Positive Conversation in the Workplace:

Studying the enculturation of innate characteristics in

organisational teams

Geoffrey R. Chapman

Bachelor of Psychology (Honours)

This thesis is presented for the degree of Doctor of Philosophy

The University of Western Sydney

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© G. R. Chapman, 2011
This thesis is dedicated to my best friend,

and soon-to-be wife, Cassandra Gaunson.

For your understanding, your patience,

your support, your amazing mind,

and your unconditional love,

thank you.
This submission of this thesis would not have been possible if not for the continued support and encouragement of many important people. I would like to use this space to acknowledge the contribution that they have made, both towards the development of the thesis itself, and for towards keeping me going for the better part of the last four years.

My principal supervisor, Anneke Fitzgerald, has been a source of unending support for many years. She was always there to help direct me back on track when I had no idea how to move forward. However, her contribution extends far beyond the assistance that she has provided in the development of this thesis. Her strength through tragedy and her ability to laugh during times of crisis have truly been an inspiration for me. I feel extremely fortunate to not only have had the benefit of an amazing supervisor, but to have found a friendship which will last long after this thesis has been forgotten.

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you guys all helped me through the steps which eventually led me to this PhD, and the support and friendship from each of you over those years was absolutely fundamental in getting me to where I am now; and finally Bryanna Taylor, for her stubborn refusal to abandon whimsy, which has always reminded me to take time out and appreciate the beauty in the world. To all of the people mentioned above, and all of those who are not mentioned but have been there for me over this journey, you know who you are, and hopefully all of you know how much your support and encouragement have meant to me.

A very special acknowledgement needs to be made to Senia Gaunson, and Robert Gaunson, who have not only welcomed me into their family, but have been so supportive and encouraging whilst doing so; Senia with her unending love and generosity, and Bob with his amazing creativity and appreciation of the finer points of humour.

It should also be noted that I not only would never have been able to complete this thesis, but I most likely would never have been in the position to even start it without the endless support from my fantastic family. My brothers, Peter Chapman and Joel Chapman, who always looked after me (in a manner of speaking), and have provided me with two absolutely brilliant (albeit extremely different) role models that have helped turn me into the person that I am today. And of course, my wonderful parents, Ross Chapman and Mary Chapman. I can’t help but think that I must be one of the luckiest people in the world to have such incredible people for parents, and I will be forever in debt to them for everything that they have done to help me achieve my goals.
Statement of Authentication

The work presented in this thesis is, to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that I have not submitted this material, either in whole or part, for the degree at this or any other institution.

Geoffrey Ross Chapman

October 2011
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Abstract

**Keywords:** Organisational Culture; Evolutionary Psychology; Positive Psychology; Organisational Learning and Development; Group Development; Communication.

This study explores how increasing awareness of innate characteristics affects team development and performance. The vast majority of research involving the use of profiling tools focuses on quantitatively analysing psychometric properties, instead of qualitatively studying how and why profiling tools are effective in teams (or in some cases, not effective). The current study examines team development and team communication by utilising a profiling tool designed to facilitate effective conversations between individuals through the language of instinct (Fitzgerald, Dadich & Fitzgerald, 2006; Burgess, 2007), as opposed to the cognitive based language of most other tools. This evaluation is conducted through the use of a qualitative research approach, with a theoretical framework comprising of the fields of evolutionary psychology, positive psychology, and organisational learning and development. This research explores the perceptions of managers and employees in regards to innate characteristics, and examines these perceptions in the context of organisational culture (Martin, 2002).

Longitudinal case research was employed as the method in this study (Yin, 1994). In addition, due to the conceptual relevance to the field of positive psychology, appreciative inquiry as a methodological approach was incorporated (Cooperrider, Whitney & Stravos, 2008). The study was comprised of eight separate cases, drawn from four organisations. Each case represented a working team or group within an organisation. For each organisation, one case represented a team actively using the...
profiling tool, and one case represented a team not actively using the system. The study was conducted in two phases to gain insight into how the teams developed over time. Members from each team were interviewed at both initial and follow up phases in order to gauge changes in the team and analyse team development. In total, 47 interviews were conducted with 30 participants.

The findings illustrate that making employees aware of their innate characteristics has significant positive effects for both individual and team development and performance. A key related finding to this is that the language used by profiling tools is a critical component of their success or failure. Using language based on innate characteristics, employees were more able to relate to the profiling tool, and then incorporate this language into the culture of the organisation. It is shown that the teams that have enculturated the language of innate characteristics are more able to resolve conflict, increase efficiency in communication, and thus increase overall performance.

The thesis consists of seven chapters; first the introductory chapter, which is followed by a chapter outlining the foundation of organisational culture for the current study. Third is a review of the literature and explanation of the theoretical framework, which also explains the development of the research questions which guided the study. In the fourth chapter, the methodological approach and procedure of the current study is discussed, which is followed by a chapter containing a comprehensive explanation of how the analysis was conducted. The sixth chapter outlines all relevant findings, and goes on to discuss the implications of these findings. Finally, chapter seven provides concluding remarks and presents the key points raised throughout the thesis as well as potential directions for future research.
Prologue

Knowing yourself is the beginning of all wisdom
- Aristotle

This research began from a personal interest in personality profiling tools and their application within both individual and group contexts. What I found particularly fascinating was the idea that answering the predefined set of questions in a profiling tool can lead to individuals becoming more aware of their own innate characteristics. This personal interest was heightened when I became aware of the Instinctive Drives (I.D.) System®. This tool appeared to not only speak to individuals through accurate descriptions of their own character, but also provided them with strategies for making the most out of the way that their innate characteristics were driving them to perform. As it was this aspect of the tool that stood out to me, I realised quickly that my interest in tools such as this was not based on how accurately they measured personality, but whether or not they actually provided some form of benefit to people’s lives. To address this question, I started by evaluating how the use of this profiling tool affected my own life experience.

After 26 years, I certainly didn’t need a profiling tool to tell me that I was different from my brother. The countless arguments and continual miscommunication was enough to lead me to that conclusion. Unsurprisingly, our profiles did come out almost completely opposite. However, prior to being aware of the profiles, if I had been pressed to describe why I was so different to my brother, I most likely would only have been able to say that I was more logically minded. A statement such as this highlights the fact that people tend to view the world according to the characteristics which are most relevant to themselves. Asking my brother about why I was different to him probably would have resulted in the answer that he was more creatively
minded than me (or an answer comprised only of references to obscure cartoons from
the 1980’s). This difference in our approach to this matter, and our overall approach
to life in general, is reflective of our different innate characteristics. Whilst we were
both well aware of this difference, before being aware of our profiles, we had very
limited ways in which we could express this difference. Having definite terms to
attribute to the differences between us resulted in an almost instant reduction in
miscommunication and conflict. This lead me to think that if a tool like this can have
results that quickly, there would have to be a tremendous potential for application
within organisational groups, in particular for conflict prevention and resolution.

If one does not understand a person, one tends to regard him as a fool.

- Carl Gustav Jung

This quote from one of the founding scholars of personality profiling demonstrates the
value of tools that establish better understanding between team members in
organisational settings. During my research with the teams involved in this study, it
became very clear that when a difference in opinion occurred between two members
of a team, the typical response of each individual is just to think of the other person as
an idiot. This feeling is either kept hidden, resulting in resentment and bitterness, or
voiced openly, resulting in further conflict and in some cases, people losing their jobs.

I therefore see the role of a profiling tool to not be one of simply telling people about
themselves, but rather, about informing the people around them. When a person is
able to attribute words and actions to specific profile traits, the focus shifts from a
personal judgement of someone, to a more considered analysis of the reasons behind
why a person is behaving in a particular way. This process of removing personal
judgement results in conversation between team members that actually works towards
resolving differences, rather than increasing the level of conflict.

A further consideration that I had when commencing this research was that many of the individuals involved would be well established in their careers, and would have no doubt had many forms of training to improve teamwork and communication. However, it seemed that while this training may have given them specific strategies to communicate more effectively, it had done little to help them actually understand their colleagues. The result often appeared to be a team full of people who were excellent at communicating their own ideas and opinions, yet incapable of properly understanding the ideas and opinions of others. These thoughts combined to form what would eventually be the overarching research question for my thesis, which is as follows:

*How does awareness of both an individual’s innate characteristics and other team members’ innate characteristics influence job performance over time?*

With these considerations in mind, the premise of this thesis was to evaluate whether increasing awareness of innate characteristics enabled the generation of a common ground for team members to have more open conversation. Specifically, conversation without the problems associated with personal judgements, and without the limitations imposed by formal communication training. This thesis will describe and discuss the research process undertaken whilst persistently pursuing the basic notion of improving team performance through more effective conversation, specifically conversation based on the premise of innate characteristics.

Let us make a special effort to stop communicating with each other, so we can have some conversation.

- Mark Twain
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<td>Authenticate</td>
<td>One of the four scales used in the Instinctive Drives System®. Scores on this scale relate to whether a person is more inclined to communicate openly and do things personally, or whether a person is more inclined to rely on intuition and delegation. See Appendix E for further detail.</td>
</tr>
<tr>
<td>Apprecriative Inquiry</td>
<td>Appreciative inquiry (AI) is links the fields of organizational learning and development and positive psychology. This is due to the way it applies to management and organizational transformation. By making deliberately positive assumptions about organisations, and the relationships between people within organisations, AI rejects the more negative focused forms of management research (see Cooperrider &amp; Sekerka, 2006).</td>
</tr>
<tr>
<td>Complete</td>
<td>One of the four scales used in the Instinctive Drives System®. Scores on this scale relate to whether a person is more inclined to favour routine and harmony or whether a person is more inclined to prefer variety, flexibility and spontaneity. See Appendix E for further detail.</td>
</tr>
<tr>
<td>Conation/Instinct</td>
<td>Instinct is often referred to using the concept of conation throughout this thesis, to conceptually link the findings with the three domain model of the human thought process (see Snow, Corno &amp; Jackson, 1996).</td>
</tr>
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<td>Enculturation</td>
<td>The process by which new characteristics, behaviours, or attitudes become embedded within the existing culture of a group or organisation.</td>
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<tr>
<td>Evolutionary Psychology</td>
<td>A field of study that includes contemporary research into ways to measure instinct and the role of instinct in everyday life (see Spohn, 2005; Hampton, 2006; Miller, 2006)</td>
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<td>Group/Team</td>
<td>Whilst the participants in this study fall under the definition of ‘teams’ (discussed further in Chapter 3) they may be also be referred to as groups, to assist in linking the findings to the concepts involved with group development theory.</td>
</tr>
<tr>
<td>Improvise</td>
<td>One of the four scales used in the Instinctive Drives System®. Scores on this scale relate to whether a person is more inclined to prefer tight deadlines and positive energetic environments, or whether a person is more inclined to prefer time to think things through and apply logic. See Appendix E for further detail.</td>
</tr>
<tr>
<td>Innate Characteristics</td>
<td>Innate characteristics in the current study refer to the conative aspects of an individual’s thought process. The Instinctive Drives System® is used to measure innate characteristics, and the profiles generated by this system provide individuals with an increased awareness of their own, and other people’s innate characteristics.</td>
</tr>
<tr>
<td>Instinctive Drives System®</td>
<td>Also referred to as the I.D. System®, this is the profiling tool used in this study to assess innate characteristics. See Appendix C and E for further detail.</td>
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<td>Organisational Culture</td>
<td>The field of organisational culture specifically examines aspects of organisational life that have traditionally been overlooked in research. These aspects generally amount to the way things are done in particular working environments that makes them unique from other working environments. This may include things such the way in which desks are arranged, the particular aesthetic feel of an office, the way people socialise, and many other aspects (see Martin, 2002).</td>
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<td>Organisational Learning and Development</td>
<td>Organisational learning and developing is essentially the emergent field that developed from the combination of the fields of organisation development (see Beckhard, 1969) and organisational learning (see Senge, 1990). By combining these fields, researchers were able to conduct studies that had a general focus on aspects that improved or facilitated effective workplace practices.</td>
</tr>
<tr>
<td>Positive Psychology</td>
<td>Positive psychology is an emerging field of research that is primarily a response to the negative focus in psychological studies. Researchers in this field are generally united under the common cause of realising the value that an emphasis on positive aspects of everyday life brings. (see Seligman, Steen, Park &amp; Peterson, 2005)</td>
</tr>
<tr>
<td>Team Climate</td>
<td>Team climate is a term used in the current study to indicate the measurable aspects of organisational culture (see Braithwaite, Greenfield, &amp; Westbrook, 2008).</td>
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<tr>
<td>Verify</td>
<td>One of the four scales used in the Instinctive Drives System®. Scores on this scale relate to whether a person is more inclined to be analytical and detail focused, or whether a person is more inclined to prefer getting straight to the bottom line and avoiding the details. See Appendix E for further detail.</td>
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1. Introduction

This chapter introduces the themes and concepts of the thesis, and presents a summary of the theoretical foundations and methodological approach. The fields of organisational culture, evolutionary psychology, positive psychology, and organisational learning and development are presented as components of the theoretical framework. In addition, this chapter provides the theoretical, economic and social justification for the research. The theoretical justification is based on the presence of two clear gaps in existing literature, which the current study addresses. The economic justification is based on the potential of the current research to improve team performance through enabling effective conversations, and in doing so, increase profit for organisations. The social justification is based on the potential of the current research to improve workplace relationships for both employees and managers by reducing both interpersonal and interprofessional conflict. This chapter concludes with a brief outline of each chapter of the thesis.

1.1 Background to the Research

Organisations have been using profiling tools for many years (Porter, Bigley & Steers, 2003), for reasons that include recruitment (Wolf & Jenkins, 2002), conflict resolution, and improving team efficiency and productivity (Melamed & Jackson, 1995). This history of widespread use suggests that profiling tools must be providing some sort of benefit to organisations. But what is that benefit, and how exactly does a profiling tool provide it? Research into these questions usually focuses on testing the psychometric properties of profiling tools (Pittenger, 2005; Fitzgerald, Ferres, Hamilton & Fitzgerald, 2005), and evaluating their theoretical underpinnings (McCrae & Costa, 1989). The current study examines the Instinctive Drives (I.D.) System®, a profiling tool designed to facilitate communication between individuals through the language of innate characteristics (Fitzgerald & Fitzgerald, 2004; Fitzgerald, Dadich & Fitzgerald, 2006; Burgess, 2007). This research explores the
perceptions of managers and employees regarding this profiling tool, and examines these perceptions in the context of organisational culture (Martin, 2002).

The overall aim of the study is to evaluate the potential effect of increasing awareness of personal innate characteristics in both employees and managers. Additionally, the study aims to determine how knowledge of the innate characteristics of fellow colleagues may influence communication and productivity. The study explores both individual and group benefits. These may include giving individual workers the opportunity to adapt their working style to become more efficient and productive in their work roles, and allowing faster and more effective team development by reducing conflict within teams. The connection between these outcomes and increased job performance will be established through reference to existing literature. The overall process is depicted in Figure 1.1.

**Organisational Culture**

- Implementation of a conative-based profiling tool
- Greater awareness of innate characteristics
- Adapt working style to be more compatible with environment
- Reduction in team conflict
- Increase in job performance and effective conversation
- Ongoing consultation and practice

Figure 1.1. Predicted influence over time regarding the likely effects of increasing awareness of innate characteristics
Emory and Cooper (1991) demonstrate the importance of establishing a research problem when conducting organisational research. Accordingly, this research project addresses the problem of how to establish new and effective ways of managing conflict and improving performance within organisational environments by studying the effects of implementing profiling tools based on innate characteristics. Whilst research in this area should examine the entire process shown in Figure 1.1, the primary focus of the current study will be on the effects observed after awareness of innate characteristics has been increased. In order to achieve this, teams that have already implemented the I.D. System® will be examined, and compared to teams that have had not used the I.D. System®, and have not gained an increased awareness of their innate characteristics.

1.2 Justification

The current study is justified for a number of reasons, and the value of the study is demonstrated across a number of levels – theoretical, economic and social. The theoretical justification is presented in Section 1.2.1, demonstrating that this research addresses two gaps in the literature. By addressing these gaps, valuable knowledge is added to a range of different fields of study. The economic justification is presented in Section 1.2.2, demonstrating that finding ways to improve efficiency and productivity in the workplace may lead to greater profits for organisations. Finally, the social justification is presented in Section 1.2.3, demonstrating that researching ways to reduce conflict within the workplace has the potential to improve the social situation for both employees and managers in a workplace context.

1.2.1 Theoretical justification

This research began with a review of existing literature from the fields of organisational culture, evolutionary psychology, positive psychology and organisational learning and development. Figure 1.2 below illustrates the theoretical framework developed for the purposes of the current study. This framework adopts the analogy of a structure, consisting of a foundation, two supporting pillars, and a
The idea underlying this analogy is that the field of organisational culture forms the foundation of the theoretical framework; the fields of evolutionary psychology and positive psychology combine to form the primary fields of literature; and the field of organisational learning and development forms the scope of the research, defining the context in which this research is conducted.

This research has identified two distinct gaps in existing literature, which will be discussed in detail in Chapter 3. Firstly, it is clear that there are many studies of instinct (Winter, 1973; McClelland & Burnham, 1976; Cosmedes & Tooby, 1994; Spohn, 2005; Hampton, 2006; Miller, 2006), and also many studies of organisational behaviour and performance (Beckhard, 1969; Fiol & Lyles, 1985; Senge, 1990;
Beckhard, 2006; Bradford & Burke, 2006; Schilling & Kluge, 2009; Anderson, 2010). However, to the best knowledge of the author, there are no studies that specifically examine how awareness of innate characteristics may influence team development and overall job performance.

Secondly, the literature review discusses some of the many studies of personality profiling in organisations (Barrick & Mount, 1991; Melamed & Jackson, 1995; Tett & Burnett, 2003; McCormick & Burch, 2008; Yolles & Fink, 2009). However, despite the vast range of studies examining profiling, there are relatively few studies that examine how profiling affects organisational culture (such as O’Reilly, Chatman & Caldwell, 1991), and these do not comprehensively explore this interaction. Addressing both of these gaps will result in the addition of valuable knowledge to the fields of organisational culture, evolutionary psychology, positive psychology and organisational learning and development.

These two gaps in the literature are addressed through the process depicted in Figure 1, which shows how the use of a profiling tool facilitates increasing awareness of innate characteristics. Further to this, as the I.D. System® is a relatively new tool, there is limited research available that examines the impact that implementation of this tool may have on organisational teams. The current study not only provides new knowledge in relation to this profiling tool, but also highlights the directions that future research could explore.

1.2.2 Economic justification

Researchers agree that teams in conflict are less productive, which leads to concomitant costs to the organisation (Friedman, Tidd, Currall, and Tsai, 2000; Lait & Wallace, 2002). This study examines a potential way to reduce, and manage team conflict, allowing more productive teamwork to take place. Specifically, this study investigates processes that may lead to a reduction in both interprofessional, and interpersonal conflict (Appelbaum, Abdallah, & Shapiro, 1999).
If managers are able to use conative-based profiling tools to help their teams work more effectively and with less conflict, economic benefits may be realised in the form of increased performance and productivity within organisational teams. Therefore, this study is providing information about a management tool which business managers may use to support economic benefit, particularly when considering the need to optimise efficiency in the current economic climate (Kandogan, 2011).

1.2.3 Social justification

In addition to these potential economic benefits, this study also benefits individual employees, and by extension, society as a whole. The negative social effect of workplace stress on employees has been well documented (O'Driscoll & Beehr, 1994; Akerboom & Maes, 2006). Employees can suffer intrapersonal stress when their job role or tasks are not aligned with their natural working style, forcing them to work outside of their comfort zone. Interpersonal and interprofessional stress can also occur from conflicts within a group of employees, and between employees and managers. Therefore, working towards a resolution of a major cause of employee stress will potentially improve the health and wellbeing of employees.

Combining the theoretical, economic and social justifications shown above demonstrates the value of conducting and reporting the findings of this research project. The information presented in this thesis provides potential benefits for researchers, practitioners, managers, and employees. The following section provides a brief outline of the methodological approach taken throughout this research.

1.3 Delineation of Scope and Key Assumptions

The scope for this research is set in the organisational environment, and in organisations large enough to have multiple teams with similar tasks and roles. Smaller organisations were not used as a comparison of teams within the same
organisation would not be possible, but the findings arising from the study can still be applied within these smaller organisations. Additionally, the scope of the study is set in organisations within Australian and the United States, as only organisations from these countries were both using the profiling tool and available for participation in the study.

A key assumption made in this study is that the type of organisation will have an impact on the way teams function, and thus have an impact on the effect of increasing awareness of innate characteristics within teams. Accordingly, the study is designed to incorporate a variety of organisations and teams (Information technology, Not-for-profit, Finance, or Healthcare). Other assumptions made in this study are discussed in further detail in Chapter 3, such as the ability to accurately measure innate characteristics with a profiling tool, and the ability to observe awareness of these innate characteristics through individual perceptions.

1.4 Methodological Approach

The study employs a methodological approach combining appreciative inquiry (Cooperrider, Whitney, and Stravos, 2008) and longitudinal case study research (Yin, 2003). Appreciative inquiry could have been included in the theoretical framework of the current study, as there is substantial support in the literature for incorporating appreciative inquiry as its own field of study. However, many of the concepts involved with appreciative inquiry align with the theoretical framework of positive psychology and organisational learning and development. Given this overlap, the field of appreciative inquiry was considered more appropriate as a methodological approach.

Case study research (Yin, 2003) was identified as the most appropriate means of collecting and analysing data which will effectively address the research questions of the current study. A research design using case study research allows for multiple cases to be examined, and compared for similarities and differences over time. Also, a
qualitative case research design is much more appropriate for the task of investigating the effect of increased awareness of innate characteristics on team development and team performance, as quantitative measures do not allow for the same level of depth (Stake, 2000).

In total, 47 interviews (totally approximately 25 hours) were conducted across eight teams in four organisations. There were two teams participating in the study from each organisation. The study was designed so that in each organisation, one team was using the I.D. System®, and one team was not using the I.D System®. Of these 47 interviews, 30 were conducted in the first phase of data collection, and 17 were conducted in the second phase. The smaller number of interviews in the second phase was due to a number of factors, such as employees leaving their jobs for numerous reasons and also unforeseen circumstances making them unavailable for interviews during the second phase.

The four organisations were chosen to provide a range of different organisational environments. The first organisation was a multi-national information technology company based in the United States. The second organisation was a not-for-profit company based in Australia. The third organisation was a finance company based in Australia, and the fourth organisation was a healthcare company based in Australia. The teams involved varied in their size and their function, again maximising opportunities to examine the potential similarities and differences observed between teams and organisations.

After conducting the interviews and observation, the researcher analysed the data. This was achieved by personally transcribing each interview, then using the computer program QSR NVivo™ to code and organise the data. Thematic language based analysis of the interviews and discriminant analysis of observations and reflective notes combined to produce the findings presented in this thesis.
1.5 Structure of the Thesis

1.5.1 Chapter 2: Organisational Culture
Following the introductory chapter, the first chapter of the literature review discusses and evaluates literature regarding the observation, measurement and analysis of organisational culture. The main purpose of this chapter is to outline why the perspective of organisational culture is used in this research and how it can be defined. This chapter also discusses the rationale for using an organisational culture perspective.

1.5.2 Chapter 3: Theoretical Framework
The second chapter of the literature review discusses the overarching theoretical background, and lays the foundation for the current study. This chapter also presents the model used to position the current study within the fields of positive psychology, evolutionary psychology, and appreciative inquiry theory. The purpose of this chapter is to provide a theoretical framework for the concepts and themes of the thesis.

This chapter also discusses and evaluates literature regarding the human thought process, and how instinct fits into modern theories of psychology and organisational behaviour. The key aspect of the I.D System® that sets it apart from other profiling tools used in the workplace is its focus on instinct and innate characteristics. For this reason, it is necessary to evaluate both historical and contemporary research on the measurement of instinct. This section then discusses and evaluates literature regarding how profiling tools have been used within organisational environments, and how these can influence group cohesion and development. The purpose of this chapter is to critically analyse and discuss the concepts and tools being utilised in the current study.

In addition, the third chapter describes the development of the seven research questions which guide the current study. These questions are as follows:
RQ1) What perceptions do team members have about how their own innate characteristics influence their job performance?

RQ2) What perceptions do team members have about how collective innate characteristics within their team influence the team's job performance?

RQ3) What perceptions do managers have about a team's job performance after the team has been made aware of their innate characteristics?

RQ4) What differences and commonalities exist within the teams, across teams and across organisations?

RQ5) Do the perceptions expressed by employees or managers change over time?

RQ6) What differences become evident over time between teams that have obtained greater awareness of their innate characteristics, and teams that have not?

RQ7) How does implementation of a conative-based profiling tool influence change in team dynamics and organisational culture over time?

The sections of the chapter that focus on the research questions also provide the rationale of separating these questions into two distinct groups, the first four questions being about the perceptions of employees and managers, and the last three questions specifically relating to the longitudinal aspects of this research.

1.5.3 Chapter 4: Methodology

The fourth chapter of the thesis provides a detailed account of the methodological approach taken whilst conducting the current study, and the methods used in order to obtain the data. This chapter begins by explaining the methodological approach of appreciative inquiry, and how this theory aligns more strongly with the methodological approach rather than the theoretical framework. The next section of this chapter then comprehensively describes the rationale behind using a case research
methodology, and the methodological considerations relevant for a study of organisational culture.

Also presented in this chapter are the methodological limitations of the current study, and the ethical considerations made throughout the course of the project in order to ensure ethical treatment of participants. In addition, this chapter also provides the research protocol that guided the stages of the study, from initial contact with the participants, throughout the first and second phases of interviews and observation, and through to the final stages of transcribing the interviews and beginning the analysis of the data.

1.5.4 Chapter 5: Process of Analysis

This chapter extends the information presented in Chapter 4 by providing further details regarding the data analysis. To provide context for the data, this chapter begins with a detailed description of the organisations and teams participating in the current study. Once this context has been provided, this chapter presents detailed explanations of the codes used to analyse the interview transcripts.

Also included in this chapter is a description of the procedure used to analyse the data. This is supported by examples of the questions asked of the data in order to answer the research questions.

1.5.5 Chapter 6: Findings and Discussion

This chapter combines the findings of the current study with discussion of the implications of these findings. The chapter is divided into three main sections. The first of these sections discusses the findings relating to the first four research questions, those being the questions relating specifically to perceptions of individuals, teams and managers. Discussion of the findings relating to commonalities and
differences within and between individuals, teams and organisations is also included in this section.

The second section of this chapter reports and discusses the findings relating to the remaining three research questions. These questions specifically investigate the changes observed over time, and provide comparisons between the teams that used the I.D. System®, and teams that did not. This section also investigates the impact of increasing awareness of innate characteristics on organisational culture.

The third section of this chapter reports and discusses findings that were not addressed by the seven research questions posed in the current study. These findings include the benefits of developing a common language, and considerations that managers should make when contemplating the implementation of a conative-based profiling tool. Also included in this section are findings relating to the potential negative consequences of implementing a tool such as the I.D. System®.

1.5.6 Chapter 7: Conclusions

The final chapter of this thesis draws together the findings presented in Chapter 6, and uses them to specifically address the gaps identified in the existing literature. The contribution that this research provides for existing fields of study is demonstrated in the process of addressing these gaps. The chapter then presents the implications of the current study for future research in the field. The many possible directions that future research could take by building on the results presented in this study are discussed, and suggestions for the design of such studies are also provided.

This chapter also discusses practical implications for employees and managers in organisational environments arising from this research. Managers in particular may stand to benefit substantially by taking the findings of the current study into
consideration before implementing team development processes. This chapter then concludes with a summation of the entire thesis.

This introductory chapter has provided a brief introduction to the thesis, and presented the justification for conducting the study. In addition, this chapter provided a brief overview of each chapter in the thesis. In Chapter 2, the theoretical foundation of the study is explained, which commences the literature review conducted to establish and explore the key concepts underpinning the thesis.
2. Organisational Culture

2.1 Introduction

In the previous chapter, the thesis was introduced, and justification for studying the current topic was presented. This chapter presents the theoretical foundation for the study, and explains how an organisational culture perspective provides a foundation for understanding the relationship between the other fields included in the theoretical framework.

One of the most problematic aspects of researching organisational culture is establishing a definition of what organisational culture is, and conveying that definition clearly. Examining the existing literature in the field results in a plethora of different definitions of organisational culture, largely depending on the focus and purpose of different studies (see Alvesson & Berg, 1992; Lok & Crawford, 2001; Martin, 2002; Schein, 2006). Despite this vast range of definitions, Martin (2002, p3) provides an encompassing definition, which effectively summarises the stance of modern organisational culture research:

When organizations are examined from a cultural viewpoint, attention is drawn to aspects of organizational life that historically have often been ignored or understudied, such as the stories people tell to newcomers to explain “how things are done around here,” the ways in which offices are arranged and personal items are or are not displayed, jokes people tell, the working atmosphere (hushed and luxurious or dirty and noisy), the relations among people (affectionate in some areas of an office and obviously angry and perhaps competitive in another place), and so on. Cultural observers also often attend to aspects of working life that other researchers study, such as the organization’s official policies, the amounts of money different employees earn, reporting relationships, and so on. A cultural observer is interested in the surfaces of these cultural manifestations because details can be informative, but he or she also seeks an in-depth understanding of the patterns of meanings that link these manifestations together, sometimes in harmony, sometimes in bitter conflicts between groups, and sometimes in webs of ambiguity, paradox, and contradiction.
The concepts and ideas embedded within this comprehensive definition of organisational culture will be discussed throughout this chapter. However, before an in-depth understanding of organisational culture can be reached, the origins of research into the general concept of culture itself need to be examined.

2.2 The Study of Culture

One of the earliest sources found that specifically investigates the concept of culture defines culture as consisting of

patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values (Kroeber & Kluckhohn, 1952, p. 327).

Many of the aspects shown in this definition can still be seen in contemporary understandings of culture, as shown in the definition provided by Martin (2002) (see Section 2.1). However, there are two key aspects not defined in this early definition of culture which have been the source of debate in cultural research for many years. First is the shared nature of culture, and second is the unique nature of culture. The following sections will evaluate the importance of taking these two aspects into consideration, and the implications these considerations have for the current study.

2.2.1 The shared nature of culture

A convincing argument can be made to suggest that culture is shared among all individuals in a group. Intuitively, this understanding seems to make sense, as many of the manifestations of culture are shared between all members of the group (Alvesson, 1990). This includes visible manifestations, such as stories, jokes, and other rituals, as well as invisible or unspoken manifestations, such as norms, attitudes and beliefs.
Several researchers have discussed the shared nature of culture (D’Andrade, 2001; Lok & Crawford, 2001; Fitzgerald, 2002; Eljiz, 2009), and there appears to be little agreement as to whether culture is a truly a shared phenomena or, due to the presence of subgroups within large groups, culture is only shared between certain members and not others. D’Andrade (2001) views organisational culture as a system, and makes an argument for a common culture shared among all humans. However, this view is shaped by a cognitive approach, and this study primarily adopts a conative approach, so a more congruent understanding of the shared nature of culture needs to be established.

In contrast to the perspective provided by D’Andrade (2001), Eljiz (2009) draws on the work of authors such as Adkins and Caldwell (2004), and suggests that culture is best viewed as being shared, but shared to different degrees, and often only shared within particular subgroups, rather than shared amongst the group as a whole. The current study will also take this approach when considering organisational and group culture. The concept of subgroups sharing culture to different degrees also relates to the three perspective model of organisational culture, presented in Section 2.2.3. However, before this model is discussed, the considerations regarding the unique nature of culture will be described.

2.2.2 The unique nature of culture
De Laine (1997) discusses the common belief that culture is unique, that is, each group has their own culture which they specifically relate to, and which is different to any other group’s culture. However, this belief is questioned by some researchers, such as Van Maanen and Barley (1985) who provide the example of a service industry firm which has a culture of quality service. This culture could not be described as unique, due to the fact that many other firms in the industry would also describe their culture in the same way.
However, an argument can be made that despite the similarities in cultures between firms in the same industry, many differences still exist, which could result from various factors such as the geographical location, personalities, the socio-economic factors of the employees and customers, and numerous others. These differences result in each firm having its own unique culture, despite the similarities it may share with other firms. Eljiz (2009) further argues that the most useful perspective to take may be to consider that there is an element of uniqueness in all cultures, just as there is an element of being shared. Supporting this view, Munro (1999) suggests an element of uniqueness in organisational culture in a discussion on the cultural expressions of power. Each manager expresses their control over a team in a different way, using different cultural artefacts. This leads to every culture, no matter how similar the industry or tasks involved, demonstrating unique characteristics. This consideration is important for the research being conducted, as the unique nature of culture present in different teams within the same organisation needs to be recognised.

In addition to the shared and unique nature of culture, the current study incorporated the three perspective model of organisational culture, as described by Martin (2002). The following section outlines each of these perspectives, and presents the argument for combining all three perspectives rather than viewing them in isolation.

2.2.3 The three perspective theory
Schultz and Hatch (1996) demonstrate that a tradition functionalist approach to organisational culture is not sufficient to fully understand the complexities involved. A functionalist approach, demonstrated by Schein (1999), takes the approach that any divergence from the normative culture of the organisation needs to be specifically addressed by management and remedied. However, a more holistic view of organisational culture takes into account that various subgroups exist within the organisation, and these subgroups will invariably have their own distinct culture (Vodosek, 2009). This concept is then extended to the notion that within each subgroup, the individuals which constitute them all have their own unique perspective and understanding of the culture. These three levels respectively are the integration
approach (organisational), the differentiation approach (organisational teams), and the ambiguity approach (individuals) (Martin, 2002). These levels are depicted in Figure 2.1 below.

Figure 2.1 The three perspective model of organisational culture, adapted from Martin (2002)

Whilst it is possible to examine culture from each of these perspectives in isolation, Martin (2002) suggests that a more valuable approach is to consider all three perspectives in combination. The sections below outline each of the three perspectives shown above in Figure 2.1 in more detail, as well as highlighting the implications that these perspectives have for the current study.

Integration

The integration level of organisational culture examines the underlying culture for the entire organisation. Taking an integration approach involves examining patterns of behaviour and patterns for behaviour that exist across a company as a whole (Martin, 2002). The current study incorporates the integration perspective by observing and comparing the organisational culture in different teams from the same organisation. In this manner, insights regarding the underlying culture across the whole organisation can be gained, and then considered in combination with the culture existing within teams, and within individuals.
Differentiation

The differentiation perspective focuses on the subcultures which exist within organisations, usually at a workplace group level. These subcultures generally form within a team when that group of employees have been working together for an extended period of time. As a result, the common understanding of the way things are done in the workplace may differ from group to group within organisations (Martin, 2002). The current study incorporates the differentiation approach by considering each team to be a unique entity, and contrasting the varying cultures within teams not only from different organisations, but within organisations as well.

Ambiguity

The third perspective of ambiguity focuses on the individual differences in interpretations and attitudes towards organisational culture. As each individual within a team or organisation has their own unique perception of the culture, it is possible to approach the study of organisational culture from the perspective that there will be observable differences between every individual within the team or organisation (Martin, 2002). The current study incorporates the ambiguity perspective by comparing individual interview transcripts within teams, and gaining an understanding of how different team members perceive the culture within their team and organisation differently.

