problem-solving activities. It also deals with disseminating information and knowledge to other stakeholders, build and design structures and processes to ensure outcomes become *organisational behaviour* (borrowing Kanter’s term). The *action-taking* subsystem stimulates the necessary follow-up activities to ensure outcomes are implemented and decisions are carried out in the organisation.

The following diagram depicts the subsystems and their interconnections:-

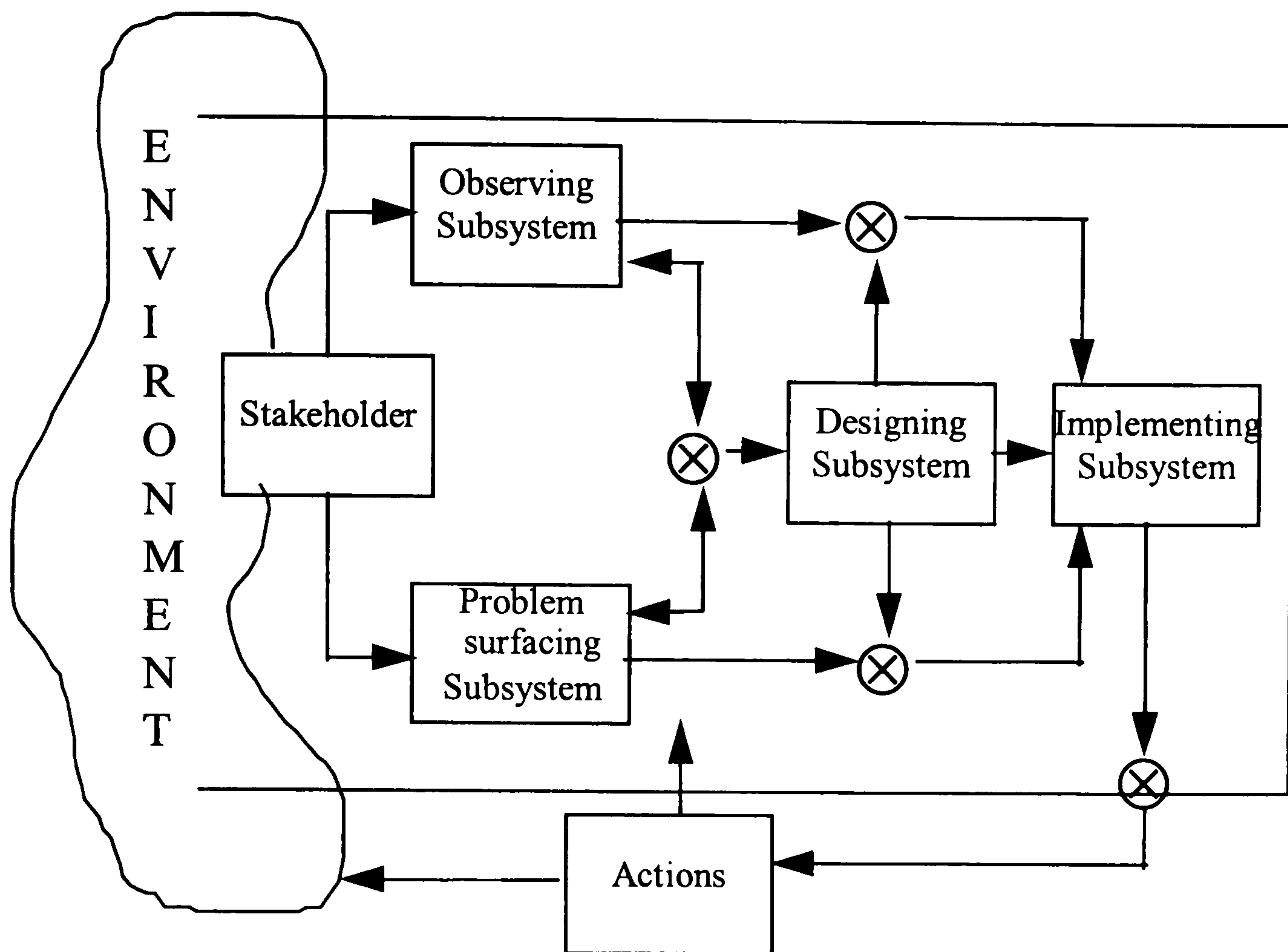


Figure 7.2 The Intervention System

7.7 Cybernetics of the Intervention System

The intervention system enable the organisation to maintain its relationship with a dynamic environment in ways that better serve the organisation. Successful adaptive behaviour depends on the organisation's ability to learn from past experience and discern changes which are necessary. Adaptive responses may involve alterations to intervention acts and are carried out through formal analysis of threats and opportunities and the formulation of strategic response. The intervention as a purposeful human activity system require a mechanism to control its own behaviour. This is necessary for the system to remain on track towards achieving its primary goals and purposes. Regulation is also instrumental in helping the intervention system to adapt by restricting maladaptive behaviours and reinforce behaviours which support further adaptation.

The intervention system links the various intervention acts into a network that effectively transmits information. The intervention acts are organised as a network of feedback or homeostatic loops to serve the function of the intervention, which is to bring about change in the organisation. The process of adaptation requires a recognition of the need for change and a realisation of the type of changes necessary for survival. The pluralist strategy adopted enhances the capacity of the intervention system to change the acts, methodologies, methods and tools used within these acts. The consideration of contextual imperatives and the participatory emphasis of the intervention enable the intervention system to adapt and transform. Human activity systems have natural tendencies toward decay and disorganisation, known as the forces of entropy. The intervention system proposed is no exception. These pressures can be offset by countervailing initiatives such as organisation-wide information updates as well as knowledge-sharing sessions of findings and outcome as part of organisational learning. As the intervention system becomes more internally sophisticated, it will have an enhanced capacity to respond effectively to a wide variety of organisational and environmental pressures.

The diagram in Figure 7.2 depicts the network of intervention acts and the interactions between the organisation and the intervention system, and the organisation and its environment. The participants through the *observing* subsystem generate self-awareness and awareness of collective actions. This awareness forms mental models which are simplified representation of reality as well as an internal network of organised thought patterns that are integrated together based on a person's beliefs. Through mental models, participants generate the theories of action that they use to explain why things happen as they do.

Mental models also orchestrate how participants see the relationships among different parts of the organisation. The *problem-surfacing* subsystem motivates participants to surface issues of concern relating to the organisation or unit. Problem situations (following Checkland) are expressed in this act through visual modes of representation or modelling. The mental models generated by the *observing* subsystem are compared with the problem situation expressed through the *problem-surfacing* subsystem for congruence and consistency and to enrich the outcome for use in the designing subsystem.

The following diagram illustrate the working of these subsystems:-

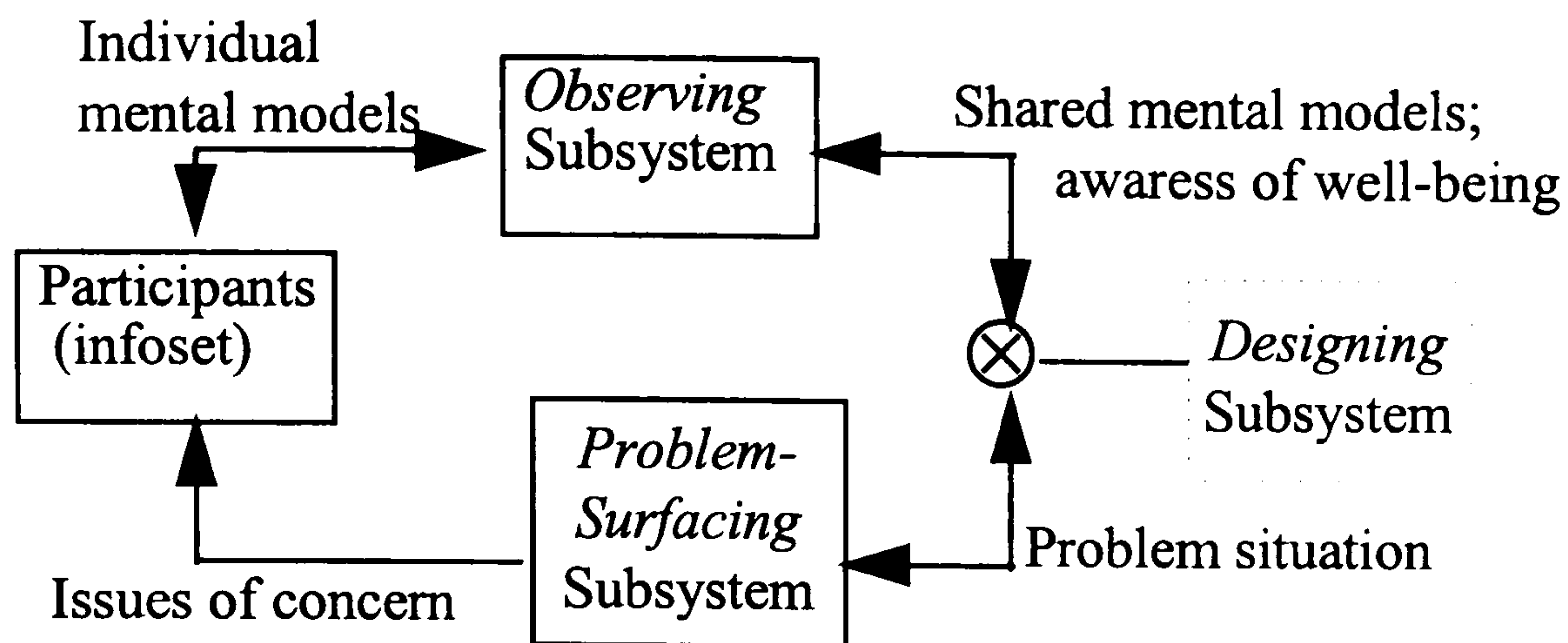


Figure 7.3 Observing-Surfacing Phase

The *designing* subsystem accepts as input the shared mental models and problem situation for designing and developing appropriate problem-solving approaches both rational-analytical and systems thinking traditions. Usability and appropriateness of the methods, tools and techniques, coherently assembled to *problem-solve* the situation, depend on both the understanding of problem situation as expressed and the participants readiness to embark on activities which require their full participation, such as *syntegration*. The design act generates a schedule of work to be done as well as evaluation criteria for measuring and assessing results of problem-solving acts. The schedule of work, the evaluation criteria and other instruments for measuring performance or changes as a result of action-taking are collaboratively developed with participants. The difference in function between *designing* and *implementing* subsystem is that the former design and generate the problem-solving set of activities whilst the latter implement these activities. Using the example of *Team Syntegrity*, the *designing* subsystem develops the necessary configuration and other supporting processes within *syntegration*. The delivery of the *syntegration* as an activity to “problem-solve” the situation is carried out and managed by the *implementing* subsystem. This (designing) activity was, in a limited fashion, carried out for the LSCA, MEC, CSF, and JMU-EU Syntegration.

This distinction is necessary for two reasons. Firstly, it compels the facilitators and participants to engage in two different modes namely, designing and doing. Secondly it enables critical reflection on choice of methodologies, methods, tools and techniques adopted, and the evaluation in terms of systemically desirable and culturally feasible for implementation with and by participants. The distinction also reinforces rigour in the design and evaluation of the problem-solving acts. The designing-implementing phase is diagrammed below:-

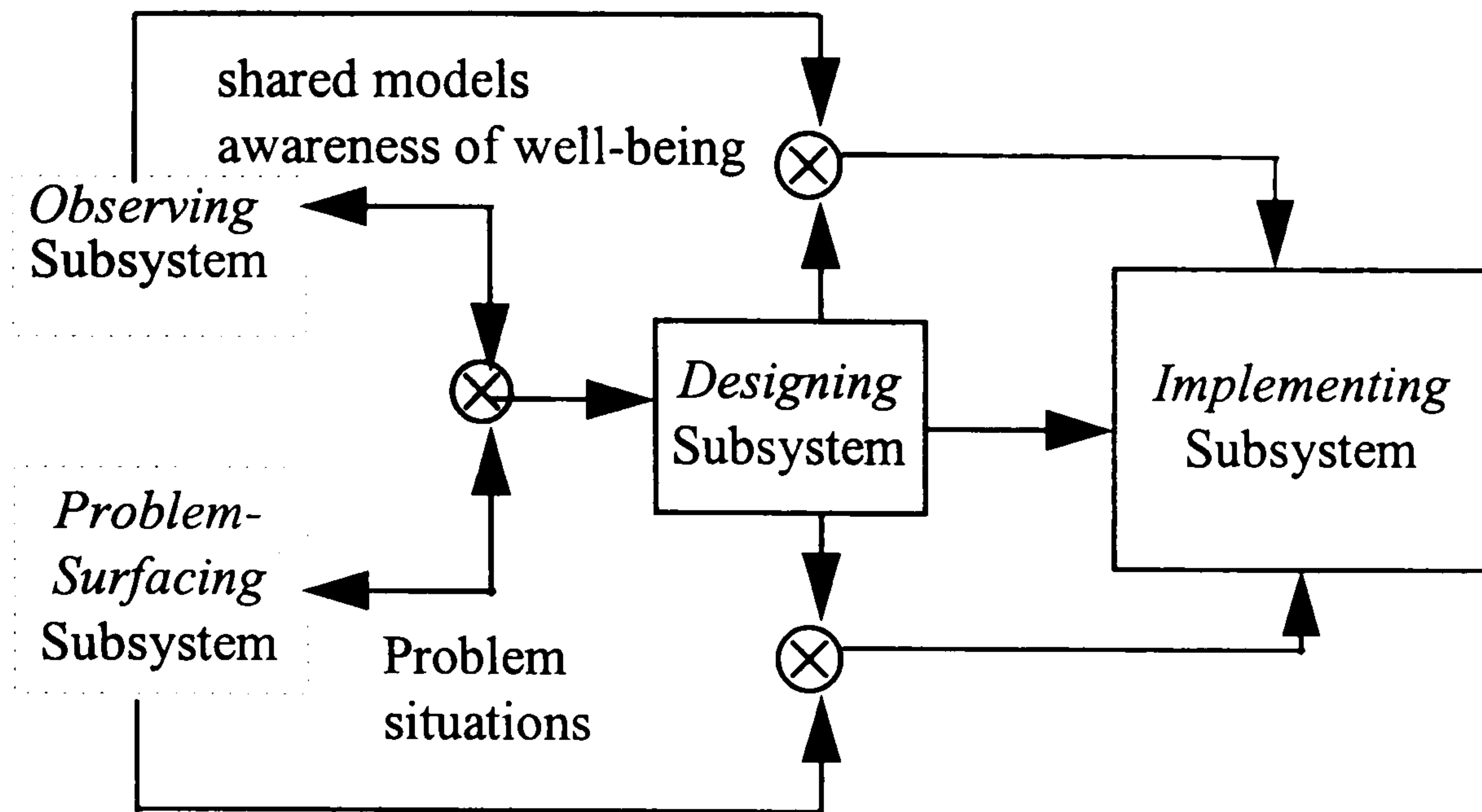


Figure 7.4 Designing-Implementing Phase

The *action-taking* subsystem provides *closure* to the intervention system. By closure we do not imply terminal end-point in the intervention but a closing-of-the-loop back into the system for higher-order observing, surfacing, designing and implementing at the metasytem (following Beer's VSM) thereby improving, changing or renewing the organisation. It is action-taking because actions as outcome, recommendations or findings of the problem-solving acts such as *syntegration* are carried out and barriers to change are removed. In doing so, it maintains the credibility and momentum of the change dynamics to impact the organisation significantly. The absence of the *action-taking* subsystem will inevitably cause outcomes and recommendations for change to be left unattended when participants return back to their "organisational" life. The evidence from LSCA, MEC, CSF and JMU-EU Syntegration support this assertion. This subsystem is needed to build processes and structures for outcomes of the *implementing* subsystem to become *organisational behaviour* and to trigger further intervention.

7.8 Conclusion

The contents of this chapter is a culmination of our research thus far. Four critical variables have been identified for the design, delivery and implementation of outcomes of *syntegration* namely, *infoset*, organisation, purpose and action. These variables are couched within contextual imperatives or theoretical principles such as action research, pragmatic pluralism, recursion and environmental circumstances.

Based on this framework of imperatives, we offered an intervention system to assist participants and action-researchers to share mental models and norms, surface and express problem situations and issues of concern, formulate problem-solving activities within which *syntegration* may be considered, implement and take actions to improve organisational situation and viability of organisation. It is the view that the intervention system is an inquiring system, in that it is designed to gather information about a problem situation and assist in the generation of knowledge pertaining to that situation. It embodies concepts and principles of many mechanisms for change, notably Interactive Planning (Ackoff, 1974), Soft System Methodology (Checkland, 1981), Viable System Model (Beer, 1981), Inquiring System (Churchman, 1971), Organisation Development (Beckhard, 1969).

This chapter underscored the contribution and agenda, which is, to move the focus from delivering free-standing *syntegrations* toward creating the capacity of the organisation to respond to change through the proposed intervention system. The intervention system offers a new ethical imperative: to generate new possibilities rather than beat our heads against constraints that we cannot change.

8

Conclusions and Implications

8.1 Introduction

This research was undertaken to address the need for “smaller” scale *syntegration*, an action-research approach to designing and conducting *syntegration* and to assess the impact of *syntegration* on participants and its likely impact on organisation. *Team Syntegrity* protocol for *StaffGraph Syntegration* and other versions were described [Chapter 2] to understand the requirements for the event as prescribed by *Team Syntegrity International*. We expressed earlier [Section 1.1] the inability of many organisations to match the requirements which led to the exploration of the use of smaller polyhedra, in particular, the octahedron in place of the icosahedron. The literature was reviewed [Chapter 3] to understand the dynamics of organisational change, characteristics of change processes and to appraise *Team Syntegrity* as an organisational change method. The use of cybernetics and in particular, Beer’s Viable System Model was surveyed to appreciate its use in changing and redesigning organisations.

Action research was considered the most appropriate research methodology [Chapter 4] for the research, which focuses on “action” to improve matters in a real-world problem situation and “research” to produce generalisable results. As a methodology, action research enabled us to undertake a collaborative process with participants in the organisations as well as a deliberate process of reflective learning. We compared the positivist and interpretivist research paradigm to justify our pursuit of knowledge in the process of acting on, and changing the situations which we are researching.

The five *syntegrations* [Chapter 5] enabled us to clarify various design issues both for *StaffGraph Syntegration* (LWSP and MEC) and the adjusted protocol using the octahedron (LSCA, CSF, and JMU-EU). Chapter 5 is titled *Research Situations* because the *syntegrations* were conducted within a larger organisational situation which was also considered within the research. The research situations provided us the opportunities to identify and design appropriate pre- and post-*syntegration* activities to implement outcomes and to assess its impact on the organisation. These opportunities would not have prevailed if the focus was strictly on the *syntegration* and did not include the organisation for which it was held for.

However the situations which enveloped the *syntegration* were unfolded as a dynamic outcome of negotiation between the participants and us, as well as the organisation's willingness to pursue post-*syntegration* activities. Discussion of findings presented for each *syntegration* clarified many of the issues relating to the fit between participants, the opening question which the participants sought to address, and the organisational situation. Further quantitative analysis using chi-square test were undertaken [Chapter 6] on the response of the questionnaires to support the findings discussed in Chapter 5. Content analysis was undertaken on the *Final Statements of Importance* to infer the proximal association and likely impact on organisation. The combination of results from these analysis was intended to disagree with, or support the hypothesis listed in Chapter 1.

The findings confirmed the need to position *syntegration* within an action-research intervention strategy to generate outcomes which will be acted upon and lead to organisational change. The building blocks for designing *syntegration* and a framework of imperatives are discussed in Chapter 7 to enable action-researchers or facilitators in collaboration with participants derive an intervention strategy for organisational change. The cybernetics of intervention is offered as an analytical frame of reference and design tool to meet the aims expressed as the research problem in this thesis.

8.2 Conclusions about each research question

The findings for each research question are summarised from Chapters 5 and 6. These findings are explained within the context of prior research surveyed [Chapter 2] in the following sections.

8.2.1 Collaborative design of *syntegration*

The findings from LSCA *Syntegration* [Section 5.3] confirmed our hypothesis that *syntegration* configured to meet organisational constraints and designed collaboratively with participants and problem owners are more likely to generate actions after the event. An intervention strategy was formulated through a participative process of modelling using the Viable System Model prior to the *syntegration*. Together with the Management Team (who were later participants in the *syntegration*) we identified from the modelling activity the members of the organisation to form the *infoset*. The VSM modelling enabled the team to view the organisation as a total system and the environmental elements and intersects which influence and are influenced by LSCA. The result of this activity is akin to the findings of Cripe (1996) who uses visual models to allow organisational members to form a common vision for the organisation and a common ground for planning and dialogue.

The *Opening Question*, which was usually created or formed by the sponsor for *syntegrations* organised by *Team Syntegrity* International or its licencees, was proposed and developed by the participants (*actors* not *sponsors*) themselves. The Management Team was asked only to propose a working statement for members of *infoset* to review and offer alternative or revised statements for the *Opening Question*. This approach had increased the awareness of the need to address the perceived problem situation in LSCA and generated high level of motivation and ownership of what is to come, prior to the *syntegration* event. This finding is consistent with Zeffane's (1996) research on organisational change which confirmed the significance of participation, motivation and commitment in change strategies. This pre-*syntegration* activity set the ethos of empowerment for participants to own the process. The constraint of time compelled us to review the total requirement of time for the LSCA *syntegration*. It was not possible to meet the *Team Syntegrity* protocol requirement of three iterations of meetings for *Outcome Resolve*. We decided to hold two iterations but adjusted Problem Jostle activity to structure its summarised output for use in the next stage. This use of the structured format [Figure 5.3] was intended to cover much of the work usually done during the first iteration of *Outcome Resolve* meetings.

The participative approach to configuring and designing the *syntegration* evolved a seamless ongoing process of activity within and after the *syntegration* event. The constraints and the attempt of the participants to deal with it, created an atmosphere of "work uncompleted" and therefore undertook the meetings and generated the actions after the *syntegration*. The *syntegration* for LSCA did not end at Unstone Grange (where it was held) after the presentation session but continued later in LSCA's office and within the projects. This is in contrast with the conventional view of *Team Syntegrity* which, like many other group processes, delimit an end-point to mark the end of the *syntegration* event. Closing the *syntegration* in a formal manner, such as presentation of final statements to group, followed by handshakes, hugs and kisses, created a feeling of "job completed" for the participants especially after spending 3 to 5 days generating the statements.

The findings from LWSP *Syntegration* [Section 5.2] supported this hypothesis from the evidence that there was no single action undertaken after the *syntegration* event. LWSP represented a situation at the "taken-as-given" end of the continuum and LSCA at the "design-to-fit" end of that continuum. The responses (45% for LWSP and 100% for LSCA) for the question "are you motivated to act upon issues discussed" on the questionnaires [Section 6.2.1 for LWSP and Section 6.2.2 for LSCA] also supported the hypothesis.

8.2.2 Dependency upon icosahedral structure

The findings from LSCA [Section 5.3], CSF [Section 5.4] and JMU-EU [Section 5.5] Syntegrations confirmed our hypothesis that actions resulting from the event are not dependent upon the icosahedron as a structural model for the *syntegration*. These three *syntegrations* were based on the octahedron. The structural model of the icosahedron and indeed the octahedron were used to devise a schema for team allocation and meeting arrangements for *Outcome Resolve*. The aggregated responses analysed from the LSCA [Section 6.2.2] and JMU-EU [Section 6.2.3] questionnaires demonstrated positive response to action-taking (100% for both cases). There was no attempt to collect response from CSF due to possibility of bias given that most of the participants are well-versed with *Team Syntegrity* as a process and may influence their response to the questionnaire [Section 5.3.6].

The icosahedron in the *syntegration* served as an icon to demonstrate the equalising features of *Team Syntegrity*. These features are maintained in the *syntegrations* using octahedron. The configuration developed for CSF and JMU-EU, for a 12-person *syntegration* [Section 5.3.4 and Table 5.12] enabled each participant to contribute and take part in four out of the six teams (compared to four out of twelve when using icosahedron) hence increasing their participation and commitment to act on the issues resulting from the event.

8.2.3 Impact of syntegration on organisation

The findings of LSCA [Section 5.3], CSF [Section 5.4], JMU-EU [Section 5.5] and MEC [Section 5.6] confirmed the hypothesis that the likely impact of *syntegration* on the organisation are influenced by the fit between *infoset* (participants), the *Opening Question* and the organisational situation. We have discussed the modelling activity undertaken by members of LSCA's Management Team to define the criteria for selecting members of the organisation to form the *infoset* [Section 8.2.1] and the process to derive and *Opening Question* which addressed the immediate concern of the organisation. Through the use contextual classification and the VSM, LSCA generated the highest degree of impact (0.61) compared to other *syntegrations* conducted for this project [Section 6.3.5]. This is attributed to the "goodness of fit" between the *Opening Question*, the organisational situation and the *infoset*.

LWSP Syntegration was not analysed for degree of impact because there was no organisation to which outcomes can be translated to actions. The LWSP Syntegration provided participants the opportunity to share their views and ideas to an *Opening Question* beyond their task domain and sphere of influence. The degree of impact for CSF and JMU-EU are 0.47 and 0.36 respectively.

These scores are lower than the score recorded for LSCA. In the case of JMU-EU [Section 5.5], the *Opening Question* initially set for the *syntegration*, which was “How we as a unit can promote the Enterprise Culture to the University”. The *Opening Question* was created by the manager of the unit who intended the event to be perceived as a staff development activity. The review of the 189 initial statements generated revealed that the participants [Section 5.5.1] expressed their dissatisfaction, grievances, complaints and generated “getting-back at management” type questions. The six topics elected by the participants for discussion in the various teams in *Outcome Resolve* meeting did not relate to the *Opening Question*. The topics elected for the JMU-EU Syntegration were (1) Cynicism/Staff Morale/Pessimism (2) Internal Communications (3) Staff/Career Development (4) Equality and Teamwork (5) Making Money, and (6) Fun. It was evident that the participants were not concerned or interested with efforts to promote the Enterprise Culture when they perceived unsatisfactory condition and atmosphere at work. There was definitely a need to improve staff morale and attitude towards management before they can proceed to discuss and answer the *Opening Question*. Nevertheless, the adjustment made to the line of questioning for use in the three iterations of *Outcome Resolve* meeting generated statements which are implementable by participants immediately at their work place in the unit.

The results of contextual classification of MEC Syntegration [Section 6.3.4] revealed a lower score of degree of impact (0.38) compared to LSCA and CSF Syntegrations. The results of the analysis of the questionnaire indicated a very high satisfaction rate (85.6%) [Table 6.8]. There are evidence to show that the participants in this *syntegration* [Section 5.6.9] felt that they were changed by the *syntegration*, built new relationships and had their *personal* goals met. The likely impact on the organisation was low due to the high number of topics which dealt with spiritual and other theological issues rather than the strategic and operational issues of the Charity and the Mickleton Community. The *Opening Question* “How will we go forward together” did not represent the crisis faced by the Charity. The *infoset*, organisational situation and the *Opening Question* were not aligned to each other evidenced by the fact that the *infoset* came as individuals with various motives and agenda, the organisational situational was not clarified in terms of whether the *syntegration* was to deal with issues of the Charity or the Mickleton community or the network of emissaries who are not necessarily resident of Mickleton. The *Opening Question* was general, broad and ambiguous and as mentioned earlier did not represent the crisis faced by the organisation.

8.3 Conclusions about the research problem

This research has, in our view, successfully met its aims [Section 1.2] namely to:-

- explore the use of smaller polyhedra and changes to the protocol prescribed by *Team Syntegrity* to meet the demands and constraints of the organisation.
- identify and design appropriate pre- and post-*syntegration* activities to implement outcomes.
- assess impact of *syntegration* with a view of establishing design parameters and intervention approach.

The use of smaller polyhedra specifically the octahedron was explored for LSCA, CSF and JMU-EU [Sections 5.3, 5.4, 5.5] and VOICE [Table 7.1]. Adjustments were made to the *Team Syntegrity* protocol to meet the constraints of the organisation. Apart from substituting the octahedron for the icosahedron, various adjustments were made to aspects of *Generating Statement of Importance*, *Problem Jostle*, *Outcome Resolve* meetings and the plenary sessions. In the case of MEC, *Statements of Importance* were mailed to MEC before the *syntegration* [Section 5.6.2] and further generated by participants during the *syntegration*. In the LSCA *Syntegration*, we allow participants to generate *Statements of Importance* throughout the night and left it on the wall to allow late-comers and participants who like to resume the activity after their social get-together. We also adopt a series of eight questions as checklist [Section 5.3.5] against motherhood statements to preserve the quality of the “brainstormed” material.

The mechanics for *Problem Jostle* were adjusted by the use of pre-printed forms to allow participants to define the multiple aspects of their discussion and debate as well as to ensure that issues raised were not omitted from written summaries [Section 5.3.6]. This approach was conceived as a solution to overcome loss of information as a result of the use of various (free style) formats. The “jostling” of ideas was carried out simultaneously whilst other participants generated their statement of importance during the one-day CSF [Section 5.4.1] and JMU-EU [Section 5.5.1] *Syntegrations*. The number of meetings for *Outcome Resolve* was reduced to two for LSCA [Section 5.3.9] and the third meeting for CSF [Table 5.9] and JMU-EU was called the crafting session, for teams to craft their *Final Statements of Importance*.

As discussed earlier [Section 8.2.1] pre-*syntegration* activities were designed and carried out for LSCA. The pre-*syntegration* activities were aimed at understanding the organisation as a total system and its environment, identifying participants to form the infoset and a working statement reflecting the concern of the organisation for the infoset to deliberate and counter-propose revised statement to be used as the *Opening Question*.

A participative modelling activity using Beer's Viable System Model (VSM) was undertaken with members of the Management Team. The VSM was used because it satisfied the requirements of the activity and its intended outcome. The post-*syntegration* activity was also carried with the active involvement of participants of the LSCA Syntegration [Section 5.3.12]. The activity was similar to *Problem Jostle* and *Outcome Resolve* meetings but focused on working groups involving other individuals who may be invited to become resource persons to deal with specific task or project. The success of this groups was attributed to their ability to develop tasks in simple and concise terms [Section 6.3.1] and set boundaries for each action to assist participants identify their role in such actions. This finding is in agreement with that of Maguire (1996) in his study of strategies to translate plans into action.

The likely impact of syntegration on each organisation was assessed using Beer's VSM through the context classification of *Final Statements of Importance* [Section 6.3.1]. The proximal association mapping revealed that the likely impact on the organisation is far greater when the spread of *FSIs* is within the quadrant *us-organisation*, implying ownership of impending actions and the capability to undertake it within the organisation [Section 6.3.5]. The results of the analysis [Chapters 5, 6] provided the basis to identify and propose design parameters and intervention approach as offered and discussed in Chapter 7.

The contributions of this research are outlined as follows:-

- the configuration [Table 5.12] and the adjusted protocol which includes the schedule for a one-day event [Table 5.11], ASI form [Figure 5.3] and focus-questions for three iteration of meetings in *Outcome Resolve* [Section 5.4.1] for syntegration based on the octahedron which satisfy the principles, ethos and integrity of *Team Syntegrity*.
- the intervention approach to facilitate participants to model their organisation with a view of understanding its organisational constituents and the environment [Section 5.3.1], the dynamics to unfold a self-organising info-set [Section 5.3.10] and the post-*syntegration* activity to implement outcomes leading to the development of a metasystem and subsequently a new organisation at the higher level of recursion [Section 5.3.13].
- the framework of contextual and process imperatives for action-researchers and facilitators to arrive at the best fit between *info-set*, organisational situation and *Opening Question* [Section 7.3, 7.4] and an intervention system to design intervention strategy towards organisational change [Section 7.5].

8.4 Implications for theory

The findings of this research and its contributions to knowledge in *Team Syntegrity* have been discussed in the above sections [Sections 8.2, 8.3]. This research and its findings have implications for a wider body of knowledge including organisational change, dissipative self-organisation theory and cybernetics. The findings and contributions implied that *syntegrations* [Section 5.3] which generate actions are framed within an organisation which is embarking on a planned strategic change, including a reframing of cultural guidelines (Child & Smith, 1987) and shift in values, strategy and culture (Nadler, 1988). Following this implication, therefore is the need to prepare for the demands of change management which include an assessment of new knowledge about the organisation and combining implementation plans (resulting from the *syntegration*) with existing planning processes (Freeman, 1997).

The actions resulting from *syntegration* do not follow a linear cause and effect pattern but multiple and interdependent actions or events occurring simultaneously across the organisation [Sections 5.3.13, 5.6.8]. This phenomenon is similar to the notion of interdependence within and between systems and has been highlighted by a number of disciplines ranging from international relations (Keohane & Nye, 1989), chemistry (Maturana & Varela, 1987), economics (Arthur 1994; Pearce, 1994) and social history (Bahm, 1979).

The self-organising effects of *syntegrations* [Section 5.3.10, 5.3.13] and the non-equilibrium conditions [Section 5.6.5] implied a sufficient degree of boundary openness, experimenting capacity, awareness of deep structure in terms of shared vision and values and the ability to shift and adjust. These features are consistent with dissipative self-organisation theory (Prigogine, 1977; Janstch, 1980). The extent to which the activities within *syntegration* or the protocol contribute towards self-organisation is a matter of considerable interest and importance. The contribution of intervention strategy within an action-research approach implied that the researcher and the *infoset* go beyond from being just the observer “in the loop” but *intrinsic* to it. This change in position implies a move from 2nd order cybernetics to 3rd order cybernetics.

8.5 Implications for practice

The contributions of this research are practical in nature [Section 8.3]. Action-researchers or facilitators will be able to:-

- organise and conduct a one-day event which is useful for focus-groups and task forces to deal with medium range issues and small-to-medium size organisations with small number of staff to form the *infoset*.
- organise and conduct a weekend (Friday evening to Sunday afternoon) event based on the octahedron
- attain efficiency in time through the adjusted protocol whilst maintaining of quality of material discussed for generating *Final Statements of Importance*
- align the protocol of *Team Syntegrity* to fit within an intervention strategy incorporating other methodologies, models and techniques.
- design an intervention strategy using the framework of contextual and process imperatives as well as the intervention system.

8.6 Limitations

Section 1.6 has previously outlined the limitations of this research. There are other limitations which became apparent during the progress of the research. As mentioned in Section 8.1 the situations which enveloped and therefore influenced the *syntegration* carried out were unfolded as a dynamic outcome of negotiation between participants and researcher, as well as the organisation's willingness to pursue post-*syntegration* activities. Access to client-organisations to gather evidence of further impact towards organisational change was constrained by various uncontrollable factors including reorganisation (as in the case of CSF and JMU-EU) and staff turnover (as in the case of LSCA and MEC). The thesis is compelled to focus on impact of participants due to these constraints. Therefore whilst we follow the general steps and procedures to action-research to the best of our ability, we also do not pretend to have had the benefit of applying action research [Chapter 4] in its purest form to all the research situations.

8.7 Further research

There are several areas which can be considered for further research from this thesis. First and foremost is the need for a positivist research to generalise the findings of this thesis. The findings of this thesis are derived from both the qualitative and quantitative analysis of the data collected but inadequate to confirm organisational change. This is due to the limited access of the researcher to client-organisations to gather evidence of change as a result of the *syntegration*.

Implicit within the action research strategy and the intervention system, proposed in this thesis, is the need to obtain consent from client-organisation for access into the organisation to enable the researcher to test hypothesis and to build theory. A learning system based on cybernetic principles to assist researchers to gather, store and analyse data from organisations for hypothesis testing and theory building is highly desirable.

Our cross-disciplinary approach of transferring ideas and concepts from one subject domain to another is an interesting research bed in itself. Beer (1984) has outlined a formal method (the yo-yo method) of applying concepts from one subject to another. Social systems such as societies and organisations are composed of intelligent, sentient individuals capable of purposeful decision-making in an attempt to influence their future. Physical systems on the other hand, arguably possess no such conscious or cognitive abilities, being made of electrons, atoms and molecules. This distinction raised interesting research questions. For our context, the question is whether the concepts and phenomena abstracted from a “physical” source domain (such as the icosahedron or the octahedron) be said actually to exist in a “social” target domain.

The intervention system proposed in this thesis offers several research possibilities. The system may be further developed and refined upon empirical findings. Another possibility is an attempt to synthesise the intervention incorporating *syntegration* with current approaches to human systems intervention or even making the protocol of Team Syntegrity *intrinsic* within the intervention strategy but without losing its integrity. What about making it *intrinsically* easier done *and* said!? (Beer, 1994).

Bibliography

Ackoff, R. (1974) *Redesigning the Future*, John Wiley, New York.

Ackoff, R. (1981) *Creating the Corporate Future*, John Wiley, New York.

Ackoff, R. (1992) *Beyond Total Quality Management*, Centre for Systems Studies, University of Hull, United Kingdom.

Ackoff, R. & Emery, F. E. (1972) *On Purposeful Systems*, Aldine-Atherton, Chicago.

Adams, R., Carruthers, J., & Hamil, S. (1991) *Changing Corporate Values, A Guide to Social and Environmental Policy and Practice in Britain's Top Companies*, New Consumer Ltd, London.

Ahmad, A. (1993) *World Syntegrity, 1993: The Liverpool Experience*, unpublished.

Anderton, R. (1989) The need for formal development of the VSM. In Espejo, R. & Harnden, R. (eds), *The Viable System Model*, Wiley, Chichester.

Argyle, M. (1974) *The Social Psychology of Work*, Penguin, London.

Argyris, C. (1962) *Interpersonal Competence and Organisational Effectiveness*, Tavistock, London.

Argyris, C. & Schon, D. (1974) *Theory in Practice*, Jossey-Bass, San Francisco.

Argyris, C. & Schon, D. (1978) *Organizational Learning*, Addison Wesley, Reading, Mass.

Argyris, C. & Schon, D. (1985) *Strategy, Change and Defensive Routines*, Ballinger, Cambridge, MA.

Argyris, C. & Schon, D. (1991) Participatory action research and action science compared. In Whyte, W. F. (ed) *Participatory Action Research*, Sage, London.

Argyris, C., Putnam, R. & McLain Smith, D. (1985) *Action Science: Concepts, Methods and Skills for Research and Intervention*, Jossey-Bass, San Francisco.

Argyris, C. (1990) *Overcoming Organisational Defenses*, Allyn and Bacon, Boston.

- Argyris, C. (1989) *Strategy implementation: An experience in learning, Organizational Dynamics*.
- Argyris, C. (1993) *Knowledge for Action: Changing the Status Quo*, Jossey-Bass, San Francisco,
- Armstrong, A. & Hegel III, J. (1996) The real value of on-line communities, *Harvard Business Review*, May-June, pp 134-141.
- Ashby, W. R. (1970) *Design for a Brain*, 3rd Ed., Methuen, London.
- Aughton, P. (1996) Participative design within a strategic context, *The Journal for Quality and Participation*, 19(2), pp 68-76.
- Axelrod, Dick (1992) Are you ready for team-based management?, *Journal for Quality and Participation*, 15(7), pp 12-17.
- Axelrod, D. (1996) The Conference Model after four years of practice, *The Journal for Quality and Participation*, 19(5), pp 74.
- Baines, A. (1993) Autonomous work groups, *Work Study*, 42(1), pp 6-7.
- Barnard, C. I. (1938) *The Function of the Executive*, Harvard University Press, Cambridge, MA.
- Barrett, F. J. & Cooperrider, D. L. (1990) Generative metaphor intervention: A new approach for working with systems divided by conflict and caught in defensive perception, *The Journal of Applied Behavioural Science*, 26(2), pp 219-239.
- Bartunek, J. & Louis, M. (1988) The interplay of organisational development and organisational transformation, *Research in Organisational Change and Development*, 2, pp 97-134.
- Bateson, G. (1972) *Steps to Ecology of Mind*, Ballantine Books.
- Bavelas, A. (1952) Communication patterns in problem groups, *Cybernetics: Transactions of the Eighth Conference, 1951*, Josiah Macy Jr Foundation, New York.
- Beckford, John (1992) Passing on a family business, or a family business passing on? An application of the viable systems model, *Systems Practice*, 5(5), pp 543-560.
- Beckhard, R. (1967) Confrontation meeting, *Harvard Business Review*, 45(2) March-April, pp 149-155.
- Beckhard, R. (1969) *Organizational Development: Strategies and Models*, Addison Wesley, Reading, MA.
- Beckhard, R. & Harris, R. T. (1977) *Organizational Transitions: Managing Complex Change*, Addison-Wesley, Reading, MA.

Beer, M. (1980) *Organizational Change and Development, A Systems View*. Goodyear, Santa Monica.

Beer, M. & Walton, E. (1990) Developing the competitive organization, *American Psychologist*, February 1990, pp 154-161.

Beer, M., Eisentat, R. A, & Spector, B. (1990) *The Critical Path to Corporate Renewal*, Harvard Business School Press, Boston.

Beer, Stafford (1956) The impact of cybernetics on the concept of industrial organization, *Proceedings of the First International Congress on Cybernetics, Namur, 1956*.

Beer, Stafford (1959) *Cybernetics and Management*, English Universities Press, London.

Beer, Stafford (1962) Toward the cybernetic factory, In von Foerster and Zopf (Eds). *Principles of Self-Organization*, Pergamon Press, New York.

Beer, Stafford (1966) *Decision and Control*, Wiley, Chichester.

Beer, Stafford (1972) *Brain of the Firm*, 1st edn, Allen Lane, The Penguin Press, London.

Beer, Stafford (1974) *Designing Freedom*, CBC Publications, Toronto.

Beer, Stafford (1975) *Platform for Change*, Wiley, Chichester.

Beer, Stafford (1979) *The Heart of Enterprise*, Wiley, Chichester.

Beer, Stafford (1980) Conferences: A Call to Experiment, *Transnational Associations*, 32, pp 94-97.

Beer, Stafford (1981) *Brain of the Firm*, 2nd edn (with five new chapters), Wiley, Chichester.

Beer, Stafford (1985) *Designing the System for Organizations*, Wiley, Chichester.

Beer, Stafford (1989) The Viable System Model: its provenance, development, methodology and pathology, in Espejo, R., & Harnden, R., *The Viable System Model: Interpretations and Applications of Stafford Beer's VSM*, John Wiley & Sons, Chichester.

Beer, Stafford (1990) Recursion zero: metamanagement, *Systems Practice*, 3(3), pp 315-325.

Beer, Stafford (1993) World in Torment: A Time Whose Idea Must Come, *Kybernetes*, 22(6), pp 15-43.

Beer, Stafford (1994a) *Beyond Dispute, The Invention of Team Syntegrity*, Wiley, Chichester.

Beer, Stafford (1994b) May the Whole Earth Be Happy: Loka Samastat Sukhino Bhavantu, *Systems Practice*, 7(4), pp 439-449.

Beer, Stafford (1994c) Personal correspondence.

Bemelmans, T. M. (1984) *Beyond Productivity: Information Systems Development for Organizational Effectiveness*, North-Holland, Amsterdam.

Bennis, W. G. (1959) Leadership theory and administrative behaviour, *Administrative Science Quarterly*, 4, pp 259-301.

Bennis, W. G. (1963) A new role for behavioural science effecting organisational change, *Administrative Sciences Quarterly*, 8, pp 1963-1966.

Bennis, W. G. (1966a) *Changing Organizations*, McGraw-Hill, New York.

Bennis, W. G. (1966b) *Operational Research and the Social Sciences*, Tavistock Institute, London.

Bennis, W. G. (1969) *Organisation development: Its nature, origins and prospects*, Addison-Wesley, Reading, MA.

Bennis W. G., Benne, K. D. & Chin, R. (1961) *The planning of change*, Holt, Rinehard and Winston, New York.

Bernstein, L. (1968) *Management Development*, Business Books, London.

Bicker, Lyn (1999) Twenty things you didn't know about change, *The Financial Times*, Jan 5, pp 15.

