

The Influence of Institutional Legitimacy and Design Affordance on Strategy Workshops

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The Influence of Institutional Legitimacy and Design Affordance on Strategy Workshops

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Abstract

Strategy workshops are a common and well-used tool within organisations. They are used to develop, focus, and communicate strategic aims and can frequently become a pivotal and critical strategic episode within an organisation's planning and development. Extant research argues that strategy workshops assume an underpinning logic or rationality from the contributing actors. This thesis explores these assumptions by investigating the actors' contributions and focus during a strategy workshop. The study explores organisations across a distinct set of fields, Health, Education and Local Government, using a combination of the strategy as practice lens alongside neo-institutional insights. Ten organisations undertook strategy-making workshops, following a directed causal cognitive mapping process.

Three cross-cutting themes emerged from the data. Firstly, the design affordances of the strategy workshop had an apparent effect on inputs and cognition. Secondly, within hybrid organisations, the institutional drivers and legitimacy of the field resulted in actors exhibiting unquestioning support of their professional organisational field, rejecting the higher-order organisational field. Lastly, the actors used the workshop to influence the higher-order institution, reforming the strategy workshop into a form of institutional work.

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Chapter 1 Introduction

Research question.

'In what ways and to what extent do the issues of institutional legitimacy and tool affordance influence strategic attention and cognition within a strategy workshop?'

1.1 Overview

Strategy workshops are a common and well-used tool within organisations (Hodgkinson et al., 2006, Johnson et al., 2010a, Kaijima and Stalder, 2022, Kryger and Edwards, 2021). They are used to develop, focus and communicate strategic aims and can frequently become a pivotal and critical strategic episode within an organisation's planning and development (Hendry and Seidl, 2003). Extant research observes that actors assume an underpinning logic or rationality when contributing to strategic activities (Rasche, 2008). Within a practice lens, any quest for rationality is viewed as a social convention that pre-prescribes sets of values for actors, a strategy tool being symbolic of "rational strategic processes" (Jarzabkowski and Kaplan, 2015:551). If actors are not undertaking rational analysis and choice during a strategy workshop, a question arises as to what then influences an actor's contributions to this process? Thus, this work is guided by the following research question:

'In what ways and to what extent do the issues of institutional legitimacy and tool affordance influence strategic attention and cognition within a strategy workshop?'

The work aims to investigate this question and contribute to the literature by utilising a strategy as practice lens (Jarzabkowski, 2004, Jarzabkowski and Kaplan, 2015, Johnson et al., 2007, Whittington, 1996), alongside neo-institutional insights (Dimaggio and Powell, 1983, Greenwood et al., 2017, Jepperson and Meyer, 2021, Scott, 2014), across a range of defined organisational fields (Machado-da-Silva et al., 2006a, Wooten and Hoffman, 2016). This combination of perspectives or 'practice-driven institutionalism', will enable a close-up scrutiny of strategy-making workshops whilst examining the impact of any societal logics embedded within the institutions under investigation (Smets et al., 2017, 2015).

The study explores organisations across a distinct set of fields, Health, Education and Local Government. Organisations within these groups are of particular interest as they have been observed to exhibit strong hybrid institutional identities across organisational fields

(Battilana et al., 2017). A hybrid organisation being one which contains multiple institutional fields. Ten organisations undertook strategy-making workshops, following a directed causal cognitive mapping process (Abuabara and Paucar-Caceres, 2021, Eden, 1995, Hodgkinson et al., 2004, Laukkanen, 1994). The workshops were live strategic development sessions for the organisations, not a construct for research purposes, with the author acting as both facilitator and researcher. Once completed and analysed three cross-cutting findings emerged. Firstly, the design affordances (Jarzabkowski and Kaplan, 2015) of the strategy workshop had a clear effect on inputs and cognition. Secondly, the institutional drivers and legitimacy of the fields resulted in actors exhibiting unquestioning focus on ‘their’ lower-order organisational field and rejection of the higher order field. Lastly, the actors tended to utilise the workshop as a mechanism to influence the higher-order institution, reforming the strategy workshop into a form of institutional work (Dobbin, 2010, Lawrence and Suddaby, 2006, Lawrence et al., 2013).