By combining the approaches suggested in Martin’s (2002) three perspective theory, this research aims to gain a broader understanding of the way in which organisational culture can affect the implementation of a conative-based profiling tool. In addition to this, this study will also examine the process by which a conative-profiling tool becomes enculturated within a workplace team, and the effect that this has on how successful the tool is perceived to be. The following sections will now provide a more detailed explanation of how culture is perceived within organisations, and how these perceptions can be observed.
2.3 The Culture of Organisations

The culture of an organisation is a fundamental aspect to consider when conducting research into improving relationships and performance within the workplace (Martin, 1992). A recent study by Xu and Jianfeng (2010) highlighted this fact by examining the role of culture in regards to leadership training. Xu and Jianfeng (2010) concluded that while all leaders benefit from leadership training, this benefit was particularly noticeable in leaders who identified with the culture of their followers. This finding, along with the points discussed in the previous three sections, support the idea that the culture of an organisation is extremely influential in regards to the effective functioning of individuals and groups within the organisation.

Bernick (2001) describes the importance of culture in organisations, and demonstrates that a change in organisational culture, despite being a long process, can lead to dramatic increases in performance and communication within the workplace. An example of this type of increase in communication would be a manager being able to communicate tasks clearly, without requiring repetition. However, due to the subtle nature of these effects, they are often measurable only by examining the perceptions of employees and managers. This finding highlights the relevance of organisational culture as a foundation for a study that aims to investigate ways of improving performance in organisational teams, as well as emphasising the need to consider the perceptions of the participants.

Furthermore, as organisational culture can have an impact on every aspect of group performance (Deal & Kennedy, 1982; Alvesson & Berg, 1992), it is an ideal foundation for a study into the effectiveness of profiling groups in the workplace. Therefore, organisational culture forms the foundation of the theoretical framework, as shown in Figure 2.1. This diagram is the first of a series of figures which show the development of the theoretical framework of the current study. Chapter 3 illustrates how the framework builds upon the foundation of organisational culture.
Now that the foundation been set, it should be noted that conducting an organisational cultural study influences how the study is undertaken and what aspects need to be taken into consideration. A number of frameworks and diagnostic tools are available to aid in the study of organisational culture. Cameron and Quinn (1999) present one such diagnostic tool, and discuss how organisational culture can be measured and changed. Whilst this tool is useful for the examination of organisational culture, it does not provide a well defined set of dimensions which can be used to structure a study of organisational culture.

However, Martin (2002) provides a set of five dimensions which are claimed to be the primary aspects that organisational culture research needs to address. The framework suggested by Martin (2002) evaluates the aspects of organisational culture more comprehensively than the majority of other organisational culture frameworks, and provides a good foundation for structuring a study of organisational culture. This is reflected in several of the research questions that guided the progress of the current study, which will be discussed further in the next chapter. The dimensions included within the framework discussed by Martin (2002) are elaborated upon in the following section.

2.4 Dimensions of Organisational Culture

Studying culture in organisations presents researchers with a formidable challenge, and not only due to the disagreement surrounding its definition and measurement
According to Martin (2002), there are five dimensions, each of which can be represented in the form a continuum, which organisational culture research must address. These dimensions are: objectivity or subjectivity; emic or etic research; generalisable or context-specific knowledge; broad or narrow focus and breadth; and shallow or deep level of knowledge. The following sections describe how the current study made theoretical and methodological considerations for each of these dimensions.

2.4.1 Objectivity or subjectivity

An objective account of organisational culture views culture as something that can be directly measured and analysed (Schein, 1996). In contrast, a purely subjective view of organisational culture would suggest that all aspects of the culture are immeasurable, and the context in which a researcher perceives the culture is inextricable from the culture itself. Both of these approaches have advantages and disadvantages when it comes to putting them into practice (Martin, 2002).

This research combines both objective and subjective views of organisational culture, in an attempt to counteract the weaknesses of one approach with the strengths of the other. Physical manifestations of the culture, such as workplace environment, rituals and norms (patterns of behaviour, or what can be seen) will be considered to be just as much a part of the culture as the way in which employees, and indeed the researcher, perceive the patterns of meanings within the organisation, and try to make sense of interactions between people (patterns for behaviour).

2.4.2 Etic or emic research

An etic approach to researching organisational culture views the researcher as entirely separate to the organisation. The etic approach is favoured by objective studies, as the researcher is an external body, not influencing the participants or the culture being studied. On the other hand, an emic approach to researching organisation culture views the researcher as a part of the culture which they are studying. The researcher
influences the participants and significantly affects the way in which the culture is perceived, meaning the emic approach is more commonly used in subjective studies (Martin, 2002). Grimes and Schulz (2002) provide a detailed summary of how this type of researcher bias can affect studies, and how to minimise the negative effects. However, whilst Grimes and Schulz (2002) are comprehensive in their discussion of different forms of bias, they take a primarily quantitative perspective of researcher bias. From an early stage, it was clear that the current study would be more qualitative than quantitative in nature. Johnson (1997) suggests that researcher bias in qualitative studies is unavoidable, but will not result in invalid data provided it is acknowledged and minimised from the outset of the study.

As the current study seeks to find a middle ground between objective and subjective research, there must also be an attempt to find a middle ground between etic and emic research. A purely emic or purely etic study is incredibly difficult to achieve, so the real challenge for the researcher is to find the appropriate balance between the two. This study aimed to achieve this balance by acknowledging the researcher’s own biases (see section 4.7), and analysing how these biases may affect the interpretation of the perceived culture within the workplaces studied.

2.4.3 Generalisable or context-specific knowledge

The value of research is often associated with the potential to generalise the findings to a larger population, or apply the findings within different contexts (Ponterotto, 2005). Obtaining in-depth, detailed knowledge of a specific scenario often reduces the generalisability of a study, and this is known as idiographic research (Ottenbacher, 1992). Conversely, to conduct research that is generalisable, context-specific elements must be minimised and a range of cases need to be studied, which in turn limits the depth of the knowledge. This type of research is referred to as nomothetic research (Ponterotto, 2005).
The current study considers an organisation’s culture to be unique and shared. However, measuring uniqueness is problematic. The organisations specific context can be observed along a continuum of (objectively) unique or (subjectively) perceived as unique. In order to maximise both the level of depth and the relevance of the results, the focus of this study was on comparing both observed and perceived cultural forms along this continuum.

2.4.4 Broad or narrow (focus and breadth)

Despite the disagreement over a specific definition of organisational culture, it is generally agreed that there are many aspects that constitute organisational culture (Taormina, 2008). A narrowly focused study would potentially examine just one of these aspects in isolation from the others to obtain in-depth knowledge about that phenomenon alone. In contrast, a study aimed at obtaining breadth would consider as many of these aspects as possible. Whilst a narrowly focused study may be useful in other fields of research, aspects of organisational culture do not exist independently (Martin, 2002). Therefore studying these aspects in isolation would result in a fundamentally flawed outcome.

This study maximised the breadth of its scope by using organisational culture as a foundation for the research, and viewing all actions and artefacts as directly related to the culture of the organisation. In this sense, whilst the current study has a relatively narrow scope of only four organisations, the focus is kept as broad as possible by ensuring that all aspects of culture and team performance in the organisations are considered.

2.4.5 Shallow or deep (level of knowledge)

Martin (2002) comments on the importance of long-term, in-depth studies in organisational culture research, but contrasts this to the practicality of shorter, more generalisable studies. As with the previous four dimensions, a balance between the
two viewpoints is not only achievable, but recommended in order to incorporate the advantages of both forms whilst negating the disadvantages.

Martin (2002) emphasises the importance of finding a balance in all five of the dimensions discussed. The level of knowledge is no exception, as studies that are too deep face the risk of being inapplicable to any other organisation, and studies that are too shallow face the risk of not presenting findings that relate to the real world. In order to achieve this balance, this study used a longitudinal case research methodology to increase the level of depth, and several cases were included to increase the generalisability across different types of organisation.

To summarise the implications of these five dimensions, the current study will require acknowledgement and consideration of several important factors in order to effectively research organisational culture. These factors include the subjectivity of the research, potential researcher bias, the generalisability of the research, and also the context and scope of the study. While these considerations will be discussed in more detail in Chapter 5, the next section will discuss the differences between the concepts of climate and culture.

### 2.5 Climate or Culture

The dimensions discussed in Sections 2.2 and 2.4 highlight key theoretical considerations that need to be made before embarking on organisational culture research. However, in addition to theoretical aspects, the research must consider how culture will be measured. Several researchers (Loo, 2003; Westbrook, Braithwaite, Iedema & Coiera, 2004; Braithwaite, Greenfield & Westbrook, 2008) discuss the implicit and explicit differences between the concepts of climate and culture, and conclude that climate can be seen as a measurable form of culture, making it a useful concept for the current study.
A survey to measure team climate has been developed by Anderson and West (1996) (for further details, see Anderson & West, 1998; Ragazzoni, Baiardi, Zotti, Anderson & West, 2002; Gosling, Westbrook & Braithwaite, 2003; Braithwaite et al., 2008). The Team Climate Inventory (TCI) measures several aspects of culture, such as shared objectives, group participation, team support for innovation, and the group's task orientation. Although this tool overlooks much of the implicit nature of organisational culture (as outlined in Martin (2002), it portrays team climate as a directly measurable component of organisational culture (Kivimäki, Kuk, Eloavinio, Thomson, Kalliomäki-Levanto & Heikkilä, 1997; Cilliers & Kossuth, 2002; Braithwaite et al., 2008). The current study aims to assess the organisational culture of several companies, including both Australian and international firms. To this end, this research initially planned on incorporating a survey instrument that utilised the concept of climate as a measurable form of culture. However, the results of this survey were not included in this thesis (see chapter 4 for further details). As a result, culture is measured in the current study by a combination of qualitative observations and qualitative interview analysis. This approach is illustrated further in Chapter 4.

2.6 Conclusion

The current study can be defined as an organisational behaviour study, with a foundation in organisational culture. This foundation was considered appropriate, as organisational culture can incorporate theories from a number of different fields, and can utilise a wide range of methodological techniques and approaches. Furthermore, essentially all observable actions within organisations will be affected by, and have an effect on the organisational culture.

This chapter provided the explanation and justification of organisational culture as a theoretical foundation for the study. In chapter 3, the theoretical framework is explained in further detail, and an extensive review of current literature in the relevant fields is presented.
3. Theoretical Framework

3.1 Introduction

The previous chapter explained how organisational culture provides a theoretical context for the thesis. This chapter expands the theoretical background of the study, and explicates the development of the theoretical framework. This chapter also provides a critical review of current literature in the fields of evolutionary psychology, positive psychology, and organisational learning and development. At the end of this chapter, the research questions which were developed from the review of literature, and which helped to guide the direction of the research project are presented.

One of the first challenges confronted when beginning this study was the task of finding an appropriate way to demonstrate the theoretical underpinnings of the research. This difficulty arose due to the fact that not only does the current study bridge psychology and business management, but also because a primary focus of the thesis is the somewhat controversial concept of instinct. Before organisational culture was adopted as the context for the study, social anthropology was considered as a possible context for the theoretical framework. This field was considered relevant as social anthropology focuses on the relationships between people, and ways in which people communicate (Ardener, 1971).

The debate over the value of studying instinct has divided social anthropology into two groups; researchers that believe instinct still has a vital role to play in anthropological studies, and researchers that believe instinct is a fundamentally flawed concept (Pina-Cabral, 2006). This instability within social anthropology made it inappropriate as a theoretical foundation, however, through further investigation, alternative fields of psychology which could extend and complement the theoretical
framework of the thesis became apparent. The first of these fields is evolutionary psychology (Buss, 2005).

3.2 Evolutionary Psychology

3.2.1 The relevance of evolutionary psychology

The connection between evolutionary psychology and the current study lies in its broad understanding of the concept of instinct. This field of study contains contemporary research into ways to measure instinct and the role of instinct in everyday life (Spohn, 2005; Hampton, 2006; Miller, 2006). Researchers such as these demonstrate that the study of instinct in the present day environment is not only possible, but highly beneficial. For this reason, evolutionary psychology was the first theoretical field to be added to the theoretical framework, as shown in Figure 3.1.

![Figure 3.1. Theoretical framework with evolutionary psychology included](image-url)
A number of researchers have presented theories that use a combination of cognitive psychology and instinct theory (Locke & Latham, 2002). These theories include drive theory (Vroom, 1964; Winter, 1973; McClelland & Burnham, 1976), and Maslow’s (1943) hierarchy of needs. However, these theories did not overcome the criticisms associated with instinct theory (see Section 3.2.5). The negative connotations attached to any theory relating to instinct might partly explain the return of instinct research under the name of evolutionary psychology.

Although the term ‘instinct’ is not often cited in evolutionary psychology literature, Hampton (2006) proposes that, given their definitional similarity, other ways of referring to instinct might include terms such as ‘adaptations’ and ‘innate drives’. Within evolutionary psychology, these terms have been used to describe behaviours which are inherited, and not learned through social or environment interaction (Cosmedes & Tooby, 1994).

In recent times, evolutionary psychologists have published research that not only acknowledges the existence of instinct, but also posits that it plays a fundamental role in determining the way humans behave (Spohn, 2005; Hampton, 2006; Miller, 2006; Farrelly, Lazarus, & Roberts, 2007; Davies, 2009). While evolutionary psychology is a relatively new field of research, many academics are very optimistic about its continued growth as a field of study. Miller (2006) even suggests that it has the potential to become a foundation for future sciences around the world.

Evolutionary psychology has explored ways to improve communication and cooperation (Farrelly et al., 2007). By understanding the instinctive factors that influence cooperative behaviours, group leaders from a wide variety of business areas may be able to create more efficient and cohesive groups. This area of research is particularly interesting for researchers studying the organisational environment, as improving and maintaining group dynamics are highly beneficial business practices (Wood, Fromholtz, Zeffane & Fitzgerald, 2006). However, before the practical implications in the workplace can be discussed, an understanding of the origins of this
field of study needs to be developed. This understanding begins with a discussion of the domains of the human thought process, discussed in the following section.

3.2.2 Domains of the human thought process

Hilgard (1980, p107) suggests that the human thought process has been separated into three domains for hundreds of years, and states that “In assigning the rise of the faculty of psychology and the threefold classification to this period between Leibniz and Kant nearly the whole of the eighteenth century is involved”. Across this period, the terms used to describe the three domains varied a great deal, and there appeared to be little agreement over the most effective way to refer to each of the three domains.

Despite the terms being used in isolation earlier, McDougall (1908) may have been the first researcher to suggest that these three distinct domains of the human thought process could be labelled as affection (emotion), cognition (conscious thought), and conation (instinct). Despite some criticism of evolutionary psychology – particularly in relation to ambiguity in the definition of key terms (Hampton, 2006), the field has revived interest in all three domains of the human thought process.

Snow, Corno and Jackson (1996) build upon what Hilgard (1980, p107) terms “the trilogy of mind” and address the concerns that affection and conation have been neglected in light of the vast amount of research into cognitive psychology. Snow et al. (1996) highlight instinct as a central part of human mental functioning, and present a model in which instinct (or conation) is depicted as central to the overarching concepts of personality and intelligence (See Figure 3.2). Specifically, the researchers suggest that personality is linked to a person’s emotional and instinctive characteristics, whilst intelligence is linked to a person’s cognitive and instinctive characteristics. The concept of cognition is discussed in more detail in the following section, and personality is discussed along with profiling tools in Section 3.3.6.
Cognitive psychology has been the predominant focus of psychological research for approximately the last 50 years (Adams, 1963; Vaughan & Hogg, 1998). This preference is ostensibly due to the relative ease of obtaining cognitive measures of human performance and behaviour (Hilgard, 1980; Conner, Rodgers & Murray, 2007). Mandler (1985) demonstrates that even during the peak of its popularity, cognitive psychology still had a substantial number of critics. The primary criticism was that cognitive psychology too enthusiastically adopted the metaphor likening the human brain to a computer. However, another key criticism raised by Mandler (1985) remains applicable to contemporary cognitive psychology. Mandler (1985) noted that the field of psychology had become so inundated with academics and theories that it had become hard to tell what exactly constituted cognitive psychology. This criticism in itself demonstrates the extent to which cognitive psychology has overshadowed both affective and conative psychology until recent years.

As discussed by Hoffman and Deffenbacher (1992), the rise of cognitive psychology came at the expense of research into other domains of the human thought process, namely affection and conation. However, while studies investigating these aspects were limited for the majority of the 20th century, a rapid increase in academic interest
in these areas over the last twenty years has been observed through reviewing the relevant literature. Some of the key findings arising from this research are discussed in the following two sections.

3.2.4 Affection

As suggested in the previous section, feelings and emotions were not considered important in the vast majority of cognitive measures historically used in organisations. Fisher and Ashkanasy (2000) discuss how research into affection, whilst originating over 100 years ago, was rejuvenated in the early 1990’s by researchers such as Salovey and Mayer (1990), and Goleman (1995). Subsequent to this re-emergence, studies examining emotions and emotional intelligence (EI) in the workplace began to appear with increasing frequency.

Abraham (2006) provides a brief history of the development of research into affection, and discusses how critics of emotional measures claim that they still measure cognitive aspects of human thought. However, in response to this, Saklofske, Austin and Minski (2003) show there to be no significant relationship between the most commonly used measurements of EI and cognitive ability. Due largely to a high level of face validity, the concept of EI has gained widespread popularity in recent years, particularly among organisational psychologists (Kunnanatt, 2008; Kapur, 2009). Originally coined by Salovey & Mayer (1990), the concept of EI has captured the interest of many academics, such as Goleman (1995) who purported that EI consists of four main aspects:

Perceiving

This aspect relates to the ability to recognise emotions that may be encountered. Goleman (1995) suggests that this includes not only the emotions that a person may perceive in other people, but also the perception of one’s own emotions.
Using

In addition to being able to perceive emotions, the second aspect relates to one’s ability to use their emotions. According to Goleman (1995), this aspect allows people to function more effectively in their environment.

Understanding

Further to perceiving and using both their own emotions and other people’s emotions, people need to be able to understand what emotions mean. This aspect relates to one’s ability to recognise and fully comprehend the subtleties of emotions, and how they can interact (Goleman, 1995).

Managing

The fourth and final aspect relates to one’s ability to control and regulate their own and other’s emotions. Goleman (1995) suggests that this is an important aspect when dealing with both positive and negative types of emotions.

Despite its widespread popularity in mainstream organisations, there is little robust, empirical evidence to support the tools used to measure EI (Ciarrochi, Chan & Caputi, 2000). Many tools are self-reported scales that have questionable or untested validity and reliability. This is evidenced by Davies, Stankov and Roberts (1998), who demonstrate that the majority of questionnaires used in self-report measures of EI share too much in common with measures of personality, and attempts to objectively measure EI have returned unacceptable reliability scores.

However, even in the absence of well-tested and reliable measures, EI as a measure of affective thought processes continues to be utilised in organisational environments (Kunnanatt, 2008). It is used in many companies for a variety of reasons, such as: recruitment and selection of employees; optimising communication between and
within teams and groups; evaluating and monitoring the performance of managers and leaders; and improving overall workplace communication through developing greater understanding between workers (Emmerling & Goleman, 2005).

A variety of EI tools are being used within organisations despite questions regarding their accuracy and validity (Zeidner, Matthews & Roberts, 2004). This is possibly because business managers do not necessarily require a tool to be empirically proven before implementing it within their organisation. While academics may dispute the value and impact of particular measures, managers may only consider how beneficial it is for their business (Conte, 2005).

The example of EI illustrates that effective profiling tools can be widely adopted in organisations, despite the lack of agreement regarding their academic worth. This fact forms part of the argument that tools that profile instinct may have much to offer organisations, even whilst the debate surrounding instinct continues. The following section will take this argument further, and discuss some recent tools that have been developed with the intent of measuring instinct.

### 3.2.5 Conation

Complementing cognition and affection, conation refers to thought processes which are inherited or instinctual, and instinct is generally defined as innate characteristics that influence cognition and direct behaviour (Kupermintz, 2002; Hampton, 2006). Although this definition and a number of other similar definitions are reflected in the literature on instinct and conation, albeit somewhat dated, there is little agreement about whether the concept of instinct warrants academic investigation. This might partly be attributed to the way understandings of instinct have changed.

The earliest theories of instinct focused on hedonism, as humans were largely thought to be compelled to strive for pleasure and avoid pain (Dewey, 1886; James, 1890).
Behaviours such as eating, sleeping, reproduction and the fight-or-flight response were considered instinctual (McDougall, 1908). Building upon this, McDougall (1908) hypothesised that instincts were the prime source of many other behaviours. He argued that instincts were the result of a complete mental process that encompasses the cognitive, the affective and the conative parts of the brain. These three domains are reflected in much of the literature published to this date (Snow et al., 1996; Miller, 2006; Farrelly et al., 2007) McDougall (1908) also suggested that all instinctive behaviours are accompanied by thought and emotion, and as a result of experiencing these, an individual would either strive towards or shy away from the behaviour.

Others however, argued that instinct was far too complex to understand through the discipline of psychology. For instance, Freud (1915) considered instinct to be the boundary that divides the mental and the physical. He suggested that instinct was a natural reaction to both internal and external stimuli that required satisfaction, and this reaction was chiefly determined through cognition. Freud (1915) postulated that two independent groups of primal instincts existed – the self preservative instincts, and the sexual instincts. However, much of his work was criticised for its focus on the latter, as well as its limited empirical support (Hinde, 1960).

Ethnologists also put a great deal of effort into understanding instinct, due primarily to their interests in evolution. Instinctual behaviours such as reflexes were initially thought to be triggered by specific external stimuli. However, several researchers suggested that taking this view over-simplified the processes underpinning instincts (Lorenz, 1950; Tinbergen, 1951; Nissen, 1953). Whilst researching animal behaviour, Lorenz (1950) found that captive animals deprived of external stimulation would continue to display many of the same behaviours as non-captive animals of the same species. Tinbergen (1951) extended this research, suggesting that, although studies had not yet discovered the precise triggers of complex instinctual behaviours, this did not prohibit research into the consequences of those instincts. This led to a proposed hierarchy of interrelated instincts that impel behaviour. Building upon this hierarchy,
Nissen (1953) suggested that instinctual behaviours are actually based on a continuum, with some instincts being more dominant than others.

Towards the middle of the twentieth century, research on instinct was generally accepted as worthwhile and valuable by the discipline of psychology. However, with the increasing number of studies into instinct came a plethora of behaviours being classified as instinctual. Murray (1964) notes that, by the 1940’s, there were over 6,000 instincts recorded by researchers. The vast number of instincts being proposed led academics to question the clarity of the term, which eventually caused many researchers to abandon the concept of instinct in favour of other more well-defined and more clearly delineated concepts.

The main attraction for academics looking to areas other than instinct was the field of cognitive psychology, as it began to gain increasing popularity in the 1920’s (Murray 1964). The main difference between the two fields of studies was evident in the explanation given to the underlying cause of behaviour. Cognitive psychology attempted to explain behaviour as learned action, rather than as unlearned instinct. This difference in perspective was the foundation for the great nature versus nurture debate (Pinker, 2004). However, it is not within the scope of this literature review to examine the contrasting arguments regarding whether people are influenced more by their innate nature, or their environment.

In addition to the rise of cognitive psychology, instinct-based theory was abandoned for other reasons. These include concern that the study of instinct may equate human beings with primitive animals (Morrow, Hansen & Pearson, 2004). It was also argued that, unlike the measurement of overt behaviours, there was limited opportunity to empirically measure instinct. Furthermore, as Murray (1964) noted, there was concern about the growing complexity of instinct theory. When cognitive psychology became more popular, researchers began to question whether the supposedly ‘unlearned’ instincts were in fact examples of learned behaviour (Steers & Porter, 1991).
The social science of anthropology epitomises the way instinct was initially embraced, only to be later viewed with scepticism and suspicion (Pinker, 2004). As the difficulties with observing and classifying instinct became apparent, anthropologists were increasingly pushed into one of two fields of study – biological anthropology, which maintained that instinct was a topic worthy of study; and social anthropology, which discarded the concept of instinct in favour of more observable human behaviours (Ingham, 2007).

However, academics have more recently argued that social anthropology needs to investigate different aspects of human nature (de Pina-Cabral, 2006), and including the concept of instinct in current research will not only achieve this diversity, but may also be the catalyst for many other fields of research. In this sense, the field of organisational behaviour is similar to social anthropology, as there is great potential for valuable research to be conducted in organisational studies using evolutionary psychology as a theoretical background. This potential value, and how the current study aims to utilise this opportunity, is explained further in the following section.

3.2.6 Evolutionary psychology in organisational research

Markóczy and Goldberg (1998) discussed the multidisciplinary nature of organisational studies, and went on to suggest that research in this field encompasses psychology, anthropology, sociology, and economics, among other disciplines. Collectively, these disciplines have been used to gain a better understanding of almost every aspect of managing employees and organisations.

Despite disciplinary diversity within organisational research, academics have largely avoided research on the role of instinct in organisational and workplace practices (Spohn, 2005). However, as previously discussed, there has been some examination of both cognitive and emotional causes for behaviour. The lack of research into instinct is evident, although it may have a fundamental role in determining human behaviour, as demonstrated by empirical research (Snow et al., 1996), and supported
by many evolutionary psychologists (Farrelly et al., 2007; Miller, 2006; Spohn, 2005). Therefore, the current study will aim to address this existing gap in the literature, by providing a study which incorporates the field of evolutionary psychology into organisational research. This aim justifies the link between the foundation of organisational culture, and the field of evolutionary psychology in the theoretical framework of the current study.

The literature discussed above was fundamental in the development of the first three research questions:

RQ1) What perceptions do team members have about how their own innate characteristics influence their job performance?

RQ2) What perceptions do team members have about how collective innate characteristics within their team influence the team's job performance?

RQ3) What perceptions do managers have about a team's job performance after the team has been made aware of their innate characteristics?

These three questions explore the role that awareness of innate characteristics has in a team environment. As discussed, the extant literature in the field of evolutionary psychology suggests that there is value in further examination of conative processes, and how these may influence behaviour.

Whilst evolutionary psychology is appropriate to include as part of the theoretical framework for the current study, it is insufficient to cover all of the concepts involved with this research on its own. This is particularly evident when researching the history and current implementation of profiling tools used in the workplace. These tools are often used in teams to not only overcome conflict, but to help them to improve on an already effectively functioning situation. Further research into the use of profiling tools to build on existing strengths rather than to correct flaws highlighted the field of positive psychology.
3.3 Positive Psychology

3.3.1 The relevance of positive psychology

A common criticism of modern psychology is that it deals mainly with abnormalities and defects in the human condition (Snyder & Lopez, 2002). Academics in the field of positive psychology suggest that this negative focus can lead to misunderstanding human behaviour and a lack of knowledge about what motivates people to strive for greater achievement (Seligman, Steen, Park & Peterson, 2005; Krueger & Funder, 2004).

In an article detailing the progression of positive psychology, Seligman et al. (2005, p410) provide a clear and concise description of the purpose behind the field of positive psychology:

Positive psychologists do not claim to have invented the good life or to have ushered in its scientific study, but the value of the overarching term positive psychology lies in its unifying of what had been scattered and disparate lines of theory and research about what makes life most worth living.

These researchers claim that the value of positive psychology lies in addressing the paucity of research into people and phenomena that are not displaying any particular problem. The fields of sports psychology (Biswas-Diener, 2009) and educational psychology (Gersch, 2009) take a similar approach, however, both of these fields still have a large focus on identifying a problem, then correcting it. By taking someone or something that is already working well, and concentrating on improving this performance rather than finding problems, positive psychology sets itself apart from the vast majority of other fields of psychological research.

As the use of profiling tools in organisations is often intended to improve job performance, the field of positive psychology is highly applicable to the aims of the current study. In addition, the focus on drawing together existing theories in order to understand how life can be improved made positive psychology appropriate for inclusion in the theoretical framework of the current study, as shown in Figure 3.3.
3.3.2 Foundations of positive psychology

Positive psychology only recently became a recognised field of study, but the term was first coined over 50 years ago by Maslow (1954), who was possibly the first to highlight the negative focus of psychology:

The science of psychology has been far more successful on the negative than on the positive side. It has revealed to us much about man’s shortcomings, his illness, his sins, but little about his potentialities, his virtues, his achievable aspirations, or his full psychological height. It is as if psychology has voluntarily restricted itself to only half its rightful jurisdiction, and that, the darker, meaner half (p.354).

This drive to move psychology into a more positive perspective remained unfulfilled for many years, but since the year 2000, research into the field of positive psychology has been growing at an exponential rate (Maddux, 2002). Much of this growth has been driven by Martin Seligman, who has been instrumental in drawing worldwide
attention to the field of positive psychology. Some of Seligman’s key research findings are discussed in the following paragraphs.

Diener and Seligman (2002) conducted a study of happiness among college students, examining the importance of positive social relationships in regards to overall health and well-being. Their findings suggest that happy individuals generally have much more positive social relationships, and spend less time alone. Their findings also are in contrast to earlier research that suggests happiness is malfunction (Alloy & Abramson, 1979), as happy individuals demonstrated an ability to feel negative emotions when appropriate.

The study by Diener and Seligman (2002) is interesting when considered in light of the organisational culture literature previously discussed, as many organisations rely on teams of employees to effectively work together (i.e. to have positive social relationships) to achieve the company’s goal. While the authors acknowledge that their study of college students is limited in its scope, as their sample may not be representative of the general population, the findings still led them to continue positive psychology research in an organisational environment in the years to follow.

Diener and Seligman (2004) present the findings of exploring this new direction, and discuss the importance of positive social relationships in organisational settings. The authors also evaluate how these relationships are entwined with general well-being. They illustrate that economic indicators have historically been used to assess well-being in the workplace, but demonstrate that examining economic factors alone does not provide an adequate picture of general well-being. Rather, Diener and Seligman (2004) suggest that negative relationships can have a detrimental effect upon a person’s well-being, and that a key policy for organisations should be to maintain strong positive social connections between their employees. This further highlights the link between the field of positive psychology and organisational culture, as they share a common interest in the shared relationships and communication between individuals within the workplace.
The connection discussed above demonstrates the appropriateness of including positive psychology in the theoretical framework for the current study. However, it needs to be acknowledged that some researchers dispute certain aspects of the field of positive psychology, and suggest that any theory or practices which are connected with this field need to be interpreted and applied with caution (Fineman, 2006; Hackman, 2009). These criticisms are addressed further in the subsequent section.

3.3.3 Criticisms of positive psychology

Whilst there has been an exponential increase in the amount of positive psychology research over the past decade, several researchers draw attention to the fact that the field is not without its flaws and limitations. Hackman (2009) presents a review of critical papers regarding the field of positive organisational behaviour, and presents a range of recurring criticisms, such as the field itself not stemming from an ‘inherent need’ in the way that fields like neuropsychology or anthropology do. In an earlier paper by Fineman (2006), four key criticisms of positive psychology are presented. These are as follows:

1) Positive psychology studies often attempt to introduce a normative moral agenda to organisations. Whilst the benefits of this practice can be argued, there is an evangelical quality to this procedure, which undermines the inquiring role of positive research. A similar criticism has been raised by Hackman (2009), who suggests that the majority of positive psychology studies rely too heavily on a singular method, not allowing for a broad spectrum of methodologies to inform the development of the field. To address this, Fineman (2006) suggests that future studies should go beyond the use of mainstream methodologies, and make greater use of intensive, qualitative forms of research.

2) The second criticism proposes that the focus on positive emotions and attributes may be discounting the important role that negative emotions may have for employees and managers in the workplace. As stated in the paper by Fineman (2006):
Positive scholars’ quest for positive change and learning is likely to be a truncated, single-loop mission if the stress, anxiety, anger, pessimism, and unhappiness of life and work are silenced or marginalized (Fineman, 2006, p281).

To address this concern, it is suggested that future studies in positive psychology ensure that negative aspects are considered, even if the focus remains on positive emotions and attributes.

3) The concepts that are currently used to define positiveness are generally drawn from a North American perspective of what constitutes positivity. This aspect of positive psychology research, according to Fineman (2006), makes the field “culturally restrictive” (p281). This apparent flaw in positive psychology studies could be amended through the incorporation of both inter- and intra-cultural differences. Future studies can achieve this through ensuring that both national and organisational culture is given appropriate consideration and analysis.

4) The fourth and final criticism of positive psychology research raised by Fineman (2006) relates to the potential for negative consequences being associated with the implementation of positive psychology practices in organisations. Specifically, it is suggested that imposing a set of desirable attributes on the organisation can isolate and stigmatise employees or managers who do not fit into the template that has been set. In addition, Fineman (2006) suggests that employees will often perceive that positive psychology programs are motivated by manipulative interests of management, which causes the whole program to fail. To address this concern, it is further suggested that positive psychology programs ensure that the implementation of positive psychology tools is uniform across all levels of the organisation, so employees will be less likely to perceive inequalities relating to the use of such positive psychology practices.
Informed by the concerns of researchers such as Hackman (2009) and Fineman (2006), the current study will address the current limitations of positive psychology. First, the study utilises a qualitative methodology, employing a longitudinal case research design, to account for the growing need for these types of methods in the field of positive psychology. Second, the profiling tool that is the primary focus of this study promotes a balanced focus between the strengths and vulnerabilities of all employees, ensuring that negative attributes are not being overlooked. Third, as discussed in Chapter 2, organisational culture forms the foundation of the current study, and the teams participating in the study come from large organisations across two countries. These aspects of the study ensure that culture and cultural differences are not overlooked. Finally, whilst the study itself does not advocate the use of a positive psychology tool across all levels of an organisation, the study aims to establish effective ways of implementing such tools. To achieve this aim, concerns such as those raised by Fineman (2006) will assist in identifying the potential reasons as to the effectiveness or ineffectiveness of positive psychology practices.

As discussed above, effectively using positive psychology within organisations necessitates the need for employees and managers to work cohesively and cooperatively. Accordingly, literature on group development and group communication needs to be considered, and this literature is reviewed in the next two sections.

### 3.3.4 Foundations of group development theory

Group development theory was still in its early stages when Tuckman (1965) proposed the four stage model of group development. He then later added a fifth stage, to address the need for groups to disband once their purpose has been achieved (Tuckman & Jensen 1977). The five stage model breaks down the process of group development into distinct stages to allow for quick identification by researchers and practitioners:
Forming

The initial stage of the group, where members get to know each other and learn about the task they have been assigned. As the current study is focusing on teams that have already been formed in organisations, this stage will not be examined closely.

Storming

Group members will soon begin to engage with each other in a struggle for status within the group and control over the direction the group is taking. Emotional exchanges and conflicts are common in this stage, as group members are still unsure of their role in the group. Newly formed teams will likely still be in this stage, and the current study will examine ways to progress a team through the storming stage.

Norming

In this stage, spoken and unspoken rules are developed within the group that assist with its overall functioning. Group members learn what works and what doesn’t, and begin to conform to the standard that has been collectively set by the group. The norming stage can take a long time, as trust boundaries are formed and tested. The current study will examine how awareness of innate characteristics may facilitate and accelerate development at this stage.

Performing

The group is at its peak in this stage, as all members are aware of their role, and have a clear understanding of the group’s goal and how it will be achieved. This is the ideal stage for the group to be in, particularly when deadlines are approaching and efficiency is required.
Adjourning

This final stage refers to the period following a group achieving the goal it was set up to achieve. Once the group is no longer required, the group is disbanded. In organisations, this often occurs when a project team completes the project it was assigned to work on, but can also occur for many other reasons. Other examples include when several team members change roles within the organisation, thus changing the dynamics of the team, or when old members leave the team and new members enter.