Blake, R. R. & Mouton, J. S. (1968) *Corporate Excellence Through Grid Organization Development: A Systems Approach*, Gulf Publishing, Houston, TX.

Blake, R. R. & Mouton, J. S. (1969) *Building a Dynamic Corporation Through Grid Organisation Development*, Addison-Wesley, Reading, Mass.

Blake, R. R. & Mouton, J. S. (1976) *Organization Change By Design*, Scientific Methods, Austin, Texas.

Blattberg. R. C. & Deighton, J. (1996) Manage marketing by the customer equity test, *Harvard Business Review*, July-August, pp 136-144.

Blau, P. M. (1961) The dynamics of bureaucracy. In Etzioni, A (ed) *Complex Organisations*, Holt, Rinehart and Winston, New York.

Boer, L. D. (1996) Change by working conferences, *The Journal for Quality and Participation*, 19(5) pp 64-73.

- Boddy, D. (1981) Putting action learning into action, *Journal of European Industrial Training/MCB Monograph*, 5(3).
- Bottrall, A. (1982) *The Action Research Approach to Problem Solving, with illustrations from irrigation management*, Overseas Development Institute.
- Boulanger, G. R. (1969) Prologue: What is Cybernetics. In Rose, J. (ed) *Survey of Cybernetics*, Iliffe Books, London.
- Brache, A. P. & Rummler, G. A. (1997) Managing organisation as a system, *Training*, 34(2), pp 68-75.
- Bray, D. W. & Grant, D. L. (1966) The assessment centre in the measurement of potential for business management, *Psychological Monographs*, 80(7).
- Britton, G. A. & Parker J. (1989) *Using a project management system to unify information management in the construction industry*. Paper presented at the First Institution of Engineers Singapore Information Technology Conference, Singapore. 25-27 May.
- Britton, G. A. & Parker J. (1993) An explication of the viable system model for project management, *Systems Practice*, 6(1), pp 21-51.
- Brocklesby, J. & Cummings, S. (1996) Designing a viable organisation structure, *Long Range Planning*, 29(1), pp 49-58.
- Brown, R. (1988) *Group Processes: Dynamics Within and Between Groups*, Blackwell, Oxford.
- Brown, J. S. & Duguid, P. (1991) Organizational learning and communities-in-practice: Toward a unified view of working, learning and innovation, *Organization Science*, 2, pp 40-57.
- Brownlee, S. (1996) Complexity meets the business world: a new business science is shedding light on commerce, *US News & World Report*, 121(13), pp 57.
- Buchanan, D. A. & Huczynski, A. A. (1985) *Organizational Behaviour: An Introductory Text*, Prentice-Hall, Englewood Cliffs, NJ.
- Buckley, W. (1968) Society as a complex adaptive system. In Buckley, W (ed) *Modern Systems Research for the Behavioural Scientist*, Aldine Publishing Company, Chicago.
- Bullock, R. J. & Batten, D. (1985) Its just a phase we're going through: A review and synthesis of OD phase analysis, *Group and Organization Studies*, 10, pp 383-412.
- Burke, W. (1980) *Organisation Development*, Little Brown and Co, Toronto.
- Burke, W. W. (1982) *Organisation development*, Little Brown, Boston, MA.

- Burke, W. W. & Beckhard, R. (1970) *Conference Planning*, 2nd ed., University Associates, San Diego.
- Burke, W. W. & Litwin, G. H. (1989) A causal model of organisational change and performance. In Pfeiffer, J. W. (ed) *Developing Human Resources: 1989 Annual*, University Associates, San Diego, pp 277-288.
- Burnes, B. (1997) Organizational choice and organizational change, *Management Decision*, **35**(9-10), pp 753.
- Burnes, Bernard (1992) *Managing Change, A Strategic Approach to Organisational Development and Renewal*, Pitman, London.
- Burns, T. & Stalker, G. (1961) *The Management of Innovation*, Tavistock Press, London.
- Burrell, G. & Morgan, G. (1979) *Sociological Paradigms and Organizational Analysis*, Heinemann Educational Books, London.
- Bushe, G. R. (1992) *Advances in appreciative inquiry as an organization development technique*, Simon Fraser University, Burnaby, British Columbia.
- Butler, V. G. (1985) *Organisation and Management*, Prentice-Hall, London.
- Butler, R. (1991) *Designing Organisations, A Decision Making Perspective*, Routledge, London.
- Campbell, D. T. (1988) In Overmann, E. S. (ed), *Methodology and Epistemology for Social Science*, Selected Papers, University of Chicago Press, Chicago.
- Capra, Fritjof (1991) A systems approach to the emerging paradigm, *Perspectives*, Winter.
- Capra, Fritjof (1993) A systems approach to the emerging paradigm. In Ray M. and Rinzler, A (Eds), *The New Paradigm in Business*, World Business Academy, New York.
- Capra, Fritjof (1983) *The Turning Point: Science, Society and the Rising Culture*, Fontana Paperbacks.
- Capra, Fritjof (1997) *The Web of Life: A New Synthesis of Mind and Matter*, Flamingo.
- Casey, D. & Pierce, D. (1978) *More Than Management Development*, Gower, Aldershot.
- Cavaleri, S. & Obloj, K. (1993) *Management Systems, A Global Perspective*, Wadsworth Publishing Company, California.
- Champy, J. (1995) *Reengineering Management, The Mandate for New Leadership*, HarperCollins, London.

- Checkland, P. (1972) Towards a systems based methodology for real world problem solving, *Journal of Systems Engineering*, 3, pp 87-116.
- Checkland, P. (1981) *Systems Thinking, Systems Practice*, John Wiley, Chichester.
- Checkland, P. (1997) Rhetoric and reality in contracting: Research in and on the NHS. In Flynn, R., & Williams, G. (eds), *Contracting for Health*, Oxford University Press, London.
- Checkland, P. & Howell, S. (1997) *Information, Systems and Information Systems*, John Wiley, Chichester.
- Checkland, P. & Howell, S. (1998) Nature and validity of action research, *Systemic Practice and Action Research*, 11(1), pp 9-21.
- Chein, I., Cook, S. W. & Harding, J (1948) The field of action research, *American Psychology*, 3, pp 43-50.
- Child, J. (1972) Organisation structure, environment and performance: the role of strategic choice, *Sociology*, 6, pp 1-22.
- Child, J. and Smith, C. (1987) The context and process of organizational transformation-Cadbury Limited in its sector. *Journal of Management Studies*, 24(6), pp 565-593.
- Churchman, C. W. (1979) *The Systems Approach*, Dell, New York.
- Churchman, C. W. (1971) *The Designing of Inquiring Systems*, Basic Books, New York.
- Clarke, J. H. (1963) Adaptive Machines in Psychiatry. In Weiner & Schade (eds), *Nerve, Brain and Memory Models*, Elsevier, Amsterdam.
- Clarke, J. H. (1969) Medical Cybernetics. In Rose, J. (ed) *Survey of Cybernetics*, Iliffe Books, London.
- Clarke, A. & Garside, J. (1997) The development of a best practice model for change management, *European Management Journal*, 15(5), pp 537.
- Clegg, S. & Dunkerly (1980) *Organisation, Class and Control*, Routledge and Kegan Paul, London.
- Clemson, Barry (1994) A parable of two princes: an effective approach to national development, *Systems Practice*, 7(6), pp 619-631.
- Collier, J. (1945) United States Indian Administration as a laboratory of ethnic relations, *Social Research*, 12, pp 275-276.
- Conner, P. E. & Lake, L. K. (1988) *Managing Organisational Change*. Praeger Publishers, New York.

Corey, S. (1953) *Action Research to Improve School Practices*, New York: Bureau of Publications, Columbia University.

Cripe, E. J. (1996) Use graphic metaphors to communicate organizational change, *Communication World*, 14(1), pp 34-38.

Crosby, P. B. (1979) *Quality is Free*, McGraw-Hill, New York.

Cummings, T. G. & Huse, E. F. (1989) *Organization Development and Change*, West, Minnesota, USA.

Cummings, T. G. & Worley, C. G. (1993) *Organization Development and Change, Fifth Edition*, West, Minnesota, USA.

Daellenbach, H. G., George, G. A. & McNickle, D. C. (1983) *An Introduction to Operations Research Techniques*, Allyn and Bacon, Boston, MA.

Davenport, T. (1993) *Process Innovation*, Harvard Business School, Boston, MA.

Davis, Garry (1992) *Passport to Freedom*, Seven Locks Press, Washington, DC.

Davis, R. C. (1928) *The Principles of Factory Organization and Management*, Harper and Row, New York.

Dayal, I. & Thomas, J.M. (1968) Operation KPE: Developing a new organization, *Journal of Applied Behavioural Science*, 4(4), pp 473-506.

De Bono, E. (1971) *Lateral Thinking for Management*, American Management Association, New York.

Delbecq, A., Van de Ven, A. H. & Gustafson, D. (1975) *Group Techniques for Program Planning*, Scott-Foresman, Glenview, IL.

Demers, R., Forrer, S. E. Leibowitz, Z. & Cahill, C. (1996) Commitment to change: organizational change at Corning Inc., *Training & Development*, 50(8), pp 22.

Deming, W. E. (1982) *Quality, Productivity and Competitive Position*, MIT Press, Cambridge, MA.

Deutsch, K. (1963) *The Nerves of Government: Models of Political Communication and Control*, Collier-MacMillan.

Dewey, J. (1938) *Logic: The Theory of Inquiry*, Henry Holt, New York.

Dickover, Noel. (1994) Reflection-in-Action: Modelling a specific organization through the Viable Systems Model, *Systems Practice*, 7(1), pp 43-62.

- Dove, R. (1996) Enterprise mandelbrots and self-organization, *Automotive Production*, 108(10), pp 16-18.
- Drucker, Peter (1993) *Post-Capitalist Society*, HarperBusiness, New York.
- Dubin, R. (1958) *The World of Work*, Prentice-Hall, New York.
- Dunphy, D. (1996) Organizational change in corporate settings, *Human Relations*, 49(5), pp 541-551.
- Dunphy, D. & Griffiths, A. (1994) *Theories of organizational change as models for intervention*, Paper No. 043, Centre for Corporate Change, Australian Graduate School of Management, University of New South Wales.
- Durrance, B. (1997) The evolutionary vision of Dee Hock: from chaos to chaords, *Training & Development*, 51(4), pp 24-32.
- Eden, C. & Huxham, C. (1996) Action Research for the Study of Organizations. In Clegg, S., Handy, C., & Nord, W., *The Handbook of Organizational Studies*, Sage, Beverly Hills, CA.
- Emery, F. & Trist, E. (1973) *Towards a Social Ecology*, Plenum Publishing, New York.
- Emery, F. (1981) Searching for common ground. In Emery, F. (ed), *Systems Thinking* (Vol. 2), Penguin Books, Harmondsworth.
- Evans, B. K. & Fischer, D. G. (1992) A hierarchical model of participatory decision-making, job autonomy, and perceived control. *Human Relations*, 45(11), pp 1169-1189.
- Espejo, R. (1987) Cybernetic method to study organisations, in *Problems of Constancy and Change, Proceedings of the 31st Conference International Society for General Systems Theory*, Budapest, 1, pp 323-336.
- Espejo, R. & Harnden, R. (Eds), (1989) *The Viable System Model*, Wiley, Chichester.
- Espejo, Raul (1990a) The Viable System Model, Guest Editorial, *Systems Practice*, 3(3), pp 219-221.
- Espejo, Raul (1990b) Complexity and change: Reflections upon the cybernetic intervention in Chile, 1970-1973, *Systems Practice*, 3(3), pp 303-313.
- Espejo, R. & Schwaninger, M. (1993) *Organisational Fitness, Corporate Fitness Through Managerial Cybernetics*, Campus Verlag, Frankfurt/New York.
- Espejo, R., Schuhmann, W., Schwaninger, M. & Bilello, U. (1996) *Organizational Transformation and Learning: A Cybernetic Approach to Management*, Wiley, Chichester.

- Espinosa, Angela (1997) A monitoring system for the social development program in Colombia, *Systems Practice*, 10(4), pp 459-472.
- Fayol, H. (1916) *Administration Industrielle et Generale*, Dunrod, Paris (translated 1949 General and Industrial Administration, Pitman, London).
- Ferguson, Marilyn (1980) *The Aquarian Conspiracy*, Jeremy P. Tarcher Inc., Los Angeles.
- Ferguson, Marilyn (1993) The transformation of values and vocation. In Ray M. and Rinzler, A (Eds), *The New Paradigm in Business*, World Business Academy, New York.
- Ferlie, E. & Pettigrew, A. M. (1990) Coping with change in the NHS, *Journal of Social Policy*, 19(2), pp 191-220.
- Fleishman, E. A., Harris, E. F. & Burt, H. E. (1955) *Leadership and supervision in industry*, Ohio State University Bureau of Educational Research, Columbus, Ohio.
- Flood, R. L. (1998) Action research and management and systems science, *Systemic Practice and Action Research*, 11(1), pp 79-101.
- Flood, R. L. & Jackson, M. C. (1991) *Creative Problem Solving: Total Systems Intervention*, John Wiley, Chichester.
- Flood, R. L. & Romm, N. (1996) Emancipatory practice: Some contributions from social theory and practice, *Systems Practice*, 9(2), pp 113-128.
- Flood, Robert and Zambuni, Shaun (1990) Viable systems diagnosis. 1. Application with a major tourism services group, *Systems Practice*, 3(3), pp 225-248.
- Flores, C. F. (1982) Management and communication in the office of the future, PhD thesis, University of Berkeley, California.
- Fordyce, J. R. & Weil, R. (1971) *Managing with People*, Addison-Wesley, Reading, MA.
- Forrester, J. W. (1971) The counter-intuitive behaviour of social systems, *Technology Review*, January, pp 52-68.
- Fortune, J. & Peters, G. (1995) *Learning from Failure: The Systems Approach*, John Wiley, Chichester.
- Foster, M. (1972) An Introduction to the theory and practice of action research in work organizations, *Human Relations*, 25(6), pp 529-556.
- Foy, N. (1977) Action learning comes to industry, *Harvard Business Review*, September-October.
- Freeman, M. J. (1997) Now that you have a design, how do make it work?, *The Journal for Quality and Participation*, 20(3), pp 52.

- Freire, P. (1973) *Education for Cultural Consciousness*, Seabury Press, New York.
- French, W. (1969) Organization development: Objectives, assumptions and strategies, *California Management Review*, 12, pp 23-34.
- French, W. L. & Bell, C. H. (1984) *Organization Development*, Prentice-Hall, New Jersey.
- French, W.L. & Bell, C. H. (1995) *Organization Development, Behavioral Science Interventions for Organizational Improvement*, Prentice-Hall, New Jersey.
- Fuller, Buckminster (1979) *Synergetics: The Geometry of Thinking*, Macmillan, New York.
- Fuller, Buckminster (1992) *Cosmography*, Macmillan, New York.
- Garrod, B. & Chadwick, P. (1996) Environmental management and business strategy: Towards a new strategic paradigm, *Futures*, 28(1) pp 37-50.
- Gauntlett, S. (1993) The shifting paradigm of environmental management. In Ray M. and Rinzler, A (Eds), *The New Paradigm in Business*, World Business Academy, New York.
- Gaustello, S. J. (1995) *Chaos, Catastrophe and Human Affairs: Applications of Nonlinear Dynamics to Work, Organisations and Social Evolution*, Lawrence Erlbaum Associates, NJ.
- Gavin, J. F. (1985) Observations from a long term survey guided consultation with a mining company, *Journal of Applied Behavioral Science*, 21(2), pp 201-220.
- George, F. (1965) *Cybernetics and Biology*, Oliver and Boyd, Edinburgh.
- George, F. (1969) Behavioural Cybernetics (Models of Cognitive Behaviour). In Rose, J. (ed) *Survey of Cybernetics*, Iliffe Books, London.
- Gersick, C. J. (1991) Revolutionary change theories: a multilevel exploration of the punctuated equilibrium paradigm, *Academy of Management Review*, 16(1), pp 10-36.
- Gilbreth, F. B & Gilbreth, L. M. (1914) *Applied Motion Study*, Sturgis and Walton, New York.
- Ginsberg, A. (1988) Measuring and modeling changes in strategy. Theoretical foundations and empirical directions, *Strategic Management Journal*, 9, pp 559-575.
- Glaser, B. G. & Strauss, A. L. (1967) *The Discovery of Grounded Theory*, Aldine, Chicago.

- Glick, W. H., Huber, G. P., Miller, C. C., Doty, D. H. & Sutcliffe, K. M. (1990) Studying changes in organisational design and effectiveness: retrospective event histories and periodic assessments, *Organizational Science*, 1(3), pp 293-312.
- Glushkov, V. M. (1969) Contemporary Cybernetics. In Rose, J. (ed) *Survey of Cybernetics*, Iliffe Books, London.
- Golembiewski, R. T., Billingslev, K. & Yeager, S. (1976) Measuring change and persistence in human affairs: types of change generated by OD design, *Journal of Applied Behavioural Science*, 12(2), pp 133-157.
- Goodman, P. S. (1979) *Assessing Organizational Change: The Rushton Quality of Work Experiment*, Wiley-Interscience, New York.
- Gray, R. H. (1990) *The Greening of Accountancy: The Profession After Pearce*, ACCA, London.
- Gray, R., Bebbington, J., & Walters, D. (1993) *Accounting for the Environment*, ACCA, London.
- Greiner, L. (1972) Evolution and revolution as organisations grow, *Harvard Business Review*, 50, pp 39-46.
- Gulick, L. & Urwick, L. (1937) *Papers in the Science of Administration*, Institute of Public Administration, New York.
- Haken, H. (1977) *Synergetics: Nonequilibrium Phase Transitions and Self-Organisation in Physics, Chemistry and Biology*, Springer, New York.
- Hall, A. D. (1962) *A Methodology for Systems Engineers*, Van Nostrand, New York.
- Hall, B. P. (1994) *Values Shift*, Twin Lights, Rockport, MA.
- Hall, G., Rosenthal, J., & Wade, J. (1993) How to make reengineering really work, *Harvard Business Review*, November-December.
- Hamel, G. & Prahalad, C. K. (1989) Strategic intent, *Harvard Business Review*, 67, pp 63-76.
- Hamel, J., Dufour, S. & Fortin, D. (1993) *Case Study Methods*, Sage Publications, Newbury Park.
- Hammer, M. & Champy, J. (1993) *Reengineering the Corporation, A Manifesto For Business Revolution*, Nicholas Brealey Publishing, London.
- Handy, C. (1989) *The Age of Unreason*, Business Books, London.
- Handy, Charles (1990) *Inside Organisations*, BBC Worldwide Limited, London.

- Hanna, D. P. (1988) *Designing Organizations for High Performance*, Addison-Wesley, Reading, MA.
- Hannan, M. T. & Freeman, J. (1977) The population ecology of organisations. *American Journal of Sociology*, **82**, pp 929-965.
- Harnden, R. (1989) Outside and then: an interpretative approach to the VSM. In Espejo, R. & Harnden, R. (eds), *The Viable System Model*, Wiley, Chichester.
- Harman, W. & Hormann, J. (1990) *Creative Work*, Knowledge Systems Inc, Indianapolis.
- Harrison, R. (1970) Choosing the depth of organizational intervention, *Journal of Applied Behavioural Science*, **6**, pp 181-202.
- Harrison, R. (1972) When power conflicts trigger team spirit, *European Business*, Spring, pp 27-65.
- Hart, E. & Bond, M. (1995) *Action research for health and social care, a guide to practice*, Open University Press, , Buckingham.
- Hart, G. L. & Thompson, P. H. (1979) Assessment centres: For selection or development?, *Organizational Dynamics*, **7**, pp 63-77.
- Hedberg, B., Nystrom, P. & Starbuck, W. (1976) Camping on seesaws: prescriptions for a self-designing organisation, *Administrative Science Quarterly*, **21**, pp 41-65.
- Heims, S. (1991) *The Cybernetics Group*, MIT Press, MA.
- Hendry, Chris (1996) Understanding and creating whole organizational change through learning theory, *Human Relations*, **49**(5), pp 621-641.
- Henry, J. (ed) (1991) *Creative Management*, Sage, London.
- Herman, S. M. (1974) Goals of Gestalt Theraphy, *Professional Psychology*, pp 178-184.
- Herman, S. M. & Korenich, M. (1977) *Authentic Management: A Gestalt Orientation to Organizations and Their Development*, Addison-Wesley, Reading, MA.
- Hofstede, G. (1991) *Cultures and Organisations: Intercultural Cooperation and its Importance to Survival*, Harper and Collins, Glasgow.
- Holmberg, S. C. (1997) Team Syntegrity Assessment, *Systems Practice*, **10**(3), pp 241-254.
- Holter, I. M. & Schwartz-Barcott, D. (1993) Action research: what is it? How has it been used and how can it be used in nursing? *Journal of Advanced Nursing*, **18**, pp 298-304.

- Hume, David (1962) [1740] *Enquiries Concerning the Human Understanding and Concerning the Principles of Morals*, Clarendon, Oxford.
- Jackson, M. (1988) Evaluating the managerial significance of the VSM, *Journal of Management Studies*, 25(6).
- Jackson, M. (1993) Island ecodevelopment: Planning and management issues, *Systems Practice*, 6(5), pp 549-563.
- Jacobs, J. (1992) *Systems of Survival: A Dialogue on the Moral Foundations of Commerce and Politics*, Bury Free Press, Bury St. Edmunds.
- Jacques, E. (1951) *The Changing Culture of the Factory*, Tavistock Institute, London.
- Jacques, E. (1989) *The Requisite Organization, The CEO's Guide to Creative Structure and Leadership*, Cason Hall and Co, Virginia.
- Jaffe, D. T. & Scott, C. D. (1993) Building a committed workforce: An empowered organisation as a competitive advantage. In Ray, M. and Rinzler, A (Eds), *The New Paradigm in Business*, World Business Academy, New York.
- Janstch, E. (1980) *The Self-Organizing Universe*, Pergamon Press, New York.
- Jarillo, Carlos (1993) *Strategic Networks, Creating the Borderless Organization*, Butterworth-Heinemann Ltd, Oxford.
- Jayaram, G. K. (1976) Open Systems Planning. In Bennis, W. G. Benne, K. D. Chin, R. & Cory, K. (eds) *The Planning of Change*, 3rd ed., Holt, New York.
- Jenkins, G. M. (1969) The systems approach, *Journal of Systems Engineering*, 1(1).
- Jenner, R. (1985) Dissipative enterprises, chaos and the principles of lean organisations, *Omega*. 26(3). pp 397-408.
- Joba, C., Maynard, H. & Ray, M. (1992) *Competition, Cooperation and Co-Creation: Insights from the World Business Academy*, World Business Academy, New York.
- Johansson, C. R. (1997) The hourglass model for action research and organisational development, In Wilby, J, (ed), *Forum Two: Action research and critical systems thinking* Centre for Systems Studies, Department of Management Systems and Sciences, University of Hull, UK.
- Johnson, G. (1990) Managing strategic change: The role of symbolic action, *British Journal of Management*, 1, pp 183-200.
- Johnson, M. (1995) *Managing in the Next Millennium*, Butterworth-Heinemann, Oxford.
- Juechter, W. M., Fisher, C. & Alford, R. J. (1998) Five conditions for high-performance cultures, *Training and Development*, 52(5), pp 63.

- Judge, A. (1980) Metaconferencing, *Transnational Associations*, 32(10), pp 411-420.
- Juran, J. M. (1988) *Quality Control Handbook*, McGraw-Hill, New York.
- Kalleberg, R. (1990) *The construct turn in sociology*, Working Paper, Oslo Research for Social Research, Oslo.
- Kanter, R. M. (1984) *The Change Masters*, Allen and Unwin, London.
- Kanter, R. M. (1989) *When Giants Learn to Dance*, Allen and Unwin, London,
- Kaplan, R. B. & Murdock, L. (1991) Core process design, *McKinsey Quarterly*, 2. pp 246-262.
- Katz, D. & Kahn, R. L. (1966) *The Social Psychology of Organizations*, Wiley, New York.
- Katz, D. & Kahn, R. L. (1978) *The Social Psychology of Organizations*, Wiley, New York.
- Kepner, C. H. & Tregoe, B. B. (1981) *The New Rational Manager*, John Martin Publishing, London.
- Ketterer, R. F., Price, R. H. & Politser, P. (1980) The Action research paradigm. In Price, R. H. & Politser, P. (Eds) *Evaluation and Action in the Social Environment*. Academic Press, New York.
- Keynes, J. M. (1938) Discussion of R. F. Harrod's Presidential Address to the Royal Economic Society. In Morridge, D. E. (ed) (1976), *Keynes*, Fontana/Collins, London.
- Kiel, D. & Elliot, E (eds) (1995) *Chaos Theory in the Social Sciences: Foundations and Applications*, University of Michigan Press, Ann Arbor,
- Kirton, M. J. (1980) Adaptors and innovators in organisations, *Human Relations*, 33(4), pp 689-713.
- Klir, J. & Valach, M. (1967) *Cybernetic Modelling*, Iliffe Books, London.
- Kochan, T. A. & Useem, M. (1992) *Transforming Organizations*, Oxford University Press, New York.
- Kolb, D. and Frohman, A. (1970) An organization development approach to consulting, *Sloan Management Review*, 12, pp 51-65.
- Kolb, D. A., Rubin, I. M. & McIntyre, J. M. (1979) *Organizational psychology - an experiential approach*, Prentice-Hall, Englewood Cliffs, NJ.
- Koontz, H., O'Donnell, C. & Weihrich, H. (1984) *Management*, 8th edn, McGraw-Hill, Singapore.

- Kotter, J. P. (1996) *Leading Change*, Harvard Business School, Boston, MA.
- Kotter, J. P., and Heskett, J. L. (1992) *Corporate Culture and Performance*, MacMillan Free Press.
- Krippendorff, K. (1980) *Content Analysis: An Introduction to Its Methodology*, Sage, London.
- Krone, C. (1974) Opens systems redesign. In Adams, J. (ed) *Theory and Management in Organization Development: An Evolutionary Process*, NTL Institute, Roslyn, VA.
- Krovi, R. (1993) Identifying the causes of resistance to IS implementation: a change theory perspective, *Journal of Information and Management*, **25**, pp 327-335.
- Kuhn, T. S. (1970) *The Structure of Scientific Revolutions*, 2nd Ed. University of Chicago Press, Chicago.
- Kybernetes (1993) Profile and Academic Vita of Stafford Beer, *Kybernetes*, **22**(6), pp 8-14.
- Lathlean, J. (1994) Choosing an appropriate methodology. In Buckeldee, J. & McMahan, R. (Eds) *The Research Experience in Nursing*, Chapman and Hall, London.
- Latin, R. V. (1991) Cybernetics and network management (Viable system modeling), *Systems Practice*, **4**(4), pp 339-360.
- Lave, J. & Wenger, E. (1990) *Situated learning: Legitimate peripheral participation*, Cambridge University Press, Cambridge.
- Lawrence, P. R., & Lorsch, J. W. (1967) *Organization and Environment*, Harvard Business School, Boston, MA.
- Leavitt, H. J. (1964) Applied organizational change in industry: structural, technical and human approaches. In Cooper, W. W., Leavitt, H. J. & Shelley, M. W. (eds) *New Perspectives in Organizational Research*, Wiley, New York.
- Ledford, G. E. Jr., & Mohrman, S. A (1993) Self-design for high involvement: A large scale organizational change, *Human Relations*, **46**(1), pp 143-173.
- Ledford, G. E. Jr., Mohrman, S. A., Mohrman, A. M. Jr., & Lawler, E. E. III (1989) The phenomena of large-scale organizational change. In Mohrman, S. A., Mohrman, A. M. Jr., Ledford, G. E. Jr., Lawler, E. E. III, & Cummings, T. J. (eds) *Large Scale Organizational Change*, Jossey-Bass, San Francisco.
- Leonard, Allenna & Truss, Joe (1992) Preparing for World Syntegrity Launch. *World Citizen News*, November.
- Leonard, Allenna (1997) *Achieving Success Through Team Syntegrity*, Post-Conference Workshop, International Congress on Knowledge Management, London.

- Levy, A. (1986) Second order planned change: definition and conceptualisation, *Organizational Dynamics*, **15**(1) pp 5-20.
- Lewin. K. (1943) Psychology and the process of group living *Journal of Social Psychology, SPSSI Bulletin*, **17**, pp 113-131.
- Lewin, K. (1946) Action research and minority problems, *Journal of Social Issues*, **2**, pp 34-46.
- Lewin, K. (1947) Frontiers in group dynamics: Concept, method and reality in social science; social equilibria and social change, *Human Relations*, **1**(1), pp 5-41.
- Lewin, K. (1958) Group decisions and social change, In Swanson, G. E., Newcomb, T. M., and Hartley, E. L. (eds), *Readings in Social Psychology*, Holt Rhinehart and Winston, New York.
- Lewin, K. (1951) *Field Theory in Social Science*, Harper Collins, New York.
- Levin, M. (1994) Action research and critical systems thinking: Two icons carved out of the same log, *Systems Practice*, **7**, pp 25-42.
- Likert, R. (1961) *New Patterns of Management*, McGraw-Hill, New York.
- Likert, R. (1967) *The Human Organisation: Its Management and Value*, McGraw-Hill, New York.
- Lindstone, H. A. (1996) Technological slowdown or societal speedup - the price of system complexity?, *Technological Forecasting & Social Changes*, **51**(2), pp 195-206.
- Lippitt, R. & Radke, M. (1946) News trends in the investigation of prejudice *Annals of the American Academy of Political and Social Science*, **24**, pp 167-176.
- Lippitt, R., Watson, J. and Westley, B. (1958) *Dynamics of planned change*, Harcourt Brace, New York.
- Lippitt, R. (1983) Future before you plan, *NTL Manager's Handbook*, NTL Institute, Arlington.
- Loye, D. & Eisler, R. (1987) Chaos and Transformation: Implications of Non-Equilibrium Theory for Social Science and Society, *Behavioral Science*, **32**, pp 53-65.
- Lundberg, C. C. (1984) Strategies for organisational transitioning. In Kinber, J. R. & Quinn, R. E. (eds) *New Futures: The Challenge of Managing Corporate Transitions*, Dow-Jones Irwin, Homewood, IL, pp 60-82.
- Lyons, T. (1996) Shared learning: a proven participative change design, *The Journal for Quality and Participation*, **19**(2), pp 58-66.

- Mandel, Terry (1993) Giving values a voice: Marketing in the new paradigm. In Ray M. and Rinzler, A (Eds), *The New Paradigm in Business*, World Business Academy, New York.
- March, J. G. (1981) Footnotes to organisational change, *Administrative Science Quarterly*, 26, pp 662-678.
- Marrow, A. J. (1969) *The Practical Theorist: The Life and Work of Kurt Lewin*, Basic Books, New York.
- Martin, J. (1989) *Information Engineering: Volumes I-III*, Prentice-Hall, Englewood Cliffs.
- Maruyama, G. (1996) Application and transformation of action research in educational research and practice, *Systems Practice*, 9(1), pp 85-101.
- Maslow, A. H. (1943) A theory of human motivation, *Psychological Review*, 50, pp 370-396.
- Mason, R. O. & Mitroff. I. I. (1981) *Challenging Strategic Planning Assumptions*, John Wiley, Chichester.
- Maturana, H. & Varela, F. (1980) *Autopoeisis and Cognition: The Realization of the Living*, Reidl, London.
- Maynard, H. B. and Mehrtens, S. E. (1993) *The Fourth Wave: Business In the Twenty-First Century*, Berrett-Koehler Publishers, San Francisco.
- Mayo, E. (1933) *The Human Problems of Industrial Civilization*, Macmillan Press, New York.
- McGregor, D. (1960) *The Human Side of Enterprise*, McGraw-Hill, New York.
- Miles, R. E. and Snow, C. (1978) *Organization, Strategy, Structure and Process*, McGraw Hill, New York.
- Miller, E. (1967) *Systems of Organization*, Tavistock, London.
- Miller, D. & Friesen, P. H. (1980) Archetypes of organisational transitions, *Administrative Science Quarterly*, 25, pp 269-305.
- Miller, E. J. & Rice, A. K. (1967) *Systems of Organisation*, Tavistock Institute, London.
- Moggridge. D. E. (1976) *Keynes*, Fontana/Collins, London.
- Mohrman, S. (1993) Empowerment: There's more to it than meets the eye. *Tapping the Network Journal*, 4(1), pp 14-17.

- Mohrman, S. A., and Cummings, T. G. (1989) *Self-Designing Organizations: Learn How to Create High Performance*, Addison-Wesley, Reading, MA.
- Morgan, G.(1993) More on metaphor: why we cannot control tropes in administrative science, *Administrative Science Quarterly*, 28, pp 601-607.
- Morgan, G. (1986) *Images of Organisation*, Sage Publications, London.
- Mumford, Lewis (1956) *The Transformations of Man*, Harper & Bros., New York.
- Mullins, L. J. (1989) *Management and Organizational Behaviour*, Pitman, London.
- Myers, C. S. (1934) *An Account of the Work at the National Institute of Industrial Psychology During the Years 1921-34*, NIPP, London.
- Nadler, D. A. (1988) Organization frame bending: Types of change in the complex organization. In Kilmann, R.H., Covin, T.J., and Associates (Eds), *Corporate Transformation*, Jossey-Bass, San Francisco.
- Nagel, E. (1961) *The Structure of Science*, Harcourt, Brace and World, New York.
- Naisbitt, J. and Aburdene, P. (1985) *Reinventing the Corporation*, Futura, London.
- Narus, J. A and Anderson, J. C. (1996) Rethinking distribution: adaptive channels, *Harvard Business Review*, July-August, pp 112-120.
- New Economics Foundation (1996) *Participation Works! 21 techniques of community participation for the 21st century*.
- Nicholis, G. and Prigogine, I. (1977) *Self-Organization in Non-Equilibrium Systems*, Wiley Interscience, New York
- Nonaka, I. (1988) Creating organizational order out of chaos: Self-renewal in Japanese firms, *California Management Review*, 30, pp 57-73.
- Open Futures (1994) *Leadership Syntegration*, January 23-26, Alton, Ontario, Canada.
- Owen, D. L. (1992) *Green Reporting: The Challenge of the Nineties*, Chapman Hall, London.
- Owen, H. (1992) *Open Space Technology*, Abbot, Potomac, MD.
- Palmer, P. J. & Jacobson, E. (1970) *Action-research: A New Style of Politics, Education and Ministry*. National Council of Churches, New York.
- Parker Follett, Mary (1941) *Collected Works*, Harper and Brothers, New York.
- Parsons, T. (1960) *Structure and Process in Modern Societies*, Free Press, Chicago.

- Pavlov, I. P. (1927) *Conditioned Reflexes* (trans), Oxford University Press, London.
- Pedler, M. (ed) (1983) *Action Learning in Practice*, Gower, Aldershot.
- Perls, F. (1969) *Gestalt Therapy Verbatim*, Real People Press, Lafayette, CA.
- Peters, T. (1988) *Thriving on Chaos*, Alfred Knopf, New York.
- Peters, T. J. and Waterman, R. H. (1982) *In Search of Excellence, Lessons from America's Best-Run Companies*, Harper and Row, London.
- Perk, B. and Walsh, W. (1993) *Report on a Syntegration by Members of the Fall, 1993, CD 202 Class, Southern Illinois University, Carbondale*, unpublished report.
- Pettigrew, A. M. (1975a) Towards a political theory of organisational intervention, *Humans Relations*, **28**, pp 121-208.
- Pettigrew, A. M. (1975b) Strategic aspects of the management of specialist activity, *Personnel Review*, **4**, pp 5-13.
- Pettigrew, A. M. (1985) *The Awakening Giant*, Basil Blackwell, Oxford.
- Pettigrew, A. M. (1987) Context and action in the transformation of the firm, *Journal of Management Studies*, **24**, pp 649-670.
- Pettigrew, A. M. (1990a) Longitudinal field research on change: theory and practice, *Organisational Science*, **3**(1), pp 267-292.
- Pettigrew, A. M. (1990b) Studying strategic choice and strategic change, *Organisational Science*, **11**(1), pp 6-11.
- Pettigrew, A. M. & Whipp, R. (1991) *Managing Change For Competitive Success*, Blackwell, Cambridge, MA.
- Pettigrew, A. M., Ferlie, E. & McKee, L. (1992) *Shaping Strategic Change*, Sage, London.
- Piaget, J. (1972) *Psychology and Epistemology*, Viking, New York.
- Pinchot, G. and Pinchot, E. (1990) The intelligent organization. *Executive Excellence*, **7**(12), pp 17-19.
- Phillips, D. C. (1992) *The Social Scientist's Bestiary: A Guide to Fabled Threats to, and Defences of, Naturalistic Social Science*, Pergamon Press, Oxford.
- Phillips, L. D. & Phillips, M. C. (1993) Facilitated work groups: Theory and practice. *Journal of the Operational Research Society*, **44**(6), pp 533-549.
- Popper, K. (1959) *The Logic of Scientific Discovery*, Hutchinson, London.

- Porras, J. I. & Silvers, R. C. (1991) Organizational development and transformation. *Annual Review of Psychology*, **42**, pp 51-57.
- Porter, L. W., Lawler, E. G. & Hackman, J. R. (1975) *Behaviour in Organisations*, McGraw-Hill, New York.
- Prigogine, I., & Nicolis, G. (1977) *Self-Organization in Non-Equilibrium Systems*, Wiley, New York.
- Putney, S. (1972) *The Conquest of Society*, Wadsworth, London.
- Rajagopalan, N. & Spreitzer, G. M. (1997) Toward a theory of strategic change: a multi-lens perspective and integrative framework, *Academy of Management Review*, **22**(1) pp 48.
- Rapoport, R. N. (1970) Three dilemmas of action research, *Human Relations*, **23**, pp 499-513.
- Ray, M. & Rinzler, A. (1993) *A New Paradigm in Business, A New Consciousness Reader*, World Business Academy, New York.
- Reason, P. (1994) Co-operative inquiry, participatory action research, and action inquiry. In Denzin, N. K. & Lincoln, Y. S. (eds) *Handbook of Qualitative Research*, Sage, Thousand Oaks, CA.
- Reichers, A. E., Wanous, J. P. & Austin, J. T. (1997) Understanding and managing cynicism about organizational change, *The Academy of Management Executive*, **11**(1), pp 48.
- Revans, R. (1972) Action learning - a management development programme, *Personnel Review*, **1**(4).
- Revans, R. (1982) What is action learning? *Journal of Management Development*, **1**.
- Reid, D. (1989) Operationalizing strategic planning, *Strategic Management Journal*, **10**, pp 553-567.
- Richmond, B. (1990) *Systems Thinking: A Critical Set of Critical Thinking Skills for the 90s and Beyond*, High Performance Systems, Lyne, New Hampshire.
- Robb, F. F. (1985) Cybernetics in management thinking, *Systems Research*, **1**(1), pp 5-23.
- Roethlisberger, F. J. & Dickson, W. J. (1939) *Management and the Worker*, Harvard University Press, Cambridge, MA.
- Rogers, T. H. (1981) Strategic planning: A major OD intervention, *American Society for Training and Development*, ASTD Publications, pp 50-55.

- Rosenburg, V. L. (1998) And see ourselves as others see us: using General Systems Theory to differentiate managers from problems, *International Journal of Public Administration*, 21(5), pp 755-781.
- Rundall, T. G. & McClain, J. O. (1982) Environmental selection and physician supply, *American Journal of Sociology*, 87, pp 1090-1112.
- Salomons, R. C. (1992) *Ethics and Excellence: Corporation and Integrity in Business*, John Wiley, New York.
- Sanchez, R. & Heene, A. (1997) Managing for an uncertain future: a systems view of strategic organizational change, *International Studies of Management and Organization*, 27(2), pp 21-43.
- Sanford, N. (1970) Whatever happened to action research?, *Journal of Social Issues*, 26, pp 3-23.
- Sathe, V. (1985) How to decipher and change organisational culture. In Kilman, R. H. (ed) *Managing Corporate Cultures*, Jossey-Bass, San Francisco.
- Scarbrough, H. & Corbett, J. M. (1992) *Technology and Organisation: Power, Meaning and Design*, Routledge, London.
- Schaffer, R. (1988) *The Breakthrough Strategy: Using Short Term Success to Build the High Performance Organisation*, Ballinger, Cambridge, MA.
- Schechter, David (1991) Beer's "Organizational Tensegrity" and the challenge of democratic management, *Systems Practice*, 4(4), pp 303-317.
- Schechter, David (1993) Beer's 'Team Syntegrity' and the challenge of democratic Management. In Schwaninger, M., and Espejo, R. (Eds.), *Organisational Fitness*, Campus Verlag: Frankfurt.
- Schein, E. H. (1969) *Process Consultation*, Addison-Wesley, Reading, Mass., USA.
- Schein, E. H. (1980) *Organizational Psychology*, Prentice-Hall, Englewood Cliffs.
- Schein, E. H. (1983) *Organizational Culture: A Dynamic Model*, Working Paper No. 1412-83, February, Massachusetts Institute of Technology.
- Schein, E. H. (1985) *Organizational culture and leadership*, Jossey-Bass, San Fransisco.
- Schein, E. H. (1988) *Process Consultation. Volume I: Its Role in Organizational Development (2nd ed.)*, Addison-Wesley, Reading, Mass., USA.
- Schein, E. (1996) Kurt Lewin in the classroom, in the field, and in change theory: Toward a theory of managed learning, *Systems Practice*, 9, pp 27-47.

Schein, E. H. & Bennis, W. G. (1965) *Personal and Organizational Change Through Group Methods*, Wiley, New York.

Schmuck, R. and Miles, M. (1971) *Organizational Development in Schools*, National Press, Palo Alto, California.

Schon, D. (1983) *The Reflective Practitioner*, Basic Books.

Schuhmann, Werner (1990) Strategy for information systems in the film division of Hoechst AG, *Systems Practice*, 3(3), pp 265-287.

Schwaninger, Markus (1990) Embodiments of organizational fitness: The viable system model (VSM) as a guide, *Systems Practice*, 3(3), pp 249-264.

Scott, B. (1980a) The Cybernetics of Gordon Pask, Pt 1: Genesis of a Theory, *International Cybernetics Newsletter*, pp 327-336.

Scott, B. (1980b) The Cybernetics of Gordon Pask, Pt 11: The Theory of Conversations, *International Cybernetics Newsletter*, pp 479-491.

Scott, W. R. (1987) *Organizations: Rational, Natural and Open Systems*, Prentice-Hall, New Jersey.

Selltiz, C., Wrightsman, L. S. and Cook, S. W. (1981) *Research Methods in Social Relations (4th ed.)*, Holt, Rinehart and Winston, New York.

Semler, Ricardo (1989) Managing without managers, *Harvard Business Review*, September-October, pp 76-84.

Semler, Ricardo (1993a) Managing without managers: An unorthodox approach to coping with complexity. In Schwaninger, M., and Espejo, R. (Eds.), *Organisational Fitness*. Campus Verlag: Frankfurt.

Semler, Ricardo (1993b) *Maverick ! : The Success Story Behind the World's Most Unusual Workplace*, Century.

Senge, Peter (1990) *The Fifth Discipline: The Art and Practice of the Learning Organisation*, Doubleday, New York.

Sekaran, Uma (1992) *Research Methods for Business, A Skills Building Approach, 2nd Ed*, John Wiley and Sons, New York.

Shareef, F. (1997) A Popperian view of change in innovative organizations, *Human Relations*, 50(6), pp 655-671.

Sheldon, A. (1980) Organisational paradigms: a theory of organisational change, *Human Organisation*, 21(2).

Shepard, H. & Blake, R. (1962) Changing behaviour through cognitive change, *Human Organisation*, 21(2).