1.2 Background to the Thesis

In the 21st century, the language of strategy has become pervasive. The concept has now colonised all parts of management and society, with managers, the general public and politicians using ‘strategy talk’ to add rhetorical weight (Alvesson and Willmott, 1996:2) to a plan, aim or approach they have to a problem or arena (Godfrey, 2015). The terminology has been de-sacralised (Kupers et al., 2013) to the extent that everyone has a strategy for everything. The terms and expressions are now part of a common language underlying a social expectation that to be a professional manager; you do strategy. Organisational managers may perceive what strategy and doing strategy means, often aligning with general, almost universal frameworks (Bettis, 1991, Daft and Buenger, 1990, Rasche, 2008). The traditional strategic analysis, choice, and implementation frameworks are a common approach. Researchers within the strategy field acknowledge differences between contexts (Bettis, 1991, Spender, 1989b, Whittington, 2001). However, there remains a leaning towards the high-level generalisable theory that does not describe the contextual and social processes that may influence actors undertaking strategy development (Jarzabkowski et al., 2016).

Strategy is recognised as having multiple philosophical foundations with no single unifying paradigm. However, the field remains relatively overshadowed by the contemporary positivist view, where strategic management theory is universally applied to any context (Rabetino et al., 2021). This traditional positivistic/economics-based literature tends to overlook context (Greiner et al., 2003b, Jarzabkowski and Whittington, 2008) and organisation type, arguing that a rational, positivistic and economics-driven approach to analysis will be appropriate in every situation.

In challenging this rational view, we can explore organisations as subjectivist social constructions (Downing, 2005) that differ in makeup and form and are driven by the perceived reality of individual agents. Then, within this practice, we encounter agentic actors undertaking strategy in ways unique to the actor's perceptions and the imperfect information available. Smircich and Stubbart (1985) summarised these ideas with their three perspectives, the first being the positivistic 'objective environment'. Here an organisation exists within an environment that is independent and external. Analysis within this perspective assumes that information and facts are waiting to be found; actors establish 'facts' and create a strategy to meet them. Their second positivistic perspective explores the distortions and inaccuracies that actors can undertake within a perceived environment. The environment remains a real separate and external object. But actors are contained by bounded rationality (Cristofaro, 2017, Simon, 1955) and imperfect interpretations (i.e., the limited information available to interpret and make decisions). Within this perspective, the strategist aims to recognise the imperfect nature of their analysis and minimise the gap between reality and interpretation. This brings us to their final insight, which aligns social constructionism with strategy, the 'enacted environment'. The insight is that a separate objective environment does not exist; instead, actors and organisations label activity patterns. What they see as their environment is entirely generated by human action and efforts to make sense of these actions, a social construction (Andrews, 2012, Berger and Luckmann, 1966, Burr, 1996, Gergen, 1985, Silva et al., 2012).

Taking the concept further, we can view strategy as a subjective interpretation of the actors' reality (Mintzberg et al., 2001). The individual's construction of organisational phenomena or schema (Hogarth, 1987) is not a reproduction of the environment but is

created or enacted in the minds of actors (Smircich and Stubbart, 1985). This social constructionist (Berger and Luckmann, 1966, Burr, 1996) view argues that there is no single truth within an analysis of the environment. The idea of an objective, concrete environment is replaced by actors forming, understanding, and creating the environment. Strategic analysis and formation are placed within the actor's mind as a purely cognitive process, which can be developed and understood through cognitive mapping (Axelrod, 1976) and schemas (Mintzberg et al., 2001). This social construction view describes knowledge aspects of our world as not real but a construction that only exists through social agreement within society (Burr, 1996).

Social constructionism is critical of the idea that observations of phenomena can reveal their true nature and that it is possible to have an unbiased and objective study (Sayer, 1997). This contradicts positivism within more traditional science arenas and takes the view that what exists is based on our perception of what exists. An example of this is categorisations such as music genres. There is nothing within the music itself that results in it being divided in this manner, this is a social construction, and music can be divided in many other ways. Furthermore, how we understand the world depends on our culture and history (Burr and Dick, 2017). Knowledge elements within a culture are effectively artefacts of that culture and are no closer to any truth than another worldview from a different culture. Knowledge of the world is not informed by the nature of the world but through interaction between people within social life. Knowledge is fabricated through these interactions and practices, with truth being a product of a social process of engagement and interaction (Jarzabkowski et al., 2016). Social action and socially constructed knowledge are interdependent. The social construction of the world enables different kinds of actions from the actors within that world. An example is alcoholism being seen as a crime moving to it being seen as addiction and illness (Burr, 1996). Embracing this subjectivist position raises questions as to what extent theories in strategy can be universal. Further, to what degree are there differences in approaches to practised strategy across different types of organisations and contexts (Ackermann and Eden, 2011a, Downing, 2005, Shepherd and Rudd, 2014, Smets et al., 2017)?