While Tuckman’s (1965) stages of group development provide a useful means to break down group processes, there have also been more recent attempts to build understanding in this field. These more contemporary studies are discussed in the following section.

3.3.5 Contemporary group development theory

Group development theory has continued to expand since Tuckman’s (1965) theory, overlapping with the expansion of positive psychology (Johnson & Johnson, 1987; Rickards & Moger, 2000; Snyder & Lopez, 2002; Hackman & Wageman, 2005; Beck & Keyton, 2009; Wheelan, 2009). This expansion began firstly through the adaptation of ‘linear’ models of development already available, and recently by moving to more multidimensional models (McShane, 2001). A comprehensive review of group development models is provided by Chang, Duck and Bordia (2006). They proposed a three dimensional model to classify existing theories of group development. The three dimensions are:

Content

The first dimension differentiates existing theories based upon the size and scope of analysis. More specifically, this dimension examines the manner in which a given theory has interpreted what ‘development’ actually means, and what aspects of the
group the development applies to. As Chang et al. (2006, p330) stated, “Content refers to whether the word development refers to temporal changes in one specific aspect of the group or in the overall picture of the group”. This illustrates that contemporary group theory has moved beyond the original model proposed by Tuckman (1965) which broke the group development process down into stages and had limited scope for analysing the overall picture of the group.

Path dependency

The second dimension highlights a clear link between positive psychology and group theory. This link is shown by the differentiation between theories that only describe expected changes, and theories that focus on specific changes that aim to improve certain aspects. As stated, “Path dependency refers to whether the word development implies path-dependent changes toward a better state or whether it merely describes changes that occur over time” (Chang et al. 2006, p330). Concepts from positive psychology are reflected in the idea of path-dependant changes towards a better state (Seligman et al., 2005). This connection demonstrates the relevance of group theory to studies of positive psychology.

Population

The final dimension links back to the methodological considerations raised in Chapter 3. The question of generalisability is present not only within organisational culture studies, but in studies of group theory as well. As stated, “Population refers to whether the observed pattern of development is restricted to a specific kind of group or generalized to groups of all kinds” (Chang et al. 2006, p330). Through highlighting these three key dimensions of group development theory, Chang et al. (2006) illustrate the role of temporal aspects of group development.

As shown above, group theory has been a changing concept since research into the area began. However, the vast majority of the literature examining group development has only looked at snapshots of team scenarios. Whilst these studies have had significant theoretical implications, they have not examined the temporality of group
development. Cohen and Bailey (1997) identified time as one of five areas that required further study in the field of group theory. Furthermore, these researchers claimed that the only studies to that date which had examined the temporality of group development were either theoretical or laboratory-based. Longitudinal studies are still rarely seen in this field, suggesting that this is an area which would benefit greatly from further research.

Somewhat surprisingly, very few studies have examined group development through the lens of positive psychology. Furthermore, the research that is available, such as the study by Akrivou, Boyatzis and McLeod (2006), generally does not focus specifically on the implications that positive psychology may have for group development. The current study will examine ways in which groups can accelerate the development process, and achieve high performance in as little time as possible. To achieve this, a means by which the teams can accelerate the development process is needed, and profiling tools may serve that purpose. The practice of using profiling tools in the workplace will be discussed in the subsequent section.

3.3.6 Profiling within the workplace

Many researchers have examined the practice of personality profiling (Dahlstrom, 1970; Barrick & Mount, 1991; Melamed & Jackson, 1995; Tett & Burnett, 2003; Smith, 2005; McCormick & Burch, 2008; Yolles & Fink, 2009). This research generally either focuses on the benefits that can be achieved through personality profiling, or on the validity, reliability and accuracy of personality profiling tools. Previous research by the current author examined the practice of profiling within the workplace (Chapman, 2008a), and the test-retest reliability of profiling tools (Chapman, 2008b). This work was based primarily on two profiling tools, the Myers-Briggs Type Indicator (MBTI) (Myers, McCaulley, Quenk, & Hammer, 1999), and the Instinctive Drives (ID) System® (Burgess, 2003).
Numerous critics of the practice of profiling suggest that the act of labelling employees is more likely to result in negative consequences than benefits for organisational teams. Such critics include Pittenger (2004; 2005) and Boyle (1995). These researchers suggest that there are psychometric limitations of essentially all profiling tools, which brings their validity and reliability into question. However, findings from earlier work by the author (See Appendix H), which contributed towards the development of the current study, demonstrated the effectiveness of profiling tools appeared to be distinct from both their reliability and their grounding in academic theory. One of the key implications requiring further research was the idea that the effectiveness of a profiling tool is not a result of its academic worth, but rather, the circumstances surrounding its implementation. Melamed and Jackson (1995) discuss the ways in which profiling tools are implemented in workplaces, and find that managers are often not using profiling tools to their full potential.

A number of studies show that personality profiling is mainly used for, or even restricted to, the selection and recruitment of new employees (Melamed & Jackson, 1995; Van Den Broek, 2003; Ullah, 2010). This practice is criticised by Burgess (2007), who suggests that profiles should not be used to find someone suited to a job, but rather, to find out how someone will perform at their best in the role they currently occupy. This view reflects the ideas expressed by positive psychology researchers (Seligman et al., 2005; Cooperrider & Sekerka, 2006), who suggest that there is value in looking to improve existing situations, rather than simply diagnosing problems.

The current study utilises the I.D. System® (see Burgess, 2007) as a profiling tool designed to increase awareness of innate characteristics. This awareness applies not only to individuals’ own innate characteristics, but to the innate characteristics of others within the same team or group. The choice to use this tool was based primarily on its focus on innate characteristics, rather than observable behaviour (Fitzgerald et al., 2005; Fitzgerald et al., 2006; Burgess, 2007). However, other reasons contributing to the choice of this particular profiling tool include the use of scale measures of innate characteristics, rather than dichotomous types (see Pittenger, 2004), and the
localised development of the questionnaire, ensuring cultural significance (see Burgess, 2003). A more comprehensive justification for using this profiling tool is discussed further in the methodology section of this thesis (see Chapter 5).

One aspect of profiling tools particularly relevant to this thesis is their ability to create a common language within organisations (Puccio & Grivas, 2009). This common language allows employees and managers to converse with minimal miscommunications and misunderstandings. Swan, Newell,Scarborough and Hislop (1999) demonstrate how the development of a common language helps managers to transfer their knowledge and skills to colleagues and subordinates. This finding is further supported by Joia and Lemos (2010), who also investigate the impact that the development of a common language can have on knowledge transfer. The above findings suggest that the existence of a common language within an organisational team will lead to more effective communication and knowledge transfer, which will subsequently lead to increased levels of team performance and productivity.

Furthermore, a recent study demonstrated the value of not only comparing different types of personality measures, but combining conceptually distinct models into complementary measures of personality (Yolles & Fink, 2009). However, due to the limited research available that analyses the utility of the I.D. System®, it is not yet possible to effectively combine the information provided by this tool with other models of personality. Therefore, the current study examines the practice of profiling in the workplace, using a contemporary profiling tool that focuses on increasing awareness of innate characteristics. The findings of the current study will not only provide benefits for employees and managers within organisations, but also extend knowledge, specifically in the field of positive organisational behaviour.

3.3.7 Positive organisational behaviour

The process of using interventions such as profiling tools to enhance workplace performance and morale is an idea at the core of the field of positive organisational
behaviour (Wright, 2003; Luthans & Youssef, 2007). This field of study forms a link between positive psychology and organisational behaviour, and according to many researchers, is a rapidly expanding in both the research and practical environments (Wright & Quick, 2009). Luthans (2002) was fundamental in drawing attention to the area of positive organisational behaviour, and defined the field as “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today’s workplace” (p59).

The field of positive organisational behaviour is also congruent with the methodology of appreciative inquiry, which the current study will utilise. The link between these two areas can be seen clearly in the discussion of appreciative inquiry by Cooperrider et al. (2008), as follows: “It is well established that groups are formed around common ideas that are expressed in and through some kind of shared language which makes communicative interaction possible” (p366). Whilst some authors (Cooperrider & Srivastva, 1987; Goldberg, 2001) suggest that appreciative inquiry is both a theoretical construct and a methodological approach, the current study focuses primarily on the latter. For this reason, further discussion of appreciative inquiry will continue in Chapter 4.

The field of positive psychology was fundamental to the development of a number of the research questions which guided the current study. Specifically, the following questions were primarily based upon literature discussed in this section:

RQ4) What differences and commonalities exist within teams, across teams, and across organisations?

RQ5) Do the perceptions expressed by employees or managers change over time?

RQ6) What differences become evident over time between teams that have obtained greater awareness of their innate characteristics and teams that have not?
Whilst these questions also relate to the other fields present within the theoretical framework, they have been most influenced by the literature researched in connection to the field of positive psychology.

In drawing together the fields of evolutionary psychology and positive psychology, a link can be made between the theories supporting group development and profiling in the workplace and the theories supporting innate drives and the conative domain of human thought. This link represents a research opportunity that is not only original and valid, but has many potential benefits for academics, practitioners and employees. This opportunity also demonstrates the link between the current study’s foundation of organisational culture and positive psychology. Through the novel combination of evolutionary psychology and positive psychology, together with the foundation of organisational culture, the current study aims to examine new methods of improving team performance.

Now that a theoretical context for the current study has been identified between the fields of positive psychology and evolutionary psychology, the scope for the project will be set. The field of organisational learning and development forms this scope, and is discussed further in the following section.

3.4 Organisational Learning and Development

This section provides an outline of the field of organisational learning and development, and how it forms the scope for the current study. Also provided in this section is the completed diagram of the theoretical framework for this research, which leads to the summary of the research questions, shown at the end of the current chapter.
3.4.1 The relevance of organisational learning and development

As discussed in Chapter 2, and in the previous two sections of this chapter, this thesis is built upon the foundation of organisational culture, and combines the theories of evolutionary psychology and positive psychology. However, a study with this foundation and combination of these two fields could still be set in any of a vast number of possible environments. As shown by Gilman, Huebner and Furlong (2009), the practice of applying positive psychology within schools and other academic environments would benefit from further study.

Additionally, Aspinwall and Tedeschi (2010) demonstrate the value of applying positive psychology in the context of health care. However, the current study applies these theories to the field of management and business, and so accordingly, a third area of research is required in the theoretical framework to set this particular scope and context of the study. This final dimension of the thesis can be seen in the completed theoretical framework diagram shown on the following page in Figure 3.4.

The origins of organisational learning and development can be traced back to the field of organisation development (see Beckhard, 1969; Beckhard, 2006; McClean, 2006; Anderson, 2010), which led to researchers establishing the field of organisational learning (see Fiol & Lyles, 1985; Senge, 1990; Schilling & Kluge, 2009). The history and foundations of these fields is discussed in the next section.

3.4.2 The foundations of organisational learning and development

French and Bell (1999) discuss the historical foundation of organisation development, and suggest that the field was established due to a convergence of four separate events, all occurring in the 1940’s and early 1950’s. First was the use of laboratory studies to measure and analyse group behaviour, and the subsequent application of these studies to the workplace environment. Second was the increased use of survey research and feedback as a methodology for organisational studies conducted by a number of key research groups. Third was the recognition of action research as a
viable and useful means to obtain data relevant for organisations. The fourth and final aspect was the evolution of socioclinical and sociotechnical approaches to studying and improving groups and organisations. French and Bell (1999) suggest that the field of organisation development was established upon these four key aspects, and drew influence from a wide range of other disciplines prevalent at the time, such as social psychology, human resources management and organisational behaviour (which includes organisational culture).
One of the key authors in the field, Richard Beckhard, provided this definition of the term organisation development: “Organization development is an effort planned, organizationwide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization’s processes, using behavioural-science knowledge” (Beckhard, 1969, p9). Whilst this study focuses on the more recently developed field of organisational learning and development, the definition above highlights the relevance that the origins of this field has to the current study. As reflected in the research questions shown in Chapter 4, one of the goals of the current study is to examine the implementation of a profiling tool, specifically in regards to increasing the effectiveness of teams within organisations.

As knowledge in the field of organisation development continued to advance, the field of organisational learning became established. As discussed by Huber (1991), organisational learning shares numerous similarities with the field of organisation development, both in terms of theoretical concepts and practical implications. These similarities are discussed further in the subsequent paragraphs.

Similar to organisation development, there are numerous connections between the theory of organisational learning and the theoretical framework already established for the current study. There exists a strong link between the field of organisational learning and organisational culture, which forms the foundation of the current study. This connection is described by McKenna (1999), who suggests that organisations need to adopt a culture of learning, and this process needs to be driven by managers. McKenna (1999) further demonstrates the relevance of organisational learning to the current study, as shown by the following statement:

“The goal of learning managers is to optimise their own personal growth and that of their co-workers, and this requires managing one’s inner self – the mental, spiritual and intuitive facilities” (McKenna, 1999, p345)

The key ideas in this quote that link back to the current study are the concepts of optimisation instead of reparation, and the focus on intuitive, or innate characteristics.
This forms a strong link to the concepts of positive psychology (Section 3.3) and conation (Section 3.2.5). More specifically, the theoretical framework for the current study draws together theoretical concepts such as a focus on improving current situations from positive psychology, and a focus on communication based on innate characteristics from evolutionary psychology. The statement shown above demonstrates how these concepts are also relevant in the field of organisational learning, which allows for an appropriate scope to be set for the current study.

As shown by Burke (2006), the two fields of organisation development and organisational learning are often combined and referred to as the one field of organisational learning and development. The next section further discusses the ways in which research has applied the theories and concepts from the field of organisational learning and development to not only extend knowledge in the field, but to work towards improvements for managers and employees.

### 3.4.3 Application of organisational learning and development

Research in the field of organisational learning and development has examined a variety of phenomena in the workplace, and worked towards improving both the performance and morale of managers and employees (Gowing, Kraft & Quick, 1997; Dutton, 2003; Mirvis, 2006; Fleetwood & Hesketh, 2008; Theriou, & Chatzoglou, 2008). The relevance of this field to the current study will be demonstrated by examining a range of studies that demonstrate the link between this field of research and the current study. These include studies which focus on providing benefits for management and improving conditions for employees, as well as studies which evaluate the benefit of profiling tools. The paragraphs below focus on the studies which discuss potential benefits for managers and employees, and section 3.4.4 focuses on studies in the field of organisational learning and development which discuss the use of profiling tools.
Several recent studies have shown the benefits that managers may obtain through the application of theories and practices associated with the field of organisational learning and development, in a range of different management contexts. These include management of a large workforce in factory type conditions (Phusavat, Anussornitisarn, Rassameethes, Helo & Kess, 2009), management of professional service firms (Swart & Kinnie, 2010), and management of small to medium sized enterprises (Michna, 2009). These studies suggest that workplaces which incorporate interventions based on the principles of organisational learning and development (as discussed in Sections 3.4.1 and 3.4.2) are likely to achieve increased efficiency and productivity from both employees and managers.

Additionally, there have been numerous studies that highlight the potential benefits for employees, in terms of morale, productivity and improved relationships in the workplace. Recent research highlights a vast range of ways in which the application of organisational learning and development theories and concepts improves conditions for employees in the workplace. Examples include: increasing employee productivity (Walters & Walters 2010); improving communication and organisational commitment (Bambacas & Patrickson, 2008); improving general health and wellbeing (Fitzgerald et al., 2006; Baptiste, 2008); and enabling more effective conversations between employees (Di Virgilio & Ludema, 2009). Walters and Walters (2010) also demonstrate the practice of applying positive psychology principles, suggesting further applicability of this field, given the inclusion of positive psychology in the theoretical framework of the current study.

3.4.4 Organisational learning and development and the use of profiling tools

Researchers have recently highlighted the benefits of implementing profiling tools in the workplace, and the effects this practice can potentially have for managers and employees have been examined. A study conducted by Chrusciel (2008) highlights the ability of profiling tools to motivate employees and managers, and can lead to significant increases in productivity and performance across the whole organisation.
In particular, Chrusciel (2008) notes the importance of having key individuals that adopt the use of the tool and function as champions, encouraging other team members to continue using the tool and the language associated with it. Further to this, Hodgkinson and Healey (2008) demonstrate how the implementation of a personality profiling tool can lead to a wide range of organisational benefits, and assist in the incorporation of organisational change. The main ways in which organisations may experience benefits can be categorised into two areas, problem solving and conflict. These areas are discussed in the sections below.

Problem solving

The field of organisational learning and development is relevant to problem solving for numerous reasons. As Goltz, Hietapelto, Reinsch and Tyrell (2008) discuss, implementing organisational development processes can lead to improved levels of problem solving behaviour in employees. Their finding suggests that the successful implementation of a program specifically designed to help employees find novel solutions to everyday problems may have many positive results for workplace teams.

The finding by Goltz et al. (2008) discussed above has significant implications for the research being conducted on the I.D. System®. This conative-based profiling tool specifically seeks to provide employees with methods of working more effectively in a team. These methods involve optimising communication and finding new ways to discuss workplace matters, and can be seen as addressing a specific organisational problem. As previously discussed, the use of profiling tools may lead to teams developing such techniques for communication. In this way, investigating the use of a tool such as the I.D. System® can be related to the concept of problem solving. Therefore, it can be seen that the existing literature provides support for the examination of whether implementing a conative-based profiling tool will lead to an improvement in team performance.
Further to the above support, a study by Sturdy (2004) examines the theory underlying adoption of managerial practices. The study discusses problems that managers may experience when attempting to implement new practices within workplace teams. This can be seen as relevant to problem solving, as finding ways to improve the adoption of new practices by employees can be a significant problem in itself for managers.

The research conducted by Sturdy (2004) also illustrates a link between the field of organisational learning and development and the foundation of the current study, organisational culture. Many of the problems experienced by managers attempting to implement new practices relate to the existing culture within a workplace team. However, Sturdy (2004) does not provide an in-depth exploration of cultural factors that influence adoption of managerial practices. The current study aims to address this gap, by investigating the cultural differences that affect how successfully a workplace team adopts the concepts and language associated with a conative-based profiling tool.

Conflict
The definition of conflict provided by Rahim (2001, p.1) demonstrates the broad nature of conflict, and the range of situations to which it could be applied within an organisational environment.

Conflict is inevitable among humans. It is a natural outcome of human interaction that begins when two or more social entities (i.e., individuals, groups, organizations, and nations) come in contact with one another in attaining their objectives. Relationships among such entities may become incompatible or inconsistent when two or more of them desire a similar resource that is in short supply; when they have partially exclusive behavioral preferences regarding their joint action; or when they have different attitudes, values, beliefs, and skills.

For the purpose of this study, conflict is understood to be any situation in which two or more employees (including managers) are in a state of disagreement that causes
adverse affects to any party involved, either in their personal lives, or in their work lives.

Existing literature in the field of organisational learning and development provides numerous examples of how conflict leads to negative effects on team performance and productivity (Fleming, 1992; Appelbaum et al., 1999; Klein, Knight, Ziegert, Lim & Saltz, 2011). This literature supports the idea that reducing conflict within organisational teams will lead to increased levels of performance, which is the primary goal when implementing a conative-based profiling tool such as the I.D. System®.

Some researchers, such as Appelbaum et al. (1999) argue that certain types of conflict within the workplace may actually be beneficial for the team’s performance. Specifically, they suggest that cognitive conflict can be beneficial for a team, as it leads to a more considered outcome as a result of the discussion that such conflict encourages. However, they maintain that interprofessional and interpersonal conflict decreases productivity in workplace teams.

The findings presented by Appelbaum et al. (1999) are particularly relevant to the current study, as they show the negative effects associated with professional and personal conflict within teams. However, these researchers suggest that there still remains a need for more research that explores ways of minimising negative forms of conflict in organisations. By investigating the effects of implementing a conative-based profiling tool, the current study aims to address that need, and provide researchers, managers and employees alike with information regarding methods of reducing conflict in workplace teams.

It is through the final addition of organisational learning and development as a scope for the current study that the seventh research question was developed:
RQ7) How does implementation of a conative-based profiling tool influence change in team dynamics and organisational culture over time?

This question draws upon aspects from all fields within the theoretical framework, yet is only through the addition of organisational learning and development that appropriate theoretical grounding for this question was possible.

The research discussed above demonstrates not only the relevance and applicability of organisational learning and development to the current study, but also demonstrates how the current study will be able to complement and extend current knowledge in this field. This contribution was achieved by applying the theories and concepts from the field of organisational learning and development to the concepts drawn from the fields of evolutionary psychology and positive psychology, and investigating the use of a profiling tool not widely discussed in current literature. As the final component of the theoretical framework has now been discussed, the section below provides a summary, and leads to an overview of the research questions.

3.5 Summary of Theoretical Framework

The conceptual framework for the current study consists of four main fields of research. The foundation for the study is the field of organisational culture, as culture is the common factor underlying essentially all aspects of phenomena observed within organisations. The field of evolutionary psychology is included to show the need for further research into the concept of conation in the workplace. This need can be addressed through the application of positive psychology theories, in particular the focus on optimisation of existing roles and relationships. Finally, the scope of the research will be set using theory from the field of organisational learning and development, which provides not only the context for the current study, but also links the previous three fields together.
The next section will outline the development of the research questions which the current study investigates, and also justifies these questions as being both pertinent and worthy of research. As shown throughout the review of relevant literature earlier in this chapter, these questions were developed in tandem with the theoretical framework. However, for ease of reference, the section below provides a more concise description of each of the research questions.

### 3.6 Research Questions

The previous sections provided an in-depth discussion of the theoretical framework, and provided a full account of how this framework was constructed. In these sections, each of the research questions which guided the study was introduced to demonstrate how each question was developed from the theoretical framework. This section presents the research questions structured into two categories, as explained below. In addition, this section reiterates the overarching research question shown in the prologue, and provides a brief reminder of how each of the guiding research questions were developed from the theory, and why they were considered appropriate for utilisation in this research.

The following overarching research question guided the development of the literature review shown above:

*How does awareness of both an individual’s innate characteristics and other team members’ innate characteristics influence job performance over time?*

This question was primarily based on previous experience and personal interest, and was integral in the determining the broad fields that form the theoretical framework. The terms in this question led to the current study being focused on examining workers in organisational environments, and how increasing their awareness of innate drives may influence certain factors (such as team cohesion and levels of conflict) in their workplace.
Using this question and the associated literature as catalysts, several research questions were generated, and these questions fall into two main categories. The first of these categories, which will be discussed further in Section 3.6.1, includes questions that relate to the perceptions of innate characteristics. The second category includes questions that relate to change over time, and these will be discussed further in Section 3.6.2.

### 3.6.1 Perceptions of innate characteristics

The first set of research questions that the current study examined were developed due to the fact that there have been very few studies that examine the way employees perceive their own innate characteristics (See discussion of literature in Chapter 3). By examining this, the study adds valuable knowledge to the fields of evolutionary psychology, positive psychology, and organisational learning and development. The first of these questions focuses the individual nature of the profiles that team members receive, and looks to explore the effect that awareness of innate characteristics has on individual performance.

**RQ1) What perceptions do team members have about how their own innate characteristics influence their job performance?**

As discussed in the literature regarding team development (Sections 3.3.4 and 3.3.5), the relationships and roles within a team need to be considered when examining the performance of both the individuals within the team, as well as the performance of the team itself. Accordingly, the second research question focuses on the team nature of the profiling exercise, and looks to explore the effect that awareness of innate characteristics has on team performance.

**RQ2) What perceptions do team members have about how collective innate characteristics within their team influence the team's job performance?**
The manager of a team is in a unique position when it comes to identifying the strengths and weaknesses of a team (Robbins, Millett, & Waters-Marsh, 2004). Their role requires them to have a more in-depth understanding of the team’s dynamics and level of performance (McShane, 2001). Accordingly, the perspective of the team managers is considered separately to that of the team members, and this forms the focus of the third research question.

**RQ3) What perceptions do managers have about a team's job performance after the team has been made aware of their innate characteristics?**

The fourth research question combines the aspects examined in the first three questions, and explores the potential similarities or differences which may occur when comparing how different types of teams respond to the profiling tool. By examining the similarities and differences observed between individuals, between teams, and between organisations, the potential effectiveness of profiling tools will be better understood. This question not only adds valuable knowledge, especially to the field of organisational learning and development, but provides highly relevant qualitative validation of the profiling tool being used in the study.

**RQ4) What differences and commonalities exist within the teams, across teams and across organisations?**

### 3.6.2 Change over time

The second set of research questions that the current study examined involve the potential change that occurs within teams given the presence, or absence of the profiling tool. Drawing from the literature on group development (Tuckman and Jensen, 1977; Chang et al., 2006), the development of the teams involved in the study was observed, and compared. Accordingly, the fifth research question explores
whether the perceptions of either employees or managers demonstrate any significant changes over a set period of time.

RQ5) Do the perceptions expressed by employees or managers change over time?

As mentioned, the study looks to compare teams that have used the profiling tool, with teams that haven’t, in order to explore the actual effect that the profiling tool has on team development and performance. Accordingly, the sixth research question focuses on the potential differences that may occur between teams that implement the profiling tool, and teams that do not.

RQ6) What differences become evident over time between teams that have obtained greater awareness of their innate characteristics, and teams that have not?

The final research question links all of the above research questions, and also provides a connection back to the foundation of the study. As discussed in Chapter 2, organisational culture is a fundamental part of any workplace team, and essentially all observable actions affect, and have an effect on organisational culture. Accordingly, the seventh research question focuses on the potential change that occurs in team dynamics and organisational culture over the course of the study, given either the presence or absence of the profiling tool.

RQ7) How does implementation of a conative-based profiling tool influence change in team dynamics and organisational culture over time?
3.7 Summary

The current study aimed to explore the effect that the implementation of a conative-based profiling tool has on the development and performance of workplace teams. To achieve this aim, the current study utilised a theoretical framework which included organisational culture, evolutionary psychology, positive psychology and organisational learning and development. Two distinct gaps were identified in the literature review which the current study will aim to address. First is the evident lack of research that examines the role of instinct, or innate characteristics in organisational environments. Second is the lack of studies which specifically examine the effect of profiling tools on the organisational culture within workplaces. The research questions developed from the theoretical framework investigate these gaps to build knowledge which will provide benefits for researchers, practitioners and employees.

This chapter has critically evaluated the existing literature in the fields of study relevant to the current research. Additionally, the development of the theoretical framework has been documented, in order to demonstrate how these fields of study converge to create a unique and valuable area of study for this project. Furthermore, this chapter has outlined the development of the research questions that guide the study, and provided justification of their appropriateness, and also presented the aim of the current study. The next chapter discusses the methodology of the research, and presents the processes and procedures by which this research was conducted.
4. Methodology

4.1 Introduction

The previous chapters discussed both the cultural foundation of this thesis, and the relevant literature in the fields of evolutionary psychology, positive psychology, and organisation development. These chapters also illustrated the development of the research questions which the study aims to address. This chapter will discuss the research methodology, together with the methods used in order to address these questions.

Aligning with the cultural foundation of this research, which stems from the philosophical stance for this study, qualitative longitudinal case research was employed as the method in this study (Yin, 1994; 2003). Davidsson (2007) highlights the suitability of qualitative research for the study of business organisations, and discusses the benefits of case research as compared to survey or laboratory research. In this discussion, case research is described as ‘direct and rich observation of real behaviour’ (p312). Davidsson (2007) also suggests that the longitudinal nature of case research enables processes, rather than one off events, to be captured and analysed. Furthermore, the use of appreciative inquiry as a research method complements the choice of longitudinal case research, as will be discussed in Section 5.3.

Data was collected using qualitative methods, including observations and interviews. Additionally, a questionnaire measuring team climate was developed and administered to participants and analysed to establish trends and patterns within and between organisations. As Yin (2003) demonstrates, one of the strengths of case study research is the ability to accommodate a variety of both qualitative and quantitative research methods. However, while the questionnaire was used to help develop interview questions for the second round of interviews, no statistical analysis was conducted on the questionnaire data. This was because the limited number of participants did not justify quantitative analysis. Regardless, the administration of the
A qualitative approach is suitable for studies of organisational culture, particularly when using a longitudinal case research method. This is because qualitative methods provide large amounts of in-depth, rich data, which are essential to the understanding of culture and context within organisations (Stake, 2000). Conversely, the quantitative methods available do not provide the level of depth required to effectively analyse the culture of organisations. As suggested by Martin (1999), a wide variety of sources need to be studied to understand an organisation’s culture, that can include the stories people tell, the layout of working space, the display of personal and other items, workplace jokes, and relations among workers. These sources of data are much more suited to qualitative analysis, as quantitative methods do not cater for data with such variety. While the current study did not set out to observe each of these workplace phenomena specifically, they are good examples of the types of interactions and events which facilitated the understanding of what the study did set out to observe, which were the perceptions expressed by participants.

In this study, qualitative analysis of observations and interviews together provided in-depth insights into the culture of several companies. Additionally, the team climate questionnaire was included to better understand existing team climate, but was mainly used to develop further questions for interviews. Building from these cultural foundations, the study used the data obtained from interviews and observation to analyse how awareness of innate characteristics amongst individuals and teams affects team development, and ultimately, perceptions of team performance. This chapter will outline both the methodological approach and the research protocol which was followed in conducting this research. To begin, the following section will discuss the use of appreciative inquiry as the foundation of the current study’s methodological approach.
4.2 Appreciative Inquiry

4.2.1 Foundations of appreciative inquiry

Cooperrider et al. (2008) provide the following definition of appreciative inquiry:

“AI [appreciative inquiry] is an organization development (OD) process that grows out of social constructionist thought and its applications to management and organizational transformation. Through its deliberately positive assumptions about people, organizations, and relationships, AI leaves behind deficit-oriented approaches to management and vitally transforms the ways to approach questions of organizational improvement.” (p2)

The same authors go on to suggest that appropriate questions for appreciative inquiry would involve the examination of “…culture change, survey analysis, strategic planning, organizational learning, customer focus groups, leadership development, team building, quality management, measurement systems…” (p2) and a variety of other workplace phenomena.

In addition to the understanding demonstrated by Cooperrider et al. (2008), Bushe (1999) describes appreciative inquiry as “a theory of organizing and method for changing social systems [and it] is one of the more significant innovations in action research in the past decade” (p61). Whilst Bushe (1999) refers to action research in this definition, it should be noted that the current study is not utilising the principles of action research in the methodological approach. However, it is appropriate to note that according to Bushe (1999), appreciative inquiry views all reality as a temporary and instable, and measurable only in the moment that it is occurring. Appreciative inquiry can be seen as being in direct contrast to the commonly held view that reality is stable and fixed (Cooperrider et al., 2008). The ontology (or understanding of how things exist) of appreciative inquiry reflects that of the researcher conducting the current study.

Lewis (2008) suggests that an appreciative inquiry methodology recognises that teams, much like individuals, need to be nurtured in order to develop successfully. This author also goes on to demonstrate that whilst appreciative inquiry has been
developed in the United States, it has been used sparingly in international research, and would benefit from continued use in studies around the world. Following this suggestion, the current study aims to use the principles of appreciative inquiry in examining the development of teams in environments outside of the United States. To demonstrate why appreciative inquiry is useful in light of the theoretical framework discussed in Chapter 3, the subsequent section will discuss how the current study will adopt an appreciative inquiry approach.

4.2.2 Appropriateness of appreciative inquiry for the current study

The origins of appreciative inquiry demonstrate how well suited it is to a theoretical framework incorporating positive psychology. Goldberg (2001) suggests that appreciative inquiry began as a response to the common practice of diagnosing problems in organisations in order to improve their productivity and efficiency. In order to verify the validity of these claims, an examination of the foundational work in this field is required.

The first published works referring to appreciative inquiry confirm what Goldberg (2001) suggested about the nature of this relatively new methodology. Cooperrider and Srivastva (1987) discuss the problems associated with focusing solely on identifying problems in organisations. However, these researchers also suggest that the unique strength of appreciative inquiry as a research methodology lies in its recognition of possibilities. It is in this aspect of appreciative inquiry that the conceptual similarities with positive psychology become apparent.

As discussed in Chapter 3, at the core of positive psychology is an understanding that people or teams can be improved through focusing on the possibilities, rather than the problems (Seligman & Csikszentmihalyi, 2000). This conceptual link between positive psychology and appreciative inquiry would most likely be sufficient in itself to justify the use of appreciative inquiry as a methodological approach for the current study. As discussed above, there have been calls for research that utilises appreciative
inquiry in new theoretical contexts, particularly outside the United States. The current study addresses both the theoretical and geographical extensions of research, providing a unique theoretical framework, and data from Australia. Furthermore, there are additional links between appreciative inquiry and the theoretical framework of the current study.

Bushe & Kassam (2005) suggest that there are several researchers who have made the connection between recent studies in the field of organisation development and an appreciative inquiry approach. This connection was also predicted by Quinn (2000), when he stated that “Appreciative inquiry is currently revolutionizing the field of organization development” (p220). This suggests that appreciative inquiry is not only conceptually linked to the current study via positive psychology, but has also been noted as a useful methodological approach by other academics using similar theoretical concepts.

4.2.3 Application of appreciative inquiry

Through the use of appreciative inquiry as a methodology, the influence that profiling innate characteristics has on group development within a workplace team was analysed in the current study. Appreciative inquiry was applied throughout the process of conducting the interviews, and analysing the results. This application is demonstrated in the focus on perceptions rather than more objective measures, like sales figures. Taking this approach allowed for multiple understandings, or realities, of one team or organisation to be examined, and was particularly important in situations where teams had minimal cohesion. This use of appreciative inquiry permitted an analysis of how different perceptions were formed between individuals, teams and organisations, which led to a better understanding of the effect of increasing awareness of innate characteristics.

There are several other theories that this research could have used to achieve the same kind of analysis that appreciative inquiry permits. For example, discourse analysis
was considered as a methodological approach (Gee, 1996; Boje, Oswick & Ford, 2004), as well as a possible theoretical perspective to aid analysis (see Section 5.3). However, as discourse analysis is mainly focused on analysing power relationships, it did not seem suitable for an analysis of the various types of relationships present within organisational settings, of which power relationships are just one type. Other types of relationships existing within organisations which discourse analysis would not be suitable for include friendships, trust networks, and informal alliances (Olkkonen, Tikkanen & Alajoutsijarvi, 2000).

Grounded theory was also a potential methodological and theoretical approach, which would focus the study primarily on building entirely new theories based upon the resulting data (Locke, 2001). However, as evidenced in the previous chapter, extant literature provides much of the theoretical background for this study, and therefore grounded theory was not suitable for addressing the research questions set out in this project.

For the current study, the theoretical assumptions and underlying principles of appreciative inquiry were more appropriate to apply to the practice of researching organisational culture than any other potential approach. This appreciative inquiry approach provided a methodological philosophy that was able to link the fields of organisational culture, evolutionary psychology, positive psychology and organisational learning and development. In addition, by using an appreciative inquiry approach, the current study addressed the previously discussed need to expand the use of this research methodology into an international context (Lewis, Passmore & Cantore, 2008).