Simon, H. A. (1947) *Administrative Behaviour: A Study of Decision Making Processes in Administrative Organizations*, Macmillan, New York.

Simons, R. (1995) Control in an age of empowerment, *Harvard Business Review*, 73(2), pp 80-88.

Skinner, B. F. (1974) *About Behaviourism*, Cape, London.

Smith, K. K. (1982) Philosophical problems in thinking about organizational change. In Goodman, P. S. & Associates (eds) *Change in Organizations*, Jossey-Bass, San Francisco.

Smith, M. (1998) Culture and organisational change, *Management Accounting*, 76(7), pp 60.

Smith, P. B. (1980) *Group Processes and Personal Change*, Harper and Row, New York.

Smith, D. (1993) *Business and the Environment, Implications for of the New Environmentalism*, Paul Chapman, London.

Smith, C. & Gemmill, G (1991) Change in small groups: a dissipative structure perspective, *Human Relations*, 44, pp 697-716.

Smith, M., Beck, J., Cooper, C. L., Cox, C., Ottaway, D. and Talbot, R. (1982) *Introducing Organizational Behaviour*, Macmillan, London.

Sofer, C. (1961) *The Organisation from Within*, Tavistock Institute, London.

Sommer, R. (1987) An experimental investigation of the action research approach *The Journal of Applied Behavioral Science*, 23(2), pp 185-199.

Spector, B. and Beer, R. (1994) Beyond TQM Programs, *Journal of Change Management*, 1, pp 63-69.

Sprague, R. H. & McNurlin, B. C. (1993) *Information Systems in Practice*, Prentice Hall, Englewood Cliffs, NJ.

Stace, D. A. (1996) Dominant ideologies, strategic change, and sustained performance, *Human Relations*, 49(5), pp 553-570.

Stace, D. A. and Dunphy, D. C. (1994) *Beyond the Boundaries, Leading and Creating the Successful Enterprise*, McGraw-Hill, Sydney.

Stacey, R. D. (1992) *Managing Chaos*, Kogan Page, London.

Stacey, R. D. (1993) *Strategic Management and Organizational Dynamics*, Pitman, London.

- Sterman, J. D. (1994) Learning in and about complex systems, *Systems Dynamics Review*, 10(2-3), pp 291-330.
- Stickland, F. (1998) *The Dynamics of Change*, Routledge, London.
- Stoner, J. and Wankel, C. (1986) *Management, Third Edition*, Prentice-Hall, Englewood Cliffs, NJ.
- Strebel, P. (1996) Why do employees resist change?, *Harvard Business Review*, May-June 1996, pp 86-92.
- Susman, G. I. & Evered, R. D. (1978) An assessment of the scientific merits of action research, *Administrative Science Quarterly*, 23, pp 582-603.
- Swanson, G. E., Newcomb, T. E. & Hartley, E. L. (eds) (1958) *Readings in Social Psychology*, Holt Rinehart and Winston, New York.
- Taguchi, G. (1986) *Introduction to Quality Engineering*, Asian Production Organisation, Dearborn, MI.
- Tajfel, H. & Fraser, C. (1981) *Introducing Social Psychology*, Penguin, London.
- Taylor, F. (1903) *Shop Management*, Harper, New York.
- Taylor, F. (1911) *The Principles of Scientific Management*, Harper, New York.
- Team Syntegrity Incorporated (1993) *Key Coordinator's Guide to The World Syntegrity Launch*, 23-26 July 1993.
- Team Syntegrity Incorporated (1994) *Investor's Guide*, 25 October 1993.
- Team Syntegrity Incorporated (1995) *Certification Process and Philosophy*, October 1995.
- Terborg, J. A., Howard, G. S. & Maxwell, S. E. (1980) Evaluating planned organisational change: a method for assessing alpha, beta and gamma change, *Academy of Management Review*, 5, pp 109-121.
- Torbert, W. R. (1989) Leading organisational transformation, *Research in Organisational Change and Development*, 3, pp 83-116.
- Tozer, E.E (1985) *Planning for Effective Business Information Systems*, Pergamon Press, Oxford.
- Truss, Joe (1994) Surplus Six, About Face. In Beer, Stafford, *Beyond Dispute*, Wiley, Chichester.
- Tsoukas, H. (1991) The missing link: a transformational view of metaphors in organizational science, *Academy of Management Review*, 16(3), pp 566-585.

- Tushman, M. L. (1997) The ambidextrous organization, *Journal of Business Strategy*, **18**(4), pp 42.
- Tushman, M. L., Newman, W. H. & Romanelli, E. (1986) Convergence and upheaval: Managing the unsteady pace of organizational evolution, *California Management Review*, **29**, pp 29-44.
- Van de Ven, A. H. (1987) Review essay: four requirements for processual analysis. In Pettigrew, A. M. (ed) *The Management of Strategic Change*, Blackwell, Oxford.
- von Bertalanffy, Ludwig (1968) *General Systems Theory*, Braziller.
- von Glasersfeld, E. (1997) A Cybernetician before Cybernetics, *Systems Research & Behavioral Science*, **14**(2), pp 137-140.
- Vickers, G. (1965) *The Art of Judgement*, Basic Books, New York.
- Waelchli, F. (1989) The VSM and Ashby's Law as illuminants of historical management thought. In Espejo, R. & Harnden, R. (eds), *The Viable System Model*, Wiley, Chichester.
- Waelchli, F. (1992) Eleven theses of general systems theory, *Systems Research*, **9**(4), pp 3-8.
- Waldersee, R. & Sheather, S. (1996) The effects of strategy type on strategy implementation actions, *Human Relations*, **49**(1), pp 105-122.
- Walker, J. (1990) Diagnosis and implementation: how a large cooperative employed a series of proposals for restructuring based upon a viable systems model, *Systems Practice*, **3**(5), pp 441-451.
- Walton, R. (1977) The Diffusion of New York Structures: Explaining Why Success Didn't Take. In Mirvis, P. H. & Berg, D. N. (Eds) *Failures in Organization Development and Change*, Wiley-Interscience, New York.
- Walter, W. G. (1961) *The Living Brain*, Penguin Books.
- Walter, W. G. (1969) Neurocybernetics. In Rose, J. (ed) *Survey of Cybernetics*, Iliffe Books, London.
- Warfield, J. (1976) *Societal Systems*, Wiley, New York.
- Waterman, R., Peters, T. and Phillips, J. R. (1980) Organization is not structure, *Business Horizons*, **June**, pp 14-26.
- Watzlawick, P., Weakland, J. H. & Fisch, R. (1974) *Change: Principles of Problem Formulation and Resolution*, W. W. Norton, New York.

- Wheatley, M. J. & Kellner-Rogers, M. (1996) Self-organization: the irresistible future of organizations, *Strategy & Leadership*, **24**(4), pp 18-25.
- Weisbord, M. (1987) *Productive Workplaces*, Jossey-Bass Publishers, San Fransisco.
- Weisbord, M. (1987) Toward third-wave managing and consulting, *Organizational Dynamics*, **15**, pp 20-21.
- Weisbord, M. (1992) *Discovering Common Ground*, Berrett-Koehler, San Fransisco,
- Weisbord, M. R. and Janoff, S. (1995) *Future Search: An Action Guide to Finding Common Ground in Organizations and Communities*, Berrett-Koehler, San Francisco.
- Weisbord, M. R. ad Janoff, S. (1996) Future Search: Finding common ground in organizations and communities, *Systems Practice*, **9**(1), pp 71-84.
- White, Leroy (1994a) Let's Syntegrate!, *OR Insight*, **7**(1), pp 13-18.
- White, Leroy (1994b) Development options for a rural community in belize - alternative development and operational research. international transactions Operational Research, **1**, pp 453-462.
- Whitney, D. & Cooperrider, D. L. (1998) The appreciative inquiry summit: overview and applications, *Employment Relations Today*, **25**(2), pp 17.
- Whyte, W. F. (ed) (1991a) *Participatory Action Research*, Sage, Newbury Park, CA.
- Whyte, W. F. (1991b) Introduction. In Whyte, W. F. (ed) (1991a) *Participatory Action Research*, Sage, Newbury Park, CA.
- Whyte, W. F. (1991c) *Social Theory for Action*, Sage, London.
- Wiener, Norbert (1948) *Cybernetics*, Wiley, New York
- Wiener, Norbert (1965) *God and Golem, Inc.*, Chapman and Hall, London.
- Wolstenholme, E. F. (1990) *System Enquiry: A System Dynamics Approach*, John Wiley, Chichester.
- Woodward, J. (1965) *Industrial Organization: Theory and Practice*, Oxford University Press, Oxford.
- Woolridge, B. & Floyd, S. W. (1990) *Bridging the gap between strategy and operations, the implications of middle management involvment in strategy*. Paper presented at the 10th Annual Conference of the Strategic Management Society, Stockholm.
- World Citizen News (1993) IT Worked, Syntegration Works!, **VII**(7).

Yin, R. (1984) *Case Study Research: Design and Methods*, Sage Publications, Beverly Hills, CA.

Yin, R. (1993) *Applications of case study research*, Sage Publications, Newbury Park.

Zand, D. E. (1974) Collateral organization; A new change strategy, *Journal of Applied Behavioural Science*, 10(1), pp 63-89.

Zand, D. E. (1981) *Information, Organization and Power*, McGraw-Hill, New York.

Zeffane, R. (1996) Dynamics of strategic change: critical issues in fostering positive organizational change, *Leadership and Organizational Development Journal*, 17(7), pp 36.

Zeleny, Milan (1990) Amoeba: The new generation of self-managing human systems, *Human Systems Management*, 9(2) pp. 57-59.

Ziman, J. J. (1968) *Public Knowledge, An Essay Concerning the Social Dimension of Science*, Cambridge University Press, London.

Zmud, R. W. & Armenakis, A. A. (1978) Understanding the measurement of change, *Academy of Management Review*, 3, pp 661-669.

Date	Client & Location	Opening Question	Comments
January 1993	Open, OISE, Toronto, Canada	<i>"What are, or will be, the major issues for human resource development in the next 15 years?"</i>	Sponsored by TSI and the Ontario Institute for Studies in Education (OISE); participants included professionals in the areas of Human Resource Development and Education.
February 1993	Democratic Left Party, England	<i>"What does the DL wish to achieve by 2015?"</i>	Sponsored by the Democratic Left party, and delivered by the TSI licensee Complementary Set; participants included members of the Democratic Left party in England along with members of some coalition groups.
July 1993	World Syntegrity Project - 23 events since 1993	<i>"How will we, as sovereign citizens, govern our world?"</i>	Sponsored by the World Syntegrity Project, 14 Syntegrations were held in different countries during the summer of 1993, and 9 subsequently, to deal with issues involved in world governance. Participants from communities, business, academia and government were invited by sponsors and organizers of each event.
October 1993	Carbondale, USA	<i>"How to make the world work for 100% of humanity in the shortest possible time through spontaneous cooperation without ecological offense or disadvantage to anyone?"</i>	Sponsored by Community Development, SICU, and Bill Perk and Wendy Walsh; participants were members of Prof. Perk's Community Development 202 class.
January 1994	Open, Millcroft Inn, Toronto, Canada	<i>"How do you, as leader, influence the design and structure of your organization?"</i>	Sponsored by the TSI licensee, Open Futures; participants included organizational leaders from business, academia and government.
June 1994	Open, Guild Inn, Toronto, Canada	<i>"How do you, as leader, influence the design and structure of your organization?"</i>	Sponsored by the TSI licensee, Open Futures; participants included organizational leaders from business, academia and government.
September 1994	EDL, Loveland, Colorado, USA	<i>"Suspending every judgment, concept and belief about Emissaries of Divine Light, what vision and strategies...?"</i>	Sponsored by EDL; all members of the Congress came together to deal with issues of vision and strategy.
November 1994	Open, Strathmere House, Ottawa, Canada	<i>"How do you, as leader, influence the design and structure of your organization?"</i>	Sponsored by the TSI licensee; Open Futures, participants included organizational leaders from business, academia and government.
November 1994	Carbondale, USA	<i>"How can Bucky's Old Man River City vision help us design and invent sustainable human communities for the 21st century?"</i>	Sponsored by the TSI licensee, ICOSA ⁿ ; participants included university students.

January 1993	Open, OISE, Toronto, Canada	<i>"What are, or will be, the major issues for human resource development in the next 15 years?"</i>	Sponsored by TSI and the Ontario Institute for Studies in Education (OISE); participants included professionals in the areas of Human Resource Development and Education.
February 1993	Democratic Left Party, England	<i>"What does the DL wish to achieve by 2015?"</i>	Sponsored by the Democratic Left party, and delivered by the TSI licensee Complementary Set; participants included members of the Democratic Left party in England along with members of some coalition groups.
July 1993	World Syntegrity Project - 23 events since 1993	<i>"How will we, as sovereign citizens, govern our world?"</i>	Sponsored by the World Syntegrity Project, 14 Syntegrations were held in different countries during the summer of 1993, and 9 subsequently, to deal with issues involved in world governance. Participants from communities, business, academia and government were invited by sponsors and organizers of each event.
October 1993	Carbondale, USA	<i>"How to make the world work for 100% of humanity in the shortest possible time through spontaneous cooperation without ecological offense or disadvantage to anyone?"</i>	Sponsored by Community Development, SICU, and Bill Perk and Wendy Walsh; participants were members of Prof. Perk's Community Development 202 class.
January 1994	Open, Millcroft Inn, Toronto, Canada	<i>"How do you, as leader, influence the design and structure of your organization?"</i>	Sponsored by the TSI licensee, Open Futures; participants included organizational leaders from business, academia and government.
June 1994	Open, Guild Inn, Toronto, Canada	<i>"How do you, as leader, influence the design and structure of your organization?"</i>	Sponsored by the TSI licensee, Open Futures; participants included organizational leaders from business, academia and government.
September 1994	EDL, Loveland, Colorado, USA	<i>"Suspending every judgment, concept and belief about Emmissaries of Divine Light, what vision and strategies...?"</i>	Sponsored by EDL; all members of the Congress came together to deal with issues of vision and strategy.
November 1994	Open, Strathmere House, Ottawa, Canada	<i>"How do you, as leader, influence the design and structure of your organization?"</i>	Sponsored by the TSI licensee; Open Futures, participants included organizational leaders from business, academia and government.
November 1994	Carbondale, USA	<i>"How can Bucky's Old Man River City vision help us design and invent sustainable human communities for the 21st century?"</i>	Sponsored by the TSI licensee, ICOSA ⁿ ; participants included university students.

<i>Date</i>	<i>Client & Location</i>	<i>Opening Question</i>	<i>Comments</i>
January 1995	Old Man River Project, St. Louis, USA	<i>"How can Bucky's Old Man River City vision help us design and invent sustainable human communities for the 21st century?"</i>	Sponsored by the TSI licensee, ICOSA ⁿ ; participants included politicians, Buckminster Fuller enthusiasts and local citizens of East St. Louis.
January 1995	Ministry of Education and Training, Toronto, Canada	<i>"How would a successful Regional Office add value to the client learner and what must we do differently in MET to accomplish this?"</i>	Sponsored by the TSI licensee, ICOSA ⁿ ; participants included Ministry of Education and Training staff.
February 1995	Union Bank of Switzerland, Zurich, Switzerland	<i>"How will you, as leader, influence the performance in your organization?"</i>	Sponsored by UBS; participants were members of the Senior Management team of Region Europe.
February 1995	EDESA & EDL, Mickleton House, England	<i>"What vision and strategies should form the basis for EDESA's approach to economic development?"</i>	Sponsored by EDESA, a private investment bank, and IVRT, a TSI licensee; participants were invited from business, academia and government to explore this question on behalf of EDESA and its project staff and make recommendations to EDESA's Board of Directors.
June 1995	Union Bank of Switzerland, Zurich, Switzerland	<i>"How will you, as leader, influence the performance in your organization?"</i>	Sponsored by UBS; participants were members of the Senior Management team of Region Europe.
July 1995	Team Syntegrity Region Canada	<i>"How will we invent our future?"</i>	Sponsored by TSRC; participants were primarily members of the local TS licensee network, joined by people from U.S. and Europe.
September 1995	EDL - Board Presidents	<i>"How should the emerging directions for the Emissaries be implemented?"</i>	Sponsored by EDL; participants were primarily Presidents of EDL Communities.
October 1995	Union Bank of Switzerland, Zurich, Switzerland	<i>"How will you, as leader, influence the performance in your organization?"</i>	Sponsored by UBS; participants were members of the Senior Management team of Region Europe.
October 1995	Team Syntegrity Region Europe	<i>"How shall TSRE mobilize its resources as a network to make a profitable business out of the intellectual capital available in Syntegrity?"</i>	Sponsored by TSI; participants were members of the emerging European TS network.

3

<i>Date</i>	<i>Client & Location</i>	<i>Opening Question</i>	<i>Comments</i>
October 1995	Israeli/Palestinian Centre for Research and Information	<i>"What are the obstacles to a resolution of the settlements issue and what politically viable options are available to deal with them?"</i>	Sponsored by IPCRI; this group of Israeli and Palestinian participants were subject matter experts in the settlements issues facing Israel and Palestine.
February 1996	Open, Geneva Park, Orillia, Ontario, Canada	<i>"In today's economy, how can we generate and share wealth in a way that promotes individual, regional and global well-being?"</i>	Sponsored by the TSI licensee, ICOSA ⁿ ; participants included those interested working with and promoting new economic paradigms and models.
March 1996	Friends of Stafford Beer, Mickleton, England	<i>"What is the (actual and potential) contribution of cybernetics, and Stafford's work in particular, to organisations and society?"</i>	Sponsored by special friends of Stafford Beer, and two universities; participants included cyberneticians from academia and business. (The outcome of this event is a publication and CD-ROM which were presented to Beer on the occasion of his 70th birthday celebration in September 1996.)
April 1996	Fast English Language School, Budapest, Hungary	<i>"How will we build our future together over the next five years?"</i>	Sponsored by the TSI licensee, Dialogos Inc., Hungary with the support of Alan Pearson and Garrick Filewood of TS and Karin Losscher-Jonkmans of Losscher and Associates in Holland; participants included teachers of English as a second language. Conducted in English and Hungarian.
April 1996	Alcoa Hungary, Szekesfehervar, Hungary	<i>"How should the ALCOA-KOREM FRP be transformed into multi-headed organization with lean, participative management?"</i>	Sponsored by Alcoa-Korem, Hungary, and Dialogos, Inc., Hungary, with the support of Alan Pearson, Garrick Filewood and Karin Losscher-Jonkmans; participants included managers and workers charged with working in a collaborative, team-based environment. Conducted in Hungarian.
May 1996	Swiss Tennis Association, Rotschuo, Gersau, Switzerland	<i>"What do we (the tennis clubs) have to undertake, that tennis remains/becomes attractive in Switzerland?"</i>	Sponsored by the Swiss Tennis Association and delivered by ZimConsult, the Swiss TSI licensee; participants included members of the Swiss Tennis Association, tennis club board members, tennis centre managers, trainers and coaches. Conducted in Swiss-German.

F

Date	Client & Location	Opening Question	Comments
May 1996	University Clinic (Inselspital), Bern, Switzerland	<i>"Which processes and projects do we define important to be considered for new INO (Intensive and Emergency Unit) of the Inselspital Bern?"</i>	Sponsored by the INO-Project of the Inselspital and the Hochbauamt Bern, and delivered by ZimConsult, the Swiss TSI licensee; participants of this partial Syntegration included representatives of all process and project groups involved in the planning process for the new INO-Unit, including management, professors, heads of clinic departments, doctors, nursing staff, logisticians, administrators, architects, politicians (education), and planners. Conducted in Swiss-German.
May 1996	IBM UK/ AMAZE, England	<i>"How will we build an award-winning 'adult numeracy learning environment' on CD-Rom and have it on the shelf by Christmas?"</i>	Sponsored by the multi-media company AMAZE Inc. and IBM U.K.; participants included project managers and team members from both companies, as well as external subject-matter experts involved in the design, development and production of a CD-Rom for adult learners.
May 1996	Democratic Left Party, England	<i>"What should DL be doing in the future?"</i>	Sponsored by the Democratic Left party, and delivered by the TSI licensee Complementary Set; participants included members of the Democratic Left party in England, including the executive committee, along with members of some coalition groups.
May 1996	St. Gallens University, Switzerland	<i>"What should be the future of management education?"</i>	Sponsored by St. Gallens University, and delivered by the TSI licensee Complementary Set; participants included final year business school students who took it as an option for a required non-credit synthesis course.
May 1996	EDL, Mickleton House, England	<i>"How shall we go forward together?"</i>	Sponsored by EDL, and delivered by the TSI licensee Complementary Set, with support from Garrick Filewod and Stephen Davies; participants included members of the local EDL residence community as well as members of the community of Mickleton.
June 1996	Institute for Self-Healing, Toronto, Canada	<i>"What is community?"</i>	Sponsored by the Institute and delivered by the TSI licensee Symmetry Systems; participants included people from all walks of life who share a desire to explore their suffering with the goal of growing into higher levels of consciousness.

57

Date	Client & Location	Opening Question	Comments
July 1996	British Trade Union Congress/ Ruskin College of Oxford University/ Unions '96, England	<i>"How can unions be relevant to a new generation?"</i>	Sponsored by the TUC, Ruskin College and Unions '96, and delivered by the TSI licensee Complementary Set; participants included senior officers and staff from the TUC, youth representatives, and young union officers as well as young activists from other non-profit/advocacy groups, academics, and 'typical young people'.
August 1996	Engineering Institute HTL (ISOe), Oensingen, Switzerland	<i>"What do we, as Engineering Institute, outside of teaching technical subjects, have to do, that the students, after finishing their studies, may successfully implement projects/ tasks in the industry? How do we together implement this within the framework of the ISOe quality-policy?"</i>	Sponsored by the Engineering Institute HTL (ISOe), Oensingen, and delivered by the Swiss TSI licensee, ZimConsult; participants included full and part-time professors, the management and representatives of the administration of the ISOe, as well as professors from other institutes (HFS and Engineering Institute HTL Grenchen-Solothurn). Conducted in German.
October 1996	Open, Shrine Mont, Orkney Springs, Virginia, USA	<i>"How will we as leaders/ colleagues influence the performance, policies and actions of our organizations?"</i>	Sponsored by Progressive Practices and TSI; participants included entrepreneurs, cyberneticians, and professionals from large American organizations and institutions.
November 1996	Ministry of Environment and Controloria, Gorgona Island National Park, Colombia	<i>"How should the state and society be organized in order to preserve the natural environment in Colombia?"</i>	Sponsored by the Ministry of the Environment and the Controloria in Colombia, and delivered by the Colombian TSI licensee, Kankurua Ltda.; participants included representatives from various government and non-government interest groups concerned with preserving and protecting Colombia's natural environment. Conducted in Spanish.
January 1997	Open, Steyl, The Netherlands Theme: "Busy, Busy, Busy"	<i>"How do I make conscious choices now about spending my time and energy, both professionally and privately, within the context of the expectations of my environment, such that I can look back with peace of mind and satisfaction?"</i>	Sponsored and delivered by the TSI Licensee, IcoDrome in Holland; participants included a diverse group of professionals, academics and artists. Conducted in Dutch.
March 1997	Trippel Systeme AG, Hergiswil (NW), Switzerland	<i>"How do I ensure as a Trippel employee our common future?"</i>	Sponsored by Trippel, a small furniture manufacturer in Switzerland, and delivered by the Swiss TSI Licensee Zimconsult AG; participants included all staff, the entire management, and members of the Board of Directors of Trippel. Conducted in German.

<i>Date</i>	<i>Client & Location</i>	<i>Opening Question</i>	<i>Comments</i>
May 1997	TSI International Licencee Event, The Netherlands	<i>"How will we structure the Team Syntegrity system, and operate together (now and later) so that every component of it is viable?"</i>	Specially designed to support TSI's business planning process; participants at this TSI-sponsored event included current and prospective licencees of TSI and members of the TS delivery and support networks.
May/June 1997	N.R.G. Benelux B.V. Nashuatec, The Netherlands	<i>Service as a Business; What are in your opinion important points of attention for a successful three year business plan of Business Services Benelux?</i>	Three Shortform Syntegrations (2.5 days) were sponsored by Nashuatec and delivered by Dutch TSI licencee Losscher Associates. Each infoset of 18 to 24 participants included first and second line managers (total 59) of Business Services Benelux, HRM, Marketing, EDP, Training and Sales. Conducted in Dutch.
July 1997	Faculty of Engineering, University des Andes, Bogota, Colombia	<i>How do we organize and integrate the faculty of engineering so that it can be a resource for development, a projection of the University, an effective support for the country and viable in its contribution to the socio-economic development of the country?</i>	Sponsored by the Faculty of Engineering of the University des Andes in Bogota, Colombia, and delivered by Kankurua Ltd.; participants included key administrators and professors of the faculty.
September 1997	New Times, Vision for London	<i>How should London be governed?</i>	Sponsored and delivered by New Times; participants were those with professional interest in municipal planning, government and services and included politicians (M.P. - Borough Counselors), journalists, agency people (e.g. Dept. of Transportation) charity executives, architects and planners, and think-tank people.
October 1997	Ministry of Traffic, the Netherlands	<i>How much space is there in the Netherlands for aviation?</i>	Delivered by IcoDrome, and sponsored by the Ministry of Traffic; participants included a diverse group of people from some 80 different organizations involved in the aviation industry in the Netherlands. Conducted in Dutch.
October 1997	Culture & Heritage Division, City of Peterborough, Ont. Canada	<i>What must we do to create, market and deliver a successful 'Canadian Festival' in Peterborough next summer that lays the foundation for a viable annual event? "</i>	Delivered by BusinessBuilder and sponsored by a coalition of community organizations; participants included artists, educators, and representatives of tourism, cultural, and performing arts organizations.

<i>Date</i>	<i>Client & Location</i>	<i>Opening Question</i>	<i>Comments</i>
October 1997	Scouting, the Netherlands	<i>What are the chances and threats for you, as a professional, in the changes of the regional and national organization, and how can you influence this process so that you and the organization can benefit from this and the threats be annulled?</i>	Delivered by IcoDrome and sponsored by Scouting the Netherlands; participants included both professionals and volunteers from the regional and national level of Scouting. Conducted in Dutch.
November 1997	YMCA, the Netherlands	<i>What is inspired YMCA-youthwork and how can we contribute to that?</i>	Delivered by IcoDrome; participants were a diverse group of people from within the YMCA organization (professionals and volunteers) and people from outside the YMCA with a similar organizational structure (like Scouting), or with an interest in the YMCA (pastors, church members, researchers in the field of volunteer work). Conducted in Dutch.
December 1997	Allied Plywood Inc. Coolfont, West Virginia Canada	<i>How can we build on Allied's unique ownership culture to make Allied the leader in its industry, today and in the future?</i>	Delivered by BusinessBuilder; participants were owner-employees in a home furnishing business (200 employees) facing strong challenges from new competition in the marketplace.

BLANK IN ORIGINAL

Formal Group Debrief

What was the most significant moment for you in the course of this Syntegration?

1. **Mitchell Gold** - One of the ideas that we had expressed, and has to be experienced, is the idea of breathing together as a group in order to connect. Asked SB if he felt that the idea of altering one's breathing is a way to change inwardly before changing outwardly - responded positively.
 - The significant moment in this event - in the meeting where I introduced this idea - was originally some resistance to the idea - came into subsequent meeting - didn't feel connected with the group - felt outside the group - most of the ideas were ones I had introduced - they had done breathing - I missed it - Tried to do it by myself to see if it would help me connect with the group- after about 20 minutes began to feel connected.
 - Suggest that you use this as a tool - it works!
2. **Bill Bradshaw** - One of participants has a very significant background - status and stature - when he began asking very penetrating questions, I found I had to give everything lots of thought.
 - The questions asked were: "What is this shit?- Why do we need this shit? - What the fuck are we here for? One of jobs in other life is assessing research proposals for government - these are questions we should ask more often - We had a little fun in our group - important relearning.
3. **Don Burrill** - Absent almost all day yesterday - what might have been the most important moments didn't happen for me - around the fireside was great!
4. **Boris Freesman** - Several stand out - associated with laughter we shared.
5. **Brian Dalzell** - This morning - woke up in the flow - had paper and pen and couldn't shut it off -thought to myself, this man has ruined my life with triangles - everywhere I looked that's what I saw - connected my personal life, etc.
 - We've struggled in our group to try to define what can't be defined.
6. **Sharon Burke** - Had a profound experience yesterday afternoon. Having been very skeptical - although found it interesting and stimulating - woke with no expectations yesterday -
 - Noticed that whole idea of spirituality kept creeping into the dialogue - liked it - in afternoon, was in a meeting with Joe - was seminal - a catalyst to what did happen - had a transformational experience - was feeling a little bereft in personal life - thinking intellectually about the process, but it came together with intuition - don't want to sound pretentious, but feel that this process can make a real difference in the world.
7. **Morley Lipsett** - An exquisite moment yesterday - group was listening to one another - one of the facilitators also entered into the conversation - a phrase came together -
 - "The essence of leadership is to ride the edge of discomfort in expanding our capacity to live, work and play with one another in a global community" - one more word went up - LOVE - we all dissolved in rapture.
8. **Sue Jewell** - Like Sharon - experience moving from skeptical, yet wanting to participate fully - felt that something would click - group I was in (breathing together) - lots of tension in the group - weren't sure what was going to happen - had made a commitment we would use the tool - Joe helped again - we were telling stories to one another - the experience permeated through the rest of the day - felt very welcome, very easy - energy was part of the whole thing - by last night, brain was going a mile a minute - powerful tool.

Open Futures Leadership Syntegration - Evaluations

9. **Cheryl MacLean** - An observation that I had as the days moved on - when it came to yesterday, critics were able to participate with a special kind of involvement - liked the building of the icosahedron.
10. **Deiter Heinrich** - Nervous to start this and tell this story at this time - reference to World Federalists - got into this work because of thinking I was doing during University - ever since then, have been very swept up with organizational issues - a lot of my thinking/inspiration got put on the shelf - have been trying to get back to this in the past while - don't have much academic training - this morning in the shower I found myself reflecting on SBs fireside chat - and a phrase came back to me - "when the student is ready the teacher appears" - feel like I may have met my teacher - this has been significant for me - will look for SBs books and find out a whole lot more about his work and his teaching - matches what I've been trying to find in my life - know this puts him (SB) on the spot - he'll probably be hearing from me.
11. **Bakri Ahmad**- Very nervous - SBs student - invitation - can I assist? - I've coordinated previously - in hindsight - I would not have missed this experience for the world - BF trying to convince people to change belief system and mind set a lot - fireside chat was invaluable for me - don't get the same resonance in the classroom.
12. **Lindsay King** - the moment is now - it is the sum and substance of the other moments we've had - even the embarrassing ones - getting invited here - meeting SB, Alan, other staff - only regret is that I haven't got to know all of you as I know some - inspired me to establish a church without dogma - the church of the icosahedron - dedicated to total health, justice, liberty - only one commandment - love one another.
13. **David Milne** - series of coincidences - came with commitment to the time, the process and the question - the incident was during the first half hour after arriving - felt like I had arrived in the new age - different than my expectations - tested my belief in process and leadership, etc. reinforces the value of diversity.
14. **John Proctor** - came for SB - moment I realized that this approach and people here were an affirmation of SB - SB has felt that despite his work, people are not called to action - isn't it nice college instruction - process is geared for democracy - it struck me that it's not that kind of approach at all - look here rather than there - two or three other people not only had the mental ability but also the willingness to deal with some very fundamental examples - I think I know where to look now for both angels and devils.
 - We are in the midst of the revolution - some people saw it, some back away - Morley L - "just go with the flow" - all of the preparation that we've had, all of the good fortune, gives us the opportunity in this kind of get together to talk about who owns information transforms - how do you get access to them - don't know how we come up with a whole new way, except perhaps through the replication, over and over, of using this kind of infocast - can lead to action - a fundamentally key question - just returned from three conferences - despite credentials, etc. they are talking about global governance - none of them came up with as rich a primordial stew as we've been dealing with here - not sure that this process can be replicated - did you see Sue leaving this morning? - she's taking away from here a lot of things that have not yet cooked - SB has a tremendously powerful technique here - TSI will be good stewards - you can kill angels and devils with it.
15. **Jocelyne Traub** - a real privilege for me - I've been very attracted to the model - I could see all the implications of the model when first met JT - It will take awhile before my experience gels - have been interested in the models - but now see people living it - felt it - don't yet understand what I've learned here - not just one moment that stands out - people became more themselves - also easier for me - as time went on - people showed more of their beingness.
16. **Charles Gregory** - spent a lifetime in group processes of one kind or another - my philosophy is based on the fact that everyone's reality is different and can't possibly be the same - given that - how do we get along together - importance of dreams - we haven't got a good system for reaching agreement - haven't seen a good model - over the past few years, SBs been telling me about Syntegrity - no single moment that I realized that it works - the process is very workable, and produces the results - tried to be both participant and observer at the same time - the way in which the groups mingled and interchanged - thought it was excellent - have never seen anything like it before - great to watch not only the words, but also people's experience change - unless you change experientially, you will not be convinced to do anything differently - I watched people having experiences that brought them to change in ways they wouldn't have anticipated - agreement is less important than the quality of experience people have together - that is what really

Open Futures Leadership Syntegration - Evaluations

ultimately happened - with another two iterations, the experience would have been universal - the intensity and quality of the experience has astounded people - thanks SB!

17. **Ron Polack** - I knew that I should be here because of the magical way that the door opened for me to be here - BF - then, coming here and moving through the first day, being in a context of erudite intellectuals and social skills - the magic opens the door and then you find work to do - treading water most of the day - then in the session that we had, the last on the first day - only three rather than five of us - wondering why here, then found that we were dancing on the water - that was a touching experience and opened the door for more to happen - I am touched - a week long experience in this process, though tough to do, is what I'd like.
18. **Stan Middlestadt** - hard for me to say - feel I'm in it right now - got heightened last night during the talk by SB - I'm emotional - I know I'm in a transformation that is going on now - it's in my body - not sure what's actually going on - stimulated a lot of activity within me - decision point in graduate school - put cybernetics aside - this has put me into a different state - it's all the interaction - honoured to be here.
19. **Arun Kudian** - not a particular moment - a total experience - look out at the world - looks hopeless - gives me a ray of hope that it is still possible to save humanity in some way - the willingness and some knowledge of how to go about it.
20. **David S** - only thing I can say is that this is a lot of hard work - but the task is fun.
21. **Dan** - Got exact opposite teams than I wanted - went through the whole process of prioritizing - got my scoring back and didn't even have my third choice - rather than complain - will go along - process worked well - perhaps even better for me - very nice experience.
22. **Bill Perk** - had the good fortune to participate in two prior syntegrations, so had some idea what I was getting into - the Orthogonal meetings at dinner - knew that there were mechanics involved in quantum set to build the icosahedron - then had dinner with these people - when you play with the Orthogonal set, some very interesting things happen - that was one of the most fun interactions - cast all assumptions aside when you get into this process.
23. **Greg Yarrow** - I don't know where to begin - have heard so much and agree with much of it - lots of learned people here - want to cite a reference that sums up my experience - the Muppets Christmas carol - I'm Charles Dickens - here to tell you a story - rat says I'm here for the food - I'm somewhere between - experience is one of walking the talk - when discussing leadership, you expect people to behave like leaders, and I was not disappointed - able to act the fool when wanted to, etc. - listened to some very good stuff - has a lot to do with the design - could just fall into the process - trusted the process and it worked.
24. **Sue Sheldon** - (related by Sue Jewell) left this morning - very emotional - didn't want to leave - extraordinary experience - last group helped her to accept motherhood as leadership - carries the role with a great deal of pride - she is at Sick Kids with her son - send thoughts to SS.
25. **Joe Truss** - WOW!

Open Futures Leadership Syntegration - Evaluations

Quantitative Evaluations (17 responses)

Question	Average	Low score	High score
1. Did you enjoy yourself?	6.29	5	7
2. Was the experience different?	5.94	5	7
3. Did you gain insight into topics?	5.29	2	7
4. Did you gain insight into group processes?	5.41	3	7
5. Did you gain insight into yourself?	5.29	2	7
6. How much reflection did you do overnight?	5.06	1	7
7. Did the <i>Problem Jostle</i> work?	4.71	2	7
8. Did the <i>Hexadic Reduction</i> work?	4.82	3	7
9. Did the <i>Topic Auction</i> work?	4.88	2	7
10. Did the <i>Outcome Resolve</i> work?	5.47	4	7
11. Did the <i>Orthogonal Meetings</i> work?	5.06	2	7
12. Were you enabled to contribute your skills?	6.12	4	7
13. How would you rate this conference compared to other "search conferences" you've attended? (Leave blank, if appropriate)	5.88	5	7
14. Did you experience the pull of Syntegrity?	5.38	2	7
15. Did you experience reverberation via iteration?	5.00	1	7
16. Are you motivated to act on what you learned?	5.88	4	7
17. Did you feel the equality implied by the design?	6.12	5	7
18. How appropriate was the facilitation?	5.63	4	7
19. How willing would you be to follow-up the Statements from this Syntegration?	5.69	4	7
20. How willing would you be to attend another Syntegration?	5.88	3	7
21. Did your group achieve a high creative standard?	5.93	4	7
22. Would you recommend this approach for use in your organization?	5.88	4	7
23. Do you expect that it will take some period of time before you are able to integrate or internalize this overall experience?	5.06	2	7
24. Do you think the whole group deserves congratulations?	6.56	5	7

Evaluation Comments

Question No. 16 - Are you motivated to act on what you learned?

Describe briefly what you have learned:

- I have many more questions.
- Leadership is a matter of creative intuition that draws on the whole person.
- The process works. Listening works.
- Information transforms area - key to power and positive and negative outcomes.
- More of the track I have been following.
- Content - areas of relative resistance to various aspects of leadership. Process - reinforced issues of user acceptance.
- That the willingness to come together and consider the human condition as an important topic of discussion is still alive.
- That leadership roles and functions are in a process of drastic change and evaluation.
- Less than I ought to have done, and than I would like to have done.
- "Shit" allows for deep reflections; i.e. simple, frank questions are okay and illuminate; permission to be outrageous begets respect, appreciation and accomplishment.
- My own personal potential. Role of groups in leadership. Emotional aspects of leadership.
- How a good structure can create the conditions for both safety/security and for freedom of expression.
- Very powerful and effective process - needs 5 days, however, to deepen concepts and generate powerful and high quality statements.
- Leadership is a "western" concept and is intrinsic in each individual being.
- Importance of process is breaking down barriers between people.
- Here is a system which has relevance for the core of the organization I'm a part of.
- Leadership is an attitude and a skill.

Describe briefly what you would be acting on and how:

- I need to seek methodologies for overcoming my blockages. I'll speak to Stephen Davies.
- Networking with others - using the "report" to write out a leadership program, etc.
- In the World Academy of Arts and Science world governance project.
- On organizing a new approach to spreading faith.
- Process - how to conceptually integrate - if, then when to pilot.
- This issue has not crystallized yet in my mind.
- Reconsidering my own function as a "leader" and challenging others to do the same.
- I'd like to be able to do this.
- Not clear at this moment.
- Personal actions with committee.
- Explore situations/opportunities to pilot process at Xerox. Explore modifying process with Joe and Christine to build in more logistics flexibility.
- Leadership is FUN; generate and facilitate feeling of openness, love, honesty and truthfulness to everyone and anyone.
- Using information as point of contact for organization. Look to the process more deeply.
- Creating a learning community.

Open Futures Leadership Syntegration - Evaluations

Question No. 18 - How appropriate was the facilitation?

Please tell us what you liked and what you didn't like about:

Overall Facilitation:

- Facilitation managed to be invisible until necessary. Excellent ability to integrate information.
- Clarity and "tone" was very good.
- 95%.
- Fine.
- Very good.
- Meta - Purpose unclear - design appropriate?/Macro - Icosahedron - Looks promising/Micro - Small group process - weak/Data - Data management needs automation.
- Was appropriate within the present organizational structure.
- Still many "glitches" to be considered and ironed out.
- Liked - logistics and setting were A+. Didn't like Monday am - a somewhat wooden start. Liked again Wednesday am completion - a great question that released self expression. Liked Stafford's Sunday night intro.
- Clear instructions, non-intrusive, supportive models.
- Excellent. Non-obtrusive.
- Good.
- Especially Alan Pearson - brilliant. Overall - excellent.
- Excellent - intelligent ongoing perceptions of our processes - great steerage.
- Simple, clear, not overdone or imposed.
- Truly represented invisible leadership.

Facilitation of Outcome Resolve meetings:

- Consisted mostly of note-taking and time-reminding. I wondered what kind of difference it would have made to have a facilitator at the table.
- 75% - groups didn't know how to best use facilitators, or scribes.
- Especially good, but 5 rather than three days would increase resolve.
- Facilitators could be more interactive, at least as to process, if not content.
- It was largely invisible, for which reason (in part!) I did not attend to it critically.
- In the background, not intrusive, therefore good.
- Non-intrusive, supportive, responsive.
- Good.
- As above.
- Wide ranges - some skillful facilitation would have helped groups whose individuals did not "hear" one another, or who were unwilling to build bridges between differing points of view.
- Could not make a distinction.
- It was looser with not enough time or organization to do a consistently good job.
- Very subtle, with clarity.

Open Futures Leadership Syntegration - Evaluations

Question No. 24 - Do you think the whole group deserves congratulations?

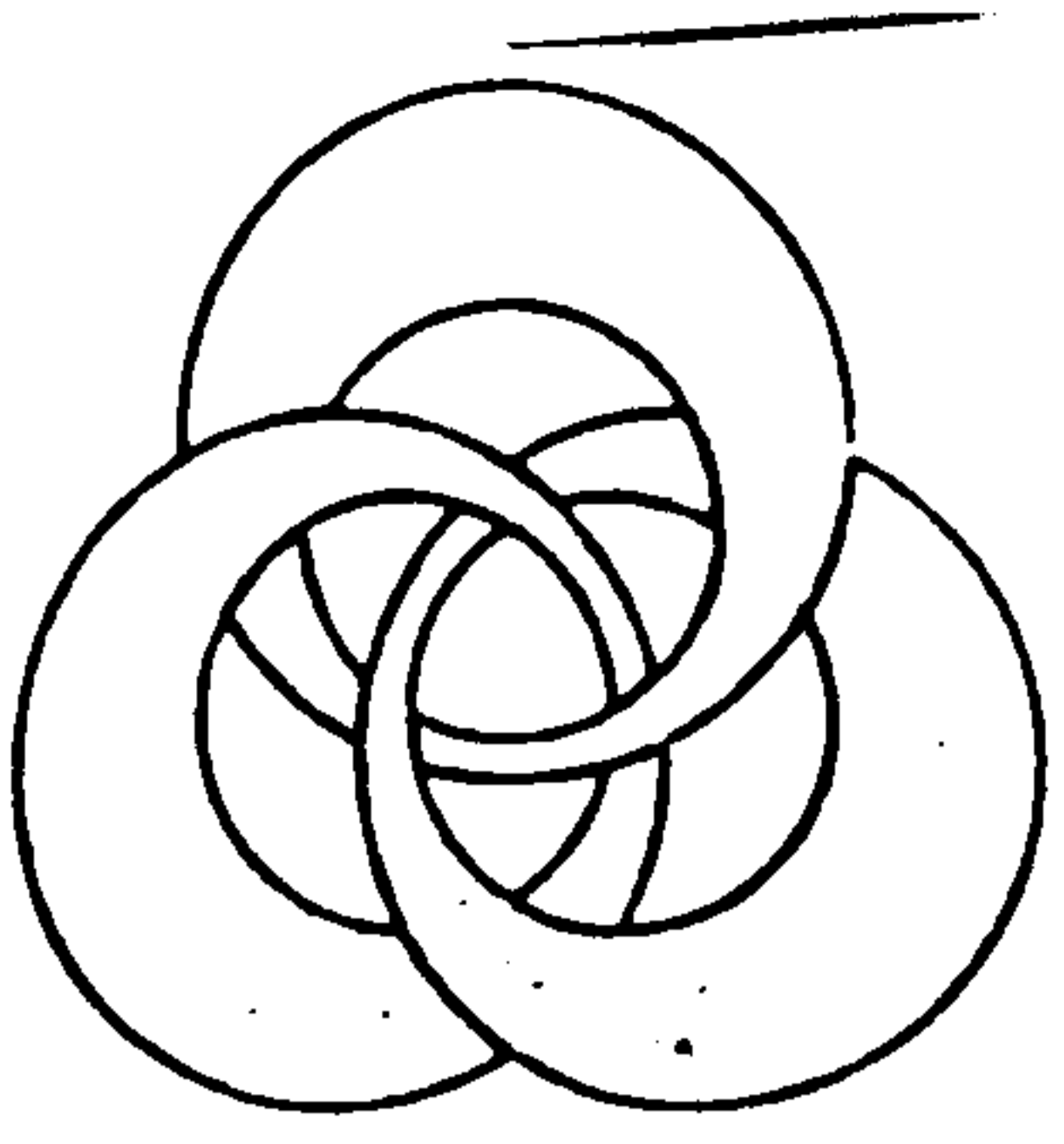
- Yes, because everyone took a leadership position.
- I don't know how to answer this in a meaningful way.
- Yes, there was obviously a shared identity and understanding. Very supportive of each other - socially aware, seeking to build a constructive environment.
- Yes, both support and participants deserve congrats in combination.
- Yes, of course.
- Yes, most of the people brought all of themselves to the session; those that didn't learned to bring more for next time.
- Yes, for their willingness and participation.
- Yes, for faith, perseverance and openness.
- Yes, just now, I don't think I can verbalize that. It may perhaps not be verbalizable.
- Yes, for letting go of preconceptions, overcoming shyness, allowing and caring for each other, and seeing a light in one another.
- Yes, hard work, openness, willingness to contribute.
- Yes, because of the completely democratic nature of the process there was very full participation.
- Yes, high degree of willingness to contribute; discipline in following process.
- Yes, everyone made an effort to self-discover and share the experience with each other and the group.
- Yes, we as a group maintained the integrity of the process for a higher purpose (ie: that we could all use the process as a learning experience).
- Yes, they hung in there (those that did) which forced them to move to new levels of integration.
- Yes, level of trust and respect that was built.

