Creating Intellectual Properties: A Sensemaking Study

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Abstract

Intellectual properties have received widespread notice as contributing to the value of organisations to a greater extent than material properties of land, buildings and equipment. The production of these properties is therefore a matter of considerable importance. This research examines the case of intellectual property developers in management development in Britain. A sensemaking study is undertaken, using conversations, sagas, mini-sagas, questionnaire and interviews. The questionnaire identified 11 intellectual property developers in Britain, whose properties were valued by a sample of 40 developers. Ten of these were interviewed, and from the interview data and the sagas and conversations, a number of intellectual properties were developed. First the legitimacy of identifying the existence of such a group was confirmed. Then the individual intellectual property developers were characterised. The intellectual property developers were differentiated from gurus and researchers, and the steps in coming to descriptions of the three types are revealed. A model that describes the processes by which the intellectual property developers saw themselves as creating their properties is evolved, and a competency framework is built up, but it is also critically juxtaposed with a story telling approach to specifying the role. The properties produced are then related to the literature on creativity, and the implications for future research, for sensemaking methodology and for the practice of intellectual property development, are spelled out. Critical theory and ipsative perspectives are introduced throughout the text to illuminate the process.

Declaration:

This thesis is all my own work, and has not been submitted in substantially the same form for the award of a higher degree elsewhere.

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Chapter 1 Introduction

1.1 Synopsis

Managers develop by using ideas originated by others. Many of these ideas, for better or worse, derive from the minds of people here called 'intellectual property developers' (IPDs). They are the source of many of the models used in the work of management development.

This thesis discovers

- whether it can be usefully said that IPDs exist as a distinctive group,

- who in Britain are seen as members of this group,

- how they can be differentiated from other contributors of ideas in the field,

- the process by which they generate their ideas, and

- the skills and competencies that they employ.

It also explores the application of a sensemaking research methodology to the behaviour of individuals (in this case, the IPDs) rather than its usual application to the world of

organisations. It examines the relative utility of interviews and sagas in creating sensemaking accounts.

It examines the literature of knowledge workers and intellectual property (IP), creativity and competence, and takes a sideways glance at the place of literature surveys in qualitative research. Reflections arising from the literature are used to generate questions, which are retrospectively asked of the data that had already been gathered and analysed.

1.2 Background to the study

The process of developing IPs is located at the junction of a number of fields of study. These include:

- intellectual property and knowledge management (Skyrme & Amidon, 1997).

- the psychology of creativity – in individuals and organisations (Henry, 1991)

- the sociology of ideas - particularly that branch sometimes called 'guru theory' (Huczynski, 1996)

- postmodern theorising about the place of authors in relation to their texts (Derrida, 1973, Legge, 1995)

- sensemaking theory and practice (Weick, 1995)

This thesis sits where these ways of thinking and interpreting overlap.

Psychology of creativity

The focus of creativity research in the USA and the UK is frequently on the individual

creator. It explores what they do and how they do it, and also gives attention to what

characteristics they have that enables them to be creative. This thesis takes from that field

the issue of the creative process - how creators get from an idea to a product - what is

referred to here as an IP. An interest in individual creativity surfaced in the USA during

the 60s, in response to the perceived threat of the Soviet Union getting the first *sputnik* in

space. It re-emerged in the face of a perception of a challenges to America's global

superiority posed by Japan in the late 80s, which was paralleled in the UK by, for

example, Rickards, 1988 and Kirton, 1989. A classic work in this field which had deeply

influenced my understanding of creativity was Koestler, 1970.

Sociology of ideas - guru theory

Much has been written about gurus - why they co-exist without eliminating competing

explanations (Huczynski, 1996), why they rapidly succeed one another in what are called

fads (Huczynski, 1996), how they derive their ideas from precursors, having common

origins (Payne, 1976; Huczynski, 1996; Jaques, 1996) and how they derive their standing

from their followers (Lee, 1991; Jackson, 1995). While guru theory is intellectually close

to the field of this thesis, it tends to address questions of fashion and the relation of the

gurus to their audience: it frequently pays scant attention to the intellectual process of creation. This gives much that is written by guru theorists a cynical turn, treating the gurus as rather sharp small business operators, carving out a niche in a hostile market. The present work balances this sometimes legitimate cynicism, by an open, inquiring process into the creation of the intellectual properties themselves.

Postmodern theories about the place of authors in relation to their texts

From postmodernism and guru theory this thesis derives its scepticism and doubt about motives and legitimacy. It owes however, a more substantial debt to postmodernism in drawing on the work of Derrida about the relationship between author and text (Derrida 1973, Legge 1995).

Intellectual property as a multi-disciplinary field

Like many new areas of interest, IP has not yet been appropriated into any one field of inquiry. It relates to strategy (Nonaka & Takeuchi, 1995), to law (I visited Dibb Lupton, one of the major law firms specialising in this field during my preparatory conversations in this research) and to the knowledge intensive firm or the knowledge-based business (Skyrme & Amidon, 1997, Davenport & Prusak, 1998; Skyrme, 1999).

1.3 Research problem and questions

The problem I address in this research is:

> *Is there a distinctive way of contributing to the field of management development in Britain that can usefully be described by the term 'intellectual property developer'? If so, how do they make their distinctive contribution?*

This problem focuses upon the intellectual property developers themselves. This study explores and understands them primarily in their own terms. It is a narrower question than the one addressed by some of the guru researchers, who seek to examine the impact and contribution of the gurus to their field. I have chosen to address this narrower question because it has been relatively neglected, and because it offers prospect of generating insights which can contribute to the development of intellectual properties in management development and thus of the field itself.

I have focused upon management development in Britain, because that is both within my grasp and also sufficiently different from management development in other countries (Clutterbuck & Megginson, 1999, pp. 137-140) to be clearly delineated as a separate area of study. The practitioners of management development who identified the sample of intellectual property developers were predominantly working in Britain, but the intellectual property developers they identified are not all British.

This broad area is focused down by a series of research questions - they are called questions rather than hypotheses, because the research described here has been ethnographic, sensemaking and exploratory, rather than positivistic, hypothetico-deductive and explanatory.

The research questions that I address are:

- Can be usefully said that IPDs exist as a distinctive group?
- Who in Britain are seen as members of this group?
- How they can be differentiated from other contributors of ideas in the field?
- What are the processes by which they generate their ideas?
- What are the skills and competencies that they employ?

1.4 Justification for the research

There are layers and layers of reasons for researching intellectual property developers. I will touch upon social, academic and personal reasons in what follows.

Social relevance of this research

There is a widespread concern in the media as well as in academic circles about how we come to know what we know in our society. I first encountered this issue when I read

Vance Packard's *The hidden persuaders* as a young adult. It has not gone away. In academia the debate between the positivists and the constructionists raises similar questions; and in the media the obsession with gurus seems to me to be activated by the same quest.

Intellectual property itself is a big issue. Paul Strassman, who was IT Director at the Pentagon in Washington, argues (Skyrme & Amidon, 1997) that General Motors haemorrhaged $50 billion of knowledge capital in five years. The management of intellectual capital is beginning to become a major issue of concern for all technology companies. A group of Information Technology Directors of major companies, coming together to consider the question 'What is the Board's agenda on IT?', came to the conclusion that 'It is not the T, it is the I' (Colin Palmer, Chair of Business Intelligence, 1996, personal communication). In other words, 'information' is the hot issue, not 'technology'.

Knowledge production is also of colossal relevance as an engine of economic growth. Exponential curves of consumption of raw materials cannot grow forever in a finite world. I have long been concerned that the limits to growth will impact on my own generation. As I get older, I am even more concerned about their impact on my children. However, the process in society of coming to value knowledge products more, and physical objects relatively less, may spring the trap which society has walked into, with its widespread aspirations for endless growth. Demassification (or etherialisation) offers the possibility of more growth with fewer demands on the physical world. Intellectual

property developers in the world of management development are small beer in terms of intellectual property world-wide, but they represent a case study of a crucial social trend. I will differentiate intellectual property developers from gurus, but as a sub-set of demassifiers in society their *modus operandi* deserves attention.

Academic justification for interest in the field

Management research stands at a watershed. Pettigrew (1995) emphasises the need for management research to have value for practitioners in the field of management. Kurt Lewin is often cited as saying that there is nothing that is as practical as a good theory. Part of the researchers' side of the bargain in the social production of knowledge seems to me to be to understand what a good theory is, and how it comes to be experienced as good. This thesis explores these questions from the perspective of the theorists themselves.

Pettigrew (1995) also suggests that partnership should not involve co-optation by users. He says that, 'To work on relevant research is not simply to address problems of current interest to power figures framed in their terms' (p. 30). However, I see this perspective as being a little disingenuous, as it implies that academics are the powerless ones, who will either be co-opted or retain their staunch independence.

The evidence I present attends to the other side of the influence scales, and examines what drives the energetic and capable knowledge producers. This thesis illuminates intellectual property developers' legitimate, and their less legitimate, ploys and feints in attempting to gain a toe-hold on the slippery pole of public and academic esteem.

Reynolds, 1997, puts this point in another way when he says he wants to:

> question how [intellectual properties like learning styles] can attain such stature within management development, given the weight of contrary opinion *within* the corresponding research paradigm.

Finally, I have some personal reasons for my choice of topic.

Personal reasons

I would like to establish myself firmly as an intellectual property developer. I want the process of exploring intellectual property developers to generate some intellectual properties in itself. I would like to publish an article about them in the Financial Times (this is a *Pearsonal* reason). I actually typed 'Pearsonal' initially at the head of this paragraph. The owner of the Financial Times is Pearson Group.

We research what we need rather than what we are already expert in. I knew a man who was doing interesting research into the counselling skills of medical doctors. He found, in large part, that they lacked these skills. One element that he saw driving him to choose this topic was his biography - his father had been a Colonel in the Royal Army Medical Corps, and a martinet. I am researching IPDs because I am drawn to find out what is involved in the production of intellectual property in the field of management development, so that I might myself become better at producing IPs.

Another reason for my interest is that I have good opportunities to access my field of inquiry. I have befriended many IPDs in management development, and I find them a fascinating bunch. I learn much from them - things that I want to incorporate into my own skills and ways of being, and things which seem to stand out as a dreadful warning.

I have motives of vanity - look at all these smart people that I know, and of vindictiveness - let me get back at individuals who have been more successful and accomplished than I, and demonstrate that they have feet of clay (Ward, 1976, p. 21).

Another motive for pursuing this research has its roots in a visit I made to America to run a joint session with Roger Harrison, at the OD Network conference of 1991 at Long Beach, California. The first day of the conference offered a number of workshops and I decided to go to one on shamanism. One of the exercises that we undertook was to identify a question that was currently concerning us in our life. We then took our question to the lower world (in the Native American peoples' cosmology), found our power animal

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and asked it our question. We could then return to the middle, mundane world with our power animal's answer. My question was 'Should I carry on working in the Business School?' I was a bit alarmed about asking this question, because in many ways I was very settled at the Business School, and had been there for over 20 years. Imagine, then, my consternation when my power animal said to me, 'Power animals like us don't work in Business Schools.' I was somewhat mollified when, after a weighty pause, it then said, 'Power animals like us work *on* Business Schools'. This gave me a great deal to think about and act upon, and I am still in the process of working through its implications. The reason I tell this story here is that, when I started this study, I sensed that IPDs are like this. They work on the places where they reside, rather than being immersed in them. I wanted to find out more about this process and how they do it, to assist me in this quest.

In summary, I go along with Currie, 1995, when he says of his own PhD:

> However, this piece of work is but a fragment of an even bigger piece of work which is called 'becoming what I am'. (p. 8)

My reason for sharing my personal motives is to assist my readers to decide whether what I find is worth attending to. One criterion of worth is to apply the Mandy Rice-Davis test (she famously said when her friend, Profumo, a cabinet minister, denied any improper contact, 'He would say that, wouldn't he?'). I will be working ethnographically (more specifically, my work will be in the sensemaking tradition of ethnographic research – Weick, 1995), and I have in the back of my mind that a target for the ethnographer is to make the strange familiar and the familiar strange. So in disclosing something of my

motives I offer a means of judging how far I move beyond the banal and 'what I would say' in what follows.

1.5 Methodology

This section introduces the principles behind my choice and use of methodologies, and outlines the phases through which my research evolved and the methods I employed at each stage. A much fuller consideration of both methodologies and methods is made in Chapter 2.

Principles of researching and their influence on methodology

The research reported in this thesis is *relativist, naturalistic, iterative, emergent, ipsative, critical, heuristic* and, above all, *sensemaking*. Each of these features are briefly elaborated below.

Relativist. The account here reported makes no claims to objective truth. What it does is to give a number of perspectives on a situation, capturing each individual's view and expressing it, at least to begin with, in their own terms. My position is what Reason, 1994, calls 'constructive postmodernism', which he differentiates (p. 36) from deconstructive postmodernism, which both he and I see as ultimately nihilistic, and, as Watson (1987) points out (p. 58), self-contradictory.

Naturalistic. This term is associated with Lincoln & Guba (1986). My work is naturalistic in three respects. It uses of conversations rather than data-gathering interviews. Secondly, I acknowledge that I am there with a reason rather than for open-ended observation. Finally, my purposeful conversations are based on a relationship of friendship, or at least of collegiality, rather than researcher-subject relations, as a basis for obtaining accounts where the fronts, lies and deceptions (Douglas, 1976) are exposed and explored.

Iterative. The theory built in this dissertation has developed over a series of encounters with the field, interspersed with periods of analysis, re-forming questions, and double checking with respondents for meaning (Hartley, 1994). The simple sequence of problem definition, data gathering, analysis, conclusions does not express the progress of the work here reported.

Emergent. This complexity has allowed me to use my skills as an emergent learner (Megginson, 1996) to take advantage of case opportunities that I found myself immersed in or exposed to during the progress of my research. Waddington, 1994 suggests that, 'Fieldwork is always an emergent task'.

Ipsative. Sequencing is also complicated by the reflexive part I play in much of the research here reported, as both observer and participant (Burgoyne, 1994). As Waddington, 1994, proposes, I have shared the experience of my respondents and treated my own values, views and actions as data and examined them in the course of what

follows. I have used, from this point forward in this thesis, the textual convention of placing particularly personal material in an ipsative box (with a single line round it).

Critical. I have followed the advice of Alvesson & Willmott (1996) of not adopting a thorough-going critical perspective, but instead of leavening the dough of my observations with some critical perspectives, particularly in relation to issues of power and diversity. Again, I have put some of the more focused critical analyses into textually separated boxes, this time with two lines round them, to differentiate them from the ipsative boxes, which only have one line.

Heuristic. The way of working I have adopted is one of immersion in the field, and bringing to the reader's notice thoughts, feelings and inner processes as they occur and impact the progress of this account. This approach is advocated by Moustakas (1990).

Sensemaking. This study evolved from a conventional survey using conversations, to one where I found myself in a number of situations where the issues I was interested in were being played out in front of me, often with me as a participant. I have called these situations 'sagas', and my use and understanding of them has been shaped by the approach to social research that Weick (1995) calls sensemaking.

Methods

The methods that I used in my fieldwork are *conversations, questionnaire, observation, sagas and interviews.*

Conversations. From my acquaintance with a number of IPDs or people I viewed as potential IPDs before I had carried out my survey, I created, or fell into, opportunities to discuss my research and to seek their co-operation in exploring the process of intellectual property development. These conversations shaped the sensitising concepts (Gill & Johnson, 1991) which I introduced into later stages of my research process, particularly the interviews.

Questionnaire. I obtained usable responses to a questionnaire from 40 developers in Britain where I asked them who were the IPDs whose IPs they valued and used. From the list of 243 IPs obtained from the 40 developers, I discovered 10 British intellectual property developers, and a number of foreign ones, who were cited more than once. I was one of these myself. Of the other 9 British IPDs, I decided not to interview one - Reg Revans – partly because of his advanced age, and partly because I was somewhat frightened of what I imagined his response might be. However, I did interview all the nine others, and also one of the Americans, Roger Harrison, who is closely connected with British management development, having spent over a decade living and working here.

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Observation. During that period I had conversations as the opportunity arose. I also took the chances that came my way to watch the intellectual property developers in action. They were engaged in presenting workshops, managing their IPs or setting up businesses.

Sagas. During the course of my inquiry, I realised that I was in the centre of a dispute about IP with two IPDs who I was associated with. As an opportunity to see the motives and behaviour of intellectual property developers in process this was a rich opportunity. It had the disadvantage that, as one of the passionate participants, my ability to distance myself from my own position presented particular challenges. In this case I supported the account of the saga with documentary evidence. Further sagas arose from my finding myself drawn into working with IPDs in a number of other contexts or from defending the IPs that emerged from this research.

Interviews. My principal method for obtaining the considered views of the ten IPDs identified by the questionnaire was to conduct what McCracken, 1988, describes as the 'long interview'. These were of the type described by Moustakas, 1990, as 'informal conversational interviews' (p. 47).

An unusual place for literature

The literature survey is placed after the methodology chapter, but the 'unusual place' referred to in the heading above is not about this sequencing. What is unusual in this

study is that the literature did not have a major impact on the shaping of the concepts and questions explored during the fieldwork. Informal exploration in the field and thinking about what I found there, were the two main methods of shaping my more formal inquiries. The literature was mainly studied after the fieldwork and the preliminary analysis was completed. The literature triggered a series of reflections, which are recorded in Chapter 3. These were converted into questions, that in turn were used in Chapter 5 to interrogate the findings and the preliminary analysis that had been expounded in Chapter 4.

Analysis - or telling the story

As well as methodology and methods, this section introduces the notion of the way this story will be told. In classical times, as Watson, 1987, points out, writing was seen as being composed of three processes - '*inventio, dispositio* and *elocutio* - finding, arranging and expressing ... writing is not just about having something to say and saying it. There is a middle phase ... in modern times the most neglected of the three.' (p.31) This section introduces the way in which this thesis weaves three different accounts - the literature, my respondents' and my own story. Clearly any thesis will have sections addressing secondary and primary sources and the author's own analysis. In this thesis the interweaving is somewhat more complicated than this. It is complicated for a number of reasons.

First, the early conversations that I had with the potential IPDs shaped the questions that I asked in fundamental ways. So their story starts to obtrude before the interviews even began.

Secondly, I am becoming one of my own respondents. I am building myself as an intellectual property developer. So my views have a place here, in the extracts from my research diary (PhD journal), in the ipsative boxes and also in section 5.4 of Chapter 5, not only as the author of this thesis, but also as one of its subjects.

Thirdly, I see autobiography as one of the great tools of development, and also, therefore, as one of the great research tools in social science. I held this view when I wrote my Masters dissertation (Megginson, 1980), and I had this view reinforced by reading two works of autobiography in the field of management development (Harrison, 1995; Page, 1996).

To clarify where these strands interweave, I have adopted a number of typographic conventions in Chapter 4, which contains my findings (although as a convert to sensemaking research, I prefer to call them 'makings') and my preliminary analysis. Sources from the literature when more than one sentence is quoted are in the standard typeface and are inset. Quotes from my respondents are also inset, but they are italicised with the name of the respondent indicated. Quotes from my PhD journal are in the font Arial, which looks like this.

1.6 Outline of this thesis

Weick (1995, pp. 128-129) suggests that all stories have shape and one of the most common shapes is a linear sequence with respect to time. So, the telephone directory can be turned into a story by the expedient of putting the words 'who begat' between each entry. This outline will have a structure somewhat like the amended directory. However it will serve the purpose of offering a route plan for those who like to know here they are going. For emergent learners (Megginson, 1996), the recommended procedure would be to fast forward to Section 1.7.

A 1611 Authorised Judeo-Christian exclusion

The resonances of Weick's joke in the previous paragraph will be more accessible to those who are familiar with the Judeo-Christian bible, in particular the Authorised Version of 1611. In this text there are a number of genealogical tables, which do indeed consist of a series of names interspersed with the words 'who begat'. In an increasingly secularised and diverse society the assumption of shared knowledge of central texts is increasingly risky. This critical box serves to highlight this point, which arises throughout the text, where assumptions about shared knowledge have to be made. For example, is it legitimate in a document of this kind to assume that the reader is familiar with the name Charles Handy or Peter Drucker? How much of an introduction do such luminaries require? In what follows the practice has been to err on the side of caution and refer the

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reader to the writings of the sources quoted in most cases when they are introduced into the text. This is done, on occasion, even when these well-known figures are introduced as examples of a type, rather than as authors of a particular document.

Chapter 1 serves as an introduction to the thesis. It offers a brief synopsis, which is expanded to give an account of the following issues. First, the background to the study is presented. Then the broad research problem and more detailed questions are outlined, and its topic is justified. The methodology is outlined, in terms of a broad methodological approach, the specific methods, the place of the literature, and the analysis of the findings. Then this outline is presented, an operational definition is specified, some limits are discussed and a concluding paragraph rounds off the chapter.

Chapter 2 introduces the methodological perspective employed in this study, discuses the particular use of literature, the phases and methods of data gathering, the approach to data analysis, and the way in which sensemaking has been used here as a research methodology.

Chapter 3 presents the literature review and begins with an outline that the review is here to tell. Topics considered are knowledge workers and intellectual property, and how this literature connects to the intellectual property development process. There is an extensive coverage of the creativity literature, both from an organisational focus and from the individual perspective. Individual creativity is examined from both the universal and the

elite perspectives. The relation of creativity to gurus, IPDs and researchers is then explored. The final topic addressed is the literature on competencies. The chapter concludes with a section capturing the *Reflections* upon each part of the chapter, and using them to pose questions that will stimulate discussion in Chapter 5.

Chapter 4 introduces the data and their analysis. The chapter is divided into four parts. Chapter 4.1 considers the question of whether it is sensible to talk of IPDs, and offers data from Phase 1 of the fieldwork on their definition. It specifies, from the AMED survey (Phase 2), who counts as an IPD, and characterises them individually. It then reviews the opinions that the IPDs had about the questions of definition.

Chapter 4.2 differentiates IPDs from others in the field. It traces the path from early differentiation made in Phase 1, through testing the RIG (researcher, IPD, guru) typology with the IPDs in Phase 3, and finally towards a more elaborate PReP-RIG model in Phase 4. It also examines the source of the components in the final RIG typology, as a study of the formation of an IP in a research process.

Chapter 4.3 explores the process by which IPDs develop their IPs. The development of a basic three-step model is introduced, and during Phase 1 of the fieldwork this was elaborated, first to a five-stage and then to a six-stage model. In Phase 3 the interviews yielded considerable further detail which is captured in two elaborations of the model. These provide detailed contextualised guidance for the common features of the IPDs'

process. Of course, there is still much that remains unique to each of the IPDs, as is indicated by the characterisations in Chapter 4.1.

Chapter 4.4 examines whether the diversity of the IPDs' approaches to IP production allows for a competency approach to developing skills and qualities. Four sources in the fieldwork data are mined for evidence of competencies and an integrated depiction is prepared. The final resolution of the dilemma of specifying generic competencies for strikingly individualistic IPDs is then revealed.

Chapter 5 relates the various findings from the research, including the five IPs deriving from Chapter 4: the existence of IPDs, characterisations of IPDs, the PReP-RIG typology, the IP development process and IPD competencies. The implications of this study for sensemaking research are explored, including the question of whether sensemaking can be extended to the consideration of individual behaviour, and the issue of the place of temporary organisations and sagas in sensemaking. The need for further research is acknowledged and some inconclusive concluding remarks are offered.

1.7 Definitions

I have two concerns about what is usually considered the straightforward and common sense task of definition of terms. The first concern is that while, on the one hand, researchers needs to define what they mean by the terms that they use; on the other hand,

ethnographers want their respondents to put their own meaning onto the terms that they use.

The second concern is well expressed by Watson, 1987:

> To know something is not, or not necessarily, to be able to give an account of it,
> in the sense of a sufficient and exclusive account like a verbal definition .... The
> demand for a definition, universally applied, is a philosophically ignorant
> demand, if it is meant to imply that only when it is satisfied can we reasonably
> claim to know at all. (p. 62)

Bearing these two points in mind, the only definition presented here is the inescapable operational one of an IPD, which was embodied in the questionnaire in Phase 2. This was *'someone who, alone, with others, or through an organisation, develops frameworks that are used by others to help organisations and people'*.

1.8 Limitations and key assumptions

Rudestam & Newton quote a graduate student as saying 'There are two types of dissertation: the great ones and those that are completed!' (p.10) This research is limited to management development in Britain, and the predominantly British and American management development IPDs, who have shaped it. It focuses upon the intellectual

property developers themselves, uncovering what actuates them, and how they go about

their task. It does not centrally address the question of what impact they have, or how

those whom they impact view them.

1.9 Concluding

In this research I have found that IP is of huge and growing importance in society. I

examine whether it is sensible to talk about IPDs in management development. Making a

case that it is sensible so to talk, I differentiate IPDs from others who contribute to the

field of management development. I examine how they IPDs generate their IPs, and

explore their qualities and skills. I relate these findings to approaches used in the

literature on creativity. I review the question of the extension of sensemaking research

into the study of individual sensemaking processes.

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Chapter 2 Research Methodology and Methods

XLVI

So much lying goes on

for lack of imagination:

truth, too, can be invented.

Machado, 1982, p. 189.

'How can I know what I think till I see what I say?' (Weick, 1995, p. 12)

'Everything counts'

Goodall, 1989, p. xv.

2.1 Introduction

In writing the introduction to this chapter near to the end of my fieldwork and my data

analysis, I first characterise (Locher & van der Brug, 1997, pp. 44-47) what I have done

according to a broad methodological perspective. I held this perspective while I was

gathering the data. In discussing my perspective, I pay particular attention to the place of

my ipsative inquiry in this research. Next, I outline the place taken by the literature

survey in the conduct of this inquiry. I then detail the stages in my data collection

process, in terms of the methods used. I then go on to explain why I have adopted a

particular methodological framework - sensemaking (Weick, 1995) as the guiding framework of my approach. I then give a separate account of the relationship of data, analysis and conclusions within a sensemaking study, and argue for the conflating of data and analysis and the re-orienting of conclusions. This re-orientation involves some of the outcomes of the process of data gathering and analysis being incorporated in the account of the data and analysis. Sensemaking writers prefer the term 'relatings' to conclusions (Follett, 1924), and this approach is explored.

My description of my process outlines my 'talking the walk' (Weick, 1995, p. 182) of how I come to develop the outputs of my research. This account is often chronological, and proceeds by small steps. As such it may differ from the polished accounts given in many research reports. This difference may at times make the account seem slow moving and unfinished. While these effects are not wished on the patient reader deliberately, they are seen as an important part of sensemaking research. Furthermore, in this particular account, punctiliousness in reporting the whole story of the evolution of my models serves to illuminate the process of production of the IPs contained in the thesis. As the thesis is about how IPs are produced, this reflexive quality to the work is, at least *prima facie,* of interest.

2.2 A methodological perspective

I value so much from so many of the perspectives that I have come across relating to questions of what we can know and how we can know it. I would like to write this section

without using a single four (or, of course, more) syllable word. This is partly to contradict the confusion that is felt by so many tyro researchers when struggling with research paradigms. A compromise would be to use long words only with a specific definition attached.

What are the perspectives that have informed this study? I have found myself drawn to **ethnography**, by which I mean using the shared knowledge held by people to account for the patterns of their action, using mainly methods which involve being among the people and noting what I see and hear (Gill & Johnson, 1997). My work has been both **emic**, that is, using sense made by the people I watch and listen to (especially in the conversations and the sagas), as well (in the questionnaire and the interviews) as **etic**, that is, supplying much of the sense myself.

I have used a model similar to **analytic induction** in coming up with rough descriptions of role types, of processes and of frameworks. I have then tested these intellectual properties against a series of cases, which give me chances to recast my descriptions, and to find what each of the cases has in common.

I had been impressed by **dramaturgy** (Goffman, 1958) as a way of making sense of data. I saw it as using the metaphor of the theatre to show how social action unfolds and is made sense of by those involved (Feldman, 1995). I have woven into my account some sagas that could be seen as inspired by this view. Morgan's (1993) emphasis on the importance of metaphor, story and image has also been a strong influence here. However,

during the course of this research I became disenchanted with the theatrical metaphor. It seemed unduly restrictive, and as I explored sensemaking, I came to see how the sensemaking perspective sees talk as much less finished than the notion of script and performance would allow. Shotter's (1983) argument about indeterminacy of even a partially completed sentence is salient here. He sees a partial sentence as more like a seed growing into a tree, than a script being manifested as a performance. Dramaturgy seems to be useful as a framework for studying aspects of organisational life which have a strong element of performance, such as cults (Cheng, 1999), charismatic leadership (Gardner & Avolio, 1998), customer service delivery (Höpfl, 1995) or planned change programmes (Höpfl, 1994). It is less useful in studying the world of the intellectual property developer (IPD).

A tradition in research of valuing each case and making sense of it as a whole, rather than seeking the general from a large number, is sometimes called **idiographic**. I first came across this perspective in Allport, 1937. I use it both in keeping whole my accounts of each of my respondents, but also in the sections where I describe my own relation to the issues studied here. Treating myself as a case of the phenomena I am studying is not only idiographic, but also **autobiographic** or, as it is sometimes known, **ipsative**. The use of autobiography as a means of illuminating management and development issues is very much in the air with two powerful examples of the genre recently published (Harrison, 1995; Page, 1996). However the tradition stretches back much further than this, with a review of a wide literature already in existence carried out by Torbert & Fisher in 1992. Torbert & Fisher write persuasively of 'the role of autobiographical writing, conversation,

and awareness in the action inquiry paradigm of social science'. My own Masters

dissertation (Megginson, 1980) contributed to this way of researching, and was entitled

The development of personal autonomy, an idiographic experiment. McCracken, 1988,

reinforces my perception of the value of the researcher as an instrument in qualitative

research when he suggests that 'the investigator cannot fulfil qualitative research

objectives without using a broad range of his or her own experience, imagination, and

intellect in ways that are various and unpredictable'.

I have adopted the convention of putting directly personal episodes or reflections into

what I have called an 'ipsative box', which is surrounded by a single margin as illustrated

below:

Ipsative boxes

Personal material will be placed into these boxes throughout the thesis. One trouble I face

in adopting this convention is that, in a sense, everything I have written is ipsative. When

citing a reference, I do it to reinforce or to challenge my current way of seeing the world.

When I quote my respondents I select and arrange their quotations to further my own

perspectives and arguments. Everything here is ipsative in another sense, because the

topic of this thesis is about one of my central life concerns – establishing myself as an

intellectual property developer.

> However, the boxes will only be used to delineate material that is directly and explicitly autobiographical.

One of the most powerful examples that I have found of that 'use of self as an instrument of research' referred to by McCracken (1988) is the approach of Moustakas, 1990, which he calls **heuristic** research. He means by this 'a process of internal search through which one discovers the nature and meaning of experience and develops methods and procedures for further investigation and analysis.' During the period of writing this thesis I was immersed in examples of heuristic research carried out by Masters students on the University of Surrey's MSc in Change Agent Skills and Strategies. I took on the reflective, reflexive core of this method, but found that the risk for the students and, indeed, for the sources cited by Moustakas, discouraged me from wholehearted adoption of this methodology. These risks centred round an over-absorption in the self, which pushes the balance between self and other, and especially between self and environment, unhelpfully in the direction of the self. I found myself asking the question, 'What is the self-disclosure for?' When it serves the illumination of the topic it seems justified, when it provides opportunity for personal therapy, it is less beneficial to others, howsoever precious to the researchers themselves.

I see this work as adopting in part a **social constructionist** (Gergen & Thatchenkery, 1996) perspective, in that it rejects the assumptions of rational agency, empirical knowledge and language as representation, embedded in the modernist scientific

discourse. Communal agency, social construction and language as action replace these assumptions. Language as action relates to the tradition of action research (Lewin, 1947), participative action research (Reason, 1994), action inquiry (Torbert, 1991) or action science (Argyris, *et al.*, 1985). This way of thinking underlies much of what is written here, although there is no claim that this work itself is an example of action science. I see this work as more constructionist than constructivist, for reasons briefly outlined below.

Constructionism I come to understand as emphasising the way knowledge is constructed between us; constructivism is is modelled on a sort of American individualism, where the independent, critical researcher can see properties of the existing situation not accessible to those embedded within is.

Gergen & Thatchenkery (1996), as constructionists, suggest that what we take to be the world does not dictate the terms on which the world is understood. These terms are social artefacts. A given form prevailing is a function of the vicissitudes of social processes rather than of empirical validity

Gergen & Thatchenkery (1996) concentrate on three assumptions of modernism – rational agency, empirical knowledge and language as representation. They problematise these assumptions before offering a way forward in using postmodern views. Their vehicles for doing this are communal rationality, social construction and language as action.

Von Glaserfeld (1995), as a constructivist, suggests that knowledge is actively built by the cognizing subject, not passively received. The function of cognitions is adaptive – tending towards fit. Cognition serves to give meaning to the subject's own world not to the discovery of objective ontological reality. While I have sympathy with this view, and in some ways it connects with the perspective of sensemaking discussed below, the dialogic nature of my encounters in this research were more susceptible to a constructionist perspective than a constructivist one.

I have also taken a step towards **critical theory** (Thomas, 1993; Rowan, 1994; Alvesson & Wilmott, 1996). Here, I have used a critical perspective intermittently throughout this work to remind myself that 'differing value-commitments demarcated in terms of their assumptions about society and social science, result in different forms of (organizational) analysis.' (Alvesson & Wilmott, 1996, p.52). I also adopt a **postmodern** perspective (Legge, 1995; Derrida, 1973) in considering the relationship of author to text. Texts, post-modernists such as Derrida (1973) argue, are undecidable. The primacy of the author's reading is challenged by such deconstruction. By deconstruction, I mean taking apart with the intention of revealing the power structures embedded in the text. Derrida talks about *differance*, where the meaning of a word or phrase is isolated and settled only by *deferring* other words or phrases that *differ* from itself. My current favourite illustrations (some collected, some invented) of this phenomenon at its most stark are:

Share as in 'having in common' (as in shared meaning or shared co-operative ownership) *or* as in 'dividing up' (e.g. a cake, equity in a conventional joint stock

company)

Collaborator as in co-worker *or* traitor

Receptivity is acceptance *or* threat (a sundew, *drosera rotundifolia*, or indeed a

spider, is receptive to the flies it consumes)

Loyalty is both faithfulness *and* (like patriotism) the last refuge of scoundrels

Drug as in 'healing, ethical pharmaceutical'– like Prozac *or* 'harmful, illegal

narcotic' – like cannabis

Take to the altar as in marriage *or* sacrifice? And are there not senses in which the

two occupy the same emotional space – 'half in love with easeful death' (Keats

Ode to a nightingale).

An implication of these insights for the current research is that meaning and utility should

not, naively, be seen as resting with the author, but rather are a shared construction

between author and reader, in the context of the environments in which both are located.

This implies that, whereas the authors' views of their intellectual products are of interest,

they are not the whole story. In this account we have authors saying they do not

particularly value their IPs and yet users responding to the AMED questionnaire argue

that they are central to their way of working in the world.

Alvesson & Wilmott (1996) suggest that critical theory

can reside in the wings, taking centre stage in the text only when it has something

of direct importance to say.... Through a process of critical signalling', portions

of text can point to problems by highlighting the linkages between management theory and capitalism, male domination, manipulation, distorted communication, privileged interests, repression, etc. The idea of emancipation then enters by stealth, in the form of disruptive asides in the text (p. 182).

There is also in this text an element of **feminist** thinking (Coyle & Skinner, 1988; Davies, 1985; Gutek & Larwood, 1989; Hearn, *et al.*, 1989; Hearn & Parkin, 1987; Powell, 1988; Rakow, 1992; Schaef, 1992). Burrell & Hearn (1989) suggest that feminism can adopt four major ways of conceptualising sexuality and gender, as:

- Biological essences
- Outcomes of social roles
- Fundamental political categories
- Communicative practices and discourses of power.

While it is inappropriate to reduce feminist discourse to other paradigms, this heuristic is helpful in highlighting the broad ways in which issues of gender might be addressed in this text. In practice, most discussions of gender herein are linked to the conceptualisation of communicative practices and discourses of power.

Some readers might say that there is not nearly enough reference to gender. Most of my respondents in the informal conversations early in my fieldwork were men, and all my interviewees in the third phase were men. When I am not citing these male respondents, I

am employing my own voice, which will be imbued with a sometimes-unconsidered male perspective. Men's voices predominate throughout this thesis, and space will be made for specific feminist perspectives.

In this thesis, observations informed by a critical, postmodern or feminist perspective are placed into a 'critical box', with a double margin, in the text, thus:

<div style="border:2px solid black; padding:1em;">

Critical boxes

Throughout this thesis, observations that adopt a critical, postmodern or feminist perspective are placed in these critical boxes. It could be argued that such placement ghettoises them, and downplays their significance *vis à vis* the rest of the text. I argue, to the contrary, that this convention raises the significance of the perspectives so signalled, and reduces the chances that the reader will dismiss them as petulant asides, or that the writer will treat them thus lightly.

</div>

Thus, this study will follow an approach which, in summary, can be described as:

1. *ethnographic* in its concern to unravel shared knowledge in natural settings

2. *emic* in seeking the sense made by respondents, but also

3. *etic* in that I overtly and (I hope) transparently supply my own sense to shape the data

4. *analytically inductive* in testing rough descriptions against cases

5. *idiographic* in that the account of all that a person said or the whole of a story are kept together and understood as a whole before being analysed by theme

6. *ipative* in that I have grounded what I see and say in my experience of the field as participant as well as observer

7. *heuristic* in my willingness to engage in intense internal search

8. *critical* in giving attention to assumptions about societies and social studies held by participants and by myself

9. *postmodern* in my questioning of the relationship between text and author in relation to participants' and 'my own' text

10. *feminist* in examining the taken for granted male world that I occupy and is occupied by many of my respondents.

The account of this research is also *sensemaking,* and the implications of this will be given separate consideration later in this chapter

2.3 Literature searching and using

My study of the literature had a number of different foci. I examined the research and the management literature on:

- Intellectual property

- Knowledge workers

- Gurus

- Creativity

- Competencies

Reflecting back on the place of the literature in this account, I am faced with a sense of

disquiet. What effect did the literature have on my work, and what effect should it have

had? The guidebooks are clear and unequivocal. Gill & Johnson (1997) as an example of

its kind, suggests:

> Any research project will necessitate reading what has been written on the subject
>
> and gathering it together in a critical review which demonstrates some awareness
>
> of the current state of knowledge on the subject, its limitations and how the
>
> proposed research aims to add to what is known.... While literature searches and
>
> reviews take place early in the sequence, keeping up to date... continues
>
> throughout the period of the research. (pp.20-21)

Why do I feel suspicious of these linear accounts? Does the sense that they do not fit with

my lived experience mean that I have not done the job well? I have the sense that the

conventional account, exemplified by Gill and Johnson's advice, does not fit my

approach, in part because I was studying a world in which I had been immersed for 30

years. I had not only examined it, but I had also been a part of it, as writer, conference

presenter and published consultant. I am not making any claims to have been important or central in the field, but I had (without fear of hubris or vanity) been a participant in the field, in a number of roles, for a long time. It could be argued that such autodidacts (to use Sartre's, 1956, term) as myself, are the ones particularly in need of a rigorous trawl through what has been done. By undertaking this critical review they might come to 'a statement of the state of the art and major questions and issues in the field' (Johnson & Gill, 1997, p.21). However, in a study of the work of my life, the issues and questions seemed to be readily to hand. The reader will judge what I have missed in not conducting the conventionally phased literature survey, but I have determined to describe my process as closely as I can to how it has been done. The sense I make of it now is that the literature did not have profound effect on my thinking or shaping the issues in the early or, for that matter, middle phases of my research. The literature provided a backdrop to the unfolding drama of this dissertation, but not a whetstone to sharpen the edge of my argument.

The quotation from one of my respondents, Meredith Belbin, at the head of the literature chapter, offers another perspective on the place of the literature on the conduct of this dissertation. His tutor at Cambridge advised him against reading too much because it got in the way of thinking for himself. It is the case that IPDs seem to learn to write and develop their own ideas, in most (but not all) cases, not by reading widely, and certainly not by citing the arguments of others in their own writing. Rather, they concentrate on what they themselves have to say, and focus their full attention on that. This dissertation requires me to be a researcher of IP development rather than an IPD of IP development,

of course. Nonetheless, something of the cast of mind of the participants in the study seems to cling to me as I write. My most recent experience of the contrast between researchers and IPDs has come in preparing a special edition of *Personnel Review* on 'New employee development: successful innovations or token gestures?' Megginson & Gibb (2000, forthcoming). Five of the authors, who were all established researchers, had, in their first drafts, between 25 and 150 references. The sixth author had three. Two of these three were references to things he had written himself. The author was Andrew Mayo, one of the IPDs in my survey, and a Visiting Research Fellow at London Business School, but clearly on this score, as well as in the view of my questionnaire respondents, an IPD at heart.

2.4 Data gathering

I now turn to the account of the methods that I adopted for data gathering within my broad methodology outlined above. There were four phases to my fieldwork, and some methods were used in more than one phase. The phases are compressed into three groups (openings, focus and relatings) and the methods employed in them are indicated in Exhibit 2.1.

Exhibit 2.1 Table of methods employed in the phases of the fieldwork

Method *Phase*	Ipsative inquiry	Conversa -tion	Saga	Questionn -aire	Interview	Documents
Openings (P1)	✓✓	✓✓	✓✓	✗	✗	✗
Focus (P2&3)	✓	✗	✓	✓✓	✓✓	✓✓
Relatings (P4)	✓✓	✓✓	✓✓	✗	✗	✓✓

I now examine each of the methods in turn, although the account of the conversations includes some preliminary consideration of other methods used in the Openings phase of the research.

2.4.1 The ipsative inquiry

Pablo Neruda in a poem, cited by Weick, 1995, pp. 19-20, says

> *While I am writing I'm far away*
> *and when I come back, I've gone.*
> *I would like to know if others*
> *go through the same things that I do*
>
> *have as many selves as I have,*
> *and see themselves similarly;*
> *and when I've exhausted this problem,*
> *I'm going to study so hard*
> *that when I explain myself,*
> *I'll be talking geography.*

'I will change my logo to a teabag, as I only work when I am in hot water'

Comment gathered from a newspaper and germane to my condition.

My ipsative inquiry relates to my purposes and impulses for doing this work, which have been introduced in the first chapter. However, beyond my interest in the topic and the participants in the research, is the use of my own experience as data, or rather as rich sources of meaning, to illuminate the topic of my inquiry. What I think and how these thoughts grow and build towards emerging purposes is crucial to what I find and what tales I have to tell. It is also the case, as Neruda's poem testifies, that if I am able to connect with and convey my depth candidly to the reader, then it can contribute, as no other experience can, to an understanding of the phenomena that I am studying.

As Laurie Lee (1977) suggests:

> The only truth is what you remember. No one else who was there can agree with you because he (*sic*) has his own version of what he saw. He also holds to a personal truth of himself, based on an indefatigable self-regard.... 'You hit old Tom off to the life, but why d'you tell all those lies about me?' .... The truth is, of course, that there is no pure truth, only the moody accounts of witnesses. (p. 52)

'Indefatigable self-regard', 'the moody accounts of witnesses': there is no wonder that poetic reminiscence sells better than social science accounts - it speaks so directly to the human condition and to the messy problems of living or giving an account of a life. As Weick, 1995, suggests, 'A dry word-hoard is your best resource to make sense of sensemaking.' (p. 197) But Lee also warns of the risks of autobiography:

perhaps the widest pitfall in autobiography is the writer's censorship of self. Unconscious or deliberate, it often releases an image of one who could never have lived. Flat, shadowy, prim and bloodless, it is a leaf pressed dry on the page, the surrogate chosen for public office so that the author might survive in secret. With a few exceptions, the first person singular is one of the recurrent shams of literature: fruit of a failure between honesty and nerve. (p. 52)

Many months before I found these quotations, I had read another book of Lee (1971) which illustrates these pitfalls beautifully. In my research journal for 14/6/1996 I wrote:

On Roy Campbell, the poet, he says (p. 125) 'He told me how much money he'd been paid by various publishers for books he would never write. This amused him too. And so did his autobiography, *Broken Record,* which he'd recently published and which he said was largely a spoof to confuse his enemies.' Of course Campbell was, according to Lee, drunk when he said this, so it may not be a reliable account of his purpose. Furthermore it is reported speech in the autobiography of another poet - Laurie Lee, written as though it were yesterday, but in fact published 30 years after the events. So it is a nice reminder of the ambiguities and unreliabilities of even autobiographical accounts.

But he also says in the essay on 'Writing autobiography' (Lee, 1977) that:

The autobiographer's self can be a transmitter of life that is larger than his own -

though it is best that he should be shown taking part in that life and involved in its

dirt and splendours. (p. 53)

Weick, 1995 also has advice about the use of autobiographical material:

The use of personal experience (Ellis & Flaherty, 1992) makes sense as a starting

point in inquiry if

1. That experience is used for constant comparison with other experiences,

2. The social and contextual properties are carefully explicated,

3. Attention is paid to how that experience enlarges and diffuses and has effects

    beyond the time and place of its occurrence, and

4. That experience is treated as a particular in search of a prototype.

My use of the ipsative in this research needs to be examined against these four criteria,

and using the more poetic criteria offered by Lee – that it displays honesty and nerve in

order to expose both dirt and splendour, rather than offering merely self-censorship.

2.4.2 The conversations

As I began consciously to explore the field, I sought both to immerse myself, and to

distance myself. I immersed, in the sense of seeing chance encounters as part of my

study; I distanced by recognising that these experiences and accounts were only one of a multiplicity of angles on, or views about, the phenomena that I was beginning to explore. I found a set of questions cited by McCracken (1988) useful in illuminating this process:

> What is [the topic's] place in daily life? Who does it involve, according to what schedules, for what putative and actual purposes, with what consequences? What assumptions about the world does the topic rehearse? How does it play out received understanding about how the world is constituted? (p. 32)

My response to these questions is contained in the report of the data from the conversations in Chapter 4.1.

Moustakas's (1990) description of the absorption of the researcher in the topic (p. 45) was one that, in part, reflected my experience during this phase of my research. Contrary to Moustakas's advice, I was not single-mindedly preoccupied with my research question, but, congruent with his account, the question kept on cropping up in all sorts of circumstances when I little expected it to.

I have called this phase of my fieldwork 'conversations', and indeed during the seven months of this process I carried out eleven conversations. However, I also undertook one observation, one questionnaire and was embroiled in three sagas (on a total of six occasions). So, in total, I had 21 encounters that were:

(A) with people who could illuminate my thoughts about intellectual property developers, and

(B) where I made notes of the encounter in my research journal for that period.

The sagas subsequently became a separate category of inquiry in my mind, but at this stage I was bundling them together with the conversations (and, indeed, the observations) in the phase of the research that I then called 'Openings', and now refer to as Phase 1.

Of these encounters, I saw ten people once, four twice, and one three times. I held the view that 12 of these people were potential intellectual property developers in management development. Of the rest, one was in management development but was not an intellectual property developer and we discussed why he was a negative case; one was an industrial sociologist working in the field of industrial relations; and the other was a political scientist. I saw these last three on one occasion each.

As to the nationality of these 15 people, one was Canadian, one American and one Brazilian. All the rest were British.

The individuals were:

>   Meredith Belbin (2 - observed, including some conversations, & questionnaire)
>   Tom Boydell (2)
>   Chris Blantern

David Clutterbuck (3 - of which 1 was the 'MDL' saga)

Jim Chandler (political scientist - The 'political scientists strike' saga)

Caroline Egan-Strang (The 'MDL' saga)

Ian Flemming (the negative case)

Andrew Mayo

Neil Millward (industrial sociologist)

Gareth Morgan (2 - Canadian - conversation & observed)

Alan Mumford (2 - both the 'MDL' saga)

Mike Pedler

Gifford Pinchot (American - observed)

Ricardo Semler (Brazilian - observed)

Mike Woodcock (The 'litigation' saga).

This collection of people can be described as a convenience sample. They were just the

people who I happened to encounter for other purposes and who had an angle on this

study. They have some virtues as a sample however. They included a majority of people

in my main area of interest (management development), but also some from other fields

by way of contrast. They were not a hit and run sample, in the sense that I saw five of

them (even in just this phase of the research) on more than one occasion. Most were from

my focal country (Britain), but again there were three from elsewhere to provide the

potential of a perspective on the national culture. As well as established IPDs there were

two in the sample who were not established as IPDs, and one who did not see himself as

an IPD at all. Finally, and in retrospect, my sample seemed appropriate in that it included

six of the nine people who I subsequently interviewed in Phase 3, having identified them as IPDs via the questionnaire.

My approach to conducting these conversations was ethnographic. As Schwartzman (1993) says:

> First approaches provide researchers with a rich source of data. It is in these encounters that the most dramatic differences between the ethnographer's culture and the informant's culture will be apparent. The surprises, differences, misunderstandings, and such that occur in these encounters may foreshadow major research concerns and issues; however, in the beginning, researchers may not know how to interpret what these real differences reveal about themselves and their informants. (p. 48)

It was because of not knowing how to interpret these initial conversations that I restricted the encounters that counted to those that I had written up in my research journal, at or close to the time of their occurrence. I did not record what was said verbatim, either here or subsequently in this research, and this reflected the conviction that searching for meaning is a different quest from searching for accuracy, for both researcher and informant (Case, 1995). I did, however, make detailed notes of what was said and my responses to it. These notes were usually made at the time of the encounter, or, if not then, very soon afterwards.

I treat the information that I gained from these informants under a number of themes rather than chronologically or strictly by considering each respondent in turn. I have a sense, in weaving this story, that it is like a fine Oriental rug. Each strand creates an impact that relates to the rest of the rug. It is hard, and does violence to the rug-maker's intentions, to examine each strand without holding in mind the other strands. On the other hand, I am conscious that this approach to the data does violence to my earlier stated desire to be idiographic. In creating this account I am conscious of tensions sharpened by the unremitting linearity of words. It is so much easier with music, where different musical ideas can overlap in time and still be accessible, separately and together, to the attuned ear. I have attempted to approach the happy state of a musical form, in this respect of wholes and themes, by keeping some mini-accounts entire, but grouping them within a strand of my discussion.

The strands are bundled together under a number of issues. The contents of these issues are spelled out in Chapter 4.

2.4.3 Sagas

What is the unit of data in an ethnographic study? One answer is that it is a story. Stories are shaped by the flow of events, and they also shape them. Smith (1988) defines a problem as 'an understandable situation that is significant to and may be solvable by some agent, although probably with some difficulty' (p. 1491). This contributes to my definition of saga, as it emphasises the quality of design rather than discovery common to

both sagas and problems (Weick, 1995).

Later in this chapter I will outline the centrality of stories in the sensemaking methodology. For now, suffice it to say that the stories I assembled became for me a central touchstone of how IPDs behaved. I call my stories 'sagas', because, for me, that term captures something of the drama and vividness of the events. Sagas are described as 'prose tales of the deeds of heroes in the old literature; a body of legend about some subject' (Chambers 20th Century Dictionary), but, of course, when they were first told they were not about the old literature. They began as lived experience – perhaps idealised, perhaps projected back into the past, to give them weight, but in essence capturing the crucial behaviours of the type described, in a way which offers meaning, warnings and examples for emulation in the present time. My description of a saga would be 'a vivid account of a piece of ongoing life addressing ambiguity, uncertainty and interrupted perceptions, and building towards a coherent conclusion'.

How do you capture such an event? It is hard to give a coherent account to satisfy the canons of methodological rigour. My experience has been that it is not until one has been immersed in a saga for some time that one realises that this is what it is. Sagas are not just punctuated episodes in the flow of life. They are created by the act of punctuation. It is by dividing up my experience in this way, that I create the unit of meaning that I will name as a saga. I will then present it to point to a conclusion or to be interrogated in the search for meaning. Am I reliable in my telling of the story? How would we know? I can gain some intersubjective verification, and I have done this wherever possible – asking

the other parties whether they can see what I see in the events which unfolded. On

occasion, I have used documentary sources, or shown my account to the other witnesses.

But social life is much less determined than such a process of verification would imply. It

is not just that the other party might have a different slant on the saga from me, but also I

(and each of the others) have any number of different slants for different purposes.

One of my early tales, the litigation saga told in Chapter 4.1, is a case in point. Telling it

in the context of this research, it is a story of the fierce defence of intellectual properties

(IPs). But I have also told a story about the same events as a moral tale about the blinding

effect of riches on judgement. Again, I have told it as a tale, which, frustratingly, does not

quite conform to the neat ending of the rich man seeking more and ending up losing a

great deal. The events as I recall them, fit all of these three stories well, and I have also

heard Mike Woodcock, the protagonist in the tale, use them as a story about the

extravagance and the fecklessness of Americans. So, the stories are not true, but they are

cogent.

Having absorbed the sensemaking perspective (which I describe later in this chapter), I

find that I am noticing mini-sagas all the time, and also noticing how I construct the

stories following the principles outlined in Weick, 1995. These mini-sagas, conversations

and stories represent a final stage (Phase 4) in my research fieldwork. This is both

reassuring – the methodology has plausibility; and alarming – is it *too* plausible, and, in

my hands, a solipsistic account simply of how things seem to me to hang together? There

is a sense in which this work, and in particular, these mini-sagas are not research, just

life. However, this is what Weick is talking about when he discusses plausibility, extracted cues and enacting sensible environments. Where hard science and social science connect there is an increasing consensus that the observer is implicated in what is observed. As quantum physicist, Danah Zohar says (Bancroft, 1996) quantum reality means there is no participant observation, only participant participation.

Weick (1995, p.128) contends that stories 'are works of fiction, but they are "no more fictional than any other product such as thought since abstraction, schematizations, and inference are part of any cognitive act". (Robinson & Hawpe, 1986, pp. 111-112)'. Later Weick says that, 'there is a strong element of improvisation, bricolage, making do, and resourcefulness associated with any act of sensemaking that works' (p. 181).

I have used the sagas in this research as the raw material for furthering understanding of intellectual property developers (IPDs) and their behaviour. One way I have done this is to write a meta-saga about the sagas – the story of the stories, as it were. This can be found in Chapter 5 of this thesis.

One advantage of sagas over interviews is that sagas capture the theory of action in use (Argyris, 1992), whereas interviews risk being imbued with the espoused theory. They are content embedded in cues, frames and connections. Sagas alone, however, do not seem to me to offer the considered reflection by respondents upon their own practice, which the interviews in this study afforded.

2.4.4 The questionnaire

Having had some interesting and insight-generating conversations with the people who I thought were intellectual property developers, I was assailed with doubt as to whether I was exploring the right people and whether I would be able to justify my choice. Drawing a parallel from a film review in the Financial Times that suggests that the credits for a particularly unmemorable international movie represent the *Who the hell's who* of world cinema, was I pursuing the *Who the hell's who* of management development? I therefore decided to ask members of the population of management developers who they considered to be the intellectual property developers of significance in their work.

I used members of AMED, the Association for Management Education and Development, as a source for respondents to the survey, because AMED presents itself - in its *Invitation to Join AMED*, for example - as 'the professional network for people in individual and organisational development'.

I also had an opportunity to wrap this work up in a wider survey that I had volunteered to undertake for AMED. This meant that all 1,300 of AMED's members would be sent my questionnaire with their monthly mail-out, with a request to return it to the AMED national office, from where it would be forwarded to me.

The questionnaire covered two sides of A4 paper. Of the three questions asked, it is Question 3 that is considered in this dissertation. The question was:

'3. FRAMEWORKS, INSTRUMENTS, IDEAS, MODELS and PROCESSES

One of the ways we can help organisations and people to develop is by using frameworks, etc. developed by others. Who are these developers of the frameworks that you have used? Which of their frameworks have you used? How is it useful? (When you have done this, please indicate up to three from your list that you see as particularly useful to you.)

Author/source	Framework/model/instrument	How it was useful	Tick top 3

There was then a grid of ten rows under the four columns indicated above. The question as sent out did not use the phrase 'intellectual property developer'. I had used the term in the draft form, but the Chair of AMED, Roy Williams of BP, suggested that the term was not familiar to members and would therefore be unhelpful. I accepted this suggestion.

The response rate

The response was desperately disappointing to me. Only 19 people responded to the mail-out. These responses were labelled 'a1' - 'a19'. I would not begin to differentiate names nominated as idiosyncratic personal choices from widely recognised authorities until I had recommendations from more than one respondent for a number of authors, and

recommendations from quite a number of respondents for several of the most widely cited sources.

I therefore decided to wait until I had accumulated 40 responses before continuing with my analysis. This took time. My chosen method was to carry copies of the questionnaire with me wherever I went, but particularly when I was going to a meeting involving AMED members. I went to such meetings quite often, because I represented the following bodies relating to the Association:

the elected national Council

the Management Group of Council

the planning group for the Research & Development Conference

the Research & Development Conference itself

the review group for the Research & Development Conference

the planning group for the Annual Conference

the Annual Conference itself

the planning group for the Developing the Developers Diploma programme

the guest lecturer slot on one of the Developing the Developer programme workshops

the Editorial board of the AMED journal *Organisations and People.*

I also had a number of one-to-one meetings with AMED members for other purposes, where, again, I gave out a copy of the questionnaire.

Even these more face-to-face approaches yielded meagre results, but eventually I reached

the total of 40, and then worked with those in the analysis described in the next section.

The question can be asked: 'Were these respondents typical of the membership of

AMED, and indeed of management developers more generally?' I suspect that the answer

particularly to the second question may be 'No', but in a way that reinforces rather than

weakens the interest and value of the results. The later respondents to the survey (a20-

a40) were active and well informed members of the Association, often with a breadth of

experience and wide knowledge of development work. I also found that I did not get

more than three responses from any of the individual meetings I attended, so the range of

respondents was not too focused upon a particular sector of AMED's membership.

Four of my respondents cited their own published work. Of these, two (Mayo and

Clutterbuck) were nominated by one other person, and one (myself) was nominated by

two others. All three of these names have been put forward into the analysis which

follows. The fourth, although citing his own published material, was not picked by

anyone else, so he is excluded, along with the other names that were only of interest to

one respondent.

My grounds for allowing myself to answer my own questionnaire are that:

1. I am a member of the target population,

2. I was getting desperate for responses by the time that I included my own

3. I am candid about it.

I do not know definitively why there was such apparent resistance to completing my questionnaire. A number of reasons suggest themselves:

1. The original distribution went out with the regular monthly mailing from AMED office, so was mixed up with brochures for courses and circulars from advertisers. Perhaps most members, like me, shake these papers into the transparent envelope before removing the Newsletter or magazine, and then throw the remaining papers away without looking at them. This reason is confirmed by the reports of many members I spoke with, who claimed that they had never seen the questionnaire.