### 4.3 Case Research

Case research, as mentioned above, involves the collection of in-depth, rich data from a natural or real-life environment (Yin, 2003; Hayes, 2007). Data can be collected from individuals or groups, and case research studies can be designed in a single-case
or multiple-case structure. While there are several techniques that can be used for selecting the case, or cases, to be used in the study, usually one of two types is used. Firstly, there are forms of probability sampling, such as systematic random sampling or stratified random sampling (Kemper, Stringfield, & Teddlie, 2003). Secondly, there are forms of purposive sampling, such as representative case sampling or snowball sampling (Gordon & Shontz, 1990; de Vaus, 2002). For the current study, representative case sampling was the most appropriate technique, as there were a number of criteria that workplace teams needed to satisfy in order to be useful for the study, and this sampling technique allowed these specific types of teams to be recruited and studied.

Further to these different sampling techniques, there are two distinct types of case research; intrinsic and instrumental (Stake, 2000). Intrinsic case research is designed with the case being of primary importance. It encourages themes and concepts to arise from the observations and analysis of the case. Conversely, instrumental case research is designed to explore predetermined concepts, and these concepts are considered to be of primary importance, while the case itself is considered to be of secondary importance. While there are aspects of instrumental case research in the current study, such as the predetermined concepts of innate characteristics, the focus was primarily placed on the individuals and teams participating in the study, suggesting that intrinsic case research was the main approach used in this study.

The immense variety present in the construction of case research studies is reflected in the comments of Cavaye (1996, pp227-228), who states:

the term ‘case research’ is not a monolithic one: case study methods can be applied and used in many different ways and, as such, case research is open to a lot of variation. Case research can be carried out taking a positivist or an interpretivist stance, can take a deductive or an inductive approach, can use qualitative and quantitative methods, can investigate one or multiple cases. Case research can be a highly structured, positivist, deductive investigation of multiple cases; it can also be an unstructured, interpretative, inductive investigation of one case: lastly, it can be anything in between these two
extremes in almost any combination. Case research can be employed in a number of ways and can lead to different types of research output.

These different forms of case research each possess advantages and disadvantages, the balance of which is primarily determined by the specific objectives of the study implementing the case research methodology (Yin, 2003).

Some critics that suggest case study research is easy to misuse, and improper use will result in overly subjective and misleading data (Arend & Bromiley, 2009). However, careful and considered use of this methodology is highly appropriate for the current study. Sections 4.6, and 4.7 provide further details on the case research considerations made in this study.

4.3.1 Case research in organisational studies

The use of case research specifically in organisational studies is highly appropriate, for a number of reasons. First, the diverse nature of the business world makes generalisability of research difficult; however, this increases the value of in-depth knowledge. Second, case studies focus on bounded, functioning entities, which are often easier to identify within organisations than in the general public (Vaughan & Hogg, 1998). Bounded entities could include individual employees, the team in which the employee works, or the entire organisational itself. Third, the culture at the foundation of the groups and teams within organisations is highly relevant when conducting any type of analysis in the organisational environment, yet most studies are unable to examine culture due to the level of depth required for effective analysis. Case research is one of the few methods that gives the researcher this necessary level of depth, and enables culture to be used as the foundation for a research project. When considering the research objectives of the current study, other methods, particularly quantitative methods, are not as suitable for analysing organisational culture.

Stake (2000) elaborates on the information discussed previously, and provides a detailed explanation of how case research can be designed to maximise its ability to
produce meaningful data. He suggests that typically in an intrinsic case study, the researcher would be interested in one particular case, and would draw all of their information from that one source. However, in a collective case study, the research is less interested in specific cases, and instead combines and studies a number of cases to investigate a particular phenomenon, population or general condition. Cases included in a collective case study should include both an aspect of redundancy and an aspect of variety, in order to obtain more meaningful results. Selection of cases can be purposive; "They are chosen because it is believed that understanding them will lead to better understanding, perhaps better theorizing, about a still larger collection of cases." (Stake, 2000, p438)

The use of a case research method appropriately addressed the research questions posed in the current study. This method enabled the analysis of both groups and individuals, in the context of the culture present within their organisation. Additionally, the longitudinal nature of the case research used in this study allowed the analysis of change over time, both in employee’s perceptions of self, and their perceptions of the team. Inferences were then drawn, specifically in terms of how these changes may influence job performance.

Following the suggestions of Stake (2000), the participating organisations in this study were purposively selected to demonstrate aspects of redundancy and variety. These terms refer to the importance of having data with points of similarity (redundancy) and difference (variety). The demographic similarities and differences between the four organisations, and eight teams involved in the study are shown in Table 4.1.

Whilst important considerations for any qualitative research include the clarity and validity of the information gathered during the study (Edmondson & McManus, 2007), these are particularly important for researchers using case studies, as there is a much lower sample size (Creswell, 2003). Accordingly, to reduce the likelihood of misinterpretation, researchers using case studies should make several observations of
the same phenomenon or group to gather diverse data (Stake, 2000). Assuring this diversity is one form of triangulation (Denzin, 1978).

Table 4.1. Details of participating teams

<table>
<thead>
<tr>
<th>Company Type/ Base Country</th>
<th>Team Code</th>
<th>Team size (incl. manager)</th>
<th>Time working as a team (months)</th>
<th>Time manager has been with team (months)</th>
<th>Type of team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance/ Australia</td>
<td>Finance Team 1 (FN1)</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>Management / Sales</td>
</tr>
<tr>
<td></td>
<td>Finance Team 2 (FN2)</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>Sales</td>
</tr>
<tr>
<td>Healthcare Australia</td>
<td>Healthcare Team 1 (HC1)</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>Marketing</td>
</tr>
<tr>
<td></td>
<td>Healthcare Team 2 (HC2)</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>Marketing / Sales</td>
</tr>
<tr>
<td>Not-for-profit/ Australia</td>
<td>Not-for-profit Team 1 (NP1)</td>
<td>5</td>
<td>12</td>
<td>8</td>
<td>Functional / Regional</td>
</tr>
<tr>
<td></td>
<td>Not-for-profit Team 2 (NP2)</td>
<td>5</td>
<td>12</td>
<td>3</td>
<td>Functional / Regional</td>
</tr>
<tr>
<td>Information Technology/ United States</td>
<td>Information Technology Team 1 (IT1)</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>Management / Project</td>
</tr>
<tr>
<td></td>
<td>Information Technology Team 2 (IT2)</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>Project</td>
</tr>
</tbody>
</table>

As shown in Table 4.1, each of the eight teams involved in this study were assigned a code relating to the organisation and whether or not the team had been actively using the I.D. System®. For ease of reference, all future references to the organisations and teams participating in the study will utilise the code shown in Table 4.2 below.
4.3.2 Questionnaire

As part of the case research design, a questionnaire was developed for the purpose of this study, and is included in Appendix D. This survey measures participants’ attitudes towards the climate in their workplace, divided into three sections. These sections relate to their current position, their current team, and their current organisation. As the survey was specifically created for this study, it has not been empirically validated or checked for reliability or authenticity. However, this was not a matter of large concern, as the survey was not included for the purposes of precise quantitative analysis.

Instead, the primary purpose of the survey was to prompt further questions for the second round of interviews, and as such, the psychometric properties of the tool were considered mostly irrelevant. Even so, there have been many instances of researchers using non-validated surveys, across a variety of academic fields. Najavits, Weiss, Shaw and Dierberger (2000) demonstrate how a non-validated survey was both acceptable and highly useful when it came to determining the practicality of psychological treatment manuals. Additionally, a secondary purpose of the questionnaire was for comparison within teams over time to see if there is any easily noticeable change in the way participants feel about their workplace climate over the course of the study. Any changes noticed in this way were incorporated into the

<table>
<thead>
<tr>
<th>Using the I.D. System®</th>
<th>IT1</th>
<th>NP1</th>
<th>FN1</th>
<th>HC1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not using the I.D. System®</td>
<td>IT2</td>
<td>NP2</td>
<td>FN2</td>
<td>HC2</td>
</tr>
</tbody>
</table>

Table 4.2. Reference coding for participating teams and organisations
interview questions for participants, or used to aid the understanding of perceptions expressed by participants.

While the results of the survey were not used specifically for quantitative analysis, the inclusion of such a survey enabled data to be collected in a variety of ways, and constituted a form of triangulation. The next section discusses this practice further, as well as other sources of variety in the methodological approach.

4.4 Triangulation

Any given set of results may have an infinite number of potential interpretations and meanings (Seale, 1999). In order to minimise the possible negative effects from the problem of interpretation, several steps have to be taken in any study to ensure research quality. Many of these steps are outlined while explaining the research protocol in Section 4.5; however, in addition to the considerations and techniques shown in that section, several forms of triangulation were used to ensure the quality of the current study, as outlined in the subsequent section.

The purpose of triangulation is to reduce or compensate for the weakness of one method by adding another (Shank, 2006). Denzin (1978) suggests that triangulation can involve any combination of the data, the investigators, the theories, and methodologies. To increase the robustness and credibility of the research, all four types of triangulation were used in this study. The different forms of triangulation are discussed below.

4.4.1 Data triangulation

This form of triangulation is created through multiple sources of data. In a study of coping strategies in mothers and daughters, Sands and Roer-Strier (2006) discuss data triangulation, and demonstrate a variety of ways in which multiple sources of data can
be obtained, including surveying multiple members of the same family, and surveying multiple families. The current study provides a good example of data triangulation, as the data was collected from several companies, from two teams within each company, and from the multiple individuals that constitute these teams. This design ensured that a wide variety is present amongst the data sources.

4.4.2 Investigator triangulation

This form of triangulation is created by involving multiple researchers in the collection or analysis of data. Mitchell (1986) discusses a study in which two researchers worked together to conduct semi-structured interviews, and a third researcher obtained survey data. This approach ensured that the perspectives and attitudes of just one researcher were not influencing the results of the study. In the current study, observations of some of the interviews and team meetings were taken by multiple researchers, and then compared for similarities and differences following the data collection. While the author conducted the majority of the interviews alone, the ability to compare multiple observations for several of the interviews enabled the author to improve observation and interview techniques. Additionally, this practice attempted to account for individual researcher bias and also decrease the chance of significant behaviours going unnoticed.

4.4.3 Theory triangulation

This form of triangulation is created through the utilisation of multiple theories when constructing a framework for research. A recent education study uses a framework of five different theories to find points of convergence and divergence and ultimately contribute to the field of knowledge (Ma & Norwich, 2007). As discussed in earlier chapters, the current study considered and utilised a number of theoretical perspectives - namely organisational culture (Martin, 2002), organisational learning and development (Burke (2006), positive psychology (Snyder & Lopez, 2002), and evolutionary psychology (Buss, 2005) - in constructing the theoretical framework for the collection and analysis of data.
4.4.4 Methodological triangulation

This form of triangulation is created through the use of a variety of different methods when conducting research. Perlesz and Lindsay (2003) present an argument for the use of methodological triangulation in ethnographical research, and use a number of examples from family research. In the current study, methodological approaches of appreciative inquiry (Cooperrider et al., 2008) and longitudinal case research (Yin, 2003) were combined to achieve this form of triangulation. In addition, a variety of data collection tools were used to give an extensive range of data, including questionnaires, behavioural observations and individual interviews.

The sections above have presented the methodological approach and discussed some of the techniques utilised to facilitate the data collection. The procedure followed in the data collection process will now be explained in the research protocol section below.

4.5 Research Protocol

4.5.1 Selection and recruitment of participants:

Companies were selected via purposive sampling, as recommended by de Vaus (2002). The advantage of this approach was that only relevant companies were selected for the study, and a shorter amount of time was spent filtering out irrelevant data.

The study was comprised of eight cases. Each case represented a working team or group within an organisation. The types of team included management teams, project teams, and cross-functional teams (See Chapter 5 for a full description of each team). These eight teams were drawn from four large organisations. This number was chosen as any fewer would not have yielded a good cross-section of organisational and team types, and any more would not have been feasible given the scope of the study. Three of the organisations voluntarily paid Link-Up! International for the consultation
process, which involved the profiling of all team members, and one to two sessions with a trained consultant aimed at helping the team understand and make use of their profiles (See Appendix F for a sample I.D. System® profile). Two of these three paying firms were Australian-based companies, and one was a United States-based company. The fourth organisation received the consultation free of charge, which provided an opportunity to examine whether the cost of implementing the system into workplaces has an effect on the way it is perceived by management. This organisation was an Australian not-for-profit organisation in the youth health sector.

For comparative purposes, one team that had not utilised the profiling tool was also studied in each organisation. To maximise the comparative value of this process, each team that were not using the profiling tool had a similar purpose within the organisation as the team which were using the profiling tool. This process led to a total of eight teams, from four organisations, as shown in Figure 4.1.

**Figure 4.1. Breakdown of teams across organisations**

**4.5.2 Procedure**

Due to the longitudinal nature of this research, the study was conducted in two phases to gain insight into how the teams developed over time. Whilst it would have been preferable to have several phases of data collection, the scope of the study did not
allow for this. The two phases of the study are described in more detail in the subsequent sections.

4.5.3 Procedure: Phase one

Step one:
Contact with the developer of the I.D. System® was made to confirm details of organisations to be included within the study. At this stage, employees and managers within teams that were using the I.D. System® had already measured their innate characteristics using the I.D. System®. They had also been provided with a personalised report detailing how their innate characteristics influence their working style. For an abbreviated sample report, see Appendix C. Teams using the I.D. System® also had received at least one training session focused on how to get the most benefit from their I.D. System® profiles. These sessions are conducted by a trained consultant, who provides examples of how team members might be able to incorporate strategies in the workplace that make use of the innate characteristics.

Step two:
Contact was made with either the team leader or appropriate administrative person in order to arrange an appropriate time and day to collect the data. Each data collection visit involved four main activities, those being the one-on-one interviews with team members, gaining a snapshot of the existing team culture and climate using observational techniques (de Vaus, 2002), distributing the purpose-made survey measuring team climate, and observing a typical workplace team meeting.

Each team consisted of between five and twelve members, but a maximum of five members from each team were used for the interviews and surveys. This was to ensure that the data analysis involved did not exceed the scope of the current study. Each participant was given an information sheet with details about the study prior to participating in the research (see Appendix A) Participants completed a consent form
(see Appendix B), and were informed that they could withdraw their consent to participate at any stage.

The current study made use of semi-structured interviews to enable specific topics to be covered, but also allow participants to raise any topics that they felt were relevant. The semi-structured interviews conducted with team members in the first phase of the study focused on perceptions of current team culture, including styles of interaction, amount and frequency of communication and assisted in the identification of any existing language norms within the team (see Appendix E for an example of the schedule used during interviews). Additionally, the researcher observed a typical team meeting in the workplace, analysing language and behaviour of all team members. All observations were recorded in an observation journal, which was later retyped as part of the data analysis procedure. Furthermore, participants completed the questionnaire assessing organisational climate, and the data arising from these surveys was used to help develop questions for phase two.

Step three:
After each data collection visit, all interviews were transcribed verbatim and brush coded. The brush coding procedure involved the researcher highlighting key sections of text which appeared at face value to be relevant to the research questions guiding the study. Whilst some of the interviews were observed by multiple researchers (see Section 4.5.2), the process of analysis was done solely by the researcher in order to gain greater insights by being immersed in the data, as well as to maintain consistency in the coding.

Step four:
After transcription and brush coding, analysis of the first round data took place. This involved the use of the software program QSR NVivo™ to assist with the organisation of qualitative data. This procedure is described in further detail in the analysis chapter which follows the current chapter.
4.5.4 Procedure: Phase two

Step five:
Six to nine months after initial contact, employees and managers were interviewed again to gather data regarding the long-term effects of implementing a system based on innate characteristics. Furthermore, all participants who completed the survey measuring team climate in phase one completed the survey again in phase two. The time gap was chosen on the basis of feasibility, practicality and impact. Less than six months was not considered long enough to allow the consultation process to have its desired effect, and more than eight months was not viable with the time frame of the study. Due to this time gap, some of the participants who were interviewed in the first phase were not available to be interviewed in phase two, which resulted in fewer interviews being conducted in the second phase.

Step six:
Second phase interviews were transcribed and brush coded, followed by the full analysis of the data as described in Chapter 5.

4.5.5 Summary

In phase one, between June 2009 and March 2010, 30 interviews in total were conducted across the eight teams, and 29 questionnaire responses were collected. In phase two, between April 2010 and August 2010, 17 interviews were conducted in total, and 17 valid questionnaire responses were collected. A team meeting was observed for all eight teams in the first phase, and for all teams except the American information technology organisation and the first team of the Australian finance organisation in the second phase. These details and the time elapsed between phases for each team is shown in Table 4.3
Table 4.3. Data collection tasks performed by phase across all organisations and teams

<table>
<thead>
<tr>
<th>Phase</th>
<th>Australian Finance Organisation</th>
<th>Australian Healthcare Organisation</th>
<th>Australian Not-for Profit Organisation</th>
<th>US Information Technology Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FN1</td>
<td>FN2</td>
<td>HC1</td>
<td>HC2</td>
</tr>
<tr>
<td>Phase 1</td>
<td>Surveys Collected</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Interviews Conducted</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Team Meeting Observed</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Surveys Collected</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Interviews Conducted</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Team Meeting Observed</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Time between phases (months)</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

4.6 Limitations

A potential shortcoming of case research methodology is that findings are often criticised for not being generalisable to a larger population. However, given the specific nature of this study – set entirely within organisational teams – and given that companies often benefit from imitation of best practice (Slack, Lewis & Bates, 2004), the results from this study could prove highly relevant to both the field of organisational behaviour and individuals working within organisations. However, that is only the case provided that due care and consideration is taken in the interpretation of results, as Gordon & Shontz (1990) suggest, “Conclusions from one individual may not be thoughtlessly generalized to group statistics any more than group statistics may be thoughtlessly particularized to an individual” (p65).
Another limitation needing consideration in any form of qualitative research is that of researcher bias (Onwuegbuzie, Leech, & Collins, 2010). The experiences and attitudes which shape the researcher’s own perspective have an impact on the way that the data arising from this study has been analysed and reported. However, as suggested by Whittemore, Chase and Mandle (2001), these experiences and attitudes have been taken into consideration when analysing the data. Additionally, the practice of reflecting on the experience of interviewing and analysing the data has minimised this limitation.

As discussed in Section 4.3.2, the use of a non-validated survey instrument is a limitation of the quantitative aspects of the study. However, this is not considered to be a major problem in light of the fact that the survey instrument was not used in the study to draw any quantitative conclusions. Rather, the instrument was used primarily as a prompt for further questions in the follow-up interviews and to identify any easily noticeable changes in the team culture. Whilst this survey has the potential for future quantitative use, it would first need to be validated with a larger sample size than was available in the current study.

Furthermore, there have been several references to concessions made in the current study that were necessary given the scope available. As the research project had to be completed within three and a half years, longer gaps in data collection to more effectively examine longitudinal effects were not possible. Similarly, the scope of the project limited the number of participating organisations, as the data had to be primarily collected and analysed by one person.

4.7 Ethical Considerations

Relative to most other forms of research involving humans, the current study has very few potential ethical concerns. Nonetheless, all due care was taken to ensure the
ethical treatment of all participants and researchers involved in the study. As outlined in the research protocol above, all participants were well informed about the details of the study, prior to and during their participation, and consent was obtained from all participants with no coercion or deception. The information sheet and consent form presented to participants are included in Appendix A and Appendix B respectively.

There are ethical concerns with all forms of qualitative research, as outlined by Carusi and Jirotka (2009), who suggest that the recording of interviews needs to be carefully considered and treated in an ethical manner. To ensure that information is not used in an unethical manner, the only people who will have access to any one individual’s interview transcript will be the researcher and the participant of that particular interview. This limits the potential for the words used by participants to be taken out of context and used in a manner not intended by the participant.

Prior to commencement of the research project, approval was obtained to conduct the study from the Human Research Ethics Committee at the University of Western Sydney (see Appendix A).

### 4.8 Summary

This chapter outlined the ethical and methodological considerations needed for a study of culture utilising a case research design and an appreciative inquiry methodology. The methodological approach of appreciative inquiry was shown to effectively link with the theoretical framework, in particular positive psychology, and longitudinal case research was shown to be the most appropriate technique given the nature of the research questions. In addition, this chapter presented the recruitment methods, the research protocol used in the current study, the limitations and the ethical considerations made whilst conducting the research. The next chapter will provide a complete description of how the data was analysed and the analytical techniques used.
5. Process of Analysis

The previous chapter outlined the methodological approach adopted by the current study and provided a comprehensive account of the procedures undertaken whilst conducting the research. This chapter now presents further detail regarding the process of analysis, including the rationale behind the decisions made during analysis, and an explanation of the tools used to assist analysis. Section 5.1 provides further details regarding the organisations and teams participating in the current study, and Section 5.2 describes the themes and codes used during the data analysis procedure. Section 5.3 then discusses how these themes and codes were used to ask questions of the data, and produce meaningful findings, and Section 5.4 summarises this chapter.

5.1 Description of Cases

Each of the four organisations participating in the current study had aspects which they shared, as well as aspects which differentiated them from the others. Similarly, each of the teams had commonalities and differences, which were incorporated as part of the design of this research. The following sections provide a detailed summary of each organisation and team participating in the study.

5.1.1 The Information Technology (IT) organisation

This organisation is the largest involved with the current study, employing well over 50,000 employees. This company is a multinational corporation that is involved with both the design and sale of electronics and communication technology, and also had a long history of involvement with the developers of the I.D. System®. Two teams were selected from this organisation to participate in the current study, one of which had implemented the I.D. System® several months previously (IT1). The other team had not implemented the profiling tool during the first phase of data collection, as per the research design (IT2). Further discussion of these two teams is provided in the subsequent paragraphs.
Information Technology Team 1 (IT1)

The first team in this organisation had been working together for just over a year, and consisted of 12 members. The team was made up primarily of middle level managers, each of which was the manager of at least one team of their own, as well as being a member of IT1. This team had completed the I.D. System® at the beginning of their time as a team, and as such, were the team in the current study which had been using the conative-based profiling tool for the longest amount of time.

Information Technology Team 2 (IT2)

The second team in this organisation had only been working together for 2 months, making them the team with the shortest amount of time together. The team consisted of seven members, some of whom were managers of other teams, and some of whom were non-managerial employees. During the first phase of the study, this team had not implemented the I.D. System®, however, they did implement the conative-based profiling tool between the first and second phases of data collection.

5.1.2 The Not-for-Profit (NP) organisation

This organisation has offices across Australia, generally staffed by teams of between five and eight members. The team which had implemented the I.D. System® (NP1) was the only team in this organisation using the profiling tool. This fact is relevant as there was much less awareness of how a conative-based profiling tool could increase awareness of innate characteristics within the organisation as a whole. The manager of the other team participating in the current study (NP2) had considered implementing the I.D. System®, yet this did not eventuate over the course of this project. Further details of these teams are shown in the subsequent paragraphs.

Not-for-Profit Team 1 (NP1)

The first team in the not-for-profit organisation had been working together for over a year, but the manager had only been the managing role for approximately eight
months. The team consisted of five members, most of whom had recently changed position within the team. This resulted in a certain degree of instability within the team due to the team members familiarising themselves with the requirements of their new roles.

Not-for-Profit Team 2 (NP2)

The second team in the not-for-profit organisation had also been working together for just over a year, however, their manager had only been managing the team for three months. This team also consisted of five members, and had not gained an increased awareness of their innate characteristics through the use of a conative-based profiling tool.

5.1.3 The Finance (FN) organisation

The third organisation participating in the current study specialises in finance, specifically, insurance matters. This organisation has a reasonably long history with the developers of the I.D. System®, yet only the upper management team has implemented the conative-based profiling tool. This upper management team (FN1) participated in the current study, as well as another state level sales team (FN2). Further details on these two teams are provided in the following paragraphs.

Finance Team 1 (FN1)

As previously mentioned, the first team from the finance organisation which participated in the current study was an upper level management team, consisting of 12 members. This team had been working together in the format they were in for approximately eight months. This team was the only participating team in the current study that was not available for interviews. This was partly due to the managers in the team being based in different offices around Australia, and only meeting in person a few times per year. As such, the observation of this team in a typical meeting was able to be conducted, and discussions were held with the manager of this team, however no
formal interviews could be scheduled. Face-to-face interviews could not be conducted
due to the geographical problems stated above, and phone or web-based interviews
could not be scheduled due to the busy work schedules of the individuals within the
team.

Finance Team 2 (FN2)
The second team from the finance organisation was a state level sales team that had
been working together under the same manager for over a year. This team had
undergone a number of personnel changes prior to the first phase of data collection,
and experienced further personnel changes in between the first and second phases.
This led to a certain degree of instability within the team, and also meant that some of
the participants interviewed in the first phase were not available for a follow-up
interview.

5.1.4 The Healthcare (HC) organisation
The fourth organisation participating in the current study is a large multinational
organisation specialising in various healthcare fields. The origin of the organisation is
the United States, and the corporation currently employees in excess of 40,000 staff
worldwide. The company only has limited experience with the developers of the I.D.
System®, who only work with the Australian subsidiary. There is little knowledge
within the organisation of the language associated with the conative-based profiling
tool and the concept of innate characteristics outside the Australian teams that have
implemented the I.D. System®. Further information about the two participating teams
from this organisation is provided in the subsequent paragraphs.

Healthcare Team 1 (HC1)
The first team from the healthcare organisation which participated in the current study
had been together as a team for over a year, but the manager had only been
responsible for managing the team for approximately six months. This team consisted
of seven members, and their function was primarily to market the healthcare services of the company to potential clients. Each member in the team was responsible for their own collection of clients and portfolios, which was resulting in some difficulty in communication between team members, as they were often not working on the same tasks.

Healthcare Team 2 (HC2)

The second team from the healthcare organisation had been working together for approximately eight months, and the manager had been in charge of this team for the entire period. This team had a similar function to the other team from this organisation, and consisted of six members. Unlike the other team from this organisation though, this team had not gained an increased awareness of their innate characteristics by implementing the I.D. System®.

Following the description provided above of each of the participating teams, the following section will now provide a detailed explanation of the codes used to organise the data arising from the interview transcripts.

5.2 Qualitative Analysis Coding Themes

This section provides a detailed account of the themes and codes used in qualitative data analysis (summary provided in Appendix G). These codes were developed through a combination of existing theory, interview questions, research questions, and emergent data. The decision to use all of these aspects to develop the codes was made early in the analysis process, as it allowed for more data to be coded than would have been the case if only one or two of these aspects was used to develop the codes. This procedure followed qualitative research practices discussed by authors such as Martin (2002), Creswell (2003), and Braithwaite et al. (2008). The codes have been divided into six distinct themes: team language and communication; team development and growth; team cohesion and conflict; the Instinctive Drives System; group
development; and enculturation. Each of these themes is discussed in further detail in the subsequent sections.

5.2.1 Team language and communication

The first set of codes were developed using a combination of the theory discussed in Chapter 3 (specifically positive psychology and organisational learning and development), and the questions asked in the semi-structured interview schedule. The purpose of this procedure was to ensure that the codes used had links back to the relevant theory, as well as being easier to identify when analysing the interview transcripts.

Poor teamwork
This code was used to highlight any instances where participants referred specifically to examples or perceptions of teamwork that failed to achieve the intended purpose. Additionally, this code was also used when participants discussed their negative perceptions of how their team functioned.

Poor team communication
Similar to the previous code, this code was used where participants referred specifically to instances of poor communication within the team. This code was considered to be distinct from the former, as there were cases where participants felt that the teamwork of their team was satisfactory, but the communication was not.

Effective teamwork
In contrast to the previous codes, this code was used to highlight instances where participants referred specifically to times when the team was functioning effectively, or when participants spoke about their team in generally positive ways, and their perception was indicative of an effectively functioning team.

Effective team communication
This code was used to separate team functioning from team communication, similar to the poor teamwork and team communication codes. This code was used specifically
to highlight where participants referred to the effective communication experienced within their team.

Common language
This code was used to indicate any instances where participants made reference, intentional or otherwise, to the use of a common language within the team. This could be through explicit mention of the team having a common language, or it could be through the team members suggesting that communication was more effective as team members appeared to be using the same type of communication.

5.2.2 Team development and growth
The second set of codes was also developed from a combination of the theories of organisational culture, positive psychology, and organisational learning and development, and the questions used in the semi-structured interview schedule. These codes were grouped together to enable an easier analysis of the changes experienced by teams over time.

Potential future changes
This code indicated where participants made specific reference to changes that they were either expecting to happen, or hoping would happen in the near future. Also included in this code were instances where participants speculated on what they thought may occur in the near future. This code was found to be effective when comparing in the data arising from the first phase of the study with the actual changes demonstrated and observed in teams during the second phase of the study.

Formal training planned
Again, whilst similar to the previous code, this code was distinct from the previous information, as it specifically coded cases where formal training (whether this related to the I.D System® or not) was planned in the near future, rather than other forms of change such as team members joining or leaving the team. Formal training was considered to be important enough to have a separate code as it would likely have a significant impact on the way that the team adopted the I.D. System®.
Formal training desired
This code indicated instances where team members may desire certain types of formal training, despite not being aware of any training actually planned. This code was used to determine whether teams felt that formal training was necessary, whether or not they had implemented a conative-based profiling tool.

5.2.3 Team cohesion and conflict
The third set of codes was also developed from a combination of the questions asked during interviews, and theory from the fields of organisational learning and development, positive psychology and evolutionary psychology. These codes specifically highlighted instances of teams demonstrating high levels of cohesion, or high levels of conflict. Additionally, the absence of these codes in some interviews was useful in determining teams that were not experiencing either cohesion or conflict.

Team conflict
This code was used to highlight circumstances of interprofessional conflict, or conflict experienced specifically in the workplace environment as opposed to personal relationships. Interprofessional conflict specifically occurs between team members regarding the way in which the team members are performing their jobs, and does not relate to personal issues.

Poor team cohesion
This code was used to illustrate cases where team members felt that the team had inadequate levels of team cohesion. Examples include where participants indicate that they felt the team did not get on very well with each other, or did not socialise particularly well. However, simply not mentioning how well the team socialises was not coded as poor team cohesion, as some participants indicated that they did not socialise with their team due to their personal belief that they should not socialise with their colleagues. This did not indicate poor team cohesion, just a different working style.
Good team cohesion
This code, in contrast to the code highlighting poor team cohesion, specifically highlighted cases where participants indicated that their team was getting along well. This code included instances where participants spoke generally about their team, and their perception was indicative of a cohesive team.

Personal connection
Interviewees were questioned as to whether there were any members of their team that they felt a close personal connection with, for any reason. This code was asked to determine relationships within the team, and by combining the data from all team members, establish whether any members were being isolated from the other team members.

Personal conflict
This code, in contrast to the code referring to team conflict, highlighted cases where participants indicated situations of interpersonal conflict. Examples include where participants make specific reference to other members of the team that they felt they had personality clashes with, or referred to interpersonal conflict occurring between other members of the team.

5.2.4 The Instinctive Drives System
The fourth set of codes was developed entirely from the terminology used in the I.D. System®. The purpose for including these codes was to establish the degree to which each team and each individual was using the language and concepts associated with the conative-based profiling tool.

Verify
This code was used to highlight any instances that participants referred to the verify drive. As well as specific reference to the term verify, instances where participants spoke of behaviours associated with either side of the verify drive, such as being highly analytical (use verify), or being focused only on the bottom line (avoid verify), were included in this code.
Authenticate
Similarly, this code was used to highlight any instances that participants referred to the authenticate drive. In addition to specific mention of the term authenticate, this code included any references to behaviours such as being true to the spoken word (use authenticate), or being able to delegate tasks (avoid authenticate).

Complete
This code was included to highlight specific references to the complete drive. This included any instances where participants mentioned the term complete in the context of the I.D. System®, as well as talking about behaviours associated with either direction of the complete drive. Examples include the use of schedules and routines (use complete), or preferring flexibility and spontaneity (avoid complete).

Improvise
Specific references to the improvise drive were highlighted by this code, as were any instances where participants mentioned the term improvise, or improvisation. References to behaviours associated with the improvise drive were also included with this code. Examples include being flighty or positive minded (use improvise), and being focused on logic and certainty (avoid improvise).

5.2.5 Group development
The fifth set of codes was developed from Tuckman’s (1965) theory of group development. The five stages in this theory were used as codes in order to identify the development stages of the teams participating in the study.

Forming
This code was used to identify instances where participants referred to the initial stages of the team’s development. Examples include where team members spoke about the team’s behaviours during the first few weeks of working together as a team, and also where team members indicated that they felt the team was still getting to know each other.
Storming
This code represented the second stage of group development, where teams may experience a higher level of conflict as team members sort out their differences. This code was used to highlight instances where team members spoke about the conflict they experienced as a result of getting to know the other members of the team. Any other reference to conflict was also coded as storming, so that conflicts could easily be identified and the stage of group development within teams could be more easily comprehended.

Norming
Tuckman’s (1965) theory suggests that once team members progress through the storming stage, they will experience a certain degree of norming, or the process by which they establish the most effective ways to work with other team members. This code was used to highlight any instances where participants referred to this process. Examples include where specific reference was made to working out the best way to communicate or work with other team members, or where participants referred to conflicts between other team members coming to a resolution.

Performing
This code was used to highlight instances that participants referred to their team performing at the desired level. Examples of this include where participants suggested that they were satisfied with the productivity within the team, or when participants alluded to the fact that their team was performing well.

Adjourning
The final stage of group development is considered to be the group’s inevitable disbanding. This code was used for any specific reference to a team achieving their goal and ceasing their functioning as a team. This code was primarily only used where participants referred to previous teams that had disbanded, as none of the teams in the current study gave any indication of adjourning in the near future.

5.2.6 Enculturation
The final code used was that of enculturation, which was separated into its own group
due to there being limited conceptual fit with the other sets of codes.

Enculturation
This code was used to highlight any instances where participants either made specific or general reference to any aspect of the I.D. System® becoming embedded within the culture of the team. This included direct mention of the culture now including the conative-based profiling tool, or more vague references, such as discussing how team members keep their profile numbers on their doors so that colleagues are reminded of their innate characteristics when entering each other’s offices. This code was helpful in identifying the level of enculturation of the language and concepts of innate characteristics in the various teams participating in the current study.

In summary, the previous two sections have provided a description of the teams participating, and presented an explanation of the coding system used to organise the data arising from interviews. The following section explains the process used to analyse the data which led to the findings presented and discussed in Chapter 6.

5.3 Data Analysis Procedure

All interviews were recorded and transcribed to assist with qualitative analysis (See Appendix I for a sample interview transcript). Using the computer program QSR NVivo™, the results were examined for patterns that indicate common language, and other frequently used language norms. This process is discussed further in Section 5.3.3. Additional data, such as the brief questionnaire of team climate administered to participants (see Section 5.3.1) and observations of team meetings (see section 5.3.2) and was also interpreted qualitatively by the researcher.

Due to the qualitative approach adopted in the current study, language analysis techniques as described by Martin (2002) and Braithwaite et al. (2008) were used to facilitate the analysis procedure. These techniques involved finding patterns within the data, looking for similarities and differences between important sections of text, as
identified with the codes discussed previously. For example, to analyse the
differences in regards to how employees may have perceived the enculturation of the
profiling tool, the research would first examining the text coded as indicative of
enculturation from all interviews of employees in teams using the I.D. System®.
These would then be compared between organisations, between teams, and finally
within teams, to establish if there were differences at any of these levels. These
techniques reflected the appreciative inquiry approach by focusing on the recognition
of patterns and key terms within the data.