Other Written Comments

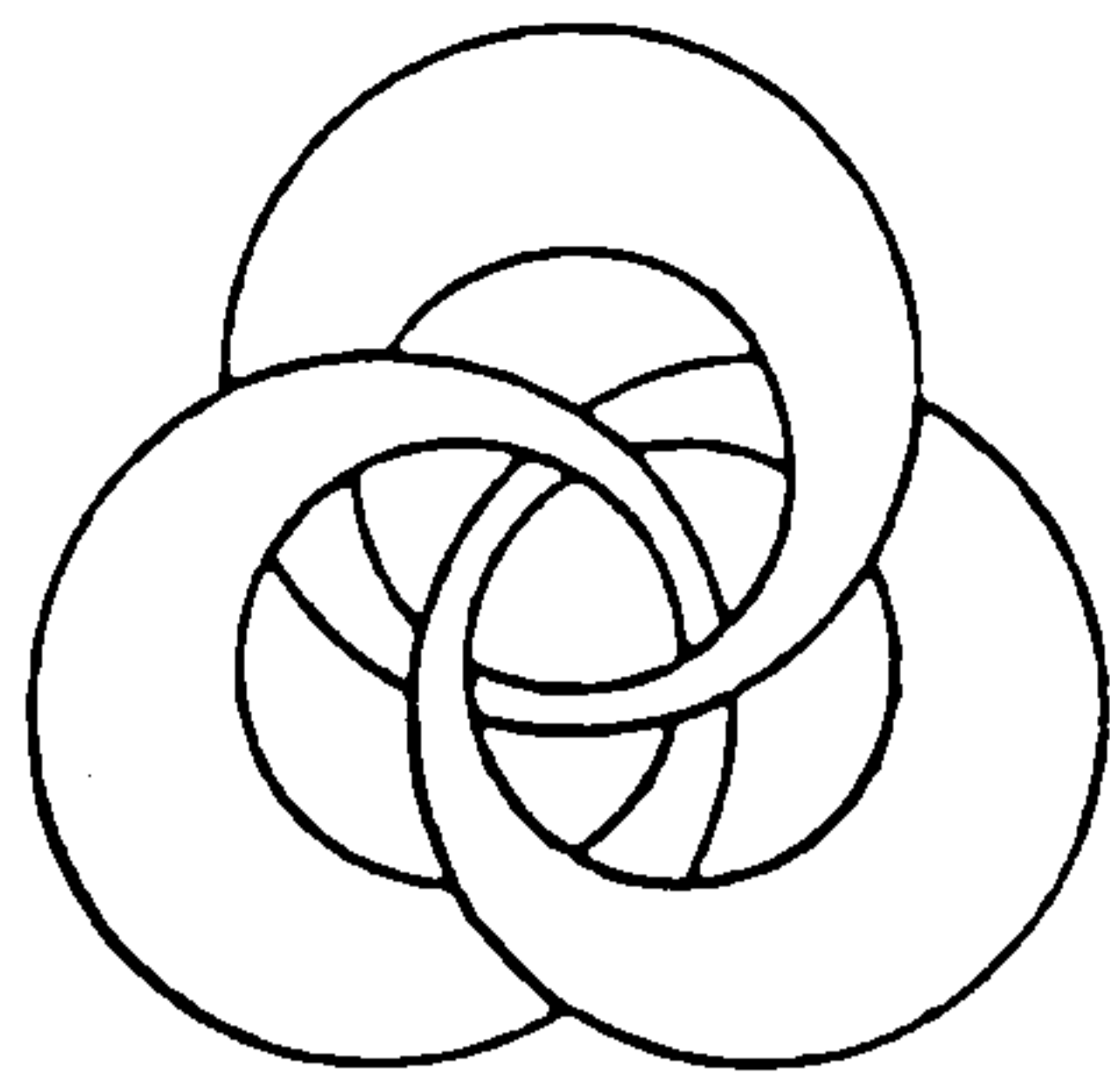
- "So much to say, but I don't feel able to say it here and now, given the shortage of time. I'll give more input later.
- The experience turned up a lot of personal stuff which will have reverberations and I'm confident will ultimately make me more effective.
- The output of the group as a whole, ie: the statements, is of more questionable value as a "product" of the high calibre of the participants. The ethic of "participate in any way you like" may be at odds with the goals of synergy and integration."
- "Stafford's opening was too long - the discussion about "icos" development S/B integrated into whole process or left as background for those who wish to know more.
- Fabulous support ie: getting documents and copies so quickly - also very good "process" support from facilitators.
- The mix of participants was good.
- Next time, more lead time (rolling delphi) - type work could lead to stronger opening statements - eg. you could have used our submitted material as some form of 'ice breaker'."
- "Reduce the getting ready with theme prepared in advance and begin with Auction, thereby providing more free time during a three-day run."
- "It was a holistic one that I intend to implement. I belong to a group organizing a church without dogma and based on the command "Love God and one another."
- "Please 'discuss notes' (haha!) from long debriefing over Wednesday lunch - Joe, Alan, Steve, etc."
- "There is hope."

Open Futures Leadership Syntegration - Evaluations

- "My initial problem with Syntegration is the name. It sounds strange to my ears and not especially inviting. On the other hand there's the reputation of Stafford and his associates. So what there was to do was to try it. Well, the setting, the people, the food, the friendship - and somewhere throughout the experience the process itself all came together in a most enjoyable experience. What I'll do with it or what it will do with me remains to be seen. I will be paying much more attention to couplings, to 3-dimensional space, and to tensions and strengths in relationships and nature over the next two weeks and by mid-February I expect to have some notion of what to do next with this. Thanks for the enormous amount of work and devotion all of you are putting into this."
- "Benefits to me were at very personal level in terms of my own options and at a conceptual level in terms of the role of groups."
- "For the purpose of generating statements such as the ones we generated in this syntegration, the process is very powerful - policy formulation, strategy formulation, philosophies, value statements. For taking them further to problem solving and action planning and implementation, my intuition says the process would still be effective, but would probably require modification. Can the process be modified? If so, how? How much flexibility is there to change things without diluting strength?"
- "Dear Brothers/Sisters in TSI/Open Futures - I don't know if this is relevant to the question for this purpose (ie: thoughts about the experience of Syntegration). However, I personally feel that if all four sets of FSI are given to anyone who attended any one of these Leadership conferences/syntegrations (or the series of 4 Syntegrations) you will perhaps attract more corporate/business leaders for the next three. Just a marketing thought! although I am sure that syntegration sells itself."
- "Note: My criticism is only an observation that could be reflected on to improve the overall outcome/process - drafting of documents process leaves responsibility of content and interpretation up to drafter. Errors and omissions or opposing views not reflected, nor is there a mechanism for correction before next step. This is not important until last step as each meeting allows for input. It was critical in last step. Key issues must be championed through to end. Therefore the more you push a concept idea the more likely it will flow through to end. This is not a new idea, of course, but if one is not familiar with the process one might think that a thought once uttered has a life of its own. This tends not to be the case and requires consistent vigilance to bring forth its value and meaning - ie: breathing together, prime directive, power of story."
- "This I see as an excellent "inspired" method of exploring a topic and the chemistry of interpersonal interaction. I am excited at employing this method, with experienced surround and facilitation, within the executive core structure of my organization (the organization of which I've been a part of for 30+ years). The model has, I sense, many applications in our changing world. We'll see..."
- "I'll be writing you a letter - I promise."



Network for Human Scale Development (SA)



National Office : 88 Station Rd, Observatory 7925, Cape Town.
P O Box 34 678, Groote Schuur, 7937, South Africa

Phone 448 7113 Fax 448 7855. Code : Local (021) Overseas 27-21

18 April 1995,

Professor Stafford Beer
Chairman: Team Syntegrity Inc
Canada

Dear Professor Beer

Thank you for your dedication in formulating *Team Syntegrity*. My recent experience of the power of the methodology in a strategic planning application has become a rich source of fascination to me. I have to admit that it was one of the most enriching development experiences I have ever had - and I claim to be a specialist in human development.

Not only did it afford me the opportunity to make the fullest possible contribution of Human Scale Development theory to the issue, but the creative contribution of everyone of the 29 other participants was integrated into a whole that considerably exceeded the sum of the individual parts: and we had some real heavyweights in economics, education, art, ecology, music, politics, journalism, health care, banking, etc. Even if one considered oneself a lightweight, somehow the process created space for the most humble of contributions to influence the 'outcome resolves' because power was so effectively distributed by the unique dynamics of the icosahedral structure. This is not to say that the resolves were compromising, lose-lose, 'motherhood and apple pie statements'. They were challenging and creative enhancements that left everyone feeling deeply resolved to making it all happen. For me the closing plenary was worth every cent spent getting there. I remarked to the assembly;

"People have been asking me as what 'Human Scale Development' is. Reflect for a moment on this wheel of fundamental human needs (see attached), and ask yourself the question, 'have I experienced the synergic satisfaction of my fundamental human needs over the past 5 days?' If so you have *experienced* Human Scale Development."
(thunderous applause)

Syntegration scores full marks as a synergic satisfier. I believe it is a methodology that powerfully engenders development on a human scale: A 'sizzle to go with the sausage' of Human Scale Development theory. I look forward to further collaboration in shifting the paradigms of development praxis.

Yours

John Clarke
National Coordinator
Network for Human Scale Development (South Africa)

Councillors

Busi Gcabashe (chairperson), Christina Henda, Lindile Jela, Jacques Joubert (treasurer), Rob McGregor, Kenry Meyer (vice-chairperson), Linda Msomi, Inga Moizen (media officer), Delani Shabane, Neville Swartz (secretary), Philip Visser

National Co-Ordinator : John Clarke

BLANK IN ORIGINAL

BAKRI

To Congress from Rodger Hyodo, Tessa Maskell and many others
May 31, 1996

THE MICKLETON SYNTEGRATION PROCESS - MAY 24 - 27 1996

From Rodger Hyodo:

On behalf of the Board, Tessa and I have put together a proposed "context" for the Syntegrity weekend here at Mickleton. In the end the proposal was realised to be an amalgamation of most of each individual's hopes and visions.

A unanimous conclusion was reached for the Charity in Mickleton House to become a "Sanctuary Centre" and the Mickleton Community aspect to become an autonomous community made up of private homes, farms etc and Mickleton House holding fewer residents in a more private and separate part of the building. They would have a more contained and protected "home" and are seen as a central ingredient to the sanctuary and will be free to be part of the larger autonomous community. All the necessary research into legalities, logistics and financing is under way.

It was seen that Mickleton House will need some renovations to separate the residential home more distinctly from the rest of the building. This would enable the Sanctuary Centre to effectively expand into a larger and more specific working part of the building for Charity events, other appropriate* groups' events/activities and Alternative Health Practitioners eg Massage, Zero Balancing, Chinese Medicine etc.

Our own Attunement and Emissary services and activities will be at the core of the Sanctuary Centre. We are also looking at the legalities of having a Wholistic Nursery 3 mornings a week, and child care provision for the parents who come here for activities. It will be quite a different set-up, including the re-opening at the heart level - vibrationally - to younger people. The larger "autonomous" community will take on an identity of its own, no longer guided or managed by the Emissary Council/Board. Instead it is felt that by simply BEING Emissaries there will be the common spirit and bond in action. And various ones will naturally take the focus for different natural cycles. This was a daring and great breakthrough - another step in people taking further responsibility for their own lives (and having one), and the Charity moving on to the next cycle.

* as is seen by the Board and the Charity Manager, although all input is welcomed, as was exemplified by the Syntegration process itself.

From Joy Cole:

During the process I was able to find my own voice, to voice my own shadows - and to be listened to in a way that I hadn't previously found to be possible. I had the experience of moving into a different space, both loving and energetic, in my interactions with others, individually and collectively... Hallelujah!

From Janet Wagstaff:

It felt safe inside the icosahedron being a strut. Getting on with the tasks in hand I witnessed my own games, my withholds from life, setting up those I have always "revered" as responsible, not me! Then I just got it; its me! I am the one and it is exquisite being me!

From Russell Brown:

I enjoyed the rich mix in the weekend of;- visioning, information exchange, clarification, debate, interpersonal sharing/healing/clearing. There was a potent move into "I" statements once it was recognised that there was a strong shadow surrounding "We" statements, including those dressed up. Example: "This is just my view but we are all stuck...."

One of the most potent ingredients in the weekend was the visible demonstration of commitment, and the ownership of what "I" want to do. I heard this encapsulated in a sentence, "I'm concerned with the spiritual regeneration of the human race, but starting with me!"

Throughout the intense deliberations, I saw a sub-plot at work wherein individuals volunteered, were confronted or stewarded into face to face clearings of misconceptions, projections and mishearings. I think that it is vital to build up a repertoire of tools to aid in this process of cleanly talking to and clearly hearing one another.

From Carole Brown:

"How do we go forward together....?"
From Hesitation.....to Realisation
From Withholding.....to Unfolding
From Impatienceship.....to Relationship
From Stagnation.....to Gyration
From Polarity.....to Hilarity
.....Attunement.....

Coalescence, Effervescence, Syntillating, Syntegrating andDANCE.....into a
WHOLE NEW WORLD.

From Leen Deprez:

Being in the Syntegration process with my very best friends from the La Vigne and Mickleton communities was very precious to me...my heart is now in both places! The **sister** communities have now a more tangible vibration and an equal direction/intention: go for what your heart wants and speak **your truth from your heart!**

The process itself was one of very hard work. I had my struggles and frustrations but my commitment to go forward together (whatever that would be) and seeing my name on one of the struts of the icosahedron and....much more.....kept me going!

I was deeply touched when people started to step into the centre of the circle and made commitments for themselves and for the Mickleton community.

I learned that what works for a community is not so different from what works in my life. It's where my passion is....in people....in self-healing....in my shadows....in a coffee break....in a chocolate cake....and in....

From Jean Turner:

Time enough to say what I really mean, and to hear what is really being said, and to discover that there is no conflict between the longing of individual hearts and that there is no-one and nothing preventing me/us from going for, and getting, what I/we truly want.

From Keith Turner:

Throughout the weekend and since I have marvelled at how this process allowed us to tackle a complex subject so effectively. I know of no other vehicle that could allow so many people to have an input on so many different aspects of the task, and in a way which, for me anyway, left me feeling intellectually and emotionally satisfied.

From Nicky Martin:

This process is gifting me with an experience of profound transformation and integration. The sacred geometry is the container through which an energetic vibration of spirit connects me to every one of the group. This is enabling me to open my heart to my truth and passion and is lovingly revealing to me what gets in the way of my authority and power. My mind, my body and my spirit are dancing and weaving through the light and shadows of our seemingly disparate visions of how we want to be together, and as we move around and around I feel the dawning of clarity and accord. What joy! I am immeasurably enriched and so is my world.

From Helen Doman:

Was it the sheer desperation of the last ditch stand? Was it the framing of the critical question? Was it this seemingly strange and complicated process called Syntegration? Was it the trust the facilitators had in the process or ours in them? Was it this solid stone building with so much meaning as home and setting? Was it the co-incidental timing of the weekend of Pentecost? Was it Life? Was it Spirit? Was it Passion and Love and Fears and Anger? It was all of these and US and much more...and now we know who we are and I know you and you know me and the new energy and warmth and commitment is tangible!

From Pamela Barton:

The Land speaks, loudly, in this village of Mickleton, near Meon Hill, near the planetary heart Chakra, on the Planetary Grid - the Earth's Icosahedron.

We are listening.....

The Emissaries U.K.

Heart of England

The (Meonia) Green Stone

Magdalen

Sirius

Team Syntegrity

Canada/Ontario Shield

The Crystal Skull

The Christ

Pleiades

Star Seeds

Passion

Heart Frequency

The Collective Vision

The 10th Insight

.

.

.

.

The Holy Grail

29 May 1996 12:06:58

Message

From: La Vigne

Subject: Syntegrity Report from Alicia

To: Tessa Maskell

Wow!!!..... It took me a day in London and 12 hours or more driving (all night) to land back, not only to be back home at La Vigne, but also to digest the process and the richness of what we shared. Yes, it was really important to me. It was amazing to see as an outsider all the changes that happened while the communication improved. My conclusion.....I went through a personal discovery, a personal engagement to follow my dream, and by doing this, a collective step could be done. I enjoyed so much, learned many things, had a lot of fun, and I helped to create a change in Mickleton.

COMMITMENTS

1. **Immediate access to Lesley**

Jean, Pam, Keith, Rodger, Tony, Hilary, Helen, Kate, Jennie

2. **Financial Group**

Davina, Hilary, Lesley, Tessa, Pam, Jennie

3. **Local Autonomous Group**

William, Naomi, Rodger, Nicola, Tessa, Joy, Kate, Nicky, Bill

4. **Team to look at the new Board (in the spirit of the New Way)**

Davina, Rachel, Tessa, Rodger, Jennie, Tuli, Jean, Bill

5. **Children Group**

Nicola, Jim, Joanna, Davina, Kate, Jean, Tessa, Anthony, Hilary, William, Naomi, Janet, Pam

6. **Your own (Only I) experience write-up before Wednesday night (5-6 lines)**

Joy, Nicky, Kate, Leen, Alicia, Carole, Hilary, Pam, Leslie, Jean, Keith, Janet

7. **Cleaning-up Party**

Maria, Hilary, Leen, Carole, Janet, Nicky, Helen

8. **Practical Guide to Shadow Dancing**

Pam, Hilary, Keith (Nicola to provide material)

9. **Wholistic Nursery Group (I like to it to be explored)**

Naomi, Rodger, Jennie, Lesley, Hilary, Davina, Keith, Jean, Joy, Nicola, Pam

10. **Launch Pad Group**

Jean, Keith, Nicola, Russell, Rodger, Lesley, Hilary, Pam

11. **Sanctuary Project**

(Divide an autonomous) Home for residence from the "Activities part of MH and possibility of a Nursery, etc..

Rodger and Kate will research each PART of the proposal and get back to the group.

The Emissary UK Syntegration - May 24 to 27 1996

Infoset members

Please state briefly why you have chosen to participate in this community Syntegration ...

Alicia S. ADONECOUI MENATO

The situation at Mickleton seems to me somehow similar to our experience in France, we can bring something about the experience, bring diversity and another point of view.

Pam BARTON

I am interested in the collective conscious stewarding of the vibration of this spot on the earth's planetary grid, and interested in being part of that conscious collective.

Sally BROMLEY

Because I owe a lot to Mickleton House. It has been a place for me of great value - aiding my own growth greatly - I want to support my friends here as an outsider.

Carole BROWN

I see this as a grand opportunity to put a well known theory to the test - i.e. that no single one of us has the total picture of our direction; but that pooling our energy and intelligence in trust, love, humour and respect in a totally fresh process together, will allow the magic of the whole to organise its beloved parts and come up with the relevant outcome.

Russell BROWN

After twenty years of association with EDL I am interested to see what could / should happen round the central UK community at Mickleton.
Also interested to see how Syntegrity works and how it will apply to UK Emissaries.

Joy COLE

Because I care deeply about this Vision and my Vision and they are One

Anthony COWDY

- 1 It needs me - in 15 years as part of the community I've probably picked up some wisdom
- 2 I hope the Syntegration will allow me to see how I relate now to my fellow "Emissaries" and to the community. I find it very hard these days to think straight about that. Confusion and unacknowledged feelings have tended to rule

Maria den HAAN

Mickleton house is my true home. So at this crucial I need to be here! No questions!

Leen DEPRES

To be with people I love
To find out what my life is about

Helen DORNAN

Because my experience of this community has been life changing - as for countless others and I want that experience to continue to be available in this place.

Naomi DUFFIELD

I am concerned that I and the Mickleton Community find the most effective, fun and flourishing way to assist Spiritual Regeneration of humankind and the Earth

William DUFFIELD

Spiritual principles, values and the people who respect and apply them are very important to me. As old patterns of activity become inadequate I am committed to revealing new and fulfilling ways in which these may all work creatively together and grow in substance both locally and further afield. I see this community Syntegration as a potentially facilitative experience by which that process may be enhanced.

Jim FERGUSON

To find out if I am meant to be here

Joanna FERGUSON

I have chosen to participate because I am a member of the community living in Mickleton House. I am interested in changes and a way forward and to find out whether it feels right for me (and my family) to be a part of that.

Lesley HADLEY

I have seen magical things happen at Mickleton House. I have felt magical things happen to me at Mickleton House. I have been encouraged and helped to contribute to magical things happening. I want others to be able to do the same and to have a place to ask : "What is?" about whatever they are seeking to find

Kate HALL

To find a new and sustainable way for us to be together that will be supported by all of us; and which will help us more clearly reveal the will of the Spirit.

Nicola KURK

I want the people here to flourish! I think this Syntegration could be helpful

Rachel LAIRD

This seems an excellent juncture to acknowledge and communicate as genuinely as possible where we are and what our next steps might be (for each of us and, where appropriate, together)

Nicky MARTIN

This community provides me with a place of love

This community provides me with a space to grow.

This community offers me the support and the challenge to be more fully who I am.

As I change and grow so the community changes and grows

- I feel this dynamic in every one who is involved in this community

I love this process. So... Let's go! Let's grow!

Let's move forward with Syntegration!

Tessa MASKELL

My ongoing interest to make a place - NEW - where people can wake up to the truth of themselves to BE the revelation. Not to go UNCONSCIOUS again

Steve MAWER

- 1 I imagine the Syntegration Process will be engaging, interesting, fun and creative.
- 2 I believe that by engaging in this process with others and loosening up a bit. I will see more than I can individually.
- 3 I believe the process will help us to identify "apparently problem" areas and differentiated aspects of our network more clearly so that we can address the needs of specific aspects, without limiting the function of others, which may not need to be so intertwined

Davina MISROCH

An exercise in discernment of spiritual orientation and the true outworking for the Mickleton community and my connection to it. An interest in the Syntegration process.

Mimi PFEIFER

I am pleased to have the unique opportunity to be part of the Syntegrity process. I am pleased to have been invited, and able to share in the Community's decisions on future pathways.

Jennie POWELL

Now is the time for us to grasp a new, clearer vision of what we can create together in Mickleton. New vision will release new energy. And I belong to be in the group through which this happens - we are it.

Tom RAYMOND

I couldn't miss it

Ingrid ROSE

The question about going forward together has been coming up in my life in all areas and the kind of answers I've been discovering are worth sharing. As part of the sister community of Mickleton and a one time resident, I'm passionate about what real intentional communities can be. I'd like to test this out with my friends here.

Tuli ROSS

I am compelled to be here because of the question of how will we go forward together
Because forward we will go!

Jean TURNER

I need true friendship and the experience of communion and co-creation I long for
Mickleton House to be a community college where we can come together in true
identity and stimulate the move away from isolation.

Keith TURNER

I am seeking allies. I want the discipline of living consistently to my highest vision.
This is a personal matter but I need the support of others doing the same, while
respecting each individual's chosen path to achieve that consistency.

Janet WAGSTAFF

To worship together

To explore positive ways forward for this community and how these are practically
applied.

(Because I love the coffee)

Hilary WOOLLETT

I want to dip into the well of vision together. Not putting ones own creation on it but
being truly open to sensing what is waiting to happen - in whatever way or form, in
trust, without fear.

Remembering our connections beyond those physically present

5 June, 96

Dear Bakri -

Well, It's been a week -
and we are still reverberating!
Action is happening and
the momentum is at hand!

I thought you would enjoy
seeing the comments that
went out onto the International
Emissaries Internet - so that
is included along with
my evaluation format + participants
address list -

Thanks for all that you
provided for us during our
process together. The blending
of a real professional with
both awakened consciousness
and HEART - is so apparent in
you. Your team ably well -
each was a treasure.

I support all of you in this
amazing work you provide and
salute yours and our common
respect for the power of the
eska hedron

~~Let's keep on touch~~ !! With love,
Dm Barton

The Commissaries U.K.
Symtegration

Participants

Pamela Barton
Bill Bird
Joy Cole
Anthony Cowdy
Helen Dorman
Naomi Duffield
William Duffield
Jim Ferguson
Joanna Ferguson
Lesley Hadley
Kate Hall
Carole Hudson
Rodger Hyodo
Nizota Kurk
Rachel Laird
Nizky Martin
Tessa Maskell
Jennie Powell
Tony Raymond
Keith Turner
Jean Turner
Hilary Wollett

% Mickleton House
Mickleton
Gloucestershire
GL556RY

Sally Bromley - 8 Coach House Meus - Keswick - Norwith NR46RY
Russell Brown 3 Kimmeridge - Wareham - Dorset BH20
Maria den Haan - Middelstand 4504 - 1788 JH Den Helder
The Netherlands
Leen Depriz - Vandewoestijeban 8790 Waregem Belgium
~~Alizia Menato~~
~~Theresa Pose~~ La Vigne - Velanne La Sauge - 38620 France

BLANK IN ORIGINAL

	MEMBER	CRITIC OF...	MEMBER	CRITIC OF...	TOPIC
1	red - orange red - gold red - lightB red - yellow red - purple	green black silver silver black	darkB brown darkB brown green		RED TEAM TOPIC :
2	black - orange black - silver black - white black - yellow black - darkB	green red gold gold red	purple brown purple brown green		BLACK TEAM TOPIC :
3	orange - gold orange - silver orange - yellow orange - red orange - black	white lightB white green green	purple darkB lightB darkB purple		ORANGE TEAM TOPIC :
4	green - gold green - silver green - white green - lightB green - brown	black red orange orange red	purple darkB purple darkB black		GREEN TEAM TOPIC :
5	gold - silver gold - lightB gold - red gold - orange gold - green	brown white black white black	yellow yellow brown purple purple		GOLD TEAM TOPIC :
6	silver - white silver - black silver - orange silver - green silver - gold	lightB red lightB red brown	yellow brown darkB darkB yellow		SILVER TEAM TOPIC :
1	white - brown white - darkB white - black white - green white - silver	gold orange gold orange lightB	yellow lightB purple purple yellow		WHITE TEAM TOPIC :
2	lightB - brown lightB - purple lightB - red lightB - gold lightB - green	silver orange silver white orange	yellow white darkB yellow darkB		LIGHT BLUE TEAM TOPIC :
3	brown - darkB brown - purple brown - green brown - white brown - lightB	red black red gold silver	silver gold black yellow yellow		BROWN TEAM TOPIC :
4	yellow - darkB yellow - purple yellow - red yellow - black yellow - orange	silver gold silver gold white	lightB white brown brown lightB		YELLOW TEAM TOPIC :
5	darkB - purple darkB - black darkB - white darkB - brown darkB - yellow	orange red orange red silver	green green lightB silver lightB		DARK BLUE TEAM TOPIC :
6	purple - red purple - lightB purple - brown purple - yellow purple - darkB	black orange black gold orange	green white gold white green		PURPLE TEAM TOPIC :

'OUTCOME RESOLVE' MEETING SEQUENCE BY COLOUR/TOPIC

Outline	Competencies
I. Organiser	<ul style="list-style-type: none"> • Knows and abides by TSI licensing and fee structure principles. • Can position syntegegrations appropriately with license sector clients, and close successful contracts. Can layout and manage Project Plan from client contact to completion of synteegrity report. • Can custom-design syntegegration formats to match client and outcome expectations. • Can redesign and modify syntegegration elements on short notice and changing circumstances. (E.g. Numbers, participant challenges, etc.) • Can integrate R & D innovations and measures within syntegegrations. • Able to assess and facilitate dialogue and ‘double loop’ learning with participants and/or staff concerning container activity. (E.g. Degree of intervention, informal culture, etc.) • Able to combine appropriate level of non-intervention and client consulting relationship. • Can design and deliver appropriate action-planning and/or follow-up components of a syntegegration. • Can deliver public sales presentations of synteegrity advantages which accurately represent synteegrity capabilities.
II. Lead Facilitator	<ul style="list-style-type: none"> • Can lead total group in any phase of syntegegration. (Opening, shape explanations, SI’s, Problem Jostle, Hexadic Reduction, Topic Auction, Outcome Resolves, Face Planning, Evaluation and Event Close.) • Can facilitate/manage large group discussions of syntegegration process and community development, and challenges to process. • Can facilitate community and/or staff inquiry into appropriate behavior of staff. • Can manage and empower a facilitation team to launch and maintain a positive container. This includes coaching client facilitators for Outcome Resolve where appropriate. • Can design variations on basic syntegegration to fit organiser/client needs. • Has his/her own philosophy of Syntegegration which is public and continuously improving.
III. Lead Logisticians	<ul style="list-style-type: none"> • Can use and revise project management software to manage front-end requirements. • Understands the dynamics and requirements of protocol and facilitation, and can adjust logistics requirements accordingly. • Can manage logistics team and co-ordinate with facilitation team.
IV. Facilitator	<ul style="list-style-type: none"> • ** Note: The syntegegration Facilitator Program assumes that individuals have developed group facilitation skills in other settings. Knowledge of group dynamics, interpersonal communication skills, and group process skills are assumed to be part of portfolio of Facilitator candidates. • Can facilitate Outcome Resolve meetings successfully. • Can assist Lead Facilitator in large group sessions as required. • Has written script for and presented Introductions to two phases of a syntegegration.

	<ul style="list-style-type: none"> • Has special skills in syntegegration that they are developing- (E.g. research, design, multimedia, etc.) • Can describe the relationship dynamics between client, organizer, lead facilitator, facilitator, participant, licensee and TSI. • Is willing to discuss the relationship between facilitation theory and their behavior as members of training/learning team.
V. Logistician	<ul style="list-style-type: none"> • Can describe without notes the sequence and main activities of logistics before, during and after a syntegegration. • Can set up and operate the appropriate equipment for logistics-computers, materials, etc. • Can describe the relationship dynamics between client, organizer, lead facilitator, participant, licensee and TSI. Is willing to discuss the relationship between facilitation theory and their behaviour as members of training/learning team. • Can describe the philosophy of syntegegration and the 'container', and act appropriately as a member of the 'container community'. • Has a specific set of logistics skills in which they take leadership with other members of logistics team. (E.g. facilitates management, computer entry and materials production).
VI. Shadow Facilitator	<ul style="list-style-type: none"> • Has been a participant in at least one syntegegration. • Can describe principles of cybernetics embedded in syntegegration design, and contrast with others conferencing structures. (E.g. redundancy of potential command, requisite variety, identity, wholism, information reverberation.) • Can discuss syntegegration protocol and its relationship to icosahedron structures. • Can critique the strengths and weaknesses of a syntegegration event which they have shadowed and/or participated in. • Is able to describe his/her approach to facilitation and which aspects are appropriate and inappropriate to syntegegration. • Can list the logistic supports/props and their timing required to support a syntegegration.

BLANK IN ORIGINAL

PLAYER EVALUATION FORM

Organizer/Syntegration Name & Location: _____

Player's NAME or Strut colour: _____

Please mark chosen boxes with an X

Low  High

	1	2	3	4	5	6	7
1. Did you enjoy yourself?							
2. Was the experience different?							
3. Did you gain insight into topics?							
4. Did you gain insight into group processes?							
5. Did the PROBLEM JOSTLE work?							
6. Did the TOPIC AUCTION work?							
7. Did the OUTCOME RESOLVE work?							
8. Did you experience the pull of SYNTEGRITY?							
9. Did you experience reverberation via iteration?							
10. Were you enabled to contribute your skills?							
11. Did you gain insight into yourself?							
12. Are you motivated to act on what you learned?							
13. Did you feel the equality implied by the design?							
14. How appropriate was the facilitation?							
15. Would you recommend this approach for use in your organization?							
16. How willing would you be to follow-up the Statements from this syntegration?							
17. How willing would you be to attend another Syntegration?							
18. How much reflection did you do overnight?							
19. Do you expect that it will take some period of time before you are able to integrate or internalize this overall experience?							
20a. Have you participated in other brainstorming or "search conferences"?							
20b. How would you rate this experience compared to the others?							
21. Did your group achieve a high creative standard?							

1. Did you enjoy yourself?
2. Was the experience different?
3. Did you gain insight into topics?
4. Did you gain insight into group processes?
5. Did the PROBLEM JOSTLE work?
6. Did the TOPIC AUCTION work?
7. Did the OUTCOME RESOLVE work?
8. Did you experience the pull of SYNTEGRITY?
9. Did you experience reverberation via iteration?
10. Were you enabled to contribute your skills?
11. Did you gain insight into yourself?
12. Are you motivated to act on what you learned?
13. Did you feel the equality implied by the design?
14. How appropriate was the facilitation?
15. Would you recommend this approach for use in your organization?
16. How willing would you be to follow-up the Statements from this syntegration?
17. How willing would you be to attend another Syntegration?
18. How much reflection did you do overnight?
19. Do you expect that it will take some period of time before you are able to integrate or internalize this overall experience?
- 20a. Have you participated in other brainstorming or "search conferences"?
- 20b. How would you rate this experience compared to the others?
21. Did your group achieve a high creative standard?

Liverpool Student Community Action
The Unstone Experiment
EVALUATION FORM

Not Much <---> A Great Deal

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | Did you enjoy yourself ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Was the experience useful ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Did you gain insight into group processes ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Did you gain insight into yourself ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Did you gain insight into other people ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | How much reflection did you do overnight ? | 1 | 2 | 3 | 4 | 5 | 6 |

Not Well <----> Very Well

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 7. | Did the Importance Filter work ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Did the Problem Jostle work ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Did the Clustering work ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Did the Topic Auction work ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Did the Outcome Resolve Work ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Were you enabled to contribute your skills ? | 1 | 2 | 3 | 4 | 5 | 6 |

- | | | | |
|-----|---|-----|----|
| 13. | Are you motivated to act upon issues discussed ? | YES | NO |
| 14. | Did you feel the equality implied by the design ? | YES | NO |

Not Very <-----> Very

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 15. | How does this discussion-weekend compare to others ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | How helpful was the facilitation ? | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | Did you group achieve a high creative standard ? | 1 | 2 | 3 | 4 | 5 | 6 |

- | | | | |
|-----|--|-----------|-----------|
| 18. | Would you be willing to attend another similar event ? | YES | NO |
| | If yes : Which would be more appropriate : | 30-Player | 12-Player |

If no, why ?

- | | | | |
|-----|---|-----|----|
| 19. | Do you think that the cancellations lowered the motivation of the group ? | YES | NO |
|-----|---|-----|----|

- | | | | |
|-----|--|-----|----|
| 20. | Do you feel closer to each other as a result of this weekend ? | YES | NO |
|-----|--|-----|----|

Syntegegration Evaluation

	<i>Not at all</i>	<i>Somewhat</i>	<i>To a great degree</i>	<i>Definitely</i>	<i>Comments</i>
1. General Questions					
Were you changed by this event?					
Do you feel that you have built new and/or more significant relationships?					
Did you feel that a group consciousness emerged?					
Did you meet your personal goals for this event?					
Do you feel you are an important member of the Emissary network?					
Would you be willing to participate in another session of this kind?					
	<i>Not at all</i>	<i>Somewhat</i>	<i>To a great degree</i>	<i>Definitely</i>	<i>Comments</i>
2. Questions about the content					
Do you feel that the topic statements effectively represent the reflections of the group?					
Are the topic statements meaningful to you?					
How willing are you to stand behind the total set of statements?					
How confident are you that the action plans from this Syntegegration will be implemented?					
	<i>Not at all</i>	<i>Somewhat</i>	<i>To a great degree</i>	<i>Definitely</i>	<i>Comments</i>
3. Questions about the experience					
Did you enjoy yourself?					
Did you find the experience different from other group experiences you have had?					
Did you gain insight into topics?					
Did you gain insight into yourself?					
Did you gain insight into others?					
	<i>Not at all</i>	<i>Somewhat</i>	<i>To a great degree</i>	<i>Definitely</i>	<i>Comments</i>
4. Questions about the process					
Did the team meetings help you to better understand the topics and their implications for the EDL community?					
Did the planning meetings work to generate action plans you feel could be carried out by those creating the plans?					
Did you feel able to contribute your ideas and capabilities?					
Do you feel that the process helped the group share information in a productive and meaningful way?					

**Community Syntegration
Evaluation**

	<i>Not at all</i>	<i>Somewhat</i>	<i>To a great degree</i>	<i>Definitely</i>	<i>Comments</i>
5. Questions about the facilitation					
Did you feel that the facilitation was effective and appropriate overall?					
• During the Opening?					
• During discussion of our issues (marketplace of ideas)?					
• Arriving at the 12 topics?					
• Voting for topic preferences?					
• During the Outcome Resolve Team Meetings?					
• During the Planning Meetings?					
• During the Closing?					
<u>Additional Questions</u>					
What are the most important ideas that we ALL would now understand and AGREE to from this event?					
What are the most significant differences among us that have surfaced and been integrated in this Syntegration?					
What are the most valuable differences that have been identified and still remain among us?					
What were the three most important moments for the Syntegration as a whole?					
What were the three most important moments for you personally?					
What were the biggest surprises for you?					

General Comments

Please use the space below to make any additional comments you feel would be helpful for us:

Final Statement of Importance

Liverpool Student Community Action

VOLUNTEER RECRUITMENT AND SUPPORT

Yellow Team

ITERATION ONE (*extended statement*)

This team agreed that volunteers are the most important part of SCA and that SCA should recognise this. Volunteers are not just students - an open door policy helps to encourage non students to join and all volunteers to get help. Current inductions, recruitment and skills training is adequate. Sharing ideas and experiences between volunteers would enhance the volunteering experience. Accreditation (informal/formal) should be investigated.

ITERATION TWO (*Action Plan*)

A Voluntary Action Plan to be sold to potential new members during induction and recruitment so they can see benefits for personal and career development. This should be backed up by references.

Accreditation -
Records of work
Attendance
Experience and skills developed
Courses attended

This should be held as a pack with all individual volunteers details/experience.

NVQ's should be a long term accreditation aim.

FOLLOW UP MEETING WORKING GROUPS

Iteration summary

To look at a programme of support for volunteers working on projects and accreditation for their work and experience.

Members

Bakri Ahmad - Co-ordinator
Alison Thornber

Claire Rose
Shazza Walker

Dave Pitts

Liverpool Student Community Action
The Unstone Experiment

AGGREGATED STATEMENT OF IMPORTANCE (ASI 's)

Statement Definition :

Volunteers form the central reason for SCA 's being, developing individual potential. This means volunteers using, developing and recognising their skills and experiences. Volunteers are both students getting involved with the local community and visa versa, but not mutually exclusive.

Areas Discussed :

*What is the mixture between local community and student volunteers
Examine who are volunteers, how they get involved ?
Should volunteering be accredited academically ?
Should positive action be used in volunteering ?*

Problems Identified :

*Need to not over emphasis volunteers role and need to stress community participation.
Need holistic approach, not just volunteers perspective*

Preliminary solutions suggested :

Intial Proposer : BEANIE HOLLAND & DAVE PITTS

We the undersigned played an active role in the formulation of this ASI :

**RICHARD SHUTTE
JACKIE WOODS
RACHELLA PUDDING
CAILTIN TAYLOR**

**We the undersigned believe that this
ASI deserves further consideration**

**SHAZZA WALKER
DENZILLA DAVIES
KEV CALLISTER**

**We the undersigned believe that this
ASI should not be taken any further:**

SELECTION OF CORE PROJECTS

White Team

ITERATION ONE (*extended statement*)

It was decided that SCA tries to do too much and in order to become more efficient and effective should have a smaller range of activities which reflect our identity and is within the scope of our resources.

Criteria to deselect should include:

Whether it can be referred or franchised to another group.

Have a minimal detrimental effect upon SCA and the project clients.

Criteria to select should include:

Whether its development is dependant upon SCA

Its potential to share/interlink resources with other projects.

ITERATION TWO (*Action Plan*)

Project Reps on Management Team would be key people to undertake this work as they have specialist knowledge to access according to time & costs of project, knowledge and experience generated. Outside resources to continue deselected projects should include the Objective one bid as well as volunteer bureaux such as MVCS/LPSS. SCA practices such as "open door" policy should be included to see time and resources consumed by these could be better used to support a wider project range. A realistic time plan for the process is essential (Jan 95) as well as special Saturday deselection sessions.

FOLLOW UP MEETING WORKING GROUPS

Iteration summary

Reducing the range of activities SCA is involved in by using a defined criteria to select the most efficient and effective projects.

Members

Alison Whybrow - Co-ordinator

Dom Webb

Denzil Davics

Rachella Pudding

Caitlin Taylor/ Sophia Keyworth/ Claire Laws/ Hestherbella - join later in term.

Liverpool Student Community Action
The Unstone Experiment

AGGREGATED STATEMENT OF IMPORTANCE (ASI's)

Statement Definition :

Are we making full use of the resources in the community/University/Guild and them of us ?

Areas Discussed :

Objective One

Accreditation

Ownership of ideas etc with spreading management and group identity

Outreach and linking

Guild or other groups taking over ?

SCA and community projects - why both ?

Problems Identified :

Preliminary solutions suggested :

Intial Proposer : RICHARD SHUTTE

We the undersigned played an active role in the formulation of this ASI :

DENZILLA DAVIES

HESTERBELLA WILSON

ALISON THORNER

ALISON WHYBROW

CLAIRE LAWS

PETE HAWKINS

We the undersigned believe that this

ASI deserves further consideration

KEV CALLISTER

RACHELLA PUDDING

We the undersigned believe that this

ASI should not be taken any further:

JACKIE WOODS

DOM WEBB

MANAGEMENT TEAM Green Team

ITERATION ONE *(extended statement)*

We think the roles and responsibilities of the Management Team should be clearly defined for both the team as a whole as well as for the individuals. This would facilitate communication, interaction, feedback and motivation. The present structure is lacking and there needs to be an ethos/philosophy behind it to enable it to cope with day to day management and problems.