The 'strategy as practice' (SAP) perspective acknowledges this. It explores strategy as an activity, moving away from the concept of strategy as something an organisation has into

something people do (Johnson et al., 2007, Whittington, 2007). Strategy is viewed from a sociological perspective (Hughes, 1971), as a form of individual practice (Jarzabkowski et al., 2007, Jarzabkowski and Spee, 2009, Jarzabkowski and Whittington, 2008) or social practice (Whittington, 1996) with a focus on how strategy practitioners act and interact. Agency and structure are interlinked (Giddens, 1984), and the practitioner, their practice (the activities) and praxis (the reasoning behind action and thought) are interconnected (Habermas and Shapiro, 1972, Marcuse, 1964). Practitioners are viewed as embedded within their organisational or cultural context (Vaara and Whittington, 2012), and the perspective contributes to understanding how context may influence strategy rather than being isolated from it. The SAP lens then acts as a helpful paradigm to explore micro-level practices and any subjective or socially constructed behaviours within strategy work (Rabetino et al., 2021).

Recent work within the SAP field studies the work of strategy within organisations at a micro level of analysis (Elbasha and Wright, 2017, Vaara and Whittington, 2012) with less focus on a more generalisable, group, context or organisational field level. This thesis intends to complement the SAP literature by incorporating the macro focus of Neo-Institutional Theory (NIT) (Dimaggio and Powell, 1983). This area has been identified as an area of interest for the SAP community (Johnson et al., 2007).

Within NIT institutions are groups of organisations that interact to the extent that they may become more homogenous through drivers of isomorphism (Dimaggio and Powell, 1983, Hawley, 1968). The fundamentals of NIT detail a range of concepts that can be utilised to examine institutions, thereby enabling analysis at a higher level than an individual organisation or that organisation's industry. NIT proposes that it is not economic drivers but social pressures on organisational fields through rationalised myths that become agreed standards or models of behaviour, driving pressure to conform to the institutional norms (Machado-da-Silva et al., 2006a, Meyer and Rowan, 1977, Scott, 2014). According to NIT, actors seek legitimacy within groups of similar organisations by duplicating aspects of these organisations (Suddaby, 2013). Their institutions embody the scripts or packages of culture, both formal and informal, that define a particular sector and with which they make sense of the world (Wiseman and Baker, 2006)—resulting in organisations within an

organisational field becoming more similar through a process of institutional isomorphism (Hawley, 1968).

Organisations need to be grouped to study the influence of institutional or contextual differences. This can be achieved in numerous valuable ways through typologies or taxonomy. However, these forms of categorisation or ideal type (Doty and Glick, 1994, Kilmann, 1983) do not describe any causality or the reasoning behind how organisational actors may act (Scott, 1981). The critical unit of analysis within NIT will address this, the 'organisational field'. This can be defined as a group of organisations within a community that shares a common meaning system and whose actors interact frequently (Scott, 2014). Using NIT and organisational fields allows a 'loose coupling' (Weick, 1976) of organisations, providing a more global-orientated theory without complete or uniform compliance across institutions. The argument is that institutional thinking may result in aligning the organisational field's approach to strategy with observable differences across various fields.

If we assume that different types of organisations within organisational fields undertake strategy processes differently. A comparison of strategic work across different organisations, organisational fields and contexts could be problematic. To address this, a standardised strategy tool was utilised to make comparisons across organisations. Within SAP, Strategy tools can be defined as the models, systems and frameworks for developing strategy (Djurić, 2015, Jarzabkowski and Kaplan, 2015, Paroutis et al., 2015, Roper and Hodari, 2015). One widely recognised tool/institutional practice (Suddaby et al., 2013) is a strategic episode in the form of 'off-site awaydays', 'meetings,' or 'workshops'(Hendry and Seidl, 2003). These 'strategy away days' or 'task groups' are a widespread, credible, recognised and accepted construct for organisational strategy development (Johnson et al., 2010a). For consistency across the selected organisations, the researcher utilised a standardised 'strategy-making process as a distilled and condensed form of the organisation's strategy process during a strategy away day (Eden, 1995, Hart, 1992). Strategy-making is the process of creating a strategy by actors within the organisation, who will then implement that strategy (Ackermann et al., 2005, Eden and Ackermann, 1998). A group of actors from each organisation participated in a standardised form of a strategy workshop using a Revealed Cognitive Causal Mapping (RCCM) method (Hodgkinson et al.,

2004, Laukkanen, 2012, 1994, Montibeller and Belton, 2006a, Nelson et al., 2000b) refined into a strategy making approach (Ackermann et al., 1992, Eden, 1988a, Eden, 1994).