5.3.1 Team climate survey
There was the potential to quantitatively analyse the survey results, however, the
sample size in the current study was considered too small to obtain statistically
significant results. However, there was still the opportunity to analyse this data qualitatively, by finding recurring themes and patterns in the questionnaire results
from each team. For instance, it was noted that a particular team all scored quite low
on the climate questionnaire, which then became the basis for some interview
questions for this team in the second phase (for example, “I noticed that last time was
here, you indicated on your survey that you felt there wasn’t a very energetic
environment here. Do you still feel that to be case now? Can you explain further?”).
This team was the only instance where the analysis of the survey responses led to
specific questions.

5.3.2 Observation of team meetings and other workplace behaviours
Observation of team members in a typical team meeting was conducted in order to
gain a sense of how the team interacted, and the degree to which they demonstrated an
increased awareness of innate characteristics between the first and second phase, both
their own and those of others. Meetings were not recorded as it was not considered a
practical way of establishing the type of communication occurring between the team
members. An audio only recording would not capture as much of the underlying
interactions that observation techniques are able to, such as body language and facial
cues, positioning within the room, and movement around the room.
Detailed notes were kept during observation, and reflections added to these notes after the meetings concluded. An example of the notes (converted to typed form for ease of reading) is shown in Appendix J. Additionally, the behaviours observed outside of meetings and interviews were observed and noted where possible. For example, interactions between team members observed in general office areas and during lunch breaks were noted if the researcher happened to see such interactions. These observations were generally noted as an addendum to the observation notes for team meetings.

5.3.3 Analysis of interviews

The data gathered from the interviews was organised with the assistance of the computer program QSR Nvivo™. As shown in Section 5.2, a series of codes was used to help organise the data into specific themes, which helped to illustrate the main points and issues discussed by participants.

All interviews conducted were also personally transcribed by the author, in order to maximise immersion in the data, and ensure that the interpretation of words would be accurate when inferring meaning from quotes. In addition to this, the author discussed the transcripts and interpretations with the supervisors of this research project to ensure that multiple perspectives were considered.

To begin the process of establishing findings for to the proposed research questions, the researcher identified which themes and issues arising from the interviews were applicable to each specific question. For instance, for the first research question;

RQ1) What perceptions do team members have about how their own innate characteristics influence their job performance?

the four codes relating to the I.D. System® were analysed, along with the personal connection and personal conflict codes, as contained within these codes would be any reference to personal innate characteristics as well as any positive or negative
personal relationships. These sections of text were analysed for similarities and differences, to determine whether or not there were trends in the way participants perceived the role of their own innate characteristics in terms of the job performance.

In the process of analysing similarities and differences, a number of key trends started to emerge, some of which could be applied to specific questions (such as key differences between different types of organisations), and others which were not covered by the research questions (such as ideal circumstances for implementing profiling tools). If these trends had been identified from only some of the interviews, they were then supported through further analysis of the remaining interview transcripts and observation data. Once established though analysis of all interview transcripts and observations, the key trends were presented as findings, either in relation to a specific research question, or as an additional finding. In this manner, the raw data from the interview transcripts and observations was developed into specific research findings, which are presented in chapter 6.

5.4 Summary

By combining three data sources (observation, questionnaire results and interview transcripts), the current study uses a robust analysis regime to address the gaps present in existing literature (shown in Chapter 3), and explore the research questions developed to guide the current study. The analysis incorporates the methodological approaches of appreciative inquiry and longitudinal case research through the thorough use of qualitative techniques focusing on patterns and recurring themes. In addition, the analytical techniques described in this chapter are appropriate in light of the theoretical framework. Analysis over a set period of time enables the enculturation of new concepts to be considered; a focus on perception of innate characteristics provides a link to evolutionary psychology; a focus on factors that lead to effective teamwork and good group cohesion provides a link to positive psychology; and the use of groups within organisations as participants provides a link to organisational learning and development.
This chapter has provided a detailed account of the data analysis procedures undertaken during the course of the current study. Descriptions of each of the participating teams, a thorough outline of the themes and codes used to analyse the interview transcripts, and an explanation of the data analysis procedure have been provided. Application of the research protocol, including the analysis discussed in this chapter, led to the findings presented in the following chapter, which also provides an in-depth discussion of how these findings relate to the research questions that guided the investigation presented in this thesis.
6. Findings and Discussion

The previous chapter provided details on the analysis procedure employed in the current study, and demonstrated how the methodology of the current study was applied. This chapter now presents the key findings, and discusses these findings with reference to theory.

Sections 6.1 and 6.2 present the findings relevant to all the research questions posed in Chapter 3. Following this, the remaining sections of this chapter explore and discuss the other themes and issues that arose from the qualitative analysis. As discussed in Chapter 4, the organisations and teams participating in the study will be referred to anonymously, using the code shown in Table 6.1 below. To maintain confidentiality, individuals will be referred to as either team members or team managers.

Table 6.1. Reference coding for participating teams and organisations

<table>
<thead>
<tr>
<th>Information Technology Organisation</th>
<th>Not-for-Profit Organisation</th>
<th>Finance Organisation</th>
<th>Healthcare Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the I.D. System®</td>
<td>IT1</td>
<td>NP1</td>
<td>FN1</td>
</tr>
<tr>
<td>Not using the I.D. System®</td>
<td>IT2</td>
<td>NP2</td>
<td>FN2</td>
</tr>
</tbody>
</table>

6.1 Perceptions of innate characteristics

This section outlines the findings in relation to the first set of research questions posed. These four questions relate to the effects observed in teams when individuals were made aware of their own innate characteristics, and the innate characteristics of
others in the team. Section 6.1.1 discusses how individuals are able to adapt their work environment to suit their preferred working style, and engage with the language of innate characteristics. Section 6.1.2 presents the possible benefits of team members taking the opportunity to learn about others, and the potential this has for reducing miscommunication. Section 6.1.3 discusses how managers perceived the implementation of the profiling tool as a necessary part of their team’s development, and how the language provided helps them to focus on strengths instead of weaknesses. Section 6.1.4 presents similarities and differences identified across organisations, across teams, and within teams participating in the study.

6.1.1 Increasing awareness of personal innate characteristics

Although people may have preconceptions about the way that they are most inclined to think, there can be value in implementing profiling tools that inform participants of their own innate characteristics (Kirton, 1987; Hughes, 1994). In the words of a team manager from a not-for-profit organisation:

...it [the I.D. System® profile] is probably what I would have thought of myself before…before I actually got the I.D., so I was personally surprised that I felt that it did actually mirror…I suppose how I work. (Team Manager – NP1)

This quote demonstrates that individuals can still appreciate the information provided by a profiling tool, even if it confirms the way they already saw themselves. Further to this, the studies on personality profiling discussed in Chapter 2 (Melamed & Jackson, 1995; Myers et al., 1999; Yolles & Fink, 2009) suggest that there are additional benefits to be gained from giving individuals a means by which they can understand and describe their own style of working. To investigate further, the following research question was posed:

RQ1) What perceptions do team members have about how their own innate characteristics influence their job performance?
As Kuhn (2000) describes, people develop an understanding of their own cognitive process before they develop an understanding of the cognitive processes of others. This logic suggests that before greater awareness of other people’s innate characteristics can be achieved, individuals first have to be able to understand their own dispositions. While this notion guided the development of nearly all of the research questions of this study, it was particularly fundamental to the first research question. Reflections of the researcher and observations made during the research provided strong support for the idea that people need to be aware of their own innate characteristics before their awareness of other people’s innate characteristics can be increased.

To the best knowledge of the researcher, there have been no studies focused on examining the need for individuals to be aware of their own innate characteristics before they can gain a better understanding of the innate characteristics of others. Where research into innate characteristics or similar conative processes has been conducted, such as Shute (1994), the focus is primarily on measuring, rather than increasing awareness. Similarly, where research has been conducted into increasing awareness, such as studies using the Johari Window (see Luft & Ingham, 1955), the focus is not on innate characteristics.

There were some teams in the study which were comprised mostly of members who had completed the I.D. System® but with a few additional members that had not. When these teams discussed their own innate characteristics during meetings, the members who had not gained an increased awareness of their own innate characteristics through the use of the I.D. System® were visibly unable to engage the other members in the same way. On later reflection, the researcher believes that even if the members who had not completed the I.D. System® wanted to engage in discussion of innate characteristics, their unfamiliarity with the language of the System would prevent them from participating. This observation and reflection served as further support for this research question, and is also demonstrated succinctly in the following quote:
...we’ve created a core group of people that know it [the I.D. System®] well, they use it regularly because of the workload that they’re asked to do. And we’ve got a group of people that don’t use it regularly therefore aren’t as skilled as using it because predominantly they engage with people that don’t have IDs assessed for them yet, and so it’s kind of hard to go to someone and say “Hey I’m a 7733” and they just look at you go “What? I don’t get that’, right?
(Team member 1 – IT1)

Accordingly, the first research question investigates the effect that increasing awareness of personal innate characteristics has on team members’ perceptions of their own job performance. This question will be discussed with reference to some of the responses from individuals within teams that received the I.D. System®. An individual in one of the healthcare teams, HC1, made the following reflection on how things at work had changed since becoming more aware of her own innate characteristics:

…for example, if someone comes and interrupts me, I probably don’t cope with that very well. And I’ve learnt, since doing the ID, that for example if I’m just typing an email, and I’m in the middle of sentence, I’ll just turn around and say “Look, can I just finish this sentence, and then I’ll be with you.”
(Team member 1 – HC1)

This quote illustrates several important findings related to the first research question. The scenario described illustrates how employees are able to recognise things about themselves and make appropriate changes when they are aware of their own innate characteristics. These changes can be in the form of either allowing themselves to work in a manner more appropriate to their innate characteristics, or by being able to more easily justify their working style to their colleagues. This finding supports the ideas present in the existing literature referred to in Chapter 3, specifically, the benefits of personality profiling as discussed by researchers such as McCormick and Burch (2008) and Yolles and Fink (2009). In the scenario illustrated by the participant above, it would appear to be a matter as simple as not allowing herself to be interrupted when trying to finish an email, but when the increase in awareness is
considered as the primary source of interest, the scenario is particularly informative. From this perspective, the quote also shows that this employee is now able to converse more openly with colleagues. Rather than allow other people to interrupt her, which may lead to increased tension and conflict, she is able to inform them of her preference to finish writing first without fear of being misunderstood. This concept will be further explored later in this chapter when the effects of increasing team awareness of other people’s innate characteristics are discussed.

Another member of the same team also illustrated the positive effects associated with greater awareness of personal innate characteristics. The quote below demonstrates that through increasing their awareness, this team member has been able to engage in more effective communication with their manager.

...I know that when I’m talking to another verifier, I can go into depth, but when I’m talking to like my boss, *name omitted*, she doesn’t want to know depth, she wants to know just the top level, and that everything’s alright. And if it’s not alright, she wants to know why it’s not alright, and maybe a little more depth, but if it’s alright…she doesn’t need the detail.

(Team member 2 – HC1)

This quote also illustrates this individual’s inherent understanding of the language associated with I.D. System®, referring to themselves as a verifier. This label has evidently stood out to this particular individual, and given them a way to not only understand their own innate characteristics, but also to communicate their innate characteristics to other people.

Responding directly to the first research question, the findings suggest that the vast majority of individuals who gained an increased awareness of their innate characteristics felt that this awareness helped them perform more effectively at work. Whether through improving communication with others, or making changes to both their own behaviours and the environment around them, the awareness provided by the conative-based profiling tool resulted in perceptions of improved job performance.
These findings indicate that individuals can use their increased awareness of their own innate characteristics in order to function more effectively. This is achieved through adaptation of their environment, and through engaging with the language of innate characteristics. However, it was also found that the ability to engage successfully with this language was primarily dependant on gaining an understanding of the innate characteristics of other individuals. This process is addressed by examining the second research question, and is discussed in the following section.

6.1.2 Increasing awareness of the innate characteristics of others

During the observation of the FN1 team meeting, several team members commented on the benefits of becoming more aware of the innate characteristics of their team mates. It was particularly relevant in this case, as the team was undergoing some major changes, and team members were confronted with the task of having to almost immediately work in an effective manner with employees that they had never met before. In this situation, the ability to quickly engage in discussion with the other employees about their innate characteristics, through the language of the I.D. System®, resulted in a clear impact on the team’s job performance. This type of impact is supported by Burgess (2007), and is investigated by the second research question of the current study which is shown below, and further evaluated in the remainder of this section.

RQ2) What perceptions do team members have about how collective innate characteristics within their team influence the team's job performance?

As discussed in Chapter 3, the aim of the current study is to explore the effect that the implementation of a conative-based profiling tool has on the development and performance of workplace teams. Therefore, this question is fundamental to the understanding of how teams actually engage with the other members of their team after the implementation of the I.D. System®.
When an individual decides to undertake a personality profiling test on their own, it is likely that they are mainly interested in finding out what that particular tool has to say about their own personality and characteristics, as they have no source of comparison for their results. However, when a profiling tool is utilised within a workplace team with the goal of improving workplace productivity and communication, a different attitude is adopted. This contrasting approach was demonstrated by most of the participants in the study, and expressed concisely in the statement below:

…there wasn’t really any sort of surprises that…cause you know your own persona pretty well, it’s really…I.D. is for everyone else to have a look at.

(Team Member 3 – HC1)

Quotes such as this, combined with reflections on the attitudes shown by team members suggested that the majority of team members who had completed the I.D. System® approached it as a way of telling other people about their own innate characteristics, rather than just an interesting piece of information about themselves. It is also suggested that this approach is the most beneficial way of understanding the I.D. System®, as evidenced by the responses of the few team members who only saw it as an individual report. These responses did not show the same levels of increased communication and productivity as the responses of the members who approached it as a team development tool. To the researcher’s best knowledge, there are no published studies which have examined the difference between approaching a profiling tool from an individual or team based perspective. This finding suggests that the manner in which individuals approach the implementation of conative-based profiling tools needs to be considered and accounted for in order to maximise the potential benefits.

It was also interesting to note how team members would often divide the team (regardless of size) in different ways according to the profiles of the team. This practice was observed to be useful for members in terms of deciding the way they would go about communicating with others in the team. If the team could easily be divided into two groups of people with similar innate characteristics, team members
could easily remember the best ways to communicate with their own group and the other group.

I found it was really good, because it helped us communicate a lot more. It helped me...just the team in general...cause it was pretty much just the four of us, and two people were the same, and the other two people were the same (Team Member 1 – NP1)

However, this type of grouping could also lead to members feeling unfairly categorised, or in some cases, individuals being ostracised due to having a profile unlike anyone else in the team (an issue which is discussed further in Section 6.3.4). Despite the few cases which highlighted these potential problems, positive effects on team development were much more common than negative effects when people were grouped within teams according to their profiles (only two participants expressed concerns about this type of negative consequence).

Another key finding relating to the second research question suggests that increasing awareness of a colleague’s innate characteristics allows for efficient and effective dialogue to occur with that colleague. Where a profiling tool such as the I.D. System® is not present, interviewees reported that they were often unsure of how to ask a colleague to perform a task, which often resulted in a decrease in communication within the team, and an increase in conflict. This was evident (to different degrees of severity) in all of the teams that had not implemented the profiling tool. When employees in these teams were asking colleagues to perform tasks, the way in which they were asking did not take the colleague’s innate characteristics into consideration. Either of these two scenarios could result in conflict, and respondents generally attributed these problems to personality clashes. An example of this can be drawn from the Finance team that did not use the profiling tool.

I’d say it’s probably more...it’s more...a conflict of personalities, because we have a lot of strong personalities. So everybody is quite firm in what they believe. So if there’s ever a discussion, be it about a work issue or anything else, quite often people won’t back down. (Team Member 4 – FN2)
This type of personality conflict was reported by more than half of the participants in teams that did not use the I.D. System® to gain a greater awareness of the innate characteristics of the team. It should be noted that conflict in this study is generally based on the observations of misunderstandings and miscommunications that potentially may have arose due to a lack of awareness regarding the innate characteristics of other individuals. This definition of conflict is discussed in more detail in Section 6.2.2, under the more specific terms of interprofessional conflict, and interpersonal conflict.

However, teams that did use the I.D. System® demonstrated fewer personality conflicts, and further investigation revealed why this may have been the case. When individuals had access to the common language of innate characteristics, they were able to change the way they spoke to their colleagues (for further discussion of the development of a common language, see Section 7.3.1 later in this chapter). This change resulted not only in less personality conflicts, but also led to perceived increases in job performance, as evidenced by both the perceptions of the participants and the observations of the researcher. This difference in approach was demonstrated by many team members who had completed the profiling tool, and is highlighted in the quote below from a team member in IT1. This team member describes the relationship she has with a colleague, and how the language of the profiling tool has helped overcome tensions that were initially being attributed to differences in personality.

So we were having a lot of issues with accuracy, and just…she’s got the 7 in improvise, so she could turn this stuff out and respond to fire drills, and get it turned around, but then some of the numbers wouldn’t necessarily be accurate and then we’d have to repeat. So she and I now have a common language where I said, you know this, we need an 8 in verify, so turn on your verify...So that’s enabled us to kind of have that dialogue, to say instead of…you know, “Why aren’t you being accurate”, it’s “We need to verify”.

(Team Member 3 – IT1)
As shown in this quote, the positive effect on communication could occur between team members who had previously found it very difficult to communicate with each other. This suggests that gaining a greater awareness of the innate characteristics present within the team allows not only for improved communication and performance, but also for improving relationships that have traditionally not been productive. This finding supports the existing literature available that relates to cognitive-based profiling tools, (see Myers et al., 1999; McCrae & Costa, 1989), although to the best of the researcher's knowledge, there are no published studies that report this finding in relation to conative-based profiling tools. Another example of how increased awareness of innate characteristics helps to resolve conflicts was observed in the Healthcare team, HC1, between two members with vastly different profiles.

The only one I had trouble communicating with is *name omitted*…but that’s more because he goes overboard. You know…if…if I relate it back to the I.D.s…I can handle *name omitted* now, because I know exactly what I have to do to talk to him. (Team Member 2 – HC1)

This quote, combined with the findings discussed previously in this section, illustrate that even in situations where people felt that they were unable to communicate effectively with other members of their team, gaining a greater awareness of their innate characteristics has two valuable benefits. This awareness can result not only in more effective communication and better performance, but it can also restore relationships that have deteriorated due to personality conflicts and misunderstandings. As there is limited literature available that reports this specific finding, this concept will be further discussed, along with other implications for future research, in Chapter 7.

In summary, and to specifically address the second research question, it was found that individuals within teams that had implemented the conative-based profiling tool generally felt that their increased awareness of innate characteristics, both their own and those of other team members, had improved the team’s overall job performance. The degree to which this improvement was reported differed slightly, usually on
account of other factors that influenced how successfully the conative-based profiling tool had been implemented.

This finding suggests that becoming aware of the innate characteristics of colleagues can improve team job performance by improving communication within a team. This is achieved through employees being able to speak the same language to each other and reduce time wasting, inefficient conversations in both meetings and personal discussions. This finding supports the organisational learning and development ideas presented by Barrett (2009), who suggests that positively changing the nature of communication within the workplace may lead to more productive organisational environments. The findings discussed above have focused primarily on the perceptions and attitudes of employees working within organisational teams. The following section will now compare and contrast these with the perceptions expressed by the team leaders and managers involved in the study.

6.1.3 Perceptions of managers

Often the person in the best position to observe how the relationships between team members are affecting the team’s performance is the team leader or manager (O'Driscoll & Beehr 1994; Robbins et al., 2004). The manager also provides a unique perspective on the effectiveness of a profiling tool, a notion supported by the findings of the current study. Team members reported perceptions related mainly to their own experience within the team, while the team managers would often make observations about how the team was functioning as a whole. Considering these important characteristics of managers, the third research question of the study investigates the perceptions that the team leaders and managers had regarding the use of the I.D. System®.

RQ3) What perceptions do managers have about a team's job performance after the team has been made aware of their innate characteristics?
Of the eight teams participating in the study, three had managers who were specifically appointed to improve the team’s poor performance. These managers expressed feelings of being under pressure from upper management, as it was their responsibility to increase the team’s productivity. However, only one of these teams had used the profiling tool to increase awareness of innate characteristics. The manager of the not-for-profit team, NP1, indicated that the I.D. System® was not only particularly useful for the team, but that it also came at a critical time in terms of their team’s productivity and performance.

I think the I.D. System has helped, and helped quite a lot...We were at the point where we knew we needed to do something.
(Team Manager – NP1)

Recognition of a need to change team functioning appeared to be prevalent across the majority of the teams involved in the study, particularly those not using the I.D. System®. The managers of the teams that did not utilise the profiling tool all made comments suggesting that their team would benefit from some type of training based on improving communication within the team, whilst managers of teams that were using the profiling tool did not. An example of this comes from FN2, the finance team which did not utilise the profiling tool.

...how you can talk to somebody about benefits, but how as well you can talk to somebody about the negatives...I don’t think we do enough of that kind of training.
(Team Manager – FN2)

The concept of developing a language that allows team members to openly discuss negative topics in addition to positive topics without producing conflict was an important and recurring finding throughout this study, and is further discussed in Section 6.3.1.

Whilst the manager of FN2 evidently believed that their team would benefit from further training, the equivalent finance team which had utilised the I.D. System®
demonstrated a very different scenario. The manager of FN1, who unfortunately was unavailable for a formal interview, expressed a number of relevant opinions during both a preliminary meeting with the researcher, and during the FN1 team meeting. During these discussions, the manager indicated how well the team had progressed in regards to the effectiveness of their communication, particularly considering the limited amount of face to face time that the team had available.

A later reflection of the researcher was that the main benefit gained by the FN1 team was the increased efficiency of communication. The I.D. System® had enabled their team to avoid wasting time discussing how individuals would go about achieving tasks. Instead, they relied upon the information and awareness obtained through the use of the profiling tool when it came to assigning tasks and there was little discussion of who would be best suited to a task or how they would go about achieving it. This increase in efficiency is discussed by Burgess (2007), yet the limited studies available on conative-based profiling tools do not explore this concept. Whilst this was the primary benefit for this type of team, it was also a benefit observed in other teams, even teams that had virtually unlimited face to face time, such as the not-for-profit team, NP1.

"people will and do come to me and bounce ideas off me. And I don’t see that as people coming and looking for an answer…and coming in and saying can you give me the answer and I give them the answer and off they go. I see that as a process of communicating and coming to an outcome together." (Team Manager – NP1)

In addition to increasing communication efficiency, this comment from the team manager also illustrates how increasing awareness of innate drives within a team helps the team to find their own solutions, rather than relying on one person, whether it is the manager or another team member, to provide answers. This finding links with existing leadership theory as discussed in Chapter 3, particularly in regards to developing problem solving skills within teams. The study by Goltz et al. (2008) demonstrates the importance of developing problem solving skills within team environments, and when compared with the findings presented above, this has
interesting implications for the usefulness of increasing awareness of innate characteristics.

A further finding relating to the perceptions of managers came from the team which had been using the I.D. System® for the longest amount of time. The manager of this team had the following comment to make about how increasing awareness of innate characteristics has improved their leadership style.

there’s two philosophies I think to leadership, you can work on someone’s strengths, or you can work on someone’s weak points. So where can you get fastest acceleration and get someone to really operate in stride? Working on their strengths.

(Team Manager – IT1)

This quote demonstrates that the use of the profiling tool in this team changed the manner in which the team achieved their goals. This change not only occurred in the way team members worked with each other, but also, and perhaps more importantly, occurred in the way the team leader approached conversations with individuals, and with the team. In addition, the above quote demonstrates a clear link back to theoretical framework supporting the current study; the manager advocates a focus on strengths rather than weak points, which links the findings of this section back to the underlying theories of positive organisational behaviour, as discussed in Section 3.3.7. As presented by Seligman et al. (2005), positive psychology theory focuses on the aspects that are working, rather than attempting to correct the aspects that are not. This is the focus that can be seen in the manager of IT1, who evidently believes that the best results come from focusing on people’s strengths rather than focusing on fixing their weaknesses. By increasing awareness of innate characteristics, the manager is better able to focus on the positives, or strengths, of each team member individually. By combining this with the language provided by the profiling tool to minimise misunderstandings, the team is able to increase both efficiency and performance.
In summary, and to specifically address the third research question, the findings demonstrate that the managers of the four teams in the current study which had implemented the conative-based profiling tool uniformly felt that their team had benefitted from increased awareness of innate characteristics. Their perceptions indicated that they found the team easier to manage when they had access to the common language based on innate characteristics.

Managers are able to use this awareness of innate characteristics to help them focus on the strengths of the team rather than the weaknesses. This is achieved through changing the way tasks are allocated to suit different individual needs. This awareness also allows managers to point out where employees can improve while reducing the likelihood of employees taking the criticism personally. Now that the findings in relation to the perceptions of individuals, teams and managers have been discussed, the differences observed between individuals, between teams, and between organisations are described and analysed.

6.1.4 Differences and similarities perceived

The current study was designed as a longitudinal study in order to track the longitudinal effects of increasing awareness of innate characteristics; however, it also employed a case research approach, involving multiple organisations, and multiple teams within each organisation. The purpose of this research design was to enable the investigation of differences between different types of teams, and different types of organisation. As discussed in Chapter 4, this design allows the results to be applied more generally, as the situations and scenarios being illustrated will be relevant to a wider range of people. Accordingly, the fourth research question of the current study aims to investigate the differences that may exist in the perceptions of employees and managers in different types of teams and organisations.

RQ4) What differences and commonalities exist within the teams, across teams and across organisations?
To address this question, the findings are grouped into three separate categories: differences observed across organisations, differences observed across teams, and differences observed within teams.

Across organisations

Four different types of organisation participated in the current study; an information technology organisation, a not-for-profit organisation, a finance organisation, and a healthcare organisation. The following paragraphs discuss the differences observed between organisations.

During observation of the team meetings of the finance teams, FN1 and FN2, a number of factors were noted that differentiated the teams in this industry from the other teams participating in the study. The first, and perhaps most apparent difference, was that these teams were much more focused on making sales, and this resulted in the teams being much more internally competitive. This internal competition was observed in the focus on team members meeting individual targets, or in the case of the managers, meeting the team’s target and being competitive with other teams in the organisation. This finding reflects similar results to those reported by Pyöriä (2007), who conducted a study comparing the organisational culture of manufacturing teams with sales teams. In this study, the manufacturing teams were found to have a culture that focused more on collaboration between teams, as opposed to the sales teams, which had a culture that focused more on open competition between teams. An example of how one of the finance sales teams in the current study were experiencing this higher level of competition is demonstrated through the words of the team’s manager, who was describing what they felt the team’s wants and needs were.

We want to be able to feel that we’re not judged, and that the competition comes from outside of *company name omitted*, not inside.
(Team Manager – FN2)
This quote demonstrates not only that internal competition exists within both the team and the organisation, but that it is a problem significant enough for the manager to feel as though the team needs to reduce the level of internal competition and focus on external competition.

In terms of the application of a profiling tool to help overcome this problem of internal competition, the current study can only provide limited information. This is because participants from the finance team that gained increased awareness of their innate characteristics, FN1, were not available for interviews, as explained in Chapter 5. However, despite this, the observations of the team meetings of FN1 and the informal discussion with the team manager give the researcher the impression that internal competition was not as much of a problem in this team.

It is possible that this difference is the result of other factors, such as the interstate composition of FN1 compared to the more local level of FN2, as well as the more senior management positions occupied by individuals in FN1. However, as there are no published studies that investigate the effect of increasing awareness of innate characteristics on internal competition within sales teams, this difference is a definite point of interest which warrants further attention. This concept is discussed in more detail in the following chapter, along with additional implications for future research.

An additional difference between organisations was observed in the not-for-profit teams, NP1 and NP2. Observations of how these teams communicate and operate combined with knowledge gained from interviews suggest that teams in this type of organisation are more concerned with building and maintaining relationships than teams in the other types of organisation participating in the current study. This is evidenced by comments from both team managers, as shown in the two quotes below.

We’re a small team so we do work quite closely together. We’re pretty open with one another. Have a pretty open communication flow.
(Team Manager – NP1)
We go out drinking, we do all that kind of social stuff that work people do together.
(Team Manager – NP2)

These two quotes demonstrate the importance of relationships within the two not-for-profit teams, especially in contrast to the other teams in the study. In both the finance and healthcare teams, some members made a point of stating that they wouldn’t ever go out for drinks with other team members. They saw this as crossing the line between work and friendship. This line however seems much less defined in the not-for-profit teams, which relied on relationships like this as part of their effective functioning.

The finding that the management of relationships is of critical importance within not-for-profit organisations has been reported in other studies in the field of organisational behaviour. Brennan and Brady (1999, p330) present a paper on relationship marketing in the non-profit sector, including the need for “internal marketing”, whereby all employees in the team are given the same information, in the same manner, which helps team members feel a sense of equality within the team. This is consistent with the importance of maintaining good relationships shown by the team members in the not-for-profit teams in the current study.

Taylor and Doerfel (2005) also highlight the necessity of managing relationships in the not-for-profit sector in Croatia, which suggests that this finding is not culturally bound to Anglo countries like Australia and the United States. However, similar to Brennan and Brady’s (1999) study, these researchers did not investigate the requirements involved with managing relationships within not-for-profit teams, instead focusing on the management of relationships outside of the organisation.

Whilst the literature discussed previously does emphasise the importance of relationships in not-for-profit teams, it does not adequately explain how individuals in
these teams resolve conflicts, or improve existing relationships within the teams. The current study addresses this deficit by providing information about one technique which not-for-profit teams can use to improve the internal relationships which are a fundamental aspect of their effective operation. Hence, the current findings add knowledge to the field of organisational behaviour, specifically in the area of team development. This section will now present further discussion of differences found between the different types of teams participating in the study.

Across teams

Just as similarities and differences existed between the various organisations participating in the study, similarities and differences were observed between the various types of teams involved in the study. The teams participating in the study included project teams, functional teams, management teams, regional teams, and combinations of these types.

The differences between the teams did not seem to be dependent upon the roles performed by the teams, but rather, upon other aspects of the teams. For example, a functional/regional team with a well established manager shared more in common with a management/sales team that also had a well established manager, than it did with another functional/regional team in the same organisation in which the manager had only been in that role for three months. In fact, the time which a manager has been established within a team is the first of the key findings regarding similarities and differences across teams.

The findings of this research suggest that teams with well-established managers not only experience less conflict, and greater levels of team cohesion, but that these teams also respond more positively to profiling. Similar findings, at least in relation to conflict and cohesion, have been widely reported in the literature (Fleming, 1992; Kimsey, Trobaugh, McKinney, Hoole, Thelk, & Davis, 2006; Klein et al., 2011). However, no published studies were found that specifically examined the effect that
the presence of a well-established manager had in a team participating in a profiling exercise designed to improve team communication and performance.

Observations of teams with well-established managers, along with later reflections of the researcher, suggested that these teams had benefited more from increased awareness of innate characteristics than teams with managers who had not been in their position for as long. The best illustration of this is made by comparing the Information Technology team IT1 with the Healthcare team HC1. Although both of these teams participated in the profiling exercise to increase awareness of innate characteristics, the results varied greatly between them. Being based in very different industries, there are ostensibly a number of factors that could have influenced this variation, however, the presence of a well-established manager seems to have played a significant role. For example, the following comment was made by a team member in HC1, who was reflecting on the fact that the people in the team had got to a certain point in regards to the use of the I.D. System®, but had not progressed beyond that.

But I think everyone is so busy with what they’re doing that…they understand how to communicate, and that’s as far as we go. We don’t take that next step.
(Team member 2 – HC1)

Observation of this team during a team meeting revealed that because the manager had only been associated with the team for a relatively short amount of time, there was limited emphasis being placed on understanding the innate characteristics of the team. Instead, this emphasis was being placed on managing the day-to-day work activities, which suggests that team was either in the storming or norming stage of group development (Tuckman, 1965). In addition, the three perspectives of organisational culture suggested by Martin (2001) can be used to further explain this situation. Specifically, the introduction of a new manager highlights both the integration perspective (organisational level) and the differentiation perspective (team level). A manager coming into the team from another part of the organisation will not be aware of how the culture within the team may differ from the overarching organisational culture, and until the manager is aware of the team culture, it will be difficult for the team to progress to the performing stage of group development.
(Tuckman, 1965). The quote shown above demonstrates that team members were aware that there was potential for more benefits to be gained from increasing awareness of innate characteristics, but work pressures were making it difficult for the team to develop, and the cultural differences were presenting further obstacles.

In contrast, the following comments were made by a team member in IT1, whose manager had been associated with the team since the team was formed. This not only gave the manager more familiarity with the team, but allowed for a greater emphasis to be placed on increasing awareness of innate characteristics.

She’s perhaps more into it at a deeper level, at her director level, than some of us… She also is the leader and wants to be that good example and set the role… and keep the rest of us aware of the I.D.
(Team member 4 – IT1)

Observation of IT1 in a team meeting also reflected the fact that the manager felt more at ease in the role of team manager, and was able to put more emphasis on the team’s awareness of innate characteristics. This was confirmed through further comments from another member of IT1.

This was something that was always done for management, but *name omitted* (Team Leader IT1), being as visionary as she is, understood the importance of knowing what this meant to her managers, and she said, in order to run an effective organization, the managers need to know what their employees think. And we need to understand their drives.
(Team member 2 – IT1)

This comment also suggests that the probability of successfully implementing a conative-based profiling tool is greatly increased if there is at least one member within the team who drives the team’s use of the tool. However, as this finding does not directly relate to differences observed between teams, it will be discussed further in Section 6.3.3.
A similarity observed between the teams was that they all appeared to have relatively similar levels of conflict. This finding contradicts the findings of Amason and Sapienza (1997), who suggested that larger teams experience higher levels of both cognitive (task-based) and affective (personality-based) conflict. However, the quotes shown below come from three different teams, with 5, 10, and 12 members respectively, suggesting that the level and type of conflict experienced across the teams in the current study was relatively similar.

I think at times…communication could probably be a little bit better, and when we have issues with each other we could be a little bit more honest about those I guess, rather than just sitting there and letting them stew.
(Team member 2 – NP1)

There’s always I suppose, like an undercurrent of tension bubbling up from different people, at different times… it adversely affects the team’s performance, because, it might cause a breakdown in communication somewhere.
(Team member 3 – FN2)

but then there’s individuals that I look at and think ‘Wow, where are they coming from’, and why can I never get through, and how come I’m always just not seeing eye to eye with what they see.
(Team member 1 – IT2)

These comments all reflect the presence of conflict within these teams, specifically around communication and misunderstandings. These comments from participants, combined with observation (such as the way team members behaved in meetings) and reflection, lead the researcher to believe that all of the teams in the study, regardless of team size, experienced very similar levels and types of conflict.

The discussion above reflects the findings in a recent study by Ogungbamila, Ogungbamila, & Adetula, (2010), who found that team size did not have any significant impact on perceptions of workplace commitment (the extent to which employees feel committed to stay at their place of employment). As these authors
made a link between perceived workplace commitment and team conflict, they suggested that there was no significant impact of team size on the level of conflict experienced within teams. However, an aspect of conflict not investigated by Ogungbamila et al. (2010) is the impact that conflict actually has on the team, which is an area that the findings of the current study aim to address. In doing so, the ambiguity perspective (individual level) of organisational culture (Martin, 2002) is being addressed, as examining both interpersonal and interprofessional conflict within teams will help to identify where there are individual differences in perception of the organisational culture.