ITERATION TWO *(Action Plan)*

ROLES

A) Practical Job Descriptions - can be drawn up during 1:1 supervision and then used in 1:1 and during recruitment of potential volunteers for Management Team.

B) Diaries - continuous recording of activities by officers can be used to help their own planning, for others to use to help co-ordinate work and knowledge of team; thus building team identity/consciousness, provide an information base for others to use to learn the job.

RESPONSIBILITIES

Should be defined and written down for team and individual, emphasising what is relevant to the M.T. D&P, SAG, Staff should all provide ideas.

STRUCTURE

Team meetings need to be redesigned to avoid old protocol and introduce practical methods which achieve the aim of the meeting. Begin with a feedback session so all know what's happened that week. Have 'things to do' not 'matters arising'. Feedback should deal with problems and gripes to avoid build up of resentment etc.

Supervision sessions should be kept, but used more productively eg: constructive criticism of workers and officers as well as what to do/how to do things.

SOCIALS

More would be good and MT should devote time to it in order to gain maximum benefit from the MT experience.

ETHOS/PHILOSOPHY

Have common aims, What is MT, Why does it exist, What does it want? Can then make it easier to have rules which meet these aims.

Feedback through a variety of methods would continuously enhance knowledge of ethos etc, make MT an 'open' team. Focus on team work- the whole is greater than the sum of the parts.

FOLLOW UP MEETING WORKING GROUPS

Iteration Summary

To define roles, responsibilities, ethos, philosophy, communication methods etc of the individuals and team as a whole.

Members

Sophia Keyworth - Co-ordinator

Caitlin Taylor

Claire Rose

Bakri Ahmad

Dave Pitts

Claire Laws

Denzil Davies & Tola Lee - consultants

Liverpool Student Community Action
The Unstone Experiment

AGGREGATED STATEMENT OF IMPORTANCE (ASI's)

Statement Definition :

We need to restructure the management of SCA, separate the day-to-day issues and future development.

Areas Discussed :

*Management, training, volunteers, community workers
Committee meetings both size, content, style.*

Problems Identified :

*M.T. remit is too wide, workload too much with not enough focus on individual issues
Committee meetings*

Preliminary solutions suggested :

Intial Proposer : KEV CALLISTER

We the undersigned played an active role in the formulation of this ASI :

**SHAZZA WALKER
RACHELLA PUDDING
DAVE PITTS**

**We the undersigned believe that this
ASI deserves further consideration**

**CLAIRE LAWS
CAILTIN TAYLOR
DOM WEBB**

**We the undersigned believe that this
ASI should not be taken any further:**

JACKIE WOODS

Liverpool Student Community Action
The Unstone Experiment

AGGREGATED STATEMENT OF IMPORTANCE (ASI's)

Statement Definition :

The Management Team is a big problem and we need to spend a lot of time looking at why and what we can do about it.

Areas Discussed :

Confidence

Ownership

Commitment

Communication

Problems Identified :

Guidance

Preliminary solutions suggested :

More staff to supervise work/money

Give eachother more feedback

Intial Proposer : DENZILLA DAVIES

We the undersigned played an active role in the formulation of this ASI :

HESTHERBELLA WILSON

CLAIRE LAWS

DOM WEBB

CAITLIN TAYLOR

SHAZZA WALKER

**We the undersigned believe that this
ASI deserves further consideration**

KEV CALLISTER

CLAIRE LAWS

DAVE PITTS

**We the undersigned believe that this
ASI should not be taken any further:**

EQUAL OPPORTUNITIES

(Blue Team)

ITERATION ONE *(extended statement)*

This group discussed the problem that equal opps. doesn't necessarily mean treating everybody the same, and that many people have problems with Positive Action. There is a lack of understanding about what equal opportunities means and therefore commitment to procedures to enhance it. We need to prioritise awareness of equal opps and training to design a policy. If as a result of this training a policy comes into being, we need to talk about ways/strategies of actually implementing the policy (codes of practice), such as heightening the awareness of SCA in the community at large by promoting commitment and efficiency in the strategy required to implement it.

ITERATION TWO *(Action Plan)*

Members, Project Committees and Management Team should receive training in Equal Opps. every year from either SCA staff or trained volunteers.

This training should aim to improve understanding of equal opps. and therefore provide a commitment towards strategies to improve representation and full involvement of all under-represented groups within SCA.

After recruitment events, a statistical assessment of who has joined should be used to evaluate effectiveness of the recruitment strategy and if necessary be modified to ensure an appropriate representative membership. Publicity should be sent to groups/ places/publications which serve the target groups eg. International Students, mens toilets and dominated departments, Black community groups, local radio. We should consider visiting places/people as well to encourage participation and break mystique. Pre term, September inductions should be held for non -students, to avoid filling all our places with students. Our publicity images should reflect all types of people in a positive way.

Positive Action (investing resources in target groups into ensure wide representative participation) should be made a priority.

FOLLOW UP MEETING WORKING GROUP

Iteration Summary

To review existing and design an appropriate Equal Opps. programme for our members. Education through training and awareness for all involved in SCA , but with the Management Team being a priority. We need to look at publicity and recruitment procedures.

Members

Hesterbella Wilson- Co-ordinator

Jackie Woods

Denzil Davies

Sophia Keyworth

Caitlin Taylor

Alison Whybrow - consultant

Liverpool Student Community Action
The Unstone Experiment

AGGREGATED STATEMENT OF IMPORTANCE (ASI's)

Statement Definition :

SCA AND EQUAL OPPORTUNITES :- Too much jargon and not enough action. Poor image - do not practice what we preach.

Areas Discussed :

Image, positive action, policy into practice, recruitment, inductions which have intimidating jargon

Problems Identified :

*Who is eligible to be a member of SCA.
Distinguishing between SCA and community projects*

Preliminary solutions suggested :

Intial Proposer : DENZILLA DAVIES AND HESTHERBELLA WILSON

We the undersigned played an active role in the formulation of this ASI :

ALISON WHYBROW

PETER HAWKINS

CLAIRE LAWS

**We the undersigned believe that this
ASI deserves further consideration**

CAITLIN TAYLOR

RICHARD SHUTTE

**We the undersigned believe that this
ASI should not be taken any further:**

RACHELLA PUDDING

DOM WEBB

KEV CALLISTER

OBJECTIVE ONE

Red Team

ITERATION ONE *(extended statement)*

Identity of SCA is too theoretical, needs to be more practical. Communication within as well as outside the group is too limited. Need to sort out more systems / process before expand work. A clear strategy for project communication pathways is needed. How it all fits together. Greater networking is required, as is some market research based on needs of the volunteers and the community. Utilise other groups which complement SCA's work, eg. Interchange. Funding is needed- Objective One for more staff to provide the extra depth of experience volunteers could obtain from their work. eg Development Worker and a project worker.

ITERATION TWO *(Action Plan)*

Info sheets / databases and A-Z on SCA, its projects and work. Procedure guidelines eg : setting up a new project pack.

Project Reps need to be recruited and supported to improve understanding and communication.

Market research: Document and evaluate current activity. Define the gaps, Expand into other areas.

Recruit more staff.

Educate the students, community and academics of joint benefits.

FOLLOW UP MEETING WORKING GROUP

Iteration summary

To intergate the work of Contd Ed, Interchange, SCA , Laurence Tweedale etc. to provide a co-herent programme/common access and project point for volunteers to follow in search of their desires ie: maximize employment opportunities and to be funded by Objective One.

Members

Pete Hawkins - Co-ordinator

John Jalwang Dom Webb

Tricia Jenkins

Rachella Pudding

Alison Thornber

Shazza Walker

Liverpool Student Community Action
The Unstone Experiment

AGGREGATED STATEMENT OF IMPORTANCE (ASI's)

Statement Definition :

Interaction between the students and other community agencies members should be the focus of Community Action.

Areas Discussed :

Communication with other community projects.

Liaison with community leaders

Different venues for events

What being a member of the community means.

Problems Identified :

Different interests

Assesing community needs/wants

How consultation takes place ?

Contacts

Preliminary solutions suggested :

Contacts and networks

Intial Proposer : TOLA LEE

We the undersigned played an active role in the formulation of this ASI :

CLAIRE LAWS

ALISON WHYBROW

RACHELLA PUDDING

JACKIE WOODS

JOHN JALWANG

**We the undersigned believe that this
ASI deserves further consideration**

ALISON THORNBUR

CLAIRE LAWS

DAVE PITTS

ALISON WHYBROW

RACHELLA PUDDING

RICHARD SHUTTE

**We the undersigned believe that this
ASI should not be taken any further:**

Liverpool Student Community Action
The Unstone Experiment

AGGREGATED STATEMENT OF IMPORTANCE (ASI's)

Statement Definition :

Communication within the group and the community is limited. This places limitations on its members, Management Team and projects. Clearly the structure is not working and is too reliant upon individual motivation.

Areas Discussed :

*Communication within SCA
between SCA and the community*

Problems could be within the structure or within individuals within the structure.

Problems Identified :

*Communication
Dissatisfaction
Lack of information*

Preliminary solutions suggested :

*Review the structure
Importance of information sharing*

Intial Proposer : HESTHERBELLA WILSON & CAITLIN TAYLOR

We the undersigned played an active role in the formulation of this ASI :

DENZILLA DAVIES

PETER HAWKINS

**We the undersigned believe that this
ASI deserves further consideration**

SHAZZA WALKER DAVE PITTS
DOM WEBB CLAIRE LAWS
JACKIE WOODS KEV CALLISTER
RACHELLA PUDDING

**We the undersigned believe that this
ASI should not be taken any further:**

LOGISTICS

Black Team

ITERATION ONE *(extended statement)*

Although lack of resources are a problem, lack of information and communication flow/back up systems are lacking in project work. Shared information means organisers do not have to start from scratch each year. Key common areas shared by all projects could provide a main information source to share.

Commitment of volunteers: Ground rules for individuals to meet to prevent hassle for others, certification to create incentives, penalties for inconsistency, stricter recruitment, widening volunteer base eg P/Gs and Staff, older people. If recruitment was held in second term then student volunteers who join to make friends at beginning of term could be reduced and enhance commitment of volunteer base.

ITERATION TWO *(Action Plan)*

- 1) Logistics - set up records of information, contacts and procedures for each project
- 2) A-Z - everything about SCA, an idiots guide
 - a) Project description, where it is and when happens
 - b) Day to Day running procedures
 - c) Back up systems for help, who and where they are
 - d) Recruitment, how, when, materials
- 3) Project Reps - have them with written guidelines on role eg up date info.
- 4) Commitment - NVQ,s and /or a ' Community Volunteer Certificate '
References - reliability, contribution, skills developed. Written by M.T.
Own SCA Certificate approved by University.
- 5) Promote the benefits of SCA/Interchange in University, its staff and P/Gs
- 6) Community Volunteers -recruit and promote SCA through radio, press etc. Should be the sole role for a M.T. person
- 7) Paid Worker or Sabbatical solely to support work of M.T.

FOLLOW UP MEETING WORKING GROUPS

Iteration summary

To produce a comprehensive A-Z of all the projects and work of SCA

Members

Kevin Callister - Co-ordinator

Rosie Woodward

Shazza Walker

Jo kirkham - Kids Projects.

Liverpool Student Community Action
The Unstone Experiment

AGGREGATED STATEMENT OF IMPORTANCE (ASI's)

Statement Definition :

Any organisation requires an adequate logistics support to enable it to function fully

Areas Discussed :

Basic supply/demand, handover, takeover of tasks. Basic information exchange. Not relying on one volunteer when dealing with people.

Problems Identified :

Making sure projects have the resources they need.

Preliminary solutions suggested :

Intial Proposer : KEVIN CALLISTER

We the undersigned played an active role in the formulation of this ASI :

SHAZZA WALKER

**We the undersigned believe that this
ASI deserves further consideration**

KEV CALLISTER

JACKIE WOODS

DENZILLA DAVIES

SHAZZA WALKER

CLAIRE LAWS

ALISON WHYBROW

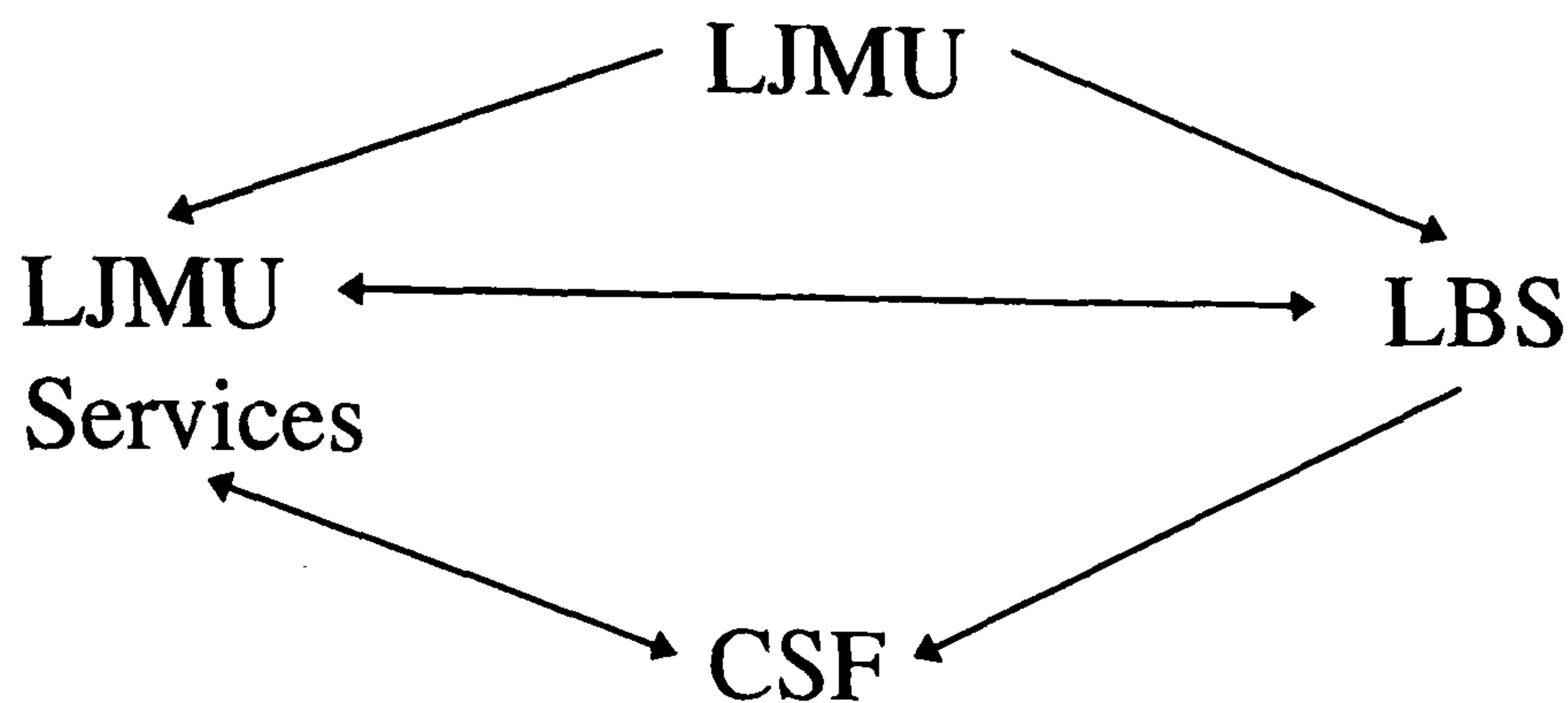
**We the undersigned believe that this
ASI should not be taken any further:**

Final Statement of Importance

CSF Decision Support Ltd

WHITE TEAM: CRAFTED STATEMENT

TOPIC: CSF + THE UNIVERSITY + LBS



- 1) Conflicts exist in policies and objectives between the parties.
- 2) CSF has a much longer time horizon in planning.
- 3) Actions for CSF can NOT be determined until mission and objectives are reviewed in the light of the above conflicts.
- 4) Leads to a work overload.
- 5) All of the above inhibits CSF's ability to generate income for the university.
- 6) Identify and evaluate other models e.g. Leeds University.
- 7) Include different relationship with LBS.
- 8) As CSF have inadequate control of its strategy, crucial CSF directors portray dilemma to LBS and LJMU.
- 9) As CSF is at a strategically VERY sensitive stage there is a need to move quickly and carefully in resolving the above.

YELLOW TEAM: CRAFTED STATEMENT

TOPIC: ADMINISTRATION / MANAGEMENT

- 1) Process based approach to projects and their management with process managers.
- 2) Need to formulate process activities.
- 3) Minimise number of people required for a process team to simplify communication and minimise delays.
- 4) Maximise number of people capable of performing all processes in order to maximise flexibility. Achieved by in-house staff development programmes.
- 5) To continually learn from experience and to improve the above 4 points. (Internal end of project reports).
- 6) CSF adopts a principle of having the account & / or project manager being a different person (s) to those undertaking the consultancy.
- 7) CSF members to share the viable structure for managing CSF and to use this to re-design and maintain necessary I.S. Improvement in I.S. will help to reduce the amount of management.
- 8) Analysis of processes will identify opportunities for bringing in full time staff, i.e. administrator.
- 9) Monitoring systems need to be designed and installed to trigger action and learning.
- 10) Separate accommodation for academic and commercial operations would assist the use of 'Quality Time' and Time Management.
- 11) Need to have a crisis management process in place. (Points 1-4 above).

BLUE TEAM: CRAFTED STATEMENT

TOPIC: CORE COMPETENCIES

The traditional academic / subject based definition is not sufficient. We are proposing new categories:

Internal view

Customer view

Subject Area	Customer-oriented Skill
Technical Skills	Market Sector
	Benefits Supplied
	Business Functions

The Matrix is drawn-up twice: first - current, second - desired future, (additions and subtractions).

- Stage: 1** - Produce a list of subject areas: actual and desired in relation to mission statement.
- Identify staff with skills in that subject area.
- Stage: 2** - Subject area teams identify technical skills and relate these to customer view.
- Stage: 3** - Validate matrices, including with customer.
- Stage: 4** - Identify opportunities and weaknesses / gaps.
- Stage: 5** - Review mission statement.

BLACK TEAM: CRAFTED STATEMENT

TOPIC: MARKETS + PRODUCTS + SERVICES

- 1) There are a wide number of opportunities in the following areas: Brussels, team synte-gration, software products, water industry consultancy, front-end activities to team synte-gration, early warning systems etc.
- 2) Currently limited resources mean that we cannot address all the opportunities, hence identify criteria for selection of opportunities e.g., financial returns, interest, experience, expertise.
- 3) Construct marketing strategy to fully exploit these opportunities.
- 4) We recognise that CSF is successful in fulfilling individual projects over a wide range of areas without ever fully exploiting the full commercial potential of these areas. To do this a wide range of issues must be addressed e.g., finance, human resources, ownership, continuity of R+T, management of commercial exploitation.
- 5) These decisions will allow a coherent programme of publicity to be developed.
- 6) CSF should address the above issues internally and then in conjunction with JMU services for agreement.

GREEN TEAM: CRAFTED STATEMENT

TOPIC: MISSION / OWNERSHIP

- 1) Jim, Doug, and Denis to re-evaluate personal objectives, i.e. where do they each want to go?.
- 2) Revised mission statement to be drawn up for CSF, i.e. where does it want to go?.
- 3) Evaluate existing and future relationship with LJMU / LBS, e.g. become a fully independent entity, change the focus, develop contingencies.
- 4) Incorporate financial objectives in new mission statement.

RED TEAM: CRAFTED STATEMENT

TOPIC: COMMUNICATION / NETWORKING

- 1) Present communication reasonable for LBS based network.
- 2) Communication with CSF provider network is currently adhoc.
- 3) Minutes from weekly meetings to be sent out weekly to ALL relevant members via E-Mail, post, etc.
- 4) General communication would be enhanced by better use of 'in house' technology e.g. E-Mail, fax facility using PC base, voice mail, library services.
- 5) Need for gatekeepers for the following: current availability of grants UK / Europe, market opportunities Europe, training, statistical support, multi-media, strategic conferencing, process improvement.
- 6) Standards for: document control, labelling system, time logging, monitoring, reviewing on a regular basis, client contact.
- 7) Increase client network through higher visibility, (Newsletter).
- 8) Individual with responsibility to link with graduates.

Final Statement of Importance

JMU-Enterprise Unit

LJMU ENTERPRISE UNIT

STAFF DEVELOPMENT DAY Collaborative Planning Event

Introduction

The one-day collaborative planning event was held on Thursday 20 October 1994 at the Mersey Room, Room 255 and Room 269 of the Britannia Adelphi Hotel, Liverpool.

Consultants from CSF Decision Support Limited (a subsidiary of JMU Services) had been engaged to design the event for staff members of Enterprise Unit to share their understanding of the Enterprise Culture, their role and how it may be promoted to the wider community.

The event was also designed and held for all staff to air their views and concerns on the current operating conditions so as to meet the challenges of the future and to develop the spirit of teamworking as well as effective and empowered team members.

Participants

All staff members of the Enterprise Unit were invited to this event. Thirteen participants attended the event and participated actively by contributing their knowledge, experience and expertise from various perspectives.

The participants were :-

Mike Ashton
Jeremy Grice
Russell Ashworth
Deborah Hudson
Julie Grady
Jonathan Chinn
Keith Elliot
Angela Slater
Julie Colligan
Paul Jones
Dawn Fantin
Dave Grimes
Heather Kneale

The Various Stages of the Event

The day began with an welcoming introduction by Mike Ashton and followed by an brief explanation of the stages of the event by Albakri Ahmad of CSF Decision Support Ltd. Participants were facilitated into the following stages of the event :-

Generating Issues/Topics/Comments (Visual Brainstorming)
Structuring/Connecting Issues and Topics

Selecting Issues for Meetings
Roles/Facilitation Briefing

Team Meetings (3 Cycle)
Group Presentation
General Feedback and Comments

The day ended with an informal evening dinner which was attended by all participants and facilitators at Casa Bella, Liverpool.

Issues Raised during Visual Brainstorming

Nine broad issues were raised by the participants. However the following first six issues were selected for further discussion in teams of four participants.

Making Money/Entrepreneurial
Fun
Morale/Cynicism/Pessimism
Equality/Teamwork
Staff/Career Development
Internal Communication

Motivation
Innovation/Enthusiasm
Publicity

All issues, statements and comments generated during the Visual Brainstorming stage are listed in Appendix I.

All thirteen participants were later assigned to six teams to discuss over three cycles respective issues and to generate final statements with regard to the issues under discussion for consideration and further actions.

Final Statements

The following statements were produced and presented to all participants at the end of the formal session.

Yellow Team : Cynicism/Staff Morale/Pessimism

Team Members : Mike Ashton, Keith Elliot, Angela Slater, Julie Colligan, Jeremy Grice

1. Bring power for running budgets back into Enterprise and devolve it to Project Leaders.
2. Develop a code of practice for us all to use internally to support each other in all we do.
3. Contracts - Ensure that all staff on short-term contracts are informed at least 6 months prior to conclusion of contract, of future status.
4. Concentrate on positive aspects of everything we do and get all those in Development Office to do likewise.
5. All Enterprise issues to be addressed through Mike Ashton.
6. Let people know what we are doing through promotional leaflets, seminars, testimonies, etc.

Blue Team : Internal Communications

**Team Members : Russell Ashworth, Dave Grimes, Heather Kneale, Julie Colligan,
Jeremy Grice**

1. Notice-board for general circulars, information, factfiles, minutes of meetings.
2. Smaller problem-solving groups to advise team meetings on specific issues.
3. Minutes from team meetings to be more detailed in relation to actions, needs and development.
4. Reports and team meetings should lead to help as and when needed from other contributors.
5. Minutes of team meetings, operation boards, team leaders meetings, project management meetings should be available on noticeboard (so that everyone can see what's going on).
6. Alternative location for team meetings - with tea and biscuits, boardroom too intimidating,
7. Get recycling bin.
8. More social occasions.
9. Try to remove rumour factor by providing information as early as possible.
10. Accommodation problems make communications very difficult - especially in Room 4.
11. Days such as this would be useful - if positive actions are taken.

Black Team : Staff/Career Development

Team Members : Paul Jones, Russell Ashworth, Dawn Fantin, Angela Slater

1. Implement effective appraisal process :
 - provide regular review
 - identify individual current roles and responsibilities and opportunities for future involvement
 - create space to develop
 - identify any coaching required
2. Stand united and provide one voice - Mike (Ashton) for Enterprise, so a failure is a team responsibility and not an individual's.
3. Mike (Ashton) to be responsible for managers workloads and all projects should be assigned through him - avoid personal responsibility to say "no".
4. Proactive - don't wait for appraisal.

White Team : Equality and Teamwork

Team Members : Julie Grady, Heather Kneale, Jonathan Chinn, Keith Elliot

1. Do not hold meetings in boardrooms - informal setting and break into small groups for subject discussion.
2. Activities/Update Board - Communication
3. Prioritise - Plan

No : If not how ?

No : If not suitable - Not all things to all men.

Red Team : Making Money/Entrepreneurial

Team Members : Julie Grady, Paul Jones, Deborah Hudson, Mike Ashton

1. Empower the people to run contracts.
2. Remove bureaucracy - report
3. Enterprise members should understand the role of money in the unit.

HOW - Optimum use of resources to maximise profitability.

Green Team : Fun

Team Members : Heather Kneale, Deborah Hudson, Jonathan Chinn, Dawn Fantin

1. 5 minutes limited "moan and groan" session in team meetings.
2. Within our power we can work as a team on projects.
3. "Enterprise United" - Not just present it; Be it !
4. Get control back to those that actually deliver = 'Empowerment to Deliver'.
5. Not individual basis, must be group basis.
6. Equality of Opportunity to participate in activities other than those that are particular to the individual.
7. Re-evaluate operational strategy to include team motivation and individual motivation.

Final Statement of Importance
Mickleton Emissary Community

BLACK

Grounding the Vision

Iteration 1

Grounding the Vision:

We want to BE the atmosphere where the depth of understanding of the Divine is available so that people can have their own special experience.

Iteration 2

1. We want to go forward together.
2. Express ourselves honestly whilst acknowledging our fears.
3. Fulfill our charity requirement and commitment to provide a service to the public.
4. Finally come to the experience of knowing I am IT, we are IT. Exemplify IT and handle what comes!

Iteration 3

Our grounding mechanism will be:

during a plenary session we will invite people to visibly demonstrate their participation in the grounding of the vision having had time to consider some questions to clarify their thinking on this topic.

Attention will be given to making this space as safe as possible.

**Mickleton Syntegration
outcome resolve**

**BROWN
CHILDREN**

Iteration 1

1. Is it appropriate to have children live in Mickleton House - the way it is now?
2. Are the people here interested in children living in and visiting Mickleton House?

Iteration 2

1. Children can live fulfilled & flourished in life, in community

This community must change for children to experience this.

Is this a desire of all people?

2. Do people want to change this community?
3. Awareness?
4. What does it mean - living implication?

Is this a place for children?

Determining / Establishing where people are at

- truthful response for the questions
- deep considerations because we are willing to act on this

Mickleton Syntegration outcome resolve

Iteration 3

This community needs help in becoming aware of children needs.

We commit to action the above by the following ways :

1. A weekend where children are put first. Invitations will be forthcoming.
2. An education pamphlet for adults called CHILDREN'S VOICE.
3. Communication and Awareness Board (for signposting specific needs).
4. Appreciation Board
5. Support group for parents and children's friends (meet at least twice monthly).
6. Meeting after syntegration to action all the above :-

Jim

Joanna

Janet

Pam

Jean

Naomi

Davina

Anthony

Nicola (convenor for 1st meeting)

DARK BLUE

Hierarchy and leadership

Iteration 1

Need to balance :

Energy based leadership with shared energy and shared vision

Do we need designated leaders?

the exploration of leadership as a function rather role

Terms to explore :

Leader / Leadership

Follower

Focus

Equality just because of WHO WE ARE is a fact

People who are most committed carry the leadership function

Need to generate a new leadership models

- a process requiring radical honesty

Pressure on those in a leadership role - during period of change - relations / respect of community as changes in leadership structure occurs and self assumed leadership is developed

The lack of leadership as an impact of gender shifts.

ITERATION 2

Need for clarity between:

Leadership 1 - old style

Leadership 2 - new paradigm

Iteration 3 to consider:

Leadership 2 IN ACTION

Native American thought:

"We only select chiefs who want the job"

Mickleton Syntegration outcome resolve

Iteration 3 - final statement

To become a leader by default has been appalling because of the absence of clear empowerment by the collective or acknowledged form of authority.

People attempting to show leadership in emissary affairs sometimes experience being 'shot at' by others. In putting themselves forward they are then vulnerable to the experience of being whacked back in line. We need to be a witness to each other when we see this happening.

Mickleton house is to be a vehicle for a variety of projects. Those projects would fulfill the mandate of the charity but the mandate of the charity should only broadly define the nature of the projects. Historically, the board membership has been significantly invested in the detailed definition and operational management of emissary initiatives. Greater latitude is desirable at this stage of the cycle. The new leadership want a board that is disinterested in the sense that members have nothing to gain or lose personally from the outcome of the projects.

The board is simply there to ensure the projects are fulfilling the requirements of the charity commissioners, not to have final authority on operational project decisions. A hands off approach by the board is desirable. The board must have confidence in the competence of the management team that is stewarding the charity's projects. Necessary checks and balances for project accountability and information sharing will need to be put in place.

The charity manager role needs to be revised to some new form, like a group of people with specific roles and responsibilities. This team will embody the new style of leadership by being passionate and .

Does the emissary network need a leader? No!

The emphasis now is on a group of people doing something passionately together. This group would be open to a fresh flow of ideas and to meeting people from other charities with similar activities. The goal is to cross pollinate our experience with the experience of outside resources and consultants.

GOLD

Charity

Iteration 1

- 1 To clarify the relationship between charity and Mickleton House
- 2 There is disagreement about whether we are fulfilling our obligation as a charity.
- 3 Our commitment to spiritual regeneration
- how does this happen;
starting with our own through the experience of community
- 4 How far is the existence of community critical to our work as charity and what should its relationship be to it.
- 5 What role should the board fulfill
- how should it be expressed now?
- 6 Who is the charity ?? (membership)

Iteration 2

1. Charity status is a fact which works for us and it's valuable for the foreseeable future.
2. It is important that we perceive it as a useful vehicle and not a limiting factor.
3. In principle, the board must not be responsible for day-to-day operation of Mickleton House.
4. We need to further discuss whether communion and outreach are mutually exclusive.

Iteration 3

The charity is the keeper of the Emissary label in the UK and Republic of Ireland regions. As such, the charity's role is to be an umbrella for any activity so sponsored under that label in its' region.

In this role it will encourage all individuals or groupings so sponsored to move into its position of clear identity and responsibility, able to sustain what has been initiated out of their own generation and substance.

**Mickleton Syntegration
outcome resolve**

GREEN

Mickleton House: what, who, when how & why?

Iteration 1

- * The resident / non-resident rift has been healed
- * All is now forgiven
- * It is now safe enough to be honest
- * Now we are ready to address individual commitment and other issues

Iteration 2

We must be expansive, break barriers.

We must create the appropriate atmosphere for what happens here.

We need to be sure that what happens here is something we can/wish to contribute to or that we create something we want to do.

Each person will think what they want to contribute to and under what conditions.

Iteration 3

Mickleton House needs to be both a home and a "facility" to fulfill its charitable purpose because you need the presence of residents to provide the atmosphere / continuity for the facility.

Who are we? Find YOUR Passion, tune in to WHERE to direct it and answer the question FOR YOURSELF if Mickleton House has a part to play in the direction that you choose to lead your life.

----> Orthogonal process (web for autonomous community.)

Light Blue

Spiritual Expression and Worship of the Divine

Iteration 1

Creating Sacred Space:

What Part does Form Play?

Does Sacred/Ritual space open the community?

or

Does the community open the space?

Letting go to be in the "Now"

Worship and group/individual context:

A Pluralist Approach.

Iteration 2

* Agreement on value of regular, collective, ritual, sacred space and its co-creation.

* How do we maintain coherence in a collective pattern of worship and allow for variation in individual spiritual practice.

* What forms?

How do we create them?

How often?

When?

How do the earth energies here in Mickleton ask the people here to honour them?

We recognize that some people regard collective Worship as a reminder of their own Divine identity, and that some people regard it as part of Divine Function.

**Mickleton Syntegration
outcome resolve**

Iteration 3

OLD does not mean BAD

let us not use the terms OLD and NEW

All those interested in opening a worship space gather at 10.20am in the Garden Room on Sunday.

To include the practical and planning and preliminaries

Out of SILENCE and ATUNEMENT the WORSHIP BEGINS.

ORANGE

Sanctuary & Healing

Iteration 1

The options :

- 1 Retreat for self healing
- 2 Healing Therapy
- 3 Some combination of the above two
- 4 (Focused) By Sunday services we can provide the complete package
Does energy come out of enjoyment and passion
Who wants to provide these things
- 5 Admin./domestic services could be employed by Mickleton house
- 6 There is a greater need in the wide community to share in what could be offered by this community at Mickleton house

Iteration 2

- We cannot sit any longer.
 - Sanctuary = Attunement is the setting provided by Mickleton House for therapists and users.
 - Sunday worship is a central meeting point - spiritual activities at Mickleton House is the living juice.
- Switch to professional management. We will find ways to support this appropriately.

Mickleton Syntegration outcome resolve

Iteration 3

VISION

Creating a vessel in which many different visions serve the purpose of re-vision or re-generation.

The Charity role will be to provide a sanctuary for learning, attunement, and self-healing.

The sanctuary can be a setting for practitioners of other healing arts and for group events.

We see people living in this house as a fundamental ingredient. The MH Centre will employ residents and other staff.

We need a form of vibrational agreement (with residents as well.)

These are to create:

- architectural plans
- financial proposals (cost - income projections)

These need to be sent to the wider network to obtain commitments.

Clarification of composition and identity of this community. (we need?)

Nature of renovations:

- update
- decor
- safety
- security
- technology (equipment)
- user friendly computers, phones, etc.
- privacy

- accommodation doesn't need to be so spread out, messy

wild cost estimate £ 25,000.

**Mickleton Syntegration
outcome resolve**

PURPLE

Money

Iteration 1

Aspects:

- 1 Fear of abundance
- 2 Steward and visioning
- 3 Fear as a control pattern
- 4 Fear associated with collective shadow
- 5 Clarifying our purpose
- 6 Giving away one's worth to the charity : sacrifice
- 7 Individual responsibility
- 8 Active participation by ALL committed group members in financial matters.
- 9 Practical planning and management

Iteration 2

1. Consider learning skills process as part of ongoing collective who wish to learn the use of financial information, the daily ins and outs (financial flow) and practical aspects of money.
2. Several financial options are available and we must consider the viability and implications.
3. Who are the passionate people who can donate money, time, resources, responsibility, ideas, initiative; follow through.
4. Let the passionate people take it and run it: trust the process and untie the camel.
5. We need to define what appropriate events are.

Iteration 3

1. The Charity Manager/New Management Team (of passionate people) are empowered to decide which events are appropriate.
2. Members of this team (Pam, Leslie, Tessa, Davina) invite others to join them in developing practical skills in financial matters.
3. To consider a whole range of means of finance generation, including donations, visitors.
4. Start making 3-year plans instead of 6-month (short-term) plan.
5. Fund-raisers and Fun: Look at others for conceptual ideas.
6. Seek investors for our investment fund.
7. Rewrite the investment fund literature by the financial literates.
8. Seek (external) professional advice (in charity-finance).
9. Access to large professional and financial world through Davina.
10. We (Pam, Leslie, Hillary, Davina) are the passionate (finance) people - join us !

**Mickleton Syntegration
outcome resolve**

RED

Autonomous Local Community

Iteration 1

Two questions:

How could the community expand without a place and perhaps without a name and still attract people to itself?

What would we really, deeply like to do together ?

How do we meet the challenge of decentralization and differentiation that is happening without vibrational disintegration?

Iteration 2

We recognize that being resident in Mickleton House means being integrally involved in everything that happens in the building. This is a fact, not a policy.

Mickleton House organization must begin to see and be seen as a less centralized web network rather than one based on a star.

We will do this by exploring interdependence and the connective tissue.

We need to generate the connective tissue which rightly both separates and connects.

This could lead to a clarification of the charity / MH muddle.

We are clear that the red group is not about outreach. We are discussing how we want to be together as a community.

Mickleton Syntegration outcome resolve

Iteration 3

The RED TEAM invite all to join them to do the following :-

Activities

Join us !

1. Attunement service :
 - a. at 8.00 every morning Kate,
 - b. Portable telephone service (with a rota) Nicky,
2. Communication network using regular active enquiry and simple information distribution methods.
This will have the shape of web (for eg. 1 person contacting 2 others, and etc. ..) Nicola, Kate, Bill,
3. Special-coloured notepaper with a "community news" heading/logo (a batch for everyone...)
4. Directory of members, skills, offers, resources, facilities (at individual member's discretion)
5. Cooking, eating (.. the complete cycle) TOGETHER as regular EVENT (but not an obligation) : To start with once a week
6. Sunday worship
7. Collective financial obligation to be shared amongst individual members on as-use (facility, activity) basis.

SILVER

Mickleton House: launch pad and wider network now

Iteration 1

- * Clarify commitment / Identity membership in the network.
- * Empowerment inward / outward focuses
- * Taking frame off the picture without losing / context

How much can we let go of without losing everything

Iteration 2

Who would like to take a leap of faith with me?

There are 9 people now living in Mickleton House.
If two move out that will mean a £ 500. deficit.
This is reality - not a threat.

Let's close ranks and see who we are.

Re-define the community -
Look at the membership and answer the question:
"Commitment to What?"

Iteration 3

The group see a change in consciousness of what is required about living in Mickleton House.

- Arrival in M.H. is the route to success, evidenced by leaving.
- Coming and going periodically is useful & acceptable to enhance one's Spiritual Journey.

(A flow of ambassadors)

If anyone wishes to live here a long time, questions will need to be asked.

All that is provided is a sacred space to discover your way on!

The wider network is expanded by this change process & nourishment mutually between M.H. and satellite angels.

WHITE

Gender and Generation Balance

Iteration 1

Can you find it for yourself?

or
should Mickleton House provide the Juice for all?

How can Mickleton House Tap into Events held within its walls?

What do we fear which Suppresses individual energy?

Does the Suppression of one kind of energy lead to a general suppression of energy?

Blocked Shadow: expectations from Mickleton House?

Balance?

Iteration 2

There is a glorious collection of visions and excitement about the potential

BUT:

The collective shadow prevents this from being realized

The collective shadow is DISHONESTY because part of every one in this group has fears and wants to hold back.

The lack of people, gender and generation balance is caused by :

- the personal dishonesty of each community member
- nothing happening to attract external interest
- a necessary cycle that has brought us to this point
- collective dishonesty
- I do not know what

Mickleton Syntegration outcome resolve

ITERATION 3 - FINAL STATEMENT

Our exploration of the gender (male-female) and generational imbalance has lead us to make the following observations:

Over the last few years, in the shift of energy from male to female, we have lifted the lid off the suppressed masculine in women and the suppressed feminine in men.

(in some instances, the men have provided the feminine being aspect and the women have provided the masculine doing aspect.

As traditional masculine/feminine roles have shifted between the genders, new complexities and confusion have arisen.

We recognize that both masculine and feminine aspects exist in both men and women.)

The 'whoosh' of taking off this lid is a rebound effect that follows long term suppression but it doesn't leave a more balanced situation.

Young people are not attracted here because this is not an issue for them.

Our job now is to create a more balanced situation.

One of the ways we will do this is by taking full responsibility for our interpersonal expression.

'I have a lot to learn about how I make I statements.'

YELLOW

Remaining Shadows

Iteration 1

- 1 **Stalking the shadow**
- both individual and collective
- 2 **Building awareness of what M.H gets right**
- 3 **Possible conflict between emissary pattern to teach and the urge for self development (perpetual seekers)**

Opening up the dialogue round collective shadows

Spent time voicing what is so, for each of us around community / collective shadow elements

Iteration 2 full notes

Concern was raised that energy is getting blocked in the collective. The authoritarian aspect of the shadow though less strong it is visible in issues such as children. The underlying wish to challenge these was "Bubbling away under there".

It was mentioned that they felt more empowered than they did in the past.

Something, had to be done but not sure what to do.

Contradictory feelings towards defending the "old" and "existing" ways linked to fear/anticipation of possible loss get in the way of action. Many members of the group acknowledged the presence of their own shadows.

The feminine majesty of the power of the land was raised. Stewardship was felt necessary to help keep it in balance with the masculine. Would it help to ritualistically acknowledge to let the blockage go? Possibly by doing something akin to the burning of the paper on the first day?

Discussion around acknowledgment of the shadow. Are they ready to name them to service and assist the community? To start with our own and those which we buy into? Concern around looking too much at the shadows. They could get sucked in. Sometimes the need to just go forward and the shadows may disappear.

Being a "good" Emissary gave us confidence but not being a "good" one i.e. by choosing a different path for oneself could result in conflict with "good" emissaries, but conflict can be worked through.

Mickleton Syntegration outcome resolve

A key question for the group was :

Are we worshipping a greater [temporal] authority than me?

Some were articulated.

- The board of emissaries - greater priority for clean , neat and tidy carpets (and children!).
- Money -balanced budgets.
- The neighbourhood - pleasing them versus responsibility.

Some felt that living in a small country and the class issue probably had a strong influence on the way the group worked.

The group wanted to list their own individual responsibilities in the shadows. And invite the others to do the same. And ask: How do we move through it collectively

By acting in our full awareness and power, we destroy the power of the shadow.

How do I learn to live with the shadow in my life?

Iteration 3

Our collective shadow is that we do not have a consensus on what the shadow is.

We have a weakness for papering over differences and having an intellectual discussion when the going gets emotionally tough. In our group we took a risk and modelled a different approach to resolution.

An unsettled issue from yesterday was resolved between a critic and a participant by comparing what was recalled with what was intended.

When people are not real to one and another in a community this can generate great sadness.

If you are aware of people not being real it may still be possible to resolve past issues that remain alive in the present.

We think a do it yourself guide to dealing with shadows would be helpful. Kieth has volunteered to create a draft.

Final Statement of Importance

Liverpool World Syntegrity Project

PURPLE TEAM - RELIGIOUS INTOLERANCE

OUTCOME RESOLVE 1

Can we concentrate on

similarities

communication to reduce misunderstanding and misuse of position

focus on 'Good' and not 'GOD'

focus on the brotherhood of man

Religious intolerance is the excuse for conflict

OUTCOME RESOLVE 2

- a. Acceptance on a human level BEFORE religion
- b. Try to evolve from where they are at
- c. Knowledge and understanding + communication
- d. Religions role in world citizenship

OUTCOME RESOLVE 3

- a. Publicise tolerance
- b. Religion has a value that needs to be explored
- c. Communicate "Good" rather than "God"
- d. Concentrate on similarities
- e. Share religious awareness or experience with people who want it
- f. Inter-communion between religions at grassroots and leadership level
- g. Individual ethics or morality should be respected provided it respects human rights.

SILVER TEAM - DECISION, PEOPLE & NATURE

OUTCOME RESOLVE 1

Human Nature

Does it exist ?

Superstructures - needed ?

Understanding of human nature = ?

necessary for shared view of human nature

Changing human nature ?

How ?