RCCM frames, captures and consolidates a group's cognition. Participating actors' ideas, approaches, priorities and ways of working within strategy are agreed upon by the participating actors, and the final map represents their organisational thinking or cognition. This enables a micro-level strategy development analysis, directly observing organisational actors. The institutionally defined properties of the actor environment system or circumstance (Faraj and Azad, 2012) offering different possibilities of action and insight within the strategy workshop. The strategy workshop can also be considered as having agency in itself, as a 'field configuring event'. The strategic episode contributes to a field's evolution and growth while revealing the nature of actors' perceptions within the field (Lampel and Meyer, 2008).

This exploration of institutional drivers and context within strategic thinking led the writer to have a particular interest in hybrid organisations (Battilana et al., 2017, Boudes et al., 2020). A form of organisation that may contain or encompass multiple institutions. Multiple institutions imply different legitimacy drivers and differing constructions of reality. Hybrid institutions then make an interesting testbed for exploring strategy practice in context, as a department, unit, profession, and organisational institutions may differ, possibly impacting strategic analysis and choice. Public sector organisations are of note in encapsulating multiple institutions within a single organisation. On the one hand, they appear to be single organisations with seemingly simple institutional alignment but have numerous overlapping institutional fields embedded within them. Based on this, three specific sectors have been explored under the broad heading of the public sector. These are education, local government and health. Organisations and groups within these sectors undertook live strategy workshops intended to support and direct their organisations, with the author acting as both facilitator and researcher. A cognitive causal mapping process (Nelson et al., 2000b) was used to develop the strategy, and the outputs of the workshops were then utilised to explore the focus of attention and cognition of each organisation. Thereby enabling an exploration of themes across the whole sample. The subsequent analysis of the revealed cognitive schema allowed the investigation of differences and similarities across individual organisations, the entire group of organisations and

specifically between the institutionally defined organisational fields. The aim is a balance between not overclaiming and failing to reflect critical contextual factors, nor being so idiosyncratic that it only provides insight into individual organisations.

Overall, a grouping of organisations in institutionally defined fields enabled analysis at a higher level, synchronously allowing a deep contextualised and accurate understanding of what is occurring at an actor/group level using cognitive causal mapping.

The causation of focus and attention of actors explored through a neo-institutional lens and the sessions affordances. The affordances of the workshop or 'strategy tool' (Jarzabkowski and Kaplan, 2015) explore the design limitations of the process and the limitations of the actor's rationality. The workshop gives insight into the nature of a group's organisational field, its legitimacy drivers and the socially constructed reality of the group undertaking a strategy workshop. The cognitive maps highlight the socially constructed reality of the group(s) under study (Gergen, 1985), potentially revealing institutional-level similarities, insights and differences across organisations, organisational fields and contexts.

Overall the thesis aims to support the SAP field in first moving from the micro to the institutional realm (Smets et al., 2017, Smets et al., 2015, Suddaby et al., 2013), adding to the research in the use of strategy tools (Jarzabkowski and Kaplan, 2015) and lastly further exploring the research into strategy workshops (Healey et al., 2015, Johnson et al., 2010a, Paroutis et al., 2015). This work seeks to complement mainstream strategic management literature at a mid-level unit of analysis (Vargas-Hernandez, 2014, Vargas-Hernandez et al., 2016) specifically by exploring the influence of context and institutions and how a strategy workshop can be influenced by its affordances and institutions. Exploring and comparing phenomena with individual case study organisations potentially adds insight to theory and develops the work on how contextual or institutional factors influence strategic management theory (Jarzabkowski and Whittington, 2008).

The thesis will start with an overview and background to the nature of management knowledge and the philosophical and contextual underpinnings of management and strategic management. This aims to establish the current dominate paradigm with strategic management and explain its roots. Following this, Chapter 3 will explore the current

literature with strategy workshops and approaches to mapping group cognition. Chapter 4 will introduce the reader to Neo-Institutional Theory which will be utilised in the analysis and NIT's unit of analysis, the Organisational Field. The aims and questions will be expressed in Chapter 5 and the detailed method and tactics for generating and analysing data will be explored in Chapter 6.

The thesis will explore ten strategy workshop cases, the individual maps and findings are discussed in Chapter 7, each case having its own section. A comparative analysis and thematic findings are raised in Chapter 8, and the possible explanation for these findings explored in Chapter 9. Finally, Chapter 10 will summarise the conclusions, revisit the research questions, the contribution and make recommendations for future work. Please note the appendix contains a sample of the data from one case study and a reflection on the researcher's journey.