More specifically, the findings of the current study suggest that whilst the amount and type of conflict remained similar across the teams, this conflict generally had much more of an impact on team performance in smaller teams. The team which illustrated this finding the most convincingly was the second team in the not-for-profit organisation, which had not utilised the I.D. System®, and thus had not increased their awareness of innate characteristics within the team. As shown in the following comments from team members, the conflict within NP2 was caused major problems, and adversely affected team performance.

So I think sometimes that will happen here, where people think a decision’s been made, and then suddenly we have to go back and revisit it 25 times...which is pretty ineffective...time wasting.
(Team member 3 – NP2)

At times yeah...I don’t think it’s taking away from the productivity of the team, I think it’s more just adding an element of frustration, or you feel like you’re doing more than you should. I guess then it does take away from the productivity actually.
(Team member 1 – NP2)

Further to this, one of the members in this team directly attributed these issues of conflict and miscommunication to small team size, as shown below.

And I think also, because it is a small team. If there was 50 people working here, you could get away with probably saying or doing things, whereas, when there’s five or six of you, it’s very hard to be anonymous, and so you generally
just shut up sometimes, because it’s pretty easy to find out who has said things, or who is frustrated.
(Team member 1 – NP2)

It is interesting to note however, that similar conflict and miscommunication issues did not have the same impact on the equivalent not-for-profit team, which had gained an increased awareness of innate characteristics, despite these teams being the same size and in the same organisation. As there has been limited research into how increasing awareness of innate characteristics may assist small teams in minimising the impact of team conflict, this concept will be discussed further as implications for future research in Chapter 7. The remainder of the current section will address similarities and differences observed within the teams participating in the study, in essence, examining similarities and differences between individuals.

Within teams

Just as similarities and differences exist between the organisations and teams participating in the current study, similarities and differences were observed to exist between individuals within the teams. It is important to consider these individual aspects in conjunction with the similarities and differences between organisations and teams, as the manner in which individuals respond to the profiling tool can have a significant effect on the potential benefits gained (Yolles & Fink, 2009).

It should be noted that this section will not discuss the differences found between the measured innate characteristics of individuals in each team, but rather explore the differences observed in the way individuals responded to gaining an increased awareness of their own innate characteristics, and those of their colleagues. One such key observation was that individuals who embraced the language of the I.D. System® were more likely to perceive it as beneficial, and report positive outcomes. An example of this is shown in the quote below, from a team member in the Information Technology organisation.
But because of the I.D. Link, it has opened my eyes up to all different types of people, so it’s like okay, so they’re a high improviser. So remember what that means, or, they’re an avoid authenticate, so you know what that means. (Team member 2 – IT1)

This individual explained how knowledge of both their own, and other people’s innate characteristics helped them to make a positive change in their career path. This finding may have been apparent due to the fact that individuals who experience positive outcomes will be more likely to embrace the language. However, this finding still suggests a strong connection between use of the language and positive outcomes for individuals.

An additional finding was that individuals who feel as though they are fitting in with their team’s culture are more likely to perceive benefits from profiling. As discussed in Chapter 2, organisational culture is a fundamental aspect of any observed behaviours or attitudes within working teams. To demonstrate this finding, an example of an individual who indicated that they weren’t blending well with their team’s culture will first be presented. When asked whether they believed that implementing the I.D. System® had resulted in a positive outcome for the team, this individual gave the following response.

I do and I don’t. I think this is a good kind of learning thing for me, cause it kind of made me question my position...I’m locked away from everyone at the front there, I’m not really getting my people interaction which I thrive on. And being away from the team itself, where I love to work in a team environment. Even from this meeting you can kind of see where I am on the outer compared to everyone else, because they have that kind of thing where they can all bond. (Team member 3 – NP1)

This comment suggests that the individual was not able to perceive the positive outcomes, due to not being satisfied with their role, and not feeling comfortable within the team culture. Furthermore, gaining awareness of their own innate characteristics only seemed to make the individual feel more removed from the team culture, as they were aware that interaction was something that they thrived on. This
particular finding was not foreshadowed by any of the research questions, and it will be discussed in more detail, along with other additional findings in Section 6.3.4.

In contrast to the above scenario, when individuals indicated that they felt more connected with the team culture, they were much more likely to perceive positive outcomes resulting from increasing their awareness of innate characteristics. To illustrate this, a comparison will be made with comments of a member of the same team, who demonstrates this connection with the culture of the team. This individual gave the following response when asked the same question about the profiling tool resulting in positive outcomes for the team.

Yeah, definitely...I think it’s just knowing how each other works, and how...they will interpret something a totally different way, and I think, knowing those points and knowing like those management strategies, if we can actually remember them and try and put them in place, it’ll make us much more cohesive, and be able to understand each other, and know where each other’s coming from…and be able to gel.

(Team member 2 – NP1)

Very little research could be found that specifically investigates the impact of whether or not being removed from team or organisational culture affects the implementation of profiling tools. The studies which are partly related either focus on the development of programs that aim to help individual’s feel more connected with their organisational culture (e.g. Kissack & Callahan, 2010), or focus on developing the organisational culture itself (e.g. Stevens & Swogger, 2009). The topic of organisational culture and the role it plays in the successful implementation of profiling tools will be addressed further later in the discussion of the seventh research question in Section 6.2.3.

In summary, and to specifically address the fourth research question, the results suggest that a manager who is well established in the role of managing the team assists in the successful implementation of a profiling tool. This is due to the manager being more able to apply the information provided by the tool quickly, and not having
as much of their time taken up by the day-to-day administrative tasks of managing the team. In addition, conflict has more of an impact on the productivity of small teams when compared to large teams. Whilst the level of conflict may be similar, the smaller number of people in small teams creates an environment which is more easily disrupted by conflict.

Furthermore, individuals are more likely to perceive benefits from increasing their awareness of innate characteristics if they have embraced the use of the associated language. In addition to this, individuals who are more comfortable with the culture of their team are also more likely to perceive benefits. These findings show that many factors need to be considered when implementing a conative-based profiling tool, in order to maximise the benefits perceived by both managers and employees.

This section has presented findings and discussion relating to the first four research questions. The findings presented so far suggest that increasing awareness of innate characteristics within organisational teams leads to a number of potential benefits. These benefits include: individuals being able to adapt their environment to suit their preferred working style; reduced miscommunication through team-wide access to the language of innate characteristics; and improved ability among managers to focus on strengths rather than weaknesses. Comparing and contrasting different organisations and teams also suggests that a conative-based profiling tool is able to be effectively implemented in a variety of scenarios. Each of these findings suggests that there is a wide range of potential benefits that result from enabling conative based conversations in the workplace. These conversations lead to greater awareness and understanding of colleagues, which in turn leads to more efficient and effective performance. The findings and discussion relating to the remaining three research questions, which explore longitudinal aspects of increasing awareness of innate characteristics, will be presented in the section below.
6.2 Change over time

This section discusses findings relevant to the second set of research questions provided in Chapter 3. These questions explore the changes observed in the teams over time, in order to establish a better understanding of the ongoing effects of increasing awareness of innate characteristics. Section 6.2.1 discusses how the perceptions of individuals who have gained an increased awareness of innate characteristics changes over time, and how this change needs to be considered. Section 6.2.2 presents two separate examples from the case studies that show how access to the language of innate characteristics can potentially reduce both interprofessional and interpersonal conflict. Section 6.2.3 discusses how the successful implementation of a conative-based profiling tool can lead to the language of innate characteristics becoming enculturated within an organisational team.

6.2.1 Change in perceptions

There is research available that discusses the effect of time on the potential successfulness of profiling tools (Melamed & Jackson, 1995; Furnham, Moutafi & Crump, 2003; Fitzgerald et al. 2005; Salter, Evans, & Forney, 2006). However, the vast majority of the literature that explores the longitudinal nature of profiling tools merely examines the test-retest reliability of such tools, and neglects to further investigate the changes occurring in the perceptions of the individuals involved.

Given this gap in the literature, the fifth research question explored changes that may occur in the perceptions of the individuals. These changes were investigated across all teams, whether or not they have gained an increased awareness of their innate characteristics.

RQ5) Do the perceptions expressed by employees or managers change over time?
The way that an individual’s perception of their personal profile changes over time is not a topic that has received specific attention in existing literature. As stated, studies that examine longitudinal effects do not look at the perceptions of individuals. Furthermore, studies that do examine the response to profiling tools (e.g. McCrae & Costa, 1989; Melamed & Jackson, 1995) do not examine longitudinal aspects of profiling. Despite the lack of scholarly input, some ideas can still be proposed regarding the way that individuals respond to increasing awareness of their innate characteristics. The I.D. System® purports to remain stable over time (Burgess, 2003; Burgess 2007), and has demonstrated statistically significant levels of test-retest reliability (Fitzgerald et al. 2005; Chapman, 2008b). This would suggest that an individual’s perception of their profile should also remain relatively stable.

Accordingly, none of the participants in the study who gained an increased awareness of their innate characteristics through the I.D. System® reported a drastically different perception between the first and second phase of data collection. This finding aligns with the research cited above, suggesting that not only does the profile remain relatively stable, but the perceptions of the profile expressed by individuals remains stable as well. Participants generally indicated that their understanding of their profile had not changed, and their descriptions of what their profile meant was very similar between the two phases.

Where changes were reported, the difference was not reported as being a change in their perception of the profile, but rather, as an increased understanding of what their profile means. An example of this is shown in the words of the team leader of NP1, who at first was not convinced of the accuracy of his profile suggesting that he was low on the improvise scale.

"Looking at it now, it’s not so much that I’m not [an improviser], but maybe that I’m driven more towards a different way. So, that wasn’t necessarily that it shocked me, or that I didn’t think that was accurate, but maybe my understanding wasn’t as in-depth when I first looked at it.

(Team Leader – NP1)
Other individuals also expressed similar feelings of increased understanding relating to how the profile applies to them and to other people. One team member in HC1 discussed how his first perception of the profile was quite restrictive, but during the time between the data collection phases, this perception changed.

By and large yes. I mean my opinion has sort of changed a little bit. I used to think people were quite static, and they couldn’t change, and they couldn’t flex between a few things, but I think you can. And I think sometimes [it’s in] positions that you’re put in demand that you do that.

(Team member 3 – HC1)

These changes in understanding and perception have significant implications for managers considering implementation of a profiling tool to improve communication within workplace teams. As the examples shown above suggest, it can take a number of months working with the concepts of the profiling tool before individuals are able to understand and effectively apply the information provided to them by their profile.

To specifically address the fifth research question, the findings suggest that there were no individuals in the current study who reported a dramatic change in the way they individually understood their own innate characteristics. Additionally, there were no individuals who changed their opinion in terms of whether or not the practice of implementing a conative-based profiling tool was beneficial for the team. However, there were some participants that reported changes in the understanding of how their innate characteristics could be used to improve job performance at a team level.

The findings also demonstrate that while individuals generally do not change their perception of the profiling tool over time, some people report that their understanding of the information becomes more in-depth over time. This is due to situations where their increased awareness of innate characteristics influences their behaviour, and subsequently allows them to reflect on their understanding of the profiling tool. As individuals gain a more in-depth understanding and appreciation of their own innate characteristics, they become more able to apply this awareness within their team to
improve overall job performance. Additionally, changes in perceptions of how their awareness of innate characteristics influenced job performance needed to be considered. These findings highlight the relevance of studying conation in organisational environments, and demonstrate that evolutionary psychology can be added to the broad range of fields used in organisational research (Markóczy and Goldberg, 1998).

This section has presented some of the general effects observed over time among the individuals participating in the study, and addressed some of the longitudinal aspects regarding perceptions of innate characteristics. The following section will continue examining the observed changes over time within the participating teams. Specifically, the differences observed between the teams who had gained an increased awareness of their innate characteristics, and teams that had not.

6.2.2 Differences observed over time between teams

As suggested by McDade (1994), there is a need to evaluate the effectiveness over time of any development program in organisations. The use of a profiling tool to increase awareness of innate characteristics within a team is no different. Before any conclusions can be made about whether or not the practice of increasing awareness of innate characteristics is effective, the long term effects need to be explored in more detail. The sixth research question addresses this need, and explores the differences that were observed between the teams which used the profiling tool, and the teams that did not.

RQ6) What differences become evident over time between teams that have obtained greater awareness of their innate characteristics, and teams that have not?
The design of the current study compared two teams in four organisations, one team which had used the I.D. System® to gain an increased awareness of their innate characteristics, and one team that had not (see Chapter 4 for further detail). There were a number of differences observed over the two phases of data collection between the teams in each organisation. The paragraphs below present and discuss these findings.

A finding that was common to all of the teams that used the profiling tool was that the perceived level of communication within the team increased between the two phases of data collection. The act of implementing a profiling tool served as platform for teams to openly discuss innate characteristics, and this open discussion led to a reduction in perceived conflict. This reduction in conflict occurred in situations of both interprofessional conflict, and interpersonal conflict, as shown in the two sections below. For the purposes of this study, interprofessional conflict is deemed to be any conflict primarily based on workplace issues (such as disagreements about working styles or misunderstanding relating to task instructions), and interpersonal conflict is deemed to be any conflict primary based on personality issues (such as lifestyle choices or individual characteristics).

Interprofessional conflict

The changes observed to occur over time between the two not-for-profit teams clearly illustrated the way in which increasing awareness of innate characteristics can reduce perceived interprofessional conflict. Lait and Wallace (2002) discuss how interprofessional conflict may arise from unmet expectations, and this in turn leads to increased job stress. The case of NP2 demonstrates how, over time, expectations of the team members were not met, whereas the case of NP1 shows how similar problems were resolved through increasing awareness of innate characteristics. The quote below illustrates that during the first phase of data collection, this individual was aware of both physical and professional divides within the team.

I think there is a bit of a difference sometimes between upstairs and downstairs. Only because...three people sit upstairs. And the rest of us
sit down. And there was a bit of a division between roles as well. So there probably was that distinction or that difference which meant that we would generally get along better with the people down here than the people up there.
(Team member 1 – NP2)

In addition to this individual’s concerns, another member in the team indicated that the lack of structure in the team was an issue.

I don’t think there’s enough structure to it. I think when it comes around to each individual...admittedly we’ve tried to change it recently, cause *name omitted* is quite a new manager, she’s only been here a few months. So she’s tried to change things around a little bit.
(Team member 2 – NP2)

Whilst these issues were raised during the first phase of data collection, the team members did not think they were causing major problems. This attitude had changed dramatically six months later, as can be shown from one team member’s response to the question of how well their team was functioning.

I’d say fairly poorly. Much worse than it was last time you were here. As a whole team, it’s quite dysfunctional really. There’s problems with the manager really...just the way [the manager] manages really is causing some conflict between different people.
(Team member 1 – NP2)

This interprofessional conflict was perceived in a similar manner by the rest of the team members, as shown by the quote below from a different team member.

I just think communication is not very good in this office. I think there’s a break down between us and [the manager]... About two months ago I asked for some feedback for my annual financial review. I had to explain about four times what I wanted, and [the manager] still got it wrong...it’s just frustrating. That type of thing happens quite a lot. Misunderstandings of basic things.
(Team member 2 – NP2)
The key finding in relation to the interprofessional conflict observed in this team was the major issue of communication problems. As shown by the quote above, conflict arose from the perceived ineffective and inefficient communication. This finding was given further support through the words of another team member.

The way that we all communicate is very different as well. I think the way we communicate is probably very different to how [the manager] communicates, and the way [the manager] wants us to communicate is very different. So there’s just been a bit of conflict about use of language. Every time we have a chat, you think you’re having a conversation and the conversation [the manager] thinks you’ve had is completely different from the conversation you think you’ve had. (Team member 1 – NP2)

Conversely, the other not-for-profit team, NP1, did not show the same levels of interprofessional conflict during the second round of data collection. In contrast, the NP1 team demonstrated significant improvement between the two phases of the study, with members of this team indicating that their levels of communication had become more efficient.

Cause we’re sort of finally working out who does what. It’s been so muddled up for the last few years. We’re sort of coming into our own, and we’re now not having to communicate some stuff, if that makes sense, cause we automatically know what we have to do, and what someone else will do. (Team member 1 – NP1)

This improvement occurred despite similar forms of interprofessional conflict being present during the first phase of data collection. During this first phase, one of the team members in NP1 indicated that there were communication issues with another member in the team, as shown in the quote below.

And so I think it’s when, I guess *name omitted* speaks abruptly, and sort of I guess puts you down a little bit, and it’s like well “you don’t need to speak to me like that” and I think then I go “whatever, I won’t even talk to you I’ll just do my work”. (Team member 2 – NP1)
However, after being made aware of their innate characteristics, this issue in communication appeared to be resolved.

At present I think we are communicating better than what we probably were. I know *name omitted* I think lately has been trying to make a bit of an effort to change the way [they] speak to some of us. I’ve noticed that [they have] been speaking to me in a way that I am more comfortable with. And whether [they have] been doing that consciously or subconsciously I’m not sure.
(Team member 2 – NP1)

While the team member who indicated the initial problem and the subsequent improvement did not attribute this directly to the I.D. System®, the noticeable change in the behaviour of the person causing the interprofessional conflict after the profiling had been implemented provides a strong case for the benefits associated with increased awareness of innate characteristics. Furthermore, the same team member did indicate later in the interview that the profiling tool had a direct impact on the types of conversations that were possible between the employees of the team.

I think the I.D. System definitely helps in that regard. I know I would never say that I really don’t like it, or it’s not constructive for me if you speak negatively to me. I would never say that, but I think the I.D. System allows that conversation to happen.
(Team member 2 – NP1)

Additionally, there was evidence to support the practice of using profiling tools to decrease interprofessional conflict observed in NP2. Even though this team had not gained an increased awareness of their innate characteristics, one of the team members in this team specifically mentioned that this practice would be a welcome intervention.

I think it could actually help really. I think it could be a good way to find out once and for all, on a bit of paper, how people work, what works for them, what’s the best ways of communicating with different people. I think it could help actually. It definitely can’t do any damage, or any harm.
(Team member 1 – NP2)
The examples of NP1 and NP2 provide a compelling case supporting the argument that increasing awareness of innate characteristics facilitates more efficient and effective communication. This improvement in communication can lead to interprofessional conflict being minimised or resolved, and subsequently, lead to team cohesion and performance being increased.

Bennett & Savani (2004, p185) suggest that the reason for conflict occurring within not-for-profit organisations could potentially be increased ‘psychological distance’, which refers to differences in the perception or understanding of language or culture. The psychological distance between the manager and the team members of NP2 was clear, as shown by the comments and attitudes of the team, and this distance was causing significant level of interprofessional conflict. In contrast, the NP1 team actively reduced their psychological distance through gaining an increased awareness of their innate characteristics, and this helped to reduce the level of interprofessional conflict.

Additionally, the finding in relation to interprofessional conflict supports the research presented by Appelbaum et al. (1999), who examined conflict within self-directed teams. Their findings indicated that if cognitive conflict escalated into interprofessional conflict, then teams would suffer from decreased productivity. However, research suggests that if this interprofessional conflict is resolved, such as in the manner shown by the current study, then team productivity and efficiency were increased. (Appelbaum et al., 1999; Gersick, Bartunek & Dutton, 2000).

Interpersonal conflict

As opposed to the interprofessional conflict discussed above, where the issue lies with how team members or managers go about their work, interpersonal conflict relates to the personal relationship between employees. The definition of interpersonal conflict was the topic of an extensive literature review conducted by Barki and Hartwick
(2004, p232), who came to the conclusion that “disagreement, negative emotion, and interference constitute three fundamental properties of interpersonal conflict”.

In the teams participating in the current study, there was only one reported case of interpersonal conflict. This occurred in the FN2 team, who had not gained an increased awareness of their innate characteristics. The conflict essentially consisted of a disagreement between two of the team members regarding a personal matter, and this disagreement led to more apparent manifestations, as noted by the team manager.

So it got escalated, and they stopped speaking to each other, and I noticed it immediately. I asked what was going on, and the girl who was the friend of *name omitted* just said look, this girl has different values to me, because I would never do that to her.

(Team Manager – FN2)

The manager indicated that the lack of communication between these team members had a significant impact on the productivity of the team. This finding aligns with the research presented by Friedman et al. (2000), who suggest that employees who experience interpersonal conflict will be more likely to experience higher levels of stress, and subsequently demonstrate decreased performance.

The interpersonal conflict within FN2 was not only observed by the manager, but was alluded to in various degrees by the other members of the team, as shown by the comments of one of the other team members.

Just something that I’ve observed, like other tension I think it’s probably across the board, just, girls working in a team. You know, you get that situation where girls can be quite competitive...I think it’s because, even though they don’t want to, I think girls judge other girls quite harshly.

(Team member 3 – FN2)

The reluctance to speak openly about interpersonal conflict may explain why there were no other reported cases of interpersonal conflicts within the other teams participating in the study. It may be that other teams were experiencing, or had
experienced interpersonal conflict, but did not reveal the details of these potential conflicts to the researcher.

There is also the possibility that the teams that had gained an increased awareness of their innate characteristics did not report any interpersonal conflict due to the beneficial effects of this practice. By providing the team with a common language, the incidence of misunderstandings that lead to interpersonal conflicts may have been reduced. However, as there were no cases of interpersonal conflict reported by these teams, no evidence can be established that suggests increasing awareness of innate drives has an effect on the occurrence of interpersonal conflict. Further research focused on the effect that implementing conative-based profiling tools has on interpersonal conflict within a team would shed further light on this concept.

Specifically addressing the sixth research question, the findings suggest that the teams which gained an increased awareness of innate characteristics demonstrated an increased ability to resolve and minimise conflicts, particularly professional conflicts that related to the way people were doing their jobs. In contrast, the teams which had not gained an increased awareness of innate characteristics demonstrated higher levels of both professional and personal conflict. Additionally, these teams were less able to resolve the conflicts that did arise, as they appeared to have higher levels of miscommunication than the teams which had implemented a conative-based profiling tool.

In reference to Tuckman’s (1965) stages of group development, the results of the current study suggest that the increased awareness of innate characteristics allows faster transition through the storming and norming stages, allowing teams to quickly reach the performing stage. This was evident in the comparison between teams which had been working together for similar periods of time, yet differed in their awareness of innate characteristics. Teams that did not implement a conative-based profiling tool still demonstrated behaviours associated with the storming stage of development,
whereas teams that did implement the I.D. System® demonstrated more behaviours associated with the performing stage.

These findings indicate that increasing awareness of innate characteristics within organisational teams has the potential to reduce both interprofessional and interpersonal conflict, which can lead to improved communication and productivity within teams (Lait & Wallace, 2002; Kimsey et al., 2006; Klein et al., 2011). A potential explanation for why there was only one reported case of interpersonal conflict in the current study is that most teams may have developed a culture that instils a sense of loyalty to the team, and reporting internal conflicts to an outsider would be a breach of that loyalty. Further discussion of team culture is presented in the following section.

### 6.2.3 Change in team dynamics and organisational culture

One of the most significant gaps in existing literature discussed in Chapters 2 and 3 was the lack of research that specifically examined the impact that profiling tools can have on organisational culture. Accordingly, the current study aimed to investigate the effects that increasing awareness of innate characteristics through the use of the I.D. System® may have on the culture in organisations.

To properly investigate changes in team culture, a longitudinal study is required. Ideally, the range of observations would span several years, however, the scope of the current study only allowed for an average time span of six months. While this limitation is noted, there is still value in observing the changes in team culture over this time period (see Chapter 4). The seventh research question explored the influence of a conative-based profiling tool on the culture of workplace teams.

RQ7) How does implementation of a conative-based profiling tool influence change in team dynamics and organisational culture over time?
A finding relevant to this research question was that one of the first benefits experienced by team members in relation to the organisational culture is an increased awareness of the culture itself. By gaining an increased awareness of both their own and other members’ innate characteristics, individuals are able to identify some of the general trends which make up the culture of their team. This is shown in the quote below from a team member who came to the realisation that the culture of their workplace was quite different to their own personal innate characteristics.

> And I remember thinking, that’s why I stand out. Like a sore thumb, because the culture here is a very much…use verify and…and mostly use complete. Or avoid improvise. And I couldn’t understand why I was [annoying] people.
> (Team member 4 – HC1)

While this finding does not specifically relate to a change in team dynamics or team culture, if team members are able to gain a better understanding of the culture within their team, it may lead to changes in both the way they express their own innate characteristics, and eventually in the culture of the team itself.

All of the teams that gained an increased awareness of their innate characteristics provided numerous examples of ways in which the culture of the team had been affected by the implementation of a conative-based profiling tool. Many of these examples are difficult to report, due to the unspoken nature of team culture. However, indications from team members suggest that the first stages of a profiling tool becoming enculturated into organisational culture are through small rituals and artefacts becoming a scheduled part of team meetings or every day activities. An example of this was shown in the NP1 team, who in the first phase of data collection had been discussing the incorporation of a scale to rate how in stride they each were with their innate characteristics at each meeting. The team manager reported on the utilisation of this scale during the second phase of data collection.

> It was a scale of 1 to 10 that we were asked us to use about whether we’re in stride and how things are working, and where we rate ourselves on that scale. Well we’re using that scale now in our team
meetings.
(Team Manager – NP1)

After the team has adopted some basic rituals and artefacts like the scale discussed above, the continued use of the language and concepts involved is vital. This is where definitive ‘buy-in’ from upper management, and the presence of a key person driving the use of the tool play a fundamental role in the profiling tool becoming enculturated into the team (see Sections 6.3.2 and 6.3.3 respectively).

When a team continues to use the tool for several months, they reported that eventually the associated language becomes ingrained into their everyday vocabulary. At this point, the practice of considering innate characteristics before taking actions has become enculturated into the team. An example of this is shown in IT1, who were the team using the profiling tool for the longest of all the teams participating in the study.

They’ve adopted it wholeheartedly, like you see people in the group that have it in their email signature and things like that and you have a meeting with them and they’ll say “oh you know, that’s cause you’re a high verify” or “oh, that’s your low authenticate coming through” right?
(Team Member 1 – IT1)

This quote demonstrates two distinct findings. Firstly, the language of innate characteristics has become enculturated into the team, to the extent that employees are using their profile numbers in their email signatures. Secondly, this quote shows how this individual member finds the language useful in meetings, as it allows for efficient communication which everyone understands in the same way.

Once a common language based on innate characteristics is embedded within a team’s culture, a number of observed benefits result. In addition to the benefits discussed above, such as giving the team a greater awareness of the culture, giving individuals
greater awareness of how their innate characteristics fit within the culture, and improving efficiency in communication, other benefits were demonstrated by the HC1 team. As discussed by one of the team members, since implementing the profiling tool, the team manager has had a much better understanding of the culture of team, which has allowed them to more effectively manage the team.

And that’s obviously a process that does take some time. I mean even today, you could see her acknowledging the verifiers in the group. I think it has made a difference. And sort of both ways, in that people understand the way she works, and she gets a better understanding of the way we work. And I think we’ve got varied I.D.s just within this group by itself, but I think it’s been a good thing, and it has actually made a difference day to day.

(Team member 3 – HC1)

As suggested by this team member, the increased understanding within the team has led to benefits on a day to day basis. This suggests a more fundamental change to the team’s culture, rather than just a superficial, temporary change in behaviour.

The comments above also highlight the importance of time in the enculturation process. The teams which had increased their awareness of innate characteristics all demonstrated more positive effects during the second phase of data collection when compared to the first phase. This suggests that the benefits associated with using a conative-based profiling tool to increase awareness of innate characteristics generally take several months to develop, and generally have the lowest impact in the phase immediately following implementation and training.

In summary, and to specifically address the seventh research question, the findings suggest that successful implementation of a profiling tool must consider all of the factors that affect how both employees and managers respond to it. This consideration needs to be made not only for the time of implementation, but also for the future, to prevent every day work pressures from overshadowing the use of the language associated with the tool. The findings also suggest that if all these factors are
considered, the language of innate characteristics can become enculturated into the team, which leads to improved communication and productivity with minimal effort required to maintain the focus on the profiling tool.

This section has presented the findings as they relate to change over time, including: the change in perceptions of both team members and managers over time; the differences observed over time between teams that have gained an increased awareness of innate characteristics and teams that have not; and the changes observed over time in the culture of teams that have implemented a conative-based profiling tool. The following section adds to the findings already presented by reporting additional findings that were not covered by the research questions of the current study.

### 6.3 Additional Findings

The research questions discussed above were developed from the extensive literature review conducted (Chapters 2 and 3). These questions focused on gaps in current literature, and the methodology and methods used were developed specifically to address these questions. However, due to the open-ended nature of qualitative research (Holloway, 1997), several findings were observed in addition to the findings specifically relevant to the research questions posed. Section 6.3.1 discusses how the continued use of a conative-based profiling tool can lead to the development of a common language within organisational teams. Section 6.3.2 demonstrates the need for the upper management in organisations to fully support and maintain the usage of profiling tools. Section 6.3.3 discusses the benefit of having a key person within the team who encourages the continued use of both the profiling tool itself as well as the language associated with it. Section 6.3.4 highlights the potential negative consequences of implementing a conative-based profiling tool, including members feeling ostracised, and managers having difficulty with employees whose behaviour does not match their profile.
6.3.1 Development of a common language

Research has emphasised the value of developing a common language (Swan et al., 1999; Pérez-Nordtvedt, Kedia, Datta, & Rasheed, 2008; Puccio & Grivas, 2009). However, these studies generally only refer to the development of a common language as part of the investigation into other aspects of team functioning. For example, Puccio and Grivas (2009) investigate the relationship between certain personality traits and certain work behaviours by using a profiling tool to develop a common language. There is limited literature that investigates the actual impact of developing a common language on team performance.

An effective way to illustrate the benefit of developing a common language based on innate characteristics to ameliorate personal and professional issues within teams is by demonstrating the issues faced by teams in the current study that did not have the opportunity to develop a common language. The quote below shows the difficulty a team member had with raising personal issues in the work environment.

And if personal things sometimes get in the way of work...I know I’m not very comfortable saying to someone, that annoys me, or you shouldn’t do that...or what you said is maybe not appropriate. So I think when there’s that funny line between professional and personal then it’s hard...it’s easy to pull someone up on a professional level...to clarify things on a professional level.

(Team member 1 – NP2)

This quote illustrates the problems that can arise when team members do not have access to a common language to convey issues in a non-judgemental, concise manner. Teams which had gained an increased awareness of their innate characteristics through the use of the I.D. System® demonstrated this ability to speak much more openly with each other, as shown by the comments of a member of this team.

I think it creates a comfort level of compatibility and a relationship building component that gives one comfort within that particular group...In order to act freely, speak freely...share openly.

(Team member 4 – IT1)
Ford and Ford (1995) demonstrate the importance of language in the instigation of any type of organisational change. They suggest that conversation is context for change to occur, rather than conversation only occurring within the context of change. This theory is supported by the findings of the current study, which show how the development of a common language leads to several beneficial changes occurring within workplace teams.

During a team meeting, the manager of the FN1 team indicated that an ability to quickly communicate the type of thinking that was required on a particular task was particularly useful (e.g. this task needs a high verify to look at it, or this project will need some high improvisers to really get it going). This observation adds support to the idea that the common language provided by the I.D. System® allows both managers and team members to communicate ideas and suggestions concisely and effectively.

As discussed in Section 6.1.3, managers are usually the person in the best position to evaluate the performance and productivity of the team. In that regards, managers are also in a good position to determine whether or not a team has adopted the common language of innate characteristics, and whether or not this is having a beneficial effect on the team. All of the managers in teams that implemented the conative-based profiling tool indicated that they believed their team had improved due to an improved ability to communicate. The manager of IT1 expressed this clearly in the following response when asked why they felt that the I.D. System® had been beneficial for their team.

Because I really believe it’s something phenomenal. I believe that this is the best…language, the best assessment. It’s the most valid way to communicate if people are in stride without boxing people into boxes. (Team Manager – IT1)

However, whilst the findings shown above indicate that the development of a common language is facilitated by the implementation of a conative-based profiling
tool, the factors which influence the success of such a tool need to be considered. The following sections discuss these factors in more detail.

6.3.2 Definitive ‘buy-in’ from upper management

Whilst all of the teams that increased their awareness of innate characteristics experienced some degree of benefit, certain teams appeared to benefit much more than others. Several factors may influence the extent to which a team benefits from the use of a conative-based profiling tool, such as the individual people within the team and the context in which the team is performing. Whilst the potential effect of such factors is noted, the scope of the current study did not allow for a comprehensive investigation into all of these variables. Whilst these factors were mentioned by interviewees, none of them were emphasised as being particularly important when it came to the degree of successful implementation of the I.D. System.

However, one factor which did stand out to be particularly influential was the extent to which the upper management of a team or organisation supported the use of the conative-based profiling tool. Depending on the structure of the team, the upper management could either be the team manager themselves (typical in smaller organisations), or could have been an entirely separate entity (typical in larger organisations). The teams which demonstrated the most beneficial results from increasing their awareness of innate characteristics were those who had definitive ‘buy-in’ from upper management.

An ideal example of this is the FN1 team, who were a senior management team, and had all the support and buy-in that they required from their own team manager. The manager reported that the team stayed motivated to continue using the language associated with the conative-based profiling tool. Conversely, the HC1 team had a number of management levels above them, who were not overly supportive, or even aware of the implementation of the I.D. System. This is shown through the comments of one team member during the second phase of data collection, who felt
that the lack of buy-in from upper management was resulting in people decreasing their active use of the language associated with innate characteristics.

But unless it’s continually reinforced I think it can lose a bit of traction. And I don’t think that’s denigrating the I.D. System or anything like that, I think it’s more just that everyone’s busy, and everyone’s got a lot of stuff to do, and it’s like anything within a big company. Unless you’re actually telling people about it, and keeping them motivated and reinforcing it, it can lose a bit of traction.
(Team member 3 – HC1)

This finding supports the ideas put forward by Teare, Ingram, Prestoungrange, and Sandelands (2002), who suggest that senior executives need to be fully invested in organisational change programs in order to realise the potential effectiveness that the program may have for a workplace team.

One participant who seemed acutely aware of this notion was the team leader of the NP1 team. This manager indicated during the second phase of data collection how important it was to maintain the team’s use and awareness of the concepts and language associated with the conative-based profiling tool, even though it had been implemented over six months earlier.

I’m just conscious about making sure that…these things are great when you first put them into play and everyone’s energized and excited about it. If you don’t carry that forward and make sure it becomes part of what you do all the time, then, sometimes you may as well have not done it in the first place.
(Team Manager – NP1)

These comments also highlight the importance of enculturating the profiling tool into the team. The manager of NP1 felt that unless the use of the language was ingrained into the way the team members carried out their day to day activities, then the full benefits of implementing the I.D. System® would not be realised.
The commitment from upper management also needs to take into consideration the fact that some of the employees may already have participated in profiling exercises in the past, and this may have an impact on the way they respond to the implementation of a conative-based profiling tool. This idea is demonstrated in the words of one of the healthcare team members.

I was blown away. How many multiple choice questions are there? 32? 40? Something like that…I remember doing it and thinking, what a load of shit, I’ve done Myers-Briggs before, a whole load of stuff, DiSC profiling… I read the [I.D. System] report, and I was amazed…I went, how do they know you so well from some multiple choice questions?
(Team member 4 – HC1)

The quote above shows a very strong positive response, despite the negative feelings towards previous profiling tools. However, managers need to be aware that the attitude employees have towards the use of profiling tools may impact on how effective the implementation of a new tool may be.