2. One of the other questions in my questionnaire involved ranking between seven and ten items. This takes thought and processing time and tends to reduce response rate.

3. All three questions required a degree of thought, rather than merely responding to options. One or two respondents added comments saying that they had enjoyed the thinking process triggered by completing the questionnaire, but a lot of non-respondents may have been daunted by it.

4. Some respondents will have been put off by not knowing of any items that would have enabled them to answer the questions. This might have been particularly the case with the first question, which asked about 'the organisations that you know personally or by reputation, which you most respect for their policies and practices in HRD?' It came under the bold, capitalised and, in retrospect, forbidding title '**ORGANISATIONS WE RESPECT**'. One respondent (a6) wrote in 'Depressingly none - but then I wouldn't be working with them as a consultant if they were already brilliant!', another (a18) declared 'I can't answer this question. Maybe I want "too much" or don't know

[personally] any "good" organisations'; and a24 wrote 'Nothing here - how depressing'. These robust responses to difficulty in replying might stand in contrast with the non-respondents who could have found such challenges too much for them.

5. A final possibility would be that the non-respondents did not use models and frameworks created by others, and so could not answer the question that is germane to this research. The indication from the respondents, however, is that this is unlikely to be the case. Of the 40 respondents 243 cases of IPs were nominated, an average of just over six per person. Furthermore, the comments added mostly indicated the importance that respondents attached to these properties (see Chapter 4.1 for an account of these responses).

In any event, the 40 responses were eventually obtained, and the process for analysing the responses to the question of relevance to this study, is described below.

Analytic process for the survey results

I typed each of the responses of each respondent, starting with the surname, and then, if noted, the first name of the author, followed by the particular property and its usefulness. I added a slash (/) if it was one of the items they had marked as particularly useful, and for each item noted my code number for the respondent. If there was more than one author (e.g. Pedler, Burgoyne and Boydell) I included them in the established order determined by their title page of the book or manual. If they and my respondents used differing orders (eg Bandler and Grinder vs. Grinder and Bandler) I adopted the

convention of bringing them together under the name of the author whose name is alphabetically the first.

If a respondent had put two separate sources for one of their items (e.g. Honey and Mumford; Kolb for The learning cycle) I separated the sets of sources (in this case Honey and Mumford appeared as a duo, and Kolb was listed separately). In one or two cases authors received some references linked to others and some on their own (e.g. Pedler was mentioned once for action learning and four further times with Burgoyne and Boydell in relation to The learning company). In these cases I credited the author common to both with all the citations and included them again with their colleagues in the smaller number of joint citations (so Pedler alone scored one more mention than he scored with Burgoyne and Boydell).

If the respondent did not know the source of a model and neither did I, I recorded it as 'anon', unless it was a generic framework - like the 2 x 2 matrix, in which case it was noted as 'various'. In cases where I did know the source, even if the respondent did not, and where I had documentary evidence to support my knowledge, I put in the source that I knew. For example, Johari window was described by 'a22' as 'lost in antiquity', whereas both I and Hall (1993), for example, know that it is appropriately ascribed to Ingham & Luft (Luft, 1969). The most marked case of wrong ascription was the 7S model cited by three respondents. Two claimed that it was the product of McKinsey (which is accurate in that they were the employers of Peters & Waterman at the time) and, in the other case, Michael Porter was cited, which is plain wrong. This happens quite often in

the field of management development, where distinguished synthesisers sometimes eclipse the creative originators of their models. Note, for example, how often Roger Harrison and Charles Handy's culture model is ascribed to Charles Handy as a result of his describing it in Handy (1976).

In order to determine the frequency with which they had been cited I counted *the number of respondents* who had included each author, rather than *the number of items* ascribed to the author. So, for example, if someone used three different models of one author, this only adds one to the author's score. I did this to prevent enthusiasts from unduly weighing the scales in favour of their chosen author.

The results of this survey are included in Chapter 4.1, where they are used to determine the population of IPDs in management development in Britain that I would interview. The names of the IPDs I interviewed are discussed later in this chapter, so they are recorded here for completeness. They were Meredith Belbin, Tom Boydell, John Burgoyne, David Clutterbuck, Bob Garratt, Roger Harrison, Peter Honey, Andrew Mayo, Alan Mumford and Mike Pedler.

2.4.5 Interviews

Between 12/9/1997 and 28/12/1997, I conducted interviews with nine of the IPDs selected by the questionnaire analysis described above. To these I added the notes of my

discussions and observation of Meredith Belbin, which had taken place earlier -
11/6/1996.

The interviews, like the conversations discussed above, were not tape-recorded. My full,
hand-written notes were transcribed to read coherently. They were then checked with the
interviewee and amended according to their feedback. My argument for this procedure
echoes Case, 1995, who suggests that, 'If we dryly transcribe what is 'there on the tape',
for all intents and purposes we kill the conversational creature there and then' (p. 439).

My analysis of the interviews follows two branches. On one hand I characterise each of
the respondents as individuals, bearing in mind Moustakas's (1990) advice:

> Transcriptions, notes, and personal documents are gathered together and
> organised by the investigator into a sequence that tells the story of each research
> participant. Essential to the process of heuristic analysis is comprehensive
> knowledge of all materials for each participant and for the group of participants
> collectively. (p. 49)

Having re-read the individual's transcript I wrote descriptions to capture the essence of
my experience of each of my respondents. I introduce each of the descriptions with a
brief biography, which is part official record, part description of their impact on my
personal and professional life. I then add my personal bibliography, selecting from their
writings those that have had an impact on me. These are often, though not always, their

seminal works. Finally, I characterise the respondents in the light of my interview with them. These three elements are presented together for each IPD in Chapter 4.1, in the sequence in which they were interviewed.

The second branch of my analysis seeks to make generic sense of the accounts of the IPDs. Quotations from the interviews are clustered around themes selected by the coding process outlined below. These quotations and the accompanying commentary are presented in Chapters 4.2-4.4.

Coding of themes

The interview transcripts were read and themes were noted. I then reviewed all of the interview notes to find other references to similar themes. In some of the interviews I had specified the themes which had emerged for me when I conducted the interview. In others, I went over them and spotted themes retrospectively. Then, in beginning to write up the results of my interviews, I assembled all these themes, starting the verbal statement of the theme with a key word so that similar themes would be brought together by alphabeticising. I also noted in brackets where I had recalled others commenting on the same issue. These I listed, by respondent, in the order in which they were conducted.

In retrospect, it is interesting to note that the new issues arising from this process take a couple of interviews to reach a peak, and then show something of a decline, with a bit of

an increase for Alan Mumford's (see Exhibit 2.2). His interview was interesting, like many of the others; but it was also exceptionally long (over four hours). It is a criterion for determining sample size in some ethnographic traditions, that you carry on until you are getting little new from each subsequent interview, and then stop. My sample seems approximately to meet this criterion, though, in practice, I came to a halt because I had interviewed 100% of the British IPDs (including Roger Harrison, who had worked long in Britain) identified by the AMED survey, who were under the age of 90.

Exhibit 2.2 Number of issues arising from each interview of intellectual property developers

Name	New ideas	Repeated ideas	Total ideas
Meredith Belbin	8	0	8
Mike Pedler	5	0	5
David Clutterbuck	13	3	16
Tom Boydell	4	3	7
Roger Harrison	13	4	17
Andrew Mayo	1	5	6
Peter Honey	2	4	6
Alan Mumford	6	5	11
Bob Garratt	2	3	5
John Burgoyne	4	0	4

2.4.6 Documents

The published writings of the IPDs identified by my survey offer a rich source to illuminate their thinking. Some of them were hugely productive, David Clutterbuck for example, has written more than 40 books. Others - Meredith Belbin, Roger Harrison and Andrew Mayo - had written less, but with no less effect.

I was familiar with the writing of all the authors in the list, so the place of this documentary source was to use it as a verifier of the comments made by the IPDs during the interviews. I set the documents against their stories in coming to an individual characterisation of each of them as IPD.

It is interesting that Miles and Huberman (1994), in so many ways a comprehensive compendium of qualitative data analysis, does not treat the analysis of existing documents at all. They have a section (pp. 280-287) on documentation, but this is focused solely upon the documentation produced by researchers themselves.

Similarly, Weick (1995) has only one reference to documentation. That is in the context of documenting statements by respondents, and he is following Shotter's (1983) argument about indeterminacy of even a partially completed sentence, which I alluded to earlier in this chapter in arguing against a dramaturgical perspective. The indeterminacy of text is a preoccupation of many ethnographic and postmodern scholars (see for example, Atkinson, 1992, pp. 37-38). Atkinson, however, is only concerned with the texts produced by ethnographers. Watson (1987) has a chapter on manuscripts, but his interest is in the historical hand written document. Moustakas (1990) restricts himself to one cursory paragraph (p. 49). However, in contrast to these several blanks among sources that have shaped my methodological view, Gill & Johnson (1997), give documents a fair airing. They cite three main studies that used documents – Dalton (1959), in his groundbreaking and illuminating Chicago school study of managerial behaviour; Frame (1991), in his study of management response to expenditure cuts; and Beynon's contentious 1973 study of working for Ford. Gill and Johnson's view is the same as mine, that Dalton found

documentary sources useful, Frame did not, and for Beynon they were essential to get at aspects of the experience simply not accessible by any other means.

In this study, documents in the form of the IPD's published books, are crucial to an understanding of how they deploy their IPs and they also illuminate how IPDs gain access to sources of influence through publication.

There are also two accounts in the IPDs' writing which particularly contribute to this research. These are Harrison (1995) and Mumford (1995). Both of them are autobiographical accounts of the authors' production of their IPs. Harrison's lengthy and candid biography is particularly thoughtful and disclosing of the issues involved in setting up a business to exploit IPs. Mumford's is interesting in describing his motives for writing. It is tantalisingly brief about his working relationship with Peter Honey.

2.5 Data analysis, relatings and more sagas

In the previous section I have begun to address the issue of analysis of the interviews, and here I turn to the issue of data analysis more generally. This aspect of methodology has been neglected in contemporary accounts. However a number of sources on qualitative methodology emphasise its importance, notably Feldman (1995), Gill & Johnson (1997, p. 119ff), Mason (1996), Miles & Huberman (1994), Moustakas (1990, p. 51ff), and this tradition has antecedents more distant in time (Cressey, 1953 and Glaser & Strauss, 1967).

One feature of this report is my giving as full and unvarnished an account of each step in sifting, selecting and analysing my data as I can, so there is no mystery leading to a 'and then something wonderful happened' moment. This statement is an example of what Burrell & Morgan (1979) refer to as 'ontological oscillation'. I talk about 'a full and unvarnished account' as if it were unproblematic. Weick (1995) however does not condemn such oscillation. He argues that whereas it

drives Burrell and Morgan nuts.... it shouldn't. People who study sensemaking oscillate ontologically because that is what helps them understand the actions of people in everyday life who could (*sic*) care less about ontology (p. 35).

I think he means 'could not care'.

Weick (1995, p. 173) suggests that the interpretative language of sensemaking involves:

- Threats and opportunities;
- Sensegiving;
- Filters;
- Enactment;
- Justification;
- Recipes;
- Behavioural confirmation;
- Heedful interrelating.

So my task has been to notice and record occasions when these processes have been in evidence.

2.6 Sensemaking and my use of it as a unifying strand in my methodology

2.6.1 Introduction

At the point when I had long completed the formal fieldwork and was writing up this chapter I discovered the framework of sensemaking and in particular the account of it in Weick, 1995. It was a bit like the experience of M. Jourdain in Molière's *Le bourgeois gentilhomme*, when he remarks, 'Gracious me! I've been talking prose for the last forty years and have never known it'. I had the sense that sensemaking was what I had been doing. The fit with my methodology was by no means perfect, but it was stronger than anything that I had come across before in my considerable reading of methodological texts was. Over the years, for example, I had bought about half of the Sage series of monographs in the Qualitative Research Methods series, but not found in these intriguing texts anything that stirred me to the extent that Weick's account of sensemaking did.

Weick, 1995 (p. 172) suggests that, 'The overriding question in sensemaking research is, "how are meanings and artefacts produced and reproduced in complex nets of collective action?" (p. 37, Czarniawska-Joergas, 1992)'. Also 'Sensemaking is the creation of reality as an ongoing accomplishment that takes form when people make retrospective sense of the situations in which they find themselves' (p.24). These concerns, about

- the production of meaning and artefacts,

- complex nets of creative action,

- retrospection,

- attention to situations in which we find ourselves,

are all matters that are central to the research here reported and also to the behaviour of

the participants in this research when they were going about the business of producing

their IPDs. No wonder I experienced the discovery of sensemaking as a sort of

homecoming.

One of the ways in which sensemaking did not fit with my work was the strong emphasis

in Weick's account of how sensemaking is typically located in organisations. One of the

consequences of this perspective has been for me to increase the attention paid in other

parts of this study to the use of the sagas. These are the aspect of my fieldwork which

most closely relates to the sensemaking orthodoxy. As Weick, 1995, says:

> What is necessary [for sensemaking] is something that preserves plausibility and
>
> coherence, is reasonable and memorable, embodies past experience and
>
> expectations, resonates with other people, can be constructed retrospectively,
>
> captures feeling and thought, allows for embellishment to fit current oddities, is
>
> fun to construct. In short, what is necessary in sensemaking is a good story.' (p.
>
> 60-61)

Of course, for every infatuation, there is a time of reckoning. Here is a note from my

research journal for 28/9/1999:

> I am now a bit worried that my account in the methodology is *too* coherent
> and too indebted to Weick and sensemaking. Have I handed over too
> much in the pursuit of the coherent and the manageable? If I were just
> writing this for me, what would I do? It seems important to balance my
> personal stumbling towards sense with the encyclopaedic and coherent
> sense of others.

The researcher, like the IPD, needs to balance what is one's own with what is derived

from the wisdom of others. The next section seeks to shift the balance towards coherence

and the acknowledgement of intellectual debt, by giving an account of sensemaking

where Weick's account takes centre stage, and my work is related to it.

2.6.2 Seven properties of sensemaking

Weick, 1995, suggests that there are seven distinctive properties that define sensemaking.

Here, I use these to weave some sense of out of the range of methods that I have used.

This back-to-front process is an ironically appropriate use of sensemaking processes – see

point 2 (retrospection) below. The seven properties 'offer a set of raw materials for

disciplined imagination' (Weick, 1989).

1. Grounded in identity construction

Sensemaking starts from the interplay of self and environment and leads to a crystallised sense of self. The research sought to identify the extent to which my interviewees defined themselves in terms of the IPD identity I was seeking to explore. The themes of self-enhancement, self-efficacy and self-consistency are prominent in sensemaking research (Erez & Earley, 1993) and these themes were registered in this study.

The sagas, in particular, raised pointed questions about the identity of the IPDs and about my own identity as an IPD. Failures of confirmation and equivocality (or, perhaps even more radically, equi-vocality) are noted in the sensemaking literature (Steel, 1988; Reason, 1990). They arose in the sagas, particularly 'the MDL saga', 'the political scientists' saga' and 'the Knowl*EDGE* House saga'.

2. Retrospective

Sensemaking researchers notice that 'Meanings change as current projects and goals change (Gioia & Chittipeddi, 1991, p. 435)' (Weick, 1995, p. 27). 'Making sense of confusion' is seen by sensemaking researchers as a closer description of what they observe than 'removing ignorance by adding knowledge'. There are two senses in which retrospection is a key element of this study. In the first sense, all the methods I use (especially the interviews) ask participants to look back over their experience and to make sense of it. In the sagas, there are reports of the sensemaking of participants and

there is also a strong autobiographical element as I, as an IPD, make sense for myself of these experiences.

The other way in which this research is retrospective is that I did not set out to do a piece of sensemaking research. I 'found' sensemaking after I had completed most of the fieldwork. I had built my fieldwork on an eclectic collection of methodologies and methods, but was becoming concerned about a lack of a coherent framework against which to set my experiences. It was at that stage that I discovered sensemaking and the experience was akin to a sense of 'coming home'. This was the account of my way of researching that had eluded me up until then.

3. *Enactive of sensible environments*

Weick, 1995, suggests that 'the action of saying makes it possible for people to see what they think' (p. 30, and also the quotation from p. 12 of Weick at the head of this chapter). He suggests that participants in an environment are not only shaped by that environment; they also shape it actively themselves. I had seen this process strongly at work in the most effective managers (Megginson, *et al.*, 1999, pp. 117-119). Of course, less effective managers (and other people) also enact *their* environments; it is just that these tend not to be so much fun. Sensemaking research adds the perspective that the occasions for sensemaking were themselves enacted. Bracketing and punctuating are part of the process that creates 'sensable' events. This perspective gave me a coherent story to tell about the process of creating my sagas, and also encouraged my meta-analysis of the string of sagas

(the 'saga of the sagas' in Chapter 5).

4. Social

Sensemaking is social, whether it is carried out with others in a conversation or whether it

is done 'alone'. The word 'alone' in the previous sentence is put in quotes because

sensemaking thinking suggests, as Burns & Stalker, 1961, put it, that 'decisions are made

either in the presence of others or with the knowledge that they will have to be

implemented, or understood, or approved by others' (p. 118). This is not to say that the

social nature of sensemaking implies that we are only interested in 'shared meaning'.

Sensemaking also takes place, for example, in conditions of equivalent meaning,

distributed meaning or overlapping views of ambiguous events (Weick, 1995, p. 42).

So although the sagas are clearly the most social of the occasions for sensemaking

reported in this study, even the more solitary and introspective interviews were social.

This was so in the sense that the participants were making sense in response to me as

interlocutor, and also they were making sense in relation to the audiences, colleagues,

competitors with whom they define their professional world.

5. Ongoing

'People are always in the middle of things, which become things, only when those same

people focus on the past' (Weick, 1995, p. 43). They are in the middle of what they

experience as 'projects' and these projects emerge from the flow of experience because they cause emotional arousal and interrupt expectations.

The sagas and my ipsative account of my experience are both characterised by the quality of being clearly extracted from the stream of experience as a result of their salience to the participants. The interviews capture that other sense of on-goingness, in that they cover then whole of the individual's life experience in a biographical way. In some cases (e.g. John Burgoyne's interview) this takes in reflections on ancestors whose remembered presence has a continuing effect on the life in question.

6. Focused on and by extracted cues

Sensemakers suggest that we search, scan and notice. We thus identify cues, which we use to make sense of the whole phenomenon in front of us. Weick, 1995, suggests that we attend to what is novel, perceptually figural, unusual, unexpected, extreme, (sometimes) negative, recent, frequent or chronically encountered (p.52). The point is illustrated by an awareness exercise I use, which asks people what they are experiencing in their right big toe. Before they are asked, more than 90% of respondents will say, 'Nothing'. Afterwards, they can almost all give an account of what they feel. The sensations in the big toe characteristically lack novelty, unusualness, unexpectedness and extremity, so they are simply discounted. So much of what is potentially available to us to perceive is treated in the same way.

This links to both what I do in generating the models that emerge from this research and what I see the IPDs doing in their own process in generating their IPs from ongoing experience. The best example from the interviews is Tom Boydell's account of why he is not primarily a researcher. This selection process is characteristic of this research with its emphasis on the meaning of the experience for the participants.

7. Driven by plausibility rather than accuracy

Weick (1995) argues that 'accuracy is meaningless when used to describe a filtered sense of the present, linked with a reconstruction of the past, that has been edited in hindsight' (p. 57). The interviews in this study are explicitly processes of this kind, and are not therefore judged as 'true' accounts, but rather as stories that have been created by the participants (with the collaboration of the researcher). The sagas take this further, with an emphasis on action leading to a sense of the situation that is good enough for participants to make do and impose a pattern on events.

One purpose of this study is to undertake a qualitative search for a phenomenon that is described for the first time. I propose the existence of Intellectual Property Developers (IPDs) and I engage in a process for identifying who they might be. I then examine how they go about doing their IP developing. I give an account of this and differentiate them from others who shape the field of management development.

None of the above activities involve the setting up of a hypothetical relationship between variables which is characteristic of the scientific method and is often labelled 'positivist'. I do not like the label, as the word comes from the root 'posit' rather than 'positive', and thus 'positist' would be a less misleading label. Whatever the label, this is not a hypothetico-deductive, positist study.

As Weick, 1995, says, 'Sensemaking is less about discovery than it is about invention' (p. 13). Participants in organisations invent sense in the way Weick describes, but sensemaking researchers, too, are involved in a process of invention. The difference is that for the researcher, I see a requirement to be assiduous in exposing the trace of the thinking that leads from the phenomena noticed to the sense that is made of it. Thus in this account the word 'findings' is often replaced with 'makings'.

2.7 Summary

Weick, 1995, identifies ten characteristics shared by sensemaking studies. In order to locate this study in the canon of sensemaking studies, I conclude this chapter with an outline of these ten characteristics, related to the aspects of my own study.

1. Investigators preserve action that is situated in context

Meaning and explanation emerge not just from the individual actions and thoughts of the participants, but through person-situation interactions and transactions. My initial conversations, the sagas and the ipsative components of this story are embedded in this characteristic. The questionnaire and the interviews tend to decontextualise the respondents. The participants and I did, however, create striking contexts for the interviews. These are spelled out as illustrators of the style or approach of the participants. The participants were also encouraged to retain the richness of the referent settings when talking about their experience in the interviews. The biographical approach to the interviews enhances this contextualisation.

2. Observer relies on what participants say and do with minimum prodding and pre-structuring

This characteristic leads to a naturalistic approach to gathering data, where the observer is immersed in the ongoing flow of events and captures these from the points of view of the participants. The conversations, most of the sagas (though not the political scientists' saga) and the ipsative strand of this research are naturalistic in this sense. By contrast, the questionnaire sets the frame for the respondents, and the interviews, although relatively open-ended, were focused to some extent by my interest in seeking views of the frameworks that had begun to emerge from earlier stages of the inquiry.

3. Observers work in close rather than from the armchair.

The scenes where sensemaking can be observed are among the muck and bullets of life. Some of the sagas capture the IPDs in action. The litigation saga (to some extent), the MDL saga, the ADOL saga and the Knowl*EDGE* House saga were all of this 'in close' kind.

4. Participants, rather than observers, define the work environment

In this research I, as researcher, was active in all phases in sharing in the definition of the work environment. However, in the conversations and the sagas and in the ipsative aspects of the account, I was also acting as an IPD or a proto-IPD, so in that sense the participants are the definers of the work environment.

5. Findings are described in terms of patterns rather than hypotheses

This work is designed to bring out, from the experience of the participants, patterns of working and being which account for the distinctive way in which this group of actors in the field create and sustain their products and productions. The patterns therefore emerge over a period of time in the study and are elaborated as they emerge, rather than being tested in a formal hypothetico-deductive way.

6. Explanations are tested as much against common sense and plausibility as against a priori *theories*

There is no *a priori* theorising in this study, except in so far as this process is an inevitable part of sensemaking in a situation where the observer is becoming increasingly immersed in the issues over an extended period. The theorising is not formal and is grounded in plausibility rather than the canons of formal proof.

7. Density of information and vividness of meaning are as crucial as precision and replicability

This characteristic does not do away with the need for precision and replicability. What is suggested is that precision is not enough, without a good measure of density and vividness. In this account I have maximised the quality of replicability by giving a full account of the operations that I have undertaken on the data I have collected in order to come to the 'relatings' that emerge. Any qualitative study is likely to contain density of information through the use of verbatim accounts – and what follows here is no exception to this.

8. Intensive examination of a small number of cases

Having identified my population, this report focuses on 10 cases. The assumption of similarity across person-situation cases is tested by the aggregation of data from the interviews under a number of themes. The intensity of examination is enhanced and made multi-focal, by the study approaching the same people by a number of methods. So, the

same participants crop up in the conversations, documents, the sagas and the interviews, and we see them in action in different contexts.

9. Sensemaking is especially visible in the settings observed

The settings are chosen more for their access to the phenomena being studied than for their representativeness. In the interviews the participants were asked to give an account of how they went about the generation of their IPs, so they provide an abstraction of the process. The sagas, however, take the observer and the reader close into the action, and display IPDs dealing with ambiguous and uncertain situations where they have to find ways of making new sense of events that challenge their current understandings.

10. Meanings are sought rather than frequency counts

Methodologies are used which gain access to the situated generation of explanations for unexpected interruptions. The conversations and the sagas were particular cases of this kind of meaning making. In the process of getting to a final accepted version of the interviews I tested the texts with the participants and in one case (Mike Pedler) went through three iterations before they were satisfied that I had understood their intent.

Exhibit 2.3 shows how each method scores against each of Weick's characteristics of sensemaking, according to my subjective judgement. The rating scheme is:

- a cross means that the aspect does not adopt the characteristic;

- one tick means the aspect adopts that characteristic to an extent; and

- two ticks means that the aspect strongly adopts the characteristic.

Exhibit 2.3 Weick's characteristics of sensemaking studies subjectively related to aspects of this study

Weick's characteristics	Ipsative	Conversa-tions	Sagas	Question-naire	Interviews	Relatings
1. Investigators preserve action that is situated in context	✓✓	✓✓	✓✓	✗	✗	✓✓
2. Observer relies on what participants say, with minimum prodding	✓✓ *	✓✓	✓✓	✗	✗	✓✓
3. Observer works in close rather than from an armchair.	✓✓	✓✓	✓✓	✗	✓	✓✓
4. Participants define the work environment.	✓✓	✓✓	✓✓	✗	✗	✓✓
5. Findings are described in terms of patterns rather than hypotheses.	✓✓	✓✓	✓✓	✓	✓✓	✓✓
6. Explanations tested vs. common sense and plausibility, c.f. *a priori* theories	✓✓	✓✓	✓✓	✗	✗	✓✓
7. Density and vividness as crucial as precision and replicability.	✓✓	✓✓	✓✓	✗	✓	✓✓
8. Intensive examination of a small number of cases.	✓✓	✓✓	✓✓	✗	✓✓	✓✓
9. Sensemaking tends to be especially visible in settings observed.	✓✓	✓✓	✓✓	✗	✓	✗

10. Observer uses methodologies to deal with meanings not frequencies.	✓✓	✓✓	✓✓	✗	✓	✓✓

* Although, as observer and participant are one in this case, it is hard to tease out how much I prodded myself.

My reflections on Exhibit 2.3 lead me to the following relatings (to use Weick's term again) considering the vertical columns in turn.

The idiographic aspect, the conversations and sagas each seem to be well connected to the mainstream of sensemaking research. In the case of the idiographic aspect, however, the criteria by which it is best judged are, in my perception, not the above ten characteristics, but rather the four points justifying the use of personal experience outlined earlier in this chapter. Against the first of these, I have sought to relate my experience to that of the other participants, structurally by interpolating them throughout the text, rather than in a separate chapter. I have held onto the vision of researchers studying what they most want to deal with in their own lives, and, at the same time, I have sought to maintain a distance from the participants in these studies, by the candid reporting of connections and differences with my participants. On the second criterion – the explication of social and contextual properties – I have done that, up to the point where it runs the risk of being self-indulgent, particularly in the sagas in which I have been involved. The enlarging and diffusing of the experience lies in the links between the sagas, and in the notion of building a career as an IPD. Treating the particular as a prototype is at the heart of my identification of a type that I aspire to and in examining the characteristics of the type.

The questionnaire does not fit with the standard sensemaking model. I wonder whether it is appropriate to feel bad about its use in a purportedly sensemaking study. Ironically, if I had not done the questionnaire survey, the list of people that I would have identified as IPDs would have been very similar to the one reported by my respondents. If I had used an interview process with my questionnaire population, I might have gathered much richer views from users about their experience of the IPDs. However, this would have diverted me, as I decided to focus this study on the IPDs' own experience rather than that of their users. Another alternative would have been to get into the world of trainers, developers and consultants and to find out whose models they were using in practice.

The interviews fit somewhat uncomfortably within sensemaking. They abstracted participants from their context, they involved some serious prodding from me, particularly in engaging one or two respondents in defining themselves as IPDs for the duration of the conversation, and also I used them to test the grounded and emergent theories that I was developing. Nonetheless, I conducted the interviews somewhat within the spirit of sensemaking, in that I encouraged the IPDs to give an account that was both dense and vivid. Furthermore, this study focused on the intensive examination of a small number of cases, seeking meanings not frequencies.

Overall, I have a sense that the work I have done, while having a flavour of its own, is usefully located in the stream of organisation studies known as sensemaking. It adds to that stream in two ways. Firstly, it incorporates and legitimises a considerable ipsative

element into the sensemaking discourse. Secondly, it brings into the field of sensemaking in organisations a more individual perspective. This is done because many of the participants in this study are sole traders or partners in micro-businesses, and so I have been able to work on the margin where the individual and the worker coincide, and have been able to do justice to both. In keeping with sensemaking theory, I have kept hold of the perspective that individual sensemaking is always communal as it is carried out in the context of their imagined self-presentation to others, even when they are purportedly alone.

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Chapter 3 The Literature on Intellectual Property Developers

My tutor at Cambridge said to me "I hope you are not going to do too much

reading while you are here; it gets in the way of your thinking". Meredith Belbin.

People say life is the thing, but I prefer reading.

Logan Pearsall Smith in Murray, 1997.

They lard their lean books with the fat of others' works.

Robert Burton *Anatomy of melancholy*

A good literature review .... has a special importance for the qualitative

researcher.... The investigator who is well versed in the literature now has a set of

expectations the data can defy. (McCracken, 1988, pp. 30-31)

3.1 Structure of the chapter

This chapter addresses the literatures on:

3.2 Knowledge workers and intellectual property

3.3 Creativity

3.4 Gurus and creativity

3.5 Intellectual property developers and creativity

3.6 Researchers and creativity

3.7 Competence

I summarise below my purposes in writing each of these sections. My survey of knowledge workers and intellectual property in Section 3.2 serves to set the scene about the importance of intellectual property and those who develop it. As such, it contributes to justifying the choice of focus for this dissertation.

In Section 3.3 my concern is to examine ways in which creativity – the production of what is new or, at least, novel, in the realm of ideas and practice – is examined in the literature. This will serve to introduce the way of thinking about the development of intellectual properties that I have pursued in my fieldwork, and it will give an account of why I have rejected other equally well established views.

The next three sections give an account of the literature on three ways of being creative – the guru, the intellectual property developer and the researcher. This account feels anachronistic to me, placed before the story of my deriving and differentiating the three categories. It would, indeed, be misleading, if it left the reader thinking that the literature review gave rise to the categories. In practice, the opposite was the case: the topics for this review arose out of the fieldwork and sensemaking that accompanied it, and the literature was sought in response to this sensemaking.

Section 3.7 on competence assembles largely hostile literature on competence and competency, and makes it hard to justify a straight attempt to classify the competencies of IPDs.

The story that the literature is assembled to tell

Before going into the literature, and congruent with the sensemaking perspective, I will disclose the broad direction of my thinking by telling the story that this literature is assembled to tell.

We are entering the knowledge age. In this age, what people know is not more complex than in earlier times. Only a modernist bigot would suggest that an M&A lawyer or accountant in New York or the Square Mile lived in a more elaborate intellectual or creative world than a renaissance art worker in a studio in Florence or Amsterdam. Both these types of knowledge worker would find it hard to maintain a sense of superiority if they analysed the richness and subtlety of the decisions made by a peasant farmer in Perigord or Slovakia at almost any time in the last thousand years.

The change in the work of contemporary knowledge workers, which contrasts with that of earlier times, is that the new work is characterised by a high degree of abstraction. We are entering an age of demassification or etherialisation, where abstract symbols come to have more and more value in people's eyes. The peasant and the artist are concerned with palpable stuff. The lawyers and accountants and all the IT workers, consultants and so

many of the burgeoning professions emerging recently, are concerned with symbols on screens and intangible services whose physical existence is no more solid than a floppy disc on a 5½ inch square of plastic.

One strand of the literature that illuminates the process for the production of intellectual properties is the research and writing on creativity. This sometimes attends to the organisational context in which new intellectual properties are brought forth. I remember Gibson Burrell at the British Academy of Management conference speaking about the importance of the margins, where there is a shifting of the tectonic plates. It was the only occasion in the time I have spent at BAM conferences when I have felt a strong emotion. This feeling was of anger, at the contradiction in the speaker advocating marginality while relishing his own centrality by joking with the professoriate, sitting in a row enjoying his performance. Nonetheless, the point was well made that the place in which intellectual property (IP) is made is a significant influence on the properties and on their impact on the world. Creativity is not just a matter of individual qualities.

I have shaped my account of the literature on individual creativity to explore a question that underlies my curiosity about IPDs. This question is, 'Is creativity best seen as a universal quality (we are all creative), or as the special gift of an elite minority?' The implications of the question for this work are equivocal. On the one hand, if few in the field of management development are creative in the terms described, it may be that understanding how they perform their magic will offer esoteric knowledge, but will not unlock the doors for others to follow their practices. On the other hand, if the literature

shows that anyone can be creative, then the knowledge of how the IPDs operate could be

used to enable many in the field of management development to be more authoritatively

themselves. This work gains its critical edge by examining and exposing the practices of

the elite, so as to open these ways of working more to anyone who wishes to avail

themselves of them. The limitations of this egalitarian position will also need to be

considered, but that is an issue for later chapters. Elsewhere (Megginson, 1997), I have

made the analogy that senior management mentors who show their world to their mentees

act as 'windows' onto that world. I cited Seneca (1969) as one of the finest examples of

this with his *Letters from a Stoic,* where he exposes the workings of the elite in imperial

Rome. Whereas the elite in management development do not bestride the world like the

giants of Rome did, they do make an interesting case of an important breed

I have explored the literature about gurus and fads to defend and to differentiate the IPDs.

The literature of gurus seems, in a sense, to be a literature of envy, and it also contains a

sub-set, which might be called the literature of pathology. If gurus develop cult-like

organisations and this leads them to paranoid behaviour and pathological personality

changes, then this is different from the objects of my study, and I want to make these

differences clear. The literature on gurus connects with the related literature about fads.

This takes a somewhat different angle – focusing upon the intellectual property rather

than the characteristics of the gurus themselves. Again, this literature is disparagingly

critical of the process of fad production, which it views as part of a wider pathology of

management. In exploring it, I am seeking for a purpose behind the evolution of ideas in

management development.

In my review of the creativity of researchers working within normal science I am seeking to explore the claims to distinctiveness of the research approach over the IPDs' way of working.

The final section of the chapter tells of my deep misgivings about the use of competences to analyse and measure the exercise of an occupation. It offers a ray of hope, which is used to justify the attempt in Chapter 4.4 to carry out such an assessment process for IPDs on the basis of the data generated during the fieldwork.

The place of the literature in this study

The way that I use the literature illuminates the sensemaking approach at work in this part of the thesis. I have not followed the usual sequence of becoming familiar with the literature so as to identify what are the important questions in the field and which questions remain under-explored, and thus merit further inquiry. The conventional approach is supported in the prescriptive books about the research process. For example, 'Study is an indispensable preliminary to research' (Watson, 1987, p. 29), 'Literature searches and reviews take place early in the research sequence' (Gill & Johnson, 1997, p. 21), and McCracken's (1988) argument in the quotation at the head of this chapter that immersion in the literature is a crucial preliminary for the for qualitative researcher.

I have not taken this advice, and my literature study has been done after the fieldwork. As someone who has worked in the field for many years, I had a background familiarity with the literature, which told me that knowledge workers and IPs were growing in importance. I was also broadly familiar with the literature on creativity. The guru literature I knew of, and had begun to connect it with the accompanying writing about management fads. There was also a great deal written about the research process and about the researchers operating within it. By contrast, I was aware of no literature specifically on the subject of IPDs.

So, at the beginning of my inquiry, my main sense of the literature was that there was a gap in the area of IPDs and their processes. I felt that I was well enough equipped in terms of pre-understanding to make sense of the field and to develop a research process without further recourse to the literature at this stage. It is an interesting feature of ethnographic enquiry that its emergent character can seem to reduce the need for preparatory, systematic reading. Of course, I am not saying that it is possible just to 'be' in the field without some preliminary, if dim, sense of the sorts of phenomena that one will encounter there. 'Researcher as *tabula rasa*' was never a fantasy I was attracted to. I did, however, want to remain as open as I could to what I would find. I am conscious, as I write this, of the advice that I often give to others about the value of reading widely in the early stages of a research process in order to open up new possibilities. Indeed this advice is repeated throughout the ethnographic literature (e.g. McCracken, 1988). In my own case, however, I was happy to remain relatively open by not conducting the majority of

my literature search until after my data had been collected and much of the analysis completed.

In this study there is an additional consideration. One of the characteristics of the objects of my study – intellectual property developers (IPDs) in management development – is that many of them are relatively autarchic in the production of their intellectual properties (IPs). I found myself, in this study, drawn to think and work in a similar way. I used my fieldwork to build up a set of models and frameworks, without bolstering my thinking with a great deal of material from others.

Reflection

So, where does this leave the literature search in the sequence of this study? Having developed my sense of IPDs and their production of IPs, I found it enormously helpful to turn to the literature to make sense of what I had been exploring. Not being a doctrinaire follower of any particular methodological school, I ran the risk of having a lot of observations suspended in intellectual space and not soundly connected to any ways of thinking about individuals and their processes. This risk was not at the level of whether my study was 'postmodern' or 'post-modern', 'constructivist' or 'constructionist': it was much broader and more basic than that. The concern I experienced was as fundamental as whether my work was psychological or sociological. Could my IPDs be most usefully understood in terms of their inner processes, or in terms of the milieu in which they

operated? The sense that I made of the literature on creativity helped me to gain a perspective on this question.

3.2 Knowledge workers and intellectual property

There is a range of literatures to address in this survey of knowledge workers and intellectual property. These literatures concern themselves with:

The rise of the knowledge worker

The nature of intellectual property

The significance of intellectual property to organisations

The intellectual property development process

3.2.1 The rise of the knowledge worker

The first use of the term knowledge worker is traced back (Allee, 1997; Skyrme, 1999) to Peter Drucker in the 1960s. He used it to refer specifically to managers as knowledge workers. By the early 1990s (Drucker, 1992), he had come to employ the term in the way now widely used – referring to all those workers the object of whose work is intangible. Skyrme (1999) draws attention to the OECD prediction that, by the late 1990s, eight out of ten new jobs created in developing countries will be for knowledge workers. Whereas

much of the literature argues that the era of the knowledge worker is only just dawning, Burgoyne (1995) in a prescient article suggests that the knowledge world or 'mentoculture' is already being replaced by the world of meaning and identity, or 'spiroculture'. In the context of this study, I have adopted the view that Burgoyne's insight has jumped the gun somewhat in terms of the preoccupations of managers and developers.

The introduction to this chapter suggested that demassification or etherialisation was the defining characteristic of the knowledge age. Skyrme (1999) suggests that the components of this process are knowledge intensiveness, smart products, high information to weight ratios and more value and trade in intangibles. He also sees virtualization of organisations as having a contributory effect. He means by a virtual organisation one that is 'distributed geographically and whose work is co-ordinated by electronic means' (p. 20).

Along with this qualitative transformation there is a quantitative change. The numbers of these demassified knowledge workers as a proportion of all workers has increased substantially from the proportion present in earlier times.

One way of describing the output of knowledge workers is to say that they produce intellectual properties. Anything that they produce, which is to have lasting value, i.e. that becomes a property, will be predominantly intellectual rather than physical. Managing this intangible stuff is a new and difficult problem in organisations. Managing the

intractable, self-confident and mobile knowledge workers who produce it is even more of a problem. Mintzberg (1983) said that

> The professional's close relationship with his (*sic*) clients .... is predicated on a high degree of professional autonomy – freedom from having not only to respond to managerial orders but also to consult extensively with peers (p. 192).

Schön (1991, but first published in 1983) classically describes the way in which professionals manage their own creativity and also transmit what they know to others. He shows how transmission of professional ways of going on lies at the heart of managing of professionals.

In other words – it's as easy to manage professionals (a.k.a. knowledge workers) as it is to herd cats. Skyrme, 1999, suggests that the requirements for managing professionals are to move from

- Telling how → telling what
- Controller → coach
- Directing → enabling
- Input measures → ouput/outcome measures
- Detailed measurement → enthusing and encourging (p. 144).

Blackler (1995) describes the types of knowledge discussed in the popular management literature as being either embodied, embedded, embrained, encultured, or encoded. While these distinctions have some utility, Blackler goes on to say that they are grounded in a compartmentalised and static view of knowledge. He prefers to attend to the process of knowing, rather than the object of knowledge, and he sees this as mediated, situated, provisional, pragmatic and contested. In taking this view he accords with community of practice writers, such as Lave & Wenger (1991) and Schön (1991).

Vermaak & Weggeman (1999) offer an interesting perspective on this issue in their analysis of the individual orientation of professionals contrasted with the control orientation of managers. They suggest that handing over the primary process to the professionals ensures peace but only at the cost of sub-optimising, fragmentation and non-commitment. They argue for concerted action between managers and professionals to develop collective ambition, mutual learning and shared performance standards.

Another strand in this continuing issue for organisations is the employment of specific staff to manage the knowledge for the knowledge workers. Davenport & Prusak (1998) suggest that 'knowledge management jobs are proliferating rapidly' (p. 110) and that already the big consultancies have more than 200 people just managing the knowledge produced by the others.

Embedded in these tales are a number of reasons why it would make sense to study how knowledge workers produce their intellectual properties. The ones that seem especially salient are:

- there are more and more knowledge workers

- what they produce is new and intangible

- how they produce it is frequently unrecorded, and often hard to record

- the emergence of the new knowledge workers is throwing up huge challenges to conventional views of managing.

Allee (1997) brings a challenge to this line of argument. She says that there 'is a creeping elitism lurking around the *knowledge worker* literature. It is subtly implied that those of us who do knowledge work are entitled to different treatment than a non-knowledge worker' (p. 216). She suggests that we are all knowledge workers now, and, in terms of how we are to be managed, 'who would *not* benefit from more participation, flexibility, and respect for work in progress?' (p. 216). Allee's challenge, however, is not to the notion of knowledge work and knowledge workers. Rather she challenges the restricted way in which the term is used. If, as she suggests, we are all knowledge workers now, then the issue of the production of intellectual properties becomes even more salient.

Knowledge work or the production of IPs is a pervasive phenomenon. There is much to be learned about the difficult process of managing knowledge workers, and the intriguing process of generating IPs, from the study of those who are exceptionally good at it. While the study of excellent IPDs is of interest in itself, it can also serve a wider purpose in illuminating the way that the generality of knowledge workers will operate and therefore will need to be dealt with by others in their organisations. It also offers some pointers to those who might wish to develop as IPDs themselves. Finally, and crucially, it offers some new understanding of the nature of IPs in the field of management development and gives an intimate account of how they are produced.

3.2.2 The nature of intellectual property

On those remote pages it is written that animals are divided into (a) those that belong to the Emperor, (b) embalmed ones, (c) those that are trained, (d) sucking pigs, (e) mermaids, (f) fabulous ones, (g) stray dogs, (h) those that are included in this classification, (i) those that tremble as if they are mad, (j) innumerable ones, (k) those drawn with a very fine camel's hair brush, (l) others, (m) those that have just broken a flower vase, (n) those that resemble flies from a distance (p. 375).

Borges, 1993.

In this section the relationship between intellectual assets, intellectual capital, intellectual property, and knowledge management will be explored. The quote from Borges, the great word game player, heads this section as a reminder that definitions are too much to hope for in an emerging field like knowledge management and intellectual property. All we can hope for is an indication of the penumbra of meaning that is being attached to various terms and the stories which people are telling about the relationships between the various terms.

Intellectual assets are frequently categorised (Allee, 1997; Edvinsson, 1997; Saint-Onge, 1996; Skyrme, 1999; Skyrme & Amidon, 1997) into the following groups:

Human capital – knowledge, experience, know-how of individuals

Structural capital – processes, information systems, databases

Customer capital – customer relationships, brands, trademarks.

By contrast, Leadbeater, 1999 identifies three sorts of capital – financial, knowledge and social. He sees the new right, who emphasise market financial capital as discredited because the invisible hand fails to regulate markets, because price is so tenuously connected to cost in the 'thin air' world. Then, he sees people who emphasise social capital – often called communitarians (Hutton, 1995; Etzioni, 1993) as backward looking and retreating to authoritarian localism. He explores knowledge capital using the example of Delia Smith's recipes. He contrasts how we currrently use Delia Smith's recipes with how we used to learn at mother's knee (the legitimate peripheral participation of Lave &

Wenger, 1991). Leadbeater highlights the difference between tacit knowledge and explicit. He suggests if you create a new cake, that 'You have two options to exploit this invention. One is to make chocolate cakes using the recipe and to sell the cakes. You will need to buy extra ingredients for each cake you make. You would need to install ovens and refrigerators' (p. 31). And still you would only produce a limited number. 'The second way to exploit the value of your creation is to turn it into a recipe. The fixed cost of developing a recipe can be large; it takes repeated attempts and many failures to find just the right combination of ingredients, in the right proportions, cooked in the right way. Yet once the recipe is perfected and written up in an accessible easy to understand form, with glossy pictures, it costs very little to reproduce it' (p. 31-32). We have to interrogate a recipe to understand it and when we consume the recipe – it is still Delia Smith's. 'The rub, however, is that know-how on its own is never enough to make money. What stands out about Delia Smith is not the quality of her recipes but how well she packages and communicates them. Delia Smith's skill is to combine her know-how with the complementary skills – marketing, branding and publishing – which she needs to make money from her ideas. We do not buy Delia Smith's recipes; we buy her books' (p.33-34). In many ways the IPDs are the Delia Smiths of management development – creating recipes and propagating them in purchasable packages.

It is widely held (Allee, 1997; Skyrme & Amidon, 1997, for example) that the value of an organisation's intellectual capital is determined by calculating the difference between its book value (the value of its tangible assets) and what people will pay for the company (the share price multiplied by the number of shares issued). Edvinsson (1997) suggests,

this difference, expressed as a ratio, is between two and nine times in a range of industries. However, it is up to 100 times in some e-businesses. A Centre for European Policy Studies survey sees this 'market-to-book' ratio as 1.6 for GM; whereas Microsoft's was 13.4 in May 1999. The average market-to-book ratio in Europe was 149% in 1990, and 202% in 1995; and in the US 194% in 1990, and 296% in 1995.

Sometimes intellectual property is separated out as a distinct category (Brooking, 1997). Intellectual capital, according to Brooking, includes assets giving power in the market (trademarks, customer loyalty), internal strengths (culture, processes, systems), knowledge (competences, know-how, networks) and properties of mind or intellectual properties (patents and copyright). So, intellectual properties nest within the broader construct of intellectual capital. This, in turn, can be located within the umbrella category of intellectual assets.

The tactics of managing these human intangibles is knowledge management, which can therefore be described as a process for optimising intellectual properties and other human aspects of intellectual capital. Demarest (1997) argues that knowledge management is different from the narrowly defined information management of the IT specialist, and includes this element of managing intellectual assets. Nickerson and Silverman (1997) describe a process for the strategic management of these assets. In recent conference presentations, I have emphasised the impact of the metaphors used to describe knowledge management (Gladstone & Megginson, 1999) and I have offered a framework which

includes affirming the value of knowledge producers as a crucial component, and one that is often omitted, of knowledge management (Megginson, 1999a).

Intellectual property is also defined in legal terms. Law firms specialising in this area, like Dibb Lupton Alsop, categorise intellectual property as being constituted of patents, copyrights, design right, trademarks and confidentiality. Having interviewed their senior partner in intellectual copyright in Yorkshire and attended one of their breakfast workshops on 'Keeping what's yours, yours' I came to the view that the most significant part of the legal definition of intellectual property, for this dissertation, was the issue of copyright.

Of course, lawyers and producers of IP do not necessarily share the same interests. Kay (1999) argues that those of us who produce IPs have 3 concerns: to propagate ideas as widely as possible; to get credit for these ideas; to be well paid for them. IP law does not necessarily serve all these interests because it 'has been hijacked by producer interests that want to build commercial monopolies in books, journals, records and software on the back of exclusive access to original talent' (p. 12). In my fieldwork I uncover the IPD's attitude to copyright as part of my understanding of their approach to IP development.

A final dimension of non-financial capital that is used by some scholars is social capital (Leadbeater, 1999; Mulgan, 1997; Nahapiet & Ghoshal, 1998). Social capital is a term used to describe the bonds in society or in institutions that contribute to the effectiveness with which the society or institution can operate. All these sources emphasise the

importance of social capital in facilitating the generation of other forms of capital. Nahapiet & Ghoshal have the most fully worked out argument of these sources, which they use to show how the high social capital in organisations makes them more effective in the creation of intellectual capital than markets are.

Reflection

A question that has hovered round my interest in IPDs is how to make lots of money from the IPs that I myself have produced. Any such similar avaricious impulses felt by my readers are doomed, I fear, to disappointment. I have not found the answer to this question. One of the issues raised implicitly in this section is how my respondents in the interviews described the relationship between their IPs and their income.

3.2.3 The significance of intellectual property to organisations

Intellectual property is becoming a salient issue in organisations. The literatures relating to it include

the learning organisation

knowledge management, the knowledge-based business and intellectual capital

Prange (1999) outlines the beginning of the coming together of the strands of

organisational theorising embedded in the terms 'organisational learning' and 'knowledge

management'. She seems chary of this link and, having cited a number of sources that

make it, she turns to explore the, for her, more congenial field of learning. This approach

may be due to the widely held perception within the organisational learning community,

at least until recently, that 'knowledge management' was a term used by IT people for

what was no more than 'information management', in order to make it sound more

portentous and important. It is noticeable that the IT community is less fastidious about

the intellectual company it keeps and some recent offerings on knowledge management

have considerable sophistication in their treatment of organisational learning issues (e.g.

Skyrme, 1999 and, particularly, Allee, 1997).

Knowledge management, the knowledge-based business and intellectual capital

One of the key papers initiating this stream of literature (Nonaka & Takeuchi, 1995) was

the most cited source by Skyrme & Amidon's (1997) respondents in their survey of the

knowledge-based business. Since 1991 and in particular since 1997, the literature has

burgeoned. Notable contributions having been made by Allee, 1997; Davenport & Prusak,

1998: Edvinsson, 1997; Skyrme, 1999; Skyrme & Amidon, 1997; and Stewart , 1997. The

emergence of a *Knowledge management yearbook* (Cortada & Woods, 1999) is another

sign of the fast maturing of the field.

Skyrme & Amidon (1997) have produced a substantial report filled with contemporary case studies derived from their research process. They argue that the business proposition which is attracting attention in the world's biggest companies is 'to understand and apply knowledge to create value' (p. 5). They see this as having two subsidiary phases – (A) knowing what you know, and (B) creating new knowledge. The stories of the effects of giving these issues attention are many and compelling. To take just one example, Dow Chemical enhanced earnings by $125 million in the first three years of their active management of the patent portfolio that they already possessed. Knowledge has become the stuff of organisational life, and knowledge workers (or professionals as they were called in the earlier literature - e.g. Mintzberg, 1983) the most significant asset. The tendency to focus upon intellectual assets seems to have been crystallised by the remarkable success of the Dow case (Davenport & Prusak, 1998; McConnachie, 1997).

Reflection

Scarbrough & Burrell (1996) discuss two basic epistemological positions – content theories and relational theories. Content theories argue that knowledge has some technical substance and can be developed, possessed and traded. This is contrasted with relational theories where 'knowledge needs understanding not as a free-floating entity, and certainly not as an approximation to scientific truth, but primarily in terms of social relations.' (pp. 178-9). This bears upon the discussion of my findings about the relationship between the creator and their creation for the guru and the IPD. I will explore

a tentative notion that researchers may treat their properties in a way that is consistent with a content view, whereas gurus will tend to connect with their knowledge in a way better accounted for by the relational perspective. IPDs may adopt an intermediate perspective, sometimes adopting one view sometimes the other. The majority of the knowledge management authors are consistent in adopting a content view, although those influenced by notions of community of practice (Lave & Wenger, 1991; Schön, 1991, and, with a practitioner's perspective, Seeley Brown, 1995) tend towards a relational view.

3.2.4 The people who develop intellectual properties in management development

There is little discussion in the literature specifically on the people who develop IPs in management development. There are more sources available discussing authors in the whole field of management. Huczynski (1996) and Crainer (1997), for example, both write about key authors in the field of management, but as such their focus is wider than the purview of this thesis. Huczynski describes three families of authors (who he describes as gurus) in the management field: chief executives, consultants and academics. Crainer summarises the *50 books which made mangement*. There is little overlap between their studies and this one. From the IPDs that I interviewed, Huczynski cites Clutterbuck and Belbin, and Crainer cites only Belbin. Nonetheless their ideas offer a framework, which is particularly relevant to the guru arm of my three-fold classification of researchers, gurus and IPDs. They will be considered in greater depth in the guru section of this chapter.

3.2.5 The intellectual property development process

There are two aspects of literature on the intellectual property development process: on the one hand, writing on how intellectual properties are developed, including the literature on creativity, and, on the other, the literature on how ideas become taken up and established in a field. This latter area overlaps with the guru literature, but also includes some ethnographic studies on how managers and management learners come to recognise and use iconic intellectual properties (notably here Watson, 1996).

Watson, 1996, discovered, in his ethnographic experiment at a business school, that postgraduate, part-time students learned topics in the curriculum in terms of the simplistic models and illustrations of the authors' ideas that they had been taught, hence the title of his paper, 'Motivation: that's Maslow, isn't it?' He ascribes this to either a 'contract of cynicism' between exhausted evening students and lecturers inexperienced in the world of work or as a priestly task to banish ambiguity in the difficult area of organisation behaviour for students. Alternatively, and less creditably for the lecturers, he suggests that they may be 'comforting themselves in the face of their own doubts about fulfilling the terrifying expectation that they might be able actually to teach people to be managers' (p. 463). Whatever the motives, a consequence of this dynamic is that models,

once established are perpetuated almost regardless of subsequent research that might be done to elaborate or discredit them. These pressures serve to perpetuate intellectual properties not only in higher education, but also in organisations where training officers are often even less interested in critical research findings than higher education lecturers.

This process of perpetuating iconic frameworks is different from, but has similar effects to, the QWERTY (Leadbeater, 1999) or 'winner takes all' effect which tends to stabilise particular IPs because they gain advantage by being familiar to other people. 'I am a plant' is not a helpful introductory remark for someone to make when joining a new group, unless members of the group are familiar with Belbin's (1981) team roles. Once several people are familiar with such a model it is hard to have a conversation without reference to the model. 'Oh, when you say you pay attention to detail, what you mean is that you are a completer-finisher'.

Leadbeater (1999) describes the knowledge creating process in organisations as follows:

> A company has to excel at finding or generating distinctive and potentially valuable knowledge. That knowledge has to be packaged into a form that makes it easy to replicate and to sell to a large market. Yet the company also has to prevent its know-how from being easily imitated by competitors, by branding, patents or copyrights. The company has to appropriate the value embedded within its products (pp. 70-71).

Teece, *et al.* (1997) argue that the fundamental core of wealth creation is developing and deploying intangible assets – knowledge, competence, intellectual property, brands, reputation and customer relationships.

Leadbeater (1999) also argues that branding is crucial in sustaining IPs. It is thus one of the factors that sustain large, established or famous IPDs in positions of dominance. He suggests (p.101) that knowledge entrepreneurs have four distinguishing characteristics:

- Assets are mainly intangible

- Possess distinctive knowledge assets

- Commercial – producing a string of products from the idea

- Access to complementary business skills and resources.

Reflection

The process of generation, appropriation and exploitation of IPs is one which will be carefully examined and critiqued in my fieldwork in the context of individual IPDs in the field of management development.

3.3 Creativity

The literature on creativity is an obvious place to seek for the roots of an interest in intellectual property. Indeed two of my fieldwork respondents cited Koestler's (1970) classic text in my conversation with them. Nonetheless, it is interesting to note that in a wide-ranging set of readings (Henry & Walker, 1991) and an authoritative review on creativity (Henry, 1991) there is no reference to intellectual property or intellectual capital. Knowledge work, intellectual property and creativity have come together as a field of inquiry only in the last decade.

Models for creativity among knowledge workers abound. Morgan (1989) differentiates mindstretching, which operates at the individual level, from managing the organisational context or culture (referred to here as the organisational level). I have organised the literature in terms of the framework in Exhibit 3.1, which I created to make my own sense of what I had read in this area. This framework allows me to interrogate the literature for the purposes of this thesis.

Exhibit 3.1 Framework for consideration of creativity in the literature
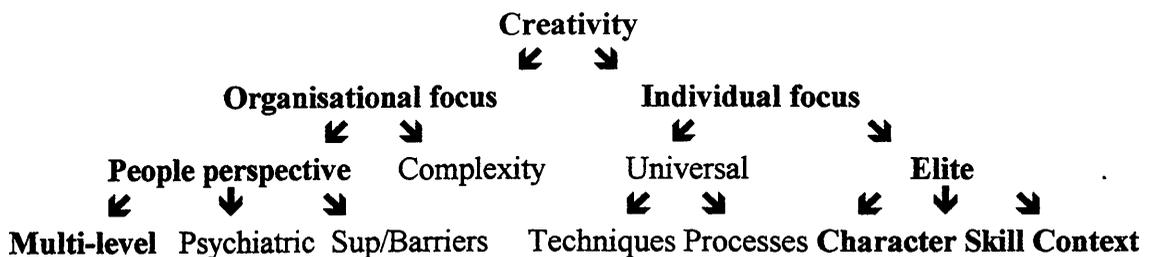
The words in bold indicate the routes that I have taken in most of my fieldwork and analysis in this thesis. The whole model will be considered in brief, to justify the decision about the routes not taken.

3.3.1 Organisation focus on creativity

People perspective – supports and barriers

Much of the literature focuses on people being creative within organisations (Basadur, 1992; Ekvall, 1991; Gurteen, 1998; Henry, 1991; Henry & Walker, 1991; Levine, 1994; Mikdashi, 1999; Morgan, 1989; Nonaka & Takeuchi, 1995; Schön, 1991). There is a concern to improve the context that the organisation provides in order to facilitate individual and team creativity of organisation members. One perspective on organisational creativity is what I have called a people perspective. Many authors adopting this stance offer a description of both supports for creativity and barriers that get in the way. Two recent examples of this approach are Mikdashi (1999) and Gurteen (1998).

Mikdashi's work is of interest as it is grounded in some empirical fieldwork and uses a meaning-making framework. The contents for his lists of support and barriers are typical of findings in this field. Stimulants (as he calls them) include freedom, positive work challenge, organisation and supervisory encouragement and sufficient resources. This list

is worth citing here, because many of these concerns will be noted in the data and analysis presented here in later chapters. Obstacles he finds are divided between organisation impediments and excessive workload pressure.