Chapter 2 The Nature of Management Knowledge and the Philosophical and Contextual Underpinnings of Management and Strategic Management

2.1. Introduction

This chapter aims to review the current literature regarding the nature of management knowledge and the philosophical and contextual underpinnings of management and strategic management. The argument is that the strategic management field remains relatively dominated by universal theory (Rabetino et al., 2021), which is seemingly applicable to any situation or context. The chapter will include an exploration of the philosophical assumptions of the broader setting of management knowledge and, more specifically, within strategic management. It will explore the contextual development of strategic management leading to this philosophical position, the inherent paradoxes within strategic management and its leanings towards ideology to express and justify the basis of some of these issues.

2.2. The Broader Context of Management Science

Management science is currently undertaken within diverse philosophical viewpoints and research approaches, with a plurality of philosophies and methodologies endemic within the literature. However, the foundation of management science is broadly based upon and led by a fundamentally modernist, logical positivist, empiricist philosophy (Mingers, 2006). The origins of this scientific and lawlike approach are based on three assumptions (Whitley, 1984b).

Firstly, that there is one true way of generating knowledge, it applies to all situations, and management science is similar to the natural sciences (Terry, 1977). Management science is positioned as “the application of scientific methodology, or principles, to management decisions” (Dannenbring and Starr, 1981:1). A specific philosophical approach that was uncritically adopted in the 1950s (Whitley, 1984b). Although receiving many critiques (Suppe, 1977:617-32), it was reinforced when a move towards a more pluralist or more wide-ranging approach to management research was perceived as a deviation and a move away from the position of consensus. Some deemed a consensus necessary for advancing

knowledge, and any move away from this consensus was viewed as limiting scientific progress (Pfeffer, 1993). The result was that scholars in organisation/management fields recommended centrally controlling, limiting, and restricting diverse research development. Subsequent publications were managed by an elite group, restricting views and controlling or purging areas of low consensus (Pfeffer, 1993, Tranfield and Starkey, 1998).

The second of these historical assumptions (Whitley, 1984b) is that this single scientific method is directly valid to or relevant within a social setting and that the range of application of theory is applicable in all contexts and contingencies, as seen in the scientific enquiry model (Koontz and O'Donnell, 1976). Positivism relies on the assembly of facts, the claim being that the approach is factually underpinned. The assumption is that the social or human world can be studied in the same way as any natural science, producing comparable knowledge and does not account for the context and meaning within human action (Whitley, 1984b). An assumption demonstrated by a significant element of management research being based upon single case studies leading to broad generalisations (Tranfield and Starkey, 1998). However, positivistic approaches alone cannot accurately validate social theories (Burrell and Morgan, 1985) and are critiqued as a restrictive approach to analysing social issues (Shrivastava, 1986). These two assumptions align with several of Tranfield and Starkey's (1998) propositions that management research has been too embedded in the physical sciences, developing universal laws and adhering to predominantly American models (stable/growing economy, market-dominated, individualistic and capitalistic (Whittington, 2001)) and that management is essentially non-reductionist, plural and cross-disciplinary.

A final assumption is that knowledge or theory is relevant and usable by managers and unaffected by the use or the operational requirements of those managers. Applied knowledge relies on the notion that a current condition, framework or problem within a management area can be improved measurably by the manager utilising the research or theory (Whitley, 1984a). However, current beliefs and practices amongst managers are widely variant, there is no one way of viewing, perceiving, organising and managing organisations, and as such, there are no unified and identical conditions, frameworks or problems within organisations to apply the generic theory. This quest then deemphasises

the importance of context and the usability by managers within that context (Whitley, 1984b).

A fundamental critique of this logical positivist philosophy was explored by investigating the impact of research on organisations (Hodgkinson and Starkey, 2011). Here the focus was on whether management research ‘mattered’ (Hambrick, 1994, Porter and McKibbin, 1988) and whether it succeeds in meeting the needs of students by business schools who tend to overemphasise the scientific model (Khurana, 2010). The current consensus endorses the double hurdles of management philosophy, rigour and relevance (Hodgkinson and Starkey, 2011, Pettigrew, 2001) and that management research is grounded in two issues, its diverse and fragmented nature and its applied nature (Tranfield and Starkey, 1998). The cognitive components of Business Management (Becher and Trowler, 2001) can be mapped against two substantive dimensions of disciplines, the hard versus soft and the pure versus applied (Tranfield and Starkey, 1998). Hardness is the extent of consistency and consensus within the field; thus, defining boundaries, soft implies divergent and rural (the research area being broad and wide-ranging as opposed to urban, tightly packed occupying a small space (Becher and Trowler, 2001)). Social sciences and business areas are found to be soft because they do not share a single philosophy or paradigm (Biglan, 1973). Whether Business and Management is pure (knowing what) or applied (knowing how, the application to real-world problems (Tranfield and Starkey, 1998)) is observed to be, for the UK in the mid-70s at least, leaning towards the pure.