Ways that managers may be able to prevent previous experience with profiling tools from having adverse effects include emphasising the conative nature of tools such as the I.D. System®, and ensuring that there are key members within the team that drive the continued use of the profiling tool. These techniques would ideally prevent employees from thinking that they can’t learn anything new, and also prevent the language of the tool getting forgotten due to everyday work pressures. The presence of a key person in the team driving the use of the tool seemed to be a particularly effective means of maximising the potential benefits of the profiling tool used in this study. This concept will be discussed further in the following section.

6.3.3 Key people driving the continued use
A finding that partly relates to the need for buy-in, discussed in the previous section, is the need for specific people within the team to function as the driving force behind
the use of the profiling tool and the language associated with it. This reflects current literature, such as Chrusciel (2008) and Al-Mashari and Zairi (1999), who demonstrate the importance that champions of change processes have on the eventual failure or success of the change.

A key person, or champion, who drives the continued use of a profiling tool, is someone that adopts the language and concepts relating to the tool and encourages others to also use the concepts and language. Another important function of the champion is the role they play in gaining the ‘buy-in’ required from upper management. This is shown in the study by Al-Mashari and Zairi (1999, p91), who state that “the champions must be able to persuade top management of the need to change and to continually push the change efforts throughout the organisation”.

One team in the current study which particularly reflected the importance of a champion driving the use of a tool was the HC1 team. The success of the profiling tool in this team relied heavily upon one member being the champion who not only encouraged the other members to use the language of the tool, but was instrumental in getting the ‘buy in’ from management as well. This is shown in the comments from other members of the team.

see now I’ve lost my train of thought, see, I’m not very good at being interrupted. So…I think you know, people use it, *Team member 4* is probably the person that talks about it the most. And he’s got *Team manager* into utilising it as well, so, when we are in meetings, we talk about it.  
(Team member 1- HC1)

This quote demonstrates not only the function of team member 4 as the champion of the I.D. System®, but also demonstrates that the other team members are conscious of their own innate drives. This team member had been talking previously about their high complete drive, and how it meant that they did not cope particularly well with being interrupted. Additionally, the comments suggest that Team member 4 has been
actively involved in getting the Team manager to use the language and concepts of the profiling tool.

The extent to which Team member 4 in HC1 had adopted the language and concepts of the I.D. System® was apparent during their interview. Whilst nearly any section of the interview transcript would demonstrate this, the quote shown below demonstrates not only Team member 4’s own adoption of the profiling tool, but how they actively try to remind other people in the team to use the concepts and language of the tool.

And then when *name omitted* says well what about this, and what about that, he’s not being critical or negative, he’s just using his drives. That’s how he is, how he thinks. So I’m constantly talking about that the whole time, and pointing it out, and saying, you’re expecting too much here, or this is where he’s coming from and I do it likewise with the rest of the team.

(Team member 4 – HC1)

This example demonstrates the type of dialogue used by the champion of the profiling tool in this team to help encourage others, including the manager, to continue using the language and concepts involved. Furthermore, the role of the champion in this team became apparent through absence during the second phase of data collection. During the time between phases, Team member 4 had left the team, and the usage of the language and concepts involved with the I.D. System® had decreased considerably. This decrease was also noted by other team members, one of which gave the following response during the second phase of data collection when asked whether the team was actively using the I.D. System®.

I would probably say no. I mean we probably use it subconsciously, but, as you know, *Team member 4* was a key driver with it. He’s left. So I would probably say that subconsciously I think people would be using it, but it’s not openly discussed as much as what it was maybe six months ago.

(Team member 1 – HC1)
The findings presented in this section suggest that the presence of a key person, or champion, within a team who drives the use of a conative-based profiling tool can play a major part in the success or failure of the profiling tool. This finding, similar to the other findings presented in the sections above, focuses on the benefits of implementing a conative-based profiling tool, or the factors which influence its potential success. However, none of the findings presented so far have discussed the potential negative consequences associated with implementing a conative-based profiling tool. These potential consequences are discussed in the following section.

6.3.4 Potential for negative consequences

As discussed in Section 3.3.6, numerous critics of profiling tools (Boyle, 1995; Jacobson, 1997; Pittenger, 2004; Pittenger, 2005) suggest the potential flaws of these tools outweigh the potential benefits. For example, Jacobson (1997) suggests that the tendency of people to stereotype particular MBTI profiles, combined with the inaccuracy of the MBTI leads to more negative consequences than positive ones. Whilst the I.D. System® did not demonstrate the same problems as those reported in the literature regarding the MBTI, there were some cases that demonstrated potential negative outcomes from the implementation of the tool.

One example of potential negative consequences was observed in the second information technology team, IT2. As discussed in Chapter 5, this team implemented the I.D. System® during the course of the research, which meant that while they could not be used as a control team, they provided valuable insight into the immediate effects of increasing awareness of innate characteristics. Although the implementation of the tool in this team was generally similar to process described by other teams in the study, there was one noticeable exception within the team.

The team of IT2 was comprised of seven members, and of these, there was only one member who did not score highly on the drive to verify. This particular member had also already been feeling separated from the other team members prior to completing
the I.D. System® questionnaire. In this particular case, rather than the team recognising the value of this difference, as suggested by Burgess (2007), the team withdrew even further, leaving the individual with a different profiling feeling isolated and ostracised.

The fact that this individual was not at ease within their team was apparent through observation and reflection, but also demonstrated by their words during an interview.

I'm probably the misfit on the team. I think everyone else, I don’t know, is an eight verifier.
(Team member 3 – IT2)

This quote also demonstrated that the feeling of being a misfit was not solved by the profiling tool, only confirmed by it. The language of the profiling tool in this case was only a means by which the individual could identify why they were different. Also, as gaining increased awareness of their innate characteristics did not serve any positive purpose for this individual, the perceived usefulness of the profiling tool in terms of improving team performance was also diminished for them. In contrast to the other team members, who all had the perception that the team was actively using the system and benefitting from it, when asked to what extent the team were using the system, the isolated individual replied with the comment below.

I think that’s probably on the low scale right now.
(Team member 3 – IT2)

However, this situation is avoidable, given the right management of the team, and the correct focus provided during the implementation of the profiling tool. To illustrate this, an example is provided from another employee that had a very different profile when compared to the rest of their team.

Okay, so, with me, I stand out. So I was the avoid complete and improvise guy, and everyone thought I was the crazy, wacky marketing guy. And when we got the I.D. stuff done, everyone said, “oh, now we get [you], that’s where he’s coming from”. And likewise, I understood
that they weren’t retarded, or slow, or just useless. That their talents lay in different areas, and that they could see stuff that I couldn’t see, that I had big blind spots for. So we’ve all gotten on much better since then.

(Team member 4 – HC1)

This quote demonstrates how a different perspective can overcome the problem of the profiling tool making team members feel isolated. Furthermore, this example shows that the right perspective can actually improve situations where team members feel misunderstood and ostracised because of their innate characteristics.

Another potential problem observed within a team utilising the I.D. System® to gain an increased awareness of their innate characteristics was related to the team manager’s ability to effectively lead the team. In one case, where a manager felt that an employee’s profile did not match their working style, the manager was unsure of how to actually communicate with that particular employee.

I’m thinking, well that’s not her. You know, it’s caused confusion…because I’ve come to rely on the ID system so much…that I struggle sometimes on how to coach her.

(Team Manager – IT1)

This quote demonstrates the problems that managers can have when trying to deal with employees whose behaviours don’t reflect their profile. On further questioning, the manager of this team indicated that if she hadn’t been made aware of this particular employee’s profile, she felt as though she would be able to manage her more effectively.

The potential negative consequences discussed above highlight the need for certain considerations to be made both during and after the implementation of conative profiling tools. Firstly, the existing team situation needs to be assessed, and if there are individuals who are already feeling ostracised or isolated, there should be a
specific effort made to help the team understand the benefit of diverse profiles. Secondly, in situations where an individual appears to be displaying behaviours that contradict their profile, a specific effort should be made to help the manager and the individual come to terms with the most effective way to communicate.

In summary, the additional findings indicate that successful implementation of a profiling tool based on innate characteristics can lead to the development of a common language within a team that allows for easier communication and reduced levels of conflict. The development of this common language is vital if the conative-based profiling tool is to become enculturated into a team. Additionally, the findings suggest that upper management needs to support the use of the profiling tool through the lower levels of the organisation. Without this definitive ‘buy-in’, there is a much greater probability of everyday work pressures overshadowing the use of the language associated with innate characteristics.

Furthermore, there needs to be key people within the team acting as champions for the use of the profiling tool, and the language associated with it. This person acts as a constant reminder for other people in the team to keep using the tool and the language. Once the language has become enculturated within the team, this role is not as critical, but before this stage, teams that do not have a key person driving the use of the language tend to allow the use of the tool to diminish over time.

Whilst a manager needs to consider all of the factors mentioned above in order to successfully implement a conative-based profiling tool, the findings of the current study suggest that there is the potential for negative consequences to occur, even if the above factors are considered. Individuals who may already be feeling isolated from their team may only become more ostracised if their profile does not fit in with the other members of the team. Also, managers may find it difficult to manage individuals whose behaviour does not correspond with their profile. However, these negative consequences can be controlled through carefully considered implementation of the profiling tool.
6.4 Summary

Following the findings discussed above, this summary will first briefly present the case of one of the teams in the current study which exemplified the effects of increasing awareness of innate characteristics. The main purpose of this exemplar to illustrate the connection between the findings of the study, and to demonstrate the potential effects that can result from successfully implementing a conative profiling tool. Following this, the main points raised throughout the chapter will be reiterated.

6.4.1 Case example

The IT1 team, which had been using the profiling tool for the longest were also the team which demonstrated the most benefits. This team minimised both professional and personal conflict through the use of a common language based on innate characteristics. In addition, the IT1 team had both definitive buy-in from upper management, as well as individuals in the team dedicated to driving the continued use of the common language and the tool itself.

Furthermore, through carefully considering implementation and continued focus, the IT1 team did not experience any of the potential negative consequences associated with the use of the profiling tool. The result was that through the increased awareness of innate characteristics, the common language and use of the profiling tool had been enculturated into the team. This is demonstrated succinctly by the words of the team manager.

Yeah, so I think it’s become…for my leadership team I think it’s become…it’s just become part of our team, how we interact with one another.

(Team Manager – IT1)

It was the opinion of the researcher that due to the successful implementation and subsequent enculturation of the language associated with the conative profiling tool, the IT1 team had the highest levels of effective communication and overall
performance out of all of the teams participating in the study. While there are undoubtedly other factors that contribute to this, the effective use of conative conversations within the team was clearly a positive factor, which was recognised by every member of the team, including the manager.

6.4.2 Chapter summary

Individuals who gained an increased awareness of their innate characteristics felt that this awareness helped them perform more effectively at work. In addition, individuals within teams that had implemented the conative-based profiling tool felt that their increased awareness of innate characteristics had improved the team’s overall job performance. Also, the managers which had implemented the conative-based profiling tool in their teams uniformly felt that their team had benefitted from increased awareness of innate characteristics, and having a manager who is well established in the role of managing the team assists in the successful implementation of a profiling tool.

Individuals are more likely to perceive benefits from increasing their awareness of innate characteristics if they have embraced the use of the associated language. Although individuals generally do not change their perception of the profiling tool over time, some people report that their understanding of the information became more in-depth over time.

The teams which gained an increased awareness of innate characteristics demonstrated an increased ability to resolve and minimise conflicts, particularly professional conflicts that related to the way people performed their jobs. In relation to this, the language of innate characteristics can become encultured into the team, which leads to improved communication and productivity with minimal effort required to maintain the focus on the profiling tool.

Additional findings suggested that a variety of factors play an important role in how successfully a conative based profiling tool (and more importantly, the language
associated with such a tool) is enculturated into an organisational team. Factors such as the support from upper management and the presence of a champion to drive the use of the tool and the language within the team seemed to have a significant impact on how much benefit teams seemed to gain from implementing the tool. However, it was also found that if managers do not carefully monitor the implementation and use of the tool, negative consequences can occur, such as team members feeling ostracised when they have a profile that is different to the majority of their colleagues.

The findings of this research demonstrate the benefits of studying conation in workplace environments, which supports the inclusion of evolutionary psychology into organisational research. In addition, the use of appreciative inquiry in the analysis of the results has demonstrated the value that adopting positive psychology practices can have in organisations. Furthermore, the findings illustrate the importance of organisational culture in regards to the successful implementation of conative-based profiling tools.

This chapter has presented the findings of the current study, and discussed these findings as they relate to existing literature, and relate to each of the research questions posed. Furthermore, this chapter has provided a discussion of additional findings which were not addressed by the research questions. The next chapter concludes the thesis by demonstrating the theoretical contribution of the thesis, and discussing the implications of the current study for both researchers and employees.
7. Conclusions

The previous chapter presented and discussed the findings relevant to the research questions posed, and additional findings emerging from the research. This chapter will now present how these findings have provided a contribution to the theoretical fields relevant to this study, including organisational culture, evolutionary psychology, positive psychology and organisational learning and development. This contribution is shown in Section 7.1, by addressing the two identified gaps in the existing literature. Following this, Section 7.2 will build upon these theoretical contributions by discussing the potential implications for managers and employees in workplace teams. Section 7.3 then summarises the research and provides the overall conclusions emerging from the current study.

7.1 Theoretical Contributions

As presented in Chapter 1, and further explored in Chapters 2 and 3, this research aimed to address two specific gaps in the literature. First, the lack of research that discusses the link between conation and performance is addressed. Second, the inadequacy of current literature that examines the benefits of profiling in regards to organisational culture is addressed. The following two sections will demonstrate how the findings presented in Chapter 6 specifically address these gaps, and thus how this research contributes to existing knowledge. Figure 7.1 shown below reiterates the theoretical framework utilised in this research.

7.1.1 How awareness of innate characteristics influences team development and job performance

As shown in Chapter 3, there are many studies of instinct (for example, Winter, 1973; McClelland & Burnham, 1976; Winter & Stewart, 1978; Cosmedes & Tooby, 1994; McInerney & McInerney, 1998; Spohn, 2005; Hampton, 2006; Miller, 2006), and also many studies
of organisational culture (for example, Alvesson & Berg, 1992; Lok & Crawford, 2001; Martin, 2002; Alvesson, 2003; Schein, 2006), and organisational behaviour and performance (for example, Beckhard, 1969; Fiol & Lyles, 1985; Senge, 1990; Beckhard, 2006; McClean, 2006; Schilling & Kluge, 2009; Anderson, 2010). However, none of these studies specifically examine how awareness of innate characteristics may influence team development and overall job performance.
The findings reported in Chapter 6 suggest that once individuals are aware of the innate characteristics of their team mates, they are more likely to attribute misunderstandings to different working styles, rather than incompetency. Furthermore, the individuals within teams were able to more effectively and efficiently converse with each other using the language associated with the profiling tool to increase their awareness of innate characteristics. The contribution that these findings have for the various fields of research included in the theoretical framework are shown in the following paragraphs.

This research shows the value in placing emphasis on innate characteristics in organisational environment. As shown in the literature (Spohn, 2005; Hampton, 2006; Miller, 2006), there has been a recent resurgence of interest in the role of instinct and conation in a variety of contexts. The current study contributes to this resurgence by examining the influence that innate characteristics, and increasing awareness of such characteristics, has in an organisational environment. Specifically, this study found that increasing awareness of innate characteristics can lead to improved communication within the workplace, and more effective conversation between colleagues. This in turn leads to a reduction in interprofessional and interpersonal conflict within teams that have increased their awareness of innate characteristics, both individually, and collectively within the team.

Through adopting appreciative inquiry as a methodological approach, and focusing on the positive elements arising from observation of team behaviour, this study makes a contribution to the field of positive psychology. As identified by Seligman et al. (2005), the field of positive psychology is constantly evolving, and this evolution is primarily guided by new methods and processes that adopt the tenets of positive psychology. In addition, by demonstrating the effect of enabling positive and constructive conversations within the workplace, this research is adding to the existing body of knowledge regarding the potential benefits of positive organisational behaviour (Luthans & Youssef, 2007).
Furthermore, as the study found that an increased awareness of innate characteristics has a significant influence on the communication within workplace teams, there is a significant contribution being made to the field of organisational learning and development. To date, research that has investigated ways of improving communication within teams (for example, Olkkonen, Tikkanen & Alajoutsijarvi, 2000; Emmerling & Goleman, 2005) has not investigated the effect of increasing awareness of innate characteristics. Therefore the current study contributes this aspect to the field of organisational learning and development, and in doing so, provides a foundation for a vast amount of potential future research in this area, which is discussed further in Section 7.2.

In summary, this research addresses a gap in the literature by demonstrating that increasing awareness of innate characteristics can lead to several effects on team development and job performance. This link, which has not been presented in any prior research, is supported by the finding that an increased awareness of innate characteristics leads to more effective conversation within workplace teams. In addition, this connection was further supported by reduction in conflict observed in teams that had increased their awareness of both individual and collective innate characteristics.

7.1.2 The effect of enculturating profiling tools

The literature review discussed various ways of profiling individuals within organisations (Barrick & Mount, 1991; Melamed & Jackson, 1995; Tett & Burnett, 2003; McCormick & Burch, 2008; Yolles & Fink, 2009). However, very few studies specifically examined the influence that implementing a profiling tool may have on the existing culture of an organisation. While O’Reilly, Chatman and Caldwell (1991) did consider organisational culture in their study of personality profiling, the specific effects were not examined. To the author’s knowledge, no other available literature comprehensively explores the interaction between profiling tools and organisational culture.
The findings presented in Chapter 6 suggest that if a profiling tool is implemented correctly, it can become enculturated within an organisational team. The successful implementation depends upon a variety of factors, such as the support from upper management, the presence of one or more members of the team willing to drive the use of the profiling tool, and the ability of the team manager to ensure that potential negative consequences are minimised. If these factors are all present, a team is much more likely to adopt the language associated with the profiling tool, and over time, this language becomes embedded within the culture of the team. While the language becomes embedded in several cultural forms, it is clearly visible in the form of jargon used to concisely communicate complex information about working styles and preferences, for example, when employees use the terms such as high verify, or low authenticate.

As shown in organisational culture research (Martin, 2002; Schein, 2006; Taormina, 2008), there are numerous ways in which culture can be understood and observed within workplace teams. These researchers highlight how effective consideration and management of the culture in an organisation can lead to benefits in morale, efficiency, and overall job performance. The current study contributes to this field by showing how, in addition to managerial action, organisational culture can be affected through use of a profiling tool, and the potential such a tool has for positively influencing the individuals within organisations and within teams.

This research confirms the usefulness of Martin’s (2002) three perspective approach to understanding organisational culture, and Tuckman’s (1965) stages of group development. Adopting the three perspective approach allows for rapid understanding of individual differences, and can lead to a faster implementation of organisational goals. Additionally, this study highlights demonstrates the benefit of combining conation with team theory, as it shows how an almost instant understanding of team members can be achieved through the use of profiling and an understanding of the common language within a team. This process assists with a swifter progression through the stages of group development, particularly the storming and norming stages.
The positive influence of the profiling tool also demonstrates a further contribution to the field of positive psychology. Snyder and Lopez (2002) suggest that studying organisational change processes that focus on strengths rather than weaknesses contributes to the broad field of positive psychology. As the study demonstrates how a profiling tool that is enculturated in an organisation improves the existing strengths rather than simply diagnosing and repairing the weaknesses, there is a clear link with the basic principles of positive psychology. In this way, the current study expands knowledge in this field, and more specifically, in the sub-field of positive organisational behaviour (Luthans & Youssef, 2007), as the context for the study was set within organisational environments.

Finally, by addressing the connection between profiling tools and organisational culture, which has not been adequately discussed in current literature, the study makes a further contribution to the field of organisational learning and development. By adopting a cultural perspective, the current study is providing further evidence to suggest that the underlying culture of a team influences how well the team performs as a group. As Pyöriä (2007) suggests, much more research is required to fully understand the link between culture and performance, and the current study builds on this understanding by providing a unique analysis of how profiling tools can affect team culture, and in turn, affect team performance. Specifically, this research demonstrated that when a profiling tool (including the associated concepts and language) is embedded within the culture of a team, the individuals within the team are more able to focus on improving strengths rather than only identifying weaknesses. This positive focus allowed for more effective conversation within the team, which in turn has the potential to result in higher levels of team performance.

The findings and theoretical contributions above indicate that there is much to gain from the successful implementation of a conative-based profiling tool that increases awareness of innate characteristics. The following section discusses the broader implications of these findings, including both academic implications for future research and practical implications for managers and employees.


7.2 Implications

The findings of this research have numerous implications for both managers and employees working in organisational teams, and researchers in the academic environment. These implications will be discussed further in the subsequent two sections.

7.2.1 Implications for managers and employees

In addition to the implications for further research discussed above, the findings of the current study have several practical applications for managers and employees working within organisational teams. These include: methods of increasing job performance within teams; methods of restoring damaged relationships within teams; and considerations that managers need to make to maximise the potential for successful implementation of a conative-based profiling tool.

Increasing performance within teams

The findings of the current study suggest that gaining a greater awareness of innate characteristics within a team can lead to increased team performance. This improvement was noted across several dimensions of team performance, including: communication effectiveness; communication efficiency; and effective management.

The teams which had implemented the conative-based profiling tool all demonstrated increased levels of effectiveness in regards to their communication, as indicated by the majority of participants in these teams in both interviews and during team meetings. The only participants who had gained an increased awareness of their innate characteristics and did not report an increased ability to engage in effective conversation had either suffered some of the potential negative consequences (see Section 6.3.4), or had not been actively using the concepts or language of the profiling tool. Therefore, the increased effectiveness demonstrated within the workplace illustrates that team members who have a greater awareness of their innate
characteristics are more able to convey messages and requests in a manner that minimised the risk of being misinterpreted.

Building on this, the level of communication in these teams was also found to become more efficient through the use of a common language based on innate characteristics. Teams in the current study that did not have access to this common language often spoke about the time wasted in unnecessary dialogue that either repeated what had already been said, or was simply not being understood by other members in the team. However, teams that did have access to this common language indicated that they were able to do their jobs more effectively due to the increased efficiency of the dialogue within the team.

Managers within teams that had implemented the profiling tool also indicated that their ability to successfully manage the team had been significantly improved since the team gained a greater awareness of their innate characteristics. This was shown both through direct conversations between managers and employees, as well as in the management of conversations between team members. Additionally, managers were better able to deal with potential conflict arising within the team through their use of the common language based on innate characteristics. This aspect of improved team performance is discussed in the following section.

Improving and restoring relationships within teams

As discussed by Appelbaum et al. (1999), interprofessional and interpersonal conflict within teams can lead to decreased performance and productivity. The current study demonstrates that the implementation of a conative-based profiling tool has the potential to restore relationships that have deteriorated due to personality conflicts and misunderstandings.
The cases of NP1 and NP2 illustrate the ability of a conative-based profiling tool to provide teams with a means of coping with interprofessional conflict in a way that minimises the negative effect on team performance. In the case of NP2, where the team had not gained an increased awareness of their innate characteristics, the team was suffering from a divide between management and the team members, which traditional means of communication had not been able to resolve. However, similar problems in NP1 had been resolved with the use of the common language that had been developed, and the team was functioning more effectively as a result.

Furthermore, the case of FN2 illustrated that interpersonal conflicts may arise in workplace teams. As this team had not gained an increased awareness of their innate characteristics, this conflict was not able to be resolved through the use of a common language developed by implementing a conative-based profiling tool. Interpersonal conflicts were not found among the teams participating in the current study which did have access to this common language, which may indicate to managers that developing this language within a workplace team has the potential to reduce the frequency of interpersonal conflicts.

However, a manager who does intend to implement such a conative-based profiling tool needs to carefully consider a number of aspects, both about the team and the context in which the team is operating, in order to maximise the potential benefits. These considerations are discussed further in the following section.

Considerations for implementation of a conative-based profiling tool

In addition to the potential benefits associated with implementing a conative-based profiling tool, there were a number of factors observed in the current study that influenced the success of profiling tool adoption. There were also negative consequences associated with improper management of how the team approaches the conative-based profiling tool. One of the key findings presented whilst addressing the research questions was that individuals will often gain a more in-depth understanding
of their innate characteristics over time. This is an important consideration for managers, as it suggests that the use of a conative-based profiling tool needs to be emphasised over a longer period of time than just the amount of time it takes to fill out the questions and read the profile provided to each team member.

The necessity of maintaining the use of the profiling tool within the team over a longer period of time links with the finding that the most successful implementation of the I.D. System® occurred within teams that had both ongoing support, and definitive buy-in from upper management. This is an important consideration for a manager who may be implementing a conative-based profiling tool, as they should ensure that this implementation will be continuously supported by upper management.

Furthermore, it was found that having a key person driving the use of the language associated with the profiling tool was invaluable to the eventual success and enculturation of the tool. Accordingly, as well as support from upper management, a manager considering implementing a tool should ensure that there is one person, either themselves or another team member, who will act as this key person driving other members to continue their use of the concepts and common language.

Finally, before the implementation of a conative-based profiling tool takes place, a manager should be aware of any existing divides between the team members, and ensure that these divides are addressed through the course of implementing the profiling tool. The case of IT2 illustrated the negative consequences of allowing divisions within the team to be widened by the different profiles received by team members. However, the case of HC1 illustrated that these differences can be effectively managed through careful implementation of the profiling tool.

In addition to the implications for managers and employees working in organisational teams, this research has several implications for researchers and academics, which will be presented in the following section.
7.2.2 Implications for future research

Future studies can extend the research presented in this thesis in a number of directions. These directions include: the continuation of research into innate characteristics; research into conative-based profiling tools and the development of a common language in teams; and research into conflict resolution; and research into culture and the impact of increasing awareness of innate characteristics.

Research into innate characteristics

Research in the field of evolutionary psychology can extend the findings presented in the current study by exploring the role that innate characteristics play within successful organisational teams. The current study presents only one method of measuring and reporting innate characteristics, the I.D. System®. Other methods of measuring and reporting innate characteristics should be examined in order to validate the findings in the current study.

The qualitative methodology used in this thesis was appropriate for the exploration of the research questions, but future studies could use alternative methodological approaches in the examination of innate characteristics, such as a quantitative study, using a larger sample size. This would improve both the generalisability and validity of the findings presented by the current study.

Research into profiling tools and common language

Contemporary researchers have suggested that there is a demand for studies that examine the application of positive psychology theories in organisational settings (Luthans & Youssef, 2007; Wright & Quick, 2009). The field of positive organisational behaviour addresses this demand, and has seen an exponential rise in academic interest over the last decade. The findings of the current study have several implications that specifically apply to research in the field of positive organisational behaviour, which are explained in the following paragraphs.
As demonstrated by a number of the team managers, the successful application of a conative-based profiling tool enabled a much clearer focus on strengths within a workplace team, despite the potential negative consequences. Future studies in this field could extend this finding by examining how the language of innate characteristics may assist with this positive focus, and further establishing whether or not there is a direct impact on team performance.

In addition, numerous participants in this study indicated that their access to the common language provided by the I.D. System® allowed for more positive discussion and communication within the team. Researchers wishing to build upon this finding could examine other means of establishing a common language within workplace teams to determine whether it is the language of innate characteristics, or just the presence of any common language that allows for this positive communication.

Research into conflict resolution

In addition to the considerations presented above for the fields of evolutionary psychology and positive psychology, the findings of the current study have implications for the field of organisational learning and development. Specifically, researchers in this field can further explore the findings relating to the minimisation and resolution of conflict within organisational environments. Research examining conflict within workplace teams (e.g. Appelbaum et al., 1999; Goltz et al., 2008) can be combined with the findings of the current study to develop a more in-depth understanding of the effects of workplace conflict, and effective methods of resolving both interprofessional and interpersonal conflict.

Furthermore, future studies could extend the suggestion made in the current study that conflict has more of an impact on smaller teams. Whilst similar levels of conflict were seen across teams of different sizes, the effect of conflict on smaller teams appeared to be much more severe. A study designed to specifically investigate this aspect of conflict would be able to provide further clarification of this observation.
Research into culture

The field of organisational culture was set as the foundation of the theoretical framework in the current study. Accordingly, the findings presented above have numerous implications for researchers in this field. The effects observed when a conative-based profiling tool is successfully implemented within a workplace team present a range of potential future research directions. The findings of the current study suggest that when the language and concepts associated with a conative-based profiling tool become embedded within the culture of a team, the level of effective communication and job performance within the team increases. Research in this field would benefit from further examination of how conative-based profiling tools are enculturated into teams, and the possible associated benefits.

A study designed to more effectively assess the change in culture experienced in a team after a conative-based profiling tool is implemented could address a range of interesting questions. These include whether there is an ideal culture which experiences the most benefit from implementing profiling tools, whether there is an ideal way of implementing profiling tools to maximise the likelihood of enculturation, and whether there are certain combinations of innate characteristics that respond more favourably to the enculturation of a conative-based profiling tool.

7.3 Conclusions

This thesis has presented the argument for studying the enculturation of innate characteristics within organisational teams. The research project was undertaken with the aim of exploring the effect that the implementation of a conative-based profiling tool has on the development and performance of managers and employees in workplace teams. The study’s theoretical framework had a foundation of organisational culture, and combined the two fields of evolutionary psychology and positive psychology. To frame the scope of the study in management and organisational teams, the field of organisational learning and development was also included.
The research project utilised a longitudinal case research methodology to examine effects across a range of different organisational teams, and across a time span of six months. Data collected included semi-structured interviews, observations and reflections, and survey responses, all of which were analysed qualitatively using language analysis and discriminant analysis techniques.

The findings suggest that there are a number of potential benefits associated with the successful implementation of a conative-based profiling tool within organisational teams. Individual employees indicated that after they increased their awareness of individual and collective innate characteristics, the level of efficient and effective communication within the team increased. Managers indicated that having access to a common language based on innate characteristics allowed for a more positive focus within the team, which led to higher levels of performance. The results also suggested that the access to a common language alleviated existing conflicts within the team, and prevented these conflicts from negatively affecting the team’s productivity.

The discussion of these findings also provides a number of considerations that managers should make when implementing a conative-based profiling tool within their team. Ensuring that there is definitive buy-in from upper management, and that at least one person in the team drives their continued use, make vital contributions towards the enculturation of a conative-based profiling tool. Managers also need to be aware of the potential for negative consequences and endeavour to minimise them with carefully considered implementation practices.

This research addresses two specific gaps that were evident in the available literature. Firstly, the findings demonstrate that increasing awareness of innate characteristics can influence team development and job performance. The link between conation and team development has not been presented in any prior research, and is illustrated in this study by the finding that an increased awareness of innate characteristics leads to more effective conversation within workplace teams. Secondly, there was no literature available that specifically examined link between implementation of profiling tools
and organisational culture. This research demonstrated that when a profiling tool is enculturated within a team, the individuals within the team are more able to focus on improving strengths rather than only identifying weaknesses.

These findings have numerous implications, both for future research, and for employees and managers within organisational teams. Future research can extend these findings by continuing to examine innate characteristics in organisational environments, by exploring the positive benefits associated with the development of a common language within teams, and by conducting studies over a longer time frame, to better capture the changes in team dynamics and culture.

The findings of the research project can also assist employees, by highlighting methods of reducing conflict within teams, and methods of improving the efficiency and effectiveness of communication. Managers can use the results of this study to inform team development practices, and increase levels of performance and productivity within teams. By using profiling tools and enculturating a common language, organisational teams will be able to engage in more positive workplace conversations, which will subsequently result in more efficient, productive teams.
References


Hayes, K. J. (2007). Inter-occupational innovation: An exploration of commercial and research occupational subcultures within hybrid industry-research organisations., University of Western Sydney, Sydney: Australia.


Appendix A – Participant Information Sheet

Participant Information Sheet (General)

Project Title:
The Language of Teams: A longitudinal study of the enculturation of conative semantics.

Who is carrying out the study?
You are invited to participate in a study conducted by Geoffrey Chapman, a PhD candidate in the Centre for Industry and Innovation Studies.

What is the study about?
The purpose of this study is to investigate how readily the language of instinct (or conative semantics) is accepted into the culture of an organisational team. The aim is to discover an effective way to maximise team development, coherency, and performance.

What does the study involve?
Your team (or another team within your organisation) may already be involved with Link-Up! International Pty. Ltd., who may have provided you and your fellow team members with an Instinctive Drives® profile. This study primarily involves observing you and your team in your day to day workplace activities. This observation will take place two or three times over a period of six months. Examples of settings in which you may be observed are team meetings, workplace common rooms and other open areas in your workplace. The purpose of this observation will be to examine the development of language usage over time, and any other effects that the Instinctive Drives® System may have on team development. You may also be asked to participate in a short (no longer than 15 minute) interview during the course of the observation. This interview will contain questions relating to how you and your team members have adopted and used the Instinctive Drives® System. Should the researcher request an interview with you, participation will be entirely voluntary. There will be no consequences if you elect not to take part in the interview.

How much time will the study take?
As the study is primarily observational, it won't take up any of your time. If you are asked to participate in an interview, approximately 15 minutes may be required, and this can be conducted at a time that suits you during the day of observation.

Will the study benefit me?
The study will most likely not benefit you directly, however, it does provide you and your fellow team members with an opportunity to reflect upon the way in which the team has developed, and possible ways to resolve conflicts that may arise within the team.
Will the study involve any discomfort for me?
The study should not involve any discomfort for you, however, if at any stage you feel uncomfortable with the researchers or with any other aspect of the study, please let the researchers know, and all efforts will be made to minimise your discomfort.

How is this study being paid for?
The study is being sponsored by the University of Western Sydney.

Will anyone else know the results? How will the results be disseminated?
All aspects of the study, including results, will be confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Can I withdraw from the study?
Participation is entirely voluntary; you are not obliged to be involved and - if you do participate and feel uncomfortable with any aspect of the study - you can withdraw at any time without giving any reason and without any consequences.

Can I tell other people about the study?
Yes, you can tell other people about the study by providing them with the chief investigator’s contact details. They can contact the chief investigator to discuss their participation in the research project and obtain an information sheet.

What if I require further information?
When you have read this information, Geoffrey Chapman will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Geoffrey Chapman, PhD Candidate at the Centre for Industry and Innovation Studies on w: 02 9685 9191; m: 0422 893 796; or email: ge.chapman@uws.edu.au.

What if I have a complaint?
This study has been approved by the University of Western Sydney Human Research Ethics Committee. The Approval number is H6622.

If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Office of Research Services on Tel 02-4736 0083 Fax 02-4736 0013 or email humanethics@uws.edu.au. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome. If you agree to participate in this study, you will be asked to sign the Participant Consent Form.
Appendix B – Participant Consent Form

Participant Consent Form

This is a project specific consent form. It restricts the use of the data collected to the named project by the named investigators.

**Note:** If not all of the text in the row is visible please ‘click your cursor’ anywhere on the page to expand the row. To view guidance on what is required in each section ‘hover your cursor’ over the bold text.

**Project Title:** The Language of Teams: A longitudinal study of the enculturation of conative semantics.

I, .................................................................................................................., consent to participate in the research project titled The Language of Teams: A longitudinal study of the enculturation of conative semantics.

I acknowledge that:

I have read the participant information sheet and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.

The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.

I consent to being observed in my daily workplace activities for 2-3 days over a period of approximately six months. I also consent to participating in a short interview (no longer than 15 minutes) if required. I also consent to the researchers having access to the information about me collected by Link-UP! International.