OUTCOME RESOLVE 2

Individual's understanding of human nature

— perception

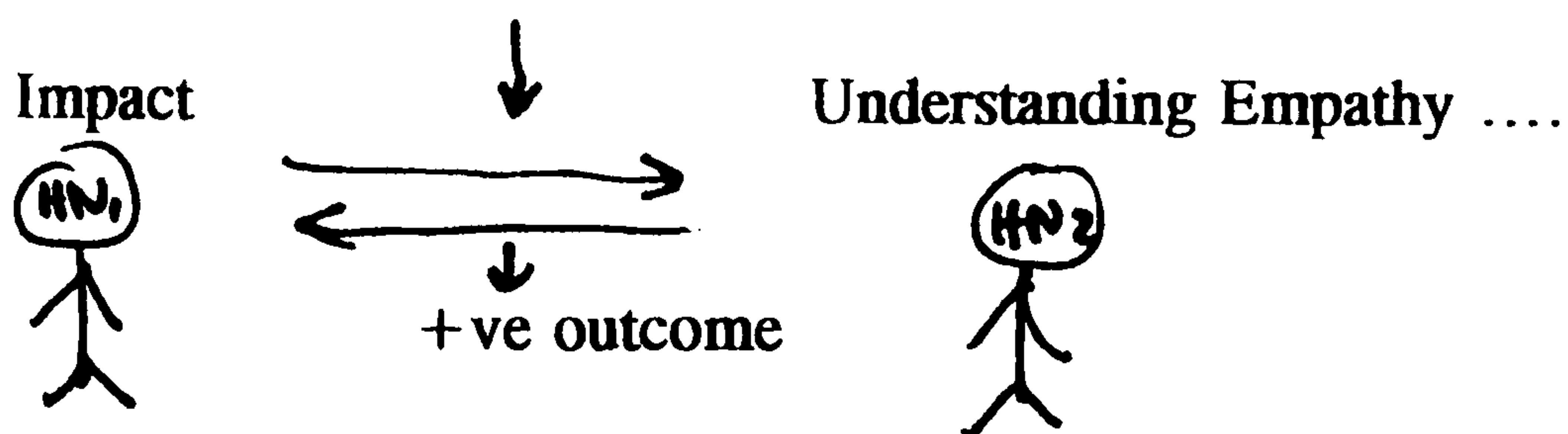
empathy

↘ goodwill

decision making needs :

- goodwill ?
- understanding

OUTCOME RESOLVE 3



*HN = Human nature

Relationship between human nature and human needs

The decisions we make are bound to have effects on circumstances beyond our control. Such decisions must respect the common nature of humanity in spite of the variety of individuals, groups and cultures.

Opinions differed over the need for the profound study of human nature. One view held that this is crucial to the development of understanding on which tolerance can be founded.

Actions :

- * More time to enhance empathy (ie. modelling [walking in someones shoes])
- * This approach apply at Institution level

DARK BLUE TEAM

OUTCOME RESOLVE 1

How is the world economy linked to the exploitation of 3rd world by multinational companies

We need to address :

How can we move to a need driven economics ?

How do we need to face up to the idea of "The Market" ?

A need basis for consumer buying behaviour ?

How to balance the 'little things' with the 'big things' ?

OUTCOME RESOLVE 2

world wide

fair wages

- how can it be achieved ?

(eg Traidcraft)

what is subsistence



who decides ?

information in order
to choose



but should fair wages be guaranteed by
national planning

OUTCOME RESOLVE 3

In creating need-economy, grassroots shared enterprises are very important eg. Co-ops - Mondragon AND they must tell others what they're doing.

Subsistence the minimum aim - but only the beginning (socially determined)

Challenge current economic dogmas by substituting need for wants/greed.

GOLD TEAM - WORLD TRADE

OUTCOME RESOLVE 1

3 Spheres (4 +/-)

Consultancy for technology and resources

Debt Crisis

Evolutionary Development

Exchange Values

Asset and Resource

Capitalism

Political Instability in 3rd World

OUTCOME RESOLVE 2

*** Morale needs raised in western countries**

- information

- self interest not in conflict with ethical comp.

*** Symbiosis Trade Reform N.G.O needed - discuss**

*** Individual (local) purchasing eg Banking**

OUTCOME RESOLVE 3

The system of world trade and industry must be reformed to allow sustainable development and the material compensation of exploited third world peoples.

Sustainable development at the level of strategic principle is about raising our quality of life by establishing symbiotic relations between human cultures and between those cultures and the biosphere.

There needs to be a global recognition of the major obstacles to achieving sustainable development and compensation of exploited third world people.

These include inequitable exchange values, the imposition of the debt crisis, the impacts of the arm trade, the degree political instability and corruption and the impacts of global warming, and the habits of excessive 'western' consumption.

The individual has a key responsibility to support ethical and sustainable trade with the third world. To fulfil this we need to set up an organisation to provide detailed product-info and to encourage awareness of the individual's real capacity.

There is an urgent need of individual's involvement in precedents of ethical and sustainable enterprise.

The UN has a duty to establish a secretariat to assist trade reform by providing governments with advice of appropriate tariff levels to encourage sustainable development

YELLOW TEAM - WORLD PEACE

OUTCOME RESOLVE 1

Is aggression purely weapon-based ?

In the current future there are going to be weapons but we must consider carefully their nature and function

Deterrence vs Discouragement

OUTCOME RESOLVE 2

*** Issue has to be addressed inside each individual as well as on a broader scale**

*** Might it be a matter of spreading awareness to general public of the idea of :-**

- Common security

- and the threats it seeks to address

*** This might need new communications**

*** Common security will arise out of common interest**

OUTCOME RESOLVE 3

Common Security

Militarism as a symptom of injustice cannot be addressed in isolation;

Common security is dependent on actual and perceived common interest.

The shift of military strategy from deterrence (prevention by fear of the consequences) to discouragement (prevention by lack of confidence of success) seems essential for the avoidance of conflict, and for the change from the arms-production basis of national economies to sustainable, productive and socially beneficial activities.

Reform of the U.N. is required for it to channel newly-freed resources into Sustainable Development in the Third World.

GREEN TEAM - KNOWLEDGE-EDUCATION

OUTCOME RESOLVE 1

- 1. Values**
- 2. Informal-formal**
- 3. Talents**
- 4. Communication**
- 5. Access**
- 6. Individual + Social**
- 7. Culture**

OUTCOME RESOLVE 2

Good teachers (Educators)

Have vision of world citizen

Are :

Willing to learn

Have experience outside education

Interested in their subject

Enthusiastic about it

And operate thru mutual respect

OUTCOME RESOLVE 3

Life-long learning on world issues & their interconnections (including cultures in content of formal and informal education should be implemented to create a greater understanding thru the curriculum.

Developed by & for the individual learner thru local issues and actions.

BROWN TEAM - AMORALITY & SCIENCE

OUTCOME RESOLVE 1

It is our attitude/mindset around science

How to provide standards embracing moral accountability

Half the scientists/technologists in the world are working on arms

Can we encourage science in harmony in nature

A holistic science ?

A sense of duty to all humanity

OUTCOME RESOLVE 2

*** Scientists should have :**

- code of conduct (?)

- imposed by external body

*** Speed of development has become too fast for society to assimilate**

*** Interactions between effects of chemicals/drugs**

*** in the long term**

OUTCOME RESOLVE 3

*** Science should not be given absolute authority**

*** " Holistic Science"**

Must work in harmony wth nature and for the good of humanity

*** Scientific work should be publicly accountable**

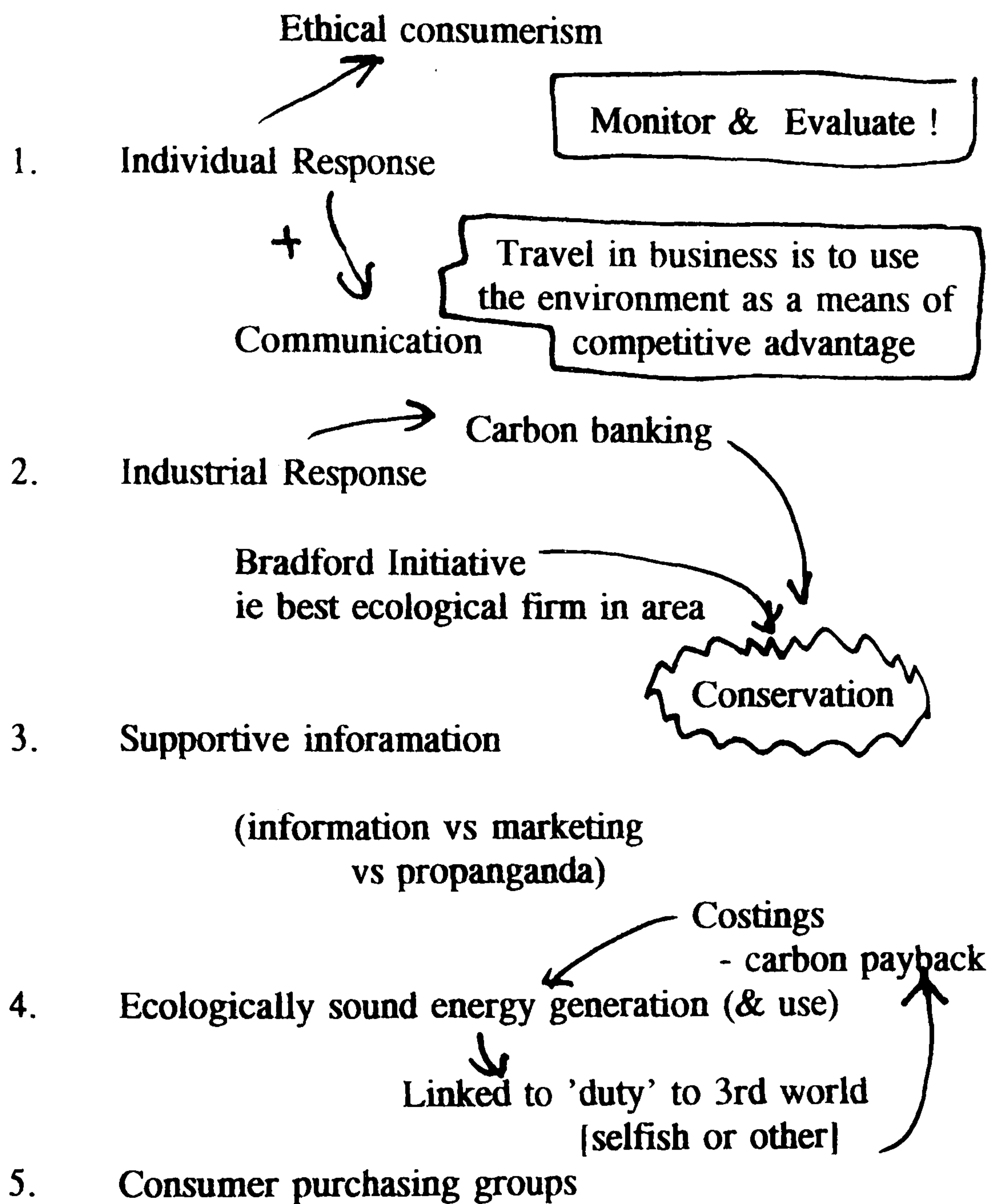
ORANGE TEAM - GLOBAL WARMING

OUTCOME RESOLVE 1

Focuses

Personal responsibility exists
GLOBAL WARMING IS AROUND
How do we solve ?
Sustainable fuels
Targeting Industry NOT Government.

OUTCOME RESOLVE 2



OUTCOME RESOLVE 3

Statement :

Given sufficient information the consumer has immense capacity to achieve change, but encouragement of this perception is essential. The individual is responsible for the difference their action makes.

LIGHT BLUE TEAM - IDEOLOGIES

OUTCOME RESOLVE 1

Racism/Nationalism ARE IMPORTANT ISSUES

Does perception of difference necessarily lead to :

- a. Assumptions of Immutability**
- b. Fear and Prejudice**
- c. Exploitation by power blocks**

Might Education, Humour, Integration be counters to the above.

Next we will be going on to "How to address these issues"

OUTCOME RESOLVE 2

How to :

encourage mechanisms

education

culture

legislation

Need to address aspects of difference

OUTCOME RESOLVE 3

Legislation is required as a defence of individual rights, and has a crucial proactive role encouraging integration and hence intercommunal understanding.

Legislation is not enough - the individual must take action by means of :-

- * recognizing 'the other' as 'the same'**
- * celebrating the diversity of cultures**
- * taking personal responsibility as a consumer by supporting fair trade**

BLACK TEAM - RELIGION AS A SHIELD

OUTCOME RESOLVE 1

Partial agreement that religious ideas have proved to be a shield.

(No-one has been converted yet)

OUTCOME RESOLVE 2

Next : Good points in education (Moral + Spiritual)

Bad religion has definitely stifled progress

Religion has stifled (especially the Catholic stance on contraception)

OUTCOME RESOLVE 3

Misinterpretation of original scripts at any point in the religions history can and does lead to flagrant human rights abuses (eg Muslim treatment of women and American Anti-abortionists).

Some mechanism should be found to hold them accountable for this.

A process of continuual adaptation should be included in religions.

WHITE TEAM - COMMUNICATION

OUTCOME RESOLVE 1

We should look at ourselves communicating in this group before going to the global level, for example :

- a. Everybody's views should be brought in
- b. Issues of handling motives (honesty, etc)
- c. How we actually sit.

OUTCOME RESOLVE 2

--> Power & Influence
↓
Control

Getting Basics Right

Different 'communication' at different levels

Manipulation, Right or Wrong ?

Personal relationships magnified in macro relationships

Interpretation of communication

Power + Influence can

decide problems

prioritizes problems

Representation and participative approach

No power + Influence = chaos ???

OUTCOME RESOLVE 3

- * Lack of effective communication underlying factor
- * Starting point of solution
- * Communication must have a human nature which is valuable
- * Communication as an instrument
- * Respect of self and others must exist for effective communication
- * Attributes of communication
 - everybody communicates whether they want to or not
 - listening/alertness
- * Problems of communication
 - language
- * To start human communication you must have self-respect and self-value

Summary

* Effective communication requires respect for the self and the other. With such respect the inevitable instrumentality of language (whether used a tool or as a weapon) becomes more benign.

RED TEAM - THINK BIG, ACT SMALL

OUTCOME RESOLVE 1

Need to integrate the GLOBAL and the LOCAL with action starting and continuing at the LOCAL level

OUTCOME RESOLVE 2

1. Danger - World State (International aid - not to detriment of country giving it)
2. Governance without institutionalisation (co-ops networks) UK inhibited
3. Ideas from WHO on well being of humans
4. ? 1st Question
5. Thinking small, doing small



Doing Big

6. Satisfaction of working together promoted
7. Health Education can grow globally
8. Working locally in another country

OUTCOME RESOLVE 3

* Making existing institutions work and accountable

eg, Broad-based Organisations
- community action

* Enabling and empowering people to be involved in decision making

* Local  National



International

* Reviving cooperative principles eg Mondragon

* Individuals join organisations that allow individuals to effect global issues

BLANK IN ORIGINAL

CONTENT ANALYSIS ON FINAL STATEMENT OF IMPORTANCE TO INFER IMPACT ON ORGANISATION

Background

1. The Final Statements of Importance (FSIs) are statements generated by members of each team (6 or 12 teams) at the final iteration of the Outcome Resolve meeting. The Outcome Resolve meeting is considered the final stage of the Syntegration event before the closing plenary. These FSIs are viewed as the statements reflecting the best thinking of the team on their respective topic.
2. The actions carried out after the syntegration event are based on these FSIs. These FSIs act as triggers or itself action objects to be executed or implemented.
3. The FSIs are applied to the following analysis:-
 - a] Theme analysis: a frequency count of themes stated in the FSI as a measure of importance, attention or emphasis.
 - b] Proximal association mapping, by locating team-topics (as a group of FSIs) in a quadrant with the axis *us-others* and *organisation-environment* to establish implied *who* and *where* actions are to be taken.
 - c] Contextual classification according to organisational functions of policy, development, control, audit, coordination and operation, following Beer's Viable System Model. These functions are labeled as Systems 5, 4, 3, 3*, 2 and 1 in the impact analysis table.

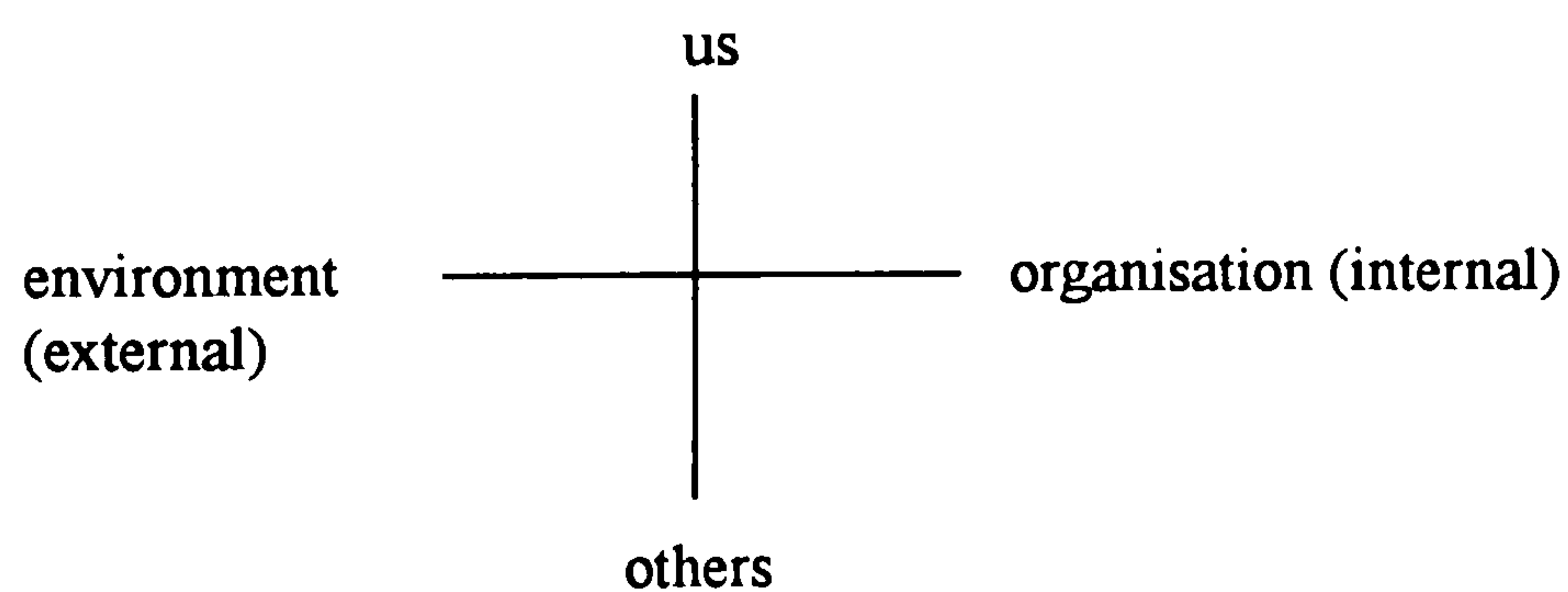
The three forms of analysis provide the necessary triangulation of results which serves as the basis for inferences of impact on organisation.

4. Two independent assessment (and analysis) of the FSIs will be carried out to compare results produced by the researcher. This exercise is aimed at eliminating bias on the part of the researcher as well as to ensure validity of results and robustness of analysis.
5. Instructions for analysing and recording the results together with a recording sheet are provided for use by the independent assessors.
6. These instructions and the instruments have been pilot-tested so that the independent assessors will have no difficulties in carrying out the exercise.

Task 1+2: Frequency Count on Themes and Proximal Association Mapping

Instructions:

1. A theme is defined as:-
“The subject of discourse, discussion, conversation, meditation or composition; a topic”, Oxford English Dictionary, 2nd Ed, 1989.
2. There are four sets of recording sheets (Form A). Each set is for one syntegegration event. These sets correspond to the set of FSIs provided for this task.
3. Within each set, recording sheets are provided for FSI for each team.. These sheets are also labeled for the event and team-topic accordingly.
4. Read through the FSIs for each topic-team to identify themes in the statements. Highlight these themes (using a coloured ‘highlighter’) and record them on the sheet provided (make sure it is recorded on the correct sheet for the topic).
5. Record the **frequency of theme** used over statements for each topic-team by ticking the frequency column. One tick for each occurrence in one column.
6. At the end of the each topic-team, **position** the topic-team in the Proximal Association Sheet (Form B). The quadrant on the sheet has the following axis:-



You are required to position the topic-team based on your assessment of **who will be able to carry out the actions** implied in the FSIs (us or others), and **where actions are to be taken** (organisation (internal) or in the environment (external)).

For example, members of the team-topic TECHNOLOGY may propose the implementation of servers and networks for the organisation but required external consultants to do the job for them. Therefore the team-topic TECHNOLOGY will be positioned in the organisation-others cell of the quadrant.

As a proximal association mapping exercise, team-topic may be positioned at the meeting point of the axis, if it relates to both the members of the team (us), and others as well as the organisation and the environment.

This is NOT an assessment for each individual statement but for the overall team-topic.

Task 3: Impact Analysis using Beer's Viable System Model

Instructions:

1. Read through the FSI for each team-topic to form a narrative summarising what the team aims to do or issues which are addressed.
2. Classify the context according to its influence and impact on organisational functions of policy (S5), development (S4), operational management (S3), audit (S3*), coordination (S2) and operational units (S1).
3. For each of the team-topic, tick the respective columns in Impact Assessment Sheet (Form C) to denote impact.

FREQUENCY COUNT OF THEMES

FORM A

Event: Liverpool Student Community Action

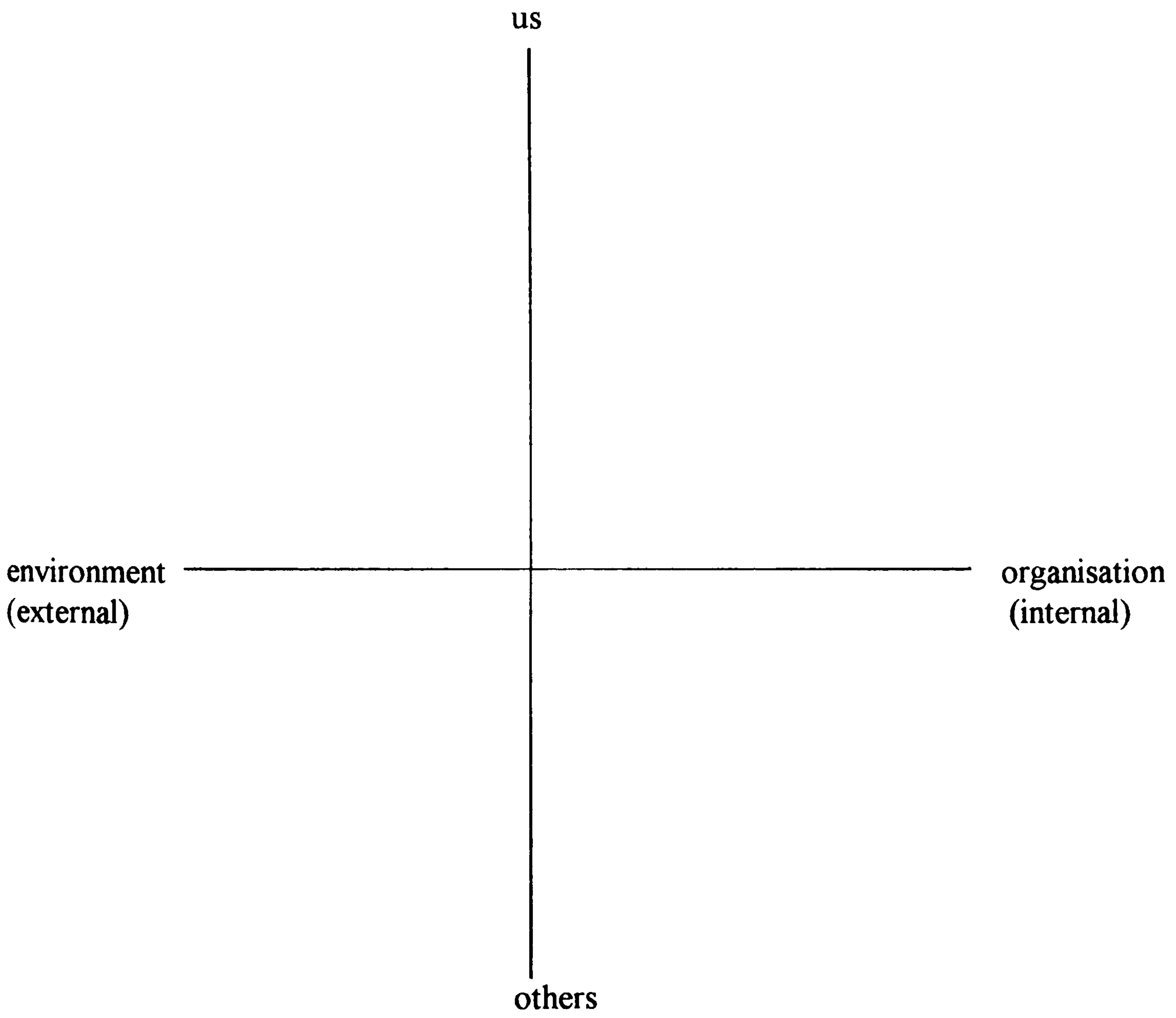
Team-Topic: Volunteer Recruitment and Support

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

PROXIMAL ASSOCIATION SHEET

FORM B

Event: **LIVERPOOL STUDENT COMMUNITY ACTION**



IMPACT ASSESSMENT SHEET

FORM C

Event: **Liverpool Student Community Action**

Team-topic	S1	S2	S3	S3*	S4	S5
Volunteer Recruitment & Support						
Core Projects						
Management Team						
Equal Opportunities						
Objective One						
Logistics						

Liverpool Student Community Action

Final Statement of Importance

Team-Topic: [Yellow] Volunteer Recruitment and Support

<u>Statement Number</u>	<u>Statement</u>
1	A Voluntary Action Plan to be sold to potential new members during induction and recruitment so that they can see the benefits for personal and career development. This should be backed by reference.
2	Accreditation - Records of work Attendance Experience and skills developed Courses attended
3	This should be held as a pack with all individual volunteers details/experience.
4	NVQs (National Vocational Qualification) should be a long-term accreditation aim.

Liverpool Student Community Action

Final Statement of Importance

Team-Topic: [White] Selection of Core Projects

<u>Statement Number</u>	<u>Statement</u>
1	Project Representatives on Management Team would be key people to undertake this work as they have specialist knowledge to assess according to time and costs of project, knowledge and experience generated.
2	Outside resources to continue “deselected” projects should include Objective One Bid as well as Volunteer Bureaux such as MVCS/LPSS.
3	LSCA practices such as “open door” policy should be included to see if time and resources consumed by these could be better used to support a wider project range.
4	A realistic time plan for the process is essential as well as special Saturday deselection sessions.

Liverpool Student Community Action

Final Statement of Importance

Team-Topic: [Green] Management Team

<u>Statement Number</u>	<u>Statement</u>
1	<p>Roles:</p> <p>a) Practical Job Descriptions - can be drawn up during 1:1 supervision and then used in 1:1 and during recruitment of potential volunteers for Management Team.</p> <p>b) Diaries - continuous recording of activities by officers can be used to help their own planning, for others to use to help coordinate work and knowledge of team; thus building identity/consciousness, provide an information base for others to use to learn the job.</p>
2	<p>Responsibilities:</p> <p>Should be defined and written down for team and individual, emphasising what is relevant to the Management Team, Development and Planning, Support and Advisory Group. Staff should all provide ideas.</p>
3	<p>Structure:</p> <p>Team meetings need to be redesigned to avoid old protocol and introduce practical methods which achieve the aim of the meeting. Begin with a feedback session so all know what's happened in that week. Have "things to do" not "matters arising". Feedback should deal with problems and gripes to avoid build up of resentment, etc. Supervision sessions should be kept, but used more productively eg., constructive criticism of workers and officers as well as what to do/how to do things.</p>
4	<p>Socials:</p> <p>More would be good and Management Team should devote time to it in order to gain maximum benefit from the Management Team experience.</p>
5	<p>Ethos/Philosophy:</p> <p>Have common aims. What is Management Team, why does it exist, what does it want? Can they make it easier to have rules which meet these aims. Feedback through a variety of methods would continuously enhance knowledge of ethos, etc. Make Management an "open" team. Focus on team work - the whole is greater than the sum of the parts.</p>

Liverpool Student Community Action

Final Statement of Importance

Team-Topic: [Blue] Equal Opportunities

<u>Statement Number</u>	<u>Statement</u>
1	Members, Project Committees and Management Team should receive training in Equal Opportunities every year from either LSCA staff or trained volunteers.
2	The training should aim to improve understanding of equal opportunities and therefore provide a commitment towards strategies to improve representation and full involvement of all under-represented groups within LSCA.
3	After recruitment events a statistical assessment of who has joined should be used to evaluate effectiveness of the recruitment strategy and if necessary be modified to ensure an appropriate representative membership.
4	Publicity should be sent to groups/places/publications which serve the target groups, eg., International Students, men's toilets and dominated departments, Black community groups, local radio.
5	We should consider visiting places/people as well as to encourage participation and break mystique.
6	Pre-term September inductions should be held for non-students, to avoid filling our places with students.
7	Our publicity images should reflect all types of students in a positive way.
8	Positive action (investing resources in target groups to ensure wide representative participation) should be made a priority.

Liverpool Student Community Action
Final Statement of Importance

Team-Topic: [Red] Objective One

<u>Statement Number</u>	<u>Statement</u>
1	Infosheets/databases and A-Z on LSCA, its projects and work. Procedure guidelines e.g., setting up a new project “pack”.
2	Project representatives need to be recruited and supported to improve understanding and communication.
3	Market research: document and evaluate current activity. Define the gaps. Expand into other areas
4	Recruit more staff.
5	Educate the students, community and academics of joint benefits.

Liverpool Student Community Action
Final Statement of Importance

Team-Topic: [Black] Logistics

<u>Statement Number</u>	<u>Statement</u>
1	Logistics - set up records of information, contacts and procedures for each project
2	A-Z : everything about LSCA, an idiot’s guide to:- a) Project description - where it is and when it happens b) Day to day running procedures c) Backup systems for help, who and where they are d) Recruitment - how, when, materials
3	Project Reps - have them with written guidelines on role e.g. update information
4	Commitment- NVQs and/or a “Community Volunteer Certificate” References - reliability, contribution, skills developed. Written by Management Team.
5	Promote the benefits of LSCA/Interchange in University, its staff and Postgraduates.
6	Community Volunteers - recruit and promote LSCA through radio, press, etc. Should be the sole role of a Management Team person.
7	Paid worker/Sabbatical solely to support the work of Management Team.

CSF Decision Support Ltd
Final Statement of Importance

Team-Topic: [White] CSF + Uni + LBS

<u>Statement Number</u>	<u>Statement</u>
1	Conflicts exist in policies and objectives between parties (CSF, Uni, LBS).
2	CSF has a much longer time horizon in planning.
3	Actions for CSF can NOT be determined until mission and objectives are reviewed in the light of the above conflicts.
4	Leads to a work overload.
5	All of the above inhibits CSF's ability to generate income for the Uni.
6	Identify and evaluate other models, eg. Leeds University.
7	Include different relationship with LBS.
8	As CSF have inadequate control of its strategy, crucial that CSF Directors portray dilemma to LBS and JMU.
9	As CSF is at a strategically VERY sensitive stage there is a need to move quickly and carefully in resolving the above.

CSF Decision Support Ltd
Final Statement of Importance

Team-Topic: [Yellow] Administration/Management

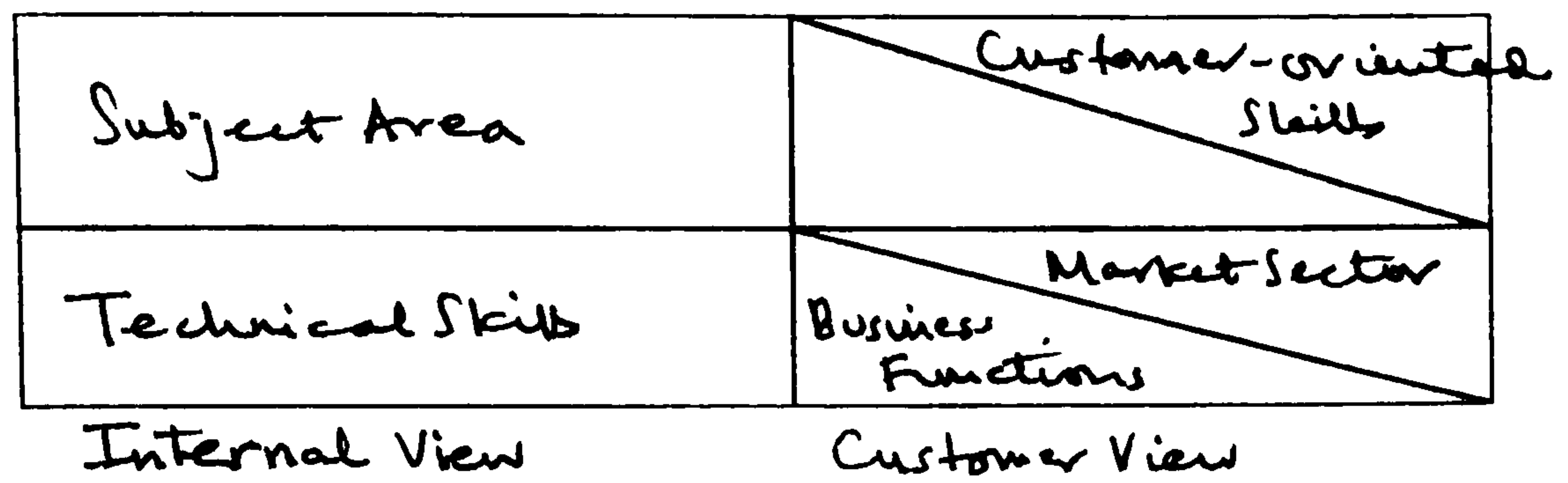
<u>Statement Number</u>	<u>Statement</u>
1	Process based approach to projects and their management with <u>process</u> managers.
2	Need to formulate process activities.
3	Minimise number of people required for a <u>process</u> team to simplify communication and minimise delays.
4	Maximise number of people capable of performing all processes in order to maximise flexibility. Achieved by in-house staff development programmes.
5	To continually learn from experience and to improve the above 4 points. (Internal end of project reports).
6	CSF adopts a principle of having the account and/or project manager being a different person(s) to those undertaking the consultancy.
7	CSF members to share the viable structure for managing CSF and to use this to re-design and maintain necessary I.S. Improvement in I.S. will help to reduce the amount of management.
8	Analysis of processes will identify opportunities for bringing in fulltime staff, ie., administrator.
9	Monitoring systems need to be designed and installed to trigger action and learning.
10	Separate accommodation for academic and commercial operations would assist the use of 'Quality Time' and Time Management.
11	Need to have a crisis management process in place (Points 1-4 above).

CSF Decision Support Ltd
Final Statement of Importance

Team-Topic: [Blue] Core Competencies

Statement Number Statement

1 The traditional academic/subject-based definition is not sufficient. We are proposing new categories:



2 The matrix is drawn-up twice: first-current, second-desired future.

3 Produce a list of subject areas: actual and desired in relation to mission statement. Identify staff with skills in that subject area.

4 Validate matrices, including with customer.

5 Identify opportunities and weaknesses/gaps.

6 Review mission statement.

CSF Decision Support Ltd
Final Statement of Importance

Team-Topic: [Black] Markets + Products + Services

<u>Statement Number</u>	<u>Statement</u>
1	There are a wide number of opportunities in the following areas:- Brussels, team syntegegration, software products, water industry consultancy, front-end activities to team syntegegration, early warning systems, etc.
2	Currently limited resources mean that we cannot address all the opportunities, hence identify criteria for selection of opportunities, eg. financial returns, interest, experience, expertise.
3	Construct marketing strategy to fully exploit these opportunities.
4	We recognise that CSF is successful in fulfilling individual projects over a wide range of areas without ever fully exploiting the full commercial potential of these areas. To do this a wide range of issues must be addressed eg. finance, human resources, ownership, continuity of Research and Teaching, management of commercial exploitation.
5	These decisions will allow a coherent programme of publicity to be developed.
6	CSF should address the above issue internally and then in conjunction with JMU services for agreement.

CSF Decision Support Ltd
Final Statement of Importance

Team-Topic: [Green] Mission/Ownership

<u>Statement Number</u>	<u>Statement</u>
1	Jim, Doug and Denis to re-evaluate personal objectives, ie. where do they each want to go?
2	Revised mission statement to be drawn up for CSF, ie. where does it want to go?
3	Evaluate existing and future relationship with JMU/LBS, eg. become a fully independent entity, change the focus, develop contingencies.
4	Incorporate financial objectives in new mission statement.

CSF Decision Support Ltd
Final Statement of Importance

Team-Topic: [Red] Communication/Networking

<u>Statement Number</u>	<u>Statement</u>
1	Present communication reasonable for LBS based network.
2	Communication with CSF provider network is currently adhoc.
3	Minutes from weekly meetings to be sent out weekly to ALL relevant members via e-mail, post, etc.
4	General communication would be enhanced by better use of “in-house” technology, eg. e-mail, fax facility using PC base, voice mail, library services.
5	Need for gatekeepers for the following: current availability of grants UK/Europe, market opportunities, training, statistical support, multi-media, strategic conferencing, process improvement.
6	Standards for: document control, labelling system, time logging, monitoring, reviewing on a regular basis, client contract.
7	Increase client network through higher visibility (Newsletter).
8	Individual with responsibility to link with graduates.

JMU-Enterprise Unit

Final Statement of Importance

Team-Topic: [Yellow] Cynicism/Staff morale/Pessimism

<u>Statement Number</u>	<u>Statement</u>
1	Bring power for running budgets back into Enterprise and devolve it to Project Leaders.
2	Develop a code of practice for us all to use internally to support each other in all we do.
3	Contracts - ensure that all staff on short-term contracts are informed at least 6 months prior to conclusion of contract of future status.
4	Concentrate on positive aspects of everything we do and get all those in Development Office to do likewise.
5	All Enterprise issues to be addressed through Mike Ashton.
6	Let people know what we are doing through promotional leaflets, seminars, testimonies, etc.

JMU-Enterprise Unit

Final Statement of Importance

Team-Topic: [Blue] Internal Communications

<u>Statement Number</u>	<u>Statement</u>
1	Notice-board for general circulars, information, factfiles, minutes of meetings.
2	Smaller problem solving groups to advise team meetings on specific issues.
3	Minutes from team meetings to be more detailed in relation to actions, needs and development.
4	Reports and team meetings should lead to help as and when needed from other contributors.
5	Minutes of team meetings, operation boards, team leaders meeting, project management meetings should be available on noticeboard (so that everyone can see what's going on).
6	Alternative location for team meetings - with tea biscuits, boardroom too intimidating.
7	Get recycling bin.
8	More social occasions.
9	Try to remove rumour factor by providing information as early as possible.
10	Accommodation problems make communications very difficult - especially in Room 4.
11	Days such as this would be useful - if positive actions are taken.

JMU-Enterprise Unit

Final Statement of Importance

Team-Topic: [Black] Staff/Career Development

<u>Statement Number</u>	<u>Statement</u>
1	Implement effective appraisal process: - provide regular review - identify individual current roles and responsibilities and opportunities for future involvement - create space to develop - identify any coaching required
2	Stand united and provide one voice - Mike (Ashton) for Enterprise, so a failure is a team responsibility and not an individual's.
3	Mike (Ashton) to be responsible for managers workloads and all projects should be assigned through him - avoid personal responsibility to say "no".
4	Proactive - don't wait for appraisal.

JMU-Enterprise Unit

Final Statement of Importance

Team-Topic: [White] Equality and Teamwork

<u>Statement Number</u>	<u>Statement</u>
1	Do not hold meetings in boardroom - informal setting and break into small groups for subject discussion.
2	Activities/Update Board - Communication.
3	Prioritise - Plan No: If not how? No: If not suitable - Not all things to all men.

JMU-Enterprise Unit

Final Statement of Importance

Team-Topic: [Red] Making Money/Entrepreneurial

<u>Statement Number</u>	<u>Statement</u>
1	Empower the people to run contracts
2	Remove bureaucracy - report.
3	Enterprise members should understand the role of money in the unit.
4	How - optimum use of resources to maximise profitability.

JMU-Enterprise Unit

Final Statement of Importance

Team-Topic: [Green] Fun

<u>Statement Number</u>	<u>Statement</u>
1	5 minutes limited “groan and moan” session in team meetings
2	Within our power we can work as a team on projects.
3	“Enterprise United” - Not just present it; Be it!
4	Get control back to those that actually deliver = “empowerment to deliver”.
5	Not individual basis, must be group basis.
6	Equality of opportunity to participate in activities other than those that are particular to the individual.
7	Re-evaluate operational strategy to include team motivation and individual motivation.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Black] Grounding the Vision

<u>Statement Number</u>	<u>Statement</u>
1	Our grounding mechanism will be: during a plenary session we will invite people (participants) to visibly demonstrate their participation in the grounding of the vision having had time to consider some questions to clarify their thinking on this topic.
2	Attention will be given to making this space as safe as possible.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Brown] Children

<u>Statement Number</u>	<u>Statement</u>
1	This community need help in becoming aware of children needs.
2.	We commit to action the above by the following ways:- a) A weekend where children are put first. Invitations will be forthcoming. b) An education pamphlet for adults called CHILDREN's VOICE. c) Communication and Awareness Board (for signposting specific needs). d) Appreciation Board e) Support group for parents and children's friends (meet at least twice weekly). f) Meeting after syntegration to action all above.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Gold] Charity

<u>Statement Number</u>	<u>Statement</u>
1	The charity is the keeper of tge Emissary label in the UK and Republic of Ireland regions. As such, the charity's role is to be an umbrella for any activity so sponsored under that label in its' region.
2	In this role it will encourage all individuals or groupings so sponsored to move into its position of clear identity and responsibility, able to sustain what has been initiated out of their generation and substance.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Dark Blue] Hierarchy and Leadership

<u>Statement Number</u>	<u>Statement</u>
1	To become a leader by default has been appalling because of the absence of clear empowerment by the collective or acknowledged form of authority.
2	People attempting to show leadership in emissary affairs sometimes being 'shot at' by others. In putting themselves forward they are vulnerable to the experience of being whacked back in line. We need to be a witness to each other when we see this happening.
3	Mickleton House is to be a vehicle for a variety of projects. Those projects would fulfil the mandate of the charity but the mandate of the charity should only broadly define the nature of the projects. Historically, the board membership has been significantly invested in the detailed definition and operational management of emissary initiatives. Greater latitude is desirable at this stage of the cycle. The new leadership want a board that is disinterested in the sense that members have nothing to gain or lose personally from outcome of the projects.
4	The board is simply there to ensure the projects are fulfilling the requirements of the charity commissioners, not to have final authority on operational project decisions. A hands-off approach by the board is desirable. The board must have confidence in the competence of the management team that is stewarding the charity's projects. Necessary checks and balances for project accountability and information sharing will need to be put in place.
5	The charity manager's role needs to be revised to some new form. like a group of people with specific roles and responsibilities. This team will embody the new style of leadership by being passionate.
6	Does the emissary network need a leader? NO!
7	The emphasis is on a group of people doing something passionately together- this group will be open to fresh flow of ideas and to meeting people from other charities with similar activities. The goal is to cross pollinate our experience with the experience of outside resources and consultants.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Green] Mickleton House: What, Who,, Why ?