More recently, there is consensus that there is no single philosophical paradigm within which broader management research operates (Whitley, 1984b). Thus the field can be viewed as soft, having attributes of engineering, crafts or medicine, and the argument that disseminated knowledge should have sympathy with the “managerial and broader societal context” aligns with and exhibits a soft, applied paradigm (Tranfield and Starkey, 1998:346). The conclusion is that management research must be linked to practice. Here praxis, whereby theoretical considerations inform practice and practice is integrated with theoretical truth (Habermas and Shapiro, 1972, Marcuse, 1964), is arguably an appropriate concept for capturing this view. Being action linked to informed theory for practical change, the movement in this direction was hampered by a positivist dialogue (Shrivastava, 1986). A tension arises in that management science retains attributes of the natural sciences in

the majority of texts while at the same time acknowledging that management knowledge is, to a significant extent, fragmented, localised and contextualised. Therefore, the underpinning philosophical approach to management science is limited in its fundamental assumptions and should be explored as a post-modern social science (Pettigrew, 2001).

2.3. Strategic Management, a Positivist Ideology?

Introduction to Paradigms, Context Ideology and Normative Models

Although management science seems underpinned by a positivist paradigm, there is a growing acknowledgement of the need for management knowledge to reflect context. Contemporary strategic management theory, however, appears to assume a modernist universality that can appear to be dominated by rational (Starbuck, 2004), economic/macro (Stander and Pretorius, 2016), law-like, systematic, generalisable models (Freeman and McVea, 2001) and philosophically leans towards a logical positivist epistemology (Bettis, 1991, Daft and Buenger, 1990, Evered, 1980, Pettigrew, 2001, Rabetino et al., 2021, Whitley, 1984a) which aims towards the development of universal criteria driven by dominant logics (Prahalad and Bettis, 1986, Rasche, 2008). Arguably, this is driven by a view that economic theory is the correct, cleaner (Hirsch et al., 1987) and proper underpinning philosophical approach to theory development for the strategy field, however simplistic and unrealistic the abstract theories become (Jarzabkowski and Whittington, 2008).

Strategic Management- Dominant Paradigms, an Ideology of Positivism

This philosophical position and leaning towards a single scientific approach can be explored further by exploring the dominant paradigms and the contingent factors prevalent in the field during its development (Rasche, 2008). Including strategic management's focus on universality and lack of attention to how context influences theory.

The most prominent documented approach to strategy can be broadly referred to as the classical perspective (Whittington, 2001), a traditional, American or Western view of strategy which is formal, top-down, planning orientated and analytical, a perspective that dominates the classroom (Greiner et al., 2003b, Jarzabkowski and Whittington, 2008). The classical perspective is conceived from a rational approach to the process, being deliberate

in actions and typically focused on profit maximisation. This includes the prescriptive practices of the Design School, Planning School and Positioning School (Mintzberg, 1978). These schools and perspectives tie in with traditional definitions of Strategy such as Chandler's definition "... determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals" (1962:13), or Porter's definition (1980) encompassing a broad and frequently generalised, formula for how an organisation will compete, detailing goals and policies. Strategy is described as a deductive and deliberate process with a causal relationship from strategy analysis and development, down the chain, into operational effectiveness, and should not be overextended into contingent factors such as "employees and organizational arrangements" (Porter, 1997:162).

The foundation for strategic management's dominant paradigm was founded within a unique set of contingent factors influenced by the organisational challenges of World War 2, which required vast resource allocation across the United States. This was significant in underpinning the context for developing strategy concepts such as experience curves (Greiner et al., 2003a, Hedley, 1976) and the work of Peter Drucker (1946), creating the rationale that conscious formal planning could exert control over market forces. The context of the post-war period was one of significant growth in the USA (Bracker, 1980), "Growth was easy" (Greiner et al., 2003a:406). The boom period it produced was a period of market stability (Hill and Westbrook, 1997), reduced competition through high demand and the reduced number of European multinational competitors affected by the war (Greiner et al., 2003a). A very different environment from the one experienced by organisations currently.

As a setting for developing strategic management concepts, this background had a narrow, ethnocentric (Bettis, 1991) context, focusing on large North American firms during periods of economic growth (Shrivastava, 1986). Strategy was grounded within economic theory and developed through studies of organisations and their environments as they were constituted at that time (Bettis, 1991). The underlying positivistic position of theory development during this distinct period did not consider the unconscious philosophical underpinnings and environmental context within which theory was developed. Resulting in several enduring common sense forms, for example, SWOT (Humphrey, 2005, Wehrich,

1982), which has been critiqued as being both ineffective as an analysis tool and questioned as to whether it even constitutes as a structured form of analysis (Hill and Westbrook, 1997:50), or the Positioning School, which is contingent upon and critiqued (Mintzberg et al., 2001) as having a narrow context, focusing, in the main, on large traditional big, established, mature, businesses operating in stable conditions.