Gurteen (1998) has a long list of blocks, similar to Mikdashi's, but his contribution is particularly notable for its focus on the supports for creativity coming from two sources not specified by Mikdashi. These are dialogue processes and IT enabled groupware. Groupware is seen as important by Gurteen as he sees it as actively enabling interaction and allowing the tracing and bringing together of lines of thought that would simply be impossible without it. His discussion focuses on experience of Lotus's TeamRoom and LearningSpace, and upon a proprietary tool of his own called Knowledge.PDP.

Another way of pursuing the people perspective is in terms of the processes that organisations need to have followed if they are to foster creativity. One of the most popular of these during the rise and rise of corporate Japan was Nonaka & Takeuchi's knowledge creating spiral, involving socialisation, combination, externalisation and internalisation (Nonaka & Takeuchi, 1995). A more focused study of Japanese creativity in its organisational context comes from Basadur (1992), who emphasises the importance of a framework in which Employee Suggestion Schemes can flourish, with orders of magnitude greater numbers of suggestions flowing from employees in Japan than are typically found in America. He ascribes this to the Japanese companies' valuing of problem finding – treating problems as 'golden eggs' from which problem solving and solution implementation can flow.

Basadur (1992) is also an example of those authors who tend to focus upon the positive forces required to enhance organisational creativity. This literature is characterised by authors embracing quality frameworks and process orientations to improvement. A typical recent example of this school is Newman (1997), who links creativity to knowledge management. Others, such as Hunt and Buzan (1999) argue for individual thinking skills in an organisational context. Schön (1991) focuses his discussion of creativity on the importance of *seeing-as* metaphorical thinking in the creativity process.

Some writers with a psycho-analytic perspective, such as Winnicott (1960) offer insights into creativity. Winnicott worked predominantly with children, but Martin (1991) and others have taken up his studies and applied them to creativity in organisations. Winnicott notices that creativity is associated with play, allowing for magic, immediacy, illusion, flow and contained emotional limits.

Focus on barriers

The classic writing on barriers to creativity is Adams (1974). He identified barriers in perceptual, intellectual, environmental and emotional domains. He suggests that these barriers are deep-seated, and that creativity is not to be obtained by trying out a few creativity techniques. Individuals can develop their skills to an extent, but an open organisational climate is also a major contributor.

The final take on the people perspective on organisational creativity is a psychiatric one. Kets de Vries & Miller (1984) offer five neurotic styles of organisational functioning related to five individual neurotic disorders, which they name paranoid, compulsive, dramatic, depressive and schizoid. As an example of a negative approach, focusing almost wholly on what can go wrong, this perspective offers some salutary reminders about what not to do, and how creativity can be limited by sub-conscious processes which are hard to access without specialised, or, at least, highly insightful help.

So, the people perspective on organisational creativity is important for this research because it serves as a reminder that the differences in creativity between people are not solely a function of individuals themselves. Individual creativity is also influenced by the context in which people find themselves. This perspective is not made much of here, because the focus of this research is upon individuals many of who are self-employed and do not work for an employer.

Complexity perspective

Another organisational perspective, which deserves consideration, is the complexity perspective. Stacey has been a proponent of complexity theory with a series of books on chaos theory. Stacey (1992) argues that a 'preoccupation with stability (is a) primitive defence against anxiety' (p.8), and that 'creativity requires irregularity and instability to shatter old perceptions and patterns of behaviour' (p. 43). However, he is not advocating a descent into chaos, but rather he advocates 'bounded instability', where feedback can

lead to creativity (p. 176). A similar point is made by Battram (1998) who argues (following Hari-Augstein and Webb, 1995) that 'The point at which our learning almost breaks down is seen as the point of real creativity and rich learning' (p. 144). Argyris (1990), with his notions of double loop learning and self-sealing systems is making a similar point from the negative perspective. Argyris is negative in the sense that he argues that breaking out of what he describes as 'Model 1' thinking is extraordinarily difficult. He speculates (Argyris, 1997) that this is because this model is hard-wired into our theories of action, and uses evidence from ethology to support this, citing research that suggests that 'chimpanzees use Model 1 as well'.

Stacey's systems perspective means he has a healthy regard for the place of destruction in creativity (Stacey, 1992, p. 83), and (like Weick, 1995) he recognises that organisation members enact rather than merely respond to their environments (p. 87). In a later book (Stacey, 1996) he shows how, at the border between stability and instability, non-linear feedback systems generate forms which are varied and beautiful even in non-conscious natural systems. Taking this discovery back to the world of work, a creative organisation requires managers who are 'skilled in handling ambiguous issues, surfacing contention and generating new perspectives' (Stacey, 1992, p. 189). He stands in interesting contrast to the people perspective, discussed earlier, because he argues against participation. Instead he advocates a role for the leader in pushing far-from-equilibrium, where spontaneous self-organising can occur.

An implication of the complexity perspective is that creativity needs to be understood from a systems perspective and that an undue focus on the creative individual may mean that much of the subtle interplay of the system in producing creative products is lost. This leads into the last organisational framework to be considered – that of multi-level analysis.

Multi-level analysis

Multi-level analysis is favoured by Drazin *et al.*, 1999; Oldham & Cummings, 1996 and Woodman *et al.*, 1993. Drazin *et al.*, describe the sequence of the evolution of creativity research from the early discovery and description of creative people, via a focus on the small group (Amabile, 1983) to organisational and multi-level analysis. In the earlier stages of this evolution, they note an emphasis on outputs of creative people rather than on creativity processes. They go on to say that understanding of creativity processes in organisations can be enhanced by three practices. The first is the 'assumption of inclusiveness'. By this term, they mean the worldview of group researchers that the creative individuals can be located in a primary group, which is the sole focus of their affiliation. This would mean that, to understand the context of the creative person, all we have to do is to study their group. Drazin's critique of the primary group focus fits well with the approach adopted in the current research where the IPD is not embedded in a single group but operates in a loose multi-facetted context. Their second point is that creativity processes need to be examined over time. This, too, is a perspective that is here taken into account. The third practice is a sensemaking perspective on levels of analysis.

By this they mean that they have followed Weick's (1995) framework of intrasubjective, intersubjective and collective levels of analysis. This categorisation is different in intention and effect from the superficially similar framework of individual, group and organisation. It encourages an exploration of the different kinds of sensemaking that goes on at each of these levels, rather than seeing the effects at each successive level as being a product of the inputs from the lower levels. Instead, the sensemaking perspective offers a negotiated order in which sensemaking at any level, followed by sensegiving attempts (Gioia & Chittipeddi, 1991), may lead to shifts in framing of the events at the same or any other level of analysis.

Oldham & Cummins (1996) studied the effect of personal characteristics and job context variables on creativity outcome measures, and found, among the context variables that job complexity and supportive supervision were associated with creativity outputs.

An example of the impact of context on success of authors is the sensemaking study by Levitt and Nass (1989) of factors influencing the publication of college texts. They found that influences on decisions to publish were mimetic isomorphism (copying what's already out); coercive isomorphism (what the state curriculum prescribes); and normative isomorphism (what the profession recommends). They show that second editions usually sell better than first, but that whether a book gets a second edition depends on factors beyond the control of the author. These are: what else the editor has on their list at the time, the load of work the editor is under and other factors external to the author and the 'quality' of their work.

The organisational literature on creativity helps to place the work of this thesis, by focusing attention on the context in which individual creativity takes place. IPDs' behaviour can best be understood taking account of the loosely constructed networks within which they operate. The sensemaking research in organisational creativity, in addition, emphasises the value of a concern for creative processes rather than creative outcomes.

3.3.2 Individual focus on creativity

The individual focus on creativity antedates the organisational one (Adams, 1974; Amabile, 1983; Drazin, *et al.*, 1999), and in America was stimulated by government concern at the success of the Soviet launch of the *sputnik* space vehicle before the US had been able to launch theirs. In Britain at the same time research was undertaken in part to understand and to contribute to a reversal of industrial decline (Buzan, 1974; Whitfield, 1975).

The roots of creativity thinking go back even further. A traditional view of creative thinking is ascribed to Wallas's work in the 1920s (cited by Schermerhorn, *et al.*, 1997, p.

365), who sees creativity as unfolding in a series of five stages: preparation, concentration, incubation, illumination and verification.

There is another root to individual creativity literature, which grounds it in humanistic psychology. This strand of the literature is concerned with questions of what it is to be a fully functioning human being (Maslow, 1954; Rogers, 1951). A recent example of this school (Combs, 1995) suggests that, 'Psychologically, creativity is akin to spontaneity, which in turn is allied to freedom. Without the possibility of spontaneous freedom at all levels of the human being there would be no true creativity' (p. 260).

Henry (1991) offers five possibilities as to the origin of creativity – grace, accident, association, cognitive processes and personality. While not wishing to disparage the mysteriousness of the creative process, the *grace* theory seems to have little to commend it, as it is grounded in a laudable wonder which is however coupled with a corresponding lack of curiosity about the provenance of the wonderful quality. Similarly the ascription of *accident* to the creative process ignores the well-documented evidence to suggest that 'fortune favours the prepared mind' (e.g. Storr, 1988; Whitfield, 1975). *Association* seems to me to be a particular cognitive process which is a contributor to creativity, but nothing more. A prominent writer on association was Koestler, 1970. He used the word 'bisociation' to explain the association of thoughts from two hitherto unconnected fields. I was impressed with Koestler's analysis when I first read it, but have since been able to put it into perspective as advocating just one of a whole toolbag of ways to think creatively. The *personality* framework does not seem to stand up, not least because there

are sufficient ways of being creative to embrace all possibilities within conventional models of personality. Later I will discuss the place of character in creative lives. The discourse of character uses different rhetorics and different frameworks from the discourse of personality types. The origin of creativity, then, seems to rest (at the individual level of analysis) largely with the *cognitive processes* of the creative individual. As has already been suggested, it is not helpful to see creativity as stemming solely from the individual, and the place of context has already been discussed and will be explored further below.

This survey of individual creativity will explore first a universal perspective (everyone can be creative), which has two emphases – one on processes for creativity and the other on techniques for enhancing everyone's creativity. The universal approach seeks to explore how creativity happens in individuals. We will then turn to an elite perspective (only a small proportion of people manifests the behaviour labelled creativity). Within this subset there are discourses of character, skill and context – which will be outlined below.

Universal perspectives

> In truth, while we may not be like da Vinci or Einstein, we are all creative – all the time. It is just that some of us have used our creativity in ways that have left a visible mark, others have not.
>
> Evans & Russell, 1990

Brain researchers who emphasise what all people have in common, cite the theory of the

differential functioning of the two sides of the brain. They argue that creativity requires

the effective operation of both sides. They suggest that the 'left-logical' side, whose

functions are often seen to dominate in our society, needs to have its operations balanced

by the intuitive, pattern-forming right side. One of the great synthesisers of research on

creativity is Herrmann, 1990. He emphasises that creativity requires four quadrants rather

than two hemispheres. The brain functions that he identifies are:

A Fact based – logical, rational, quantitative

B Controlled – organised, sequential, procedural

C Feeling – emotional, expressive, interpersonal

D Open minded – visual, conceptual, simultaneous.

Universal creativity processes

Most workers who describe creativity processes (including Hermann) have a model with

stages following each other sequentially. Exhibit 3.2 illustrates my integration of these

models with each other, using four examples of this genre - Evans & Russell, 1990:

Henry, 1991; Herrmann, 1990; Rose, 1999).

The underlined items in the left hand column are the five cited by Wallas (1926) - preparation, concentration, incubation, illumination and verification - which have clearly shaped the thinking of many subsequent workers in the field, notably, from the results of Exhibit 3.2, Herrmann.

Exhibit 3.2 Integration of universal creativity authors' views of the creativity process

Phase	Evans & Russell	Henry	Herrmann	Rose
A1 Preparation	Preparation	Imagination	Preparation	Mindset for success
A2 Concentration	Frustration			
A3 Incubation	Incubation	Intuition	Incubation	Acquire the facts
B1 Insight	Insight	Insight Inspiration		Search out the meaning
B2 Illumination		Illumination	Illumination	Trigger the memory
C1 Invention		Ingenuity Invention		
C2 Working out	Working out	Innovation		Exhibit what you know
D1 Verification			Verification	
D2 Reflection				Reflect on how you learn

These models are interesting for their similarities and their differences. First the similarities. Three of the sources had a clear process in mind. The stages proposed by each source do not conflict with the sequence in the other sources' processes. There was no backtracking. Henry was the exception here. Her model had no particular sequence

and I have created the order presented here for her items to fit in with the other models, which it does with no great difficulty. This either illustrates the facility with which the mind forms patterns (de Bono, 1979) or it points to a conclusion that the various authors are operating from a similar template or core metaphor about creativity processes.

The models all seem to have a 'big four' set of stages:

- Launching out – including *preparation, frustration* and *incubation*

- Lighting up – including *insight* and *illumination*

- Spelling out – including *invention* and *working out*

- Checking up – including *verification* and *reflection.*

Another measure of similarity between the models is that entries occur in all four authors' models in two of the nine phases, and in three out of the four models in a further three phases. As one of the models only has four phases, this matching seems very close. Further, sometimes the identical words appear in two models – preparation, incubation, insight and illumination.

However, there are differences. Four phases are highlighted only by a single source. Evans and Russell cite A2 –Frustration, and this seems congruent with their 'workings of the brain' psychological orientation. Herrmann, another psychologist, may omit frustration as a phase because of his relentless optimism. Only Henry cites C1 – Invention. This seems congruent with her 'application in industry' slant. As indicated

above, Herrmann is another brain psychologist, and he pays unique attention to D1 - Verification. His four quadrants model may lead him to notice this phase because it differentiates Fact based (Quadrant A) from Controlled (Quadrant B) brain dominance types. The Controlled quadrant emphasises verification. Evans and Russell with their hemisphere model focus on the fact based nature of the left hemisphere, without attending to the verification function to the same extent that Herrmann does. Finally Rose has space for D2 - Reflection on learning. This maps onto his orientation as an educator.

So, there are differences as well as similarities. Nonetheless, the similarities predominate, and we are in the presence of a taken for granted model of creativity which underlies each of these separate expressions. This model is characterised by being individual, with the person as the source and cause of their own creativity. Of the four sources, three are firmly of this way of thinking. Henry, the odd one out, has a view balanced between individual agency and contextual shaping. She is a commentator on others' models, in contrast to the other three, who are enthusiasts for their own.

These enthusiasts with a process for universal creativity offer a template, against which, in this research, we can examine the self-reports of the creativity of the IPDs interviewed. We can explore the questions of what process they use, and whether they use it deliberately or whether it has simply emerged as their way of going on. We can also explore whether the IPD's individual accounts of their process differ from each other, and use this template as a basis against which to measure the differences. There is also an attractive possibility of measuring the model resulting form the fieldwork and analysis

described in this thesis against this model derived from the literature. This is particularly appropriate in this case because the analysis of the literature described here was carried out after the fieldwork and process analysis, so, in a sense, the data has not been contaminated by preconceptions.

Universal techniques for creativity

There is a literature of techniques, which overlaps that of the process authors just discussed above. This literature (like the process literature) is largely practitioner in style. Key authors include Buzan, 1974; Ceserani & Greatwood, 1995; de Bono, 1982; Evans & Russell, 1990; Morgan, 1989; Rose, 1999; Russell, 1979 and Senge, 1990. There is a set of techniques, some of them dressed up with proprietary labels, that can be compressed to a handful of types. These types are:

A1 Power/speed reading: Buzan, Rose, Russell

A2 Mind mapping: Buzan, Hunt & Buzan, Rose

A3 Reviewing/recalling: Buzan, Rose, Russell

A4 Imagery and association for memorising: Ceserani & Greatwood, Rose

B1 Using imagery for idea generation: Ceserani & Greatwood, de Bono, Evans & Russell, Morgan, Rose, Russell

B2 Clustering: Hunt & Buzan, Rose

B3 Lateral thinking/challenging assumptions: Ceserani & Greatwood, de Bono, Evans & Russell

B4 Intermediate impossible/PO/imagine/springboards: Ceserani & Greatwood, de Bono

B5 Brainstorming: de Bono, Evans & Russell, Hunt & Buzan, Rose

C1 Four way thinking/six thinking hats/six roles: Ceserani & Greatwood, de Bono (1990), Hunt & Buzan, Rose

C2 Perspectives: Ceserani & Greatwood, Rose

C3 Mental models: Rose, Senge

Henry (1991), following Sternberg (1988), collapses these techniques into three categories: (A) encoding, (B) combining and (C) comparison, and the items listed above have been grouped according to how, broadly speaking, they fit with these categories.

Reflection

Questions which this strand of the literature raises for the research reported here is, 'Which, if any, of these techniques or categories of technique are used by the IPDs interviewed? To what extent was the use of these techniques influential in differentiating the IPDs from others in the field? Did they use these techniques because they were creative, or did they become creative because they used the techniques?'

The first elite model I came across was Ron Whitfield's in the 1975 book he wrote while still a training manager at ICI. He chose a cluster of famous British innovators and tabulated (pp. 178-181) and summarised the qualities that they held in common and those in which they differed. In summary his view was that they shared the following characteristics:

- They were all from an upper middle class background

- They combined the practical and the theoretical in their education and development

- They took a long time to prepare before their first major invention

- The compelling urge to innovate persists through their lives

- They were able to insulate themselves from hostile aspects of their environment

- They were well able to take initiative in the face of hostility

- They were determined

- They were self-confident.

Coming right to the other end of the time scale, a very recent British model for individual creativity comes from Handy, 1999, who, on the basis of a study of 29 highly creative and highly successful individuals, offers few pointers for success. Those pointers that he does highlight contrast with rather than complement the ones found in Whitfield's research. He finds that his people

- leave school early

- go against the grain

- get bored easily, and

- go bust at least once.

The comparison of these two accounts is instructive. Looking at the two lists set out above, a way of accounting for the difference between them is by considering the *zeitgeist*. Although Handy and Whitfield are almost exact contemporaries and (as Whitfield would emphasise) of similar social class, they were writing a quarter of a century apart. It may be the case that what makes for creativity in Britain has changed markedly in this period, but it seems clearly to be the case from this comparison that the way we can *talk about it* has changed. Handy has warmed to the demotic and anti-establishment nature of his respondents. He emphasises their battle with the system – leaving school early, getting bored and going bust. Whitfield emphasises the public school and Cambridge credentials of his innovators, their persistence and their self-confidence.

Davis (1987) is another British student of elite innovators. His analysis, coming half way in time between the two discussed above, also offers a picture that seems to be at a transition point between Whitfield's and Handy's accounts. Davis sees his innovators as

- being mavericks
- loving to make things happen

- controlling events, and

- being proactive.

Storr (1988), another British source about elite processes, writes from a psychoanalytic perspective. The English title of this book is *The school of genius,* referring to Gibbon's definition of solitude. Storr's principal argument is that the relishing of solitude is a necessary prerequisite of genius. He cites many figures from the history of ideas, including Kant, Wittgenstein and Newton, who (he suggests) found it hard to develop satisfying interpersonal relationships, but nonetheless sustained a satisfying creative process in solitude.

The final (in this case, American) source I would like to cite from the literature on elite creativity is Perkins (1981). He developed a snowflake model of creativity from his studies of artists and scientists. He called it a snowflake model firstly because it has six sides and secondly because each of the sides itself had a complex structure. Briefly, these six sides are:

- Inner motivation

- Personal aesthetic

- Problem finding

- Mental mobility

- Willing risk taking

- Objectivity.

Researchers of the elite approach to creativity tend (not surprisingly) to use small samples, the members of which they explore in considerable depth. This gives them ample scope for focusing upon particular aspects of their account and seeing particular meanings in these aspects. Sensemaking researchers, whose frameworks were outlined in the last chapter, would express little surprise at this outcome. This ambiguity, however, could be seen as a criticism of small sample qualitative methods. On the other hand, I have noticed in a recent conference that I chaired (Megginson, 1999b) with speakers from both quantitative and qualitative traditions (their samples covered a range from 1,621 to 1), that neither tradition was immune from problems of interpretation. At both extremes, what made for illuminating and persuasive research accounts was the quality of the sensemaking with which the very different types of data were analysed.

An integrated the lists of features of creativity can be used as a template against which to examine the data found in the fieldwork. This integration is presented in Exhibit 3.3 below.

Exhibit 3.3 Integration of qualities identified by elite creativity authors

Issue	**Whitfield**	**Handy**	**Davis**	**Storr**	**Perkins**
A1 Background – misfit		Early school leaver			
A2 Background – praxis	Education theory and practice				
A3 Background –	Upper middle class				

social					
B1 Incubation	Long incubation				
B2 Finding issues			Be proactive		Problem finding
B3 Maverick	Initiative in face of hostility	Go against the grain	Maverick		
B4 Impatience		Bored easily			
B5 Risk taking	Urge to innovate	Go bust	Make it happen		Risk taking
B6 Controlling	Determined		Control events		
B7 Dispassionate					Objectivity
B8 Flexibility					Mental mobility
C1 Self-confident	Self-confident				Personal aesthetic
C2 Self-contained	Insulate from hostility			Solitude	Inner motivation

The list above has been divided somewhat arbitrarily into items of context, skill and character. This categorisation is somewhat arbitrary in that the division between skill and character is hard to make and some of the items included under the one could well also be put under the other. A recent contribution by Persing (1999) confirms the crucial importance of the B items as determinants of creativity. Her terms are volition (which relates to B5), personal agency (which relates to B6) and polychronicity, the simultaneous handling of varied tasks, (which relates to B8).

This analysis of elite creativity research shows that qualities of exceptional people can be adduced from depth biographical accounts and commonalties can be identified. It also shows that the features held in common in each study will be a function of the particular interest of the writer concerned and will also be influenced by the prevailing way of thinking about the phenomenon at the time. The implication for this research is that the qualities identified in the chosen population are best recognised as a story told to make sense of a diverse and rich set of data open to a wide range of possible interpretations.

The literature can, however, be used to act as a template against which to examine the data emerging from the fieldwork. The template outlined above has been used retrospectively in this way in the current study.

3.4 Gurus and creativity

In a recent survey of the literature on gurus, Wilson & Mishra (1999) suggest a number of dimensions of the work of gurus. Citing principally Huczynski (1993), Clark & Salaman (1998), Crainer (1996) and Jackson (1996), they identify the following characteristics:

- Primacy of verbal transmission
- Premium on physical presence

- Authority

- Charisma

- Management of meaning

- Commercial relationship

- An all-encompassing answer

- Authoritative and dogmatic

- Short term manipulation of emotions

- Material focus

- Narcissistic concern with self-aggrandisement

- Discontinuity to meet the demands of novelty

Wilson & Mishra also make an examination of both the differences and similarities between gurus in the yoga traditions and management gurus. Their preference for yoga gurus is plain, but their perspective is partial, and neglects the insights of Storr (1996) into the paranoia that can afflict spiritual leaders as well as management gurus.

Shapiro (1997), in a review article, suggests a distinction between researcher (which she conflates with 'academic'), intellectual property developer and guru somewhat different from mine. She suggests:

> Would-be management gurus will keep promulgating what some consultants call
> "new intellectual properties" even when they conflict with the theories that the
> academics adhere to. (p. 143)

Her sights are focused upon the guru, and she is part of the rich strand of critical literature about these unfortunate beings. The guru literature surveyed is characterised by being critical of the moral stance of the management gurus and negative about their *modus operandi*. In developing this thesis, I came to recognise that I wanted to examine contributors to the field of management development who operated in a different way from gurus as conventionally described and who did not necessarily possess all the moral defects ascribed to the gurus. It is worth also pausing to consider whether the gurus deserve all the opprobrium heaped upon them. In Britain, the middle classes' Saint – Charles Handy – not only dispenses sage advice and connects people to changes in society and invites them to think about them (his 'Thoughts for the day' on BBC Radio 4, offer more in the way of questions than answers). Peter Drucker in the USA is similarly provocative. Many managers in big bureaucracies have Tom Peters to thank for opening their eyes to (or at least giving them a language to deal with – which may amount to the same thing) the stultifying nature of their organisations. So, I would not want to join in with the blanket criticisms of gurus. A lot of this seems to me to be a *literature of envy* (why can't I write as well as Charles Handy, have the staying power of Peter Drucker, or the sales of Tom Peters?). Nonetheless, guru processes have within them the seeds of their own downfall, and the telling analysis of Storr (1996) shows how this paranoid cast of mind can develop destructively. What I notice is that some gurus (as Storr, 1996, demonstrates) succumb comprehensively to these pressures and others (such as Handy and Drucker) hold them in check.

Returning to Wilson & Mishra's (1999) analysis of gurus, it focused on people with different characteristics from those I wished to study. In particular the people I was interested in studying were not involved with:

- Physical presence

- Authority

- Charisma

- An all-embracing answer

- Being authoritative and dogmatic

- Short-term manipulation of emotions.

However, the intended objects of my study, like the gurus analysed by Wilson and Mishra, had authority, managed meaning, had a commercial relationship with their clients and a material focus, and used discontinuity to meet the demands of novelty. They were producers of intellectual properties, like the gurus, but it seemed to me did not rely on their own presence or even their own writing to give life to their IPs.

There did not seem to be a literature describing the people I have come to call IPDs, so I determined to make them the focus of my research. I decided to identify them by asking practitioners in the field what were the models that they used and valued and who produced them. This, then, is my criterion for separating what I came to call Intellectual Property Developers (IPDs) from gurus. They rely for their influence primarily upon their intellectual outputs, which may be more or less thoroughly researched, but are valued by

users for their utility in explaining or organising the understanding of phenomena in the field of practice.

The literature on fads

There is a related literature of fads (Battram, 1998; Gill & Whittle, 1992; Huczynski, 1996; Keisler, 1997; Pascale, 1991; Price, 1995), which seeks to examine and explain the cyclical way in which ideas are produced and then superseded by other ideas. Like the guru literature it is predominantly hostile. In the case of the fads literature the hostility is directed towards the perpetrators of the fads – the researchers, consultants and teachers who adopt and then discard them. However the opprobrium is also attached to the consumers – the managers in organisations – who adopt them. Huczynski (1996) provides an overview of the arguments for the existence and ephemerality of fads. The situation, however, is even more complicated than he makes out (eight explanations for the co-existence of fads, five reasons why managers buy them, half a dozen for why consultants supply them). The complication lies in the observation that there is not one phenomenon that has to be accounted for but two. On the one hand, many fads appear transitory, as is suggested by the common usage of the term (Huczynski1996; Pascale, 1991), but on the other, many authorities have pointed out the extraordinary longevity of the ideas in circulation in management practice and theory (Jacques, 1996; Watson, 1996). Additionally, if what is extraordinary about fads is their brevity, then what is extraordinary about gurus is their longevity in the public eye. Covey, Drucker and Handy have all been eminent in their various ways for several decades, and even his death did

not stop the inexorable rise of the reputation of W Edwards Deming. Some of these gurus seem to achieve this longevity by finding something clear to say and then saying it over and over – like John Adair, Stephen Covey and Anthony Robbins. Others – notably Peter Drucker and Charles Handy - maintain themselves in the public eye by having a perceptive hold on the constantly shifting issues in management thought.

Carson, *et al.*, (1999) offer a framework that seeks to integrate this troubling concatenation of phenomena. Using a historical perspective, they differentiate fads from trends and collective wisdom. They use evidence of numbers of publications on the issue to trace the patterns of fads, which they see as being increasingly rapidly abandoned; trends, which they see as adaptations of earlier ideas, as does Jacques; and collective wisdom, which persists over many decades. Payne (1976) has a splendid analysis of collective wisdom in an article entitled 'Truisms in organizational research', where he argues that the findings of all the organisational behaviour research that had been conducted to date, could be compressed into four truisms – participation, feedback, systems and the unconscious.

The emergence of fads is explored using a complexity theory perspective by Price (1995), with his notion of organisational memetics, and Battram (1998), with his list of what he calls selfish memes including – quality, value for money, partnership, learning organisation, standards of competence, business process re-engineering (BPR). To illustrate why Battram calls them selfish, he takes the example of BPR. In the early 90s BPR was only one of many versions – BP Review, BP Control, BP Transformation, BP

Management, BP Innovation, BP Improvement, BP Engineering. BPR triumphed. 'It locked its adherents via positive feedback in a classic QWERTY dynamic. That dynamic – widespread proliferation and experimentation followed by stabilisation around one, or a few, designs – is common if not universal in the introduction of new technologies.' (p. 65-74).

This literature, like the overlapping set of writing about gurus, is carping in tone. It identifies reasons for creative authors to generate new sets of ideas, which might be described as fads. It also offers reasons why managers might welcome and adopt the new ideas. What this literature gives scant attention to (although Huczynski (1996) touches upon it and Watson (1996), addresses it thoughtfully) is the deep-seated nature of the dilemmas that managers face and the need that they therefore have for stories and ways of encouraging themselves to take action. Weick's (1995, p. 54) wonderful story (of the map that energised the storm-bound soldiers in the Alps to redouble their efforts and get back to safety, but which turned out to be a map of the Pyrenees) is a deep reminder of the organising power, rather than the truthfulness, of stories. What the fad literature also lacks is an understanding of a social constructionist perspective on truth, as its criticisms of the quality of the managerial discourse are couched in what I have described in Chapter 2 as a 'positist' tradition.

The guru literature is useful in describing what IPDs are not and in contrasting with the range of qualities that I developed during my fieldwork in separating researchers, IPDs and gurus. The literature on fads offers a framework for thinking about the place of new ideas in the practice of management. It comes to uncomfortable conclusions about the legitimacy and efficacy of these efforts, but in its critique it fails to pay attention to the depth of the dilemmas faced by managers, their need for stories and the socially constructed nature of 'truth'.

3.5 Intellectual property developers and creativity

Because 'IPD' is a neologism of this thesis, there is no direct literature in this area. The principle sources that allude to this area are the writing about gurus, but in this work I differentiate IPDs from gurus. This differentiation has been started in the previous section and will be continued in the following chapters. In this section I draw on some strands in the literature that raise questions about how best to understand the work of IPDs.

Leadbeater (1999) emphasises the importance of non-rival goods in the knowledge economy, and it is largely non-rival goods that IPDs produce – software, books questionnaires, where your ownership of the good does not preclude my owning it too. They also produce non-rival goods in the sense that my model or framework does not

discredit yours. For example Pedler, Burgoyne & Boydell's (1991) 11 characteristics of

the learning company do not 'disprove' Senge's (1990) five disciplines. They are, instead,

different ways of describing similar phenomena. Leadbeater observes that 'Non-rival

goods ... are often jointly and incrementally produced by teams of people' (p. 181). This

will be explored in relation to the experience of the IPDs in Chapter 4.

There are a number of lifetime models of human development. In a sense Maslow's

(1954) hierarchy of needs is an early example of such a progression. Buchanan and

Huczynski (1991) see Maslow as embracing an eight stage model, recognising his interest

in both the transcendent and the aesthetic in addition to the usual six levels of need cited

in less thoughtful textbooks. Torbert's (1991, p. 46) sevenfold formulation, and a similar

sevenfold model developed by Boydell & Leary (1996, p. 17) based on the work of

Rudolf Steiner, offer other models of human development. These frameworks can be

used for considering the basis on which IPDs are offering their IPs. It seems clear that

IPDs will tend to offer nourishing fare only to people on the same or earlier modes of

development. As we pass through the development process we can ask more and more

penetrating questions. An example that came home to me recently in a conversation with

Tom Boydell, one of the respondents to my survey, was about how IPDs might find work

to do. Tom said, 'At this stage in my life I am looking for the work that needs me, rather

than the work I need'. This perspective will enable him to speak to the condition of those

whose work embraces a yearning for meaning, rather than only a wish to get on, and to

earn money.

But the IPD's generativity can be seen as not just a function of personal variables. In considering what makes for creativity in organisations, Amabile (1988) suggests that because 'major corporations select individuals who exhibit relatively high levels of these personal qualities, the variance above this baseline may well be accounted for primarily by factors in the work environment' (p. 128). This is a universalist argument, that everyone can become a developer of IPs. Of course many IPDs are self-employed, or are the owners of their own businesses. So in these cases, if attention is to be paid outside the self of the creative individual, then it needs to be directed to the milieu in which they operate, which can include customers, publishers, fellow-IPDs and so on.

Watson (1994) suggests that both managers and researchers are rhetoricians or wordsmiths, 'using words every day to make sense of what they are doing and to persuade others' (p.S85). He cites Mangham & Pye (1991), who use a craft metaphor, of 'wrighting' to describe this process. A wright is someone who shapes 'the material with which he or she works... someone who inherits and is shaped by a tradition and yet remains capable of going beyond that tradition and shaping it' (p. 27). Watson argues that these words apply to both managers and researchers. His work raises the question of whether this perspective can be applied to the IPDs described in this thesis.

Coulson-Thomas (1997) points out that that leading edge companies are moving beyond being consumers of management tools, techniques and approaches (in other words, intellectual properties). They are becoming producers of IPs in order to differentiate and achieve their distinctive visions. Practitioners such as Matthews (1998) and consultants

like Newman (1997) agree. This trend, which has been confirmed by a number of articles during 1999 in the Financial Times where Chief Executives of knowledge intense firms indicate that they expect their executives, managers and professionals to be producers of new IPs. If this trend is becoming more the case, this raises questions for the viability of the niche that current IPDs occupy. It also enhances the relevance of the questions explored in this research about the processes that IPDs follow and the context in which they work best.

Reflection

Leadbeater's (1999) discussion of non-rival goods invites consideration of the issue of the impact of the non-rival nature of IPD's goods on their process of production. The human development framework invites consideration of the impact of IPD's level of development on the nature and appeal of their IPDs. Amabile's (1983) perspective raises the question of the extent of the impact of the context on the work of IPDs and which contextual features seem most salient. Watson's (1994) 'wrighting' analogy is particularly cogent in raising questions about the difference between researchers and writers. It seems clear that IPDs can be well described as wrights, but if, as Watson suggests, researchers can too, does this break down the difference between them? Coulson-Thomas's (1997) view of the proliferation of IPDs in organisations poses intriguing questions about the future of IPDs.

3.6 Researchers and creativity

Some of the literature on elite creativity connects with the study of researchers and creativity. Koestler (1970) studies scientific researchers as well as creative artists and humorists, and sees all of them using what to him is a fundamental process of bisociation. Schön (1991) is illuminating about the way in which elite researchers create. This involves reflection-in-action, with the two processes inextricably linked (in contrast to Kolb's, 1984, cyclical model). I first heard Schön's (1971) critique of dynamic conservatism, *Beyond the stable state*, as a series of Reith Lectures on the radio. In it he acknowledged the influence of Kuhn (1962) whose description of 'normal science' and 'paradigm shifts' has influenced thinking about the nature of researchers' creativity since it was formulated. Of course much of the rhetoric of 'paradigm shifts in management' is presented as the tenderest, new season lamb of regeneration and change whereas it can be seen as the tough old mutton of 'more of the same'. The acronym BOHICA (bend over, here it comes again) is an expression of this critique in the everyday language of work. Kuhn cited the work of Copernicus, Newton and Darwin as examples of paradigm shifts, and many debates have gone on since about how deep-seated the change has to be to qualify for such a description. The notion of normal science serves to remind us that most of what most researchers do can be embraced within the ambit of a taken for granted world of established concepts and ways of thinking.

To illustrate this normal science phenomenon, consider the case of mentoring, one of the areas of management research in which I have an interest. Here the predominant

metaphor for mentoring was established by some powerful story telling and flimsy

empirical work by Levinson *et al.* (1978). This was operationalised by Kram (1985) and

Ragins & Scandura (1994), and has spawned a huge progeny of normal science tests and

re-tests. But were the founders doing paradigm-breaking work? Ragins and colleagues

have creatively adapted Kram's instruments so they can be applied to new situations.

Kram created measures for Levinson's concepts to make the study of mentoring

academically respectable. Levinson, *et al.* used concepts well known in developmental

psychology and applied them to the new field of mentoring. So, none of them were

breaking anything. Now in Europe, Clutterbuck (1985) has identified a different form of

mentoring, and Gibb & Megginson (1993) have contrasted his views coherently with the

American model. Recently this alternative form has been graced with the name of

developmental mentoring (Clutterbuck & Megginson, 1999) and its relationship to the

wide literature of European mentoring has been established. Just because this model has

been created against the prevailing model in the literature however, it does not make it

paradigm breaking. The European model is of the same type and serves similar purposes

to the American one, and its existence in Europe does not threaten the existence of the

American model on the other side of the Atlantic. So, of all the several hundred research

reports identified and catalogued in the European Mentoring Centre library, I have not

found one of them that can remotely be described as paradigm breaking.

One of the ways in which researchers are frequently differentiated from the more populist

gurus and IPDs discussed in the previous sections, is that they have a more demanding

requirement for data, analysis and critique. Much of the rhetoric of this approach is

dominated by the positist discourse critiqued in Chapter 2. However, ethnographers and others who see themselves doing high quality qualitative research are at pains to point out that their work differs in kind from the work of the populist consultants and airport bookstall management writers. However, the academy is infusing the workplace – with more and more practising managers writing Masters and Doctoral dissertations, and the workplace is infusing the academy – with more and more demands on researchers to spell out the relevance of their work to the world of practice. This has led to the old certainties being broken down and the difference between researchers and other contributors to a field being grounded on the type of stories they have to tell and the rhetorical and other means they will use to tell them (Weick, 1995; Megginson, 1999b).

Reflection

If most of the research that is undertaken is normal science, then there is a need to find some new ways of differentiating researchers from other contributors to fields of management. This research offers a contribution to this endeavour.

3.7 Competencies

The final topic addressed in this chapter is the issue of competence. The question asked is, 'Will a description of the competences or competencies of IPDs serve a useful purpose

in illuminating their process, helping others to understand how they achieve what they do, and in deciding how to respond to this understanding?'

Competence is often differentiated from competency (Brown, 1993). Competence is taken to mean satisfactory performance and competency to refer to qualities that differentiate excellent performance from the run of the mill. The former approach is associated with competence based qualifications, with the Management Charter Initiative and with Britain (Training Agency, 1988). The latter links to development, to corporate programmes and to the USA (Boyatzis, 1982).

Some arguments for a competence approach (Cassels, 1990; Fletcher, 1997) are that:

- It provides a framework for understanding and developing the role

- It offers clarity about outcomes rather than focusing on the input of the curriculum

- It guarantees future employers that the competent person can do the work for which they are accredited

- It integrates the development of capability with other strands of performance management (HRM) and thus to the strategic management agenda

- It offers a vehicle for organisations and senior managers to take hold of aspects of the national educational agenda and influence it in the cause of relevance.

Many of the criticisms of competence make the same points. The difference between critics and advocates lies in concerns about purpose and the nature of a good company

(Morris, 1987). There is a substantial critique of both competence and competency, but it comes down most heavily on the British competence based formulation (Brewis, 1996; Burgoyne, 1989 & 1993; Foot & Megginson; 1996; Underwood, 1989). Some apologists for competence still express severe reservations about it (Iles, 1993; Johnson & Sampson, 1993).

The main strands that I have picked out in these arguments against competence are as follows:

Politically oppressive

    Handing control to

        Government, leading to the triumph of vocationalism over liberalism

        Senior management in organisations, who create generic narratives

        Educators and trainers, who are drawn into expert roles

Technically inept

    Atomistic but does not put the whole job together again

    Lacks attention to wisdom and meta-competence

    Assessment becomes bogged down in unproductive detail

    There is no ideal prescription for how to manage

        Differs by sub-role or style

        Differs by organisation

        Differs over time

    Descriptions of competences are inevitably abstract and not engaging

Backward looking

    Over permanent

    Based on what was competent in the past

Administratively unstable

    Not built on a wide-ranging coalition

    Changes in policy direction prevent build-up in confidence in the system.

Discussion of these points will be restricted to their impact on the question of whether there is value in carrying out a competency analysis of the IPD role.

Of the arguments listed above for competences/ies the only one that would apply in the context of the largely self-employed IPDs would be the first – that it provides a framework for understanding and developing the role. Of the arguments against, the ones most salient to this case are the technical points. In particular the project of using a competence analysis of the IPD role comes up against the following technical arguments:

1. Atomistic. The way in which creative individuals carry out their role is a function of their personhood and is best understood in the context of that whole person. It is problematic to divide up the role performance and then assume that acquiring competence in the parts would enable an individual to reproduce the whole (Burgoyne, 1989). In particular, ethical and value based considerations would be lost in the atomising process, which would reduce what is experienced by the IPDs as a purposeful, creative task to mere technique (Brewis, 1996; Underwood, 1989).

2. Ignores wisdom. Critics argue that the performance of roles, particularly roles with a strong element of discretion, requires wisdom as well as competence. Indeed, if attention is given to the acquisition of wisdom, then the details of competence acquisition pale into insignificance (Underwood, 1989; Brown, 1993).

3. No ideal prescription. This is a matter of widespread concern (Brewis, 1996; Burgoyne, 1989 & 1993; Iles, 1993). The fieldwork that will be described in this thesis offers an answer to the question of whether this concern has weight in the case of IPDs.

4. Descriptions abstract and not engaging. This concern (Iles, 1993) is not significant in this case, as rich circumstantial data is available to add flesh to the dry bones of the analysis.

Summary

In preparing a competency framework for IPDs the issues of atomism and wisdom will need to be addressed. If they are not, the exercise will descend into mere mechanism and be useless in pursuit of a living process. The extent to which IPDs do their IP production in ways that can usefully be seen as similar, is one that requires analysis in the light of the data here presented.

3.8 Reflection into action

One way in which this literature survey is used in the subsequent chapters of this thesis is to highlight questions that the research can examine. These questions have been raised in the *Reflection* sections rounding off each substantial section of this review. They are repeated here in summary form, and will be addressed explicitly or implicitly in the chapters that follow.

Summary of questions raised by the *Reflection* sections:

3.1 Can IPDs most usefully be understood in terms of their inner processes, or in terms of the milieu in which they operated?

3.2.1 What are the conditions in which excellent IPDs best produce their IPs? What can this tell us about managing IPs in organisations? How might an individual who wished to do so, develop as an IPD? What can we learn about IPs in management development and the process of their production?

3.2.2 For IPDs in management development what is the relationship between the production of IPs and the generation of wealth?

3.2.3 Do content or relational views of knowledge best account for the experience of IPDs? What can be inferred about accounting for the views of researchers and gurus?

3.2.5 How do IPDs in management development go about generating, appropriating and exploiting their IPs?

3.3.1 What does attention to the context in which IPDs in management development produce their IPs tell us about the IP development process?

3.3.2.1 What is the place of creativity techniques in the practice of the IPDs?

3.3.2.2 What influence does the spirit of the time and the perspective of this researcher have on the stories that are told about the IP production process? This raises another question – which is about how this spirit and that perspective focus attention upon 'production' and 'process'. How does the practice of IPDs uncovered in the research relate to the framework of elite creativity processes inferred from the literature?

3.4 How do the conclusions of the literature on gurus relate to the findings about IPDs and their processes?

3.5 What is the impact of the non-rival nature of IPD's goods on their process of production? How does IPD's level of human development impact the nature of their appeal? To what extent does the context in which they work affect IPDs and which contextual features are most salient? What is the difference between IPDs and researchers? What is the future of IPDs?

3.6 How is normal science research different from the processes used by IPDs?

3.7 Can the issues of atomism and wisdom be taken into account in building a competence description for IPDs? To what extent do IPDs carry out their role in similar ways, which is thus amenable to a collective analysis?

Reflection on the reflections

I started this chapter by being rather dismissive of the literature search process. At the end I feel an awe for the wisdom and insight that has been generated by others in the fields I am interested in, and I have a sense of gratitude to the authors who have posed questions

which I want to address. I have assembled this literature survey after having completed

the fieldwork. This sensemaking or illuminative sequence has enabled me to use what I

have found (or made, as sensemakers put it) in my fieldwork to extract what I need from

the literature. This sense of the literature is then used to re-interrogate my 'makings' in

Chapter 5.

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Chapter 4 Data and Analysis

This chapter is divided into four parts. These parts deal separately with four main intellectual properties that are outcomes of this research. The first, Chapter 4.1, is the product of the survey of AMED members, which establishes who the IPDs are that are valued by the management developers responding to the survey. The second part, Chapter 4.2, gives an account of the development of the typology of 'researcher, IPD and guru' (RIG). It describes the exploration in Phase 1 of the views of possible IPDs in management development. It then goes on to describe the data from the Phase 3 interviews of the perceptions of the IPDs (identified in Phase 2) about the RIG typology. The next part, Chapter 4.3, explores the process model by which IPDs develop their IPs. Again data from potential IPDs encountered in Phase 1 is included, as well as interview data (gathered in Phase 3) from the IPDs identified in Phase 2. Finally, Chapter 4.4 offers and critiques a competency approach to examining the attributes that enable the IPDs to produce their IPs.

The four parts of this chapter have been presented in a style that reflects the differing nature of the inquiry being undertaken. The whole is integrated by the shared data set and by the predilections of the author. However, Chapter 4.1 can be seen as more quantitative and survey based than the others. Chapter 4.2 is more exploratory and social constructionist – a radical sensemaking account. Chapter 4.3 is a more conventional ethnographic account, being firmly grounded in the data elicited from the interviews, long extracts from which are provided in the text. Finally, Chapter 4.4 starts out as a conventional, atomistic investigation of competencies of the occupational group of IPDs. Where it ends is another matter.

Chapter 4.1 Defining IPDs – Survey Results and Interviewee Responses to Definitions of Intellectual Properties

4.1.1 Introduction

This chapter and Chapter 4.2 both explore the question of the existence of intellectual property developers (IPDs). This chapter focuses primarily upon the AMED survey of management developers. The questions asked in the survey provide an operational definition of an IPD. When the results of multiple nominations are analysed, numerous names of individuals and organisations are identified as providing intellectual properties (IPs) which management developer use. Of the names so identified, eleven are British or have worked in Britain for a considerable period. Of these eleven, nine were interviewed, and their views of the nature of their IPs and the place of IP development in their work is the subject of the last part of this chapter.

Chapter 4.2 will then examine a threefold typology for different kinds of published contributors to the field, within which only one of the three is labelled as an IPD. That chapter then examines how the interviewed IPDs see themselves against this model. This examination provides further support for the legitimacy and the usefulness of using the term IPD to describe these contributors.

Karl Weick (1995, p. 54) is the source of this story (introduced in Chapter 2) that I noted in my PhD journal on 2/12/1996:

> a group of cross-country skiers were lost in the Alps. Darkness was falling and they were hungry, cold and filled with despair. They had no idea where to go to get back to safety, and the situation looked bleak. Then, one member of the party felt in a pocket and found a piece of paper. It was a map! Eagerly, the party poured over it, and soon decided the route that they should take to the village. They crossed a ridge, and there nestling below them they saw the welcome lights of home. Later, telling the story to their friends, they asked the map-finder to produce the precious document. He did, and they were amazed to find that it was a map of the Pyrenees.

I re-tell this story because I think that maps are useful energisers, though they may mislead us if we expect them to be literally true. They are interesting because of what they enable us to do. The same goes for definitions.

Watson (1987) suggests that:

> The demand for a definition, universally applied, is a philosophically ignorant demand, if it is meant to imply that only when it is satisfied can we reasonably claim to know at all. (p. 62)

So my view in Phase 1 of the research was that definitions are of limited help. I satisfied myself with the working notion that intellectual properties were 'ideas embodied in a form that made them useable, marketable and defensible'.

Towards the end of Phase 1 of my fieldwork I held an interview with Meredith Belbin, one of the nine British IPDs subsequently identified by the AMED survey. In it he offered me a succinct definition of an intellectual property in the field of management development, when he said it was 'An original idea, enshrined in a mode of delivery'. (PhD journal, 26/6/1996). For IPs in management development I have not found a crisper definition.

4.1.2 Who counts as an intellectual property developer?

The issue

I felt that I needed a measure of who were the IPDs in management development in Britain, beyond my own opinion on the matter. I therefore designed a questionnaire asking respondents the following questions: 'One of the ways we can help organisations and people to develop is by using frameworks, etc. developed by others. Who are these developers of the frameworks that you have used? Which of their frameworks have you used? How is it useful?'

These questions offer an operational definition of intellectual property and hence intellectual property developer. The operational definition of an *intellectual property*

in management development that is embodied in the questionnaire is, *'a framework developed by a person, some people or an organisation, that can be used by others to help organisations and people'.*

By implication, an *intellectual property developer* is, *'someone who, alone, with others, or through an organisation, develops frameworks that are used by others to help organisations and people'.*

Chapter 2 gives a description of the design of the questions, its administration, the survey sample, the responses and the process for analysing the responses. The next section describes the results.

Results

Of the IPDs nominated by the 40 people who responded to the survey, the names enumerated in Exhibit 4.1.1 were mentioned more than once:

Exhibit 4.1.1 Names of IPDs nominated by more than one person in the AMED survey, with number of nominations

7 mentions	Senge (US)
	Myers & Briggs (US)
6 mentions	Kolb (US)
5 mentions	**Pedler (including 4 with Burgoyne & Boydell) (UK)**
	Belbin (UK)
	Bandler & Grinder (US)
4 mentions	Schein (US)
	Revans (UK)
	Pedler, Burgoyne & Boydell (UK)
	Honey & Mumford (UK)
	Argyris (US)

3 mentions	Peters & Waterman (US)
	Perls (US)
	Megginson (UK)
	Ingram & Luft (US)
	Egan (US)
	EFMD (European organisation)
	Coverdale (UK organisation)
	Cooperrider (US)
	Berne (US)
2 mentions	von Bertalanffy (dead European)
	Sheppard Moscow (US organisation)
	Robbins (US)
	Morgan (Canada)
	Mayo (UK)
	IiP (UK organisation)
	Harrison (US)
	Garratt (UK)
	Deming (US)
	Covey (US)
	Clutterbuck (UK)
	Chopra (US)
	Beckhard (US)
	Ashridge (UK organisation)

So, of the 34 authors, sets of authors and organisations listed above, there are - 18 American individuals or co-author groups; one American organisation; one Canadian; one dead European; one European organisation; nine British individuals or co-author groups (constituting eleven different individuals); and three British organisations. This study has been focused upon British individuals who are seen as contributing to management development. Of the eleven possible British names, one is my own, and I appear pervasively enough in this thesis not to need a self-interview. Of the remaining ten British names, nine have been interviewed in Phase 3 of this research, and five of them are also encountered in the Phase 1 conversations. The only British individual who was not encountered face to face in what follows is Reg Revans, who is well into his 90s, and who I decided not to approach.

Additionally, from among the other names in the list, I interviewed one American during Phase 3 – Roger Harrison, who has spent much of his working career in Britain, and has an interesting perspective on British management development. I also took advantage of a chance opportunity to interact with and observe the Canadian, Gareth Morgan, while I was chairing his presentation at the Institute of Personnel and Development's annual conference at Harrogate in 1996. The names of those I saw in Phase 1 and/or Phase 3 are highlighted in the list above.

Comments by respondents to the AMED survey

There were three unsolicited general comments in relation to Question 3 of my AMED survey. Of these, one emphasised the centrality of the intellectual property, and the other two emphasised their marginality. The one putting IPs at the centre, rather touchingly, states:

> Underpins all my consulting relationships - a map, a diagnostic tool, a friend.

The other two said:

> I don't really like systems or frameworks.
> This is difficult, as I don't work in that way.

Comments on 'how it is useful' were asked for against each particular IP nominated. The tenor of a substantial majority of these comments by the respondents was that

they valued the IPs. Eleven of the stronger statements (from ten different respondents) are listed below:

1. Comprehensive method, which helps people feel more control of their lives.

2. Importance in achieving anything.

3. Helps people focus on constructing their own future - work or social - by getting in touch with the life-giving forces of significant events in their lives.

4. Offers an ideal vision for mankind.

5. Wisdom.

6. Helps me in relationships.

7. Can't emphasise its value too much. Achingly slow to make an impact but profound where it does.

8. Pervades much of my work.

9. Has produced spectacular results over the years.

10. Basic, radical, comprehensive philosophical base.

11. Transformative ideas which apply to work and life.

These responses tend to confirm the view that IPs are considered important by those who use them in their work.

4.1.3 Interviews with the intellectual property developers.

Chapter 2 describes in detail how the interviewees were chosen and how the interviews were conducted.

In the list that follows, each of the IPDs identified in the Phase 2 survey and chosen for interview is individually characterised. They are presented in the sequence in which I conducted the interviews. Characterisation has been done by four means:

1. Crafting a personalised biographical sketch, outlining publicly known highlights of their career, and making reference to any professional contact that I have had with them

2. Listing a personalised bibliography of those of their works that I have read and which have had some impact upon my thinking and/or action

3. Selecting issues that emerged from the interviews and noting these in summary form. The first step of integrating these individual characterisations has also been undertaken by noting items that linked with remarks made by other IPDs and specifying (in brackets) who the link was with

4. Having immersed myself in the detail behind the items listed in (3) above, writing a paragraph capturing the essence of their orientation to their IPs.

4.1.4 Individual characterisations

Meredith Belbin

Meredith Belbin, widely known as the author of the team roles material, was the co-director (with his wife, Eunice Belbin) of the Industrial Training Research Unit. I have long known of his work on adult re-training, and heard of him personally when a colleague joined my department from the ITRU. I attended a one-day workshop run by Belbin in a series organised by George Sandford where I was also going to run some workshops, as George's guest. At various stages during the day, which took place in a hotel in Yorkshire, I had opportunity to have conversations with Belbin (for example when he was showing participants one of his films that I had seen many times). I designed a questionnaire to explore further issues with him, and he completed and returned this. All my contact with him was therefore in Phase 1 of my research.

Belbin E & Belbin RM 1972 *Problems in adult retraining*. Heinemann, London.

Belbin RM 1981 *Management teams: why they succeed or fail*. Heinemann, London.

Belbin M 1993 *Team roles at work*. Butterworth-Heinemann, Oxford.

Belbin RM 1996 *The coming shape of organization*. Butterworth-Heinemann, Oxford.

1. 'what' can be drowned out by 'how' when listening to an intellectual property developer

2. building a business - discontinuity in the scale of company needed to develop an intellectual property (see Roger Harrison)

3. paradox of making available Vs guarding copyright

4. Internet and electronic media will affect the future of intellectual properties (see
    Roger Harrison)

5. reading others and thinking for oneself - tension between (see David Clutterbuck,
    Tom Boydell, Andrew Mayo)

6. 'ultimate test' is predictive power of model

7. impact by association with authoritative others

8. term for the intellectual property is important (see David Clutterbuck)

Meredith Belbin is a researcher/IPD. His *Team roles* material has gained a dominant

place in its niche in the market because it was well researched and because of the

'mistake' he made in giving away the questionnaire as an Appendix to his book. He

has used his organisation to develop the materials further, and makes a substantial

proportion of his income from selling the materials. He wonders about the

opportunities he may have missed by not being more protective of these properties. He

adopts a positist position in arguing that the value of IPs lies in their predictive power.

He talks about his powerful network, much of it stretching back to his time as an

undergraduate at Cambridge, to reinforce the credentials of his own contribution.

David Clutterbuck

David Clutterbuck is the author of over 30 books including the best-selling *The*

winning streak, and, with me, *Mentoring in action* and *Mentoring executives and*

directors. He is Chairman of a communications consultancy that he founded - the

ITEM Group plc. He runs a mentoring scheme development practice called

Clutterbuck Associates Mentoring Schemes. He is an enthusiastic self-developer, who

takes up a new sport each year, and who celebrated his 50th birthday walking in the

Himalayas in a party which also included me, Mike Pedler and three of David's sons.

I interviewed him on our long flight to Nepal. He is active in supporting a number of

charities, and has been something of a role model to me, since the first time I met him,

which was on a course organised by the Industrial Society. It was about mentoring,

and at the start of the day David presented the results of a survey he had done, and I

ended the workshop with a presentation of my frameworks from an article I had

written (Megginson, 1988). He spent every moment of the day when not interacting in

the process of the conference, writing notes about other projects he was engaged in.

As someone who had just spent ten rather professionally unproductive years, I was

awed by his productivity, and determined to get to know how he did it. In a sense, this

dissertation is the latest flowering of this quest.

Clutterbuck D 1981 *How to be a good corporate citizen.* McGraw-Hill, Maidenhead.

Goldsmith W & Clutterbuck D 1985 *The winning streak.* Penguin, Harmondsworth.

Clutterbuck D 1985 *Everyone needs a mentor.* IPM, London.

Clutterbuck D 1994 *The power of empowerment.* Kogan Page, London.

Megginson D & Clutterbuck D 1995 *Mentoring in action.* Kogan Page, London.

Goldsmith W & Clutterbuck D 1997 *The winning streak. Mark II.* Orion, London.

Clutterbuck 1998 *Learning alliances.* IPD, London.

Clutterbuck D & Megginson D 1999 *Mentoring executives and directors.*

Butterworth-Heinemann, Oxford.

1. thinking in terms of frameworks - pictures (see Bob Garratt)

2. motive to produce model - feelings about topic or solving a work/consulting problem

3. reflective space needed - driving/train/plane (see Andrew Mayo)

4. broad ideas in head; pull out threads on paper into diagram (links to Bob Garratt)

5. crystallise by writing articles about it first (see Roger Harrison)

6. read others - not too much (see Meredith Belbin, Tom Boydell, Andrew Mayo)

7. term for intellectual property must be right (see Meredith Belbin)

8. thinking and action times separate

9. in and out between outer problem and inner reflection on own process

10. process model - using different terms from my five-fold version but same in effect as my first four, though linked to Kolb's cycle

11. RIG model - discomfort with 'researcher' and 'guru' roles (see Tom Boydell)

12. crystallise ideas by finding categories from own lists

13. crystallise by sharing ideas with respected others (see Roger Harrison, Tom Boydell, John Burgoyne, Mike Pedler, Peter Honey, Alan Mumford)

14. defend ideas like fish that keep their young in their mouths

15. one concept in a lifetime Vs 20 per hour

16. motives - fame and change the world

David Clutterbuck is a highly active thinker. He produces ideas constantly, and many are useless or irrelevant. But a small percentage of them are valuable; and, because he produces so many, he has lots of valuable ones. He also has the processes of recall and the energy to make something of many of them. He is careless of his ideas, and lets

them go as fish do their offspring, rather than tending them like a whale does. He does not let them go completely: as he says, he is like the fish that keeps its young in its mouth. His ideas start their life and have a chance to grow in his mouth during presentations. He thinks metaphorically, vividly and visually. He can be described, as the French composer Poulenc was in a Radio 3 broadcast I heard while writing this section, as both sage and guttersnipe.