<u>Statement Number</u>	<u>Statement</u>
1	Mickleton House needs to be both a home and a 'facility' to fulfil its charitable purpose because you need the presence of residents to provide the atmosphere/continuity for the facility.
2	Who are we? Find YOUR passion, tune in to WHERE to direct it and answer the question FOR YOURSELF if Mickleton House has a part to play in the direction that you choose to lead your life.
3	Orthogonal process (web for autonomous community)

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Light Blue] Spiritual Expression and the Worship of the Divine

<u>Statement Number</u>	<u>Statement</u>
1	OLD does not mean BAD: let us not use the terms OLD and NEW
2	All those interested in opening a worship space gather at 10.20 am in the Garden Room on Sunday.
3	To include the practical and planning and preliminaries.
4	Out of SILENCE and ATUNEMENT the WORSHIP BEGINS.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Orange] Sanctuary and Healing

<u>Statement Number</u>	<u>Statement</u>
1	VISION: Creating a vessel in which many different visions serve the purpose of re-vision or re-generation.
2	The charity's role will be to provide a sanctuary for learning, attunement and self-healing.
3	The sanctuary can be a setting for practitioners of other healing arts and for group events.
4	We see people living in this house (Mickleton House) as a fundamental ingredient. The MH centre will employ residents and other staff.
5	We need a form of vibrational agreement (with residents as well). These are to create: a) architectural plans, b) financial proposals (cost-income projections). These need to be sent to the wider network to obtain commitments.
6	Clarification of composition and identity of this community (we need?).
7	Nature of renovations: a) update - decor, safety, security, technology (equipment), user-friendly computers, phones, etc., privacy. b) accommodation doesn't need to be spread out, messy.
8	Wild cost estimate £25,000

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Purple] Money

<u>Statement Number</u>	<u>Statement</u>
1	The Charity Manager/New Management Team (of passionate people) are empowered to decide which events are appropriate.
2	Members of this team (Pam, Leslie, Tessa, Davina) invite others to join them in developing practical skills in financial matters.
3	To start a whole range of means of finance generation, including donations, visitors.
4	Start making 3-year plans instead of 6-month (short-term) plan.
5	Fund-raisers and Fun: Look at others for conceptual ideas.
6	Seek investors for our investment fund.
7	Rewrite the investment fund literature by the financial literates.
8	Seek (external) profesional advice (in charity-finance).
9	Access to large professional and financial world through Davina.
10	We (Pam, Leslie, Hillary, Davina) are the passionate (finance) people-join us!

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Red] Autonomous Local Community

<u>Statement Number</u>	<u>Statement</u>
1	The Red team invites all to join them to do the following activities:
2	Attunement service: at 8.00 every morning, portable telephone service
3	Communication network using regular active enquiry and simple information distribution methods. This will have the shape of web (for eg. 1 person contacting 2 others, and etc.)
4	Special-coloured notepaper with a “community news” heading/logo (a batch for everyone).
5	Directory of members, skills, offers, resources, facilities (at individual member’s discretion).
6	Cooking, eating (.. the complete cycle) TOGETHER as regular EVENT (but not an obligation): To start with once a week.
7	Sunday worship.
8	Collective financial obligation to be shared amongst individual members on as-use (facility, activity) basis.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Silver] Mickleton House: Launch pad and Wider Network Now

<u>Statement Number</u>	<u>Statement</u>
1	The group see a change in consciousness of what is required about living in Mickleton House (MH). <ul style="list-style-type: none">- arrival in MH is the route to success, evidenced by leaving- coming and going periodically is useful & acceptable to enhance one’s Spiritual Journey (a flow of ambassadors).
2	If anyone wishes to live here a long time, questions will need to be asked.
3	All that is provided is a sacred space to discover your way on!
4	The wider network is expanded by this change process & nourishment mutually between MH and satellite angels.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [White] Gender and Generation Balance

<u>Statement Number</u>	<u>Statement</u>
1	Our exploration of the gender (male-female) and generational imbalance has lead us to make the following observations.
2	Over the last few years, in the shift of energy from male to female, we have lifted the lid off the suppressed masculine in woman and the suppressed feminine in men.
3	In some instances, the men have provided the feminine being aspect and the women have provided the masculine doing aspect.
4	As traditional masculine/feminine roles have shifted between genders, new complexities and confusion have arisen.
5	We recognise that both masculine and feminine aspects exist in both men and women.
6	The “whoosh” of taking off this lid is a rebound effect that follows long term suppression but it doesn’t leave a more balanced situation.
7	Young people are not attracted here because this is not an issue for them.
8	Our job now is to create a more balanced situation.
9	One of the ways we will do this is by taking full responsibility for our interpersonal expression.
10	“I have a lot to learn about how I make “I” statements”.

Mickleton Emissary Community
Final Statement of Importance

Team-Topic: [Yellow] Remaining Shadows

<u>Statement Number</u>	<u>Statement</u>
1	Our collective shadow is that we do not have a consensus on what the shadow is.
2	We have a weakness for papering over differences and having an intellectual discussion when the going gets emotionally tough. In our group we took a risk and modelled a different approach to resolution.
3	An unsettled issue from yesterday was resolved between a critic and a participant by comparing what was recalled and what was intended.
4	When people are not real one and another in a community this can generate sadness.
5	If you are aware of people being real it may still be possible to resolve past issues that remain alive in the present.
6	We think a do it yourself guide to dealing with shadows would be helpful. Keith has volunteered to create a draft.

Independent Assessors Result of Content Analysis
Assessor A

FREQUENCY COUNT OF THEMES

FORM A

Event: Liverpool Student Community Action

Team-Topic: Volunteer Recruitment and Support

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	2	
PEOPLE	1 3	✓	✓																			
DEVELOPMENT	1 2 4	✓	✓	✓	✓																	
PROCESS	1 2 3 4	✓	✓	✓	✓																	

FREQUENCY COUNT OF THEMES

FORM A

Event: Liverpool Student Community Action

Team-Topic: Management Team

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ROLES	1	✓																			
PROCEDURE	1 2 3 4 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							
PEOPLE	1 2 3 4 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
RESPONSIBILITY	2	✓																			
STRUCTURE	3	✓	✓	✓																	
SOCIAL	4	✓																			
ETHOS	5	✓																			

FREQUENCY COUNT OF THEMES

FORM A

Event: Liverpool Student Community Action

Team-Topic: Equal Opportunities

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
EQUAL OPS	1 2 3	✓	✓	✓																	
PEOPLE	1 2 3 4 5 6	✓	✓	✓	✓	✓	✓	✓	✓												
TRAINING	1 2	✓	✓																		
PROCESS	2 3 4 5 6 7	✓	✓	✓	✓	✓	✓	✓	✓	✓											

FREQUENCY COUNT OF THEMES

FORM A

Event: Liverpool Student Community Action

Team-Topic: Objective One

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
PROCESS	1 2 3 4 5	✓	✓	✓	✓	✓																
PEOPLE	2 4 5	✓	✓	✓																		
RECRUITMENT	2 4	✓	✓																			
SUPPORT	2	✓																				

FREQUENCY COUNT OF THEMES

FORM A

Event: Liverpool Student Community Action

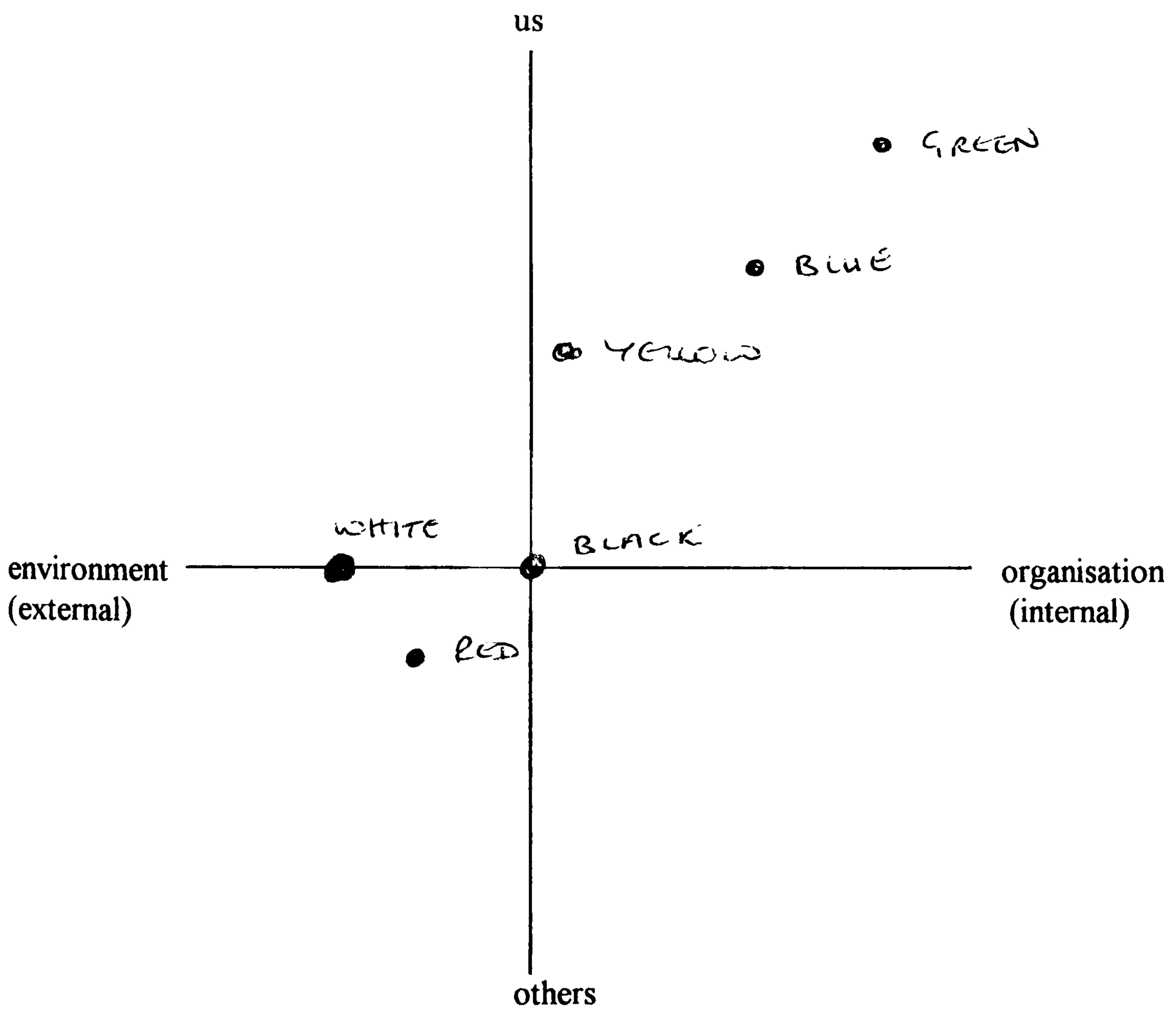
Team-Topic: Logistics

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
PROCEDURE	1 2 3 4 5 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								
A-Z	2	✓																				
PEOPLE	2 3 4 5 6 7	✓	✓	✓	✓	✓																
MANAGEMENT	4 5 7	✓	✓	✓																		
PROMOTION.	2 4 5 6 7	✓	✓	✓	✓	✓																

PROXIMAL ASSOCIATION SHEET

FORM B

Event: **LIVERPOOL STUDENT COMMUNITY ACTION**



IMPACT ASSESSMENT SHEET

FORM C

Event: **Liverpool Student Community Action**

Team-topic	S1	S2	S3	S3*	S4	S5
Volunteer Recruitment & Support		✓	✓		✓	✓
Core Projects			✓		✓	✓
Management Team		✓	✓			✓
Equal Opportunities	✓				✓	
Objective One					✓	
Logistics		✓	✓			

FREQUENCY COUNT OF THEMES

FORM A

Event: CSF Decision Support Ltd

Team-Topic: CSF+Uni+LBS

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Conflicts	1, 3	✓	✓																		
Planning	2, 6	✓	✓																		
Work overload	4	✓																			
Inhibitors	5	✓																			
Relationships	7, 1	✓	✓																		
Control	8	✓																			

FREQUENCY COUNT OF THEMES

FORM A

Event: CSF Decision Support Ltd

Team-Topic: Markets+Products+Services

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Products	12	✓	✓																		
People	2	✓																			
Opportunities	12 35	✓	✓	✓	✓	✓															
Strategy	3	✓																			
Inhibitors	426	✓	✓	✓																	
Success	4	✓																			

FREQUENCY COUNT OF THEMES

FORM A

Event: CSF Decision Support Ltd

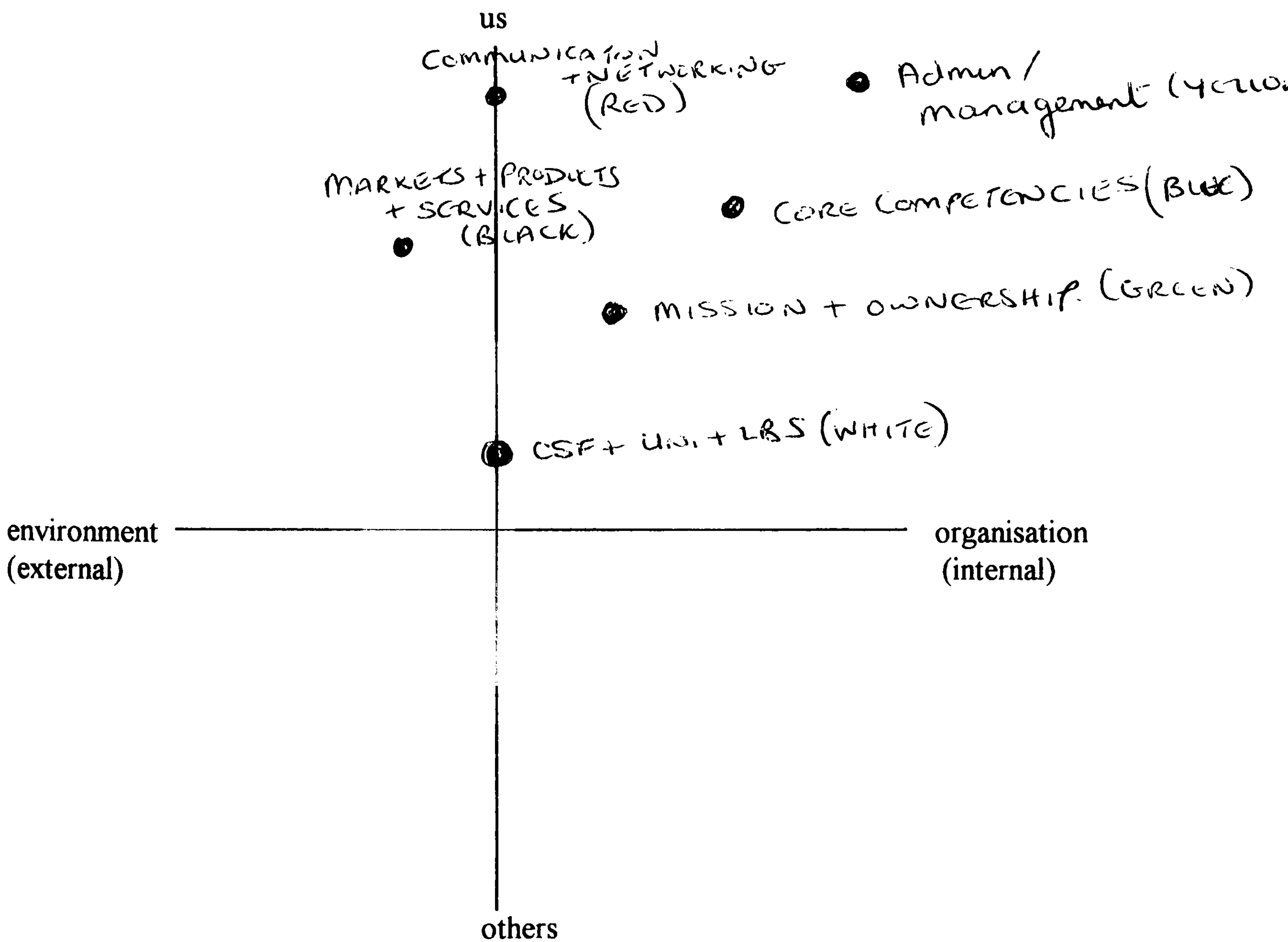
Team-Topic: Communication/Networking

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Communication	1234	✓	✓	✓	✓	✓															
Process	50	✓	✓																		
Networking	12378	✓	✓	✓	✓	✓															
People	358	✓	✓	✓																	

PROXIMAL ASSOCIATION SHEET

FORM B

Event: CSF DECISION SUPPORT LTD



IMPACT ASSESSMENT SHEET

FORM C

Event: **CSF Decision Support Ltd**

Team-topic	S1	S2	S3	S3*	S4	S5
CSF + Uni + LBS			✓		✓	
Admin/Management		✓	✓			
Core Competencies			✓		✓	✓
Market + Product + Services			✓		✓	
Mission/Ownership						✓
Communication/ Networking		✓			✓	

FREQUENCY COUNT OF THEMES

FORM A

Event: **JMU-Enterprise**

Team-Topic: **Internal Communication**

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Communication	1 2 3 4 5 10	✓	✓	✓	✓	✓	✓																
PROCESS	6 7 8 10 1 2 3 4 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
PEOPLE	2 4	✓	✓	✓																			

FREQUENCY COUNT OF THEMES

FORM A

Event: JMU-Enterprise

Team-Topic: Staff/Career Development

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
APPRAISAL	1 4	✓	✓																		
PROCEDURE	1 2 3 4	✓	✓	✓	✓	✓															

FREQUENCY COUNT OF THEMES

FORM A

Event: JMU-Enterprise

Team-Topic: Equality & Teamwork

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
LOCATION	1	✓																			
PROCESS	23	✓	✓																		

FREQUENCY COUNT OF THEMES

FORM A

Event: **JMU-Enterprise**

Team-Topic: **Making Money/Entrepreneurial**

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0	
Empowerment	1 4		✓	✓																		
Process	2 3 4		✓	✓	✓																	

FREQUENCY COUNT OF THEMES

FORM A

Event: JMU-Enterprise

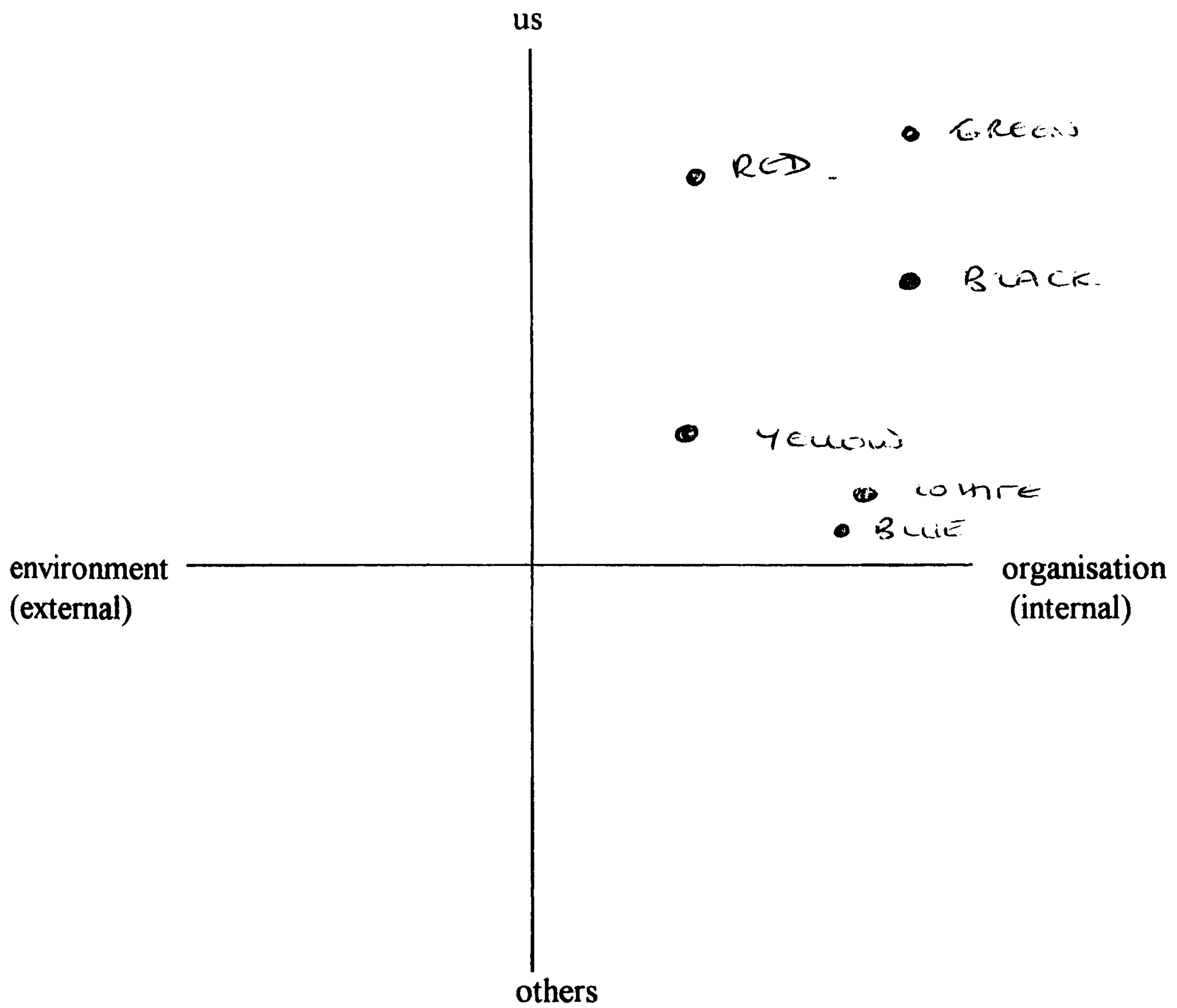
Team-Topic: Fun

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	2	
											0	1	2	3	4	5	6	7	8	9	0
PROCESS	1 2 3 6 7	✓	✓	✓	✓	✓															
TEAMWORK	2 3 4 5 6 7	✓	✓	✓	✓	✓	✓														
CONTROL	4	✓																			

PROXIMAL ASSOCIATION SHEET

FORM B

Event: JMU-ENTERPRISE UNIT



IMPACT ASSESSMENT SHEET

FORM C

Event: JMU-Enterprise Unit

Team-topic	S1	S2	S3	S3*	S4	S5
Cynicism/Morale/ Pessimism			✓			✓
Internal Communication		✓	✓			
Staff/Career Development		✓				
Equality/Teamwork	✓					
Making Money	✓		✓			
Fun		✓				

FREQUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Grounding the Vision

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
PROCEDURE	1	✓	✓																			
PARTICIPATION	1	✓																				
PEOPLE		✓																				

FREQUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Children

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
NEEDS AWARENESS	1	✓																				
CHILDREN	2	✓																				
EDUCATION	2	✓																				
PROCEDURE	2	✓	✓	✓	✓																	
SUPPORT	2	✓	✓																			

FREQUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Hierarchy and Leadership

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Process	1 2	✓	✓																			
Feedback	2	✓																				

FREQUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Hierarchy and Leadership

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
PROCESS	1 2	✓	✓																				
FEEDBACK	2	✓																					

FREQUENCY COUNT OF THEMES

FORM A

Event: **Mickleton Emissary Community**

Team-Topic: **Charity**

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
HISTORY	1 2	✓	✓	✓																		
CONTROL	2 3 4	✓	✓	✓	✓	✓	✓	✓	✓													
PROCESS	2 3 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓									
Management	4 3	✓	✓	✓	✓	✓	✓															
PEOPLE	1 2 3 4 5 6 7	✓	✓	✓	✓	✓	✓	✓	✓													

FREQUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Mickleton House: Why, What, How

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
PEOPLE	1 2	✓	✓																		
MISSION	1	✓																			
DIRECTION	1 2 3	✓	✓																		

AGENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Sanctuary & Healing

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
PROCESS	1 2 3 5 6	✓	✓	✓	✓	✓	✓	✓	✓	✓											
REFLECTION	1	✓	✓																		
DIRECTIONS	2 3 5	✓	✓	✓	✓	✓	✓														
PEOPLE	3 4 5	✓	✓	✓	✓	✓															
CHANGE	7	✓																			
COSTS	8	✓																			

QUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Money

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
PEOPLE	1 2 3 5 6 8 9 10	✓	✓	✓	✓	✓	✓	✓	✓	✓											
DECISIONS	1	✓																			
EVENTS	1	✓																			
PROCESS	2 3 4 5 7 8 9 10	✓	✓	✓	✓	✓	✓	✓	✓												
FUNDING	2 3 6 7	✓	✓	✓	✓																
PLANNING	4 5 6	✓	✓	✓																	

AGENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Autonomous Local Community

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
PROCESS	1 2 3 4 5 6 7 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											
COMMS	3 4	✓	✓																			
PEOPLE	13 5 7 8	✓	✓	✓	✓	✓																

FREQUENCY COUNT OF THEMES

FORM A

Event: **Mickleton Emissary Community**

Team-Topic: **Mickleton House: Launching Pad**

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
DIRECTION	123	✓	✓	✓	✓	✓															
PROCESS	12	✓	✓	✓	✓	✓	✓														
PEOPLE	4	✓	✓																		

AGENCY COUNT OF THEMES

FORM A

Event: **Mickleton Emissary Community**

Team-Topic: **Gender/Generation Balance**

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
PEOPLE	1 2 3 4 5 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
Balance	1 2 3 4 6 8 9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
PROCESS	6 7 8 9 10	✓	✓	✓	✓	✓	✓														
CHANGE	8 9 10	✓	✓	✓																	

QUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

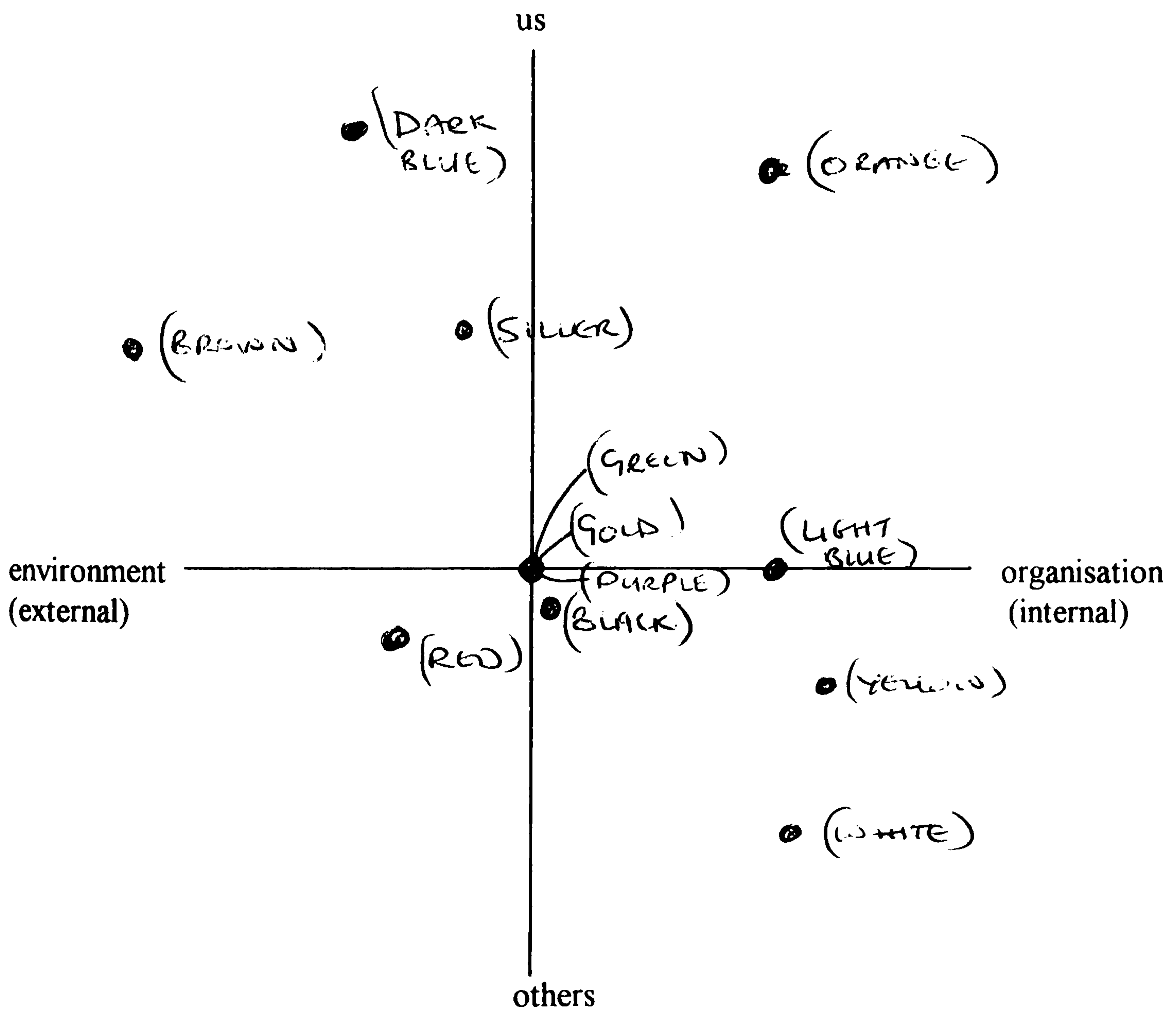
Team-Topic: Remaining Shadows

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
PROCESS	1, 2, 3, 4, 5	✓	✓	✓	✓	✓	✓	✓	✓	✓												
WEAKNESS	2, 3		✓	✓																		
EMOTIONS	2, 4, 5	✓	✓	✓																		
PEOPLE	7, 5	✓	✓																			

MAL ASSOCIATION SHEET

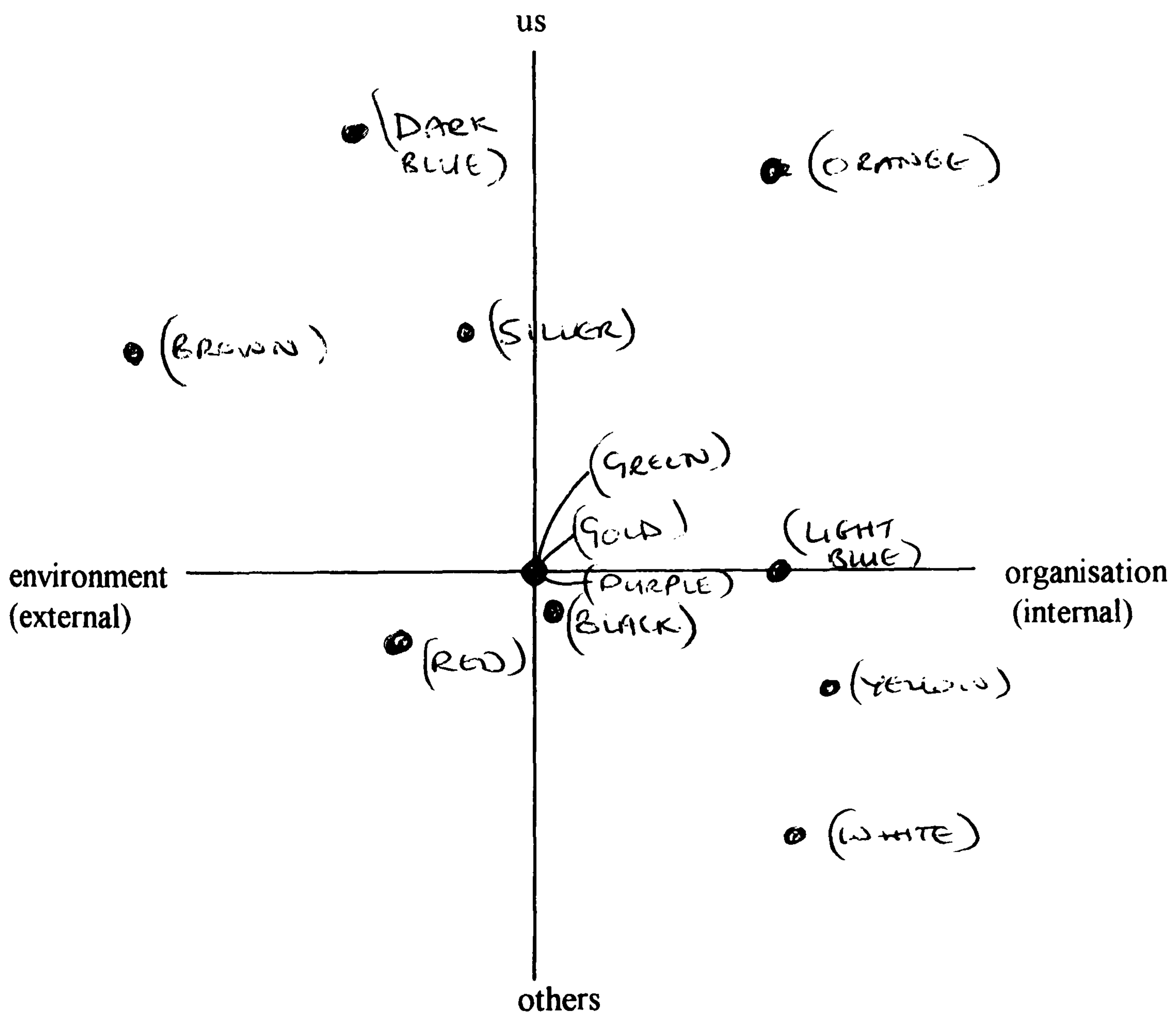
FORM B

Event: MICKLETON EMISSARY COMMUNITY



Independent Assessors Result of Content Analysis
Assessor B

Event: MICKLETON EMISSARY COMMUNITY



IMPACT ASSESSMENT SHEET

FORM C

Event: **Mickleton Emissary Community**

Team-topic	S1	S2	S3	S3*	S4	S5
Grounding the Vision	✓					
Children	✓				✓	
Hierarchy and Leadership			✓		✓	✓
Charity			✓	✓	✓	
Mickleton House: Why,, Why	✓		✓			✓
Spiritual Expression	✓					
Sanctuary & Healing		✓	✓		✓	
Money			✓		✓	
Autonomous Local Community		✓			✓	
Mickleton House: Launching Pad	✓				✓	
Gender/Generational Balance						
Remaining Shadows						

N/A

N/A

Independent Assessors Result of Content Analysis
Assessor B

Event: Liverpool Student Community Action

Team-Topic: Volunteer Recruitment and Support

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Volunteering	1	✓																				
Accreditation	24	✓	✓																			
NVQ's	4	✓																				
Career Development	12	✓	✓																			

FREQUENCY COUNT OF THEMES

FORM A

Event: Liverpool Student Community Action

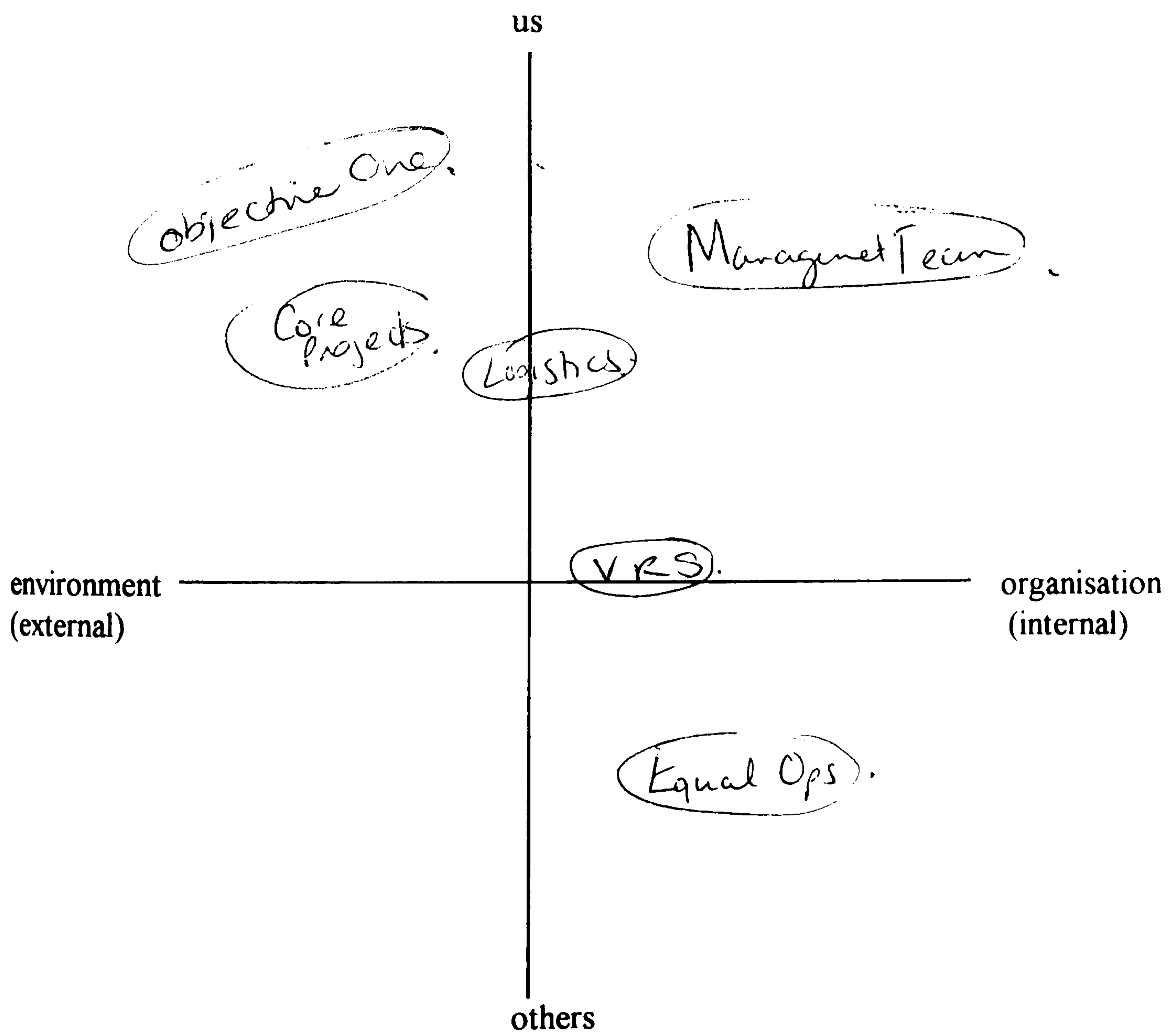
Team-Topic: Equal Opportunities

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Training	1 2	✓	✓																			
Involvement	2	✓																				
Assessment	3	✓																				
Publicity	4 5 6 7	✓	✓	✓	✓																	

PROXIMAL ASSOCIATION SHEET

FORM B

Event: LIVERPOOL STUDENT COMMUNITY ACTION



IMPACT ASSESSMENT SHEET

FORM C

Event: Liverpool Student Community Action

Team-topic	S1	S2	S3	S3*	S4	S5
Volunteer Recruitment & Support	✓	✓	✓	✓		✓
Core Projects	✓	✓	✓		✓	✓
Management Team	✓	✓	✓	✓	✓	✓
Equal Opportunities	✓	✓		✓	✓	✓
Objective One	✓	✓	✓		✓	✓
Logistics	✓	✓	✓		✓	

FREQUENCY COUNT OF THEMES

FORM A

Event: CSF Decision Support Ltd

Team-Topic: Core Competencies

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Categories	1 2 3 4	✓	✓	✓	✓																
Identities Opportunities	5	✓																			
Mission	6	✓																			

FREQUENCY COUNT OF THEMES

FORM A

Event: CSF Decision Support Ltd

Team-Topic: Markets+Products+Services

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Opportunities	1 2 3 4	✓	✓	✓	✓																
Resources	2 4	✓	✓																		
Strategy	3 5 6	✓	✓	✓																	

FREQUENCY COUNT OF THEMES

FORM A

Event: CSF Decision Support Ltd

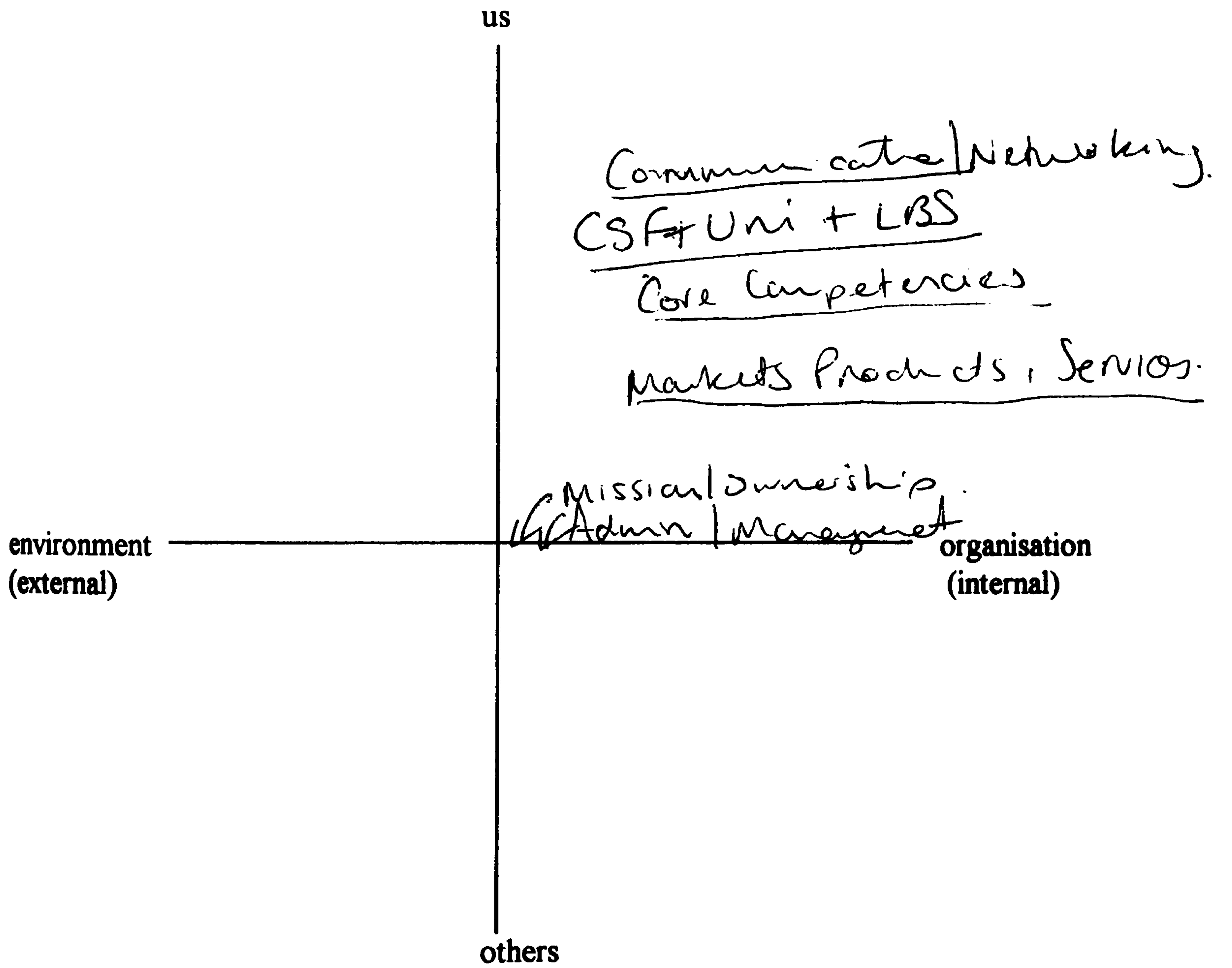
Team-Topic: Mission/Ownership

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Personal objectives	1 4	✓	✓																		
Mission	2 3	✓	✓	✓																	