Strategic management researchers embraced the positivist paradigm (Evered, 1980). Groups of consultancy practices, also referred to as "strategy boutique(s)" (Ghemawat, 2002:45), for example, the Boston Consulting Group BSG and McKinsey & Company, grew in response to demand within a growing stock market (Schoeffler et al., 1974). These groups formulated and delivered strategic methodologies within organisations, responding to businesses' need for more formal planning (Brandenburger et al., 1996). Early analysis of the underpinning philosophical assumptions of theory used at this time; for example, within PIMS (Schoeffler et al., 1974), BCG-BPM (Hedley, 1977) and the Experience Curve (Hedley, 1976), established that their theoretical approaches existed within or are founded upon, the (positivist) empiricist philosophical stance (Mitroff and Mason, 1982b). Specific strategic management approaches were developed and then championed by these strategy consultancies, achieving a normative status and becoming an "obsession" with businesses in America at their peak (Mintzberg et al., 2001:97). Strategy consultancy organisations thus influenced strategy development in championing specific techniques, thereby dictating and consolidating the prevalent form of strategy in the era. The boom in this type of consultancy dictated the approach to how strategy was done in the following period, with little modification of theory regarding organisational characteristics or context and reinforcing the positivist, empiricist standpoint (Mitroff and Mason, 1982a).

The drive towards a single philosophical position and control of the subject paradigm (Pfeffer, 1993) can be critiqued as a form of ideology (Mannheim, 1936), whereby control of ideas perpetuated "dominion" (Shrivastava, 1986:364) enabling control of the field, for the dominant groups. An ideology is defined here as idea systems that are part of tradition and prejudice constructed within discourse by dominant groups and institutionally through codes of conduct, structures, resources, and power. Arguably, this has occurred in strategic management and supported the development of the current paradigm (Rasche, 2008). A paradigm is a set of assumptions, views or a filter that, sometimes unconsciously, legitimate

approaches and techniques (Ratcliffe, 1983) to make sense of a problem. Paradigms and underlying philosophical stances are directly linked to metaphysical assumptions (Mingers, 2003, Mitroff and Mason, 1982a, Rabetino et al., 2021). A critique of adherence to a particular paradigm is that it will restrict research and impact the inherent methods and approaches utilised for research, thereby reducing the progress of a subject area (Daft and Buenger, 1990).

The approach championed within the foundations of strategic management is underpinned by assumptions that rationality will garner better understanding (Starbuck, 2004), that internal complexities can be ignored within a rational classical perspective (Whittington, 2001) and that all business contexts are fundamentally alike (Boyne, 2002, Schoeffler, 1972, Tranfield and Starkey, 1998). Strategic management has been critiqued for following an ideology and normative models that assume a perfectly rational approach with knowledge that is complete. However, this status was “... not factually validated” (Shrivastava, 1986:367), and the subject was viewed as being too closely entangled in the “...rituals and paraphernalia of normal science” (Daft and Buenger, 1990:82) and stuck within the straitjacket of normal science (Bettis, 1991). Strategists have been criticised for their loyalty to simplifying complexity within social systems and an underpinning use of positivist philosophy. This simplicity resulted in generic “systematic, definable strategy procedures and structures that can be measured, analysed and compared” (Daft and Buenger, 1990:91), negating any contextual or social influences on a strategy-making process.

An example of applied simplicity within social systems is the assumption that a single approach is relevant to all contexts. A belief that obscures the paradox inherent within strategic management of viewing the organisation and its environment as two separate entities (Rasche, 2008). The positivistic underpinnings of strategic management would traditionally describe an analysis of an environment that is unambiguous and that that environment exists separately from the organisation. In actuality, the organisation invents reality in the process of observation, as there is more than one perceived reality due to the complexity differential between the organisation and the environment, i.e., the complexity of the external environment is so vast as to require sense-making by the organisational actor. The social actors construct reality from the organisation’s perspective; each organisation thus creates its own reality regarding the nature of its environment and the

value of, for example, resources to a customer. The environment is then a construction that cannot be evaluated with generic rules, as it is unique to the organisation and its actors (Berger and Luckmann, 1966, Burr, 1996, Rasche, 2008, Silva et al., 2012).