Mike Pedler

Mike Pedler is the author of a large number of books on development, two of them multi-edition classics with Tom Boydell and John Burgoyne. He has written authoritatively on action learning, mostly on his own; and he wrote with me *Self-development: a manager's guide*. He is a consultant in organisation learning, much of it in the NHS, and a partner in the Learning Company Project. He is Editor of *The Mike Pedler Library*, published by Lemos & Crane, and has visiting professorships or fellowships at three universities in the north of England. We were colleagues in the Sheffield Business School and its predecessor organisations, for over two decades. He is a long-term hill-walking companion of mine, and I interviewed him in the Thamel Hotel, Kathmandu. I value his principled and thought-through approach to life.

Pedler M, Burgoyne J & Boydell T 1978 *A manager's guide to self-development.* McGraw-Hill, Maidenhead.
Pedler M, Burgoyne J, Boydell T & Welshman G (Eds) 1990 *Self-development in organisations.* McGraw-Hill, Maidenhead.

Pedler M, Burgoyne J & Boydell T 1991 *The learning company*. McGraw-Hill, Maidenhead.

Boydell T, Leary M, Megginson D & Pedler M 1991 *Developing the developers*. AMED, London.

Megginson D & Pedler M 1992 *Self-development: a facilitator's guide*. McGraw-Hill, Maidenhead.

Pedler M & Aspinwall K 1996 *'Perfect plc'?* McGraw-Hill, Maidenhead.

Pedler M 1996 *Action learning for managers*. Lemos & Crane, London.

Pedler M & Aspinwall K 1998 *A concise guide to the learning organization*. Lemos & Crane, London.

1. collaborations (see Tom Boydell, John Burgoyne)

2. context - how ideas develop from one context to another

3. 'name' of the intellectual property developer seems crucial

4. context of organisation in which intellectual properties can thrive

5. sense of what respondent is saying is difficult for researcher to grasp

Mike Pedler is keen to get to the root of the issue. He wants definition and clarity. He does not particularly value intellectual properties as such. He values their contribution to his 'name', which then enables him to do the work (writing, consultancy, presentations) that he wants. He works in partnership, but is also well able to work alone. He builds models and understanding from wide reading.

Tom Boydell

Of my friends, it is Tom Boydell that I have known the longest. I knew him for a couple of years at school, though he was a few years older than I, and then, by chance we found ourselves working together at the Iron & Steel Industry Training Board. He subsequently invited me to apply for a job at the organisation that later became the Sheffield Business School and we worked there together for more than 20 years. He is the author of a large number of books on development, two of them multi-edition classics with Mike Pedler and John Burgoyne. He has written extensively about training, and co-authored with me *A manager's guide to coaching* and the research report on *Developing the developers*. He is drawn to Anthroposophy, the study of humankind and society grounded in the ideas of Rudolf Steiner. He is a consultant in organisation learning (much of his work being overseas), and a partner in the Learning Company Project. I interviewed him at his home.

Pedler M, Burgoyne J & Boydell T 1978 *A manager's guide to self-development.* McGraw-Hill, Maidenhead.

Megginson D & Boydell T 1979 *A manager's guide to coaching.* BACIE, London.

Leary M, Boydell T, van Boeschoten M & Carlisle J 1986 *The qualities of managing.* Training Agency, Sheffield.

Pedler M, Burgoyne J, Boydell T & Welshman G (Eds) 1990 *Self-development in organisations.* McGraw-Hill, Maidenhead.

Pedler M, Burgoyne J & Boydell T 1991 *The learning company.* McGraw-Hill, Maidenhead.

Boydell T, Leary M, Megginson D & Pedler M 1991 *Developing the developers.* AMED, London.

Boydell T & Leary M 1996 *Identifying training needs.* IPD, London.

1. ideas as free spiritual goods (link to Mike Pedler)

2. partnerships - How the intellectual properties which fascinated Tom were different from the ones he had created with Mike (see Mike Pedler)

3. aesthetic quality of his search for intellectual properties (see Andrew Mayo – systematic structure)

4. RIG model - identifies himself firmly as an intellectual property developer, even though not liking the word (see David Clutterbuck)

5. perseverance as a personal quality of intellectual property developers (see Roger Harrison)

6. need for reflection and conversation rather than writing, in collaborative work

7. reading not too much (see Meredith Belbin, David Clutterbuck, Andrew Mayo).

Tom Boydell is a deep thinker, rather than a quick thinker. He likes to get under the skin of the issue, to find out what, at its core, it is an example of (its archetype). He seeks to form ideas, or to juxtapose them, into some coherent, almost aesthetic, shape. He is concerned that ideas are spiritual goods and should not, therefore, be bought and sold. This means that he is keener to propagate than to defend them. He prepares himself by creating space for ideas to emerge, and he persists in the development of them till they achieve a satisfactory form.

Roger Harrison

Roger Harrison is an American occupational psychologist, researcher, consultant, thinker and writer. He is one of the people who have most authoritatively linked the worlds of organisation development and self-directed learning, by his practice in and writing about both. He worked for a decade in England, and I met him at Sheffield Business School, and was impressed by the vigour, confidence and energy of his interpersonal style. I attended one of his autonomy labs, and gained much from the quality both of the insights and of the feedback that he gave me. He became something of a mentor to me, though we never talked about our relationship in those terms. It took me a long time to wipe away the awe I felt for him, and to realise that he was seeking friendship from me, rather than discipleship. He has drawn together a lifetime's experience and wisdom in his collected readings and in his professional autobiography. He is now working on ways of helping individuals to heal themselves and the earth. When he was visiting Britain to run some workshops on this issue, he stayed with me and I interviewed him in my home.

Harrison R 1995 *Consultant's journey*. McGraw-Hill, Maidenhead.

Harrison R 1995 The *collected papers of Roger Harrison*. McGraw-Hill, Maidenhead.

1. motive to produce - dissatisfaction or a question or curiosity

2. collaboration - getting an answer when asking 'What if...?'

3. ideas 'that swing' are elaborated

4. crystallise by writing an article or by a development project (see David Clutterbuck)

5. ideas more exciting than reality

6. persist to reach reality through commitment (see Tom Boydell)

7. clients paying for development of ideas now more difficult than it was

8. defined by your intellectual properties - seeing clients' problems in terms of the latest intellectual property

9. defending intellectual properties was an interest - now distasteful

10. risk, in training trainers, of losing control of material

11. borrowing from others (see plagiarising, Peter Honey)

12. trainer-independence as a criterion for an intellectual property

13. business needs to be created to manage an intellectual property (see Meredith Belbin)

14. Internet links as a way of propagating (see Meredith Belbin)

15. motive - not going to the grave with useful secrets

16. motive - feeling called

17. finding an organisational purchase for ideas harder, as ideas get loftier and organisations' preoccupations get narrower

Roger Harrison is another deep thinker. He is happy to worry at an idea for an extended period until he has it right, then he is energetic and creative in developing it into a form where it can be used. He is deeply self-reflective, and notices the evolution of his ideas, following, at considerable personal risk (to reputation and his business) where his thinking leads him. His views, like Mike Pedler's, Tom Boydell's and Bob Garratt's are actuated by deep social concerns. He thinks a lot about what individuals and organisations need in the next phase of their evolution.

Andrew Mayo

Andrew Mayo was one of my corporate clients when he became HRD Director of ICL, where I was engaged on a number of consultancy projects. He has written an authoritative book on careers, and more recently on organisational learning and training strategy. He heads a consultancy, which he has set up to develop his intellectual properties, and teaches at London Business School, where I interviewed him. He was involved as an associate in MDL, of which I was a Director, and thus had a walk-on part in the MDL saga recounted in Chapter 4.3.

Mayo A 1991 *Managing careers.* IPM, London.

Mayo A & Lank E 1994 *The power of learning.* IPD, London.

Mayo A 1998 *Creating training and development strategy.* IPD, London.

1. thinking time needed (see David Clutterbuck)

2. reading not used to generate ideas (see Meredith Belbin, David Clutterbuck, Tom Boydell; unlike Peter Honey)

3. coherent logical structure driving the writing (see Tom Boydell - aesthetic)

4. motive - what you want to do and you can't see yourself ever stopping (see Peter Honey)

5. co-author having different writing style

6. unconfident at 30 ; moving to having something to say (unlike Meredith Belbin and Peter Honey, but similar to me)

Andrew Mayo is persistent, dedicated, grounded in experience and in the utility of what he has to offer. He builds books and other intellectual properties that are pragmatic and designed to be used. They are based on his wide experience in senior HRD jobs in organisations. He likes to produce a systematic model that is based solely on his work. He is working on building protectable and saleable intellectual properties, but has not yet developed the skills to propagate and defend them as well as he would wish.

Peter Honey

Peter Honey worked with Neil Rackham in devising behaviour analysis for the development of interactive skills. He then formed a long and fruitful partnership with Alan Mumford. He has also continued writing and consulting independently of this partnership, and he runs his own publishing business, to propagate his own and others' intellectual properties. I interviewed him at a restaurant in London's Mayfair, and he was kind enough to pay the bill.

Rackham N, Honey P & Colbert D 1971 *Developing interactive skills*. Wellens, Guisborough, Northants.

Honey P 1988 *Improve your people skills*. IPM, London.

Honey P & Mumford A 1989 *The manual of learning opportunities*. Honey, Maidenhead.

Honey P & Mumford A (3rd Ed.) 1992 *The manual of learning styles*. Honey, Maidenhead.

Honey P 1997 *The best of Peter Honey*. Honey, Maidenhead.

1. borrowing ideas from others in the production of intellectual properties (see Mike Pedler, Tom Boydell & John Burgoyne; also see Roger Harrison)

2. read a lot (unlike David Clutterbuck, Meredith Belbin, Tom Boydell, Andrew Mayo)

3. simplifying things which are too complicated (Alan Mumford simple enough)

4. self-confidence important in the creation process (unlike Andrew Mayo)

5. reflective space is crucial to intellectual property developers - found in the act of writing itself (see David Clutterbuck)

6. enjoying what they do - would do no other (see Andrew Mayo)

Peter Honey is a confident, extraverted developer of ideas, who loves the process of writing and communicating his ideas. He is creative and energetic in propagating them, and not interested in defending them. He describes himself as a 'plagiarist', but he is assiduous in acknowledging the contribution of others to his ideas. He sees himself as able to produce ideas in a continuous stream.

Alan Mumford

I first encountered Alan Mumford when he was a guest speaker at a conference that I chaired. It was not a happy start, as I found him critical and disparaging of the efforts of others. I told him so, and this did not destroy the relationship, and since then my

respect for him has grown and grown. He was a sleeping partner in the European Mentoring Centre, which David Clutterbuck and I established; and an active co-director and eventually chairman of the company we set up with David Clutterbuck - Mentoring Directors Ltd. - which is the subject of the *MDL saga* in Chapter 4.3. He is the author (with Peter Honey) of a number of manuals, including most famously, *The manual of learning styles*. He has also written a number of books on his own, and runs a consultancy practice in executive mentoring and learning and development. I interviewed him at his home.

Mumford A 1989 *Management development: strategies for action.* IPM, London.

Honey P & Mumford A 1989 *The manual of learning opportunities.* Honey, Maidenhead.

Honey P & Mumford A (3rd Ed.) 1992 *The manual of learning styles.* Honey, Maidenhead.

Mumford A 1993 *How managers can develop managers.* Gower, Aldershot.

Mumford A 1995 *Learning at the top.* McGraw-Hill, Maidenhead.

Mumford A 1995 'The learning organisation in review', *Industrial & Commercial Training.* 27(1), pp. 9-16.

Mumford A 1997 *How to choose the right development method.* Honey, Maidenhead.

1. anti-intellectual

2. motive - passion for ideas and writing (see Andrew Mayo, Peter Honey, Bob Garratt)

3. financially unprofitable nature of most writing

4. motive to write - people valuing it

5. borrowing of others' models - technical improvements (see Peter Honey, Roger Harrison)

6. risk-taking in self-publishing

7. money and fame

8. pricing issues

9. integration of theory and practice through own higher degree (see Roger Harrison)

10. RIG model - mix of guru and intellectual property developer, with not much researcher

11. Skills specified

Alan Mumford is an enthusiast and proselytiser for learning. He enjoys writing and communicating clearly in a language that managers can understand. He is committed to integrating theory and practice. He is keen to market his work, but has little confidence in his marketing skills. He also has little time for defending abuses of his copyright. He uses what he reads, and he collects material that he might subsequently use. He does not see himself as an intellectual or one to whom ideas come easily.

Bob Garratt

Bob Garratt was the Chair of AMED when I was first elected onto its national Council. He impressed my by always having time for people, in spite of a hectic career, which involved a lot of writing and running a number of successful consultancy businesses, including two in Hong Kong. He is on the visiting faculty at

the Judge Institute of Management, Cambridge University and a Visiting Professor at the Management School, Imperial College, London University. I interviewed him at his home.

Garratt B 1987 *The learning organization.* Fontana, London.

Garratt B 1996 *The fish rots from the head.* HarperCollins, London.

1. design background important

2. borrowing - the use and acknowledgement of others' ideas, but the solitary nature of the final creative work (see Peter Honey)

3. motive - to have the ideas widely adopted in society to address pressing problems (see Alan Mumford)

4. propagating and defending materials relatively not a concern

5. professional intellectual property defence by Gerry Rhodes and Sue Thame

Bob Garratt produces ideas for the use of managers and directors. He is a designer, and, as such, finds it easy to use and adapt the ideas of others in coming up with novel crystallisations. He is not interested in selling and defending his ideas, but he does enjoy using them, as a consultant. He values and uses the ideas and encouragement of others, but sees the process of producing the finished work as essentially solitary. He is concerned about the social impact of his work, and is ambitious to make an impact on good governance of organisations on an international scale.

I came across John Burgoyne's writing long before meeting him in person. His lucidity and erudition impressed me, and I came to know him as the writing partner of my friends Tom Boydell and Mike Pedler. I also encountered him when we were both on the elected council of AMED, and through meeting at AMED, Learning Company and British Academy of Management conferences. His best-selling books are those he wrote with Pedler and Boydell, but he has produced other books and articles which have shaped the field for many who work in it. He is Professor of Management Learning at Lancaster University, is involved in research and consultancy throughout the world and is a partner in the Learning Company Project. I interviewed him by telephone after a failed attempt to arrange a face-to-face meeting.

Commendatory comments about examiners

Some of the readers of this thesis will know that John Burgoyne is one of its examiners. Hearing him therefore described as lucid and erudite could smack of a *naïf* attempt at ingratiation. I have cringed too often on reading the acknowledgements in dissertations that I have supervised to pass lightly over this issue.

Submitting and defending a thesis is clearly an activity that takes place in a situation where power and influence will either be present explicitly or will be present tacitly. Praising the powerful, as Gowler and Legge (1983) put it in the context of managerial relationships, runs the risk of, 'conflating a hierarchy of power relationships with a

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hierarchy of expertise... reinforc[ing] "the right to manage"" (p. 210). In the case of defending a PhD thesis, such reinforcement seems hardly necessary.

So, what can I say to make my position explicit? This note is intended to illustrate my consciousness of the issue, but I would also like to go a step or two further. The description of John Burgoyne in the paragraph above this box was written before he became my supervisor. This happened following Monica Lee's long-term illness, which meant that her position *vis à vis* the Department of Management Learning was changed. To then cut out the words retrospectively during the final write up is not an action of simple courage. It is tantamount to saying that there is no room for personal respect and valuing of others' contributions in relationships with a strong power dimension. I put my support in favour of a position that argues for bringing affect or emotional intelligence into relationships in which power is salient, in an open and candid way (Megginson & Clutterbuck, 1999). So I decided to leave the words there.

Morris J & Burgoyne JG 1973 *Developing resourceful managers.* IPM, London.

Pedler M, Burgoyne J & Boydell T 1978 *A manager's guide to self-development.* McGraw-Hill, Maidenhead.

Burgoyne J 1988 'Management development for the individual and the organisation', *Personnel Management.* 20(6), pp. 40-44.

Burgoyne J 1989 'Creating the managerial portfolio: building on competency approaches to management', *Management Education & Development.* 20(1), Spring, pp. 56-61.

Pedler M, Burgoyne J, Boydell T & Welshman G (Eds) 1990 *Self-development in organisations.* McGraw-Hill, Maidenhead.

Pedler M, Burgoyne J & Boydell T 1991 *The learning company.* McGraw-Hill, Maidenhead.

Burgoyne J 1995 'The case for an optimistic, constructivist and applied approach to management education', *Management Learning.* 26(1), pp. 91-96.

Easterby-Smith M, Burgoyne J & Araujo L (Eds) 1999 *Organizational learning and the learning organization.* Sage, London.

Burgoyne J 1999 *Developing yourself, your career and your organization.* Lemos & Crane, London.

1. motive - family biography in shaping our creative destiny

2. process model - starting in the middle of my five stages

3. tacit knowing emphasised

4. motive - from a juxtaposition of ideas and events

John Burgoyne is committed to the development of practical theory, at some emotional cost in the academic part of his life. He sees creativity as being generated by bringing together ideas from different spheres. He is concerned about whether ideas are inevitably tied to their originators because of their tacit components, or whether they can be passed on to users, without losing their essence. He sees ideas as sometimes being formed in response to a call for products by publishers, and he sees the differences between members of partnerships as both a source of tension and of

creativity. His awareness of his family background has been influential in his approach to his work.

4.1.5 Definitions of intellectual property and intellectual property developer

Early in my exploration of IPDs, I had defined intellectual properties as 'creations of the mind that can be protected by law once they take tangible form', and intellectual property developers as 'people who produce intellectual properties'. I treated these as working definitions to see me through into this fieldwork.

One of the outputs of the interviews is the new definition of IP and IPD that are developed below taking into account the views of my respondents. The respondents made these points about their intellectual properties:

Alan Mumford didn't like the idea, and says:

> *I hesitate over the phrase intellectual property. I just call them 'my books'.... I*
> *am blenching over the word 'intellectual'.*

Mike Pedler has a more principled concern:

> *I want to start by asking what is an intellectual property? Is our 'eleven*
> *qualities of an effective manager' an intellectual property? My doubts centre*
> *on whether you can copyright an idea (Rudolf Steiner says 'No', as Tom*

Boydell keeps reminding us). So the intellectual property must be the
questionnaire.... Is it 'not an intellectual property' until it is turned into
something that can be sold?

He cited Tom Boydell in this quotation, and not surprisingly Tom Boydell said:

I don't like the label ' intellectual property developer'. It's not attractive to me
- it doesn't draw me in. I don't like the notion of intellectual property. I'd
prefer 'Ideas Developer'. I'm not suggesting you change it - just saying what I
like.

Other respondents did not raise any concerns about the definition, but Andrew Mayo
tended to use the phrase 'intellectual capital' in his comments. It is interesting that the
objectors in principle were concerned about the notion of the illegitimacy of
copyrighting ideas. Some of the other respondents who accepted the definition were
nonetheless not very interested in the aspect of 'protecting by law' that was embedded
in my working definition. It therefore seems to me that the working definition of
intellectual property does not capture the sense of the respondents, and that the
following definition would be more in keeping with their practice.

A revised definition of an *intellectual property* would be:

original mental creations of one or more individuals which can take a tangible
form and can be used by others for their own purposes.

An *intellectual property developer* would be:

> one who creates and makes available intellectual properties.

Descriptions of what were and what were not intellectual properties

Alan Mumford and Andrew Mayo think of their intellectual properties to some extent in terms of their books (see Alan Mumford's quote above). Andrew Mayo says:

> *Managing careers was the first intellectual property I produced - though I'd dabbled in articles before.... Some have called it the 'Bible' of career management and I still think it doesn't have any rivals in the UK. One thing which I put in which never caught on in the world at large (it was probably too complicated) was a manpower planning process, developed over ten years, initially at BOC, and put into good effect at ICL. There were others I developed in the course of writing the book. One I still use today was a map of career development processes, which has been used by others. The second piece of intellectual capital was The power of learning.*

For others, like Bob Garratt, it is the models they produce which are the properties:

> *There are three main intellectual properties that I have produced. The first is the 'three styles of consulting' - expertise, process and contingency - and the different relations set up between client, consultant and end user. This has*

gone down well on training programmes on consulting. I'm interested in

contingent (homeopathic) consulting - keeping the consultant out of the picture

as much as possible. It's had a lot of impact on the consultancy world. The

second is round the learning organisation model. The third property is the

Learning Board and <u>*The fish rots from the head.*</u>

Another intellectual property, that we licence (which I developed and my wife,

Sally, has continued with), is our 'Organisation structure and climate survey',

which covers 12 dimensions of organising. It diagnoses where the

organisation is and where you want it to be.

So, the first three intellectual properties are conceptual models and the fourth

is a working tool. That is the only legal intellectual property.

John Burgoyne and David Clutterbuck see themselves as producing long streams of

what they saw as intellectual properties. For John Burgoyne it is his work with Tom

Boydell and Mike Pedler but also his ideas in general:

In terms of my writing I have explored ideas in evaluation, self-development,

the learning company, corporate management development policy, learning

itself and what is management behaviour.

For David Clutterbuck producing ideas and models is what he does all the time.

During my interview with him he elaborated three he had recently come up with, and

also invented another. An excerpt of what he said is given in the following quote:

I am always thinking in terms of frameworks. One recently that has captured my attention is Elements of religiousness. He then drew out a model. *Another one I have been working on is a values model. At ITEM we had an internal communications job to do and the client was using the word 'value' in a mixed way - sometimes talking about changing values and other times about value added. It occurred to me that when we think about 'value' we have three things in mind.* He then drew out a model. *All three must be mutual - individual and organisation - to sustain real growth in value-added. Misalignment of these three dimensions makes it harder to develop strategy.*

Peter Honey saw his intellectual properties in terms of the instruments he has produced. He is generous about the contribution that others have made to his thought ('of course I am a plagiarist', he said), and he described his big ideas in the following terms:

My producing of intellectual properties goes back to the work that I did with Neil Rackham from 1961-1971.... Breakthrough No. 2 was working with Alan Mumford from the mid-1970s. We produced the Manual of learning styles in 1982, but the collaboration started when he was at Chloride in 1978 or '79.

Roger Harrison is a much more solitary worker, certainly in terms of his writing, and he was clear about the limited number of intellectual properties *per se* that he had produced in his very productive life:

the culture model, ideas around Self Directed Learning and the development of the Positive Power & Influence programme are my three main intellectual properties.

He also illuminated the issues of definition by being clear about why his current work did not involve the production of intellectual properties:

I don't regard Life on Earth as intellectual property - too much of what happens relies on the interaction between me and Margaret and the people who come. It's the first thing I have done which relies on us as persons. In the past I'd have seen that as a drawback. We'd have to figure out how to make it trainer-independent. So here we have something that can't be packaged, and if it could it wouldn't be our stuff. So it just isn't an intellectual property, as it's not portable and it isn't ours. We haven't bothered to produce our own material because it hasn't seemed worthwhile, because it ain't the material which does it. A colleague says he is going to do a programme like this in the spring, without us, and I am curious and concerned for him. He's a very good trainer, and he can put it on and it would look just like what we've been doing, but I don't know if it would feel and sound like ours because he is a different person. I hope it goes well, because this would mean that we had created something portable, which had a life independent of its creators (no - synthesisers). I'm concerned that, if he came a cropper, he might find it hard to do more with us.

This quotation confirms the definition of intellectual property proposed above, with its emphasis on originality and portability.

One of the biggest struggles I had in making sense of the responses given to me was in capturing the richness and depth of what Mike Pedler said. Initially, the first transcript I made of his interview seemed to him to over-emphasise the importance he attached to the intellectual properties he described according to my definition of them. The text of his comment, as agreed by him, reads:

> *I can only think of two intellectual properties that I have been involved in - the eleven qualities of an effective manager and the eleven characteristics of a learning company. There are others - like the energy flow model of the learning company - but this is more of a mandala than a model. Others we give away freely in our books - like the five organisational learning styles - which is in Perfect plc (pp 94-99).*

Then, after a meeting of the Learning Company Project and friends, which I attended and which is described in Chapter 4.3, he wrote to me again saying I still misunderstood his position. He argued that there was not a difference in perception between Tom and him about the importance of one of their intellectual properties – the eleven characteristics of the learning company (11C). He said that neither of them viewed it as important. It was just that Mike saw the 11C as an intellectual property in terms of my definition of them, and he therefore talked about it a fair amount in the interview. I accepted this punctilious admonishment from Mike. On reflection, I accepted it a little too readily. His perception, that his and Tom's views about the 11C

were similar, was wholly legitimate and well made. Nonetheless, and in paradoxical contrast to the initial position I had placed him in, Tom was passionately engaged with his view of his other intellectual properties, while Mike made it clear that he had very little engagement with them. So there were differences between them, but they were opposite to those I had first thought I had seen.

Here are Tom Boydell's words at some length with my prompting question first:

What are your most significant intellectual properties? *To me or to others? And When? Years ago that job analysis stuff meant a lot to me and to other people at the time. Then experiential learning and that whole stream about learning cycles - I am going to do a book in Mike's little series on this. The notion of development and stages of development is the one that has the biggest meaning for me - evolution; things move and it's not random. Out of that the modes and levels of learning come. An idea which others use, but I'm not as remotely attached to as the modes, is the eleven characteristics of the learning company. There is no archetype behind it. Modes has planets and body; soul; spirit. Three levels has an archetype - I don't know what it is, but it feels right; perhaps it's body/soul/spirit again. So, apart from Job analysis, it's development, learning, self-development (I suppose). In a sense, I'm not that bothered about self-development now - not that excited. It did excite, but I'm not interested in tools.*

I am surprised you have made little of the self-development eleven qualities and the learning company eleven characteristics, though it is postdictable in

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Carl Rogers' sense (it's entirely consistent looking back), but I couldn't have predicted it till we had this conversation. *In both cases there were ten, then we chucked in the eleventh. Eleven is a hopeless, non-symmetrical number. Twelve is much better; you can divide it by 3, 4 and 6. Twelve is often archetypal - the zodiac. A model I came across the other day from someone in America at an international Anthroposophical gathering, was based on twelve functions of management - based on the Zodiac, then three circles (like a dart board) based on the three levels. That's more satisfying; the eleven qualities are still a bit random. So, at the consulting level, people ask for and buy the instrument and use it. A large telecoms company used it for their balanced scorecard - I did the analysis and wrote it up for two years - then the client left the organisation. It can be a tool for moving through the three levels, so it's useful, but it is not an inspiring idea, whereas the 'three levels' is. I become obsessed with the three levels - evolution; development; positive and negative forces are more important to me than one set of tools in a tool bag. Nearly always when I talk about these things, I do talk about one tool - Roger Harrison's role negotiation. It's a level three tool - a form of dialogue.*

Mike Pedler makes his own position clear by this comment on the negative case of action learning - which is not an intellectual property:

If you take the single most important idea in my professional practice - action learning: it's not my idea, and Reg Revans says it is not his - it's ancient. All the ancient texts, especially the Buddha's use it.

John Burgoyne also makes a salient comment about Revans and action learning:

> *Reg Revans is only a developer of ideas, not a crystalliser. He is an interesting*
>
> *case, because action learning has spread in practice and it is one of the most*
>
> *influential ideas around - though some, like John Morris, say that its true*
>
> *spirit is dead, and what people call action learning is just project work.*

This highlights part of the downside of being loose about protecting IPs - there is no means, with undefended IPs, of increasing the likelihood of their being used 'well' in the view of its creator.

In summary, while some IPDs flirt with the idea of IPs being books, most of them most of the time recognise that, rather, they are the models and assorted processes for using the models (questionnaires, norms, advice etc.). Books are their principal means of propagating these properties. IPDs differ in the fecundity of their idea generation, but in all cases they are able to recognise that one of the things they do which enables them to engage with their audience is to produce these models and frameworks. Paradoxically, some of them value the intellectual properties much less than do the users.

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4.2.1 Introduction

This chapter describes the evolution of one of the intellectual properties (IPs) in this study – the PReP-RIG typology of management developers.

We can learn a great deal from seeing how a property is produced when the stages of its evolution are spelled out. In particular, this staged process of unfolding the property, limits the extent to which *ex post facto* rationalisation shapes the story of the invention.

So this chapter pursues three purposes, to:

1. Expose the development of the typology of management developers in the course of this research

2. Use this case to examine the relationship between data and ideas in the formation of IPs

3. Examine the impact of the evidence given in this account on the existential postulate that there are such people as IPDs.

In Phase 1 of my research, before I had done the AMED survey and identified the names of the Intellectual Property Developers (IPDs) as described in Chapter 4.1 above, I was not very interested in being too explicit about who the IPDs in management development were. I thought that it was enough to speak about those

who I thought were representative of the category. I subsequently sophisticated this view by three means. Firstly, in Phase 1, I differentiated intellectual property developers from people who, while working in the same field, did not generate materials, models or tools for use by others. Secondly, in Phase 2, I carried out the AMED survey of management developers to find out whom they viewed as intellectual property developers. Finally, in Phase 3, I tested the views of the IPDs identified in Phase 2 on the typology that I had developed.

The account in the paragraph above sounds clear and confident. This clarity is now un-picked a little, as the process of this chapter is recounted in greater depth. The confidence remains, or rather, is transformed into a meta-confidence, grounded in the certainty of uncertainty and the clarity of messiness.

During Phase 1 of my research I had only the vaguest sense of how I was going to characterise IPDs and differentiate them from others in the field. The account that follows includes some false turns, some impulses that are only taken up much later, and an impression, even to me, of mess and indecisiveness. This is not an apology. Nor do I see this critical evaluation of my early work as a clarion call to tidy it up and to present a coherent and seamless narrative. To do so would be to succumb to the myth of endless progress and to adopt the voice of competent wisdom that has deadened so much of the writing about research. Instead, I am choosing to display my hesitancy, false starts and hiatuses. The reason I do so is to illustrate as faithfully as I can how my creative process has progressed.

Is there anachronistic retrospection in this account? Yes. Is there testing against common sense rather than firm theories? Yes. Are vivid instances and cases expounded? Yes. Is there even some ontological oscillation in the use of the word 'faithfully' in the previous paragraph? Yes, and this is not surprising, because we are in a sensemaking story (Weick, 1995, particularly pp. 34-35 for Weick's riposte to Burrell & Morgan's, 1979, critique of ontological oscillation).

As the story progresses, the framework of my model becomes clearly delineated. However, further troublesome questions rear their heads. Does the model derive from measured, extensive fieldwork? Not entirely. Sometimes it seems to come from fragments of conversations, a chance remark, a memorable or euphonious phrase offered by a bystander or supporter of the research. Is this rigorous research? It depends on the canons of rigour one adopts. The case made here is that it is rigorous sensemaking research. The feature that makes it rigorous is precisely the candid, if circuitous, journey that the research takes.

Critical aside

Of course, the whole of the previous section can be seen as another rhetorical device. The author claims the privilege of talking to the reader in a 'true confession' voice (Megginson & Gibb, 2000). Is he excusing his inability to manage the mess and bring his work into a coherent framework? Or, even worse in some eyes, is there no

coherent framework to be found? Is he engaged in exploring a non-subject, with a non-methodology?

It would be comforting to be able to set these doubts at rest, and to reassure the reader that she is in good hands and that all will be well. This is not the way for the rigorous sensemaker. When we focus close up on what we are reading, the mess will remain. Stepping back and taking a wider view will allow some pattern to emerge. ♦※

♦※ *This little bomb symbol signifies that the author recognises that he is in an infinite regress, and each voice invoked is subject to the same critique as the last, including, of course, this one.*

To continue the introduction to the shape of this chapter, the central stage of the chapter introduces the RIG (researcher/IPD/guru) typology and then uses the interview data from Phase 3 of the fieldwork to test the robustness of the typology. This is a sensemaking defence of the typology. It is sensemaking in the sense that, if I describe a group of people with a neologism, then characterise them in certain ways, and they agree that the characterisation *does* describe them, then a new social reality has been created, or at least a plausible story has been told. Whether this characterisation or story lives on, will depend on the actions that I take to sustain it, and the extent to which it captures the imagination or serves the purposes of those I share it with.

The final stage of the development of the typology descends into fragmentation again, as I develop the RIG typology beyond the formal fieldwork of this research. I do this to illustrate a characteristic of the intellectual property (IP) development process – that it can be seen as on-going and endless, and is perhaps most usefully seen in this way.

The chapter concludes with a discussion of the extent to which the purposes, outlined at the start of this introduction, have been fulfilled.

4.2.2 Early differentiations

In Phase 1 of my fieldwork, I started with the view that IPDs could be identified in contrast to those who were not IPDs. This was confirmed by a discussion of my research in a 'men consultants self-development group' of which I was a member, and which had been running for ten years. The group in its earlier stages is described in Megginson & Pedler (1992, pp. 39-40). During Phase 1 of this research, one member described an unhappy memory in relation to IPs. My PhD journal for 5/11/1996 notes of this member that:

> he has 'never produced any intellectual property in his life' except on one occasion when he paid from his consultancy company's funds for a colleague to produce some material in digital form which was to be sold to a sponsoring client and then retained as intellectual property by his company for use elsewhere. He got into a disagreement with the colleague - who he viewed (and still views) as a friend - which led to

'six months of misery'. In the end he cut off payments to the colleague who was no longer adding new benefits to the firm, but this left the colleague in a very precarious financial position.

This story raised the questions for me: do most people, like my fellow group member, in a field like management development, not produce intellectual properties? At that stage it seemed to me that this was probably the case. There was a mass of developers who just used others' materials, ideas and tools. There was a smaller number who produced their own materials and used this with their clients, but did not propagate it beyond that circle (my fellow group member was aspiring to be a member of this group in the story above). Finally there were those who published more widely their own materials, ideas and tools. It was this third group who I came to view as IPDs.

The next stage in my thinking, after differentiating those who produced public IPs from the rest, was to differentiate people whose primary function was to produce IPs, from others who contributed to knowledge in a field in different ways. In particular I was beginning to wonder if gurus in management, or indeed in management development, could be differentiated from IPDs. The first hint of this in my PhD journal (15/10/1996) occurs when I had returned from presenting at the Lisbon Learning Conference, organised by George Sandford, who collected together people who had published in the area of management learning as speakers, giving them half a day each:

Working with George in Lisbon gets me thinking about what is required of an IPD. I had a feeling that the day went quite well, and my session at the conference was commented on by several people as being

particularly useful in one respect or another. However, often what people like is the stuff that I have derived from elsewhere, so I am in large part a carrier of others' ideas. But then so are Stephen Covey, Honey and Mumford and all the rest.

On 3/11/1996 I noted that:

Jackson (1995), in talking about gurus, raises in my mind the question, 'What is the difference between gurus and IPDs?' I think I have a position on this. He says a lot that is of interest about the genealogy of gurus.... He cites Kennedy (1991) on the separation of gurus from consultants by their 'timing, originality, forcefulness, a gift for self-promotion, and perhaps above all else, the ability to encapsulate, memorably, what others immediately recognise as true (sic)'

So, at this point, I was differentiating gurus from IPDs primarily on the basis of their style. Gurus use themselves as the core of what they have to offer, whereas intellectual property developers could be personally insignificant, but their ideas could be persuasive.

The next stage in my thinking developed when I went to the Institute of Personnel and Development's Annual Conference to chair a session presented by Gareth Morgan. The following extract from my PhD journal (4/11/1996) shows my evolving thought about the distinctions between intellectual property developers and gurus. At the time I wrote this I was thinking of Gareth Morgan as an IPD:

Here is my sense of the IPDs at the Institute of Personnel &
Development conference in Harrogate the week before last. This
seems important, as I saw several big hitters in action. I was closest to
Gareth Morgan as I chaired his session. It was interesting to me how
intensely nervous he was about it. Not because of the material or the
audience of course (he does 30 or so presentations of this kind a year),
but because of the battle with the unhelpful helpful visual aids people,
who wanted to push him into a sequential slide presentation. He
wanted to have overheads and he wanted them bright and he wanted
them flexible. He also wasn't sure about the rigidities of the audience
response data service they were offering.... All this raises for me the
question of whether the IPD's IP can be separated from the way in
which it is presented. This is quite a challenge as it undermines the
distinction that I am beginning to establish between IPDs and gurus.
This was grounded on the perception that IPDs have distinct and
tangible IPs, which can be used, sold, marketed and defended. I am
now not sure how defensible this distinction is. The issues seem clear
with Belbin or Honey and Mumford, but are much less so with Handy or
Morgan. Their books are IPs, but is (in Handy's case) 'federalism'? He,
and Drucker too, are social philosophers rather than social
psychologists. This needs more thinking about.

> 04/01/94 - my current thought is that if the person is
> indispensable to the presentation then we are in the presence of
> what I call a guru, rather than an intellectual property developer.

Reflecting, during my final write-up in December 1999, I recognise that much of my confusion could be clarified if I see Drucker and Handy as gurus, Belbin and Honey & Mumford as IPDs, and Morgan as a researcher. In retrospect then, I am challenged to tease out the distinctions that matter about these three categories - researcher, IPD and guru. However, this observation is anachronistic, and at the time of the Harrogate conference, I was still working only on the distinction between IPD and guru.

During the following months I struggled to develop models which captured the distinctions I was developing. On 3/12/1996 (PhD journal) I drafted a 2x2 matrix (Exhibit 4.2.1) which I thought added something to the distinction between intellectual property developer and guru.

Exhibit 4.2.1 Failed, but useful, model differentiating guru and IPD

	Originality	
	Guru	**Intellectual Property Developer**
	Purchaser	**User**
Derivativeness		

Charisma   Content

The vertical dimension describes originality vs. derivativeness; the horizontal axis is charisma vs. content. This distinction does not feel defensible - the issue for now is to note firstly that some such descriptions need to be built as ... a way of differentiating key concepts used from related ones. This model raises the issue that it may be how the user/purchaser employs the guru/IPD that determines which category they fall into, rather than anything which is uniquely about the guru/IPD's intellectual productions.

This model's weakness is in an under-developed distinction between the Purchaser and the User. However, it does raise the important point that originators are, in part, defined by the way in which others use them. This perception tied in with a much earlier experience that I had been through, of 'flirting with a guru' - Bhagwan Shree Rashneesh. I valued Bhagwan's philosophy, especially as described in his book (that I

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have since lost) called *Neither this nor that*. I liked, at the time, his advocacy of a physical path towards enlightenment. However, I reacted with hostility to what I perceived as the nonsense that ensued over his setting up his ashram in Oregon. He built up a collection of Rolls Royces, and became increasingly isolated, engaging in paranoid behaviour *vis à vis* both followers and state and federal governments. This I experienced as a case of followers defining the agenda negatively, and turning a once cheerful and sunny messenger into a sad prisoner of his disciples. This process I subsequently found well described, for Bhagwan and others, by Storr (1997). Storr argues, however, that, long before Bhagwan moved to Oregon, he was a compulsive collector, and that the roots of his paranoia were manifested early in his career. My own view, however, clings on to a story in which disciples distort the message of founding gurus. For an account of an archetype of such a story see André Gide's (1963) *La symphonie pastorale*, which lays at the door of Saint Paul all the things that have subsequently gone wrong with the Christian church as it deviated from Christ's message.

When I started to summarise this part of the discussion in my final write-up in December 1999, I found myself adding here that the distinction that I was developing does not wash for another reason. This is that gurus gain a lot of their reputation among people who have never seen them personally from their writing. So if I am going to sustain this distinction, then I feel impelled to add the observation that gurus base their fame either on their physical presentation or, if not their actual presence, at least the quality of their story telling in print. IPDs, by contrast, rely on models or frameworks that they had created. This is not something that is amenable to empirical inquiry. It is part of my *a priori* definition of the field.

This part of the discussion, again in retrospect, leads me to the postmodern view that is spelled out in the critical box below.

A postmodern/critical view of IPDs and gurus

The issue of differentiating gurus and IPDs is illuminated by the view that 'producers of texts are in part defined by their readers' and that the authority of the text is therefore challenged (Derrida, 1973). A postmodern position would be that, whether the text is read as 'authoritative directions from one who knows' or as 'a map of the territory', is, in large part, determined by the reader. The intentions of the author are not of central concern to the postmodernist. Nor, necessarily, is the rhetoric employed by the author, although critical theorists such as Alvesson & Wilmott, 1996, make much play of attacking the unconsidered rhetoric in many management texts.

At this point in my inquiry I had differentiated those who produce published ideas from those who do not. I had subdivided those who do produce ideas into IPDs and gurus. I had differentiated IPDs and gurus on the basis of how important in establishing their reputation was their physical presentation (or, as an afterthought, if not their presence, at least the quality of their story telling in print). Gurus relied on story telling face-to-face or in print; IPDs relied on models or frameworks that they had created.

Effect of IPs on the IPD

Another issue that struck me during Phase 1 was the interplay of author and text. I became, in the later phases of my fieldwork, increasingly fascinated by the effect that IPD's work had on themselves; on the way that our creations turn to inhabit us and to change us, along the lines of the myths of Pinocchio or Frankenstein. It is also well illustrated by Philip Larkin's poem, *The daily things we do*:

> The daily things we do
> For money or for fun
> Can disappear like dew
> Or harden and live on.
> Strange reciprocity:
> The circumstance we cause
> In time gives rise to us,
> Becomes our memory.

This thought is left here as a fragment, which will only be picked up later. The question that I am left with at this point is, 'What are the effects of producing IPs on their IPDs?' The sense I have is that these effects are profound, but I was not, in Phase 1 of the research, clear about the shape of the response that I would make to this question. This response will emerge from:

- the MDL saga, recounted in Chapter 4.3, when attachment to my IPs nearly cost me a friendship

- the interview in Phase 3 with Richard Wilkinson, 'the epidemiologist'

- re-reading Roger Harrison's autobiography (Harrison, 1995) about the effect of business urgencies getting in the way of creative friendships.

The emergence of the RIG typology

Now, I want to describe my production of a threefold distinction between guru, IPD and researcher. This was stimulated by an approaching deadline. I had agreed, months before, to run a lunchtime staff research seminar in the Business School. The date was at hand, and I needed to come up with a model. I had read Watson (1987) on methodology, and in it he made a distinction between the three phases in writing, which I have cited earlier - PhD journal 4/12/1997:

> Three phases in writing recognised in classical times *'inventio, dispositio and elocutio* - finding, arranging and expressing...writing is not just about having something to say and saying it. There is a middle phase...in modern times the most neglected of the three.' (p. 31)

Although I did not make the connection at the time, I think now that my sub-conscious was primed by this threefold distinction. I began to see three sorts of process at work in the development of the field of management development: *inventio*, or research; *dispositio*, or intellectual property development; and *elocutio*, or guru-dom. I tried this distinction out on Monica Lee, my supervisor for this work, and receiving what I saw as a positive response, decided to take it to the staff research seminar. She also added the distinction between a payoff of eminence for the researcher and of prominence for the guru. The model that I had developed for and used in the session is presented in Exhibit 4.2.2.

Exhibit 4.2.2 Differences between researchers, intellectual property developers & gurus presented to staff seminar (15/11/1997).

Researcher	IPD	Guru
Process – identify question; finding out; analysing data; critically evaluating.	*Process* – having an idea; developing it into a useable form; protecting it; selling it.	*Process* – assimilate wisdom of others; formulate into a compelling story or idea; develop presentation skills; present; franchise.
Output – Asks what's what (facts)	*Output* - Asks what you are (frameworks)	*Output* – Tells you what to do (inspiration)
Product – papers; chapters.	*Product* - IP; book.	*Product* – self; compelling ideas; book.
Audience – academics; grant conferring bodies.	*Audience* – trainers and developers.	*Audience* – the public.
Attitude to simplicity – must be subordinated to the search for truth.	*Attitude to Simplicity* - sense making of complex field - simple enough.	*Attitude to simplicity* - nostrums; memorable framework; the answer.
Payoff – eminence.	*Payoff* - ??	*Payoff* – prominence.

The story of the response to my presentation forms the bulk of 'the political scientists saga', which is transcribed from my PhD journal below.

I went to the brown bag seminar and strutted my stuff today - this was useful, as it was my first public performance of IPD materials. It was a usefully challenging audience of 4 political scientists/public administrators hostile to managerialism and its works.... Bob was hostile and grumpy about these IPD people 'who are only in it for the money'; Ann and Ralph see themselves primarily as teachers and so their IPs are, at best, processes of engaging in dialogue with students. Jim Chandler sees himself as having produced an IP - his stewardship model of the relationship between local and central government. When I displayed my threefold model of 'Researcher - IPD - guru' he clearly saw himself as a researcher. An interesting irony, which only occurred to me this evening, is that Ralph and Ann fit best perhaps into the guru category - as they are relying on the force of their presence to have an impact on their audience - a very guru-ish position. I think I will send them this para. - just to enjoy eliciting some outraged denials.

Some quotes: Bob, 'IPDs are relevant to management thought and psychology - where slick slogans are a business - eg Peter principle - he's made lots of money *(Have Peter and Peters been conflated here I wonder?)* "Men are from Mars; women from Venus" - another example of a catchy slogan saying nothing new'. Ann said, 'SWOT analysis - a useful framework but nothing more'. Ralph endorsed this and said

'Football managers had done this for a long time without needing the name. "We have a weak centre half, so we must watch their centre forward". But IPDs then claim that this is the light, the golden key'. Jim developed his own IP stimulated by his dissatisfaction with Rob Rhodes' model of relations between central and local government. He called it 'stewardship' - using the analogy of the steward in the 18th century great house. He has presented at conferences and written articles and a book, and is currently writing another book to extend his analysis in the international sphere. His interest in protection is only found in the hope that people will use it and cite his name in the process. He always checks the index of new books - and was pleased when a major new textbook had an entry in the index on stewardship. 'I'd get annoyed if someone used it without citing me. I would expect promotion, recognition and support from the university for producing it.' *(Did I detect a note of world-weary cynicism here?)* Bob, 'In my field no-one attempts to copyright slogans - eg Dahrendorf's "multi-speed Europe", and Dumas' "third world". It is just chasing money and the ideas are largely bogus'. Ann, 'And banal, lacking in substance'. Ralph, 'They lack research methods and designs'. Jim, ' The trouble is these IPDs believe in their stuff - and this makes it even worse. They think they are doing it for the good of the world'. Ralph, 'And they are ephemeral - they change from one view to another every few years'. Ann, 'And they can't really apply it. Take a previous session when Kevan Scholes (the then Director of the Business School and a best-selling author on strategy) was challenged repeatedly by you, David, to

identify the core competences for the Business School, and he couldn't.

There aren't any quick and easy solutions and it is misleading if you

claim it. Are you using the word 'property' also in the sense of

'properties' - as chemicals have properties?' Her own IPD was 'getting

over complex arguments to different groups of students' - she accepted

that my word 'process' described this. We discussed whether

processes could be IPs. I cited the example of our Strategy Day last

year, which had used a future search process that had been invented,

developed and tested by a named researcher (Weisbord & Janoff,

1995), and was clearly an IP. They - of course - thought the day was a

failure, and wondered whether the IP was therefore properly tested. I

never got round to saying that clearly it wasn't a failure to me as it had

impelled me to stand for the Board of Studies, and in the subsequent

round we have actually had an election with four people standing for

two places. But this is by the by. Ralph returned to the 'Idea' stage of

the formation of the IP - and he requires this to be a leap forward,

which means that processes don't fit. He came up with another

example from his own field of a spurious IP around the idea of 'political

entrepreneurs' in Italy, who, in his view, are just what we used to call

'corrupt politicians'. So it is just a title. Bob added the example of

Francis Fukuyama *The end of history*. He also asked 'How does an IPD

differ from a textbook writer?' I never got to respond to that one either.

My answer would be that the textbook writer *qua* textbook writer only

cites others; IPDs develop their own material. Ralph also quoted an

article he found in an Italian journal which talked of watchmakers

becoming safebreakers; his implication was that if someone develops a respectable idea it is then illegitimate to attempt to market it - i.e. use it for illegitimate purposes. This seems close to Rudolf Steiner's ideas about the illegitimacy of selling ideas. Bob added the example of someone who used to build houses becoming a timeshare salesman. Jim summarised the ethical issues as follows, 'Capitalism requires the legitimisation of intellectual myths.' Ann, added: 'Becoming an intellectual property developer requires luck, charisma and being in the right place at the right time'.✱ She also suggested that success was linked to 'skin type, voice, role of the media'.

In summary - they seemed strongly to recognise the breed and wholeheartedly to loathe it.

✱ This view is remarkably similar to that expressed by Kennedy, 1991, cited above (p. 208).

Summary of reflections on the saga

Reflecting now on this saga, I feel strangely encouraged by it. The hostility to my chosen breed of workers in the field did not matter to me, even though, by this stage, I was beginning to feel identification with IPDs and to see myself as one. The fact that the political scientists could become engaged with my analysis was encouraging - I inferred that there was something here - a social phenomenon which mattered to people - for good or ill. I was somewhat alarmed that, in their comments, they had not, in my view, held onto my distinction between gurus and IPDs. However, I felt that I

had arguments to differentiate researchers, IPDs and gurus, and that these arguments stood up, even if, in the cut and thrust of debate, I had not always deployed them to good effect.

Much later (15/9/99) I made a summary of this saga:

The political scientists' saga

Hostility to gurus spilling over onto IPDs in spite of my differentiation
My growing conviction and clarity about the distinction
Adversity strengthens my resolve and lucidity.

The seminar is not a New Labour focus group to find out what others think – it's a way of finding out what *I myself* think, though some of their views can be incorporated.

I now take two points from the above reflections – firstly that I am behaving like an IPD in concentrating on my ideas in the face of hostile evidence, and making a better case for them rather than being swayed by other data. Second, I am behaving like a sensemaker, in that I am extracting cues from the rich data available to me and incorporating this selectively into my account. Then, so does everybody else – even James Joyce does not give an account of everything experienced in that one day in Dublin.

White, middle class, media–friendly males

Ann's comment in the saga about what makes an IPD ('skin type, voice, role of the media') resonated with my own discomfort about the membership of the IPD category that I had been establishing. At that stage in my research I had not formally set about establishing a sample of IPDs. However, the names I had identified tentatively, and cited in my PhD journal, included Meredith Belbin, Tom Boydell, David Clutterbuck, Dave Francis, Roger Harrison, Peter Honey, Gareth Morgan, Alan Mumford and Mike Woodcock. These can all be characterised by being white, middle class (in terms of achieved, if not always by original ascribed, class position), male and middle to late-middle aged.

Whether they were media-friendly needs a little more analysis, but the outcome again shows a privileged position. Belbin, Clutterbuck, Honey and Woodcock all own, or substantially control, publishing houses or institutions set up for other purposes that can and do publish. Additionally, there are ways of establishing a good relationship with the media other than ownership, and indeed, of the owners cited above, only Honey uses his in-house facility for a substantial proportion of his own publications. None of the potential IPDs listed above have ever expressed to me, either in this research or at any other time, having had substantial difficulties getting published. Their experience has been of publishers pushing them for more. This has been the case whether they have stayed with one (e.g. Belbin with Heinemann, Morgan with Sage or Woodcock with Gower) or have moved around (e.g. Clutterbuck with Butterworth-Heinemann, Institute of Personnel & Development, Kogan Page, McGraw-Hill, Orion and Penguin, just to cite the range immediately available on my

bookshelf). Additionally Boydell, Clutterbuck, Honey, Mumford and Pedler have all had columns in professional journals in which regularly to propagate their favourite ideas.

So, the fare extended to book buyers is not necessarily based on 'the will and priorities of a majority of ... consumers and citizens – rather ... being dependent upon the inclinations of an élite of self-styled experts whose principal allegiance is either to themselves or their masters"(Alvesson & Willmott, 1996, p. 40).

My claim to get round this objection by consulting management developers in Phase 2 of my research and asking them, 'Who are the IPDs that you value?' hardly holds water. As feminist theorists are quick to point out, 'feminists ... have made significant contributions to communication theory without most of those in communication being aware of it' (Rakow, 1992, p. 3). Such survey methods, then, can merely replicate patterns of prejudice.

Summary of points from the political scientists' saga and subsequent reflection incorporated into the typology

During the discussion, my colleagues added a fine phrase to the *Attitude to simplicity* of gurus 'the light; the golden key'. They also contributed a value-laden metaphor of researchers using their skill honestly - like 'watchmakers'; and gurus using them dishonestly - like 'safebreakers'. I decided that the IPD could be likened to a jeweller,

or, in a deprecatory mood, to Gerald Ratner, the entrepreneur who famously described his stock as rubbish, and was ousted from the Board of the company he founded.

Another suggestion, I think also from Monica Lee, but not included in the presentation, was that the 'key issue' for researchers is 'authenticity', and for gurus is 'authority'.

Thinking about this now (31/10/1997) the 'key issue' for intellectual property developers may be 'applicability' - they would like (above all else) for their ideas to be *used*.✸ The intellectual property developer's payoff may be 'distinction' - they want their ideas to be distinguished from others', and they want to be seen as distinguished thinkers.

✸ *I was delighted to note, in my Phase 3 interview, that Tom Boydell used this phrase, almost exactly, in his account.*

With these additions the table appears as illustrated in Exhibit 4.2.3.

Exhibit 4.2.3 Revised table of differences between researchers, intellectual property developers & gurus

Researcher	IPD	Guru
Process – identify question; finding out; analysing data; critically evaluating.	*Process* – having an idea; developing it into a usable form; protecting it; selling it.	*Process* – assimilate wisdom of others; formulate into a compelling story or idea; develop presentation skills; present; franchise.
Output – Asks what's what (facts)	*Output* – Asks what you are (frameworks)	*Output* - Tells you what to do (inspiration)
Product – papers;	*Product* – IP; book.	*Product* - self; compelling

chapters.		ideas; book.
Audience – academics; grant conferring bodies.	*Audience* – trainers and developers.	*Audience* - the public.
Simplicity - must be subordinated to the search for truth.	*Simplicity* - sense making of complex field – simple enough.	*Simplicity* - nostrums; memorable framework; the answer; the light; the golden key.
Use of skill – watchmaker.	*Use of skill* – jewellery retailer.	*Use of skill* - safe-breaker.
Payoff – eminence.	*Payoff* – distinction.	*Payoff* - prominence.
Key issue – authenticity.	*Key issue* – applicability.	*Key issue* - authority.

4.2.3 Testing the RIG typology with the IPDs

The typology was offered to several of my interviewees during Phase 3 of the fieldwork, usually towards the end of our conversation, when they had done with telling me what their properties were, and the place of these properties in their lives. I wanted to elicit their response to the typology for two purposes. I wanted to know whether these distinctions stood up in the eyes of my respondents, and also whether they had additions and elaboration of the table illustrated in Exhibit 4.2.3. The second purpose was to enquire whether they were able to characterise themselves in terms of the typology, and if so, to find out how they would see themselves.

I also became interested in what they thought of my product and whether they could see a use for it, or a means of propagating it that had not occurred to me. This purpose emerged from the discussions, as I found that they sometimes thought in these instrumental terms not just about their own properties but about other people's - including mine.

These questions contribute to the broad purposes of this chapter. The first purpose is to expose the development of the typology and the second is to examine the relationship between data and ideas in the formation of IPDs. At the stage in the account that follows I have formal data, which could contribute to the development of the typology. A question to ask in examining this account is, 'How much did this formal data add?'

The third purpose is to explore whether it is sensible to talk about the existence of IPDs. I argue that, if

- my interviewees accept the distinctions between the three types of contributor,

- they can characterise themselves in terms of this (RIG) typology, and

- they characterise themselves as IPDs,

then the case for the existence of IPDs is reinforced.

Does the typology stand up? Can it be elaborated?

Several of my respondents made positive comments about the typology and none of them made critical comments. A sample of the comments is given below.

John Burgoyne says:

> *I like the typology of researcher/intellectual property developer/guru - it*
> *sparks off thoughts. It goes back to the question of whether their idea*
> *will travel in the hands of others. If it will, can the intellectual property*

developer help it and should they? People often develop their own questionnaire from the eleven characteristics. Should we celebrate, or sue them? Will they lose the essence of the idea?

In my conversation with Peter Honey I noted the following exchange:

At this point in the discussion I showed Peter Honey my two sensitising models, and he added the following comments: *I see myself mostly as an intellectual property developer, though I do the first bit of the guru column - the process, the output and the product. The rest of that column is less me. The only bit of the intellectual property developer column I don't like is the bit about 'protecting'. If they do that I feel that they are being vulnerable: fearful that they haven't got anything else to come! Researchers' outputs include 'Why' as well as 'What'.* I added that, yes, for me gurus are also interested in 'Why', whereas intellectual property developers tend to focus more on 'How'.

Alan Mumford makes the following comments:

So, I'm a larger proportion intellectual property developer. I've said earlier about protecting it, we are protective a bit. The audience is T & D people certainly. On simplicity, 'simple enough' is a good phrase. One thing I said to a group of managers last year was, 'There might well be 17 stages, but for practical purposes four is what managers can remember'. The one critical comment someone made about me was

that this was patronising. On the 'use of the skill', I don't use metaphor - I'm not comfortable with metaphors.

Tom Boydell makes an observation about the presentation methods of gurus which set up a new line I my model:

Gurus have an outgoing and certain presentation style - though Charles Handy doesn't - he's introverted, whereas most gurus (like Robbins, Covey or Peters) are, I imagine, extraverted. Deming wasn't like them, though he could certainly hold an audience, and he was definite, but he was a slow and introverted speaker. Perhaps one of the problems with Deming was that people think his answer was simple, but it isn't - profound knowledge isn't simple. Out of that comes the notion that the guru is in the mind of the observer. How many people who say they are Deming followers have read his books? Probably only a few. Deming's idea of all systems having natural variation can be summed up in one sentence, but the implications are huge.

A point raised here is one of presentation style, which needs addressing in the typology. My summary of it is that guru's are dramatic, intellectual property developers - pragmatic, and researchers - phlegmatic. Tom Boydell also raises the issue of the users, at least in part, determining which category the presenter falls into.

While I was exploring these data I came across a quote from Christoph von Dohnanyi, the new Principal Conductor of the Philharmonia Orchestra in a review (FT 4/8/98):

'Don't make it too easy for feelings to call themselves feelings. If you control them you have a chance to reach the truly great feelings. Knowing how composition functions, it's clear that music comes from somewhere between head and heart. If the head doesn't control the heart, it's kitsch. If the heart doesn't control the head, it's theory. I cannot think of any great artist who didn't have a very decisive knowledge of what he *(sic)* was doing.

This resonates with my experience, so far, of the intellectual property developers, in that they both use emotion more than researchers and use rationality more than the gurus do. So, another dimension of the differences is that researchers are driven by head; IPDs by head and heart; gurus by heart.