I understand that my involvement is confidential and that the information gained during the study may be published but no information about me will be used in any way that reveals my identity.

I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher/s now or in the future.

Signed: __________________________________________

Name: __________________________________________

Date: __________________________________________
Appendix C – I.D. System® Questionnaire

1. As a general rule, I will typically:
   - simplify
   - advise
   - organise
   - help

2. I perform best when I:
   - am thoroughly prepared
   - am on the run
   - have direction
   - have the relevant skills

3. If I was lost in a strange place, I would:
   - rely on my sense of direction
   - work out where I went off track
   - retrace my steps
   - make an attempt to get out myself

4. If learning an important task, I would want to:
   - experiment with it
   - look at how it works
   - know the purpose
   - be given a procedure

5. I need:
   - a congruent environment, where what is promised or proclaimed actually happens
   - to function with a sense of urgency, passion and excitement
   - to be working with or towards the best
   - to be personally involved in making things happen

6. I feel in stride when:
   - I am on a roll
   - my involvement is essential to the outcome
   - the adrenaline is pumping
   - I am on top and in control

7. If I had to do something I really didn’t like, I would wait:
   - until it was a priority
   - until it was needed
   - for as long as possible
   - for the deadline

8. As a leader I would:
   - motivate
   - participate
   - advise
   - organise

9. I get stressed when I feel:
   - I am not making progress
   - out of control
   - overwhelmed
   - unproductive

10. I thrive in environments where I:
    - can think things through
    - have the equipment I need
    - am deadline oriented
    - can finish tasks

11. I learn best when I can:
    - understand how it all fits together
    - see the possibilities
    - personally experience it
    - think it through

12. The meetings I enjoy most are those where:
    - current issues are dealt with
    - there’s lots of interaction
    - everyone comes well prepared
    - the discussion stays on track

13. Praise is meaningful to me when it relates to my:
    - skill
    - expertise
    - ideas
    - effort

14. It is hard for me to succeed if I:
    - am not allowed room for variations
    - am expected to do everything at once
    - don’t have the information I need
    - can’t picture the end result

15. When buying an important item, I:
    - ask for a demonstration
    - make sure it fits in with other things
    - shop around to get the best price
    - look for something unique

16. If I had a gift for a close friend I would:
    - prepare it myself
    - put a note with it
    - surprise them
    - plan the best time to give it to them
<table>
<thead>
<tr>
<th>17. <strong>My best decisions are made by:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• evaluation</td>
</tr>
<tr>
<td>• exploring things</td>
</tr>
<tr>
<td>• deduction</td>
</tr>
<tr>
<td>• intuition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. <strong>I perform best when I’m:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• brainstorming new ideas</td>
</tr>
<tr>
<td>• designing how things will fit together</td>
</tr>
<tr>
<td>• dealing with the real issues</td>
</tr>
<tr>
<td>• solving complex problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. <strong>If I have many things to do, I:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• work according to the priorities</td>
</tr>
<tr>
<td>• firstly do what can be completed</td>
</tr>
<tr>
<td>• get a number of them started</td>
</tr>
<tr>
<td>• start with the most pressing tasks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. <strong>If I’m making something it will be:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• precise</td>
</tr>
<tr>
<td>• complete</td>
</tr>
<tr>
<td>• unique</td>
</tr>
<tr>
<td>• durable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21. <strong>The teachers I prefer are those who:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• know their subject matter</td>
</tr>
<tr>
<td>• vary their techniques</td>
</tr>
<tr>
<td>• show me how it is done</td>
</tr>
<tr>
<td>• cover every step</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22. <strong>One of the best ways to demotivate me is to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• exclude me</td>
</tr>
<tr>
<td>• lie to me</td>
</tr>
<tr>
<td>• accuse me</td>
</tr>
<tr>
<td>• lose faith in me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>23. <strong>‘Pressure’ for me is when I have:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• to meet unrealistic demands</td>
</tr>
<tr>
<td>• everything changed on me without notice</td>
</tr>
<tr>
<td>• to compromise quality</td>
</tr>
<tr>
<td>• to redo my work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>24. <strong>When I’m told that an important project is at risk, I:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• convince others of its merits</td>
</tr>
<tr>
<td>• establish proof that it will succeed</td>
</tr>
<tr>
<td>• attend to the fundamentals</td>
</tr>
<tr>
<td>• focus all my attention on it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25. <strong>My most successful achievements occur when I:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• can do things physically</td>
</tr>
<tr>
<td>• follow a plan</td>
</tr>
<tr>
<td>• am working under pressure</td>
</tr>
<tr>
<td>• have the time to be thorough</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26. <strong>When making a crucial decision, I:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• look at the impact</td>
</tr>
<tr>
<td>• trust my instincts</td>
</tr>
<tr>
<td>• consider the consequences</td>
</tr>
<tr>
<td>• evaluate each option</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. <strong>When a project isn’t succeeding I:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• retrace my steps</td>
</tr>
<tr>
<td>• pay more attention to the details</td>
</tr>
<tr>
<td>• look at each component</td>
</tr>
<tr>
<td>• try a different approach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>28. <strong>When I know I have hurt someone close to me I:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• deal with it intuitively</td>
</tr>
<tr>
<td>• do something practical to fix things up</td>
</tr>
<tr>
<td>• explain my actions</td>
</tr>
<tr>
<td>• do little things to get the relationship back on track</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29. <strong>If I thought someone was doing the wrong thing by me, I would:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• take notice of tangible signs</td>
</tr>
<tr>
<td>• look for specific proof</td>
</tr>
<tr>
<td>• watch for a reoccurrence</td>
</tr>
<tr>
<td>• play my hunch on what I thought was happening</td>
</tr>
</tbody>
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<thead>
<tr>
<th>30. <strong>To get in stride, I need to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• start doing</td>
</tr>
<tr>
<td>• get in rhythm</td>
</tr>
<tr>
<td>• prioritise</td>
</tr>
<tr>
<td>• be challenged</td>
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</table>

<table>
<thead>
<tr>
<th>31. <strong>As a general rule, I am naturally concerned about:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• other’s expectations</td>
</tr>
<tr>
<td>• appropriate timing</td>
</tr>
<tr>
<td>• having to justify myself</td>
</tr>
<tr>
<td>• juggling too many things at once</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>32. <strong>I am naturally:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• perceptive</td>
</tr>
<tr>
<td>• accepting</td>
</tr>
<tr>
<td>• consistent</td>
</tr>
<tr>
<td>• spontaneous</td>
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</tbody>
</table>
Appendix D – Team Climate Questionnaire

Short Survey of Workplace Climate

Please indicate the extent to which you agree or disagree with the statements below by placing an X the relevant boxes next to each statement.

<table>
<thead>
<tr>
<th>In Your Current Workplace:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are formal processes that everyone understands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is an energetic environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All staff are treated with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a commitment to developing your skills and career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is adequate consideration of your personal life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| In Your Current Team:                                           |                   |          |         |       |               |
| There is the right combination of skills and experience         |                   |          |         |       |               |
| There are clear goals and objectives                            |                   |          |         |       |               |
| Conflicts are resolved before they become too problematic        |                   |          |         |       |               |
| Responsibility of assigned tasks is shared fairly between members|                   |          |         |       |               |
| The leader is successfully managing the team                     |                   |          |         |       |               |

| In Your Current Position:                                      |                   |          |         |       |               |
| You are able to work in the way that suits you best             |                   |          |         |       |               |
| You feel that what you are doing is beneficial for your future career|               |          |         |       |               |
| Your tasks are suited to your personal skills and experience    |                   |          |         |       |               |
| You have a sense of personal satisfaction                       |                   |          |         |       |               |
| You plan on working where you are for at least the next year   |                   |          |         |       |               |

Please feel free to add any further comments in the box below:
Appendix E – Semi-structured Interview Schedules

Interview Schedule: Initial Contact (Teams using I.D. System)

1) Personal attitude about teams and the I.D. System
   a. How would you describe an effective team?
   b. To what extent do you feel that this definition describes your team?
   c. Can you recall your I.D. profile without having it written down?
   d. How accurately do you think your I.D. profile describes you?
      i. (Pos) Can you give me any examples of how the I.D. System described you?
      ii. (Neg) Can you explain why you felt the I.D. System was inaccurate?

2) Team adoption of the I.D. System
   e. To what extent do you feel your team has adopted the I.D. System?
      i. (Pos) Are there any specific moments which have demonstrated this?
      ii. (Neg) Can you think of any other reasons why the I.D. System is not being utilised within your team?
   f. Do you find that there are certain members in the team which you have a better understanding with?
      i. Keeping in mind that this interview is strictly confidential, would you say that there are any members in the team that you have difficulty understanding, or experience conflict with for any other reason?

3) Future use of I.D. System
   g. How are you planning on incorporating the I.D. System?
      i. Do you plan on using the Management Strategy sheets provided?
   h. What do you think your team’s overall attitude is towards the I.D. System?
      i. Have there been any specific examples of this attitude?
   i. Do you feel that the I.D. System is going to be beneficial for your team’s performance?

4) Summary
   j. Are there any questions that you were expecting me to ask that didn’t come up in the interview?
   k. Do you have any more questions or comments you would like to add?
Interview Schedule: Initial Contact (Teams not using I.D. System)

1) Personal attitude about Team and team communication
   l. How would you describe an effective team?
   m. To what extent do you feel that this definition describes your team?
   n. What does effective team communication mean to you?
   o. Can you think of any specific examples that demonstrate how your team
      communicates?

2) Team cohesion and conflict
   p. In your opinion, how well does the team get along as a whole?
   q. Do you find that there are certain members in the team which you personally get
      along with better, or have some sort of better connection with?
      i. Can you think of any specific examples where this has been the case?
   r. Would you say that there are any members in the team that you have difficulty
      understanding, or experience conflict with for any other reason?
      i. (pos) Can you remember any recent examples of this in the work place?
      ii. (neg) Have there been even small cases of misunderstanding or
           miscommunication in your time within this team? If so, could you explain
           them?

3) Future plans for team development
   s. Do you have any formal plans to assist with team development in the future?
      i. (pos) Could you possibly explain these in a bit more detail
      ii. (neg) Are there any ideas which you would like to be able to put into place
          but are currently unable?
   t. Are there any other major changes planned for the next 6 months that you think may
      have an effect on the team’s development or overall productivity?

4) Summary
   u. Are there any questions that you were expecting me to ask that didn’t come up in the
      interview?
   v. Do you have any more questions or comments you would like to add?
Interview Schedule: Second Phase – Team Manager (NP2)

Your role last time we spoke was [role omitted]? Have you changed positions since then, or have the requirements of this role changed significantly?

1) Personal attitude towards the team and communication

a. Firstly, to get things underway, I’ll start by asking you…how well do you think your team is going right now?

b. Last time we spoke, you felt that the team wasn’t as effective as it could be, and that you were still working out the differences between your style of managing and the style that the team was used to. Do you feel that these differences have been resolved to some extent?

c. You also suggested that the communication in the team was usually at its best during [tasks omitted]. Is this still the case, or has the communication amongst the team improved in other areas?

d. You mentioned that it was difficult to keep the team focused on issues that they weren’t interested in. Is this still a problem you’re having as the manager of the team?

2) Team conflict and cohesion

e. In our last conversation, you said that the team generally got along fine, but there were personality differences which could lead to misunderstandings. Has the way that the team generally gets along changed much over the last 5 or 6 months?

f. Can you give me some examples of how the team has changed since we last spoke, maybe in the way they communicate outside of work related matters or just work together in general?

g. You mentioned before that some of the team members had spoken to you about particular conflicts or issues that they had with other members of the team. Have the team members continued to come to you with these types of conflict? How are you now going about resolving conflict within the team?

h. Have there been any other cases of conflict, perhaps for you personally with other team members, over the last 6 months or so?

i. You also said that you found it easier to work with the people in the team who were more performance focused rather than purely task focused? Do you find that this is still the case, or do you find that you are communicating better with the task focused team members now?

3) Summary

j. You mentioned that you were interested in implementing the I.D. System into the team. Has this occurred? Are you still planning on doing this?

k. You also talked about some cross division work with the [name omitted], has this been occurring? Do you think that these type of activities are beneficial to the team’s development and communication?

l. When I asked you last time whether you knew of any major changes coming up, you said that you had a sneaking suspicious that there could be some staff turnover. Besides [name omitted] moving out of the team, has there been any other staff leaving? What has the effect of this been?

m. You also mentioned that [name omitted] had only just started recently. How well has she blended with the team?

n. Just as a final question, do you feel that there has been significant development within the team in terms of things like team communication and cohesion? Or do you feel that the team is essentially in the same situation as last time we spoke?

o. That’s all the questions I have, do you have any more questions or comments?
Appendix F – Sample I.D. System® Profile

The *Instinctive Drives™* (I.D.™) of

A. Sample

This example I.D.™ Report has been significantly edited to provide a much shortened version of the contents of a personalised I.D. Report.

Each section contains just one example of the items usually contained within that section.
The Instinctive Drives™ (I.D.™) of
A. Sample March 7, 2007
I.D.: 8632

<table>
<thead>
<tr>
<th>Comparisons</th>
<th>Hands on involvement</th>
<th>Advance notice</th>
<th>Simplicity</th>
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<tr>
<td>Clarification</td>
<td>Useful outcomes</td>
<td>Harmony</td>
<td>New challenges</td>
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<td>Reassurance</td>
<td>Literal &amp; candid communication</td>
<td>Structure &amp; routines</td>
<td>Productive pressure</td>
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<tr>
<td>Justice</td>
<td>Visualisation</td>
<td>Time to finish</td>
<td>Dynamic interaction</td>
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The instincts you are driven to use explain your need for...

For each Instinctive Drive™, you are either:

- driven to use it (6 - 9)
- not driven by that instinct (5)
- driven to avoid it (4 - 1)

The needs listed in the direction of your Instinctive Drives, along with the following pages, help explain your particular I.D.

As for the other needs listed, it is not that you are driven to avoid them or “do the opposite” to them. Rather, they are just not a “compelling force” for you.

The instincts you are driven to explain your need for...

<table>
<thead>
<tr>
<th>Unconditional encouragement</th>
<th>Philosophical discussions</th>
<th>Freedom to pioneer</th>
<th>Certainty</th>
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<tr>
<td>Conclusiveness</td>
<td>Diplomacy</td>
<td>Variegity</td>
<td>Logic</td>
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<td>Unconditional acceptance Answers</td>
<td>Leverage</td>
<td>Spontaneity</td>
<td>Composure</td>
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<td>Acceptance of Insultation</td>
<td>Flexibility</td>
<td>Outer time to think</td>
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</table>
Welcome...

Dear Mr. Sample,

Welcome to a brand new horizon... discovering your I.D.™! Actually, you have always had your I.D., it is just that now, with the I.D. System™, you can define it much more specifically and fully utilise it to enjoy a more successful and meaningful life. Your I.D. is 8632.

The following pages will help you gain a better understanding of your true self: including your needs, natural talents and why you do things the way you do.

Cont......

........Congratulations on discovering your I.D. You now have the vital key to doing the things you love, loving the way you do them and loving the people you do them with.

Enjoy every step on your self development journey.

Sincerely,

PAUL BURGESS
Developer of the I.D. System™ and
Founder of Link-up International Pty. Limited
Mr. Sample, you have quite an intense I.D.™ in that you are very strongly driven by three of the four Instinctive Drives™ [Verify, Complete & Improvise]. These three instincts in particular explain why you think things through and plan your strategy so carefully, from a variety of different angles - to make sure you eliminate the risks of getting things wrong.

But then when it comes to implementation, the path you ultimately take is invariably different to the original design. You have an in-built drive to deviate, yet also a need to work out something you can deviate from!

Nonetheless, as all four instincts work together, your most compelling motivation occurs when you:
• have complex and challenging problems to solve,
• feel absolutely certain and confident about what you are doing and are able to work at your own pace
• are required to be totally involved (at least initially in the problem solving or “testing” stage - especially to work out what the real issues and risks are)
• can delegate the menial bits (menial to you, not necessarily menial to others)
• feel on top of things and in control
• are persevering until you get everything right - (functioning at such a high standard that you don’t have to “sell” or promote the outcome - the results will speak for themselves).

Then, when you lay down victorious, totally exhausted, but knowing that you personally made the difference, with your expertise, skill and attitude, the problems are solved, the results speak for themselves - and keep speaking ... now that’s satisfaction!

**YOUR NEEDS**

A concise list of your needs is included later in this booklet. Here are some explained in more depth:

- Each I.D.™ Report contains approximately 6 specific I.D. based needs. An example of the explanation of a need for the I.D. 8632 follows:
• Problems to Solve

Your [Verify] explains why you need to think things through and work things out so that they make sense to you - especially those things that are complex and require a great deal of perseverance.

Even when others have already solved the problem or “worked things out” you need to think things through and have them make sense to you in order to accept their outcomes. Indeed, if things don’t make sense to you, you find it impossible to agree, comply or commit.

Similarly, if you don’t have problems to solve, you are vulnerable to creating them in order to “be true to yourself”.

Problems... who needs them? You do!

NATURAL TALENTS

Mr Sample, your I.D. gives you a number of very special, natural talents. Indeed, these talents are so natural that it is easy to underestimate how special and unique they really are. I.e. Many people often think that because these particular talents don’t take any real “effort”, everyone else must be able to do them too! Not true. Here are some examples:

- Each I.D.™ Report contains approximately 6 specific I.D. based talents. An example of the explanation of one talent for the I.D. 8632 follows:

• Sense of Dependability!

You certainly personify the notion of “doing whatever it takes”, “moving heaven and earth,” “come rain, hail or shine” to ensure a commitment is delivered as promised. While its equally true that you won’t make the commitment or buy into something in the first place unless you are certain [Improvise] that the result can be achieved, once committed you will do all things reasonably possible (including becoming as personally involved as necessary) to ensure expectations are met.

Ideally, you are best left to perform on your own, taking full responsibility for a total project rather than relying on the (often mediocre and unpredictable) contributions from others - especially if the risks associated with failure are quite high.

NATURAL VULNERABILITIES

All natural forces can be life giving and constructive but they also have the power to be debilitating and destructive. So it is with Instinctive Drives. Just as your I.D. delivers special natural talents, there is also a “flip side” – we call them vulnerabilities.

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Learning more about your I.D. and the I.D. System can help reduce these vulnerabilities but you will never eliminate them. That is why we call them vulnerabilities, not weaknesses. Some people focus on their weaknesses and eventually, may convert them to strengths.

However, as you cannot change your I.D., your vulnerabilities will always exist. Take note of your vulnerabilities and be particularly aware of your bias.

- Each I.D.® Report contains approximately 6 specific I.D. based vulnerabilities AND STRATEGIES to manage this vulnerability. An example of the explanation of one vulnerability for the I.D. 8632 follows:

- **The "Bottleneck" or "Handbrake"**
  Even when you have other people to help you, your natural instinct is to do it yourself - at least then you know what has been done, whether it's been done right and where the relevant risks exist. This can be very time consuming, cause you to miss deadlines (in the interests of "quality") and very frustrating to others who may be relying on your input so they can continue with theirs.

To others, you can actually appear quite negative when you automatically see all the reasons why a new idea or direction won't work. This isn't because you are a negative person but because you see risks that may not be apparent to others and such changes threaten your comfort zone or status quo.

### Relevant Strategies

1. Define "quality" according to the expectations of others rather than your own standards. After all, what is the point of producing something that is too late for them to use or too expensive for them to afford. Alternatively, explain your standard (and the associated time and cost expectations) so that they adjust their expectations in line with yours. Never assume you are on the same wavelength.

2. Recognise that others will approach you for your expertise before they have exhausted their own. When you accept their cry for help, the ownership of it also transfers (unwittingly) to you too. Instead, ask them "have you thought this through yourself first? If so, what have you come up with? What is your solution? If you can see they haven't applied themselves to it, turn them away to do so. On our experience, this will free up at least half your time.

### RECOMMENDATIONS

We have worked with and coached many people who have a similar I.D. to you and, to save you reinventing the wheel, here are some tips we have learned from them which may be useful to you as well.

- Each I.D.® Report contains approximately 6 specific I.D. based recommendations. An example of the explanation of such recommendations for the I.D. 8632 follows:
• Don’t expect everyone else to see problems or be drawn to solve them as naturally and as thoroughly as you do. It is a unique talent of yours and you will win many more friends and influence many other people if you use this talent to transfer some of your skills to them rather than criticise them for not doing it your way or at your standard.

• Always take the time to think laterally about the greater risks and issues. The issues and risks directly connected to a situation or topic (as great as they may seem) are often small in contrast to other indirect risks. For example, your thoroughness may eliminate the risk of a mistake but it as this also drains your time and energy, you may then be prevented from sharing precious moments with the special people in your life, running the (much greater) risk of also being alienated by them.

THE NEXT FEW PAGES

The remaining pages of the booklet will help you learn even more about yourself. They are only a synopsis but you have probably gained enough insight now to fully understand how to use and appreciate the significance of this material.

YOUR FUTURE DIRECTION

One of your greatest talents is to take full personal responsibility for managing major projects or critical situations - to make them be the way they are meant to be, especially those where:

• you can work on your own or in a highly professional and diligent team,
• there is a need for complex problem solving and specialist expertise,
• things are constantly changing or highly vulnerable, requiring you to monitor very closely
• the real issues need to be confronted and resolved
• the output can be at such a high standard that the quality sells itself.

The more challenging the issue and the greater your associated expertise or interest, the greater your ownership.

Rest assured that even though at times you may feel unappreciated, isolated or that you are wasting time, maintain your spirit, conviction and enthusiasm because in the end, your personal example, consistent performance and sense of excellence inspire others to also keep trying even when they feel defeated.

Aim to make your roles, relationships and vocation congruent with this particular talent and you will be sure to gain the handsome rewards and recognition you need for a happy, successful and meaningful life.
1. Re-read your I.D.™ booklet several times now and at least every 6 months – as part of your ongoing peak performance journey.

2. Ask yourself these 3 questions now - and again on a regular basis (for each area of your life):

   i) **What does being true to you mean?**
   If you were being true to yourself at work, at home, in your relationships, with sport or even just a particular task, what would that look like? How would you be functioning?

   In this context, your I.D. is both a guide and a reality check to help you discover and/or fine-tune your answers. It defines the optimum way for you to live and contribute in each area.

   ii) **Where are you now?**
   Are you in stride or working against your grain? Why?

   iii) **How do you get back on track (and stay there)?**
   The first step to addressing any issue is awareness. Then you need action!

   1) Identify 2 specific needs (based on your I.D.) that are not being met (refer to the following page – NEEDS). Simply overlay your I.D. chart with the NEEDS chart to identify the columns relevant to you.

   2) Find the Needs that have greatest impact for you right now, then

   3) Develop strategies that match your I.D. or

   4) Take advantage of our international help desk service or contact your local I.D. qualified consultant and gain priority access to proven strategies that are tailored to your I.D. We invite you to briefly discuss any issue without any charge or obligation. We also have additional resources regarding:

   Communication strategies          Leadership strategies
   Team development                 Stress management
   Time management                  Dealing with change
   Managing money                   Parenting

   And many more...

   Operating at your best means staying in alignment with your natural instincts! It's also the key to eliminating stress and enjoying consistent success.

3. You can also use the TALENTS and VULNERABILITIES pages to better understand your own I.D. as well as those who are opposite to you.
Appendix G – Nodes used for coding

Team Language and Communication
- Poor Teamwork
- Poor Team Communication
- Effective Teamwork
- Effective Team Communication
- Common Language

Team Development and Growth
- Potential Future Changes
- Formal Training Planned
- Formal Training Desired

Team Cohesion and Conflict
- Team Conflict
- Poor Team Cohesion
- Personal Connection
- Personal Conflict
- Good Team Cohesion

Instinctive Drives System
- Verify
- Authenticate
- Complete
- Improvise

Group Development
- Storming
- Performing
- Norming
- Forming
- Adjourning

Enculturation
Appendix H – Abstracts of Papers by the Author

A CANONICAL CORRELATION ANALYSIS OF THE MYERS-BRIGGS TYPE INDICATOR AND THE INSTINCTIVE DRIVES SYSTEM™

The number of profiling tools within organisational environments is increasing rapidly, so it is important to consider whether these supposedly different tools are actually measuring different aspects. This study examined the relations between the Myers-Briggs Type Indicator and the Instinctive Drives System™. The study consisted of 50 participants, who completed both personality measures. Canonical correlation analysis, as well as bivariate correlation analysis was used to determine significant relations between the scales. Canonical correlation was found to be a useful analytical tool, highlighting the fact that whilst there is a small connection between the two measures, they are essentially measuring different aspects of personality. The results of the study highlight the need for further research in this area.

THE RELIABILITY OF PROFILING WITHIN THE WORKPLACE – A COMPARISON OF TWO PERSONALITY MEASURES

This study aims to examine the test-retest reliability of the Myers-Briggs Type Indicator and the Instinctive Drives System™ in order to determine their effectiveness in the workplace. It was hypothesised that the Instinctive Drives System™ would demonstrate significantly higher test-retest reliability. The study consisted of 50 participants, who completed both personality measures twice. Unlike previous studies which only compare test-retest reliability by examining the averages of the entire sample, this study directly compared changes in individual scores. The Instinctive Drives System™ was found to be significantly more likely to return reliable results than the Myers-Briggs Type Indicator. The results of this study provide valuable information for business managers interested in improving performance through personality profiling in the workplace.
Appendix I – Sample Interview Transcript

Interview Transcript – Team Manager – NP1
NP1 - *Location* – Phase 1
NP1 Conference Room

Researcher: Maybe then just to give a start off to the interview then if
you don’t mind maybe explaining what your position is here at
[NP] and how long you’ve been in that position?

Team Manager: Yep. I’m the division manager here. And I’ve been
with [NP] now for probably about 18 months. Inside that time
I’ve held three different roles. I started off in the job that [Team
member 2]’s doing at the moment. I was in that for
about…three…four months…three months. Then I moved into
the [role title omitted], which is [name omitted]’s role, and
[name omitted]’s not here today. And I was in that one for about
three months again. And then I…took over the division
managers role. I’ve been in it now for about 12 months.

Researcher: Okay… I guess also I’ll just quickly explain to you kind of
what I’ll go through this afternoon. There’s three main sections,
firstly I’ll talk about your own attitudes towards what teams are
and what the I.D. System is. Second section I’ll talk about how
your team has started to use the I.D. System. And finally I’ll talk
about how you can see it being put to use in future.

Team Manager: Okay…

Researcher: Okay? So, again just to start off with a kind of broad
general question…how would you define or describe an
effective team?

Team Manager: An effective team? Being an effective team’s one that
communicates well, they’re quite open in their communication,
they’re…they…they work together however the members of the
team also have the ability to work independently. I think effective team has a variety of skills that they bring to that team. And...work together, effective communication...oh and they achieve outcomes, and they achieve goals and outcomes and you know what they’re...what the team’s designed to do...also effective teams have pretty clear outlines about what those goals are and they work together, obviously there’ll be side projects and things where not everybody needs to be working on the same thing, but generally they’re working towards, in our case an organisational outcome or organisational goals, but the purpose for that team being set up, is why they were...you know hopefully they’re all working towards that goal and...be effective.

Researcher: Good definition. A lot of people kind of struggle with that one first up, but that was really good. To what extent do you feel that that definition that you’ve given describes the current team that you’re working in?

Team Manager: I think it’s fairly accurate. I think this team...have a fairly good organisational perspective, so they understand the purpose, why we’re here and why we do what we do. Definitely have a variety of skills in place and the different roles that we have within, like a team, an actual position description, and our positions can be varied at times...we’re a small team so we do work quite closely together. We’re pretty open with one another. Have a pretty open communication flow...and...we definitely work individually at times, but...and then often have to pull together as a whole team to deliver both short and long term goals. So short term like, [tasks omitted]. Or a longer term goal of delivering some training or...you know a longer term goal of [task omitted] or...and then move into some of those other educational based stuff...planning and delivering workshops and participating in research, which we see at that next stage, and longer term again. I think this team’s a pretty...from that
definition I was talking about before…probably a pretty good indication of a team. I think you can apply that definition into our team…obviously elements of it work better than others, and at some times different elements stop…don’t work as well…so it varies, I’m not going to say that this team’s awesome and that we do everything and achieve everything in a timely fashion and…but I think we’re fairly conscious of the fact that we are a team and how we work together. So yeah I think it meets that prior definition pretty well.

Researcher: Okay, great…I got a reasonably good idea from having a chat to some of the other people, but how has the team kind of come together, like I think…about 6 months ago was probably the point where you say the team started…

Team Manager: Yeah it was probably…been about 6 months, there was a period of…quite a lot of change within the team, and quite a lot of change within roles…previous staff members leaving…and some uncertainty around some staff members as well, being here and then being away and then being back again and things like that, so probably around 6 months ago the team sort of…came together and there was change in role…three of the staff members out of the five…well four out of the five if you include myself into that, we all changed role….one after the other, as a role became vacant, we internally progressed each person into a different role. Which made our division support officers role vacant and available, and that’s when we hired [Team member 3]. So, that was probably…the team probably didn’t actually form as a team until after that…physically we became a team then…because that’s when we had all of the staff members here in a group together…but it probably wasn’t for a while after that that we actually started to function as a team. It took a while for people to get an understanding of their individual roles and then, how they interrelate with everyone else…where the borders of their role are, how they help out
others you know all those sorts of things of a functional team as well…

Researcher: So you think that’s just a natural thing in any type of team development or do you there are specific reasons as to why this team took a while to kind of…

Team Manager: Ahh…I think there needs to be…I think there is a natural progression in that, a natural development…certainly I suppose the situation…may be like some, but maybe I think in some aspects in that the…the roles can be quite varied at times, and therefore it’s not always easy to clearly define exactly what your role is. You don’t always come in with a very clear cut position description that tells you exactly what you’re going to do from 9 to 5 each day. There’s a lot of flexibility also within that, in that you can specialise or move into different areas and…or pick up different pieces of work from time to time, so I think…within [NP], that’s a natural thing in that it takes a while for you to get to know and understand your role, and also the role will differ in each office, depending on the needs of the members, the needs of the…of the community and the individual organisations, individual division. So I think it was definitely a natural thing for us, as a team. Other teams will do that quicker if they’re more defined in what their role is. I think it’d be less of that teething period where you go through that period of trying to understand what your role is and how that relates to everybody else.
Appendix J – Sample Observation Notes

Team Meeting: IT1

[Team Manager - IT1] invited us to come into a video conference leadership meeting with their team that was taking place all day on Friday. The experience of watching a video conference meeting take place was very interesting, particularly the way which people varied between being very engaged to not participating much and allowing others to lead the conversation and raise any points of interest. There were 12 people in total at the meeting, 11 team members and 1 facilitator. Eight of the team were on site spread across 2 conference rooms. Three members were joining the conference remotely, from their own offices.

Team Meeting Room Layout:

Observation Notes:

- Some joking around about the I.D. terminology
- [Team Member 2] uses the word “wonderful” a lot
- [Team Manager] starts the meeting on a positive note, hoping to get through it smoothly
- Everyone was nodding in agreement, but their body language demonstrated different levels of agreement
• [Team Manager] feels the need to preface numbers they are recalling from memory with letting everyone know that their information may not be accurate
• [Team Manager] seems to aim very high and expect a lot from their team, uses personal anecdotes
• [Team Manager] opens the floor for questions, making reference to their own high verify drive
• [Team Member 3] jumps in without hesitation to ask questions
• [Team Member 4] seems to appreciate clarification, feeling more confident through receiving more information
• Facilitator outlining the aims set forth at the last meeting, putting a positive spin on the meeting
• [Team Member 2]’s inspiring word was ‘integrity’, keeping with their warm and fuzzy attitude
• [Team Member 1]’s word was ‘amaze’.
• Facilitator outlines the plan for the meeting
• No side conversations, bring them into the group and stay focused
• Facilitator uses the analogy of the team being a shark, as they keep moving
• [Team Member 2] remembered the shark analogy and the reason behind it when no-one else would answer
• [Team Member 2] calls for clarification, referencing their high verify and the majority of verifiers
• [Team Member 1] also adds a lot of clarification
• [Team Member 2] suggested colour coding information, [Team Member 1] referenced their high verify as the reason for this
• [Team Member 1] trying to bring some rules to the emerging prevalence of communication through video conferencing, not comfortable addressing issues as they emerge
• [Team Member 1] emphasising the need to plan the use of the video conference rooms, rather than just throwing staff at them
• Facilitator prompts comments and feedback, fostering positive participation
• [Team Member 3] jumps in with compliments
• [Team Manager] encourages the progress but acknowledges that they have a lot of clarifying questions
• [Team Member 2] comes in with encouragement for everybody and enthusiasm, pats on the back
• [Team Manager] has a list of questions regarding [Team Member 1]’s presentation
• [Team Member 2] wanted to have the pre-written information in front of them, not comfortable ad-libbing
• [Team Manager] seemed to get frustrated with [Team Member 2]’s fussing, just wanted the information right away
• Everyone seemed to be quite positive and enthusiastic during the feedback stage, though this seemed to be veiling their need for clarification, which became more vigorous and less courteous, getting down to business
• [Team Member 3] asked for more clarification, also used the I.D. language, asking if they could authenticate
• [Team Member 2] seems to not be able to sit in their chair for long amounts of time
• [N/O] got very frustrated at being told to wait to contribute to the conversation, due to the facilitator and video conferencing
• [Team Manager] needs clarification of concepts with actual examples
• [N/O] had to be prompted to go into more detail
• [Team Manager] needs very good examples of actual events in order to accept it as a valid reason for doing things
• [Team Manager] wants examples but then challenges them asking if they could be attributed to other things
• [Team Manager] needs a lot of clarification and often dismisses people, saying that they don’t get it, prompting others to provide more information or get frustrated
• [N/O] piped up about the actual validity of plotting the importance of options, finding it difficult to get their head around the plotting and the usefulness of it, due to the fact that they would probably look at all the options anyway
• [Team Member 2] attributed this to their own high verify
• [Team Manager] elaborated greatly, explaining the graph step by step and then how it relates to their work and the future of the company
• [Team Member 1] acknowledged everyone’s effort referencing their I.D. strengths and thanking them, saying that their verifies and improvisers have allowed them to get some great work done
• [Team Member 2] is very positive, brings other people in to their discussion
• [Team Member 2] made reference to their high verify, using it to explain why they need to start at the beginning of things and work through
• [Team Member 2] Seems to use emotive statements like “can you believe?” to get their point across
• [Team Member 2] checks first before going into detail, and doesn’t like guessing or estimating numbers. Delegates to others to summarise
• [Team Manager] seemed to get frustrated with [Team Member 2]’s need to check their facts as this wasted time, then guided them back on track, knowing that it could end up being a potential time waster
• [N/O] often needed extra clarification on points put forth
• [Team Member 2] likes to “talk through” things, giving lots of background information to cover all aspects of the question
• [Team Member 3] requests a summary of the analysis, wanting the big picture
• [Team Manager] likes to request a lot more information and then summarise to make sure they have understood
• [N/O] doesn’t add much, not wanting to interject, although when they do speak, they are sure about it
• [Team Member 1] feels the need to clarify and be very explicit when one of their concepts is misunderstood by someone else
• [N/O] pipes up to clarify on points, needing to make sure things are clear in their mind
• [Team Manager] is not shy of speaking over the top of others to make sure they get the information that is necessary.