PROXIMAL ASSOCIATION SHEET

FORM B

Event: CSF DECISION SUPPORT LTD



IMPACT ASSESSMENT SHEET

FORM C

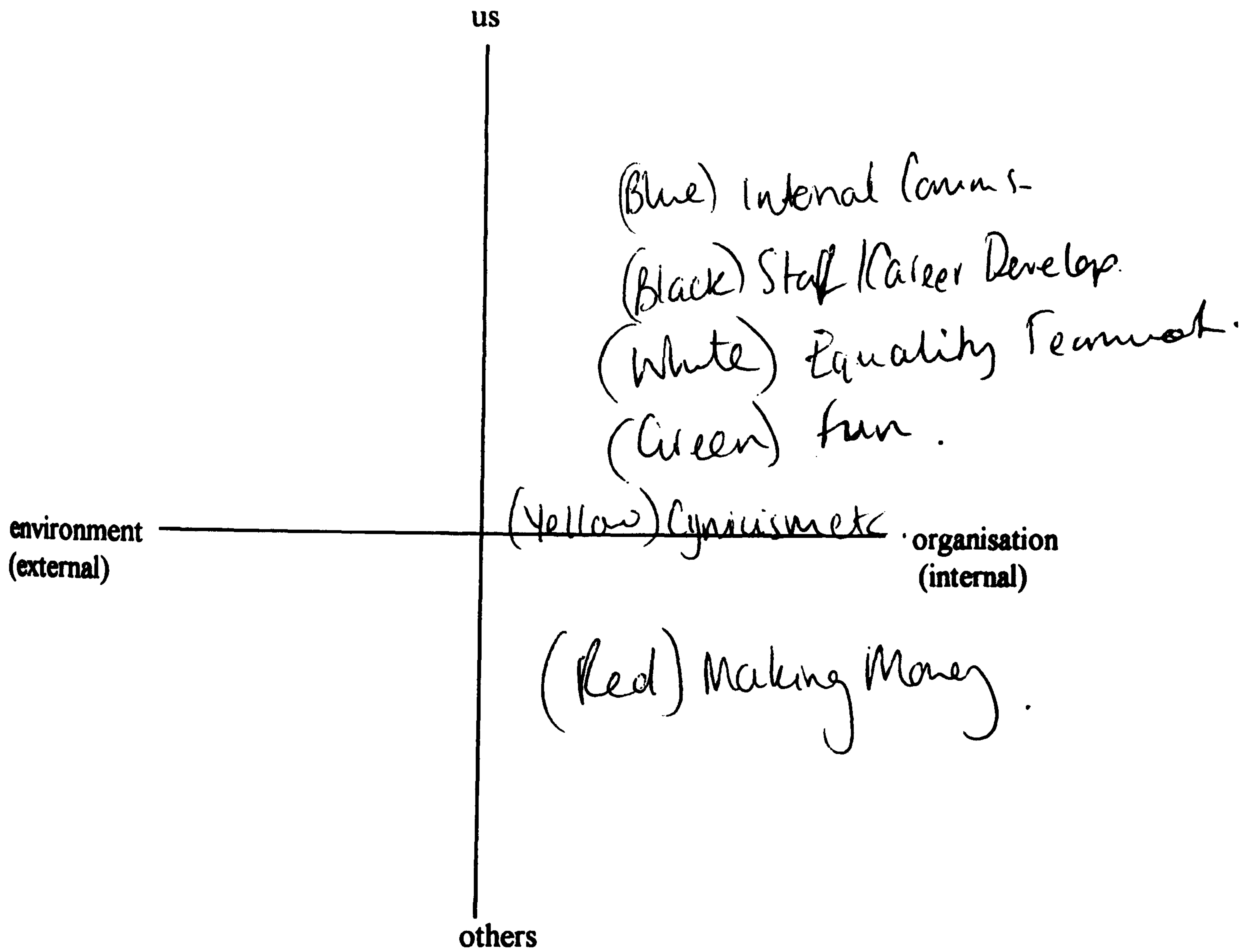
Event: **CSF Decision Support Ltd**

Team-topic	S1	S2	S3	S3*	S4	S5
CSF + Uni + LBS	✓	✓	✓	✓	✓	✓
Admin/Management	✓	✓	✓			
Core Competencies	✓		✓		✓	✓
Market + Product + Services	✓	✓	✓		✓	✓
Mission/Ownership			✓		✓	✓
Communication/ Networking	✓		✓		✓	

PROXIMAL ASSOCIATION SHEET

FORM B

Event: JMU-ENTERPRISE UNIT



IMPACT ASSESSMENT SHEET

FORM C

Event: JMU-Enterprise Unit

Team-topic	S1	S2	S3	S3*	S4	S5
Cynicism/Morale/ Pessimism	✓		✓		✓	✓
Internal Communication	✓		✓			
Staff/Career Development	✓	✓	✓		✓	✓
Equality/Teamwork	✓		✓			✓
Making Money	✓	✓	✓			✓
Fun	✓	✓	✓			✓

FREQUENCY COUNT OF THEMES

FORM A

Event: **Mickleton Emissary Community**

Team-Topic: **Hierarchy and Leadership**

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Leadership	1 2 3 4 5 6	✓	✓	✓	✓	✓	✓															
Projects	3	✓																				
Communicate	4	✓																				
Roles	5	✓																				

FREQUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Money

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Management	1 2 4	✓	✓	✓																	
Income	3 5 6	✓	✓	✓																	
Plans	4	✓																			
Finance	6 7 8 9	✓	✓	✓	✓	✓															
	10																				

FREQUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

Team-Topic: Autonomous Local Community

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Communicate	2 3 4	✓	✓	✓																	
Available choices	5 8	✓	✓	✓																	
Events	6 7	✓	✓																		

FREQUENCY COUNT OF THEMES

FORM A

Event: **Mickleton Emissary Community**

Team-Topic: **Mickleton House: Launching Pad**

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Purpose	1 2	✓	✓																		
Research	2	✓																			
Network	4	✓																			

FREQUENCY COUNT OF THEMES

FORM A

Event: Mickleton Emissary Community

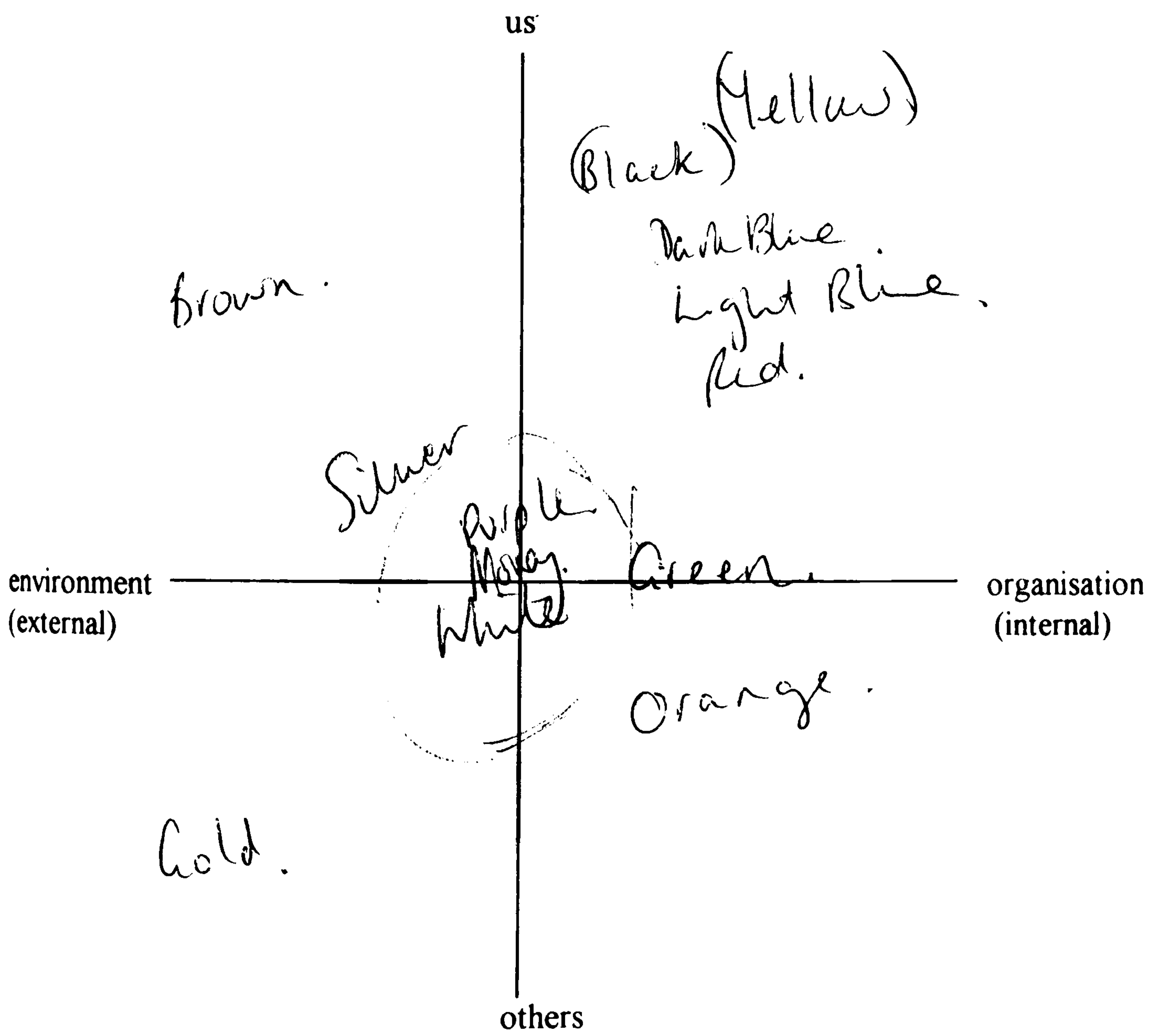
Team-Topic: Gender/Generation Balance

Theme	Statement Numbers	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Gender	123	✓	✓	✓																		
Roles	12349 10	✓	✓	✓	✓	✓	✓	✓														
Combination	5	✓																				
Balance	8	✓																				

PROXIMAL ASSOCIATION SHEET

FORM B

Event: MICKLETON EMISSARY COMMUNITY



IMPACT ASSESSMENT SHEET

FORM C

Event: **Mickleton Emissary Community**

Team-topic	S1	S2	S3	S3*	S4	S5
Grounding the Vision	✓					
Children	✓		✓			
Hierarchy and Leadership	✓		✓			✓
Charity	✓		✓		✓	✓
Mickleton House: Why,, Why	✓	✓	✓			
Spiritual Expression	✓					
Sanctuary & Healing		✓	✓			
Money	✓		✓			
Autonomous Local Community		✓			✓	
Mickleton House: Launching Pad	✓				✓	
Gender/Generational Balance						
Remaining Shadows						

Entries for Diary on Intervention for Liverpool Student Community Action (LSCA)

Date	Event	Purpose/Remarks
23 March 94 6.30pm - 8.10pm	Meeting with LSCA Development & Planning Group [Cait Taylor, Rachel Gooding Denzie Davis]	Exchange of views on situation at LSCA, introduction to the research, intervention approach, Team Syntegrity
30 Mar 94 10.00 am - 5.00 pm	Meeting with Management Team [Sharon Walker, Cait Taylor, Rachel Gooding, Denzie Davis, John Jal Wang]	VSM Modelling workshop with members of Management Team to identify participants for syntegeation, and to understand organisational situation for intervention. Begin with basic constructs [S1-S5, Feedback, Variety] followed by VSM modelling of LSCA
4 April 94 2.00 pm - 5.00 pm	Meeting with Management Team	Agree terms of reference, intervention approach and finalise schedule of syntegeation; dates/time Discuss framework, methodology and action
6 April 94 2.20 pm - 9.45 pm	Visit Unstone Grange (near Sheffield) with Rachel Gooding	View facilities, organise logistics and accommodation for participants
5 April 94	Invitation Letters	Letter with details of syntegeation, and invitation to propose Opening Question mailed to identified potential participants
8 April 94 6.00 pm - 8.00 pm	Meeting with D & P Group	Update progress on data collected from participants, and confirmation of attendance for syntegeation event. D & P are confident of full attendance [30 participants].
14 April 94 6.30 pm - 9.00 pm	Opening (Introductory) Session with participants (info set) at International Students Lounge. Led by Jo Hancock (Facilitator)	18 participants attended this session. Morale was not particularly high given the "poor attendance". Participants were asked to build the icosahedron using cocktail sticks and fruit pastilles. Participants were also asked whether they were still keen to proceed to Unstone (to depart on Friday, the next day) Some decided to withdraw when told that the event will have to be scaled down given the number of participants expected to attend. Others indicated that they can only arrive after 8.00 pm (leave work at about 6.00 pm) Participants decided to proceed with event since payments had been made to transport company and Unstone Grange. Agree Opening Question (OQ) taking into consideration suggestions from participants OQ: "What can LSCA realistically achieve?"
15 April 94 (Friday) 8.30 am - 10.45 pm	Breakfast meeting with Jo Hancock to discuss situation	(Re)design configuration and protocol for event. Expected only 12 participants to arrive at Unstone Grange. Reprogramme Topic Auction and schedule team-membership and meetings using octahedron rather the icosahedron. Discuss facilitation approach Form for ASI, and Participants' Questionnaire
15 April 94 11.00 pm	Depart for Unstone Grange from Liverpool Arrive just after 1.30pm	10 participants had arrived earlier. They left Liverpool on the coach booked earlier for their travel to Unstone Grange.
15 April 94	Another two cars arrived at	Seven participants joined others who arrived

8.50 pm	Unstone Grange	earlier - total attendance 17 participants, 1 chef and 1 helper, and 2 facilitators.								
15 April 94 9.30 pm - 11.30 pm	1st Plenary Session, Generate Statement of Importance	Facilitator demonstrated the process of generating of statements, 101 statements were generated. Participants were encouraged to group statements into topic clusters. Two distinct clusters emerged:- a) management/organisational issues of LSCA, b) current and potential projects. A very small number of statement were grouped under "miscellaneous" - did not meet either both clusters mentioned earlier.								
16 April 94 (Saturday) begin after breakfast, about 9.00 am, end just before 12.30 am	Problem Jostle	Jo Hancock explained the requirements of this stage. Participants were asked to read briefly the Statements of Importance (SI) displayed on the wall. They were asked to select the respective SI which represented issues/topics they believed needed consideration. SI were brought to the "marketplace of ideas" to reformulate it to become ASI. Proposers were asked to set "station" at which other participants questioned, sought clarifications, discussed and eventually formulate the ASI. [Interesting Observation: participants formed into small groups at station sitting down in a circle, discussing at length the issues rather than the usually "standing" and "browsing" posture]. Could these be because of the pre-printed ASI form introduced for this event? Problem Jostle generated 12 ASIs. Although the octahedron can only accommodated 6 topics (rather than 12), none of the 12 ASI was discarded. Info set able to identify ASIs of similar issues and amalgamate some ASIs to form 6 "clusters" to fit the vertices of the octahedron. [ps: the effort to cluster the ASIs to make it six in all, was a positive sign in that participants felt that all ASIs were important and did not want ASI any to be discarded]. Jo Hancock handed out forms for participants to choose topic preference: allocation of participants to struts on the octahedron.								
16 April 94 Lunchtime	Data entry for Topic Election/Auction Algorithm	Octahedron has six vertices, and four struts to each vertex. Since there were 17 participants in total, 5 participants were asked to volunteer from taking part in this process: they were assigned the role of critic. 4 critics were assigned to the horizontal plane of the Octahedron whilst the remaining one was asked to alternate between the polar opposite on the vertical plane.								
16 April 94 1.50 pm	Plenary session to explain allocation of members to teams and the workings of Outcome Resolve meetings.	Allocation of members to teams and the critics:- <table border="1"> <thead> <tr> <th>Team</th> <th>Members</th> <th>Critics</th> <th>ASI</th> </tr> </thead> <tbody> <tr> <td>Green</td> <td>Claire, Cait, Denzie, Dom</td> <td>John</td> <td>B</td> </tr> </tbody> </table>	Team	Members	Critics	ASI	Green	Claire, Cait, Denzie, Dom	John	B
Team	Members	Critics	ASI							
Green	Claire, Cait, Denzie, Dom	John	B							

		Yellow	Jackie, Dave, Kev, Alison T.	John	C
		Blue	Denzie, Beanie, Esther, Dave.	Sharon, Tola.	D
		Red	Alison T, Cait, Alison W, Richard.	Rachel, Pete.	A
		White	Jackie, Dom, Esther, Alison W.	Rachel, Sharon.	F
		Black	Richard, Beanie, Claire, Kev.	Pete, Tola.	E
16 April 94 3.00pm	Outcome Resolve team meetings start.	Each team meets for fifty minutes. Schedule to end first iteration at about 6.00 pm.			
		Sequence for team meeting:-			
		Room 1	Time	Room 2	
		Red	3.00-3.50 pm	Blue	
		Black	4.00-4.50 pm	White	
		Yellow	5.00-5.50 pm	Green	
16 April 94 6.00 pm	Plenary Session in Main Room	<p>Asked participants whether they would like to continue the second iteration in the evening or adjourn and start in the morning on Sunday 17 April. Participants decided to hold two meetings at 7.00 pm (giving themselves one-hour break) and leave the last meeting to Sunday before the Closing session.</p> <p>A schedule was drawn-up by the infoset for the remaining session and stages. Informed participants that researcher and facilitator must leave for Liverpool and that they are on their own from now onwards. Distributed evaluation forms (Questionnaire) for participants to complete before leaving Unstone and to be handed over to Rachel Gooding (D & P Group). Thanked everyone and asked proceeding to be audio-taped for research purposes.</p> <p>[ps: Have they become a self-organising group?]</p>			
16 April 94 6.25 pm	Researcher and facilitator depart from Unstone Grange	Groups of participants walking towards the village pub [ps: Oh no ... will they be coming back on time for the second iteration ... or will they be coming back at all ...].			
17 April 94 Sunday 7.20 pm	Meet infoset on arrival at Liverpool University Student Union (return from Unstone)	<p>Met Rachel Gooding and was told everyone was excited over action points. Handed over to me completed questionnaires and audio tapes as promised.</p> <p>Inspected the questionnaire: positive response for all. Tape recording revealed that infoset used the Closing session to brief each other on the discussions in various teams action points generated. Akin to Orthogonal Meeting.</p>			

Infofet also agreed to meet again in LSCA's office in two weeks time to act on the following points summarised at the end of the second iteration of the Outcome Resolve meeting.

- a] A-Z Booklet; explaining the activities of LSCA for better communication inter, and intra LSCA.
- b] Staff support for setting up logistics system, back-up system.
- c] Recognition of commitment, experience and training; providing certificates and possible NVQ recognition.
- d] Recruitment of academic staff and foster links with community volunteers and groups.
- e] Identify strategies to increase the involvement of all under-represented groups including and through equal opportunities training for everyone, every year.
- f] The development of Voluntary Action Plan (VAP) as a record of volunteer's work. experience and involvement in projects; useful for personal and career development, as well as a good tool for 'recruitment' for the volunteer and a knowledge-base for LSCA.
- g] Establish criteria for selection and de-selection of projects.
- h] Redefine roles and responsibilities, review structure of Management Team meetings, and create ethos behind Management Team.
- i] Development of structures, systems, processes before expansion and strategy for project communication.
- j] Market research to evaluate effectiveness of current activities.
- k] Educate students, community and academics of joint benefits of Interchange and LSCA.

4 May 94
7.00 pm - 8.50 pm

Post-Syntegeation Meeting

Intro by Sharon Walker, recap on the purpose of this meeting. Attendance: 18 participants [2 from infofet absent but add 3 members from A & S Group who were not present at Unstone Grange] Researcher was asked to facilitate the meeting/process - invited views and suggestions on *what* and *how* the infofet would like to proceed. On the request of members who did not attend the syntegeation, Alison Whybrow described the protocol and her experience of the syntegeation.

Researcher displayed FSI on the wall for all to review. Next to the row of FSI, large sheet of paper was placed with the word "PROJECTS" as the title.

Pete Hawkins, immediately wrote Funding through Objective One and invited others to join him to form a working group to act on the points related to this issue, raised at Unstone Grange.

Four other participants joined him to form this group.

At the end of the evening six projects/working groups were formed:-

- a) Funding through Objective One
- b) Logistics
- c) Management Team
- d) Selection Criteria of Projects
- e) Equal Opportunities
- f) Volunteer Support and Accreditation

Members of working groups agreed to meet over two set of meetings. The first was for their own working group meeting and the second for the coming together again. Two working group meetings must be held to define project aims, plan of action, schedules before the *infoset* meeting.

All 18 participants volunteered on average to join two working groups each, and there were at least five members in each group.

[ps: are they subconsciously mapping the meeting schema based on their experience with syntegeation?]

18 May 94
6.30 pm - 7.45 pm

Voluntary Support and
Accreditation Working Group
Meeting

Present: Bakri, Dave Pitts, Claire Rose, Alison Thornber, Sharon Walker. Group now named 3Rs (Record, Recognise and Reflect the range of skills and experience gained by volunteers).

Aim of project: Develop the individual's potential using a flexible process of 3Rs through community activity resulting in a formal accreditation.

Plan of action: 1] Support the volunteers by offering a flexible programme which allow them to record, recognise and reflect on the skills and experience they have gained through voluntary activity.

Record: Packs, Learning Logs, Diary, Record either on an ongoing basis or at block sessions.
Recognise: Summary lists of tasks, compile Cvs, written testimonies.

Reflect: Using group work to expand and develop the recognition. Critically evaluate to identify areas of strength and weaknesses.

2] LSCA can use the information. Better understanding of volunteers experience gives us a better understanding of the project work management and development.

Recruitment: Enhance volunteer suitability.

Access to volunteer skills

Improving projects

Community credibility.

15 June 94 6.30 pm - 9.00 pm	3Rs Group Meeting	<p>Next meeting: 15 June 94, 6.30 pm - 7.45 pm.</p> <p>Meeting discussed the following questions:- How does 3Rs overlap with other groups? Allocation of Accreditation Method Research: NVQs: Claire HE/FE Records of Achievement: Alison Accreditation of Prior Learning: Sharon LSCA Certificate: Everyone!</p> <p>Initial ideas for LSCA Certificate: Certificate should reflect the NVQ structure. A scheme which be universally applied to everyone regardless of project work area. Using a series of graded stages as participant gains and builds upon increasingly more complicated tasks. For example:</p> <p>Stage One: Volunteers working on projects - Attend induction, attend recruitment fare, complete X hours of project work, attend project feedback development sessions, identify project development within their area of work.</p> <p>Stage Two: Volunteers involved in organising project work - Attend committee meetings, complete committee positions, functions such as designing and delivering volunteer training, identify and implement project development.</p> <p>Stage Three: Volunteer involved in the management of Community Action.</p>
21 June 94 7.00 pm - 9.30 pm	Infoset Meeting (coming together again)	<p>Coordinators for each working group briefed and distributed minutes of their meetings. Each coordinator outlined:</p> <p>The name of the project undertaken by group. The aim of the project in one sentence. 3-4 things group want to achieve in the project. How the project overlaps with others. List of members and work allocated to them.</p>
13 October 94 6.00 pm	Infoset Meeting (1st meeting on opening of the 1994/95 academic year)	<p>Working group update: Peter Hawkins optimistic that LSCA would get £20,000 for Ideas in Motion project. Raised issue of change of management on CHER resulting from Syntegration. [ps: 1st mention of CHER - a new system or possibly a metasytem managing LSCA, and other projects such as Ideas in Motion, Soho, etc. All coordinators update progress of the projects of working groups. Next Meeting: 10 November 1994, 6.00 pm to 7.30 pm.</p>
17 October 94 7.00 pm - 8.00 pm	3Rs Group Meeting	<p>Discussion focused on Accreditation Process. Pilot Study proposed following these stages: Panel Study to be completed by (Academic)</p>

		<p>Term 1, 1995 Pilot Research throughout project work to complete by Term 2, 1995 Pilot Evaluation to be completed by Term 3, 1995. Members and projects were identified for panel study. Next meeting: Thurs 17 November 94.</p>																
10 November 94 6.00 pm - 7.30 pm	Infoset Meeting (6th meeting since post-syntegegration meeting)	<p>Working group update. LSCA received £26,165 from 1994 ESF bids. Bids for 1995 are:- a) ESF bid totalling £57,191 for projects that were successful in 1994. b) ERDF bid totalling £150,000 to establish a coordinated CHER (Community and Higher Education Resource) network involving the community and the three HE institutions in Liverpool. Plan for Annual Syntegegration in January: '95 Event: "How can the community maximises the resources in HE?" Representatives from community, Quality of Life projects and SMEs, HE institutions, students, interchange, LSCA, etc.</p>																
28 November 94 6.30 pm - 8.45 pm	CHER Steering Group Meeting	<p>Discussion of CHER structure and proposed working groups (Projects, Interchange, Community Action, Syntegegration, Fundraising, Programme).</p>																
30 November 94 12.30 pm - 2.00 pm	Infoset Meeting	<p>Review CHER working groups vis-a-vis LSCA working groups: to amalgamate where appropriate. Membership to working groups. Dates of CHER meetings and forthcoming events. Establish CHER steering group to replace infoset meeting.</p> <table border="0" style="margin-left: 20px;"> <tr> <td>LSCA projects [to become]</td> <td>CHER</td> </tr> <tr> <td>Select core projects</td> <td>Projects</td> </tr> <tr> <td>Objective One</td> <td>Fundraising</td> </tr> <tr> <td>Logistics, CA, Mgmt Team</td> <td>Community Action</td> </tr> <tr> <td>Equal Ops</td> <td>Group</td> </tr> <tr> <td>3Rs Group</td> <td>Programme</td> </tr> <tr> <td>Group</td> <td>Syntegegration</td> </tr> <tr> <td></td> <td>(organise '95 event)</td> </tr> </table> <p>Meeting approved restructuring. LSCA and Interchange subsumed [as System 1s] CHER now becomes metasytem.</p>	LSCA projects [to become]	CHER	Select core projects	Projects	Objective One	Fundraising	Logistics, CA, Mgmt Team	Community Action	Equal Ops	Group	3Rs Group	Programme	Group	Syntegegration		(organise '95 event)
LSCA projects [to become]	CHER																	
Select core projects	Projects																	
Objective One	Fundraising																	
Logistics, CA, Mgmt Team	Community Action																	
Equal Ops	Group																	
3Rs Group	Programme																	
Group	Syntegegration																	
	(organise '95 event)																	
14 December 94 2.00 pm - 4.00 pm	CHER Steering Group Meeting	<p>Discussed job descriptions and conditions of employment. Agreed to widen representation on steering group. Review progress on various CHER projects [absorped from LSCA and Interchange]</p>																
11 January 95	CHER Programme Group	<p>Discussed Accreditation Process: Pilot Study -</p>																

	Meeting (previously 3Rs)	V.A.L.U.E (Volunteers Accreditation of Lifeskills Using Experience) CBED (Community Based Economic Development) Conference - to involve CHER in CBED Conference.
20 January 95 10.00 am	V.A.L.U.E. Meeting	<p>Outlined the aims of CHER, its current structure and projects to David Vickers</p> <p>Discussed various programmes which are compatible with Merseyside Open College Federation (MOCF) accreditation: Pre Access, Access [NVQ, GNVQ] HE and Postgraduate</p> <p>Agreed: David's offer to undertake Pilot Study Sessions with 20 CHER delegates using his APL Advisors course - D36. Training CHER tutors to implement accreditation programme in October 95. CHER accreditation programme - start-up session, review session and lastly plenary session. VALUE Day 1 March 95, 1.00 - 4.00 pm.</p>
24 March 95	Pre-CBED Conference Meeting of Higher Education	Discussion on principles of a joint HE initiative supporting community development
5 & 6 April 95	CBED Conference	<p>CHER conducted five workshops in the conference:</p> <ul style="list-style-type: none"> a) Undergraduate and Postgraduate placements b) Unemployed graduate placements c) Mainstream research and teaching d) Community development policy and strategies of HE e) Future consultation and management of CHER.
25 April 95	Resignation	Sharon Walker, CHER Development Officer resigned from post at the end of secondment period. Renewal of secondment to LSCA was not forthcoming due to delay of decision for Objective One bid.
4 July 95	Support and Advice Group Meeting	Evaluation of current position and possible funding of fulltime posts. Review collaboration with Centre of Continuing Education (Uni of Liverpool) and outline CHER 1995 bid.

Entries for Diary on Event for CSF Decision Support Ltd

Date	Event	Purpose/Remarks
19 August 94 10.00 pm - 12.10 pm	Meeting with Members of CSF Decision Support Ltd [Denis Adams, Doug Haynes, Jim Sheehan, Helen Moores, Ann Mulhaney, Francis McBrien]	Weekly meeting to update and review progress on consultancy projects. Other issues were also discussed including the constraining factors of operating within JMU Services, the Business School and the University system. Members decided to hold a one-day syntegegration event to draw views and actions for the future of the company. Date proposed for the event: 6 September 94.
24 August 94	Design protocol and schedule for event	Various scheduling options were explored. CSF have only 12 participants, hence the octahedron. Requested self-facilitation and minimum logistic requirement. Outline the following stages corresponding to Team Syntegegrity's:- a) Introductory Opening b) Generating Issues c) Clarifying/Connecting/Structuring Issues d) Select Topics for Team Meetings e) Team Meetings f) Group Presentation g) General Feedback and Comments h) Informal Evening Dinner
29 August 94 12.00 pm - 1.00 pm	Review Meeting with Doug Haynes	Discussed intended protocol and stages with Doug Haynes, who have had experience with TS, for his assessment on operational feasibility.
2 September 94 12.30 pm	Organise Stationeries with Francis McBrien	Flip chart sheets, markers, 3M Post-it stickers, cocktails sticks, fruit pastilles, etc.
6 September 94 9.00 am	Event at MBA Suite, Liverpool Business School	Denis Adams delivered introductory opening to briefly explain purpose of event. Researcher briefed participants on stages of the event. Participants were asked to build the octahedron using cocktail sticks and fruit pastilles supplied.
6 September 94 9.30 pm	Generate issues and comments	Given the size of the infoset (12 participants) and their previous experiences of syntegegration, the event was conducted with minimal "outside" facilitation. 2 participants volunteered to act as time-keepers and to "shepherd" the infoset into various stages, explaining the activities and roles where necessary. Coloured cards were used: red for issues, white for comments relating to these issues. The use of coloured cards expedited the process to satisfy the limited time factor and enabled the infoset to participate in almost a seamless pre-Outcome Resolve phase.
6 September 94 11.45am - 12.00pm	Clustering of issues	Jostling of ideas in the marketplace was carried out as clusters of issues and related comments emerged. [ps: Problem Jostle as statements/issues were generated?] Circular patterns of issue surrounded by comments emerged as participants debated and clarified issue and comments, unlike the usual almost linear pattern of cards/statements on the wall. Eight issues were posted for the next stage.

		Through a simple voting process the following six issues were selected:- 1] Mission and Ownership 2] Administration and Management 3] CSF, JMU Services Ltd, JMU and LBS: Relationships 4] Communication and Networking 5] Markets, Products and Services 6] Core Competencies
6 September 94 12.00 noon	Allocation of Members to Team	Data entry into algorithm, for team membership allocation, whilst participants were having their lunch.
6 September 94 12.45 pm	Briefing on outcome resolve meeting, schedule, facilitation and use of focus question for meetings.	Allocation handed out to participants. Explained the schedule, and the focus questions.
6 September 94 1.00 pm - 2.40 pm	Commenced iteration 1 30 minutes per meeting	Green & Yellow Red & Blue White & Black
6 September 94 2.45 pm - 4.25 pm	Iteration 2	- as above -
6 September 94 4.30 pm - 5.40 pm	Iteration 3 (Crafting Session)	- as above -
6 September 94 5.45 pm - 6.30 pm	Group Presentation	Each team presented their final statements in the closing plenary. Participants offered general feedback. No questionnaire was used.
6 September 94 7.00 pm	Greek Restaurant	Dinner together.
7 September 94	Post-event documentation	Compiled and prepared statements and outcomes from the event for CSF Decision Support Ltd.

Entries for Diary on Syntegration for JMU-Enterprise Unit

Date	Event	Purpose/Remarks
13 September 94 2.00 pm - 3.10 pm	Meeting with Management Staff of Enterprise Unit [Mike Ashton, Jeremy Grice]	Exchange views on situation at JMU, the recent Enterprise emphasis, introduction to Team Syntegrity, intervention approach, research agenda. Mike Ashton wanted a activity-based programme for a staff development (one-)day. Unit made up of 12 staff including himself and Jeremy Grice. Date proposed for the event: 20 October 94.
1 October 94	Protocol for event	Refine protocol from CSF Decision Support Ltd's experience. Advise Mike Ashton on possible ways of evolving Opening Question, identified participants' roles-relationships to maximise interaction in event. Develop standard pre-printed forms for use in Outcome Resolve team meetings.
2 October 94 2.00 pm	Review Meeting with Mike Ashton	Update Mike Ashton on work carried out. Discussed Opening Question and agreed to manually assign members to teams rather than using algorithm to ensure staff communicate and interact with those they may not necessarily preferred.
18 October 94	Organise Stationeries	Flip chart sheets, markers, 3M Post-it stickers, cocktails sticks, fruit pastilles, etc.
20 October 94 9.00 am	Event at Adelphi Hotel	Mike Ashton welcomed and introduced researcher who in turn explained stages of the event. Participants were asked to build the octahedron using cocktail sticks and fruit pastilles supplied.
20 October 94 9.30 pm	Generate statements, issues or comments	Participants were not very active, preferred to sit on the comfortable chairs rather than moving about reviewing the statements displayed on the wall, created by Mike Ashton and other staff. Chairs were removed from the oval-shaped conference table once the occupant left to stick their statements on the wall so as to "encourage" active participation.
20 October 94 11.45am - 12.00pm	Clustering of issues	Participants generated statements and issues written over 189 cards. Statements were clustered into the following themes:- a) Making money/entrepreneurial b) Fun at work c) Morale/Cynicism/Pessimism d) Equality/Teamwork e) Staff/Career Development f) Internal Communication g) Motivation h) Innovation i) Publicity Only the first six issues were selected for discussion in Outcome Resolve meetings. [ps: it became clear that issues of motivation and staff morale needed addressing before

discussions on Enterprise Culture can take place]		
20 October 94 12.00 noon	Allocation of Members to Team	Mike Ashton and researcher worked through the allocation whilst participants were having their lunch.
20 October 94 12.45 pm	Briefing on outcome resolve meeting, schedule, facilitation and use of focus question for meetings.	Allocation handed out to participants. Explained the schedule, and the focus questions.
20 October 94 1.00 pm - 2.40 pm	Commenced iteration 1 30 minutes per meeting	Green & Yellow Red & Blue White & Black Focus question: What is the problem?
20 October 94 2.45 pm - 4.25 pm	Iteration 2	Focus question: What do we, as a unit, wish to do about it?
20 October 94 4.30 pm - 5.40 pm	Iteration 3 (Crafting Session)	Focus question: How do we, as a unit, go about doing it?
20 October 94 5.45 pm - 6.30 pm	Group Presentation	Each team presented their final statements in the closing plenary. Participants offered general feedback and completed questionnaire distributed.
20 October 94 7.00 pm	Casa Bella Restaurant	Dinner together.
21 October 94	Post-event documentation	Compiled and prepared statements and outcomes from the event for JMU-Enterprise Unit.
4 November 94	Review implementation of action points	Discussed with participants and Mike Ashton on separate meetings and gained the following feedback and evidence:- 1] Benefits gained:- Staff of unit are working more cohesively inter and intra teams. Internal communication is more effective resulting from implementing action points. An ethos of open-ness, empowerment, and mutual respect is now developing in the unit. Team meetings are becoming more interesting and effective. 2] Work-in-progress:- Staff have grouped themselves to undertake three action points for implementation in the unit, whilst Mike Ashton and Jeremy Grice pursued empowerment issues with Terry Jeeves and Stuart Melhuish (Senior Officers of the Uni). Another (syntegration) event is planned for February after the VC's roadshow for representatives of various schools and sections and members of the Enterprise Unit to answer the following question:- "How can we promote the Enterprise Culture in Liverpool John Moores University?"

Entries for Diary on Syntegration for Mickleton Emissary Community

Date	Event	Purpose/Remarks
23 May 96 (Thu) 5.00 pm - 6.00 pm	Briefing by Tessa Maskell and Pam Barton (on behalf of Board of Directors)	<p>Clarified purpose of syntegration and expectations of the Board. MEC in economic and communal crisis. Client requested active facilitation. Introduced several terms and epigram: sacred space, vibrational force, communion - and a great deal of incense burning.</p> <p>Opening Question: How do we go forward together?</p> <p>Read some statements posted on the way, received earlier from participants. "Interesting" statements: "angel with the chequebook made the decisions" [later discovered angel being Tessa Maskell], "Yanks go home" [referring to Pam Barton and Roger Hyodo, both members of the Board]. Participants prepared and mailed SI before arrival at Mickleton House.</p>
24 May 96 (Fri) 9.30 am - 10.00 am	Ritual Start	<p>Welcoming introduction followed by act of burning three pieces of paper over a flame positioned in the middle of the circle of seats occupied by participants. All thirty participants took turns to burn their pieces of paper, announcing their name as they burned the papers. Almost akin to initiation ceremony to create the infoset before commencing the syntegration proper.</p>
24 May 96 10.00 - 10.15 am	Introduction to Process	<p>Allenna Leonard (Facilitator) introduced Team Syntegrity to participants. No cocktail sticks and fruit pastilles due to safety of children in the premises, hence icosahedron not built. Several participants had attended previous syntegration held for the Emissaries in Canada.</p> <p>Metaphor used: secure vessel for creative ideas, collective dialogue for debate and disagreement.</p>
24 May 96 10.15 - 10.30 am	Break	<p>Refreshment and at the same time enabled participants to generate SI to add to the existing pool received prior to the syntegration.</p>
24 May 96 10.30 - 11.45 am	Problem Jostle	<p>Highly-charged problem jostle. Energy was running high throughout this activity. The female participants were clearly the dominant subset. Generated more than thirty ASIs.</p>
24 May 96 11.45 - 12.30 pm	Hexadic Reduction	<p>Allenna Leonard facilitated the negotiation between originators of ASI and the infoset to reduce the 30+ ASIs to 12 Consolidated Statement of Importance (CSI). Voting dots (stickers) were supplied but not used due to the successful amalgamation of several ASIs to derive 12 CSIs. Activity not as engaging as Problem Jostle. Topic auction voting immediately took place for processing by the algorithm whilst infoset break for lunch.</p>
24 May 96	Lunch	<p>Seating organised for Orthogonal Meeting whilst</p>

12.45 pm		having lunch. Participants obtain peer group assurance to "approve" the process.
24 May 96 1.45 pm	Strut assignment and briefing for Outcome Resolve meeting	Explanation of roles, schedule and focus-question as suggested by Pearson (Beer, 1994a).
24 May 96 2.00 pm - 6.00 pm	Iteration 1 of Outcome Resolve meetings [50 minutes per meeting]	Red & White Black & Lt Blue Orange & Brown Green & Yellow
24 May 96 6.00 pm - 7.00 pm	Dinner	
24 May 96 7.10 pm - 9.00 pm	Continuation of Iteration 1 Meetings	Gold & Dk Blue Purple & Silver
24 May 96 9.15 pm - 10.30 pm	Group Feedback Analysis [Facilitator/Researcher Debrief]	Feedback and Comments: The Problem Jostle was most impressive - the view and sense of activity from the gallery was very positive as ideas were hauled and posted. The use of negotiation to reduce 30+ statements to 12 topics kept beautifully with the mood of the infoset. Confusion about process (outcome resolve meeting) in the first two meetings led to difficulty to provide initial subject matter to stimulate discussion. Low energy level initially. The pace picked up in the later meetings as familiarity and confidence in the process increased. Board members (acting as client) requested "grounding" of statements through active facilitation. [ps: facilitators were asked by researcher to maintain content/process divide]
25 May 96 (Sat) 9.00 am - 9.10 am	Morning Plenary	Allenna Leonard opened the session and invited participants to air their concerns or share their views with others. Team members to move from "we" to "I"
25 May 96 9.15 am - 6.00 pm	Iteration 2 Outcome Resolve meetings	Meeting schedule as per Iteration 1. Staggered lunch from 11.30 to 2.00 but no meeting from 12.00 to 12.30 pm. White team - intense discussion on gender issue but team managed to conflict well. Lt Blue - a demanding session on worship. Yellow - "heavy session" on Shadow. Noted marked difference between the languaging and the impact of what was being said. Difficult to maintain rules agreed by team members prior to meeting. Critics and observers failed to abide by rules on airtime. In two meetings, member burst into tears!
25 May 96 6.00 pm - 6.10 pm	Closing Plenary	Very brief. Some participants proceeded to Garden Room for spiritual dance and meditation.
25 May 96 8.00 pm	Saturday Entertainment Night	More spiritual dance, meditation. Facilitators took a way around Mickleton village.
25 May 96 9.30 pm	Group Feedback Analysis & Facilitators' Debrief	A different day - dynamics of the process was much clearer for the infoset. Facilitators and researcher agreed on the following actions/issues:-

		<p>a) Third iteration: from "What must we do" to "How do we do it"</p> <p>b) Remind team of the role of critic</p> <p>c) Visual applause - point out where they can find info</p> <p>d) Record start time, last 15 minutes and end-of-session time</p> <p>e) Start meeting with clarification regarding time boundaries for critic and the last fifteen minutes (for crafting statements)</p> <p>f) Critic should make clear statements about process and content but join in the conversation with that of the group or among themselves</p> <p>g) Last 15 minutes must be actively managed for team members to generate Final Statements of Importance. Critics contribution at this point must be discouraged.</p>
26 May 96 (Sun) 9.00 am - 9.15 am	Opening Plenary	<p>Shocking news: All members of Board of Directors resigned. Infoset decided to take a few minutes of silence for attunement. Dramatic for the start of the day.</p> <p>Reminded infoset on "we" and "I" and encouraged them to develop ideas from outcome of Iteration 2 into practical propositions. Focus on "How do we get there or how do we do it".</p>
26 May 96 9.15 am - 6.15 pm	Iteration 3 of Outcome Resolve meetings	Schedule as per iteration 2. Teams were seen to develop action points, particularly Brown team (Children) and Purple Team (Money). There were some teams which are talking "abstract" concepts. Facilitator described the Green Team meeting as "a bit of a hairy session", perhaps meeting taking place during normal worship time on Pentecost.
26 May 96 8.00 pm - 10.30 pm	Pentecostal Celebration Service	Infoset in the service. Facilitators and researcher conduct debrief to "moan" and "groan" over experience as scribe and facilitators in meetings. Focused on client psychology - this (MEC) is a family not a community, there is a great deal of permission for the child inside to major in the group's psychology.
27 May 96 (Mon) 9.00 am - 10.15 am	Opening Plenary, followed by Team Presentation Preparation	Members of respective teams gathered together to prepare their presentation. Atmosphere was relaxed. Teams were working informally but productively. Health teamworking: laughters.
27 May 96 10.30am - 12.00pm	Team Presentations	<p>Presentations were outstanding: rich, entertaining - dance, sketch, pantomime. What an enjoyable experience!</p> <p>Black team: human formation of concentric circles, for varying degrees of commitment. Mr and Mrs Duffields left the session (Mrs in tears).</p>
27 May 96 1.00pm - 5.00pm	Face Planning Sessions	Allenna Leonard explained the purpose and mechanics of this activity. Member-face group allocation were announced. Participants met twice on the basis of triangular faces to which their strut belongs. A face group was considered an information-sharing group and tasked to

		<p>sketch preliminary plans for action. Team presentations after face planning were not as exciting as the earlier presentation.</p>
27 May 96 5.00 pm - 6.00 pm	Closing Plenary	<p>This is the last plenary.. Participants sat in a circle, each took turns to express their feelings and views on the process, contents and experience gained. Very emotional atmosphere. One participant called for volunteers "to clear up the place" and this triggered a commitment list for all other tasks/projects. Interesting dynamics! Keith Trickey (facilitator) offered his Aboriginal Ritual to formally end the syntegegration.</p>
27 May 96 6.12 pm - 7.30 pm	Keith Trickey's Aboriginal Ritual	<p>Keith explained ritual to infoset in terms of origin. Instead of one person making the "journey" the entire "infoset" was going to do it - hoped infoset gently moved out onto the lawn through the process. Hugs, kisses, tears!!</p>