Also, on the same day that I was interviewing Peter Honey and Alan Mumford I encountered by chance a heavyweight researcher on the train to London. He was Richard Wilkinson, a distinguished epidemiologist at the Trafford Centre for Medical Education and Research at the University of Sussex. I explained my research to him and showed him my models. He agreed to be interviewed and has reviewed and approved the transcript. He has a cogent observation, which relates to the RIG model:

> *I feel the researcher's job is to inform public opinion, so I spend quite a lot of time speaking in public arenas and responding to queries from journalists.*

This point (the public as audience) was added to the description of the researcher in the table before it was shown to subsequent IPDs.

This concern for public wellbeing is confirmed by an element in the very latest saga that I have been involved in. This I have called the ADOL saga, and is about the group who are preparing the second version of *A declaration on learning* (ADOL). The first declaration was published in 1998 (Burgoyne, *et al.,* 1998) by a group of eight writers and thinkers about organisational learning. Six of the eight were members of my IPD group interviewed in Phase 3 – John Burgoyne, Bob Garratt, Peter Honey, Andrew Mayo, Alan Mumford and Mike Pedler. The other two were Ian Cunningham and Michael Pearn. The group decided to prepare a revised declaration with a slightly extended group, adding two more of my IPDs – Tom Boydell and David Clutterbuck, and two others – Margaret Attwood and myself. The only two of my sample not included are Roger Harrison, who is semi-retired and domiciled in the USA, and Meredith Belbin. This ADOL group, then, represented a strong opportunity to see my IPDs in action just as I was coming to the end of writing up of this research.

The ADOL saga

The ADOL group meets in grand surroundings – at the Reform Club in Pall Mall, London and at the Commons Restaurant in St. Stephen's Green, Dublin. This saga is about the issues that have arisen outside the main business of the group, and which illustrate the passion for their subject that is characteristic of this group. The two examples that I cite here have been made public by the protagonists, so I am not breaking confidentiality. At the last three meetings,

we have discussed (and some of us have become involved in) the defence of Summerhill School against closure by OFSTED government school inspectors. This is a campaign orchestrated by Ian Cunningham, who has (from informal observation and reading his work, particularly Cunningham, 1999) many of the characteristics of the other IPDs. He and the other ADOL members are behind this project not for money or for fame (much of the work is being done behind the scenes and with no remuneration), but because they believe in the learning principles enshrined in the way Summerhill runs. These principles were established by the school's founder – AS Neill, who spelt them out in Neill, 1967.

The other issue that absorbed our attention was Bob Garratt's work for the Commonwealth Anti-corruption body. Bob was paid for this. However, there was no doubt among those of us who heard him that this work, which is necessary to allow the kind of good governance that is one of his principal IPs, was also important to him as it contributes to enabling human beings to live with dignity and security.

This saga offers a balance to the critical views proposed by the protagonists in the political scientists' saga. They viewed the IPDs as self-serving and shallow. My experience of watching them at close quarters is quite the reverse. They are behaving in ways that are congruent with the interpretation that they are altruistic, deeply committed and use their insight and intellectual grasp of the issues to address major public policy concerns.

The new version of the typology in the light of the above comments is now as

illustrated in Exhibit 4.2.4.

Exhibit 4.2.4 Developed version of table of differences between researchers, intellectual property developers & gurus.

Researcher	IPD	Guru
Process – identify question; finding out; analysing data; critically evaluating.	*Process* – having an idea; developing it into a usable form; propagating it & retaining its essence; using its as part of a wider offering to clients.	*Process* – assimilate wisdom of others; formulate into a compelling story or idea; develop presentation skills; present; franchise.
Output – asks what's what (facts) & why.	*Output* – asks what you are (frameworks) & how you can act.	*Output* - tells you what to do (inspiration) & why.
Product – papers; chapters.	*Product* – IP; book.	*Product* - self; compelling ideas; book.
Audience – academics; grant conferring bodies; the public.	*Audience* – trainers and developers; managers.	*Audience* - the public; managers.
Simplicity – must be subordinated to the search for truth.	*Simplicity* – sense making of complex field – simple enough.	*Simplicity* – nostrums; memorable framework; the answer; the light; the golden key.
Use of skill – watchmaker.	*Use of skill* - jewellery retailer.	*Use of skill* - safe-breaker.
Payoff – eminence.	*Payoff* – distinction.	*Payoff* – prominence.
Key issue – authenticity.	*Key issue* – applicability.	*Key issue* – authority.
Driven by – head.	*Driven by* – head & heart.	*Driven by* - heart.
Presentation - lucid, phlegmatic.	*Presentation* – facilitative, pragmatic.	*Presentation* – powerful; dramatic.
Users – criticise or ignore.	*Users* – take what is useful for them.	*Users* – submit and become followers (or not).

Some time after I had developed Exhibit 4.2.4, I came across an entry in my journal

which added another line. The chronology is difficult to trace in this case, because I

know that the experiencing of the event and the incorporating of it into the typology

did not take place at anything like the same time. However, I have no record of when the account was incorporated. It is inserted in this chapter here because I can find no more plausible place to put it.

The entry in my research journal (20/11/97) reads as follows:

> At the Learning Company Project day reviewing its future, Kath Aspinwall (co-author of both Pedler & Aspinwall 1996 and Pedler & Aspinwall 1998) said that there is an important difference between coming with a gift and coming as a guru. As a gift bearer you say 'Here is a map of the territory'; as a guru you say 'Here is the direction you must travel'.

This creates an 'Offering' line in the table for researchers and gurus. I would add, on reflection, that the equivalent quote for the IPD would be, 'Where are you going, against the framework that I have constructed for you to consider?' This line will be incorporated into the model on the next iteration.

Can they characterise themselves using the typology?

To pull together the results of the second research question, Exhibit 4.2.5 lists the responses of those who I asked about how they saw themselves.

Exhibit 4.2.5 Table of self-descriptions by intellectual property developers in terms of RIG typology

Respondent	Research	Intellectual Property Developer	Guru
Tom Boydell	15%	75-80%	5-10%
David Clutterbuck	Low	High	Low
Bob Garratt	Low	High	High
Andrew Mayo	Low	High	Moderate
Alan Mumford	5-10	75-85	15-20

Some of their detailed comments are given below. Andrew Mayo said:

It's nice this (the RIG model). I fit comfortably into the middle group.

Tom Boydell says:

If I were to allocate points out of 100 to my role, researcher, as defined in the table, is fairly low. I do little bits of systematic inquiry - overall perhaps 15 for researcher; 5 or 10 for guru, the rest for intellectual property developer. I don't think I do the guru well. I don't assimilate the wisdom of others; I don't tell others what to do; my audience is trainers and developers rather than the public; I do wander towards complexity.

This was an example of the respondent using the framework in a candid self-assessment. This led me to the view that I might use the typology as a matching tool, to assist intellectual property developer consultants and clients to negotiate relationships and avoid disappointments through conflicts of expectation. Intellectual property developers could also use it to consider the balance of their work and whether they want to change it, as this extract from Alan Mumford illustrates:

Putting numbers on the three approaches - I am uneasy about the research one. I haven't done any research since the four approaches - which was six or seven years ago. So research is 0-5%. I'm not now making research proposals; I'd be happy to do more; so, current activity 0%; interest - 5-10%. Guru would be higher; it's probably 15-20%. So, intellectual property developer is 70-80%.

Alan Mumford also observed that he, as an IPD, had a somewhat cavalier attitude to research:

On the research side I've only done two serious pieces of research - 'Developing top managers' *(which gave types 1,2 and 3) and* 'Making experience count' *(which produced the four approaches). All three of us contributed to that. We started with a hypothesis that learners would be retrospective or prospective. The research found intuitive and incidental types as well. I also did 'surveys' (because you couldn't do 'research')* for the Department of Employment, and this led to Learning to learn for managers, *but there was no new model. So, I've done a very small proportion of research of my own; and I'm not hugely interested in other people's, unless it leads to practical development. We've never done much research on learning styles! I do some of the things in the research column of your model because I am good at it, but I don't do much.*

In a similar vein is a dialogue with Andrew Mayo:

> I suggested to him that he write a research article on zero basing for
> the Personnel Review edition that I am editing on new HRD. *I don't
> have the patience for research,*

and from Tom Boydell:

> *I'm not a researcher because I would ignore data if it was inconclusive,
> though I wouldn't if, in a startling way, it didn't fit,*

and from David Clutterbuck:

> *I am not comfortable with being a guru, and I find the researcher role
> too deep and too slow.*

Interestingly the 'pure' researcher, Richard Wilkinson, the epidemiologist, also shares
the view of the intellectual property developers that researchers are inescapably
partisan and need to have a direction in order to draw any meaning from their data:

> *I mind too much about what comes out of my research. I have strong
> political and social convictions. You can look at data in so many ways -
> you can't eliminate your biases. I go along with the critics of Popper
> who say that there are no crucial experiments. If the data doesn't show*

what you expect, you never finally know if there is something wrong

with your theory or with your data. The tendency is to accept uncritically

the data that fits and to go through what doesn't with a fine tooth comb.

That is an inescapable bias. And, of course, there are examples of this

in the history of science. People like Newton, who instead of taking a

planet's deviation from the path he predicted as showing that his theory

was wrong, said instead that its path must be influenced by another as

yet unobserved planet. Similarly, the chemist who first suggested that

elements had atomic weights that were multiples of hydrogen's faced a

large body of contradictory empirical evidence. He simply said that this

was because the elements had not been sufficiently purified. If

research is going to have a sense of direction, rather than making

completely ad hoc *and directionless decisions about when to accept a*

refutation or reject the evidence, the scientist must have a desire to

interpret the world in a particular way. But that leads to a tension in the

work. If you want to maintain your theory, can you show that there is

something wrong with the evidence that might be produced to

challenge it?

On the guru part of the typology Alan Mumford has some thoroughly articulated
views:

but let's slip over to guru: there's some inspiration in my approach -

people say, 'That was a wonderful idea, you've sold me on that'. I don't

feel guilty about compelling ideas, but I do dislike selling _myself_. For

example when you and I were at Commercial Union and I did it, it felt

embarrassing and I rang you and apologised afterwards. Ian

Cunningham and Mike Pedler have both said that 'learning styles' is too

simple. I do produce things and tend to say, 'That's the right answer';

not in an exaggerated form, but I do say it's good work.

Bob Garratt seems to me to be the most supportive of the guru position:

I am attracted to 'making it simple' - I've been tutoring a friend who is a

mature student on an MSc, and she values that quality in me. There is

something about 'distinction' as a 'payoff'. I want to have an impact on

the wider society - not just the private sector, but the public, charities,

the church - across five of the six continents. These intellectual

properties have utility and applicability in a wide range of forums. So I

use my devious brain on aligning and attuning people (to use Roger

Harrison's terms), which is where I get close to the guru.

Tom Boydell had an antipathy to most of the guru position as I described it:

My picture of gurus involves large public turns, which I don't do. I don't

know where Charles Handy fits. They tend (not that I've ever seen

them) to be Billy Grahamish - 'Here's the message; have it and you'll

be all right'.

I take the response of these interviewees as evidence of the plausibility of my typology. The IPDs I discussed the typology with all commented that they could recognise the distinctions I made and could identify themselves within them. They began to use the typology for their own purposes, and suggested ways in which it might be used. All except one of them also described themselves as predominantly IPDs within the framework. The exception was Bob Garratt, who described himself as equally guru and IPD. This confirmation that the interviewees see themselves as IPDs provides some triangulation of the data from the AMED questionnaire. The people identified as IPDs by others, when themselves presented with a range of options to describe themselves, chose the IPD descriptor. This reinforces the sense that IPD is a term that can be used with the endorsement of some of those about whom it would be used.

Some of the points of detail the IPDs have made above are now discussed. Alan Mumford says that he has not done much research on his own models and he is not interested in others' research. Both these tendencies characterise the other IPDs I have interviewed. A brief survey of the citations in the recent books of six of the IPDs confirms the second point (see Exhibit 4.2.6).

Exhibit 4.2.6 Number of citations in various IPDs' books

Author	Date	Title	Pages	Total ref's	To own work
Belbin	1993	Team roles at work	152	1	1
Boydell & Leary	1996	Identifying training needs	202	16	3
Clutterbuck & Megginson	1999	Mentoring executives and directors	167	15	7
Honey	1988	Improve your people skills	177	0	0

Mayo	1998	Creating a training & development strategy	210	24	2
Mumford	1995	Learning at the top	216	14	10
Pedler & Boydell	1999	Managing yourself	212	0	0

Garratt, Harrison and Burgoyne are all more interested than the authors listed in Exhibit 4.2.7 in citing references to others' work. The inclinations of these exceptions can be accounted for as follows. Harrison and Burgoyne come from top-flight academic research stables, Manchester and Yale respectively, and as such are a mixture of researcher and IPD. Bob Garratt's citing of multiple sources may be accounted for by his being equally guru and IPD. As a guru, he uses references to others work to sustain his position as a worthy part of a great tradition. For example, in Garrett, 1987:

> The 'inner circle' that I held in my head – perched like parrots on my shoulder during the writing...- Max Boisot, Gordon Redding, Alistair Mant, John Stopford, Charles Handy, Gerry Johnson, David Steel, Ronnie Lessem, Ivor Delafield, Roger Plant, Barry Patterson, Jerry Rhodes, Sue Thame, Geert Hofstede, Jim Wilk, and Ian Cunningham (p. 12).

Similarly in Garratt, 1996, is another list of colleagues, only a part of the UK section of which is given below (omitting those from Hong Kong, Australia, New Zealand, the USA, Spain, Sweden and Canada):

> Sir Douglas Hague, Colin Coulson-Thomas, Thomas Clark, Chris Pierce, Barry Curnow, John Lloyd, and Charles Hamden-Turner; and to Sir Adrian Cadbury for his long-standing support (p. 215).

For the IPDs *qua* IPD, the general lack of painstaking study of others' work or rigorous follow through of their own is ascribable to the impatience that several of them admit to in the extracts in this section.

They also acknowledge their partisanship about their results – if they want a story to fit they will build the case around the idea, rather than the idea round the case. It is interesting, though, that my chance sample of one researcher, Richard Wilkinson, makes the same point about social researchers, that they too are not neutral about the findings they unearth. His account is interesting in that he argues from a history of science perspective that natural scientists too have needed to have the same passion as social researchers (and IPDs). They must be wedded to an idea to persist with a line of reasoning and inquiry, even when the data seemed to be proving them wrong. Tom Boydell and Bob Garratt, in particular, are adamant about their ideas and wanting to contribute to the world, rather than simply become famous, make money and help clients. However these convictions surface in the interviews and writing of many of the others, and it seems to be a characteristic of the breed. This, of course, could be a delusion, as suggested by the protagonists in the political scientists' saga. For me the ADOL saga stands persuasively against the corrosive cynicism of the political scientists.

Congruent with the ADOL saga and the data just discussed, on selling– they have a passion for their ideas, so they are often willing to advocate these forcefully. However, some of them (Alan Mumford made this point strongly) are reluctant to sell themselves.

What did they think of the typology? How could it be propagated?

David Clutterbuck, as ever, was productive in thinking about how the typology might be used:

> *One of the ideas asked in the management magazines is "Who are the*
>
> *people who have the ideas for tomorrow?" There's an article in this for*
>
> *Management Today or Monica Lee's new HRD magazine. You could*
>
> *do an article posing the issue and asking the reader to send their*
>
> *names, and whether you put them as a guru, an IPD or a researcher.*

Bob Garratt also offered help in pursuing the power and detail of my model:

> *You need to speak to Gerry Rhodes and Sue Thame who are*
>
> *producing intellectual property rights vigorously. They are doing it*
>
> *properly in a way that most of us don't. There was a Scots guy whose*
>
> *name I don't remember who registered the term 'action learning' - these*
>
> *are the people who take the defence of intellectual property seriously.*

However, I do not feel inclined to take Bob Garratt's advice. I think that I do not need to speak to those who do take the defence seriously, as the pattern appearing in the IPDs is that they do not. The skilled defenders (Margerison and McCann were also cited as examples of this by more than one of my respondents) do not appear

frequently in my AMED survey. Whereas their strategy may have advantages (for example in business terms) it does not seem to lead to the widespread adoption, use and valuing of their intellectual properties. Writing this, I realise that these are the variables that attract me to intellectual property production - adoption, use and valuing. I recognise that they are not the only features of the response of the market to an intellectual property. They do seem to be the ones central to both the interests of the client community and to the notion of 'doing good work' which seems to underlie my own interests and those of the majority of my respondents.

Summary

The intellectual property developers recognised themselves in the typology and were able to use it to describe themselves (in their perception) with some clarity. Four of the five who were asked about this saw themselves as predominantly intellectual property developers. The fifth, Bob Garratt, saw himself as equally intellectual property developer and guru. This represents some support for my method of selection of my respondents, which in turn offers support for the postulated existence of a group of contributors to management development who can be called IPDs, and who would recognise and acknowledge that label themselves.

This section also suggests some applications of the typology - offering the prospect of using it as a self-diagnostic tool for potential contributors to this or analogous fields; and also of using it as a matching tool to integrate perceptions of helper and client.

I will also address my summarising commentary to the question of the provenance of the typology and to the question of the relationship between the data and the ideas. However, before I do that there is one more lap in the story of the ideas to relate.

4.2.4 Postscript to development of the RIG model

My thinking about the RIG model does not stop at this point, although the formal analysis of the fieldwork in Phase 3 does.

A recent diary entry (17/8/99) offers a perspective on IPDs and their use of others' ideas:

> I have done some writing on gurus. I am interested in how uninterested I have been in the literature. I am worried about this, but also see it as deeply characteristic of IPDs.

Yet another entry (30/6/99) reads:

> I had an interesting time at the Change Management Research Centre 'away afternoon' today. We were talking about capitalising on research and producing workshops or tools arising from the work. Although the researchers said they had to do this as part of their contracts (particularly with EPSRC), they still seemed to see it as something added at the end. I said that as an IPD I tended to see the product as

the starting point. I think that this is a huge difference.

A further entry (9/9/99) deserves to be put into a critical box:

<div style="border: 3px solid black; padding: 20px;">

Grand totalising narratives and RIGs

This is a point drawn from my reading about modernism, post-modernism and postmodernism starting with Legge, 1995. I wonder whether IPDs occupy, willy nilly, a 'grand "totalising" meta-narrative or large-scale theoretical interpretation of purportedly universal truth and application.' (p. 287) I think that in some ways gurus are particularly susceptible to this condition, but IPDs, too, tend to be absorbed into an optimistic belief in linear progress.

</div>

So, the current 'final' version of the RIG model would look like Exhibit 4.2.7.

Exhibit 4.2.7 Current final version of table of differences between researchers, intellectual property developers & gurus.

Researcher	IPD	Guru
Process – identify question; finding out; analysing data; critically evaluating.	*Process* – having an idea; developing it into a usable form; propagating it & retaining its essence; using its as part of a	*Process* – assimilate wisdom of others; formulate into a compelling story or idea; develop presentation

Output – asks what's what (facts) & why.	wider offering to clients. *Output* – asks what you are (frameworks) & how you can act.	skills; present; franchise. *Output* – tells you what to do (inspiration) & why.
Product – papers; chapters.	*Product* – IP; book.	*Product* - self; compelling ideas; book.
Audience – academics; grant conferring bodies; the public.	*Audience* - trainers and developers; managers.	*Audience* – the public; managers.
Simplicity – must be subordinated to the search for truth.	*Simplicity* – sense making of complex field - simple enough.	*Simplicity* – nostrums; memorable framework; the answer; the light; the golden key.
Use of skill – watchmaker.	*Use of skill* – jewellery retailer.	*Use of skill* – safe-breaker.
Payoff – eminence.	*Payoff* – distinction.	*Payoff* – prominence.
Issue – authenticity.	*Issue* – applicability.	*Issue* – authority.
Driven by – head.	*Driven by* - head & heart.	*Driven by* – heart.
Presentation – lucid, phlegmatic.	*Presentation* – facilitative, pragmatic.	*Presentation* – powerful; dramatic.
Offering – 'Here's a map'.	*Offering* – 'Where are you going?'	*Offering* – 'This is the way'.
Use of others' ideas – Builds on previous research.	*Use of others' ideas* – Tends to focus upon own ideas.	*Use of others' ideas* – incorporates others' ideas into own account.
Meta-narrative – Sometimes critical or explanatory.	*Meta-narrative* – Usually optimistic and subscribing to constant progress.	*Meta-narrative* – Optimistic and subscribing to constant progress.
Users – criticise or ignore.	*Users* – take what is useful for them.	*Users* – submit and become followers (or not).

4.2.5 Further development of the RIG model – towards PReP-RIG

A new direction in the evolution of my thinking about the RIG model came from

presenting it at a consulting workshop. This is another example of thinking being

stimulated by an approaching deadline – IPDs learn what they think by seeing what

they have to say (Weick, 1995, p. 12). I adapted it to be a D-RIG model, where D

stands for disciple, or someone who uses the intellectual properties of others in pursuing their work in management development. An entry in my PhD journal for 14/10/98 reads:

> The thought for today is that the AMED workshop that I ran at Salford University last month gave a trial to the IPD model and, more specifically, to the D-RIG model. The feedback from one participant was that she 'can become an IPD and can go forward with papers to publish'.

This development was elaborated nearly a year later (15/8/99):

> A thought – rather than 'disciple' I think we could have 'Practitioner', then 'Reflective practitioner' then 'RIG'. These terms are complimentary rather than disparaging, and provide a link to theory, which suggests that the RIGs evolve out of practice rather than being superimposed onto it. Whereas this isn't necessarily always the case, it seems to present a more compelling and engaging case than the D-RIG model.

> This is an example of IPD thinking rather than researcher thinking, but it is the sort of thinking which is an inescapable part of a sensemaking report with its emphasis on retrospection. I am reminded of the case of Tom Richardson the non-IPD who I interviewed alongside the IPDs. He said that he didn't bother to write his models down because he was

sure he would come up with something new to fit the next unique

situation that he faced. He seems an archetypal Reflective Practitioner.

I subsequently found support for this view from Weick, 1995, who suggests that

'Every manager needs to be an author' (p. 183). This ties in with Reflective

Practitioner replacing Disciple as the first category of my ReP-RIG model, as Schön,

1991, shows that there is considerable creativity in the work of the practitioners he

studies.

4.2.6 Concluding

Articulating the PReP part of the typology will require another cycle of inquiry, but

this illustration of my thinking and how ideas develop provokes some reflection about

the research process. First, there is a summarising account to be given of how the

'final' typology came to be constructed.

Summarising this tracing of the provenance of the typology and its accompanying

descriptors, I do not see any systematic development grounded in a sequential,

deliberate method of inquiry. My use of the interviews has not had a major impact on

the making of the typology and the descriptors. The word which best describes their

construction in my perception would be *bricolage* (Weick, 1995, p. 181). There is a

collecting of fragments and a weaving of them together into a framework in this

chapter. This process has the elements of a retrospective sensemaking process. These

are - attention to what has already occurred, influencing the way that the present is

perceived in the light of this attention to the past, present experience influencing what

is discovered from the backward glance, response coming before construction of

plausible stimulus (Weick, 1995, pp. 24-30).

To examine the typology formally, Exhibit 4.2.8 repeats the last version presented –

Exhibit 4.2.7 - and highlights those items not derived from formal interviews. It will

readily be seen that most of the story has been assembled from the bits and pieces of

experience. The different sources of these bits and pieces of experience are numbered

in the Exhibit and specified beneath it.

Exhibit 4.2.8 Analysis of the sources of the current final version of table of differences between researchers, IPDs & gurus.

①Researcher	①IPD	①Guru
Process – **identify question; finding out; analysing data**②; critically evaluating.	*Process* – **having an idea; developing it into a usable form; propagating it & retaining its essence; using its as part of a wider offering to clients**③.	*Process* – **assimilate wisdom of others; formulate into a compelling story or idea; develop presentation skills; present**④**; franchise.**
Output – **asks what's what (facts)** ② **& why.**	*Output* – **asks what you are (frameworks) & how you can act**③.	*Output* – **tells you what to do (inspiration)** ④ **& why.**
Product – **papers; chapters**②.	*Product* – **IP; book**③.	*Product* – **self; compelling ideas; book**④.
Audience – **academics; grant conferring bodies**⑤**; the public.**	*Audience* – **trainers and developers; managers**③.	*Audience* – **the public; managers**④.
Simplicity – **must be subordinated to the search for truth**②.	*Simplicity* – **sense making of complex field – simple enough**③.	*Simplicity* – **nostrums; memorable framework; the answer**④**; the light; the golden key**⑥.
Use of skill – **watchmaker**⑥.	*Use of skill* – **jewellery retailer**⑦.	*Use of skill* – **safe-breaker**⑥.
Payoff – **eminence**⑧.	*Payoff* – distinction.	*Payoff* – **prominence**⑧.
Issue – **authenticity**⑧.	*Issue* – **applicability**⑩.	*Issue* – **authority**⑧.
Driven by – **head**⑨.	*Driven by* – **head &**	*Driven by* – **heart**⑨.

	heart⑨.	
Presentation – lucid, **phlegmatic⑩**. *Offering* – **'Here's a map'❶**. *Use of others' ideas* – Builds on previous research. *Meta-narrative* – **Sometimes critical or explanatory❸**. *Users* – **criticise or ignore⑤**.	*Presentation* – facilitative, **pragmatic⑩**. *Offering* – **'Where are you going?' ❷** *Use of others' Ideas* – tends to focus upon own ideas. *Meta-narrative* – **Usually optimistic and subscribing to constant progress❸**. *Users* – take what is useful for them.	*Presentation* – powerful; **dramatic⑩**. *Offering* – **'This is the way'❶**. *Use of others' ideas* – incorporates others' ideas into own account. *Meta-narrative* – **Optimistic and subscribing to constant progress❸**. *Users* – submit and become followers (or not).

Of the items in bold – their provenance can be summarised as follows:

① Sub-conscious metaphorical extension of three-fold distinction made in literature

② Model carried from my immersion in positist research frameworks in the past

③ Phase 1 informal conversations

④ Institute of P&D conference and brief reading of guru literature

⑤ Observation of the Research Centre where I work, and gossip at conferences

⑥ Experience of the *Political scientists' saga*

⑦ Later reflection upon the *Political scientists' saga*

⑧ Discussion with Monica Lee, my research supervisor

⑨ Informal reading of newspaper triggering idea

⑩ Euphonious or alliterative description added on reflection

❶ Conversation with IPD at an IPDs' gathering some time after Phase 3 interviews

❷ Subsequent reflection after ❶

❸ Reading methodology text and subsequent reflection

This is a story of *bricolage* indeed. It seems to me that the model here presented is one of the more valuable outcomes of this research. Yet the conventions of both positist quantitative research and formalised accounts of much ethnographic research would require the researcher to give an account that shows that the outcome of the research is

grounded in the fieldwork undertaken and an analysis of the data according to replicable protocols. Such a process has clearly not been engaged in here. It is the argument of this thesis that, very often in research, such formal processes (whether engaged in or not) are *not* the means whereby the outcomes of the research emerged. The outcomes emerge from the concatenation of an inquisitive mind and immersion in a field of inquiry. The case that I make is that for researchers and their readers it is time to 'get real'. To side-step ontological oscillation again, a better way of putting this would be as follows. We could have a firmer grasp of the basis for the outcomes of research, if researchers display the route that they have taken to get to them, along the lines of the story presented here.

This view has been confirmed by the sense that I have made of a recent experience, that of chairing the sixth European Mentoring Conference. In writing up this sense in terms of the methodological question, 'How can we come to know what people's experience is?' I have made the following observations, extracted from Megginson (1999, forthcoming).

> My methodological question is, 'How we can come to know what people's experience is?' This is an epistemological issue about the nature of knowledge. It ramifies (via Weick, 1995 and Gergen, 1994) into an ontological question. The ontological question is about our view of the world itself. Is it one where we can talk about experience and stuff-out-there separate from the stories that we can tell about it? Radical sensemakers (e.g. Weick) and social constructionists (e.g. Gergen) argue that all we can have is the stories that we tell.

Weick (1995), as already noted on p. 69, asks what is necessary in order to make sense of the world, and answers:

> Something that preserves plausibility and coherence, something that is reasonable and memorable, something that embodies past experience and expectations, something that resonates with other people, something that can be constructed retrospectively but also can be used prospectively, something that captures both feeling and thought, something that allows for embellishment to fit current oddities, something that is fun to construct. In short, what is necessary in sensemaking is a good story. (p. 61)

So, to penetrate the mysteries of international mentoring in multi-national organisations or in mentoring pairs, we need to have a method that gives us some vivid stories, which contrast different experiences. Questionnaires can take us so far into this world and give us systematic patterns of difference, but then we are still left with the question, 'What do these differences MEAN?' Access to the meanings behind the data can most directly be gained by seeking out the stories of the participants. Many researchers who use questionnaires come up with findings which leave the reader bemused and no further forward in their own thinking about the topic. On the other hand, researchers in the questionnaire tradition who have something to say (like Belle Ragins at the EMC6 conference) have always either been so deeply immersed in the field, or look at their data with such insightful intelligence, that they are able to build

impactful stories from it. The future for methodology in this fascinating area seems to me to require a great emphasis on stories and their collection.

Borredon's paper at the conference offers a rigorous way of analysing the sense that can be drawn from the stories. It could be argued that the fact that her meta-analysis of our book (Clutterbuck & Megginson, 1999) yields different conclusions from our own analysis, highlights the essential weakness of these qualitative methods. I would argue however, that this is no different from what happens with large sample quantitative research. For example Ragins, 1999, uses gender as a substitute for power in her discussion of the causes of the differences she finds. I have no objection to this – it is an interesting argument and one that leads to practical consequences that may be helpful. My point is that this is 'just' a story about the data. So whether you use 22 case studies (as both Liz Borredon, and David Clutterbuck & I, did) or 1,621 questionnaires (as Belle Ragins has), you are left at the end with having to construct stories.

The same goes for IPDs. The judgement about this account that will determine whether it lives and persists to provide a framework for further inquiry or as a tool for some aspect of practice will be whether the stories told here resonate with experience and are generative of further conjectures.

Final questions

At the end of this account I am left with some questions about the conduct of this research which are also questions about the conduct of much other social research in the field of management. These are some of the questions it raises for me, with a brief

summary of the answer that I have given more fully in the commentaries and summaries throughout this chapter:

1. *To what extent is the typology described in this chapter grounded in data?* In a formal sense – rather little. However, it is formed by the interaction of data and immersion in the field by the researcher. This immersion is a process well described by Moustakas, 1990, as *epoche.*

2. *To what extent is the typology tested and against what criteria?* Research outcomes can be tested by the inter-subjective validation of finding significant others to say that they agree that they capture meaning and make sense. This has been done with reports by a number of the individuals described by the typology. The significant others do not just endorse the typology. They place themselves within it as predicted by the research design, thus validating the outcomes of the Phase 2 survey. There is also a validation in use, and accounts are given by the IPDs of means of using the model further. I have also reported my use of the typology, and given a brief account of a response to this presentation.

3. *Does this account resonate with others' experience of making sense in a research project?* There are traditions of crafting research accounts within which this story can be relatively comfortably accommodated. Five come to mind. Firstly, there is the heuristic tradition referred to above, (Moustakas, 1990). Next there is the approach adopted within the Standing Conference on Organizational Symbolism (SCOS), whose newsletters (Notework) I periodically receive. Then there is illuminative research, which I have discussed with Monica Lee, who has been my longest running supervisor in preparing this thesis. Fourth, there is developmental action inquiry (Torbert, 1991 and 1999). The fifth tradition I associate with is that

of sensemaking research. Weick (1995) has been a constant companion for me in the final writing up and for you as reader following this journey. As I delved deeper into the sensemaking literature, however, I found that the accounts I discovered had frequently been sanitised and written with a coherence that belies the freshness of the founder's approach. The requirements of the editorial process of the major journals may have a large part to play in this outcome. Two contributions which this work is intended to make to the strand of sensemaking research are, firstly to link it to individual sensemaking as well as to organisational process, and secondly to recapture a candour in presentation which can lead to an authentic approach to telling research stories.

4. *To what extent do qualitative researchers candidly illustrate the processes by which they come to their 'findings'? Are 'findings' better called 'makings'?* My reading indicates that there is a strong drive in the research community for accounts to be tidied up in the service of coherence. I find few accounts that make demonstrating the mess involved in the research process a deliberate policy. The SCOS newsletter is one of the few homes that I have found for this sort of account. 'Findings' are indeed better called 'makings'. What you see is what you make. Wysiwym. This is no whim, either. It is an inevitable consequence of the social constructionist and sensemaking perspectives.

5. *What are the consequences of a lack of candour in outlining this 'making' process?* The lack of candour is corrosive of personal integrity of researchers, it does not contribute to the confidence of users in employing the practical outcomes of research, and it does not create a platform upon which better research might be constructed in the future. The foundations are not only invisible, they are rotten.

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Chapter 4.3 Intellectual Property Development Processes

'Process is the main course in the banquet of life'.

Gestalt therapy saying

'Is there a difference between process and procedure?'

Liz Borredon 'Capturing essential meaning', paper presented at the *6th*
European Mentoring Conference, Cambridge, 1999.

4.3.1 Introduction

In the previous sections of this chapter I have established the existence of the group of
intellectual property developers, separate from others who contribute to the field of
management development (Chapter 4.1). These IPDs are then differentiated from
gurus and researchers (Chapter 4.2). In this section I will explore the process that
these IPDs use to create their IPs. This seems to be a crucial approach to the topic, as
understanding their process is central to grasping the individual and common nature of
the IPDs. My purposes in doing this are to prepare the way to:

- test the coherence of the group of IPDs by finding commonalties in their ways of
  producing IPs

- throw light on the literature on individual creativity by examining the IP
  production processes of creative IPDs

- demonstrate the IPDs' IP production process as a template which can lead to a discussion of the possibility for individuals of emulating IPD processes in order to make themselves into IPDs

4.3.2 Development of the process model during Phase 1 of the research

During the early conversations in Phase 1 of my fieldwork, my preliminary models for the IP development process was explored and commented upon by a number of potential IPDs. They also introduced two themes: first, of partnerships between IPDs and second, of attitudes to defending properties.

Early process models and partnerships

In the first phase of my fieldwork I was interested in how the intellectual property developers I encountered went about the process of bringing into fruitful existence their intellectual properties. I started Phase 1 viewing this process as being about (A) individual creativity, and (B) small business development.

The genesis of point (A) went back a number of years to an interest in how two of my potential respondents went about their work. I adopted both David Clutterbuck and Mike Woodcock deliberately as role models of generative and creative individuals from whom I could learn. Both seemed to be able to produce a book in a fortnight's concentrated work. This seemed awesome even by the standards of other intellectual property developers, let alone average management developers. As Arnold Schoenberg said of Anton Webern's 'Six bagatelles', which only take three minutes to

play, 'Such concentration is only possible where self-pity is absent' (From lunchtime recital, Radio 3, 15/08/00).

On point (B), business development, Alan Mumford had said to me that Peter Honey, his business and writing partner, observed, 'Our trouble is that we have all the fame we need; isn't it time we made some money from these things [intellectual properties]?'

By the time I had a conversation with Mike Woodcock (noted in my PhD journal on 26/6/1996), I had understood the IP development process to take place in three phases: have the idea, crystallise it into a useable form, market it as a saleable product. I wanted to test this model with people who I suspected might be IPDs. However, right at the start of my fieldwork I was also interested in whether intellectual property developers were the sole producers of their work. One of the questions in my initial questionnaire (9/6/1996) was 'Do you view these properties as having been produced largely by yourself?' I think (but I have no record to confirm this) that at the time I was interested in how candid they would be about their intellectual debt to others. As I began talking with them, I found that intellectual property developers focused their thinking about intellectual debts on how they worked with their thinking and writing partners.

On 26/6/1996 I made a record in the PhD journal of a conversation with Mike Woodcock, the author of a best-selling text on management and organisation development called *Unblocking your organisation.*

I offered Mike my three stage 'sensitising concept' (Gill & Johnson, 1997) for IPD effectiveness:

1. Have the idea
2. Crystallise it into a usable form
3. Market it as a saleable product.

He found himself able to relate very easily to this. He then offered the perspective that the relative rarity of an individual having all three qualities in good measure may account for the success of partnerships among IPDs, who can thus use their strengths and avoid exposing or being exposed by their weaknesses. He cited the case of his long-standing partnership with David Francis. He said that they are both clear that David's key contribution is at stage 1, while Mike predominates at stages 2 & 3. Both contribute in all stages, but the leadership is clear. Mike says he has a similar long running relationship with John Jones, which is built on the same basis. He thought that Charles Margerison was a good example of an IPD in management development who had all three qualities. I wonder what McCann brings to the party?

On the same date I noted my thoughts about the response I received from Meredith Belbin, the author of the widely used team roles model, to the questionnaire I had sent him during a day spent observing him in action at a master class.

Belbin returned my list of questions with some short hand-written comments (which) .... are thoughtful and instructive. He claims that his

'associates focused on the measurement and technological aspects of the work'. He 'developed the ideas and the strategy for their application'. He defines an IP as 'An original idea enshrined in a mode of delivery', which differs from a good idea in that 'the idea and the delivery are intertwined'. He saw his skill or quality as being ' to take an overview and to visualise an end product'. He had to develop 'a broad and intensive education', and he lacks 'an insufficiently developed business sense. I am told that I could have made more money if I had proceeded differently.' He sees his own IPDs as being differentiated by 'the more intensive development work undertaken in our case'. He sees producing and exploiting as indistinguishable.

Belbin's account makes some clear distinctions between roles involved in producing the properties. He acknowledges the contributions that he sees others making to 'his' productions, and offers an interesting definition of intellectual property.

My next indication of the complexity and richness of the possibilities of partnership came in a conversation with Andrew Mayo (the author of *Managing careers*, and, with Elizabeth Lank, of *The power of organisational learning*).

Spoke with Andrew Mayo about IPDs. We were on way back from my conference presentation at the National Exhibition Centre and on the way to our meeting about the two programmes that we are planning to run together.... He picked up on the notion of IPD partnerships, and said that since going independent he missed the intellectual challenge

and continuity of the relationship with Elizabeth Lank. He said initially that they fed off each other in terms of ideas. On further exploration he felt that whereas he took the lead in generating the idea, it was Elizabeth who led in the turning of the idea into a product. Case in point: their Organisation Learning questionnaire - where Andrew proposed that they should have one and initiated discussion of the main headings, but Elizabeth firmed up the categories and found the right words. He also mentioned that he had had some preliminary discussions, which he had not followed through, with Pearn Kandola about psychometricising the instrument. He felt that neither he nor Elizabeth had the skills to do this and that, using PK as a supplier, they could develop a product that was more usable, useful and saleable.

This early discussion of partnership has introduced the notion that potential IPDs do not seem to relish working alone. They recognise a process through which they produce their IPs and they acknowledge that they are not equally proficient at each stage of the process.

Defending intellectual properties

The element of 'property' within IPs raises the question of their defence. Skyrme & Amidon's (1997) definition of IPs differentiates them from other aspects of

intellectual capital by their characteristic of being able to be 'protected by law'. The attitude of IPDs to the defence of their IPs will be explored further from the interview data generated in Phase 3. At this stage I want to highlight how my thinking about defending IPs was shaped by two sagas that unfolded before me - one as a fascinated observer and one as an embroiled participant.

The litigation saga.

The litigation saga involved one of my Phase 1 respondents, Mike Woodcock. We became friends as a result of a shared love of walking. However, I also felt drawn to him as a role model for a ferocious ability to focus and achieve the results he desires. This ability to focus seemed to me to be a quality I lacked, and one I could learn about from watching Mike in action.

As we came to know each other through walking together in the Peak District, I learned of a lawsuit that Mike was involved in with an American publisher, with whom he had a business relationship. Mike claimed that he owned the rights, as a publisher, to the sales of this publisher's entire list world wide, outside the United States. There was some legal doubt about this claim, and the American hotly denied it. Mike had been successful in everything he had set his mind to – business, publishing, writing, politics, academic recognition, buying and running profitably some estates in Scotland. He set his mind to winning the court case.

The details of the case are private. What fascinated me was the way in which Mike persisted in pursuing his rights as he saw them. There was an occasion where the American offered to settle out of court, and although Mike would have financially benefited, in spite of the by now mounting legal costs, he carried on fighting. The benefits would not, as he saw it, have represented a fair return for the rights he felt he had acquired. He asked me at that point what I would do, and I unhesitatingly advised settling. The American was on the point of being declared bankrupt, and Mike had heard that he proposed moving such modest assets as he had to Canada to remove himself from the jurisdiction of US law. However, Mike persisted. In the end, a major publisher took on the rights to the publications held by the American. This meant that Mike now had a target with substantial assets to pursue.

Eventually he achieved a settlement with the major publisher far in excess of the original proposal from the American. This outcome vindicated, in his own view, his decision to pursue his rights. I was awed by his ability to persist, the risk-taking in the face of the potential loss of substantial sums of money in fees and international court appearances - parts of the case were heard in the US, parts in Australia, and parts in the UK. Mike 'knew' that he had right on his side and was prepared to put his all into achieving the outcome he saw clearly that he deserved.

I was left wondering if this was a universal quality of intellectual property developers. If so, I doubted whether I would ever become one. I did not feel that I had the ferocity to be as staunch in the defence of my own property as Mike was in the defence of his.

I did not realise, as I was coming to this view of the character required of IPDs, that I would very soon have an opportunity to find out for myself. This personal voyage of discovery is recounted in the MDL saga, which follows.

The MDL saga.

MDL was a company set up by five of us to offer mentoring services to directors. Two of the founder directors seemed to fit the definition of IPD that was crystallising in my mind. These two were David Clutterbuck (author of *The winning streak, Everyone needs a mentor,* and numerous other books), and Alan Mumford (author of the *Manual of learning styles* and many other books). The other three were an industrial psychologist, a director of a major plc company and myself. For me it represented a chance to see another of my role models, David Clutterbuck, in action. When I first met David I had been impressed by his work rate, by the way he used researchers to support his productivity and by his ability to multi-task. Setting up MDL also offered a chance to get to know Alan Mumford better. Before this I had only met him in passing.

We each contributed some money to register the company, to obtain letterhead, business cards and a bank account, and to market our services. Our initial vision was to do everything at a minimum cost. We hoped to attract

sufficient clients to offset the costs we had incurred and to compensate us financially for the time and effort we put into setting up the company, developing our intellectual assets and in training our associates (partners) who would do some of the mentoring.

We met once a month for an evening, to discuss how the business was going and to develop the frameworks, materials and processes that were to be our distinctive intellectual properties. We saw some of these properties as proprietary. However, at the time, David Clutterbuck and I were writing a book together on mentoring (Megginson & Clutterbuck, 1995). We could not resist putting some of the models that we were using in MDL into the book, though in an adapted form to apply to mentoring in general, rather than specifically to directors.

At some stage in 1996 the 'plc director' and David Clutterbuck decided that the company was not progressing in the way it needed to do to become a successful business. With a new recruit, who I shall call the 'Managing Director', they decided to push ahead with the development of the business. This involved taking out a loan facility for a substantial sum of money, and renting a West End of London office and hiring a secretary. The other three MDL directors were asked if they wanted to join in. The 'occupational psychologist' had a hugely successful business of her own and was not interested in immersing herself in this one, and Alan Mumford and I were not keen on the acceleration of growth and risk involved in the new plan. We therefore needed to decide how directors of MDL should sever their links with

what had gone before, and how they should relate to the new entity. As an interim measure, the three old Directors of MDL who were not going forward with the new business were appointed to an advisory board of the new company which would meet quarterly. We would not have executive responsibility, but would undertake to ensure that the processes of the new company kept to the best principles of external mentoring which we had clarified and developed during our meetings together as the directors of MDL. Two of these meeting took place, and they were *not* characterised by a sense of unity between old and new, or clarity of purpose. We had also been offered what I saw as a generous percentage of fees and turnover from the first three years trading of the new company. At that stage, the new company was intending to continue trading as MDL. However, in practice this 'brand' was not used and the new company adopted a new name. It is here referred to as 'the new company'. The Managing Director argued that fees earned by the new company did not fall within the agreement made between the three founder directors and David Clutterbuck and the plc Director. He said that he had not been a party to this agreement.

On 6/11/1996 I received a letter from Alan Mumford which put forward his reservations about the process of the new company taking on the shell of MDL. Central to his concern was the acknowledgement of our intellectual rights to the processes that we had invented. At that moment, I realised that I was involved in a real life drama of intellectual property, and started keeping notes in my PhD journal.

In my journal of 2/12/1996 I noted:

> I have had two recent conversations about the MDL IP. One with
> {the occupational psychologist} {the contents of which were
> angry and critical of the directors of the new company}. Clearly
> this is complicated stuff, as I too feel involved in generating
> hostile feelings within myself. On the other hand, and more
> generously, {a friend who had become involved with the new
> company} said that she thought that the Managing Director
> needed talking with, and that we were perpetuating conflict to no
> good end by cutting him off. She seemed to be seeing both
> sides' point of view, though perhaps she is not seeing it as an IP
> issue, but as a 'consultancy team interpersonal skill' issue. It is
> interesting how getting into IP seems to increase the
> opportunities for hostility. Proudhon said something about this
> (*La propriété c'est le vol*).

> Continuing with MDL, Alan Mumford sent the managing director
> a firm letter on 5/11/1996 following consultation with me. He said
> 'I am not at all happy that the issues about MDLtd, its contracts
> with the founding Directors, and the agreement we signed when
> we handed the company over are left dangling as unresolved
> issues. I understand your position to be that neither the contracts
> nor the agreement have any validity any longer, as MDLtd no
> longer exists. It would surely be both more efficient and more

courteous if you and David Clutterbuck attempted to get our agreement to this.

'In the absence of a meeting I suggest you and David agree a proposal to the rest of the founding Directors:

(a)   A proposed new contract, assuming as you have said to me that the new company will not in future pay 75% of the Mentoring Fees to us.

(b)   Your proposal to honour, revise or terminate the agreement registered with David Megginson, {the occupational psychologist} and myself awarding us a percentage of fees and turnover.'

My very long diary entry for this day then continues:

This crossed with a long letter from David Clutterbuck to us all claiming that there isn't a diary date that we could all make. He then summarised the contractual relationship, in an uncontentious way, and went on:

'In March, {the Managing Director}, {the plc director} and I established the new company to do a mixture of executive development activities.... The intention at that time was to use MDL as a trading division of the new company for senior executive mentoring. In the event, that didn't happen - no trading

took place through MDL after the new company was set up. We should have resolved the issues relating to the MDL agreement and the February contract at that point.

'Unfortunately - and it is my fault as much as anyone's - we were so preoccupied getting the business on its feet that MDL slipped off the agenda. We were unable to give the time to thinking about how we should best be involving each of you in the new business. It's quite clear now that the agreement worked out by {the plc director} could not possibly have worked in practice. It would have left only 20% of the fee income from work to cover sales, admin, salaries, marketing materials, accommodation and so on. It also didn't spell out the contribution that the original directors needed to make to sales and marketing. The role envisaged for the Advisory Board also turned out, in the end, to be very different from what the business needed. The Advisory Board was intended to provide input around the practice of mentoring, but the primary need was to help structure and implement the sales and marketing effort - the big area of weakness that we'd all agreed was holding MDL back.

'In hindsight this should probably have been foreseen. I can appreciate that you must have felt frustrated. So did I, because I couldn't see how to meet the expectations of both building a

business and maintaining the collegial network that MDL had become.

'Now the new company is established in the West End, with a reasonable mix of business and on target to break even this year, it is high time we resolved these issues.

'Over the past couple of months, the Managing Director has negotiated individual arrangements with two previous MDL associates, together with a number of new associates.... Can we meet up to do the same with you? Basically we have agreed with them a financial deal based on:

1. Work they introduce to the new company

2. Work found by the new company but undertaken by them

3. Work they find, win and execute as an associate of the new company.

'There are also two important roles to be played in product development and professional development. Product development could be either through the new company or the European Mentoring Centre. Professional development, we were thinking, could best be a role for the EMC and I'd welcome your thoughts on how to proceed. (Paper enclosed discusses this).

'I have asked {our secretary} to sort out a convenient time for you, the Managing Director and I to get together.'

He then concluded by saying that he was proposing to fix the same arrangements with the other MDL directors.

The European Mentoring Centre referred to in the letter was a non-profit organisation set up by David Clutterbuck and me, in which Alan Mumford was a relatively somnolent partner. We had successfully organised three annual conferences, established a library, and collected a small number of members who paid a modest annual fee. Its existence illustrates the complexity of my experience of the dispute in which I was embroiled. I loved working with David Clutterbuck on EMC issues, and each of the conferences had been an intriguing learning event which had also helped me to position myself as a researcher and practitioner of note in this field. It was also the case that David Clutterbuck was a good friend and that we planned to go walking in the Himalayas the following year to celebrate his 50th birthday, with a friend of mine as our guide. Professionally, I was co-author with him of Megginson & Clutterbuck (1995), and we had a contract to produce another book - this time on mentoring directors! Added to all this, David Clutterbuck, like Mike Woodcock, was a role model for me of how to do the business of intellectual property development effectively.

Having said all this, my reflection in my PhD journal, following the transcription of David Clutterbuck's letter, read:

What do I think about this? Well, there are two inaccuracies that I don't like - one that 'the plc director fixed the deal' - my memory is that David was at all the crucial meetings. The other was that 'they were not trading after the time that DC mentions'. They were. The plc director tells me he continued to do work with one client who was (a) MDL work and (b) introduced by me.

More interesting is the perspective that this offers on the IPD process. DC's letter offers *sales and marketing* as the primary focus, but also alludes to *product development* and *professional development* as two other strands in the process. This is an interesting framework to explore more with David, as an issue in my PhD research.

> [4/12/1996 On re-reading, the *sales and marketing* and *product development* phases fit into my earlier model; *professional development* - licensing others to use the IP, and preparing oneself to do it - it is a new perspective - and an important one. Theory building in process.]

This is the last entry in my PhD journal on this topic. My recollection was that Alan Mumford acted as a staunch defender of the value of the intellectual properties we had produced. However, when faced with determined opposition from business people denying the ownership and usefulness of those rights, he

was not interested in pursuing the issue. I responded (to my mind) in a conflicted way, by feeling angry with the new company, but committed to maintaining my relationship with David Clutterbuck. As a way of resolving these conflicted feelings, I redefined myself as one who researched executive mentoring, but who did not conduct it for fees.

A footnote on this saga is provided by a letter from David Clutterbuck, received 9/12/97, which says:

Thanks for sharing the text of your PhD with me - I've no problem with what you've said.

It reinforces some lessons for me about clarifying expectations and perceptions! The only thing I'd query is that [the plc Director] took responsibility, on behalf of all of us, to act as Finance Director for both MDL and the new company. My first mistake was to accept/assume that he had carried out a proper analysis of how the commercial venture would work out economically. My second was not grasping the nettle early on and forcing a revaluation by all of us - classic avoidance!

It's good to have friends that are open with their concerns!

This for me is, on the one hand, a nice example of an intellectual property developer being open to and learning from experience. On the other hand, one might notice a tendency to seek the last word (which is denied by this

footnote) and ascribe the responsibility for misfortunes to someone else. This too, may be a characteristic of intellectual property developers, which enables them to push on in the face of adversity.

Two final footnotes to this saga can be added. First, the plc director was asked to resign from the new company shortly after these events, and did so. Second, David Clutterbuck too ultimately split up with the new company and the Managing Director. In doing this, he acknowledged to me that the Managing Director's business orientation and methods did not fit with his values and wishes. So, even David Clutterbuck, as a highly commercial IPD, experienced similar dynamics to Alan Mumford and myself.

What does this saga tell about the process of intellectual property development? It highlights the distinction between developing ideas, shaping them and writing about them, on the one hand; and the commercial exploitation and protecting of them, on the other. The intellectual property development process, which is outlined later, is, in the light of this saga, deeply divided between the generation stages and the exploitation stages. There are some who manage both parts, but many of the prominent intellectual property developers who are recognised and valued by practitioners are not adept, nor (when the chips are down) very interested, in the issues of exploitation and protection of their properties.

Personal reaction to the MDL saga

I feel proud of my response to this saga. It illustrates the possibility that attachment to

my IPs could have shaped me by making me proprietorial. This could easily have cost

me both my friendship with David Clutterbuck and the IPD relationship I had with

him. I was lucky to have been warned by Roger Harrison's experience of a similar

process, candidly recounted in Harrison (1995, pp. 79-94). I did not remember this

warning either from his personal account of it or from reading his autobiography, but

the message had lodged somewhere in my sub-conscious.

The intellectual property development process codified

Another strand in my thinking about the IP development process is first noted in my

PhD journal for 28/6/1996:

> My conversation with David Clutterbuck seems to have born some fruit
>
> already. He wrote to me (dated 25/6/1996) and said:
>
>> Among the processes I know I use are:
>>
>> integration - putting together two or more hitherto unrelated
>>
>> concepts
>>
>> extrapolation - making sense of a mass of data, in an intuitive
>>
>> leap

> framing - searching for ways to analyse a concept until I
>
> squeeze out some new meaning
>
> (I've seen you do all of these too!)'

This begins to go into the process for having ideas. The wider point about how IPDs put themselves in a state to develop the intellectual property is also of crucial significance, and is an issue that I will return to later.

On 3/12/1996 another PhD journal entry discloses an interest in the precedence, in my mind at the time, of propagation of ideas over their protection:

> My review of the notes of the session on 15/4/1996 reminded me of a conversation with Tom Boydell about the data we are generating from use of the Learning Company Questionnaire in my RICS research. I offered the model of Millward *et al.* (1992) and the WIRS, where the data is made freely available to other researchers, and then becomes the *de facto* industry standard (c.f. Microsoft and operating systems/ Internet browsers).

Tom Boydell, who is mentioned in this extract, is author of a number of best-selling books including *A manager's guide to self-development* and *The learning company,* and was at that time seen by me as a probable IPD. Neil Millward, was the lead author of the Workplace Industrial Relations Survey (in its most recent manifestation, the Workplace Employee Relations Survey – a sign of the times), a major longitudinal study of workplace industrial relations practices. The RICS research referred to in the

extract was a project I was involved in, funded by the Royal Institute of Chartered Surveyors, on organisational learning in the surveying profession (Matzdorf, *et al.*, 1997).

I wanted to explore whether some intellectual property developers are vulnerable because of their commercial orientation, combined with what I saw as their lack of commercial acumen (being creative with ideas does not make you a good business person). This leads them to either (A) under-exploit their ideas, or (B) over-protect them, so they do not receive wide use in a commercial form. Researchers, of whom I see Millward as a classic example in the sphere of the sociology of industrial relations, can make their raw data available as freely as they wish. It can then be used as raw material for others' analyses, and, at the same time, the citations pile up and up.

The intellectual property development process: creator and exploiter

At an early stage in my enquiries I asked Meredith Belbin whether he saw **'producing** IPDs and running business activities based on (i.e. **exploiting**) them as indistinguishable or as separate?' (PhD journal, 9/6/1996). He replied (PhD journal 26/6/1996) that 'he sees producing and exploiting as indistinguishable'. Although this conflicts with the views I experienced in myself and saw manifested by Alan Mumford in the MDL saga, which I recounted earlier, it does require attention, because Meredith Belbin is clearly a successful intellectual property developer in the area of management development.

A resolution of these contrasting views comes from considering the use of the term 'exploiting'. Alan Mumford and I have exploited the ideas we developed in MDL in a number of ways, for example I have written about them in Megginson & Clutterbuck, 1995; and we both used them in professional and gift mentoring relationships. What we did not do was to defend them vigorously in the ambiguous and conflictual world of intellectual property ownership. When Meredith Belbin says that he sees producing and exploiting as indistinguishable, he is referring to exploitation as the process of turning the idea of team roles (for example) into the usable tools and materials that he has produced. In the process model I came to see this stage as 'Crystallise the idea into a usable form'.

In the questionnaire which I devised to send to Meredith Belbin (PhD journal 9/6/1996) I asked a number of 'up front' questions about money. These were:

THE PLACE OF IPs IN YOUR EARNED INCOME

I recognise this question asks for information which has a kind of confidentiality different from the other questions. If you would like to place some special limits on the use I make of your responses or to not reply - I quite understand this.

Can you estimate the approximate percentages of your earned income attributable to the following:

Fees for presentations about your IPs   %

Profits from the direct sale of products based upon your IPs %

Royalties paid by others for your IPs or for books about them %

Research grants or funds provided by clients to develop IPs %

Salary or other regular income not directly related to the IPs %

Other income derived from your IPs (please specify source) %

Other income, not related to your IPs

%

TOTAL

100%

As the research went on I became less interested in this business aspect of the contribution of intellectual properties to income, but Meredith Belbin was kind enough to give the following data (PhD journal 26/6/1996):

his income is 15% from presentations, 70% from sale of products, 10% from royalties, and 5% from other sources.

This is in marked contrast to most of the other intellectual property developers I was speaking to at the time, one of whom is reported to have said of himself (PhD journal 26/6/1996):

> He also manages his income and wealth in such a way that he is not aspiring to make loads of money from his intellectual productions, and this might reduce his interest in the process.

Summary of this section: the model so far

It is now the place to present the model (see Exhibit 4.3.1) as arranged from the seeds of the ideas found in the previous paragraphs.

Exhibit 4.3.1 A model for the intellectual property development process derived from Phase 1 of the research.

<div align="center">

Have the idea
↓
Crystallise the idea into a usable form
↓
Develop material based on the crystallised form
↓
Propagate the material so produced
↓
Defend the material

</div>
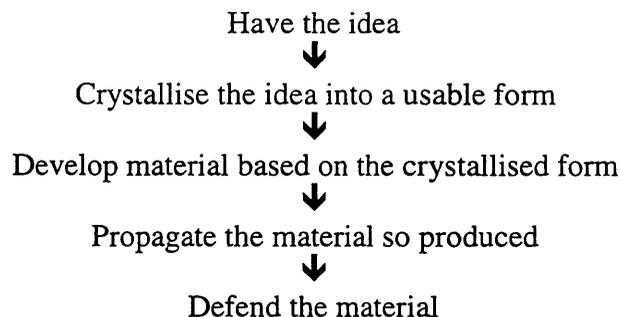
Phase 1 of the fieldwork, then, had offered some confirmation of the initial three-fold model. This has been elaborated into a five-stage model, although there was evidence of a strong split between the first three stages and the last two. Not included in the

diagram is the strong element of partnership that ran through all the stages, but particularly the first three, for some potential IPDs.

The intellectual property developers identified in Phase 2 and interviewed in Phase 3 further elaborated this model in their own experience, and this elaboration is recounted next.

4.3.3 Further development of the process model during Phase 3 of the research

In Phase 2 of my research I identified the IPDs that were recognised by my AMED questionnaire respondents. Of the potential IPDs mentioned in my account in Section 4.3.2 above, three of them were also nominated by the AMED sample. They were Meredith Belbin, David Clutterbuck and Alan Mumford. I had already spent time talking with Meredith Belbin and had asked him to fill out a questionnaire, so I did not ask him for a further interview. So, in Phase 3 of my fieldwork I interviewed Tom Boydell, John Burgoyne, David Clutterbuck, Bob Garrett, Roger Harrison, Peter Honey, Andrew Mayo, Alan Mumford and Mike Pedler.

The interviews yielded more data on this issue than on any other aspect of my research (8,000 words of transcript). It was organised according to the draft model of intellectual property development derived in Phase 1 of the research (Exhibit 4.3.1 above). This model has been adapted in the light of the analysis in the previous section, and will be adapted further by the data provided by my respondents, which is presented in this section.

In practice, the first adaptation of the model occurred during the coding of the interviews. I found that my preliminary examination of the data in order to specify the coding categories required me to create a new stage in the process - preparation - as a distinct preliminary to having the idea.

Overviews of the model

Two of my interviewees – David Clutterbuck and Peter Honey - offered their own version of the model, as they experienced it in their IP development. Peter Honey says:

> *Your model got me thinking (excellent - just what models should do!)*
>
> *and inspired me to write out the process I go through. Just in case it*
>
> *might be useful to you this is it: 1. I accidentally stumble on an idea*
>
> *(from a speaker at a conference, from a book/journal/newspaper, from*
>
> *a Radio 4 programme). Sometimes I consciously search for an idea but*
>
> *usually the idea finds me and I recognise it as an 'opportunity'. 2. I*
>
> *experiment with the different applications of the idea on a trial and error*
>
> *basis. This phase often lasts for a year or two. 3. I 'hone and polish' the*
>
> *idea through a number of iterations to make it as simple and*
>
> *straightforward as possible. 4. I publish the idea usually in a 'How to..'*
>
> *type article, booklet or manual. 5. I market the booklet/manual but*
>
> *always in a rather diffident 'you can take it or leave it - the choice is*

*yours' sort of way. 6. I return to Step 1 and the process starts all over
again. Sometimes I have different ideas going on in parallel at different
stages. I hope this helps. It really expands on the 'Have an idea' part of
your model.*

David Clutterbuck says:

*The process of intellectual property development for me has the
following stages: 1. the stimulus; 2. the process; 3. the result in terms of
the idea or model; 4. the outcome in terms of what you do with it. The
focus for me is on the middle two; the way to make money is to focus
on Number 4. This could be a model like the learning styles - an
ideation cycle. Stimulus - process - model - outcome; it fits closely with
Kolb - starting from concrete experience.*

Peter Honey's model is the fuller of the two, and it adds to the six-stage model I
brought to the analysis (the five stages of Exhibit 4.3.1, plus the preliminary stage I
labelled 'preparation'). David Clutterbuck's term 'stimulus' seems more allusive than
'preparation'. This word and some of Peter Honey's ideas are incorporated in the
elaborated model in Exhibit 4.3.2 below.

Exhibit 4.3.2 First elaboration of the process model from Phase 3 data

Search   Thought finds me

↘   ↙

1 Stimulus

↓

2 Have the idea

↓

Recognise the opportunity

↓

Trial and error applications

↑   ↓

3 Crystallise the idea into a usable form

↓

4 Develop material based on the crystallised form

↓

5 Propagate the material so produced

↓

Market the material

↓

6 Defend the material
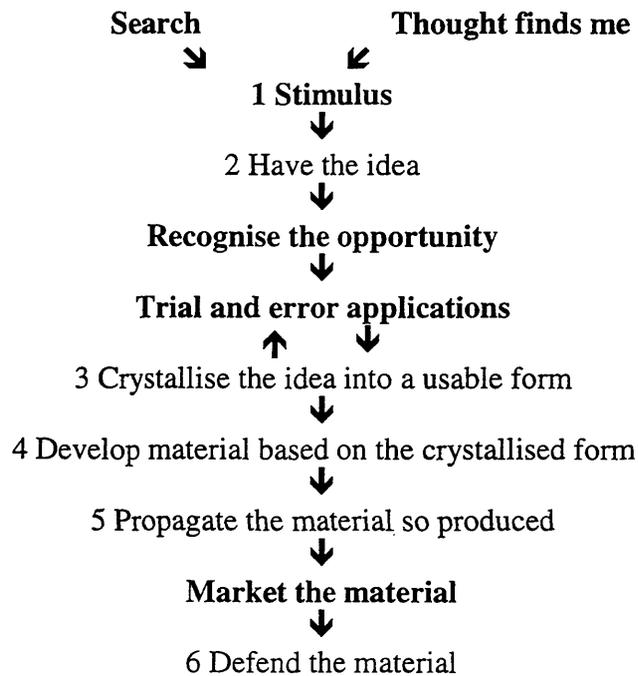
The new additions to the previous model are in bold type. In spite of what Peter Honey says, they do not all come in the 'Have an idea' stage. In the following sections are assembled the comments that the IPDs made about the six stages numbered in the model above. These six stages were the categories used for coding of the interviews. These sections are long, and my commentary is brief, serving to link and to highlight points, rather than adding anything of substance. This is deliberate; more extensive commentary from me comes in Chapter 5. The observations of the IPDs are intriguing, and a useful resource for creativity researchers and specifically for those wanting to understand the processes of IP formation in management development.

Stimuli referred to by the IPDs included talking, reading, writing and drawing. Andrew Mayo emphasised conversations and writing notes:

> *One thing I omitted to tell you is that I find ordinary conversations about ideas extraordinarily productive. Frequently I jot down things. The sum of all these conversations adds a lot to my thinking. Writing it down is crucial.*

Peter Honey advocates note-taking and the value of deadlines:

> *I've always been the kind of person who's kept diaries - diaries, learning logs or jottings in a little notebook that I carry round everywhere with me. I adore the process of writing. I have my own column in The Training Officer. Nobody tells me what to write, which is nice, and the discipline of a monthly deadline is very good. The corny maxim that 'Necessity is the mother of invention' is absolutely true - producing something to a deadline works wonders for my creativity. If I'm writing something that no one knows about yet, I set myself deadlines (which I'm deadly serious about) to create this pressure. The mood comes because I start; I don't wait for the mood as a pre-requisite.*

David Clutterbuck uses note making:

I also use time when sitting on a train or plane, and during boring presentations at conferences. I get the broad ideas in my head first, then I use a pad and pencil - it's like pulling out threads of wool and seeing what happens. I have a little stock of them, which I want to write little articles about.

Bob Garratt, as a qualified designer, likes to sketch out his ideas:

Having a sketchbook or notebook available all the time is absolutely necessary for thinking the way I do. I might put an idea away for ages, and then pull it out again and fiddle with it.

David Clutterbuck highlights the place of dreaming – he has been developing an IP around what he calls reflective space. He also emphasises the crucial role for him of consciousness of one's own processes:

I get my ideas often when driving on my own - it provides reflective space: I've recently developed an IP about that too, which is in the draft for the first chapter of our forthcoming book - <u>Mentoring executives and directors.</u>
Dreaming time is shorter chronologically than as it is experienced. Reflective Space does not have to be long - it only needs 20 minutes to get in and out; you don't have to ponder for hours; it's been happening in the sub-conscious, you have to pull it together. I think there's a

connection with the id. The id asks awkward questions; Reflective

Space is an opportunity to surface issues: it's about dialogue between

the conscious and the sub-conscious. How did Reflective Space come

about? I had lots of questions going on in my head, and I went back to

getting involved with how people learn, and I remembered how people

said that they need quiet time to think about things. I also thought about

how I learn, particularly as (on Honey and Mumford's questionnaire) my

learning style does not show me up as a high reflector. As I understand

it, high reflectors think about things as they're going on, whereas I am

driven by action, and then I think about it at a separate time. The next

stage in the process was doing the Commercial Union work on

Personal Development Planning - helping others to reflect. Then I did a

three way thing for the Institute of Personnel & Development with

Michael Pearn (on learning from mistakes), me (on Who do you learn

from?) and Peter Honey (on learning styles). This added to the morass

- to the cooking pot. Yes, it's a bit like having all the ingredients to go

into a cake and you put it in the oven of Reflective Space and it takes

its final form, which you wouldn't have guessed at by looking at the

ingredients. Then the final trigger was that I had to do some work on

coaching. I was dissatisfied by what I had read, so I used a two-circle

model to express what I wanted. {He then drew out a model.} I had

developed this model already, but we didn't know what happened at

'Mutual review'. I had a specific need to explain this - which led me to

thinking about Personal Reflective Space. I was on a train. I think I was

actually just tired, so I put away the work and half dozed, and then, as I

got into it, I suddenly became much more awake and started drawing

things - playing with shapes. The first thing that came was the curve.

{He then drew out a model.} *Then I thought about what happened after*

you got the insight; then I thought about what's happened to me in

creating this model (Consciousness). Then I thought about the energy

state I was in - I think there is an element of narcissism in here - it's

actually a powerful adjunct to (or part of) creativity. I've not had time to

investigate this last aspect.

David Clutterbuck mentions in the above extract the quality of conscious awareness, and this is picked up by John Burgoyne:

I am aware that I am only partially aware of my process in creating

ideas; there is this dimension of tacit knowledge.

Tom Boydell describes in a few short sentences how he uses talking, reflective space, painting, drawing and reading, to generate ideas. Although valuing it, he does not do all that much reading.

I had a big dialogue with Linda Morris, a client at Ernst & Young - and

the three levels came from there. Sometimes I have a process (I notice

I haven't done it lately) of (I'm not sure how to put it) preparing myself

for an idea to come, say, by gardening. I don't say 'I need some

gestation time, I'll do some gardening'. I say 'Poor old garden, it needs

some attention', and then while I am doing it, bits of ideas arrive.' I also

used to do <u>Calendar of the soul</u> (an Anthroposophical thing) with

meditations for each week of the year. I used to have the idea that it

had an effect on allowing ideas to come in. I also used to do painting

and drawing, which have that effect. I did this in our holiday this

summer. In a way, some of the biggest triggers of ideas are reading

(which I don't do all that much of); and talking with a colleague or client,

usually because I've promised to do something; or doing sessions with

comments thrown in.

Roger Harrison in this instance applies his earlier ideas in a new context, senses where they are not working, and adds something he has been reading and exploring:

I'm not sure where the basic design for Life on Earth came from. The

first thing was an autonomy lab for connecting with nature - and it just

didn't work. Then came the ideas about dialogue - which came from

David Bohm, but they weren't originally his.

Mike Pedler also recognises multiple influences in this case example:

John Burgoyne has an idea at the moment for example - straws in the

wind that could be developed: he has an ambition to do the self-

development book from a different perspective - you could critique the

current form as highly individualistic. It could be presented in a more

collective way. Self-development is a competency model, whereas

development processes are lifelong, and take place over time. Tom

Boydell's work on the modes fits in with this. John's is undeveloped, while Tom's is well defined and it is his own (though there is some dispute with Malcolm Leary over this). And, of course, it is Steiner's and analogous to Torbert's.

To summarise - during the stimulus phase, IPDs:

1. **Create relective space, time for dreaming**

2. **Write notes, sketch and draw**

3. **Log their learning**

4. **Reflect on their own processes**

5. **Make little use of the branded creativity techniques discussed in Chapter 3, but**

6. **Follow principles congruent with this individual creativity literature.**

Stage 2 Have the idea

Two contrasting views on the difficulty of this core aspect of the process were offered in the interviews. Bob Garratt sees it as easy:

It's not difficult to have the ideas - especially if you are a designer with an emphasis on divergent thinking.

Andrew Mayo sees it as more difficult:

Creating intellectual capital is not that easy: there are thousands and thousands and thousands of books, so it's not easy to say it in a new and different way

At the time I was doing this research I interviewed, in connection with another project I was engaged in, a distinguished women IPDs who was not selected by my AMED questionnaire respondents. This was Rennie Fritchie, the government's Commissioner for Public Appointments. I noted in my PhD journal for 16/7/97:

I spoke about the PhD in the evening with Rennie Fritchie, who, in my interview of her for the *Mentoring executives and directors* book used several models - her seven questions and so on. When I asked her about this she said she just thought in those terms all the time; it is thinking one level up - looking for the pattern which seems to her to be at the core of the development of intellectual properties.

This discussion of difficulty links with the points made in the previous sub-section about ideational fluency. Those, like David Clutterbuck, who come up with several ideas in each conversation, need a discipline to reject the bad ones. Others seem to struggle to find things worth talking about.

Another way of having the idea is to start from the desired output, as this quote from Alan Mumford illustrates

I'd been bubbling away the thought of writing How to choose the right

development method. I'd originally thought of it as a book. Then I said

to Peter Honey it is really a training /development resource, so it's more

Honey and Mumford than McGraw-Hill. Peter said, 'Why don't I publish

it for you? You'll sell fewer copies but get more money.'

Koestler's (1976) idea of bisociation is referred to by several of the IPDs, though they refer to it as juxtaposition. Tom Boydell feels humbled by the difficulty of knowing what is his own and what has come from elsewhere.

Ideas never come from nowhere, so it's hard to say what I've

developed. Take the latest one for the Czech National Training Fund -

I've combined Mike Pedler's four types of learning (learning about

things - knowledge; learning to do things - skill and competence;

learning to become yourself; & learning to achieve things with others)

with the three levels which John Burgoyne, Mike Pedler and myself

have come up with by different routes. I feel competitive when people

find Mike's types easy to relate to (though people call them levels - and

Mike resists this). He, for years, was resistant to the modes, as being

hierarchical - but he has now overcome this ludicrous view! I thought

that the four types would map onto the modes (for example knowing

would equate to Modes 1-3) but it doesn't work. Knowing covers the

whole range - we discovered this from reading Bloom. So, I thought, 'I

will try mapping the four types onto the three levels'.

Mike Pedler makes a similar point:

> *With the effective manager model, John Burgoyne and Roger Stewart*
>
> *did some research (Personnel Review, 1976) in which they interviewed*
>
> *(mainly ICI) managers (probably not a very large sample) and they*
>
> *came up with some - I can't remember how many - of the eleven*
>
> *qualities. I think there was maybe ten in the original list - and I don't*
>
> *know whether they were grouped into the three categories*
>
> *(professional knowledge; problem solving and social skills; meta-*
>
> *qualities). I don't know whether we or John and Roger did this. I know*
>
> *we (it was Tom) added the eleventh - self-awareness.*

Andrew Mayo sees a juxtaposition of two fields as an opportunity to make a
distinctive contribution:

> *I'd like to write about intellectual capital - the knowledge management*
>
> *people are still feeling their way. I think I could write a good book on it -*
>
> *I see it as socio-technical - both HR and IT.*

John Burgoyne adds that the juxtaposition is not just about ideas. It can be the
juxtaposition of ideas and events:

> *I think that what I do is to juxtapose existing ideas and something new*
>
> *comes out of it. The little bit of creativity I am party to is like that. It's like*

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Koestler's model of creativity. The self-development stuff with Mike and Tom was a juxtaposition of ideas and events. An editor from McGraw-Hill came and asked if there was anything I was working on. I asked him if there was anything he wanted. He said, 'Is there anything that managers can do to develop themselves on train journeys?' I'd met Mike and Tom who were developing self-development resource stuff, which was mediated by trainers. I was working on a competency model to help managers to help themselves. The outcome was the Manager's guide.

These examples can seem somewhat fortuitous and unplanned. By contrast, sometimes there is a more deliberate search process as in the following three extracts about conversations with that purpose. First Alan Mumford says:

At ICL I had set up (and Peter Honey had joined in enthusiastically) afternoons with standard management development people where each in turn would read up and 'do' a topic. I did Kolb. Peter and I had the same view - lovely idea about learning, but we didn't like the questionnaire. So, when I got to Chloride, I remembered my conversation with Peter and I called him in as a consultant, saying, 'I'd be interested in working on "Kolb, but better" '.

Mike Pedler gives another example:

It was similar to the eleven characteristics. In the case of the learning

company questionnaire, it was me that produced the first list of nine -

pulling all the research together, after lots of discussions.

Tom Boydell, talking about the work of the same team as Mike Pedler was discussing

above, says:

We work by someone bringing an idea, for example, John's idea of the

effective manager, which (like so much else) came from Bateson. We'd

say 'It reminds us of...' and chuck in ideas. It's at least 90% face to

face. We don't circulate ideas in writing (except for editing purposes).

There are loads of things Mike and (particularly) John have written that

I have not read, as I discovered when I got their CVs for the Czech job.

We talk, with a flip chart - 'There's something I've come across and it

looks like this'. We spark ideas off like that.

As well as conversations with the purpose of generating ideas, some IPDs also use

reading. Among my respondents Peter Honey describes himself in these terms

I learn so much from reading. Reading as a way of learning is grossly

under-estimated by so many people. I am an active reader - I underline

things, write in margins, and take notes in my note pad. I ask myself,

'Now, suppose I was going to do something that I hadn't done before

reading this - what would I do?'

He describes himself freely as a plagiarist, but as a plagiarist who always acknowledges his sources, and who does something with the material he picks up from others:

> *I tend to play with ideas for some time. The period between getting excited with something and publishing is one or two years at least. In the meantime, there is experimentation, trial and error - I immediately start using it all over the place. Part of being a successful plagiarist is that I am not just regurgitating others' work. I'm trying it and testing it as an enthusiastic amateur with the idea. I go through all of that before I am ready to publish.*

This confident and playful attitude seems to be a way of maximising value from the ideas of others. Tom Boydell, a colleague IPD, describes John Burgoyne as someone who uses reading to generate ideas:

> *John often brings in things that he's read - he's the best informed of what other people have written. I don't read all that much; I don't get any journals.*

However, Tom Boydell himself, while acknowledging the utility of reading, says (cited earlier) that he does not have much time for it himself. David Clutterbuck, who values reflection above reading, echoes this:

I am very bad at reading what others have to say. I feel guilty about this, but one does need Personal Reflective Space.

This is a similar point to the one made by Meredith Belbin in my discussion with him in Phase 1 of my fieldwork. He reported (approvingly) his tutor at Cambridge telling him, when he cited an erudite reference in his first tutorial, "I hope you are not going to do too much reading while you are here; it gets in the way of your thinking". When they do use reading, it tends to be selective, and with a particular purpose. Tom Boydell says:

Ideas always come from reading or talking with someone, or getting a comment that creates a problem for a current brilliant set of ideas. So it's nearly always a result of committing to do something. Making notes in my notebook goes in waves. I don't read them much, but I did go back to notes on Neubauer and Lessem's European management systems. He's obsessed with this idea of North, South, East and West. He uses that in Global management, and now for Europe too. He maps these four directions and how they show up in management. Britain is the entrepreneurial West, jumping into action; the French are intellectual North; the Italians social and family South; East is Germany - this is less satisfying - he links it to Goethe. I did use notes in this work. Often notes are temporary thoughts which I know aren't satisfactory at all - like Knowing; Being; Doing and Levels 1, 2 & 3.

Bob Garratt, talking about the development of his IPs, says:

That is a development of Chris Argyris's double loop model and the
work I did with Tony Hodgson. It was also triggered by the work with
GEC, which Reg Revans led from 1974 in developing strategic
managers. I was using some of his notions and adapting them, such as
Systems α,β and γ, and also Stafford Beer's 5 (or sometimes 7) levels
of learning from <u>The brain of the firm</u>. <u>The fish rots from the head</u> *is an*
adaptation of the learning organisation stuff and Bob Tricker's classic
model of the tasks of a Board, which I have re-framed in two ways. I
replaced his task of 'Select and reward the Chief Executive' with 'the
Board as central processor and forum for debate'. I also reversed the
places of policy and strategy - long term and short term respectively.
The Institute of Directors, in their new distance learning material, has
plumped for my categorisation, after putting both Bob's and my
arguments together in the text.

The final contributor to having the ideas that I picked up from the IPDs' accounts was
the contribution of dissatisfaction or asymmetry. Tom Boydell said in reply to an
observation from me:

I noticed an idea behind your thinking is putting frameworks together.
Yes - 'How does this match with that?' I often start with ruined
symmetry, which I struggle to match, see how one is part of the other.

Roger Harrison gives a full account of the generative effects of dissatisfaction and curiosity:

I do have a modus operandi *for this kind of thing. It starts with dissatisfaction or a question or a curiosity. The question that sparked my interest in culture was raised by living in a culture not my own, and needing to understand their use of language. I'd always prided myself as being someone who listened and was sensitive to the use of language, but in Britain I didn't get the results from this that I got in America.*

The Self Directed Learning stuff came out of the question 'Why don't T-groups have the same energy in Europe as they do in the US?' I met Jacques Marechal, Management Development Manager at IBM in Brussels. He was someone who found the idea of doing something different in a T-group interesting. There was a different existential angst in Europe, which was concerned with identity and dis-empowerment rather than Americans' concern with loneliness. Europeans, with their families and the lack of geographical mobility, are over-connected compared with Americans. So I thought 'What would it be like to have a lab without any groups, where you experience radical autonomy? Jacques had been doing work along related lines with Max Pages, so he agreed to get a group together and we'd do a lab. So, I made a commitment to going public with the idea, and, as usual with me, it was premature.

I see one of the characteristics of IPDs as an independence and self-sufficiency, combined with openness to experience. The tensions inherent in this combination are well illustrated by a saga that occurred during the writing up phase of this work

The Mentoring Executives and Directors saga

David Clutterbuck and I are writing a book at the same time that I am writing up this research (not a clever bit of scheduling). A recent day spent on the book does, however, provide an opportunity for another saga of an intellectual property developer in action.

The book is about the mentoring of directors, and I had arranged for three directors to join us for part of the day to contribute their sense of the case studies we had assembled and to share this sense with us and with each other.

David Clutterbuck arrived by train the night before, and that evening we talked little of work. I wondered if he wanted to re-read any of the cases. He said he didn't think that was necessary as he could do it the next day, but he was concerned that he did not have with him some papers he had produced before which offered frameworks for our book. He did have a list I had sent him of the sense I had made of some of the cases when he was preparing his session for the European Mentoring Conference, which we run together annually.

In the morning, we prepared for our first visitor, Richard, who was due to arrive at 8.30 a.m. I had planned to use two colours of Post-it notes and flipcharts to capture the issues that they saw arising from the cases and the themes which linked the issues. David Clutterbuck was accepting of this, but his heart did not seem to be in it. Richard started reading in concentrated solitude, and making notes as I requested. David was on the phone to his London office getting the material he had missed the night before faxed up to us.

Then, at 9.30, Dan arrived, and I explained the proposed process to him. He took no notice of my suggestions and started picking up the cases, glancing through them, and discussing with David what he had seen. At this point, Richard came back into the room and put his Post-its on the charts, offering his thoughts as he did so. While he was doing this, the third director, Mike, arrived. He was the only one of the three to have been sent some of the material in advance. He joined in the discussion with Richard, Dan and David, offering his pre-prepared views on the issues. These connected closely to his burning conviction about the value of quality management. Richard left; Dan summarised his perspective on a few Post-its and left. During this time David was writing notes outlining possible models and frameworks - though, when he checked them out with Mike and me, it seemed to me that they came from his or my earlier lists as much as from we had been hearing from the directors. He took a note of some of the suggestions

we made; Mike wrote his views onto Post-its from his carefully prepared mind maps, had lunch and left. David then suggested that he take the models he had sketched out away and develop them a bit. Then he would send them back to me to extend and elaborate.

This saga exemplifies the intellectual property developer having a clear perception of how much of others' points of view they want to let in, knowing what they want to say, knowing what they are good at, and not allowing other data or other possible ways of working to obtrude.

In summary, while discussing how they have ideas, I see the IPDs as suggesting that they:

1. **Can find it difficult or easy**

2. **Start with the end in view**

3. **Juxtapose ideas or ideas and events**

4. **Have conversations for creativity**

5. **Either read a lot or read very little, but in either case, read with a purpose**

6. **Use dissatisfaction, curiosity or asymmetry to stimulate thinking**

7. **Manage the tension between letting data in and staying with their own ideas.**

Stage 3 Crystallise the idea

This stage has been elaborated in Exhibit 4.3.2 above as follows:

Recognise the opportunity
↓
Trial and error applications
↑   ↓
3 Crystallise the idea into a usable form
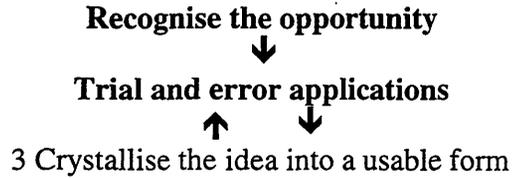
Andrew Mayo confirms this formulation:

> *0In the intellectual property development process model, there is a*
>
> *parallel process with 'Crystallise' which I call 'bounce, test or float',*
>
> *which helps the crystallisation. If an idea is completely new, you want to*
>
> *test it and bounce it. If you are pretty sure about it, you may test it less.*

This 'Bounce, test and float' seems a livelier version of 'Trial and error applications' suggested by Peter Honey and incorporated in Exhibit 4.3.2.

Part of the art of crystallising IPs seems to lie in recognising opportunities. As Alan Mumford puts it:

> *So we invented the LSQ (Learning Styles Questionnaire). Peter Honey*
>
> *said, 'Can I use it elsewhere?' He said, 'I've had six trainers come to*
>
> *me because people on their courses had done the LSQ elsewhere'. So*
>
> *he proposed, 'We ought to publish it. People out there are obviously*
>
> *interested.'*

However, not all opportunities will be successful, and the prescriptions in the airport lounge management texts about 'failing frequently' and 'failing forward' seem to apply to the following accounts by Roger Harrison and, first, Alan Mumford:

I've created two models that are mainly mine and significantly different. One (where there was a contribution from Graham Robinson) is my three types of management development (though Roger Bennett said, 'Alan, this is not a model; it's a typology'). It's been referred to in one or two articles, but it hasn't taken off. It's interesting, because I determined in advance that I'd produce a model. The second is the learning pyramid. This came a long time after the first. I realised I was stimulated by gaps in the learning organisation literature. They kept missing out the individual learner and one-to-one learning. Then I had an experience where I worked with individual learners, then they got together with their bosses; then in groups and this helped towards the learning organisation. The pyramid is in the Honey and Mumford manual and it is in as a way of helping move up the pyramid.

Roger Harrison's first story also has the component of using physical expression to understand the dynamics of a new model:

I came up with a new model based on an event at the Association of Humanistic Psychology Annual Conference the year I went back to America - on non-verbal styles - push, pull, avoid, moving with. The exercises out on the grass were very helpful for getting a visceral feel

for influencing skills. Avoiding was very important in negotiating: procrastination, making a joke, referring to higher authority - all these ways of avoiding - were important in negotiating. I wanted to make the new model part of the Positive Power and Influence programme. They wouldn't, for commercial reasons, so we built the negotiating programme, funded by clients again, who wanted to use the material.

On another occasion, Roger Harrison found he could not get the co-operation he needed from a potential creative partner, so he just goes right ahead and did it without:

So we went on to develop the Positive Negotiation programme, with Neil Rackham. We'd borrowed Neil's behaviour categories, and I worked with Rose Evison to develop the questionnaire for the Positive Power and Influence programme. It was a really sound part of the programme. So it was natural to go back to Neil and his research to create something on negotiations. However, he had agreed to work with Situations Management Systems, based on his research and the robust design of the Positive Power and Influence programme, which involved diagnosis, practising various tracks, then focusing on particular skills. Neil was not happy about collaborating with us.

Bob Garratt mentions difficulties at this stage too. However, he is referring to conceptual challenges, and, again he uses his design skills to help:

Bringing the idea to the point of crystallising it is the tricky bit. Being a chartered designer you are able to take others' ideas and create something different. Being able to get it on one sheet of A4 as a drawing is important. All my stuff is designed as a process. It is process driven.

The point about process at the end of this quotation is taken up by Andrew Mayo in the next extract. He adds a strong rhetorical statement about business reality:

Our model in The power of learning *was based on the European Quality model. Our constant links to business realities made it different from other books. We've just (rather late) had a nice review in* The Director *by Carol Kennedy, who said it is the best book on the topic yet, because of its link to business.*

Others are more comfortably grounded in words. David Clutterbuck for example emphasises in this extract the importance of the right phrase:

A key to developing concepts is coming up with the right descriptive phrase. In the case of Personal Reflective Space, 'Reflective Space' came up first. This triggered images of: a room; inner and outer space; my reading about particle physics which curves in on itself so space (like time) is relative; dreaming (which ties into the work we have done together in Commercial Union).

David Clutterbuck's verbal orientation is reinforced by his use of metaphor in the next extract:

> *For me the big value of mentoring over Personal Reflective Space is that Personal Reflective Space is on your own - the dialogue is just with the self - where with mentoring it is with someone else. This is the distinction between the line manager and the mentor - the mentor allows Personal Reflective Space - it's a permissive intrusion - like inviting a guest into your Personal Reflective Space home. Some line managers break in like burglars, and the burglar, by breaking in, destroys. Another analogy for this is that it is like two bubbles colliding - with mentoring they coalesce into one, whereas, if the manager breaks in, they pop, and the individual pops back into normal space.*

A device employed widely to crystallise an idea is the questionnaire. David Clutterbuck again:

> *Another example of an intellectual property of mine is the Development Climate Survey. I wanted to make a questionnaire for my PhD report, and I wanted to develop it into a saleable instrument. I sat down and bashed some ideas into the computer; then I asked 'How would I categorise these?' I came up with the categories Policy, Behaviour and Systems. I then talked it through with people working in the area whose ideas I respect and asked 'What have I missed?' We then did some work on the instrument.*

For Peter Honey, the act of handwriting helps the ideas to form. He contrasts the advantages of this with the drawbacks of dictation:

> *I write to crystallise my thoughts. If people like it - that's a bonus. I just adore writing. I like handwriting. I'm hopeless at dictating. Alan Mumford does it, and you have no idea how many times he uses the word 'actually' in a paragraph in his first drafts. With my writing, I have done so much crafting the words as I write, that I just have one more read over it when Suzanne, my secretary, has typed it up.*

A major theme in the comments about this stage was support. Mike Pedler comes up with a ringing phrase to describe this experience in producing the eleven characteristics of a learning company with John Burgoyne and Tom Boydell:

> *In our threesome, one will present an idea on a flip chart, and the others will join in asking questions, and then what emerges "all in a knot of one another's labours". (This telling phrase is from Samuel Hartlib, who lived round the time of Cromwell's parliament. He and a group of associates used to publish their ideas, especially on education, anonymously or collectively). Then something would appear and we would have a go at writing it up. The article we produced had nine, then in the book we had eleven. These extra two were produced in this 'knot of labours'.*

A less collegial strategy for getting this support is to hire a researcher as Andrew Mayo suggests:

> *I am commissioned to write a book on T&D strategy in the Institute of Personnel and Development's Training Essentials series. It's due by the end of February 1998. I've hired a researcher; I think there's a lot of mileage in this. Credibility is gained from writing, and I like to tell people things. There's a limit to what you can get from researchers - they have to have some interest in the subject. So now I am going heavily down the track of employing other people.*

Roger Harrison evocatively captures this need for support in the following extract, describing the genesis of his model of four organisational cultures:

> *Then there is the opportunity to do some intellectual creation. Almost invariably there is someone else involved, or I get into a blind alley. Alone, I ask a question or say 'What if...?', and nobody answers. Besides, I never know what I think till I verbalise it. So with the culture thing it was Charles Handy and I, taking on the responsibility for running a theory session on a programme at National Training Laboratories, Bethel, Maine.*

However, crystallising is not all collegiality. It is also about the ability to sit alone at a desk and focus to draw meaning out of a blank page. Here is Andrew Mayo's account:

We had useful stuff about growing people; taking action; about how people learn. Most of the intellectual capital and ideas were coming as I focused - concentrating perhaps for a whole weekend; it was creative in the sense of being iterative, built on my own experience. It's not a book about what others have said.

I have added in the ipsative box below my personal account of just such a process (Megginson, 1999d). One of the personal aims I had in embarking on a PhD was to engage in some focused and single-minded work to develop this capacity in me:

Dawn of inspiration

I wrest meaning from spaghettis in my head,
As starving babies suck a shrunken dug;
Or drought struck farmers pile stones
To catch the never falling rain.

Daily, I mount my pre-dawn desk, and wait
For inspiration; wait for the sun
To crack open the impenetrable sky.
Dawn delivers: consistent timing,

Unpredictable patterns of light
And movement; and still I sit.
Then, like dawn; like tense, furled spring;
My thoughts accumulate, unwind, and form.

Patterns of meaning, out from my cramped page;
Radiate across the lightening sky.

David Megginson
1999, *Community of Poets,* 22, Winter, p. 20.

Single-mindedness and willingness to work in solitude seem to be a part of the IPD's lot. Much can be done with others, but there remains a core of individual work that throws IPDs back onto their own resources.

An often-cited point about crystallising is that it takes time. Here is Tom Boydell on this matter:

> *I am stimulated by working through a dissatisfaction - sometimes it takes years. (I thought of one dissatisfaction the other day: I said 'This doesn't quite work'. Part of what I do is to write it in a notebook. I wrote 'Knowing; Being; Doing. This doesn't work with Mike's four or my three. I'd like to know where they fit some time.') It often resolves over a long time.... The 4 x 3 matrix has been there for two or three years, but I parked it. Then it came quite suddenly.*

To summarise, the crystallising phase in the experience of the IPDs involves:

1. **Recognising opportunities for making a product**

2. **Persisting with trial and error opportunities**

3. **Ground the IP in a useable process**

4. **Finding the telling phrase to focus meaning and generate metaphor**

5. **Develop instruments not just to sell, but to help form the IP**

6. **Handwriting may focus and crystallise (Cameron, 1995, supports this view)**

7. **Seek support in the 'knot of one another's labour'**

8. **Focus in solitary effort**

9. Accept a time scale of years for the development of ideas.

Stage 4 Develop material based on the crystallised form

Several of the IPDs talked about the dominance of the idea over both research process and the messy world of practice. They find they have to struggle to get the idea into an aesthetically pleasing shape, which also speaks to people's lived experience.

The quality of their research is less important to them than the fact of invention of their framework. David Clutterbuck in the Mentoring Executives and Directors saga earlier in this chapter illustrates the point. Making sense is a big driver for them, and solving some important problem, which - because most of them are consultants - usually means a problem of organisational or personal development.

Andrew Mayo says:

> *I find research tedious and I don't like looking for case studies. I like to get the intellectual flow in my own mind. I did research articles and companies, but to justify what I wanted to say. I tried to make sure I knew what had been written.*

Roger Harrison, acknowledging that the idea dominates, emphasises the struggle to make them work in the world of practice:

Ideas for me are more exciting than reality. I commit to the idea and then I find it isn't that easy, and I go through an uncomfortable period of struggle. Because I'm committed, I have to go on. It's often not fun for me to convert vision into operations; if I didn't have the commitment, I'd procrastinate. I often do. So, with this one a date got set and we had to have something done. It was really ragged, but it worked: people really liked it. So I thought I was on to something, so I began to develop the design, the issues and the box of materials.

Tom Boydell also highlights struggle and the drive to perfect the idea:

There were occasions when I could have said 'This is good enough'. But I couldn't cope with the tension of not sorting it out once I've started.

Although they are driven by ideas, the questionnaires and other instruments that they devise to help others explore their ideas also fascinate many IPDs. In a passage quoted in Stage 3 above from the interview with David Clutterbuck, he said how designing a questionnaire helped him to crystallise the idea. All the IPDs in my sample use questionnaires as a device for engaging users with their models. Sometimes, as with Alan Mumford and Peter Honey the questionnaire is central to their sense of competence. Alan Mumford says:

I said we'd better do something about reliability and validity. We did,

and found it was twice as reliable as Kolb (it's 1.5 times as reliable as

his second version). I say in public this was either luck or because we

were experienced practitioners who knew what we were talking about.

Teams of IPDs can specialise, with one member being particularly concerned about the questionnaire, as Mike Pedler says:

We would brainstorm ideas for a questionnaire, and Tom Boydell would

write it up. If it was more prosy, I would draft it. If it was intellectually

more difficult, John Burgoyne would have a first stab. Then we would

meet again and thrash it out.

Tom Boydell describes his own process in the following terms:

The four by three matrix worked well. I thought what the cells would be

and turned them into a questionnaire, and asked about training

interventions now and in the future, out of which came various other

ideas, which I'll use in various turns.

Andrew Mayo is cited as saying that he and his writing partner did not have the skills to design a psychometrically valid questionnaire, but others (Tom Boydell and Roger Harrison, particularly) embrace this activity. Tom Boydell responds as follows to a question I put to him:

What effect does your willingness to number-crunch have on the production of intellectual properties? *Well, I enjoy that. I did stats as part of my engineering degree and hated it - I couldn't get into it at all. Then I got into it with my PhD. If you understand distributions and what formulae are doing this can be quite helpful, to avoid using them wrongly. Correlations and significant differences are a way of showing a pattern. I find it quite exciting. It's tedious to key it in (I get my son Christopher to do it), but it's tedious even then - pouring over figures. But finding patterns is very satisfying - past; present; future or Levels 1, 2 & 3. Getting it in number form and converting it to a graph is very satisfying. Graphs are aesthetically satisfying. Years ago I used to do it even when I had to do it by hand. I used to use a machine where you had to turn a handle, which was very time consuming. You can do stuff with correlations now, which can be played with in seconds. It's about meaning making - which is a pattern making process - over time or between here and there.*

Roger Harrison talks about designing a questionnaire as a way of re-engaging with a model after a long latency period:

Then, if the idea swings, I'll want to elaborate it - either in the form of writing or some development project. With the culture questionnaire I wrote a paper published in Harvard Business Review, and there was no interest in it, so I dropped culture. I don't like being a <u>vox clamatis in deserto</u>, so I didn't do anything with it till I became interested in the

issue of love in business ten years later. Then I wondered how I could introduce to people the idea of how to release the power of love in organisations. Then I realised that the culture model was close to the human motives of members of the organisation. So I reworked the model and designed the questionnaire. Herb Stokes came across my model - I had created an instrument and done some factor analytic studies, looking at the relations between the scales. He said he wanted to use the questionnaire for his workshop on high performing systems, and that it needed some change in language for shop floor employees, so he made some sensible suggestions that we incorporated.

The third way the IPDs developed material was by writing slides or course materials. This seems to be done so that others can pick the IPD's brain and get into exploring all the tacit material, which lies behind the skeleton of the models. Roger Harrison says:

So, let's see now; at a certain point I took the culture ideas a step or two forwards. That was my next bit of intellectual property - packaging everything I knew about the management of change in a way that would enable people to pick my brains very easily.

Bob Garratt makes a similar point about his collection of overhead projector (OHP) slides:

Then developing the material just flows in various erratic ways, mainly from the demands of clients, who want things written up, which I find easy. I spend a year or two writing about it before I develop material. It often starts with OHP slides and drawings first. I have 80 line drawings that explain most of what I do, and we just pull the various combinations of these out for whatever a client needs. So, for three days with a Board, I'll use 45 of the 80.

This comment reminds me of a lecture given by the master of de-schooling, Ivan Illich, at Manchester Business School. He said to the large audience, 'Ask me any question you like and I will give you a word. The word will remind me to talk about one of the twenty or so things that I have to say. If it relates to your question, I'm pleased. If not, say what you want to say. I won't pretend that I have answers to all your questions'. I was impressed with this example of clarity about what he had to say, which also seems to be characteristic of the IPDs in this research.

Summarising the points made about developing material, the IPDs suggest that

1. **Developing material is built around the core idea, not data**
2. **They use questionnaires to bring the idea to the consciousness of their audience**
3. **They also assemble other media – slides, packages or articles – to clarify their ideas.**

Stage 5 Propagate the material

Propagating the material now includes marketing it as a result of the model offered by Peter Honey. Up until now we have had no reference to selling material. This comes in what follows. The overall impression from these accounts is that the IPDs do not feel as committed to this stage as they did to the previous ones. John Burgoyne differentiates propagating via individual presence (which I described in Chapter 4.2 as the route of the guru) or by 'moving the product'. He suggests that there is a dream for IPDs of effortless shifting of the product:

> *There are two routes to propagation - a choice to disseminate in a hard or a soft form. This means - can this idea be only disseminated from me, or can it be embodied in a product? Will the tool-kit lack the soul or essence of the idea? On propagation, Andrzej Huczynski wittily said, 'Any fool can make a fortune getting out of bed at 6.00 in the morning and doing consultancy in far flung corners of the country; the trick is to make money while lying in bed'.*

The sense I drew from the IPDs was that they were not good at achieving the dream. Here is Mike Pedler:

> *How do we propagate and defend our intellectual property? We, Tom, John & I, are extremely bad at it, compared with others. Roger Harrison also gives things away.*

Alan Mumford was prepared almost to give away his most valuable asset – the
questionnaire, just as Meredith Belbin did with his *Team roles* questionnaire which
was incorporated in his first book on the subject:

> *So the questionnaire was included in a loose-leaf folder at the back,*
> *and included in the price - people will pinch it anyway, so we thought*
> *we would make it easy for them.*

Tom Boydell voices the principle behind this 'studied ineptitude':

> *I'd like to get some money from it - but I definitely want it used.*

Of course, paradoxically, many of the IPDs interviewed have done very well as a
result of the 'ineptitude strategy' outlined here. Giving away their material makes it
widely available, creates sales of the properties that they *do* produce, and also creates
a winner-takes-all or QWERTY effect (discussed in Chapter 3), where widespread use
leads to a dominant position in the market. This seems to me to apply to Belbin's
Team roles questionnaire; Harrison's *Organization culture* questionnaire; Honey &
Mumford's *Learning styles* questionnaire, Pedler, Burgoyne and Boydell's *Self-
development* questionnaire, and (to a lesser extent) the *Learning company*
questionnaire.

Peter Honey, of all the IPDs, seems to me to be the least conflicted about propagation.
Indeed, he is a publisher as well as an IPD. However he makes a distinction between

marketing, which he views as respectable, and selling, which he feels very differently about.

> *For me - it's the difference between marketing and selling. Selling means that you pull the stops out to persuade people that they want something - even if they don't. With marketing you're informing people (and, of course, doing your best to tell them it's wonderful); then leaving it absolutely up to them to decide whether to buy. I hate selling; and I love marketing, which helps people to learn and is absolutely laudable.*

Turning to other IPDs' views of marketing we find that Roger Harrison is diffident:

> *I distributed the questionnaire privately. Then my interests went elsewhere and I was glad enough to have it distributed by Pfeiffer and Co.*

Peter Honey's partner, Alan Mumford, is less happy than Peter, even about the laudable process of marketing:

> *With Managing your learning environment we made a balls of it, because we spent a huge amount on promoting it. You know the saying that '95% of advertising is waste - you just don't know which 95%'. We spent a fair bit getting 95% of sales and then a huge amount more getting the 5%. I am going to pay to promote How to choose the right*

development method through Peter's mailing; I will take the risk and he will take a percentage on sales.

Tom Boydell associates marketing with the round of presentations that are the lot of the IPD. This provides opportunities for what might be called 'cross selling' if they were not all so cross about selling:

> *Then I wrote it up as part of the overall process, and will talk about it at every possible opportunity - like now, and during a session at Leicester Royal Infirmary. I tend to work with whatever is foremost in my mind. That's not a problem for me. Is it for others? Not really. I'm not a one-product man - I tend to move on fairly rapidly, although there's an underlying continuity or evolution. It's a flow, not just hopping from one thing to another. We're not completer-finishers, we don't make an industry out of it.*

Roger Harrison, approaching the end of his career, is thoughtful about the opportunities for marketing afforded by the net. He sees these as congruent with the value of spreading the word, but is less clear about the commercial implications:

> *The workbook I developed for Humanising Change would easily be put onto the Net and have hyperlinks to my own or other people's stuff. That's the way I'd go for developing intellectual properties if I was still interested in it. I'm not sure how you'd make money from it. It'd be a*

nice way of making sure you didn't go to the grave with any secrets that might be useful to others.

Turning to selling, rather than marketing, John Burgoyne endorses the plausibility of the overall model but suggests that selling is missing:

> *The five-stage model makes an immediate sense. I think there is one missing - where does 'selling' come in? I would like to ponder about this model.*

Andrew Mayo sounds somewhat embattled about his selling efforts:

> *People haven't come knocking at the door for it. It's just an instrument to create a change agenda. The IPD refused to package it. It's in the ASTD list and I've had several inquiries since - one from Japan, three from the US in the last month. I'm charging £1,000 licence and £100 per year maintenance. I send them a copy of the questionnaire in response to their inquiry. I don't think it's a real commercial proposition. I have started work on a guide - like Honey and Mumford's - on how to use the Learning Culture Audit, and how to take action if you're not 'well'.*

Roger Harrison talks of being dragooned into being commercial about selling:

It was Liam Gorman who encouraged us to go commercial with the Positive Power and Influence programme. He said, 'you're selling it too cheaply: you could make a real gold mine out of this'. We did make a good living from this - the others who stayed on after I got axed, more so.

His reservations seem to stem from a desire to avoid 'working for his employees', which he sees as inseparable from setting up a selling operation. The IPDs selected by the AMED survey respondents seem often to be both unemployable and unlikely to employ others:

When I split up with SMS I had a couple of ideas and some clients. We developed one to a pretty good state of packaging, but I realised that to exploit it I'd have to go into business - I'd have to sell and manage and work for my employees, and I didn't want to do this. So this property languished. My original contact with Kevin was to take on this other product, but when he went to recruit people for a programme last spring, he didn't have too many takers. So there wasn't a ready market - and, by then, he had more affinity for our Life on Earth stuff, rather than the instrumental/utilitarian conflict management stuff, which is not transformational.

Of course, what the IPDs all do, and where they are really happy, is to write books and propagate their ideas that way. Bob Garratt says:

I've never been interested in producing products, though Sally (his wife and business partner) *helps me with that. I propagate my intellectual properties by writing articles and books.*

Mike Pedler agrees:

To propagate and defend our ideas we always write a book. It starts with an article: with the qualities, John and Roger had written the research article before we created the eleven qualities model in 1976/7, and the eleven characteristics was in our MEAD 1989 article, which was well received and quoted a lot. This was turned into a book, which, again, was well received. The third thing we do is to go round and give presentations. In the case of the learning company this has gone on for a long time - from 1991 to the present; self-development lasted from 1978 to the mid-80s.

Another avenue for propagation is franchising. Here is Andrew Mayo describing his approach:

I've combined with Geoff Atkinson and Tony Buley to form Mayo Learning International, and we've had meetings to catalogue our intellectual capital and decide what we want to focus on. One thing is 'From business goals to learning goals': we've developed eight steps which we'll make part of the intellectual property of the company. Tony has extended my work on careers, and we'll create products based

around that. So, we're going more seriously into it, and want to get to a

position where delivery is not dependent upon us - franchising or using

associates or whatever. There are lots of consultants who build their

reputations on being able to deliver material. We want to distinguish

ourselves by having some thinking of value.

Even with franchising, there is some diffidence from Bob Garratt, which may be related to his seeing himself as something of a guru as well as an IPD (see Chapter 4.2)

I'm not that interested in franchising it, though ironically we are both

franchisees and franchisers in our businesses in Hong Kong.

A new 'golden path to fame and fortune' beckons with the prospect of feeding the big consultancies urgent need for distinctive IPs. Bob Garratt again:

We have used it in companies and public services. A couple of big

consultancies are talking about licensing it. It looks attractive,

financially, to licence it to key players.

To summarise these points about propagating, IPDs:

1. **Dream of generating an effortless flow of funds from their IPs**

2. **In practice they are inept in making this happen, and reluctant to do so**

3. **They differentiate marketing and selling – and are less keen on selling**

4. Even with marketing, they can be passive and unenthusiastic

5. Are reluctant to sell because they wish to retain their independent time for thinking

6. Writing books is the key way that they like to propagate their ideas

7. Franchising represents another, as yet unrealised, route for propagation.

Stage 6 Defending the material

This stage of the model received the largest number of evaluative comments. John Burgoyne pointed out that 'defend' has two meanings.

> Your five stage model has an ambiguity between defending your ideas against criticism and defending your ownership of your property. The academic perspective on the latter is that it is a privilege to contribute to public knowledge. We are paid anyway, so if what we produce is used, then we are delighted. But from a commercial viewpoint in the Learning Company Project, we talk about harvesting reward (deliberately using an agricultural metaphor). The harvest sustains us through the winter. We are self-critical about our failure to harvest reward. In practice intellectual properties are difficult to defend - they are not like a lump of gold. An idea on a disc can be duplicated in three seconds, and the original is unchanged. These ideas are reproducible in cognitive form, but there is a debate about their more tacit form.

Roger Harrison agrees about the difficulty of defending. He also signals another feature of IP development – the licensing of the IP to be used by others:

I was talking to Graham Dawes the other day about a business situation where these people had developed some good stuff and then trained trainers, then it didn't work as the trainers went away and didn't acknowledge the source. There was a limited audience and then you were out of business. Does this apply to the stuff that Margaret Harris and I are doing now?

Alan Mumford agreed with John Burgoyne that, for the second meaning of 'defend':

a clearer expression would be 'Defending ownership of the property'.

He also agreed about the two meanings:

On your process model, I'm in the first four stages. I'm not a defender of the material - researchers do the 'making academic defences' of their ideas. Using your other meaning of defence - we don't defend the property as strongly as, say, Charles Margerison. His team management material is locked away in a computer, and you can't use it without a three-day course, and even then you have to send the material in for processing. We do defend the copyright; we found four people in seven months who had taken our material, and taken our

names off it and were selling it. An academic just plagiarised us in one

of his books. His publishers had to agree to an insert about us.

This quote adds the point that Alan Mumford does not give a great deal of attention to either 'defending ideas' or 'defending ownership'. His business partner, Peter Honey, also says he does not defend ownership:

I don't 'defend the materials' (mainly because by then I'm busy

developing the next idea and that seems more interesting or exciting

than indulging in protectionist behaviours!)

Neither does Roger Harrison now, though in his case he indicates that this concern was stronger when he was younger:

In those days I was very concerned about property rights, copyright. I

felt we had created something that had a value standing alone, that

needed protecting. Somehow, that idea has changed - it's really rather

distasteful: I now like to give it away. I'd like to make a living turning

people on to it.

Mike Pedler does not see Roger Harrison even early in his career in this way however. The comment he adds about one of his own materials (which was first published in 1991) indicates that it is not a high priority for him either:

Harrison's ideology questionnaire he only developed as a property 20

years after the original idea. If Peter Honey would help us produce a

market for a version of the 'Eleven characteristics' questionnaire - that

would be a good intellectual property.

Andrew Mayo has a commercial reason for not being too worried about defending:

I'm very liberal about the protection of intellectual capital. Between

organisations we shared a lot - it was not a problem because to

implement others' ideas requires commitment and dedicated resources,

so people can't plagiarise your ideas and create a competitive

advantage over you. In an academic environment people are more

jealous of ideas. The consultant world is even more jealous: intellectual

capital means real money. I put a © on my stuff, but I tend to be liberal

because if they want to make it work, they need help from the author.

Bob Garratt is also low-key about defence:

The only one we've defended at all is the survey we created, and even

that goes back to the '60s - Litwin and Stringer's six dimensions, which

over the years we have developed to 12. I don't bother much about

defending, even with the survey. We always give it to the client as a

(fairly key) part of our consultancy process.

David Clutterbuck offers a striking metaphor, cited earlier on p. 174-5, while agreeing with the position of the other interviewees:

> *I give my IPs away. It is almost like the fish and the whale: the fish lays its eggs and then buggers off and leaves them to their own devices; the whale nurtures its young all the way through. And then there are certain fish that keep their young in their mouths and then let them go! I am in that category - making speeches about them, and making them public at the same time.*

Peter Honey notes that others (not in my sample) are less relaxed about defence:

> *If you take someone like Margerison - he is sound intellectually, and he has a rather ruthless entrepreneurial streak. They've got their material marketed strictly, and they licence people to use it and sue if people infringe copyright. We've copyrighted our material, but neither of us (especially Alan) are particularly interested in making lots of money.*

A summary of the points made by IPDs about this stage would be:

1. **Defence involves both defending ideas and defending the ownership of IPs**
2. **Defence of ideas is not as central a concern for IPDs as they see it is for researchers**
3. **Defence of the ownership of IPs is not a major concern: they keep their young in their mouths.**

Additional points: Ideational fluency

David Clutterbuck comes up with a comment upon the number of times IPDs go

through this process in their careers, and reflexively characterises himself as a

producer of galactic quantities of ideas by generating one as he is talking:

> *There is more currency in pushing one idea. John Adair is a one-*
>
> *concept IPD; Alan Mumford is to an extent - he pushes ideas round the*
>
> *central one. Others come up with a couple; or a cluster; or a*
>
> *constellation. It's a galactic model of IPD! Let's call them Stars; Binary*
>
> *stars; Planetary systems and Galaxies. I wonder who are the Black*
>
> *holes in Management Development?*

Procedure or process

The quotation at the head of this chapter from a French academic (Borredon, 1999)

raises a challenge to the unduly linear nature of the model as it has emerged in this

account. Producing IPs is more than mere procedure, it is a complex living process.

John Burgoyne makes a similar, structural suggestion on the model, when he

questions its linear nature in the forms so far displayed. John Burgoyne's comment

serves as a reminder that things are not that neat or simple:

I think, in the case of the self-development model, the starting point was in the middle of your list, which sparked thinking backwards. Steve White of McGraw-Hill said, 'Are there any ideas...?' so we started from the form of the material, and worked back.

John Burgoyne's account of starting in the middle needs to be developed into a dynamic model of creativity. It can also be tied into a similar impulse Alan Mumford reported in the interview about the production of *How to choose the right development method*. It also accords with my own experience in producing Megginson, 1988, when a request from Mike Pedler, who was then the editor of *Management Education and Development,* led me to complete an article that developed one of my principal IPs – the 'instructor, coach, mentor' typology.

Integration of stage summaries

The points made in the summaries of each stage are here brought together. IPDs:

1. Create reflective space, time for dreaming
2. Write notes, sketch and draw
3. Log their learning
4. Reflect on their own processes
5. Make little use of the branded creativity techniques discussed in **Chapter 3**, but
6. Follow principles congruent with this individual creativity literature.
7. Can find having ideas difficult or easy
8. Start with the end in view
9. Juxtapose ideas or ideas and events
10. Have conversations for creativity
11. Either read a lot or read very little, but in either case, read with a purpose
12. Use dissatisfaction, curiosity or asymmetry to stimulate thinking
13. Manage the tension between letting data in and staying with their own ideas.
14. Recognising opportunities for making a product

15. Persisting with trial and error opportunities
16. Ground the IP in a useable process
17. Finding the telling phrase to focus meaning and generate metaphor
18. Develop instruments not just to sell, but to help form the IP
19. Handwriting may focus and crystallise (Cameron, 1995 supports this view)
20. Seek support in the 'knot of one another's labour'
21. Focus in solitary effort
22. Accept a time scale of years for the development of ideas.
23. Developing material is built around the core idea, not data
24. Use questionnaires to bring the idea to the consciousness of their audience
25. Assemble other media – slides, packages or articles – to clarify their ideas.
26. Dream of generating an effortless flow of funds from their IPs
27. In practice they are inept in making this happen, and reluctant to do so
28. Differentiate marketing and selling – and are less keen on selling
29. Even with marketing, they can be passive and unenthusiastic
30. Are reluctant to sell because they wish to retain their independent time for thinking
31. Writing books is the key way they like propagating their ideas
32. Franchising represents another, as yet unrealised, route for propagation.
33. Defence involves both defending ideas and defending the ownership of IPs
34. Defence of ideas is not as central a concern for IPDs as they see it is for researchers
35. Defence of the ownership of IPs is not a major concern: they keep their young in their mouths.

This represents an integration of the views of the IPDs on the IP development process.

The model presented in Exhibit 4.3.3 overleaf, incorporates into the previous version

(Exhibit 4.3.2) some of the principal points made by the IPDs in this data set.

While I do not claim that the list and the model represent an uncontentious distillation

from the views of the IPDs, I have provided enough detail for the reader to come to

their own view about the legitimacy of the conclusions drawn. These outcomes can be

used both to inform practice by aspirant IPDs and to illuminate theory concerning the

processes of elite creativity outlined in Chapter 3. These matters are discussed further

in Chapter 5.

Exhibit 4.3.3 Second elaboration of the process model from Phase 3 data

Sketch   Log   Reflect   Dream
   ↘ ↓ ↙   ↘   ↓

Search   Thought finds me
   ↘   ↙

Use dissatisfaction/asymmetry   1 Stimulus   **Purposeful reading**
        ↘   ↑   ↓   ↙

Start with end in view → 2 Have the idea ← **Juxtapose ideas**
               ↑   ↓

→ **Stimulus from Editor** → Recognise the opportunity ← **Stimulus from publisher** ←
                   ↓

Trial and error applications
       ↑   ↓

Persist → 3 Bounce, test and float
        ↑   ↓

Questionnaires ← 4 Develop material based on the **core idea** → **Courses/slides**
                ↓

5 Propagate the material so produced → **License/franchise the material**
                ↓

Write books ← Market the material **(half-heartedly)**
            ↓

Sell the material (frequently avoided)
            ↓

6 Defend the **ideas and the property (both frequently avoided)**
            ↓

Return to start

An immediate test of the model can be made by relating it to my own experience as an IPD. The ipsative box below offers my reflections upon this matter.

Applying the IPD process model to my own experience

1. Stimulus. It is certainly the case that when I allow myself time for dreaming, reflection and note-taking then the ideas flow. My career has alternated with respect to IPD production between fallow periods and generative ones. This is reflected in my record of publications. My 20s and mid 40s-mid 50s have been generative, my 30s and early 40s were fallow. I was busy during the fallow period,

but teaching or consultancy projects followed one another so rapidly that I took no significant time to reflect.

2. *Have the idea.* Some of my core ideas (instructor/coach/mentor; planned and emergent learning; self-development/action learning/team building groups; mentoring frameworks in the US and Europe) have arisen because I wanted to clarify something that did not make sense in the way that writers or practitioners were thinking about a topic. On a recent occasion where I have invented an IP deliberately (my knowledge management cyclical model) it was grounded in some experience of managers I was consulting to. However, I was not clear what its purpose was (other than to have something to sell) and I am interested to note that it has not done particularly well. This last phrase is an obscuring way of talking about the outcomes of producing this model. I recognise that I have not been confident about what it is for, so, even when I have had the opportunity, I have not pushed the model, but have diverted to topics which did seem important. Persistence and timescale are two issues here which the IPD model suggests I need to take into account, but 'start with the end in view' also seems highly salient too.

3. *Bounce , test and float.* Recognising opportunities has been one of my biggest difficulties. I have had all sorts of contacts opened up by editors of journals or publishers. My difficulty has arisen though two responses to these opportunities. Firstly, I have not been good at saying 'no'. Secondly, I have not been single-minded in pursuing any one of the opportunities on the table. This has resulted, for instance during 1998, in me having two books to complete, as well as this thesis to write up. It was only when I completed the second book in the spring of 1999 that I began to make significant progress again with the PhD. What I have done throughout the PhD process was to take every opportunity I could to present the

state of play on my research. This testing process has provided lots of stimulus for action and reflection.

4. *Develop material based on core idea.* I have done this consistently by generating questionnaires for my models. Often they have not been psychometrically validated, but have been offered as a means of starting a conversation about the issues. Those IPDs who do take questionnaire design seriously (Meredith Belbin, Tom Boydell, Roger Harrison and Peter Honey) have done better in terms of establishing their models than those of us who have not. This offers substance for further reflection.

5. *Propagate the material.* Writing articles and books has been and will be the principle method of propagation that I use. This fits with the IPDs' experience. I have never had to advertise my consultancy services, and often, just giving away a copy of a relevant book has been a powerful testimony to what I know and a means of securing well paid and stretching work. I have plans to explore internet publishing, as suggested by Roger Harrison, and have made an appointment with the Managing Director of an internet publisher called Technimode for the time after this thesis must be completed.

6. *Defend the ideas and the property.* Like the IPDs, I engage in neither of these wholeheartedly. I had a bitter experience in trying to defend some ideas which is told in the MDL saga, which I have recounted earlier, and I am not drawn to trying this again.

7. *Return to start.* Two of my deliberately chosen role models – David Clutterbuck and Mike Woodcock – are past masters at multi-tasking. My own inclination towards multi-tasking, reinforced by emulating them, has occasioned more anguish and heartache over the last few years than any other single cause.

> Ironically, I have had a striking alternative role model, in Alan Mumford, offering the opposite route. On a number of occasions in the last few years I have asked him to contribute some writing to a project of mine and often he has said, 'Sorry I have another writing project on'. Just one. This is the way I intend to organise my writing life in the next period of my life.

This personal response to the data and its arrangement in this Chapter illustrates one of the ways the data and model can be used. It can serve to enable proto-IPDs to diagnose their own strengths and weaknesses. This can help them to decide whether to pursue the path of becoming an IPD. It could also help in having discussions with potential partners about whether they have complementary skills.

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Chapter 4.4 IPD Qualities and Skills

4.4.1 Introduction

In this chapter the possibility of developing a competency model for IPDs is explored. With the data that has been gathered in this study, it is possible to approach competency definition by finding excellent performers of the role of IPD and studying how they perform (Boyatzis, 1982; Brown, 1993). It is not possible to differentiate the competencies of excellent performers from those of average performers because data on average performers is not available here.

In describing competencies throughout this chapter, the terms 'qualities' and 'skills' have often been used. I am aware of the debates in the literature about the differences that may or may not exist between skills, qualities and competencies. Turning for advice from the literature leaves me feeling much as Harry S Truman must have felt about economists when he famously said, 'Give me a one-armed economist! The rest are always saying, "On the one hand... on the other hand".' For the purposes of this exploration I am accepting a very broad definition of competencies, which includes skills, knowledge, capabilities and qualities. It even includes features of the IPDs' context, such as their contacts with publishers.

The purposes of this chapter, then, are:

- to examine the competencies used by IPDs in developing IPs

- to examine the utility of a competency framework for this purpose.

The means of identifying the competencies described in this chapter is as follows:

1. search through the initial conversations and sagas in Phase 1 to find evidence of competencies used in the production of IPs

2. review the sections of the interview transcripts from Phase 3, which were coded during the analysis of the interviews described in Chapter 2 as having evidence of competencies used in the production of IPs

3. assemble a lists of shared characteristics of the individual IPDs from the characterisation in Chapter 4.1; identify the competencies behind each of these multiple references

4. review for evidence of competencies used, the conversations, reflections, sagas and mini-sagas that constitute Phase 4 of this fieldwork

5. combine the four lists of competencies derived from 1-4 above and produce an integrating account.

4.4.2 Search through Phase 1 conversations and sagas

The next sub-section gives an account of the occasions during my Phase 1 conversations in which I noticed what I saw as manifestations of competency. Sub-section 4.4.2.2 will then go on to offer a preliminary analysis of these competencies.

4.4.2.1 Data from Phase 1 conversations

In my questions to Meredith Belbin as an intellectual property developer I asked him

the following (PhD journal, 9/6/1996):

SKILLS/QUALITIES OF AN IPD

What skills/qualities did you have which enabled you to become an

IPD?

What skills/qualities did you have to develop to become an IPD?

What skills/qualities do you feel that you lack which limit your success

as an IPD?

When did you first think that you might become an IPD?

What differentiates IPDs in your field from others in the field who do not

produce IPs?

His response to these questions was (PhD journal, 26/6/1996):

He saw his skill or quality as being 'to take an overview and to visualise

an end product'. He had to develop 'a broad and intensive education',

and he lacks 'a sufficiently developed business sense. I am told that I

could have made more money if I had proceeded differently.' He first

thought he might become an IPD 'only after "the team" was first brought

into common usage' (presumably this legitimised his team roles as a

popular concept in management thinking). He sees his IPDs as being

differentiated by 'the more intensive development work undertaken in

our case'.

This last comment seems to suggest that Meredith Belbin is differentiating his work not only from those who do not produce intellectual properties but also from others who do. The skills and qualities thus recognised are:

- *take an overview*
- *visualise an end product*
- *developed business sense*

On 3/7/1996 I noted in my PhD journal that, in a conversation with Andrew Mayo:

> he mentioned that he had had some preliminary discussions which he had not followed through with Pearn Kandola about psychometricising the instrument. He felt that neither he nor Elizabeth had the skills to do this and that using PK as a supplier, they could develop a product that was more usable, useful and saleable.

This highlights the skill or quality of:

- *access to psychometric skills*

Commenting a few days later (9/7/1996) on my experience of Andrew in contrast to myself, I said:

> I suspect that one of the key characteristics of a successful IPD is strong business drive and that another is an inexhaustible fund of

energy. I am not sure that I have much of either to spare at the moment.

This adds the qualities of:

- *strong business drive*
- *energetic*

On 15/10/1996 I noticed in my PhD journal that:

> Peter Honey has issued a calendar with 12 of his indifferent paintings featured. This seems to be an example of IPD chutzpah. It may be no good but (A) it's mine, and (B) I have the means and the brass neck to bring it to your attention. It therefore becomes a bit of intellectual property.

This highlights two further qualities (reinforced by a more recent threat by Peter to release upon the world some of his verse – which out-McGonagall's McGonagall):

- *self-confidence*
- *access to publication for ideas*

On 3/11/1996, reflecting on my lack of progress on the PhD and my feelings about this, I saw further qualities of intellectual property developers, which, at this stage, contrasted with my own behaviour. The journal entry read:

As ever, I am precipitated into hasty writing by guilt and self-imposed pressure around my next meeting with Monica - tomorrow. This is a strange, grudging and conflicted way of writing a PhD about intellectual property developers - what would an IPD do in such circumstances? Ask - 'Where am I adding value? What sense can I make of this? How can this sense be used to advantage by myself or others?'

This observation yields the following qualities:

- *able to see where they can add value*
- *asks 'What sense can be made of this?'*
- *asks 'How can I use this situation or idea to my advantage?'*

I was stimulated by listening to some inspiring speakers, who were potentially IPDs at the Institute of Personnel & Development's Annual Conference at Harrogate, and on 3/11/1996 I noted:

Gifford Pinchot at Harrogate said that narrowing the focus INCREASES the creativity. And, a normal creative person will have enough creative ideas in a week to last a lifetime - the implementation is the tricky bit - and it is this which distinguishes intrapreneurs, and, I suspect, IPDs.

Skills and qualities here are:

- *appropriately narrow focus*

- *generate ideas*

- *implement opportunities generated by one's ideas*

It is clear that Pinchot sees the last quality as scarcer, and therefore more valuable, than the second.

On the same day, I was also struck by how much of what I read in the academic literature is by self-consciously unhappy writers. This led me to think about the place of self-disclosure in a work of this kind which, in turn, led to the identification of some disturbingly bourgeois characteristics in the people I am writing about.

> I am struck by the age-old dilemma of self-disclosure for what? I am also conscious of the problem of self-disclosure when one is happy. It is harder to make text or points out of happiness than misery - it seems to me. Joy is little enough explored and much in need of a good press. Bob Grafton-Small writing about his depression, David Currie, 1995, writing as a Rangers supporter - not for the first time this middle-aged, middle class, white male feels almost disenfranchised by the dialogues of the dispossessed. This perhaps is why I am drawn to IPDs. They are all familiarly — well - white, middle aged and middle class, to a man... more or less. Currie is good on why he is writing his paper:

this piece of work is but a fragment of a larger piece of work which is called 'thesis', which in turn is but a fragment of an even bigger piece of work which is called 'becoming what I am' (p. 5).

Thus the qualities might be:

- *middle-aged*
- *middle-class*
- *white*
- *male*

This seems a grizzly and disturbing observation, to my liberal and egalitarian worldview. This challenge was confirmed when I found in Phase 2 that all the British IPDs receiving multiple nominations in the AMED survey are middle-aged or old, middle class (though, *pace* Currie, one is an Arsenal supporter), white and male.

At the end of the political scientists' saga in Chapter 4.2, similar points were made when they said (PhD journal 15/1/1996):

Ann, 'Becoming an IPD requires luck, charisma and being in the right place at the right time.' Bob, 'Peters is a good speaker'. Ann, 'Skin type, voice, role of media'.

So the skills and qualities highlighted here are:

- *luck*

- *charisma*

- *taking advantage of trends to make contributions which are timely*

- *good presenter*

- *white*

- *attractive voice*

- *use media to propagate ideas*

I have reservations about the item 'luck'. As I noted at the time (15/1/1997):

Ralph emphasises luck - doesn't accept 'making your own luck.'

Ontological difference between us.

Covert categorising

It is difficult to decide whether to include in a model something that I disagree with, and disagree with at an axiomatic level. The researcher in me inclines towards including it, the IPD says, 'Leave it out'. As I complete my final write-up, I calculate that this is the only occasion on which 'luck' is selected as an issue, so it may disappear anyway in the final account, without a decision having to be taken. I leave the issue in this text as a point of tension, which often arises and is seldom addressed in the analysis of ethnographic texts.

The above analysis of inequality is only one strand of the reading of Currie. The quotation from him also resonates with my quest to be an IPD, and thus legitimises the additional quality:

- *work on becoming what I am*

In an analysis I made of the MDL saga (2/12/1996) I described an insight into the IP development process previously cited in Chapter 4.3. This assessment also points to qualities and skills, so I repeat it here:

> David Clutterbuck's letter offers *sales and marketing* as the primary focus, but also alludes to *product development* and *professional development* as two other strands in the process. This is an interesting framework to explore more....
>
>> {4/12/1996 On re-reading, the *sales and marketing* and *product development* phases fit into my earlier model; *professional development* - licensing others to use the IP, and preparing oneself to do it - it is a new perspective - and an important one}.

The qualities and skills highlighted here are:

- *sales*
- *marketing*
- *product development*
- *professional development*

- *licensing others to use the intellectual property*

- *preparing oneself to use the intellectual property*

- *preparing others to use the intellectual property*

The story of the shamanism workshop I attended in America, and the advice of my power animal about not working *in* the business school, but instead working *on* it, are spelled out in Chapter 1. I concluded on 3/12/1996 in my PhD journal that:

> I sense that IPDs are like this. They work *on* places where they reside, rather than being immersed *in* them.

The skill then is to:

- *work on situations rather than being immersed in them*

On 5/12/1996 I was reading for my methodology chapter, and one source, Watson (1987), suggested a conventional positist methodology that I decided to use for the moment to see where it led. The result was:

> a structure of independent variable ➔ mediating variable ➔ dependent variable. In my research, with my methodology, what sort of hypothetical structure could I have - assuming for a moment that I wanted it?

> Independent variable - wish for models in management development

Mediating variable:

 - intelligence

 - confidence

 - opportunities for dialogue

 - access to publishers

Dependent variable - successful IPD.

I don't feel very fired up by this - I am more interested in HOW they do IP development, not the predisposing variables. I am getting concerned about whether this is a research question though.

In spite of my lack of enthusiasm for this process it generated a list of four qualities, viz.:

- *intelligence*
- *confidence*
- *opportunities for dialogue*
- *access to publishers*

The first and third of these had not been specifically mentioned in my journal to date, though the other two had. So, this process - of using a research framework that I was not planning formally to adopt - worked in this modest way on this occasion in encouraging me to think for myself, rather than just to rely on the thoughts of others.

The handout I used for the political scientists' saga, as well as the model that is Exhibit 4.2.2 in Chapter 4.2, included an observation from two of my intellectual property developers, which I had gathered earlier in the process. Meredith Belbin says:

'My tutor at Cambridge said to me "I hope you are not going to do too much reading while you are here; it gets in the way of your writing" '. He saw his skill or quality as being to 'take an overview and visualise an end product'.

David Clutterbuck says:

'Among the processes I know I use are: integration - putting together two or more hitherto unrelated concepts; extrapolation - making sense of a mass of data, in an intuitive leap; framing - searching for ways to analyse a concept until I squeeze out some new meaning'.

So, the skills and qualities noted here are:

- *value one's own thinking*
- *take an overview*
- *visualise an end product*
- *pull together hitherto unrelated concepts*
- *use intuition to make sense of a mass of data*
- *framing - by searching for ways to analyse a concept until new meaning is made*

Would you buy fresh words from this researcher?

Stories like the one told in this thesis use a historical line to differentiate what was done (in this example) 'in Phase 1', or 'not until Phase 3'. This is relatively unproblematic and can help to order an account. There are, however, a couple of ways in which the timeline inevitably gets played with, in a way that will not usually be disclosed to the reader.

One of the ways in which text is tidied up in revision is by bringing everything into a spurious *now*. It is as if the writer is asking the reader to collude in the fiction that all this was written at the same time. All these 80 or 100 thousand words scattered from beneath my whirring fingers one afternoon in December 1999. Perhaps there is little one can do about this fiction. When I come across something written as a tentative conclusion half way through the research, it feels raw and unfinished and it also seems 'mis-leading' because it does not fit with where the story ends up. So, it is edited, airbrushed, out of existence. The process of retrospection, which is highlighted by sensemaking accounts of doing research, is removed from the text in the interests of a smooth read. I have done such smoothing with the current text, and this critical aside is here to say that it has been done. I include it in the text at this point, because this first part of the search for competency was part summarised early in the write-up, in a way that did not wholly fit with the subsequent story. It is not that the version you

read here is 'truer' than the one that was edited away. It is just that it is more coherently connected to the sections of the text that surround it.

Another device that a reader who attends to such things will have noticed, is the use of the present tense when reporting the speech of the IPDs from the Phase 2 interviews. This has been used to give immediacy to these views, but, like the airbrushing, it is a fiction. They said these things in a present that was long ago. I wrote them down almost as they spoke, but typed them up later, had them reviewed and revised by the speaker, categorised them, sorted them into categories, then (much later) wrote some text round them, and reviewed the reported speech and the commentary to draw conclusions. Finally, I re-read the whole text to see how it hung together, making changes as I went on. Looked at in this way, what they say is buried in a very distant past to which the reader can only have a tenuous connection.

While such emendations and devices are a part of writing a coherent story, this 'critical box' is here to remind readers and the writer of the rough justice dealt out to literal truth in any such account as this.

It is as well to remember the story told about Piccasso. He had been commissioned to paint a portrait of a rich American, and the patron did not like the results. He became frustrated when the artist seemed not to understand his complaints. Eventually, his patience exhausted, he pulled his wallet from his pocket, and removing a photograph from it, handed it to Piccasso saying, 'There, that's what she looks like'. The artist turned the object round in his fingers and replied, 'She's rather small, isn't she? And

very flat?' Written accounts too are shaped by the conventions of looking that we demand of them before they can be recognised as legitimate.

4.4.2.2 Analysis of the Phase 1 data

As I was typing the previous sub-section I saw that a further IP was emerging. I began to recognise that I was developing a typology of the skills that IPDs use in producing their IPs. I felt that this was worth doing, as it could be of use in helping individuals who wanted to be IPDs to make an inventory of their strengths and weaknesses, so that they could plan how to overcome the weaknesses and make use of their strengths.

The first stage in producing this property was to list the skills and qualities noted. This is given below as Exhibit 4.4.1:

Exhibit 4.4.1 Unsorted list of competencies from Phase 1

1. *take an overview*
2. *visualise an end product*
3. *developed business sense*
4. *access to psychometric skills*
5. *strong business drive*
6. *energetic*
7. *able to see where they can add value*
8. *asks 'What sense can be made of this?'*
9. *asks 'How can I use this situation or idea to my advantage?'*
10. *self-confidence*
11. *access to publicity for ideas*
12. *generate ideas*
13. *implement opportunities generated by one's ideas*
14. *middle-aged*
15. *middle-class*

16. white
17. male
18. luck
19. charisma
20. taking advantage of trends to make contributions which are timely
21. good presenter
22. white
23. attractive voice
24. use media to propagate ideas
25. work on becoming what I am
26. sales
27. marketing
28. product development
29. professional development
30. licensing others to use the intellectual property
31. preparing oneself to use the intellectual property
32. preparing others to use the intellectual property
33. work on situations rather than being immersed in them
34. intelligence
35. confidence
36. opportunities for dialogue
37. access to publishers
38. take an overview
39. visualise an end product
40. pull together hitherto unrelated concepts
41. use intuition to make sense of a mass of data
42. framing - by searching for ways to analyse a concept until new meaning is made

These skills and qualities were then sorted into groups. The categories that seemed most readily to lend themselves to this task when I first did it was the five-fold version of the IP development process developed in Chapter 4.3. This worked well for the *skills* in my list; the *qualities* were harder to categorise.

The numbered items were moved to the stage where the skill or quality seemed in my judgement best to fit. If it did not fit into any one stage more than into any other, then it was added to a sixth category headed 'General qualities'. Items 10 (self-confidence) and 35 (confidence) were combined into one item called self-confidence. Items 16 and 21 were both 'white', and Items 2 and 39 were both 'visualise an end product', so they

too were combined. The items were then sorted within each category, so that items that seemed to come together were listed together.

There was no skill that did not fit into the existing categories of the 'intellectual property process', though a number of them could have been placed in more than one category within that model. The outcome of this sorting is shown in Exhibit 4.4.2.

Exhibit 4.4.2 Competencies from Phase 1 sorted according to five-fold process model

HAVE THE IDEA
- pull together hitherto unrelated concepts
- take an overview
- generate ideas

CRYSTALLISE THE IDEA INTO A USABLE FORM
- use intuition to make sense of a mass of data
- framing - by searching for ways to analyse a concept until new meaning is made
- visualise an end product
- asks 'What sense can be made of this?'
- asks 'How can I use this situation or idea to my advantage?'
- able to see where they can add value
- work on situations rather than being immersed in them

DEVELOP MATERIAL BASED ON THE CRYSTALLISED IDEA
- self-confidence
- access to psychometric skills
- product development
- opportunities for dialogue
- take an overview

PROPAGATE THE IDEA SO PRODUCED
- developed business sense
- energetic
- implement opportunities generated by one's ideas
- taking advantage of trends to make contributions which are timely
- access to publicity for ideas
- use media to propagate ideas
- access to publishers
- sales
- marketing

- charisma
- preparing oneself to use the intellectual property
- good presenter
- attractive voice
- professional development
- licensing others to use the intellectual property
- preparing others to use the intellectual property

DEFEND THE MATERIAL

- strong business drive

GENERAL QUALITIES

- middle-aged
- middle-class
- white
- male
- luck
- intelligence
- work on becoming what I am

This model is still at a stage somewhere between 'Have the idea' and 'Crystallise the idea into a usable form'. It will be built into a more sustainable IP by integrating it with the data from the rest of the fieldwork.

4.4.3 Skills and qualities shown in Phase 3 interviews

In what follows, extracts from the interviews in Phase 3 have been ordered to give an account of the IPDs' views about the competencies that they felt that they had and which enabled them to do this work. This process of extraction is then followed by an ordering of the items in a form that will make them easier to compare with the lists from other sections.

4.4.3.1 Data from Phase 3 interviews

The first sub-category in my coding was 'weaknesses as strengths'. It was exemplified

in the interview with the epidemiologist, Richard Wilkinson. He was not strictly one

of my sample IPDs, and seems to be more researcher than IPD. However, from the

interview and from his writing (Wilkinson, 1993 & 1994), he shows that he uses

aspects of the IPD process identified in Chapter 4.2. He had a view that it is the

skills/qualities that he *lacks*, which contribute to his success as an IPD:

> *My two main disadvantages were that I read slowly and that my*
>
> *statistics are not that good. The slow reading would be called dyslexia*
>
> *today, but I remember, at school and as an undergraduate, that if I was*
>
> *short of time, I couldn't précis what someone else had written: I had to*
>
> *think about the topic myself. I found that theoretical problems confront*
>
> *you more if you haven't looked at others' solutions. Again because of*
>
> *my modest statistical skills I had to spend a lot of time worrying over*
>
> *the data. It was like someone I knew at school, who had deformed*
>
> *fingers, and he taught himself to make balsa wood models to challenge*
>
> *the disability.*

Wilkinson showed another quality in the extract cited in Chapter 4.2, of persistence in

holding a direction (PhD journal 14/1/1998):

> Wilkinson also shows that the strength of mind to have and hold a
>
> direction almost regardless of the data, is important. Tom Boydell in his

interview and David Clutterbuck (see Mentoring Executives and Directors book saga) also support that.

So this analysis, exploring weaknesses, identifies the following strengths:

- *read little, to allow time to think*
- *struggle with data to find meaning*
- *persist regardless of contrary data until satisfactory form can be found*

Turning now to the qualities identified during the coding of the interviews, Tom Boydell claims that one contributory factor to his being able to produce IPs is:

> *I value being free - no-one says 'Go and do this' every Monday morning. This helps - I am free to experiment.*

Mike Pedler says:

> *Timing is important - Kevan Scholes' book wouldn't have sold ten years earlier. The Manager's guide was timed well - people were beginning to see the limitations of systematic training. The Learning Company was too, coming out at the same time as Senge.*

This gives two new qualities

- *making time to think*

- *timing, catching the wave*

Roger Harrison gives a lengthy description of his development of the Positive Power and Influence programme, which he views as one of his three main IPs:

Dave Berlew said, 'It seems to me that we could develop a programme that would work with practical managers. This T-group stuff is too soft. Their work involves hard styles'. So the problem became how to devise a programme which develops hard and soft styles? We crafted a model - I wanted three styles, he had a fourth - common vision. We ended up with a four-part model, which we could agree was what was happening in business. Then the Self Directed Learning part was my stuff - giving them an experience to see what they're strong and weak on, then they can choose what to develop. I had a really good 'in' with ICI, so we ran it for (mostly) ICI HR managers the first time, mainly without written materials, and with two tracks - hard and soft. The first time round he did hard and I did soft, but later we traded around. At the point where we'd done the ICI one, Dave had a nice consulting relationship with Aer Lingus and I had some links at the Irish Management Institute, so we got Liam Gorman to run the next one at IMI. In the meantime, I had a request from someone I didn't know at Rank Xerox to devise a training for project managers. I talked to him and it seemed that project managers needed to influence without formal authority. I sold them the Positive Power and Influence programme. He didn't have any alternatives from elsewhere! I sold him the right to use our programme for 30,000 Swiss francs, which was about $15,000, with an agreement that we would develop materials and train their

trainers at normal consulting rates. So Rank Xerox funded the development of our material. I'd take my portable typewriter to the programmes and write up ideas, and if they flew, we incorporated them. They had the right to use it in the company, and they were happy for us to exploit it commercially.

This account yields the following competencies:

- *build models of contrasting styles*
- *design innovative mode of delivery of the IP*
- *find opportunities to pilot and trial ideas*
- *grasp opportunities for paid development of IPs*
- *retain copyright of IPs*

Persistence, contrary to the criticism of flightiness in the guru literature and the political scientists' saga, is again recognised as important by Bob Garratt:

> *My learning organisation stuff is still evolving. I thought Peter Senge's stuff would knock it out of court, but there's been a loop around, and mine and Reg's stuff is coming back in as the limitations of pure systems stuff is being recognised.*

The need for this quality is echoed by John Burgoyne:

> *Perhaps the essence of us is that we can't let it go. Is that why you call us anal retentive?*

- *persistence in propagting properties*

Alan Mumford identifies a string of skills in his interview:

> *I'd always treated separately 'the real management development*
>
> *created around the work people do', and, on the other hand, the writing*
>
> *about creating formal management development processes. It took the*
>
> *DLitt. to stitch them together.*

> *I can think of three skills and qualities that mean I produce a lot of*
>
> *intellectual property. One is that I am driven by this wish to propagate*
>
> *what I know or understand. This contrasts with other authors (who*
>
> *mentioned Leslie Rae?) who start because they can write - which is not*
>
> *to be sniffed at - though I am.*

> *Another skill is that I do collect. I collect and I file. I was able to produce*
>
> *the methods book because I collected what there was. Another*
>
> *example is my bibliography on action learning (the only one that's been*
>
> *produced). When I consult I sit and make a great lot of notes; in MDL*
>
> (see the MDL saga, Chapter 4.1) *when people liked me as Chair it was*
>
> *because members recognised I could identify and remember what*
>
> *happened.*

Finally, and I am pleased by this, what people tell me is that I write in a style that's literate, easy to understand and comprehensible. That's clearly a skill. Where I don't have a skill is in identifying the market. I get interested whenever I see something no-one's done: and often it's because no-one's interested in it!

These excerpts yield the following skills and qualities:

- *integrate theory and practice*
- *driven by wish to propagate what they know and understand*
- *collect and file ideas and sources*
- *write in an accessible style*

Peter Honey echoes the point about collecting and filing when he says:

I read everything I could read about it (that's all part of my plagiarism).

Andrew Mayo has a lot to say that is pertinent to competencies:

I'm not a particularly good reader or a good listener. My mind goes off on tangents. I am quite a good thinker. I have too many thoughts to manage. I pursue too many ideas at once.

I did once write 90,000 words in six months while doing a demanding full time job. I mapped out the chapters I wanted to write; divided the

words into the chapters; counted the number of weeks to my deadline, and worked out that I would have to write 2,500 words per week. I disciplined myself that way.

I reorganised the chapters as I went along, to improve the logical flow of the argument - having them hanging together is important to me. I also wanted something practical, so landed up with three 'chapter ends' in each chapter - a summary of key points; problems to be experienced in practice and thoughts about how to overcome them; and the third bit was measures of success.

I talk a lot about the theory of learning, but I can be a very poor facilitator - I talk too much. For example, in 'Creating learning and development strategy' workshops for IPD young people, I like to give them my wisdom, but they want to explore it for themselves. So I'll try it this new way next time. I try to give too much. I'm hopeless at facilitating big groups. So, what I want to do is play to my strengths - develop intellectual capital and do the consulting (that's one area where I listen well - I do love listening to managers talking about their business); and get others to facilitate workshops.

We wrote the synopsis for the Institute of Personnel & Development after that lunch in January 1994 - and the book was delivered in June 1994. It's slightly dangerous not allowing more thinking time, but I'm too impatient to wait 18 years, say, to write a book.

Andrew Mayo is unusual among the IPDs in being quite apologetic and seeming to suffer from inner struggle in his accounts. This highlights a quality in *the other* IPD respondents of:

- *integration of self, and peace with self*

The thoughts that Andrew Mayo expressed did however yield some qualities and skills, which are summarised as:

- *linear thinking*
- *disciplined writer*
- *specify the practical*
- *play to recognised strengths*
- *impatience to produce*

Bob Garratt says:

> *From a skill point of view - design provides a completely integrating framework - it is the original holistic process. On Gerry Rhodes'*
> *framework,* (Rhodes & Thame, 1988) *I have an incredibly high score on 'vision', and I'm equally high on 'ingenuity' - so making things happen is very important to me. Top management are high on logic and vision (soft facts), but low on hard facts and ingenuity. They're not interested in implementing change processes well.*

The skills and qualities here are:

- *design thinking*

- *urge to make things happen*

David Clutterbuck seems to be groping towards a reference to reflexivity here, as well as picking up on self-esteem. Ideational fluency is mentioned, but not highlighted as necessary, in this piece of dialogue:

> *Are creative people by their nature narcissistic? Self-esteem is crucial. As George Fox asked early Quakers: 'What canst thou say?'* Yes. *What are the consequences of the various positions on a spectrum from one idea in a lifetime to 20 ideas per hour? I don't know - though I see myself at the 20 per hour end. Yet, strangely enough, give me a bunch of those de Bono-style problems and I wouldn't be significantly above average in solving them. With abstract games there is no need, no underlying unconscious working on the problem, so my creative faculties don't get switched on.*

The qualities are:

- *reflexivity*

- *self-esteem*

- *purposeful creativity*

The point about self-esteem is re-iterated by Peter Honey in commenting on his painting skills, which have already been mentioned in Section 4.4.2, above:

I think if you are going to publish your ideas you need a certain arrogance. For example, I am an amateur painter, but I have published twelve of my paintings for two years running in a calendar, which we sell.

These skills and qualities are now sorted in the following sub-section.

4.4.3.2 Integration and ordering of the lists

Exhibit 4.4.3 takes the items listed in the sub-section above and collects and sorts them into the five stages of the process model from Chapter 4.3, with an extra category for general qualities.

Exhibit 4.4.3 Competencies from Phase 3 sorted according to five-fold process model

HAVE THE IDEA
- *purposeful creativity*
- *collect and file ideas and sources*
- *build models of contrasting styles*
- *timing, catching the wave*
- *making time to think*
- *read little, to allow time to think*

CRYSTALLISE THE IDEA INTO A USABLE FORM
- *design thinking*
- *design innovative mode of delivery of the IP*
- *persist regardless of contrary data until satisfactory form can be found*
- *struggle with data to find meaning*

DEVELOP MATERIAL BASED ON THE CRYSTALLISED IDEA

- *urge to make things happen*
- *specify the practical*
- *disciplined writer*
- *linear thinking*
- *integrate theory and practice*
- *grasp opportunities for paid development of IPs*
- *find opportunities to pilot and trial ideas*

PROPAGATE THE IDEA SO PRODUCED

- *write in an accessible style*
- *driven by wish to propagate what they know and understand*
- *persistence in propagting properties*

DEFEND THE MATERIAL

- *retain copyright of IPs*

GENERAL QUALITIES

- *self-esteem*
- *reflexivity*
- *impatience to produce*
- *play to recognised strengths*
- *integration of self, and peace with self*

4.4.4 Items from individual characterisations linked to more than one IPD

The third approach used in this chapter to find competencies of IPDs is to explore

common characteristics from the individual characterisations drawn in Chapter 4.1.

Any items from the individual characterisations, which had a strong link to items from

other characterisations, were included. The similar characterisations were brought

together, with accompanying words if they differed, with the relevant names attached.

The differing words were then drawn together to create a coherent sentence, which

retained any differences. On two occasions, when the characterisation directly

contrasted with another IPD's way of going on, the contrasting name is added to the

list after the word 'unlike'. The list was then converted into competency statements

and sorted according to the five-stage IP development process with general qualities

added at the end. The unsorted list is given in Exhibit 4.4.4.

Exhibit 4.4.4 List of characterisations shared by more than one IPD

1. identifies self firmly as an intellectual property developer, even though not liking the word; discomfort with 'researcher' and 'guru' roles (Tom Boydell, David Clutterbuck)
2. integration of theory and practice through own higher degree (Alan Mumford, Roger Harrison)
3. motivated to produce IPs and write about them as being what you want to do and what you enjoy; can't see yourself ever stopping; passion for ideas and writing, or for having the ideas widely adopted in society to address pressing problems (Andrew Mayo, Roger Harrison, Peter Honey, Alan Mumford, Bob Garratt)
4. self-confidence important in the creation process (Peter Honey, Meredith Belbin, but *unlike* Andrew Mayo - unconfident at 30; moving to having something to say)
5. tension between reading others (not too much) and thinking for oneself, or reading not used to generate ideas (David Clutterbuck, Tom Boydell, Andrew Mayo, Meredith Belbin; *unlike* Peter Honey)
6. borrowing of others' models and making technical improvements, or borrowing, using and acknowledging others' ideas, but the solitary nature of the final creative work (Mike Pedler, Tom Boydell, John Burgoyne, Peter Honey, Roger Harrison, Alan Mumford, Bob Garratt)
7. reflective space/thinking time crucial - driving/train/plane, or found in the act of writing itself (David Clutterbuck, Peter Honey, Andrew Mayo)
8. collaborations or partnerships important (Mike Pedler, Tom Boydell, John Burgoyne)
9. thinking in terms of frameworks – pictures, or broad ideas in head; pull out threads on paper into diagram (David Clutterbuck, Bob Garratt)
10. ideas as free spiritual goods (Tom Boydell, Mike Pedler)
11. term for the intellectual property is important (Meredith Belbin, David Clutterbuck)
12. simplifying things that are too complicated (Alan Mumford, Peter Honey)
13. crystallise by sharing ideas with respected others (Roger Harrison, Tom Boydell, John Burgoyne, Mike Pedler, Peter Honey , Alan Mumford)
14. crystallise by writing articles about it first or by a development project (David Clutterbuck, Roger Harrison)
15. persevere until coherent logical structure or aesthetic structure is achieved (Tom Boydell, Andrew Mayo)
16. internet and electronic media will affect the future of intellectual properties and their propagation (Meredith Belbin, Roger Harrison)
17. building a business to manage an intellectual property - discontinuity in the scale of company needed to develop an intellectual property (Meredith Belbin, Roger Harrison)

The list in Exhibit 4.4.4 was then converted into competency statements. So that it could be compared with the other lists it was again sorted into the five stages plus general qualities framework used in the previous two sections. The sorted list is given in Exhibit 4.4.5.

Exhibit 4.4.5 Competencies from common individual characterisations sorted according to five-fold process model

HAVE THE IDEA
- *respects ideas as free spiritual goods*
- *thinks in terms of frameworks*
- *takes reflective space for self*
- *build on others' ideas*
- *reads sparsely to stimulate own ideas*
- *self-confident about capacity to produce ideas*

CRYSTALLISE THE IDEA INTO A USABLE FORM
- *persevere until coherent structure is achieved*
- *crystallises by writing or using in a development project*
- *crystallises ideas by sharing with respected others*
- *simplifies complex issues to create 'simple enough' structure of IP*
- *finds resonant term for IPs*
- *works collaboratively with others*

DEVELOP MATERIAL BASED ON THE CRYSTALLISED IDEA
- *works solitarily in writing and creating IPs*
- *studies to integrate theory and practice*

PROPAGATE THE IDEA SO PRODUCED
- *build a business to develop property.*
- *consider propagation by electronic media*
- *works for having ideas implemented in society*
- *passion for writing about ideas*

DEFEND THE MATERIAL
None identified in this category

GENERAL QUALITIES
- *identifies self as a producer of ideas*

4.4.5 Phase 4 reflections and mini-sagas yielding further qualities

In this fourth and final slice of the experience to yield competencies of the IPD, I take a new collection of data that occurred after the end of the Phase 3 interviews. This period, which coincided with the write-up of the thesis, returns to the informal ethnographic style of Phase 1. I start collecting experiences again, some of them with the IPDs established by my Phase 2 survey, but others with IPD-like individuals who were not nominated in the AMED survey.

The author as IPD

Throughout this thesis the reader may note references to its author either as an outsider looking in on the golden world of IPDs, or as an aspirant pushing into the circle, or as already a member. These differences of position have not been heavily edited to produce a standard story.

In the section that follows I have used my own experience as an IPD more freely than I have done heretofore. This partly reflects a growing confidence about my standing with the other IPDs nominated in the AMED survey, and in particular it reflects being invited into the A Declaration on Learning (ADOL) group for the second stage of the declaration's life.

I do not pretend that I have produced groundbreaking articles like Harrison or best-selling, definitive books like Pedler, Burgoyne and Boydell, or questionnaires for sale, which dominate their market, like Belbin or Honey and Mumford. Nor have I sold

books in as great quantity as Garrett, or Clutterbuck, at his most successful. What I
have done is worked in the same way as these people, and worked with them on many
occasions. I have become (somewhat like Boswell with Johnson) a member of their
community particularly through this work of understanding, appreciating and valuing
what they do.

I will return to this theme in the final chapter, but it gained a mention here in response
to my noticing the different tone of many of the entries in the next section when
compared with those that went before.

4.4.5.1 Phase 4 data

The data in Phase 4 is again impressionistic as it was in Phase 1. Again a number of
sagas arise, and this time there are also mini-sagas where short incidents form
themselves into stories which illuminate themes which are salient in pursuing this
research.

In my PhD journal for 29/9/97 I record that, while we were walking together in the
Lake District, Mike Pedler suggests:

> that facilitation, and especially the creation of sacred space, is about
> transcending the ego. It clearly relates to the new IP that David
> Clutterbuck has come up with for our Mentoring Executives and
> Directors book - Personal Reflective Space. It occurred to me that it
> also connects with the Taoist idea of the drinking cup, whose utility

comes from the space within it (in Tao Te Ching). Another phrase for Creating sacred space is Nic Turner of Boots plc's 'Holding the circle'.

The quality of the IPDs that I want to pick out from this is:

- *transcending the ego*

In my PhD journal for 20/10/97 I speculated about the beliefs of the IPDs:

> I find Tom Boydell and Roger Harrison to hold beliefs that are more or less insane in the light of a material understanding of the universe, and I suppose saints and sages throughout the ages always have. The critical guru literature is so full of dreadful warnings about the unchecked and uncheckable spinning out of control of visions of divine grace that I find it hard to even WANT to get into that stuff. I am reading Meister Eckhart's *Book of divine consolation* (Eckhart, 1994) at the moment and he is another example of mad yet orthodox saintliness. On Sunday I woke at 6.00 and found myself thinking about the essence of the IPDs I have interviewed so far. Re-reading them I have a strong sense of 'gifts various', and at a high level of abstraction - a common strand - something about

- *divine dissatisfaction*
- *expressing strong individuality*

The next quality is found in the PhD journal (13/11/97):

The other intellectual property from this morning struck me just as we turned the corner at the end of the terrace going off for this morning's run. It occurred to me that we each

* *have a self that is more or less integrated*

Then, at the Learning Company Conference on 18/3/1998 (PhD journal), I went to John Burgoyne's session and he manifested interest in and use of his IPs in describing his work with Volvo. The IPs were the E-flow model, the eleven characteristics (11C) of the learning company and the three levels of learning:

1. in working with them to design a search process to create the Volvo Academy, at the first event, he 'was not pleased at how the E-flow went across'.
2. at the second event he 'fed back the 11C interview data and they were more interested in that'.
3. in the spin-off project on business planning in the learning company he used 11C and E-flow models to crystallise their understanding.
4. in the review of product, brand, network and customer care, they explicitly used the E-flow 4 components to analyse the four issues they were addressing.
5. in informating the design of the IT system for dealership and dealer management they used the three levels model, related to three levels of automating.

These were intellectual property developer interventions, that

- *use IPs to diagnose and develop*

- *generate data from IPs to give insight*

- *use IPs to help understand experience*

- *use IPs to provide a framework for action*

After the Learning Company Conference a group of supporters met for a day. This event generated a mini-saga as follows.

The LCP mini-saga

The IPDs around the Learning Company all seem to want to find something new - displaying a restlessness to move on (especially Mike Pedler and John Burgoyne). The sense that some of us others had was that they had not begun to work through or finish the LCP stuff yet. Tom Boydell told me (14/1/98) that one of their staunch supporters from mainland Europe is not coming to any more Learning Company Conferences or recommending it to his network, because they are not developing and testing the materials and models. The IPD quality is

- *restless moving on to next issue*

Although John Burgoyne and Mike Pedler seemed to be the more restless of the three LCP originators at the meeting just described, it is ironic that the third member of the

group, Tom Boydell, was the one who became involved in the next saga described here – The Knowl*EDGE* House saga.

The KnowlEDGE House saga

Following the meeting of friends of the LCP described above, four of us got together to explore the relationship of organisational learning to the emerging field of knowledge management. Tom Boydell and I were two of these and the other two were people not mentioned in this study. The agenda for this group was to develop IPs linking the fields of organisational learning and knowledge management, and to create an organisation to develop these properties commercially.

A long series of meetings took place, but it became apparent that the interests of the group were diverging. A fifth member (like one of the founders also a devout social constructionist) wanted to take the group towards creating a consulting organisation based on social constructionist insights. The two of them and Tom Boydell did this, and created a brand (Inter~logics) which officially embraced all our activities as a group, but in practice became the exclusive preserve of the three constructionists. The fourth member, partly from the difficulty he experienced in getting his head round the topic and partly because his own business, which pre-dated the group, was extremely busy, dropped out. This left me holding onto my baby - an IP, which I had been developing, of a lengthy questionnaire based on a self-generated model, and an infant organisation, which we had called The Knowl*EDGE* House. My

constructionist colleagues had no time for the questionnaire and had questioned me repeatedly about its purpose, without coming alongside me to co-create such a purpose.

The forming of the group had prompted me to do a great deal of reading about knowledge management, to devise this IP and questionnaire involving 12 stages of knowledge management (assembled into four phases) and two styles, so it was quite a generative baby. It also led me to propose within the Business School where I work that we develop a Masters programme in knowledge management, only to find that two other colleagues were proposing the same thing from a somewhat different perspective. This strand in the development has been pursued and the course is already running, somewhat recapturing the reputation of my School for the development of innovative Masters programmes.

I found that my intuition (which said that the link between organisational learning and knowledge management is commercially significant) was sound, because whenever I offered to talk about it and to offer my model and IP, the offer was taken up. However, in spite of this good news, I felt isolated and let down by my group evaporating and leaving me with an IP, but without the heart to develop it vigorously. One of the consequences of this has been that on some of these occasions when I have presented on knowledge management I have omitted to discuss my IP to the full, and have instead drifted into exploring organisational learning concerns, where I feel more at home.

This is where the saga stands at the moment; a mixture of excitement, development and loss, waiting to be resolved one way or another when I turn my attention away from completing the write up of this thesis.

The themes which emerge from this saga are:

- IPDs can deliberately play the game of producing IPs

- IPDs can gain access to the stage to perform their IP

- They will subvert these performances until they come themselves to value the IP

- The valuing of the IP is a social process requiring support from respected others

- The purposes in producing the IP can seem opaque to possible colleagues

There was another saga around an event that has also been mentioned in Chapter 4.2 – the 'A Declaration On Learning' (ADOL) group.

ADOL saga – Part 2

My impressions of the first meeting were influenced by a personal sense of being a stranger (Schutz, 1964) and learning the ropes. I had this sense in spite of knowing all the members present (other than Michael Pearn, who I had only met briefly on one occasion). I also

knew two of the dinner guests who joined us in the evening – Geoff Armstrong the Director General of the Institute of Personnel & Development and Dame Rennie Fritchie, the Government Commissioner for Appointments.

My recollection of the meeting was of being courteously asked to suggest amendments, and of making a case for a systemic view of learning. I felt that I did not have much of an impact on the flow of the conversation. In the evening my chief recollection is of a disagreement with Geoff Armstrong (who I like and respect) about the effect of the inter-relationship between the Institute of Personnel & Development and the colleges which run its courses. I was arguing (again) for a systemic view of how each made the other more conservative; he said that there was no such effect. David Clutterbuck used jokes to deal with his newness, and left the meeting earlier than had been anticipated by those who had ordered dinner.

At the second meeting we moved on to planning the redrafting of the Declaration. I again argued for a separate section on systemic and complexity perspectives, and (in my perception) was resisted by Ian Cunningham, who was supported by Michael Pearn and Peter Honey. All three of them wanted the revisions to be relatively modest.

What I noticed about the way the IPDs worked in these two meetings was the following:

- *interest in task process*

- *lack of interest in social process*

- *business-like focus of large group discussion*

    I was responsible for drafting the revision of a section of the new

    declaration, and the time was running out, so I typed up amendments

    to the section on 'the nature of learning' for the revised declaration. I

    phoned Tom Boydell the night before our deadline, and he had not got

    round to planning what he had to say, but had three or four cogent

    points which I wove into my revisions. Sent them to Peter this morning,

    which was gratifying – more or less on time.

- *focused effort on IP development*

    Peter Honey phoned the next day to say that he thinks what I have

    written is a vast improvement over those silly bullet points that we had

    in the first version. He also said that it would be interesting to see how

    much of the change gets through the process of review in Dublin.

- *generosity around the contribution of others*
- *realistic about the viability of IPs*

    One thing I said to Peter was that I had deliberately written it in more

    engaging prose. I think that the memorability of a point impacts

positively on its utility. Peter talked about 'sound bites, in the best sense', and I think that

- *producing memorable phrases*

  is a skill of IPDs.

In my PhD journal for 15/9/99 I made the following personal observation, from which led a generalisation about the IPDs:

I am grateful for the *good health* and *resilience* that I have, which enables me to get up early and to push through my work. I also have the *autonomy* to manage my time in such a way that this is possible for me. I am also blessed with *family support* in sustaining my endeavour. I notice that of the IPDs whose circumstances I know – each of them has a stable and supportive family context for their work. Qualities are:

- *good health*
- *resilience*
- *autonomy*
- *family support*

Another personal entry in my journal that day read:

After the first week of starting at 5.00a.m. each morning to do a couple of hours work on this before the family gets up, I notice again the qualities that IPDs have and need to have of

- *purpose*
- *process*
- *passion*

This model is the same one I developed in Megginson & Whitaker, 1996 (pp. 76-78).

A third personal reflection from that day is:

Another quality I have noticed in myself when I have come up with something that I find a persuasive IP is that I can't *not* work on it and find every pretext for propagating the idea. It is a case of

- *invention being the mother of necessity.*

Mike Pedler made a similar point in a conversation with me many years ago, when he said, 'I have a writer's block at the moment; I can't stop!'

Finally, two personal mini-sagas yield further reflections on qualities and skills:

The research seminar mini-saga

I was asked by a new young researcher in another school of my university to run a

workshop for him and his colleagues and I offered to do so, with no great sense of

what might come out of it for me or indeed for them. The event focused around

issues of complexity, dialogue and double loop learning. Following the event, I

was asked by one of the participants who is running a university-wide initiative to

help her on a consultancy basis. Her project reports to the university's new

Director of Organisational Excellence, with whom I was planning to develop a

new IP on knowledge management. I could have had no way of knowing about

this outcome before the event, but plunging into it regardless of other pressures

yielded this positive outcome. The IPD qualities in this mini-saga seem to be

- *generosity*
- *capture serendipity*
- *build linkage*
- *exercise leverage*

Another mini-saga in the same week highlights similar qualities.

The publisher's mini-saga

The publisher of my latest book was in Sheffield, and, in spite of wishing to

concentrate on finishing this thesis, I agreed to have lunch with her. In the lunch

we talked about building her list around the book David Clutterbuck and I had just

completed, and hatched a plan for my becoming series editor of this list. Two days

later I was talking about some other joint activities with Tom Boydell and he

mentioned that this publisher had contacted him – at my suggestion. I found

myself proposing to him that he consider becoming the joint series editor with me.

Yet again, the multiplicity of possibilities replicates and folds in on itself. One of

the issues in economic development at present is the power of geographical

clusters of organisations in the same industry. Does the same apply to IPDs? Does

the fact that Tom Boydell, Mike Pedler and I all live in or around Sheffield

represent a cluster, and do we gain benefits from this? This mini-saga suggests that

this is the case. This story illustrates

- *access to publishing outlets*

- *clusters*

- *linkage*

- *leverage*

4.4.5.2 Analysis of Phase 4 data

As in the previous two sections, the bullet points from the text above were brought

together and listed. The list was then sorted into the now familiar six-fold

categorisation. This is presented in Exhibit 4.4.6.

Exhibit 4.4.6 Competencies from Phase 4 conversations and mini-sagas sorted according to five-fold process model

HAVE THE IDEA
- *invention being the mother of necessity.*
- *purpose*

- *restless moving on to next issue*
- *IPDs can deliberately play the game of producing IPs*

CRYSTALLISE THE IDEA INTO A USABLE FORM

- *process*
- *business-like focus of large group discussion*
- *interest in task process*
- *lack of interest in social process*

DEVELOP MATERIAL BASED ON THE CRYSTALLISED IDEA

- *producing memorable phrases*
- *focused effort on IP development*
- *generosity around the contribution of others*
- *use IPs to diagnose and develop*
- *generate data from IPs to give insight*
- *use IPs to help understand experience*
- *use IPs to provide a framework for action*

PROPAGATE THE IDEA SO PRODUCED

- *access to publishing outlets*
- *realistic about the viability of IPs*
- *IPDs can gain access to the stage to perform their IP*
- *They will subvert these performances until they come themselves to value the IP*
- *The valuing of the IP is a social process requiring support from respected others*
- *The purposes in producing the IP can seem opaque to possible colleagues*

DEFEND THE MATERIAL

None identified in this category

GENERAL QUALITIES

- *clusters*
- *build linkage*
- *exercise leverage*
- *capture serendipity*
- *generosity*
- *passion*
- *good health*
- *resilience*
- *autonomy*
- *family support*
- *transcending the ego*
- *divine dissatisfaction*
- *expressing strong individuality*
- *have a self that is more or less integrated*

4.4.6 Integration of the four listings

I have used the products of the four previous sections (Exhibits 4.4.2, 4.4.3, 4.4.5 and 4.4.6) to produce the table presented as Exhibit 4.4.7. The material has been transferred from the four exhibits, compressing certain longer sentences. The items printed in **bold** are those that have occurred in the same stage from different sources. The underlined items highlight those where the repetition is in different stages.

Exhibit 4.4.7 Integration of depictions from the four sections

Characterisation source Stage	Phase 1 conversations	Phase 3 interviews	Phase 3 shared characterisation	Phase 4 conversations
Have idea	***Pull together unrelated concepts**, take an overview, generate ideas, can deliberately generate IPs*	*Purposeful creativity, collect and file ideas and sources, **build models of contrasting styles**, <u>timing</u>, catch the wave, **make time to think, read little - to allow time to think***	*Ideas as free spiritual goods, **think in terms of frameworks, take reflective space for self**, build on others' ideas, **read sparsely to stimulate own ideas**, <u>self-confident about capacity to produce ideas</u>*	*Invention mother of necessity, purpose, restless moving on*
Crystallise	*Use intuition to make sense, frame ideas, visualise end product, seek sense, seek advantage, **see where can add value**, work on situations not in them*	*Design thinking, design innovative delivery of IP, persist regardless of contrary data until form found, **struggle with data to find meaning***	***Persevere for coherent form**, crystallise by writing, using or sharing with respected others, create 'simple enough' structure, find resonant term for IPs, **collaborate with others***	*have process, business-like discussion, interest in task process, lack of interest in social process*
Develop material	*<u>Self-confidence</u>, access to psychometric skills, **product development**, opportunities for dialogue, take an overview*	*make things happen, specify the practical, disciplined writer, linear thinking, **integrate theory and practice**, grasp opportunities for paid development of IPs, **find opportunities to pilot ideas***	*work solitarily in creating IPs, **study to integrate theory and practice***	*produce memorable phrases, **focused effort on IP development**, generosity re contribution of others, **use IPs to diagnose and develop**, generate data from IPs to give insight, use IPs to understand experience, use*

				IPs as framework for action
Propagate idea	*Developed business sense*, *energetic*, *implement opportunities from ideas*, *timely*, *publicise ideas*, *use media to propagate ideas*, **access to publishers**, *sales, marketing, charisma, prepare self to use the IP, good presenter, attractive voice, professional development, license others to use the IP, prepare others to use the IP, opportunities for propagating can be easier to gain than support from colleagues*	*accessible writing style, driven to propagate understanding, persist in propagating properties*	*Build a business to develop property, consider propagation by electronic media, work to have IPs implemented in society, passion for writing about ideas*	**access to publishers**, *realistic about viability of IPs*
Defend material	*Strong business drive*	*retain copyright of IPs*		
General qualities	*middle-aged, middle-class, white, male, luck, intelligence,* **work on becoming what they are**	***self-esteem,*** *reflexivity, impatience to produce, play to recognised strengths,* **integration of self,** *peace with self*	***Identify self as a producer of ideas***	*clusters, build linkage, exercise leverage, capture serendipity, generosity, passion, good health, resilience, autonomy, family support, transcending the ego, divine dissatisfaction,* **strong individuality, integrated self**

One of the interesting features of this table is the length of the entries in the various boxes. My Phase 1 thinking seems, by this measure, to focus upon propagating, Phase 3 on having ideas, and Phase 4 on developing material and on general qualities. This certainly reflects the sense that I have of the movement of my attention during the sensemaking process. At first I was concerned with being known and the elements of fame. Next, I moved to creativity and the generation of ideas. In the later stages my thoughts have dwelt upon the use of the outputs of IP development and the qualities it

calls for and brings forth in those who pursue the craft. This progression may represent another prototype of a sequential model for becoming an IPD.

I will conclude this drawing together of the competencies of the IPD not with another final round of abstracting. I will not subtract more words in order to produce a list that is intended to capture the essence of being an IPD. Instead I will go the other way, adding detail, and I will tell a story or, at least, give an account of the work of the IPD. Having immersed myself in the world of the IPDs, I will follow the methods of Locher & van der Brug (1997), whose book, for which I wrote the 'Afterword', introduced me to the practice of characterisation. So, rather than selecting the characteristics, I am experiencing the way of working of the IPDs. I have followed Locher and van der Brug's advice (p. 47) in

- keeping to the story I have heard

- not extending it and assuming it is their whole personhood

- naming the most characteristic things

- not focusing on skilfulness or correctness.

The IPD as a 'he'?

This final characterisation of the IPD was drafted with the personal pronoun being masculine. This fitted with my experience of the IPDs I was characterising, and also my sense of myself. It is presented here with feminine personal pronouns, as it intended, in part, for use by readers considering whether they wish to become IPDs. The use of the feminine personal pronoun serves not to exclude women, and is still sufficiently unusual to provide a shock, but not necessarily a sense of alienation, for many men.

The integrating story of the IPD at work

The IPD is self-confident and values passionately the work that she does. She sees, in her capacity to shape her ideas into useable form, something she can offer her clients, her readers and those who hear her presentations. She enjoys being wholly herself, and lets others accommodate to her, rather than fitting in with them. However, she has long lasting relationships with those she values, which help in the shared production of IPs in the knot of one another's labours.

She is also well able to work alone in a concentrated way. She thinks 'one level up' all the time, crafting her sense of the world in terms of models and frameworks. She struggles to create aesthetically satisfying forms for her ideas, and persists in this task for as long as it takes. She is also conscious of the need to be timely in the production of her ideas, seeking to catch the wave of interest as it swells. When she reads, it is with a purpose – to form her own ideas, built on what others have written. More

important to her than reading, is the precious space she gives herself to think about the issues that she is experiencing, in which she can make her own sense. Whether she develops many ideas or few, she is confident that she will continue to produce useful IPs when she needs to. She values herself enough to focus her work on her areas of strength, and uses her networks to compensate for her weaknesses.

She is keen to hold onto her ideas sufficiently to develop them further, so, like the fish that holds its young in its mouth, she presents her ideas often, listening to the response they receive. She pursues, abandons or modifies them accordingly. She believes that a good title is worth a thousand sales. She uses her ideas in consulting with clients, because this is a sharp test of their utility. Like the French civil servant who said, 'Yes, minister, I know it is effective in practice, but will it work in theory?', she is keen to integrate her theory and her practice. She will study extensively to achieve this integration.

She is ambivalent about building businesses around her IPs. She sees her business as a 'boutique consultancy', not doing repetitious work, but restlessly moving on, even when she might reap higher short term profits by staying with what she already has. Her working partnerships last longer than the businesses that she forms. She makes easy relationships with publishers, who she cultivates confidently, recognising that they need her at least as much as she needs them. Her passion for her subject gives a persuasive vividness to much of what she writes – she is an originator.

She indicates where her material is copyrighted, and she wants to derive income from her IPs, but she is more interested in pursuing the next idea than in using the law to defend IPs that she has already produced.

Review of the utility of competency frameworks for specifying the role of IPDs

In writing this chapter I have felt a heavy burden of dread, which derived from my distaste for competency models as a way of capturing the essence of an occupation. This dread only lifted when, very near to the end of the abstracting process, I realised that I did not have to stay with the abstracted statements for the final account of the role. Using what I knew both about characterisation (Locher & van der Brug, 1997) and about sensemaking stories (Weick, 1995) I wrote the above account. The outcome has a number of advantages over conventional competency accounts in that:

1. it links the various components of the description together, making clear the systemic connections between them,

2. it provides vivid and striking examples of some of the points being made,

3. it contextualises the actions, grounding them in the environment in which they will take place, and

4. it reduces the ambiguity inherent in using brief bullet points to describe complex actions.

This is not to say that the labour of using the competency methodology has been in vain. To the contrary, listing and abstracting has been an essential part of a process of finding what it is that needs to be addressed in the final characterisation. This

characterisation is an IP that can be used, and Exhibit 4.4.7 is an additional tool, which can be employed to back up the characterisation. However, I have the sense that the words in the Exhibit would not be very helpful without access to the background data provided by this chapter. Producing neat lists leads to a leaching away of meaning, as knowledge decays to information and then to mere data.

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Chapter 5 Relatings

'We shall never catch the stimulus stimulating or the response responding'.

Mary Parker Follett, 1924, p. 60

'What is truth? A moving army of metaphors, metonymies and anthropomorphisms, in short a summa of human relationships that are being practically and rhetorically sublimated, transposed and beautified until after long and repeated use, a people considers them as solid, canonical, and unavoidable. Truths are illusions whose illusionary nature has been forgotten, metaphors that have been used up and have lost their imprint and that can operate as mere material, no longer coins.'

Nietzsche, in Gareth Morgan (1989).

Gallia est omnis divisa in partes tres.

With these words Julius Cæsar introduces his history of his conquest of Gaul (De bello gallico).

5.1 Introduction

This chapter is called 'Relatings' rather than 'Results' or 'Conclusions' in deference to a point made by Mary Parker Follett (1924):

We must give up the expression "act on", object acts on subject, etc.... I never react to you but to you-plus-me; or, to be more accurate, it is I-plus-you reacting to you-plus-me. "I" can never influence "you" because you have already influenced me; that is, in the very process of meeting, by the very process of meeting, we both become something different.... Does anyone wish to find the point where the change begins? He never will. (pp. 62-63)

So, in this work I have given sense to the world of IPDs and they have given sense to me, and each has interfused the other. Also this work being a thesis has affected the sense that I have made – leading me to approach the world of the IPD more as researcher than as an IPD myself. Additionally, this chapter is about the relating of past and future. The plans, dreams and aspirations that I have for my future, both as researcher and IPD, are all pressing backward onto my past to bring what I found there to a postdictable order.

This chapter is also well called 'relatings', in that it is about my relating the story of my relations with the IPDs in a reflexive way. Further, it is about the relationship of the literature and its attendant questions to my fieldwork. It is also about the relationships between the various phases of my inquiry and the IPs that emerged in them. Finally, it is called 'relatings' because I relate to the different audiences that may have an interest in what is said here. These audiences, in their turn, will relate to the material in this thesis in different ways and with different ends in view. The example from the head of this chapter of Julius Cæsar's *Conquest of Gaul* is included as a contrast to illuminate this point. His

opening words ('Gaul is divided into three parts') seem to me to be the ultimate

objectivist comment. Who divides Gaul? What are the consequences of so doing? What is

created, and what is lost in the process? A Roman general, creating a history of himself

may not be worried by such concerns. In my story of stories I will be sensitive to where I

am talking from, and to whom I am talking. In the case of Julius's story, it could be read

from the perspective of the barbarian Gauls, the anxious senate back in Rome, Julius the

general, Julius the historian, or even Julius as self-created, future emperor-god. In my

story I will be speaking as researcher to fellow researchers, researcher to potential IPDs

and also as IPD to researchers and potential IPDs.

The next part of this chapter relates these relatings. This is organised around the five

intellectual properties (IPs) of this study, weaving in implications for both theory and

practice. However, the relatings do not respect the arbitrary boundaries between the

different IPDs, and so integration and relating takes place as the sensemaking unfolds.

Section 5.3 reviews the contribution of this work to sensemaking research, and in

particular the use of sagas is compared with the data from interviews. Section 5.4 draws

out some gaps in this study with suggestions for future research. Section 5.5 is an ipsative

summarising of my own place in this story of IP developers (IPDs), and, with Section 5.6,

this thesis concludes inconclusively.

5.2 Relatings concerning the IPs

In this section, the implications of the findings of this study for research and practice will be examined. In particular, the five intellectual properties will be reviewed in the context of the questions raised in the reflections on the literature in Chapter 3. Congruent with a sense of praxis, implications for practitioners and considerations for researchers will be explored alongside each other. Congruent with a desire for clarity of voice, they will be differentiated typographically. This will be done by presenting the research issues *in italicised Times New Roman font*. The implications for practitioners will be presented in Arial. Linking material, which applies to both or neither audience, will remain in Times New Roman.

The next five sub-sections discuss the five intellectual properties that are the outputs of Chapter 4. These outputs are - the existence of IPDs, their characterisation, the PReP-RIG typology, the process model and the competency framework.

5.2.1 The existence of IPDs

This study is a pioneering one in the sense that it seeks to establish for the first time that IPDs are a class of contributor to the field of management development. *The operational definition of an IPD embodied in the questionnaire in Phase 2 was, 'someone who, alone, with others, or through an organisation, develops frameworks that are used by others to*

help organisations and people'. The 40 respondents to the questionnaire between them identified 243 frameworks – just over 6 each. In Chapter 2, I recounted the difficulties that I encountered in getting responses to the questionnaire. This difficulty could have a number of causes. One possibility might be that most management developers do not use frameworks and that for them IPDs do not exist. However, an alternative explanation of the poor rate of return of the questionnaires was that the other questions in it (which related to other projects I was engaged with) made it hard to complete and thus reduced the return. This explanation has more force for three reasons. Firstly, the high number of instances chosen by those who did respond indicated that this was not something that they had to struggle to think about. Secondly, their comments, reported in Chapter 4.1, were strongly favourable and indicated, at least for these respondents, that the IPs selected were highly important to them in their work. Finally several respondents, on returning the questionnaire, commented on the amount of thought that completing it involved. So the completion of the questionnaire provides prima facie *evidence that it is sensible to talk about IPDs.*

Supporting evidence in this study for the existence of IPDs comes from the interviews in Phase 3 with the identified IPDs themselves. Of the five interviewees I asked about where they saw themselves against the three-fold RIG typology, they said that they saw themselves as predominantly IPDs (in one case equally with guru).

The IPD, as a new category of contributor to development, is of significance for research because the established dichotomy of 'researcher or guru' is now shown to be a less than

full depiction of the field. Future researchers, exploring the guru phenomenon or examining the application of research findings in practice, will be challenged by this new categorisation to take account of the category described here. A further challenge to researchers from the new category of IPD is that a normal science (Schön, 1991; Kuhn, 1962) understanding of researchers' work places it very close to what IPDs do. As Weick, 1995 says, research is about 'making' as much as 'finding'. Two distinctions remain between researchers and IPDs; both favour the IPDs. Firstly, IPDs write about their work with greater clarity and cogency than most researchers. Secondly they often present their IPs in media where they will be read by relatively larger numbers of people than will the research reports.

5.2.2 Characterisations of IPDs

In carrying out this work I wanted to address the question, 'Can IPDs most usefully be understood in terms of their inner processes, or in terms of the milieu in which they operated?' I have not been able to come to a definitive view on this matter and it remains an open question for further research.

Both the inner qualities and the outer environment or context have been seen to play their part in the depictions outlined in Chapter 4, but most attention has been paid to inner qualities. Inner qualities count for 14 of the 17 items of my characterisations in Exhibit 4.4.4, and 35 out of 40 for Exhibit 4.4.1, the list of characteristics derived from the Phase 1 conversations. The three contextual items in Exhibit 4.4.4 are 'collaborations', Internet

media, and effects and difficulties of building a business. In Exhibit 4.4.1 the 5 contextual

issues are middle-aged, middle class, white, male, and luck. In the items abstracted from

the IPDs' self-descriptions in the interviews (Exhibit 4.4.3) all 26 items were about

internal issues. However, researcher effect must be acknowledged here. My world view

(Megginson & Pedler, 1992; Megginson & Whitaker, 1996), which is one that I seem to

share with a majority of the IPDs I interviewed, is of agency and the individual being

able to make things happen in their own life and thus in the world around them. This

position can be seen as merely a rhetoric, a way of making sense of the world. The IPD in

me would riposte, 'It may be only a rhetoric, but it works'. In any event, I do not claim to

have penetrated beyond this rhetoric of agency in my fieldwork. The findings are

congruent with the inner generated rhetoric, but then, they would be, wouldn't they?

One sentence characterisations

As a summary of the characterisation part of my research I sought to capture the essence

of each of my IPDs in a one-sentence depiction of what they work on and how they work

on it. These are given in Exhibit 5.1 below:

Exhibit 5.1 Characterisations of the essence of the IPDs' work

David Clutterbuck has a *restless curiosity about shaping his experience* and the

world - differentiating 'this' and 'that', to build illuminating and convincing stories.

Roger Harrison is *getting to the root of the pain in the human condition* - wanting to understand and articulate the driving forces shaping our experience of work and the whole of life and our relation to the earth.

Mike Pedler is committed to *finding a language to communicate clearly a vision of what can be done so that people can grow and develop*, live better one with another, and make sense of themselves and the world of work.

Tom Boydell seeks to *penetrate the essence behind appearance and to illuminate experience of learning* in its archetypal form - capturing the symmetry and aesthetic beauty of the underlying framework.

Bob Garratt *creates a pattern of right ordering in the world of corporate governance* to provide models for directors of organisations to recognise and respect.

John Burgoyne *grasps the essential structures of meaning and the intellectual issues in learning* and delineates them in a way that allows others to find their own position within his frameworks.

Peter Honey seizes upon the opportunities and challenges of learning and seeks to *engage individuals in the adventure of lifelong learning.*

Alan Mumford *forges an understanding of the centrality of learning from experience*, and shapes the ways that people think about and respect this process.

Andrew Mayo *creates an ordered framework for connecting the world of development to the strategic concerns of the organisation.*

Implications of these characterisations are outlined in the two paragraphs below.

1. A research implication of these characterisations follows from their being unique and sharply different – even among people who have worked together on the same projects for decades. Anyone wanting to study the creativity of this type of individual will therefore need to recognise that an idiographic method will be required if they wish to

understand the core process that the individuals engage in to generate their particular

contribution.

2. From the point of view of practice, this finding has implications for the aspiring IPD. The message from these characterisations is, 'Do not seek out who you will be like, but instead focus your attention upon who you yourself are and what your contribution might be.'

An aside on 'voice'

Re-reading the two paragraphs above prompts me to introduce another voice into this account. The new voice, here in this critical box, offers an observation on the voices that are emerging above. Paragraph 1 above, which is addressed to other researchers, sounds Olympian and lofty. 'Anyone... needs to recognise... if they wish to understand'. Claiming authority for what has been done in this study can get close to a magisterial rhetoric of centrality. Such pretensions do not correspond to my experience of how research communities work. If anyone wishes to take my italicised observations into account, I should be delighted. Whether they do so or not, however, will, in part, be a political issue (Do they rate this PhD as a source?). It will, in part, reflect chance (Do they come across this document or those that flow from it?). So, the injunctions in the italicised paragraph can best be seen as invitations. Here is a way of connecting what you may be about to do with what I have done, to create an impression of normal science

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(Schön, 1991, Kuhn, 1962), of operating within a strand of inquiry, which can give meaning to your efforts.

Paragraph 2 above is addressed to practitioners and it runs a risk of slipping into 'guru speak'. The tone of this paragraph is slipping into offering 'the answer; the light; the golden key', as the political scientists suggest of gurus in their saga reported in Chapter 4.2. The phrases '... aspiring... the message... do not seek... focus your attention' are rhetorical devices, which can serve to draw people into followership.

I do not want to change the words written above, rather I seek to highlight the voices and expose them as just two ways of going on in this final chapter.

5.2.3 The PReP-RIG typology

This property, particularly in the form of the RIG typology, gathered around it more questions from the reflections in Chapter 3 than the other four. This accords with a sense that I have that the RIG typology is the most durable of the outcomes of this work.

The first set of questions around the RIG typology is the following: What are the conditions in which excellent IPDs best produce their IPs? What can this tell us about

managing IPs in organisations? How might an individual who wished to be one, develop as an IPD?

Conditions for producing IPs: managing IP development in organisations

IPDs have been shown to work best (extracted from Exhibit 4.4.7) when they:

- Have time to think
- Restlessly move on to new fields, but also
- Persist until they have an aesthetically satisfying form
- Use intuition to make sense
- Work where they can add value
- Share ideas with respected others
- Work solitarily to create their IPs
- Publish their ideas
- Retain the copyright of their IPs.

This list will leave command-and-control-managers reaching for their revolvers. However, the companies with the finest record for managing IPs and IPDs, like 3M and Hewlett Packard (Davenport & Prusak, 1998; Ghoshal & Bartlett, 1998; Leadbeater, 1999), have long recognised that command and control is not the way to generate IPs from staff. The research reported here does not specifically examine the production of IPs within organisations. However, it reinforces the insights of those who have done this, that autonomy, reflective space and focus are three, sometimes-contradictory requirements for managing IPDs.

It is worth recalling, however, that the list above is not universal and in other areas the findings yield sharp contrasts between IPDs. Some of the qualities and skills possessed by the IPDs are mutually contradictory (e.g. one reads a lot to help generate ideas; another doesn't read much to allow time and space for their own ideas to grow). Furthermore, many of them manage to be distinguished and successful in their field, while at the same time lacking (and telling us they lack) many of the skills necessary for success – notably a lack of business acumen on the part of several of them.

How to develop as an IPD

On the question of how to develop as an IPD, the research has much to offer. As indicated in 5.2.2 above, the prescription includes a meta-prescription that it is important to find one's own way. However, there are precepts, such as those in the following list (extracted from Chapter 4.2, but also from Chapter 4.3 and 4.4), that could be practised in building a capability for creating IPs:

- Start with what is important to you and what matters to those that you work with
- Enter reflective space to let your intuition work on the topic
- Share with others who you trust your first thoughts about your intuitions

- Create a shape for the ideas, a continuum, a threefold typology, a two by two matrix, a circle with two dimensions, or a cube with three

- Build instruments that help people to diagnose their position within the model

- Develop materials that spell out the implications of the various positions on the model or allow people to experiment with adopting a variety of positions

- Develop temporary organisations to propagate the IPs (see 5.3.2, below).

Another way in which the material in the RIG table could be used is as a matching device. It could help a client decide whether the person they are considering working with is a researcher, an IPD or a guru. It could then be compared with a diagnosis of what the client wants, to check how well matched they are. A questionnaire could be developed: what you *want* and what you *need* and what you've *got*. Similar questions could be used for 'want' and 'got'. 'Need' would require meta-questions about advantages and disadvantages of the wants and needs. The process would also be useful for enabling/encouraging management developers to make their own intellectual properties.

The relationship between the production of IPs and the generation of income

This was an interest of mine early in the research. I asked Belbin (see Chapter 4.3) about it and he candidly told me that 70% of his income came from the sale of products and 10% from royalties. I did not pursue the matter rigorously with my other respondents,

although Alan Mumford volunteered that neither he nor Peter Honey had made a major part of their income from their IP rights. Tom Boydell reported that he made very modest amounts from selling the questionnaire to the *11C* model, and so this would apply to Mike Pedler and John Burgoyne as well. Somehow, as I began to explore the process for generating IPs, my interest in the financial issues dwindled. I think that this is partly because it seemed of such little concern to the IPDs I was interviewing.

Content or relational views of knowledge

This issue relates to the distinction made by Scarbrough & Burrell (1996) between seeing knowledge as content that can be owned, traded, bought and sold, or as relational, inhering in the space between individuals rather than being held by one or the other. The observation by Follett (1924) at the start of this chapter captures the essence of the relational view. The distinction between researchers and IPDs on this matter lies, in the view of researchers in a positist tradition, that their findings must be replicable and open to scrutiny by others. Millward as an example of a positist researcher, gave his perspective on this in a conversation we had during Phase 1 of this research which is described in Chapter 4.3. These points are also made implicitly in Millward, et al., 1992. He makes all his data freely available to any bona fide researchers who want to analyse it to explore relations between variables that are of interest to them. Interestingly this helps his project to gain a QWERTY position in employee relations research funding, and guarantees substantial continuing government support for his enquiries.

By contrast IPDs have some acceptance that their products will be transformed and made

different by the users. John Burgoyne explores this point in Chapter 4.2 when he says, 'It

goes back to the question of whether their idea will travel in the hands of others. If it will,

can the intellectual property developer help it and should they? People often develop

their own questionnaire from the eleven characteristics. Should we celebrate, or sue

them? Will they lose the essence of the idea?' This ambivalent position seems

characteristic of the majority of the IPDs. It is manifested in the irresolute stance that

they take on defending their properties.

Gurus on the other hand have been characterised by the defensive stance they take to the

ownership of their IPs. They set up elaborate organisations to market and protect what

they have created. For example Robbins (1992) has three pages of acknowledgements,

and more than two of these pages are taken up with recognition of people in his own

organisation.

How IPDs in management development exploit their IPs

The research evidence is that they do not do much to exploit their IPs. *David*

Clutterbuck's powerful metaphor of the fish swimming with its babies in its mouth

captures the attitude well. They will talk about them often, but in doing so, they are not so

much selling them as testing whether the time and the audience is right. 'Will this run?',

asks Roger Harrison. There are five citations of Roger Harrison in Chapter 4.3 where he

expresses diffidence about selling, perhaps typified by the following, 'it's really rather

distasteful: I now like to give it away'. It is much the same for many of the others I

interviewed. However, in another sense, everything that they do exploits their IPs, and

helps them to create and sustain the IPs. When consulting (see John Burgoyne's account

of his work with Volvo in Chapter 4.4) or doing presentations (Tom Boydell talks about

'turns' in Chapter 4.3) or in networking (the LCP mini-saga in Chapter 4.4) the IPDs are

offering their IPs, checking out their utility, and developing new ones.

The implications of this last sentence are important for practice, as one of the

things that IPDs do is to concentrate upon their own materials. (Exhibit 4.2.7 offers

some evidence of this from IPDs' recently published books). If users want someone

who will bring in models and tools from elsewhere, they may find that the IPDs

are not going to oblige.

If anyone wants to develop as an IPD, getting into the habit of using one's own

stuff seems to be a part of what is needed.

A new line in the RIG typology box (see Exhibit 4.2.6) has emerged out of these

considerations. This line describes the type of organisations each of them work in.

Researchers work in professional bureaucracies (Mintzberg, 1983) or role cultures

(Harrison, often ascribed to Handy, 1976). IPDs work in Mintzberg's adhocracies or

Harrison's achievement/task cultures. Gurus work in Mintzberg's simple structure or

Harrison's power cultures. The acknowledgements in Robbins, 1992 make the point out

of his own mouth about gurus and power cultures (where everything relates to what the

boss wants and thinks). Robbins acknowledges 'my assistants, my Field Sales

Representatives and Mangers, my franchisees, the Customer Service Representatives at

Robbins Research International, the entire team at Robbins Research International who

work crazy hours in order to launch my brainstorms and maintain the integrity of the

vision', and so on.

This finding has practical implications for those who want to develop as

contributors to the field of management development and are not sure which of

the RIG options to take. They can ask themselves which sort of organisation

would they like to be involved in, and this may clarify the choice.

Implications of the literature on gurus to the findings about IPDs

The literature on gurus is largely hostile in tone. The opening up of a new category offers

researchers the chance to re-evaluate their prejudices and see if what they find about

gurus is also true of IPDs.

The ipsative box below gives an experiential account of my findings on the impact of levels of development.

Role models and levels of development

One of the ways in which development is differentiated from training is by its being about making major transitions (Megginson & Clutterbuck, 1995). A model of these major transitions and the stages between them is Tom Boydell's modes (e.g. in Boydell & Leary, 1996, p. 16). This framework influenced my choice of role models in developing myself as an IPD. I selected Mike Woodcock and David Clutterbuck, as recounted in Chapter 4.3, because in terms of the Boydell model they were Mode 5 Experimenters. They had developed and found their own expertise and were vigorous in pursuing it. They contrasted with other IPDs that I knew, Tom himself and Mike Pedler particularly, who I saw as *Mode 6 Connectors* (empathic, holistic, valuing diversity) or *Mode 7 Dedicators* (committed to life purpose and joining with others to achieve it).

At the time I saw myself as aspiring to be a *Mode 6 Connector*, but always falling short. As I thought deeply about the model, I came to the view that I was still a *Mode 4 Experiencer*, where I was trying lots of things but had not found the core of my expertise. The model also suggests that it is not possible to manifest one mode before the previous one had been thoroughly accomplished. I therefore decided to associate with those

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consummate performers of Mode 5 to discover how they operated. I did not admire the

Mode 5 way of being (that was why I had avoided it in my development), but I saw it as

essential if I were to move on to where I wanted to be.

I have learned a huge amount from the Mode 5 models I have chosen and in the decade of

the 1990s I have achieved what I wanted in Mode 5 terms. In order to learn Mode 6 now,

I will turn my attention to Mode 6 role models.

This story serves as experiential validation for me of the precept that you cannot help

someone develop into a new mode until you have achieved it yourself. I just did not have

a feel for how to manifest the behaviours in Mode 6 until I had done Mode 5, and I cannot

learn Mode 5 behaviours and ways of seeing the world from people who cannot manifest

them themselves.

Another aspect of the effect of IPs on IPDs was touched upon in Chapter 4.3, where I

describe the effects of the MDL saga upon the relationships between Alan Mumford,

David Clutterbuck and me. I was lucky to have the example of such negative effects from

Roger Harrison in his description of his relationship with PPL.

The evolution of the RIG model

Chapter 4.2, and especially Exhibit 4.2.8, indicates that the RIG model, robust as it may

seem, is assembled like bricolage by the side of a French highway. The tracing of the

sources of the bits and pieces so assembled offers a challenge to greater candour in the

conventional stories in research accounts of models 'arising out of' the data.

5.2.4 The IP development process

In reflecting on the durability of this IP, I am faced with a quandary. The IP in me feels

that the five-fold version of this model is one that can be grasped and used. The

researcher in me values the fuller version. I notice, however, that for the research purpose

of ordering the material in Chapter 4.4, I used the five-fold version. This resonates with

the experience of Alan Mumford reported in Chapter 4.2, where he says that 'on

simplicity, "simple enough" is a good phrase.' Perhaps this dilemma highlights the

concern that John Burgoyne expressed in 5.2.3 above about 'whether their idea will travel

in the hands of others'. The issue for both researchers and IPDs is, 'Which version of

what I know will help the audiences that I am addressing?'

The context in which IPDs in management development produce their IPs

The contextual issues arising from this research have already been mentioned in Section

5.2.2 above. The items identified were:

- collaborations
- Internet media
- effects and difficulties of building a business
- middle-aged
- middle class
- white
- male
- luck

The issue of collaboration seems to be a crucial one. The non-rival nature of the goods

IPDs produce may lead them to be relatively ready to collaborate. The academic norms of

public sharing of ideas seem to be adopted by many of the IPDs, who have a foot in both

commerce and academia. This is reinforced by the notion, held most strongly by Tom

Boydell, but also recognised by those he has associated with, that ideas are free spiritual

goods, and should not therefore be sold, as ideas. 'Collaboration', however, as suggested

in Chapter 2, is in my list of weasel words, exemplifying differance (Derrida, 1973),

because of its two meanings – working co-operatively and working with the enemy. In

many ways the group of IPDs I have identified could be seen as a defensive cabal,

increasing their own access to resources, at the expense of others, particularly those

disadvantaged in employment, through their use of the normative nature of power

(Davies, 1985). The ADOL saga and the work in Commercial Union, touched upon in

Chapters 4.2 and 4.3, indicate the existence of this commercial-academic nexus. This is

hardly a matter of 'serious money' (we are not talking about a military-industrial complex

here). However, it could serve to exclude others from access to publishers and clients. It

could also tend to reduce the support available to newcomers from those established in

the field, insofar as, while they are talking to each other, they do not have time to support

and mentor others. The point about competition could be illustrated by a story from my experience, which did involve mentoring.

I mentor a young consultant and on one occasion when we were celebrating a small piece of work that we had done together, he started talking about his fantasies about supplanting me from my position and becoming more famous and influential and well-connected than he saw me as being. He was surprised at my surprise on hearing this. He asked, didn't I have these rivalrous feelings and fear of the younger man coming up and passing me. I did not, thus reinforcing the points made by Davies (1985), about the taken-for-granted nature of the position of the relatively powerful. The young are also a disadvantaged group when it comes to access to networks of power.

The place of creativity techniques in the practice of the IPDs

Much of the literature cited in Chapter 3 is about creativity. Bringing together that literature and the findings (or 'makings' as they are better called in a sensemaking way of thinking) of this study, invites a consideration of the extent to which the IPDs used creativity techniques or practices in developing their IPs.

The classes of technique that I identified in the literature were:

A1 Power/speed reading; A2 Mind mapping; A3 Reviewing/recalling; A4 Imagery and association for memorising.

B1 Using imagery for idea generation; B2 Clustering; B3 Lateral thinking/challenging assumptions; B4 Intermediate impossible/PO/imagine/springboards; B5 Brainstorming.

C1 Four way thinking/six thinking hats/six roles; C2 Perspectives; C3 Mental models.

Reviewing of the descriptions given by the IPDs leads the view that they use these techniques relatively little, and that, to the extent that they do use them, they are not seen as being a crucial part of their armamentarium. An explanation for this lies in a remark made by Gifford Pinchot in a presentation at the Institute of Personnel & Development's conference in Harrogate in 1997, cited in Chapter 4.4. He said that, 'a normal creative person will have enough creative ideas in a week to last a lifetime - the implementation is the tricky bit - and it is this which distinguishes intrapreneurs'. I added that I suspected that this applied to IPDs as well. Both the fecund thinkers, like David Clutterbuck, and the deep ones, like Alan Mumford, have no trouble coming up with enough models for their needs. The work, and the distinctive competence, comes in crafting these into useable properties. This requires skill and ingenuity, but as this account of their views makes clear, they see it as more to do with qualities of character than of intellectual skills. David Clutterbuck is specifically dismissive in Chapter 4.4 of 'de Bono-style problems and I wouldn't be significantly above average in solving them. With abstract

games there is no need, no underlying unconscious working on the problem, so my

creative faculties don't get switched on.'

There are two aspects of creativity techniques which some of the IPDs had time for.

These are the implicit 'reflective space' method in the B group above and the 'thinking

one level up' perspective which underlies the C group.

Many of the IPDs from a relatively early age acquired a confidence in allowing

themselves just to think. Belbin mentions a key experience while at university; Harrison

(1995) and Mumford (1995) in their autobiographical writing both notice how they are

drawn to solitary reflection early in their work lives. Only Mayo was still not in this

happy state by the age of 30, and in his case he has enabled himself to get into it

subsequently, by a supreme effort of will and linear focus. Sams (1990) describes some

ways that will help a child to learn the use of sacred space:

> *Many times Indian children will be encouraged to find their favourite place to be*
>
> *by themselves. This is a lesson in choosing for oneself as well a way to teach*
>
> *the child to enjoy the company of Self.... Children grow when they are allowed to*
>
> *use their own creativity, imagination, intuition and self-reliance.... One of the*
>
> *most important elements in instilling the understanding of Sacred Space is to*
>
> *allow children to develop the talents they have through posing questions that will*
>
> *allow them to think for themselves.' (p. 322)*

A challenge for those who have not yet learned this approach to being is that it seems to be an indispensable part of the craft of the IPD.

The second set of creativity techniques that the IPDs use in a generic way is thinking in multiple roles, perspectives and mental models. This was described elegantly during my fieldwork as 'thinking one level up'.

In terms of the model of the creativity literature presented in Chapter 3 (3.3.2.1), IPDs use the launching out stage fully. Lighting up is not a problem for this group (see above). The spelling out stage is where they put a great deal of attention and they see this as what differentiates them from others who do not produce IPs. The final, checking up, stage is pursued in terms of the opportunities for testing in practice, but not in terms of the validation.

These considerations set an agenda for further creativity research, which might be less focused upon techniques and more upon qualities of being.

Similarly, from a practitioner's perspective, the points made here offer an approach to creativity training which is less technique driven and more grounded in the long process of bringing a property to fruition. However, it may be that those working deliberately to become IPDs would find more benefit in creativity

training than the IPDs who have achieved this position without 'training'. It would be important, nonetheless, to ensure the training did not stop at the stage of developing techniques for idea generation, as if that was all there were to it.

IPs in management development and the process of their production and protection

This research has not escaped beyond the spirit of its times and the worldview of the researcher. How could it? *What has been done here is to make these perspectives clear as they have had a bearing on what is seen and told. So, the story of the IPDs' process is my story, it is mediated by my sensitising concepts, it is fed by my need for a coherent account of IP creation and development. Getting beyond my own perspective has seemed most difficult in the struggles that I have had in understanding the position Mike Pedler was putting forward in his interview about the importance of IPs to him and to Tom Boydell (Chapter 4.1). Mike, among all the IPDs I interviewed, sees his IPs as the least significant part of his work. This is ironic, because in the AMED survey none of my respondents was cited by more people than him (five), only Belbin scoring as many mentions. Mike Pedler's perspective is a salutary reminder of the partiality of this account. It is partial in two senses. Firstly I am partial to IPs and see their development as something that is important and worthy of study. Secondly, producing IPs is only a part of what IPDs do.*

One of the principal changes in view that I had in the course of this study was about the lack of vigorous defence of the properties by the IPDs who produced them. This result was counter to what I had expected, certainly of those IPDs that I knew least about. A word of warning is necessary before the reader concludes that this finding is universally true of all IPDs and their works. It is, in part, an artefact of the method used to identify the IPDs. Those who were less concerned about protection are likely to crop up more in a survey than those who protect their IPs fiercely are. The free good is likely over time to gain wider circulation than the protected one, assuming both are roughly equally useful and both occupy a similar sized niche within the subject area. To take a highly comparable pairing, Belbin's Team roles received five votes and Margerison and McCann's Team management index received only one. One of the lessons from the study of this population is that making frameworks and tools freely available through publication, is a means of invoking the QWERTY dynamic in favour of one's IP and at the expense of competitors'. It does not mean that Belbin has been more useful to those who employ his IP than Margerison & McCann's, nor, indeed that he has made more money than they have (see below for further discussion of this point). It simply means that, to the extent to which a winner-takes-all dynamic applies, a great deal of exposure and fame can be gained by not over-protecting the IP.

As Belbin and others pointed out, this fame can then be used to develop other income streams, from consulting, book sales and so on. Being clear about what you can give away and what needs to be bought is an important part of establishing a presence in the market and of gaining a financial return from the

development of a property and its supporting materials. He has given away his questionnaire and scoring process, but he sells films, books, OHP slides and computer packages for analysing results, which relate the individual's scores to those of other members of the team.

An intellectual property audit for management developers

Skyrme & Amidon 1997 (pp. 161-162) have a process for individuals to assess their knowledge assets, which can be adapted to a form suited to intellectual property developers in management development.

5.2.5 IPD competencies

The competency list was never going to be an IP that I could bring myself to value. This reflected my hostility to competencies as a way of describing roles (Foot & Megginson, 1996). This view has been reinforced by the sense that I have made of the findings in response to the question about atomism and wisdom from Chapter 3.

Atomism, wisdom and a collective competence description for IPDs

The characterisations in Chapter 4.1 and the compressed versions in sub-section 5.2.1

above, serve as an indication that specifying a generalised set of competencies will not

embrace the diversity of the IPDs' ways of being and doing. My conclusion, spelled out in

Chapter 4.4, is that competency descriptions alone will not capture the essence of the

work. However the commonalties can be embraced more adequately by means of a story,

and this I have done. This transparently falls into the category of a 'making' of my

research rather than a 'finding', because it reflects one of my long-held prejudices.

5.3 Implications for sensemaking research

'It is evident, however, that the primary function of theories is as a lure for

feelings. Independent of the atmosphere of feeling all systems are equal, and

equally uninteresting.'

Alfred North Whitehead, (in Combs, 1995)

I am drawn to sensemaking because I feel warmed, intrigued, elated by a research

methodology that recognises stories, retrospection, selected cues and so many features

that just feel right, useful, explicative of mysteries that other methodologies have, in my

experience, served merely to deepen. This rather puppy-like affection and affiliation is not

(in some ways) a strong point from which to launch a critique of the approach. However,

as an enthusiastic and relatively new friend of sensemaking research, there are one or two

avenues for development that the sensemaking literature I have read seems to neglect.

These are addressed in what follows.

5.3.1 Sensemaking and individual research

One of the intentions of this study was to develop and extend the framework of

sensemaking research by embracing 'individual' sensemaking. 'Individual' is put in

quotation marks here because of the perspectives of Follett, 1924, Buber, 1965 (a strong

stimulus in my intellectual development) and Gergen & Thatchenkery, 1996. These

thinkers argue that individuals are best seen in terms of I-thou relationships rather than

separated individuals.

Weick (1995, pp. 171-181) carefully proposes an agenda for the extension of sensemaking

research. However, one area that he neglects is sensemaking within individuals acting

alone or in loosely coupled networks. Earlier, (p. 166) he discusses ephemeral

organisations (Lanzara, 1980), which arise in response to a civil crisis. These can be

seen as examples of the kind of network that has been explored in this study, but Weick

neglects to follow through the importance that such organisations can have for our

understanding of sensemaking and, in particular, for sensegiving (Gioia & Chittipeddi,

1991).

The arena of loosely coupled networks is one where a sensemaking research perspective

could make a contribution to the understanding of individual behaviour. It can do this

without going too far outside the prevailing canons of organisational sensemaking,

understanding individuals through the temporary aggregations that they form.

5.3.2 Sensemaking and temporary organisations

One of the themes that Weick (1995) highlights as requiring investigation for the future of sensemaking research is the way that temporary organisations are used in the action-driven manipulation of meaning. This thesis is full of accounts of the creation of temporary organisations. Examples include the businesses that emerged to help IPDs propagate their ideas (MDL, the KnowlEDGE House), the not-for-profit or quasi-not-for-profit organisations (the Learning Company Project - LCP, the European Mentoring Centre - EMC and the ADOL group), and alliances for particular projects (the Commercial Union consulting team).

One of the characteristics of the IPDs is that they actively shape the environment in which they operate, in a way that Weick, 1995 (pp. 162-168), describes as 'manipulation'. One of their chief means for doing this is the creation of temporary organisations. This study shows that a characteristic of the IPDs is that not all their organisations are commercial or merely commercial, and that they serve other purposes, such as

- *Intellectual stimulus (e.g. MDL, and all the others)*

- *Development of new IPs (e.g. MDL, The KnowlEDGE House)*

- *Creation of communities of action and learning (the LCP, the EMC)*

- *Building platforms for the propagation of views (e.g. ADOL, LCP, EMC)*

- *Defensive cabals (e.g., arguably, ADOL).*

The organisations created and the uses to which they are seen to be put, thus provide a window onto the world of individuals operating in the loosely coupled networks that are increasingly characteristic of contemporary work.

The creation of these temporary organisations, and (from the MDL saga particularly), the appropriate letting go of them, is one of the general capabilities of IPDs that was not highlighted in Chapter 4, but which emerges from the analysis here. Drawing the attention of aspiring IPDs to this practice is a further useful skill to develop.

5.3.3 The place of sagas

It will be noticed that in 5.3.1 above, when sensemaking is the focus, the evidence selected from the fieldwork comes largely from the sagas and mini-sagas, rather than the interview transcripts. In discussing the IPs developed in Chapter 4, the balance was more even – sagas, conversations and interviews all had their part to play. This seems to reflect the point, made by Weick, 1995 (p. 173), that sensemaking research is best focused

upon settings where the sensemaking process is especially visible. The development of the IPs was not a task that seemed to require a focus on such settings, whereas the formation of the temporary organisations was.

This conclusion lends some support to the contention implicit in Weick (1995) that sensemaking is an organisational phenomenon. However, it is worth pointing out that the sagas are about individuals only temporarily united, who frequently work alone, and the sensemaking perspective has provided some insight into their way of working.

A meta-saga about the sagas

The first saga – about litigation and fierce defence of rights – set up an initial expectation in my mind that all IPDs would operate in this way. Subsequent sagas and the interviews led to a separating out of two components of these qualities. On the one hand, IPDs are <u>determined, resourceful and persistent</u> – I saw this in David Clutterbuck's actions in the MDL saga, and the clarity of Ian Cunningham, Peter Honey and Michael Pearn about what they wanted of the revision in the ADOL saga. I saw it in my own behaviour in the political scientists' saga. On the other hand, IPDs are <u>not defensive of their property rights</u> as such. Alan Mumford and I let go what we had developed in the MDL saga without much of a fight, and most of the interviews confirmed this. I hardly held on at all to the IPs I had developed in The KnowlEDGE House saga.

Another feature of the sagas is the delicate moral position which IPDs and their IPs occupy. The political scientists' saga is the sharpest highlighting of this issue. It asks the question whether IPDs are 'wide boy, market traders' selling counterfeit goods, which they pass off as grounded in respectable research. My own doubts – expressed in the KnowlEDGE House saga are another example of this concern about purpose and value, as is David Clutterbuck's treatment of the properties in the MDL saga. The sagas also show how principled IPDs can be and how they have conviction about the utility and importance of what they do in producing their IPs – for example Ian Cunningham's use of the ADOL group to pursue his defence of Summerhill School.

A third theme lies in the fragility of the IPs themselves. Are, for example, the learning styles of Honey and Mumford 'world famous' as their publicity material suggests, or are they simply a gloss on Kolb's earlier work presented in a fairly convenient form? We faced an issue like this in the MDL saga, and, on this occasion, our properties failed to stack up. The KnowlEDGE House and the ADOL sagas also offer the same questions.

The sagas also emphasise the networked nature of the IP development process. The overlap between my list of interviewees and the members of the ADOL team is the most striking example of this feature. It also shows up in the MDL and in the KnowlEDGE House sagas.

Another feature that characterises several of the sagas is that IPDs engage in activities with unclear goals. IPDs seem to like just meeting and exploring. Several of the

gatherings reported in this study did not lead to the production of strong IPs, but,

nonetheless, during the period in which they were taking place, the IPs involved were

leading successful lives in terms of the production of IPs and in making a good living for

themselves. MDL, ADOL and the KnowlEDGE House all had elements of this fuzzy,

open-ended feature of the interaction of IPDs.

5.4 Personal learning

'David Megginson asserts the moral right to be identified as the author of this

work.'

XCIV

Take an old man's word:

never follow my advice.

XCV

And yet it's not wise

to spurn the advice

that's in fact a confession.

Machado A, 1982, p.203.

An adequate life is one which has grasped intuitively the whole nature of things

and has seen and felt and refocused itself to this whole.

Spinoza.

'The vast shipwrecks of my life's esteem'

Line from a poem by John Clare written during his 25 years of

incarceration in the madhouse at Northampton

One of my personal tasks in completing this work has been to survey my own vast

shipwrecks and to pick through the treasure that may be lying there.

Preparing the thesis has not only afforded me an opportunity to see other IPDs in

reflection and action. I have also given myself a precious occasion for observing my own

processes. Some of these occasions have been captured in ipsative boxes spread

throughout this text. The section that follows could all be put into one big ipsative box,

and it has only not been so placed for reasons of layout. In it I explore and come to terms

with some of my own IPs from earlier in my career and I evaluate them in the light of the

insights that I have developed in this work. I examine my own development in the light of

the models of career and creativity that I have used throughout this work, and I use this

ipsative case to illuminate the issues which I have been exploring.

5.4.1 Autobiography as a research approach

The first quote at the head of Section 5.4, about moral right to be identified as the author, started appearing in the flyleaves of books around 1989. In this chapter I will explore my own production of intellectual properties. In some ways I am a case of an intellectual property developer in management development. I was identified as such in the AMED survey reported in Chapter 4.1, and I have published widely in the field. I have spoken at major conferences about my own work (e.g. British Academy of Management, 1994, 1995, 1996; the Lisbon Learning Conference, 1996; the IPD's HRD week 1997; European Mentoring Conference, 1994-1999; numerous AMED conferences throughout the 1990s). In other ways, I see myself only as an aspiring intellectual property developer, on the fringes of the field and seeking to break in. This document, and particularly this part of it, represents an attempt to understand and illuminate the field by using my personal journey.

Lee (1977) in his piece entitled 'Writing autobiography' says:

> Autobiography can be the laying to rest of ghosts as well as an ordering of the mind. But for me it is also a celebration of living and an attempt to hoard its sensations.... bits of warm life preserved by the pen... are tiny arrests of mortality. The urge to write may also be the fear of death... the need to leave messages... saying 'I was here: I saw it too'. Then there are the other uses of autobiography...

exposure, confession, apologia, revenge, or even staking one's claim to a godhead' (p. 49)

Autobiography, then, has a personal development purpose. This is confirmed by biography approaches to action learning (Mann & Pedler, 1992; Pedler, 1997) and mentoring (see interview with Rennie Fritchie, in Clutterbuck & Megginson, 1999, pp. 110-114).

On the other hand, the skilled use of autobiography in management research does not lie in exposing the agonies and ecstasies of a personal life. Rather it lies in using this life of oneself, this so-well-known experience, to illuminate wider issues – to illuminate part of a world one has inhabited (Harrison, 1995; Page, 1996). As Laurie Lee (1977), poet of my youth and of my home (my parental home too lies in a village up a valley between Stroud and Cirencester), says:

> I was less interested, anyway, in giving a portrait of myself, than in recording the details of that small local world. (p. 50)

So, this section moves on to consider my intellectual history and to adduce a revised model of the intellectual property development process from that.

5.4.2 Learning about IPDs from an intellectual autobiography

There follows an autobiographical sketch of how I stand as an IPD:

1. I was born into a family whose intellectual fodder was the Daily Express, Gilbert and Sullivan, and songs from the shows. Books were not a central part of my family's experience.

2. I was solitary and inward as a child - enjoying my own company and often accused of daydreaming.

3. At the age of 10 I found a voice for poetry and poetic expression: this continued until I experienced it as being driven out at the age of 13 by a new and brutal school.

4. In my teens an aunt, who until then had lived in our big three-generation house, left to marry a musicologist and conductor, called Arthur Cole. Arthur acted as a role model for the life of the mind, and introduced me to contemporary music through the Cheltenham Festival. However, most of what I picked up from him was superficial - like a love of silk shirts, bow ties, good pictures, grinding your own coffee, not starting work till after 10.00 a.m. and so on.

5. As an undergraduate I was unhappy. My mother committed suicide during my first year at Bristol. By the end of the second year, Science abandoned me, having found my attention too feeble to sustain her interest. I whiled away my final year in a wave of joy reading philosophy, English literature, philology and a nibble of economics. I obtained a pass degree, and felt that I was well educated and seriously untrained.

6. In my first job, I wrote a paper that became the supervisory training policy for the port transport industry. I knew nothing about docks, policy making or supervisory training, other than what I had gleaned from a few conversations with people who did.

7. In my second job, as the first trainee training advisor appointed by the first Training Board to train advisors, and then as a Training Advisor, I rejoiced to discovered myself at the centre of a new movement in training - 'systematic training'. With a colleague, Tom Boydell, we developed the Iron & Steel Industry Training Board's approach to this. We found our materials being adopted by Boards that were appointed subsequently.

8. I then went to a Unilever company as Training Officer, and did not think about writing, being immersed in doing and in unhappiness. At the same time I took my IPM qualifications by correspondence and gained two distinctions from among the four papers. As a result I was approached to teach the evening class of the IPM course the following year at Sheffield College of Technology.

9. Tom Boydell had gone to the College to run training officers courses, and he suggested I apply to run them with him. I did this, successfully. Mike Pedler and others joined soon after, and we further developed the systematic training framework and, after that, learning community ideas. We wrote about these in a monthly column in *Industrial and Commercial Training,* called 'Totley talk'. I wrote my first substantial published booklet on *Identifying training needs* for the Local Government Board. I then wrote a small book, *A manager's guide to coaching,* with Tom, which was my first commercial publication (Megginson & Boydell, 1979).

10. The coaching book was also something of a high water mark, as after this I felt myself slipping away from and (alarmingly) behind Tom and Mike, and in parallel started being really unhappy (see also 5 and 8 above) in my personal life. I kept a journal in which I turned my feelings into words. These notes were helpful therapeutically but were not in a form or with content that would make them usable for my work.

11. I attended an MSc course, and completed the taught part with distinction level marks and a nomination for the departmental prize. I then sat on my incomplete dissertation for eight years. When finally I completed it (Megginson, 1980), I was delighted to receive a multi-page letter praising it and engaging with it from my External Examiner, but I did not have the energy and direction to publish anything from it.

12. I developed an interest in 'manager as developer', and nearly completed an article on 'Instructor, coach, mentor', which again I sat on, this time for two years. My colleague Mike Pedler then came back from a long trip to the USA and found that the rest of his Editorial Team at *Management Education And Development* had not got the next edition together. He begged me to give him anything I had. I went off to a remote library on another site of the Polytechnic and completed the article (Megginson, 1988) inside two days. This was my first professional publication for nine years. I was delighted with it, and it renewed my sense that I had something to say which others might value. As a result of its publication I wrote a book with Mike Pedler (Megginson & Pedler, 1992). The last chapter that we had to complete was about 'Instructor, coach, mentor', and thus was my responsibility to draft. I prevaricated for nine months before setting to and writing it in a month - getting up at 6.00 in the morning and capturing an hour before going into work to meet my very full teaching and

consultancy commitments. Completing the book with Mike Pedler gave me the confidence to become series editor for some Kogan Page books which were produced with AMED, where I had begun to be active. I also agreed to write a book in this series with two of my (hitherto unpublished) colleagues at the Business School. This was part of my contribution to the development of the Business School. This book (Megginson, Joy-Matthews & Banfield, 1993) was completed only one month late (well, the series editor had to take his responsibilities seriously). Also arising from that MEAD article, I began to work with David Clutterbuck, which led to my third book in this period (Megginson & Clutterbuck, 1995), and the foundation of the European Mentoring Centre.

13. Before this flurry of publications, Tom Boydell had left the Business School. During this busy time he asked me to join him in a research project on developing the developers. This work was published (Boydell, *et al.*, 1991), and also led me to writing with one of its co-authors a volume of distance learning for Henley Distance Learning (Leary & Megginson, 1993).

14. In parallel with the books, I also published a series of articles in journals and conference proceedings. These elaborated my thoughts on managers as developers, particularly on mentoring, and on other matters including competencies, open space conferences, idleness and multi-cultural understanding. Perhaps the most significant strand of publications was that on *Planned and emergent learning* (Megginson, 1994 & 1996) which represented for me a second significant intellectual property after the 'Instructor, coach, mentor' material. Both were given life as intellectual properties by my developing questionnaires, some rudimentary norms, and some advice about how

to use data from completing the questionnaires. The norms for *Planned and emergent learning* were prepared with the help of an industrial psychologist.

15. I formed a company called Mentoring Directors Ltd. with David Clutterbuck and Alan Mumford among others. The demise of this enterprise is told in Chapter 4.1 as 'the MDL saga'. It was salutary to discover that I had not given enough time and free attention to this project to generate anything that was defensible as an intellectual property when the chips were down.

16. Also at this time I began my PhD, driven by internally generated reasons of which I give an account in Chapter 1. Initially I wanted to focus on the manager as developer, and I obtained some sort of agreement from some of my corporate, blue-chip, consultancy clients to grant me access to their managers to carry out the fieldwork. I made some progress on this, but I tried to tie in the data collection with paid consultancy, and found, time and again, that the clients' interests deviated from my research agenda. I became bogged down and decided to abandon this work and to re-focus my dissertation on the IPDs and their productions. In some ways I felt that this was a cop-out, a self-indulgent retreat into a cosy world where developers examine themselves. I still have these feelings now. However, at the same time, heuristic and action science methodologies, which I value, emphasise the importance of inquiring into issues that are of crucial concern to the researcher, and this I have done. In spite of this passionate interest, my progress on the dissertation was painfully slow. Eventually I decided that the only way I could envisage finishing it was to take a sabbatical for as near to six months as I could. The university was not giving away sabbaticals, and so I arranged to pay into the University the fees from some very lucrative private

consultancy I was doing, and to use this to buy time off teaching for one semester in late 1998. I also committed to not taking on any paid consultancy or conference presentations during this period - other than the Annual Mentoring Conference which David Clutterbuck and I run each year.

17. At the same time however, I had two other writing commitments, which had to be met. These commitments were to a new book with David Clutterbuck on mentoring (Clutterbuck & Megginson, 1999), and the substantially amended second edition of *Human resource development*, which I proposed to complete alongside the dissertation. All three have suffered from the overlap, or rather the author and those waiting for him to complete have suffered. Whether the outputs have suffered is for others to judge.

18. Other current work includes development of 'Frontiers of development' work for AMED. I justify this because I used the survey for this dissertation to gain data about the question of 'Who are the intellectual property developers that developers use and value?'. It also gave data about which were the organisations whose development practices developers admired, and to elaborate an IP on 'Leading ideas in development' which I had included in the second edition of the *Human resource development* book. I worked with another industrial psychologist to make sense of the leading ideas data.

19. The final write up of this study has been completed alongside modest amounts of teaching, conference presentations and a new role as a research leader. Focus, it seems, does not require the absence of alternative distractions. It requires will, desire and attraction to the activity. Vivien Whitaker (my wife), Mike Woodcock (one of my

Mode 5 role models, see the ipsative box in 5.2.3 above) and two friends, Richard Field and Ian Flemming, have helped me to find my focus. Now, as I write, three days from my deadline, the poster in my wife's handwriting over my computer says, 'I am enjoying completing my PhD'. And it is true.

Reviewing this case study as if it were an account by another person, the negative themes that I identify are lack of confidence and personal unhappiness; procrastination; lack of focus. These are balanced by positive forces of reflective space; networking; impulses from others - moving to clarifying impulses. Dealing with these in turn, I notice the following.

Lack of confidence - this seems to be the crucial inhibitor here. When David Megginson reports confidence, he is able to produce, and when that confidence is eroded, either through personal unhappiness or through something relating to professional self-image, then development of IPs stops.

Procrastination - a feature of this IPD is a tendency to delay completing projects and not to have the project management skills characteristic of some of the other IPDs in this study. Of course, emotional blocks rather than lack of project management skills may cause the delaying.

Lack of focus - on the other hand he has, until recently, also lacked the focus characterised by many of the other IPDs. Taking on multiple writing commitments seems, in his case, to interfere with productivity.

Reflective space - one of the features of creative periods in this career has been that they have been characterised by periods of reflective space. Reflective space seems to require from this account:

- time for work

- focus on a particular project or key idea
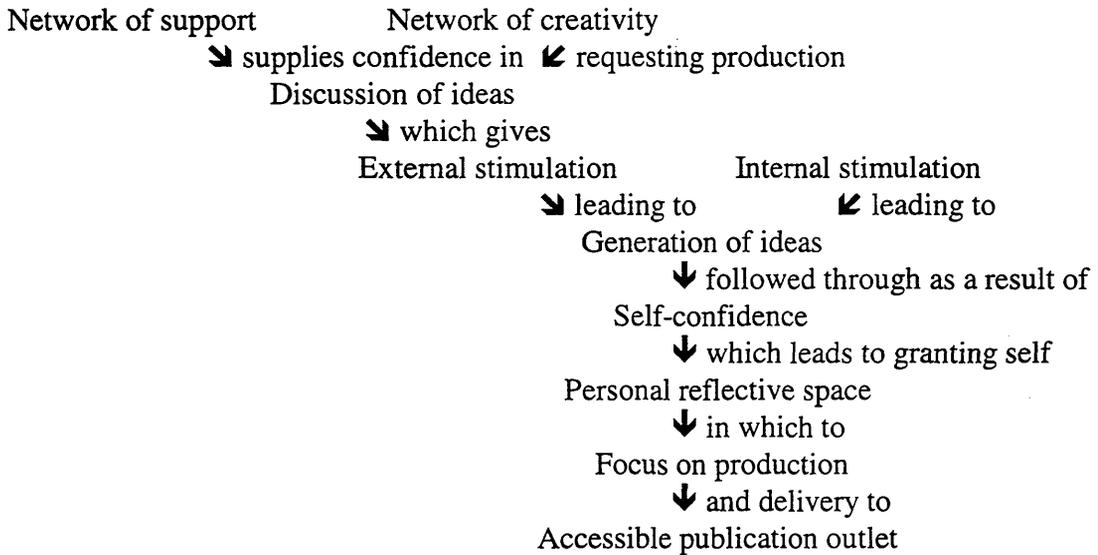
- self-confidence.

Networking - self-confidence in this account seems to derive from networking with supportive and creative peers.

Impulses from others or self - networking, in this account, often triggers a desire to write, but, where there are blocks preventing the flow of creativity, these blocks are sometimes overcome by a specific request or opportunity which leads to a commitment to single-minded action. Production of some IPs leads to a period where the impulse for further production comes from within the individual, rather than from without. He defines himself as 'one who writes' or 'one who has ideas'.

A person-centred process model for developing intellectual properties.

I adduce a model for IP production drawn from the above account, which is displayed in

Exhibit 5.2 below.

Exhibit 5.2 Ipsative model of intellectual property development

Network of support   Network of creativity
      ↘ supplies confidence in ↙ requesting production
        Discussion of ideas
          ↘ which gives
    External stimulation   Internal stimulation
        ↘ leading to   ↙ leading to
          Generation of ideas
            ↓ followed through as a result of
         Self-confidence
           ↓ which leads to granting self
       Personal reflective space
          ↓ in which to
         Focus on production
          ↓ and delivery to
      Accessible publication outlet

This model, while having some similarities with the intellectual property creation model

shown in Exhibit 4.3.3 differs in its emphasis on networks, on differentiating external and

internal stimulation and on the emphasis on self-confidence as a key variable.

A purpose of this section has been to demonstrate the use of an autobiographical account

to generate IPs and to compare the outcome with a research approach inquiring into

others' processes. Greater use of autobiography in research accounts would help in the

bracketing (Moustakas, 1990) researchers' internal agendas from the stimuli that they

receive from the external world of their respondents or co-researchers.

5.5 Further research

One of the strengths of this work, my close personal contact with many of the people

identified as subjects, gave me high quality access to their views. This closeness could

also be seen as a weakness. It is a strength because as Macmurray says (cited in Pedler,

1996) 'All meaningful knowledge is for the sake of action, and all meaningful action is

for the sake of friendship'. It would be a weakness if I sought to generalise beyond the

experiences I have had. This friendship with my respondents is also salient because I will

have had my view of the people shaped by this previous connection with many of them. A

more dispassionate researcher, or a hostile one - like the political scientists cited in the

saga in Chapter 4.2, might be able to draw other insights from the stories, which would

complement the ones presented here. My role model for telling a truth about people is

Plutarch (1960 & 1965), who describes his method as seeking to depict his subjects, warts

and all, but at the same time focusing upon their greatness and their extraordinary

qualities. This is, for me, an admirable stance, but I acknowledge that it is only one of a

range of possible stances.

I am recognising that I add to the richness of the stories using my own filters. Starbuck &

Milliken (1988) suggest that filtering makes information less accurate but more

understandable. So what does this say about the crafting of stories in general? Where is

the 'quality control' or rather – reliability and validity control in a research process that ends with the production of a story? On the other hand, all research ends in a story – it is just that putting numbers in makes it seem less like a story. With methods requiring the author to be creative (or, anyway, to acknowledge this role), rather than merely to discover what is there, the 'author' can seem to take an illegitimate amount of power over the unfolding of the story. <u>But</u>, firstly, all texts are like that (Robinson & Hawpe, 1986) – it's just the <u>acknowledgement</u> that differentiates sensemaking (and other similar) accounts from more positist narratives. Secondly, in terms of social truths, if the account works, it works. Social 'truths' are socially constructed, and research is one of the (rather ponderous) methods of truth-making. This point is nicely made by Nietzsche (in Morgan, 1989), cited at the head of this chapter.

Having said all this, it would be instructive to be able to compare research from a more distant observer with the 'in close' (Weick, 1995, p. 173) account in this study.

Big fish ...

I had a salutary experience at a meeting of AMED Council in November 1997. A fellow Council member told me, whereas we talk about AMED including in its membership "leading figures" in our field, that, 'Until I joined AMED I had not heard of any of them'. Another example, which further prevents hubris, comes from AMED's new Chair in 1997, recruited from outside of its membership. At our first strategy meeting with him, he

said to the Council, 'I have been in development for the last 20 years, and until I was approached, I had never heard of AMED'.

The clear implication of these stories for further research is that a wider sample could be taken of management developers (Phase 2 of this research). This could include greater numbers and also draw them from networks other than AMED.

Customers' voice

The voice of the users of the IPDs is very muted in this work. They have only had an influence on the shape of the story in Phase 2, when 40 of them chose the IPDs that they value, and thus determined who was interviewed in Phase 3. An opportunity for further research would be to let them have more say in determining the outcomes. As a test of the RIG typology, for example, they could be asked to name people who fit into the three types, to see if a consistent pattern emerged, or whether individuals created different roles for the same people depending upon their own relationship with the person's ideas.

Proof of the pudding...

Another future piece of work would test the utility of the process model. Using the insights provided by the model, potential IPDs could work upon producing IPs and test

how the model works for them. This could lead to refinement and adaptation of the model, as well as verifying that the model presents a way for producing IPs, to the extent that volunteers were successful in IP production.

Similar tests could be applied to the competency framework. Exhibit 4.4.7, the integrating story and the meta-competency of finding one's own unique expression could be used as a base for a curriculum to develop potential IPDs, and they could be surveyed to identify which aspects helped and whether there was any that were missing.

A bold step

A further question left open by this study is the matter of the relative importance of inner qualities and outer context in the development of IPDs. A methodology that could embrace this question would require a broad cross-discipline perspective, but it would be valuable as a preliminary to any attempts to develop people as IPDs. If the main determinants of success are the ascribed characteristics of class, race and gender for example, then this would offer one perspective on what should and could be done. However, if success as an IPD depended mostly on the development of skills and qualities another story, closer to the one told here, would be more relevant.

5.6 Concluding

As I entered the final phase of writing up this research, I came across two stories that point towards the future for IPDs in contrasting ways. The first was an interview with Rajat Gupta, the managing director of McKinsey, the largest management consultancy in the world (Jackson, 1999). In the interview, Rajat Gupta said that he saw McKinsey & Co. as having a two-part mission statement. The first was 'to have an extraordinary, positive effect on clients', and the other was 'to build a great institution'. He looked to the partners to perform the latter 'with ideas, people and how we manage ourselves'. He then said:

> On ideas, what is your contribution in pushing forward state of the art thinking about management? Have you done some original work? Do you have an external reputation for that? Do you write and publish? Does that enhance the reputation of the firm? (p. 18)

This agenda for the partners in the world's largest consulting firm is the same as the one that IPDs in this study set for themselves, though sometimes their 'firm' is the sole trading structure that they use as a vehicle for propagating their ideas. This interest from the big consulting firms offers new relevance for the work of this thesis and new opportunities for the researcher/IPD who wrote it.

The second story leads in a different direction, and thus offers a relative (rather than a conclusive) end to this document. Lemos & Crane, the publishers, are evidently deeply disappointed with sales of the Mike Pedler Library. Each of the books has sold less than 1,000. Yet, I feel that they are core texts in the field of learning and development, by some of the leading IPDs in the field. What does this story say about IPs? I conclude that even these seminal texts do not stand up for themselves in the market place. They require a distribution channel in order to survive. The world of Reg Revans and Mike Pedler is also the publishing world of Grace Evans of Butterworth-Heinemann, Nicholas Brealey and Messrs Lemos & Crane. In preparing my speech for the *Mentoring Executives and Directors* book-launch, I realised that these publishers create our world as much as do the authors that inhabit it. Why does a Lemos & Crane book sell only a few score in the first few weeks, while *Mentoring Executives and Directors* sells 6-700, and Bob Garratt's books sell 6,000 in the first six months? Is it all in the marketing? Or is it, in truth (well...), that best sellers have a better story to tell? Where should we put our attention? Does having the title of 'Professor' make a difference? Is all our planning and intention ultimately fruitless? We cannot control (or manage) the future. Rather, we cast ourselves upon the future, buoyed up by hope, friendship and a dimly sensed aspiration to take part in building organisations fit to house the human spirit.

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