A second level of simplicity, formed within a positivistic philosophy, is the linear and separate approaches to the acts of strategy formulation and strategy implementation (Mintzberg, 1994). A formula that is unquestioned within the early forms of strategic management. These are described as two distinct acts assumed to be undertaken in a linear process separated by thought and action. This highlights a second paradox, referred to by Rasche (2008:7), as “double contingency” within strategy. The first element is the organisation reacting to, for example, competitor actions and vice versa; the decision-action divide becomes blurred as decisions are co-dependent on competitor actions and vice versa. In choosing between several options, the decision-making process potentialises all possibilities, as all are possible. Still, at the same time, all options are not entirely justifiable, as no choice can be fully justified. Only after a decision is made can a full justification be made, and this is an ongoing process. Applying a fixed model to a constantly varying set of circumstances that are self-reliant on the decision, cannot be achieved within fixed rules that are valid in all organisations and contexts. Using a positivistic philosophy within strategic management goes against the nature of reality and exposes an inherent paradox (Rasche, 2008).

This early positivistic standpoint focused on logic by the aforementioned strategy boutiques resulted in a range of standardised, generalisable and universal approaches (Henderson, 1979). Generic tools emerged, such as; BCG Growth–Share Matrix (Henderson, 1979), BCG Experience Curve (Henderson, 1979), Porters 5 Forces and Porters Generic Strategies (Porter, 1980), Porters Value Chain Analysis (Porter, 1985), McKinsey nine-block matrix (Hax and Majluf, 1984), Game Theory (von Neumann et al., 1944). Within these models, uniqueness and pluralism are lost as Strategic Management is delivered through clear steps and models. These universal approaches are then perceived to be effective in all contexts regardless of the nature of that context. For example, Sidney Schoeffler, founder of the Profit for Impact of Market Strategies (PIMS) model, stated, “...product characteristics don’t matter...” and “...all business situations are essentially alike” (cited in Mintzberg et al., 2001:98, Schoeffler, 1972). A critique of the assumption is

that these strategic rules and tools can be applied in a generic way to all organisations, which implies that the rules are “...” full” of meaning prior to their usage” (Rasche, 2008:8 emphasis in original text). Which relies on an idealised perception of the world which believes that it can be represented, articulated and expressed clearly (Leiss, 1975), effectively turning nature into a form of maths (Husserl, 1970). To illustrate this, Porter’s industry analysis (1980) establishes a set of rules which can be applied to any industry for analysis (specifically Porter’s five forces (1980)). The model explores a list of influential determinants to establish a useful outcome. These rules have no reference to the context in which the industry exists; for example, an alignment with “American East-Coast Business Ideals” (Harfield, 1997:8) did not seem relevant or contextually appropriate to smaller businesses in New Zealand (Harfield, 1997). A second example is Porters generic strategies (1985), which define the scope (broad and narrow) and competitive advantage (low cost or differentiated) of possible strategic positions, resulting in three generic strategies, cost leadership, focus and differentiation. The rules to fit with and achieve these generic strategies are a given and are to be followed, regardless of context. Although these approaches can appeal to individuals tasked with making sense of diverse markets and developing strategies (Hill and Westbrook, 1997), the specific and unique insights and actions managers require to realise and implement a strategic choice are not accounted for. So, although generic rules and tools appear to have meaning, they are empty without undergoing contextual and unique modification to adapt to a local context.

The argument that these early approaches were entirely positivistic does ignore some of the core attributes of the design school. A vital aspect of these was that, although utilising a standardised process, the resultant strategies produced are unique, specific to an individual situation, and not subject to any generalisations (Christensen et al., 1982). Early Design School Harvard academics, during the 1960s, remained fixed to the case-by-case and unique strategy development approach (Brandenburger et al., 1996). They did not attempt to develop generic strategies across any contingency or context. This aspect only partially embraced a positivist philosophical standpoint, to some extent leaning towards an idealist or interpretivist stance (Mitroff and Mason, 1982a). Further to this, a critical study found a range of strategic management approaches where found to be distinctly placed within a more Interpretive philosophical stance (Mitroff and Mason, 1982b), for example,

SWOT (Humphrey, 2005) (herein referred to as WOTS-UP (Channon, 1983)) and Case Method (Andrews, 1971). Recent work found that the use of strategy tools can vary within contexts, and the perception of tools should not be separate from their use (Jarzabkowski and Kaplan, 2015). This effectively critiques the standpoint that strategic management is purely positivist in its philosophical leanings. However, the assumption is that strategy can be undertaken by a deliberate conscious thought process derived from the rational economic man's 'certain' and absolute knowledge (Hollis, 1975). Supported by the use of reason, logic and an accurate all-encompassing analysis of the internal and external environment, using a standard set of analysis tools has an undoubted positivistic leaning.

If we accept the argument that management science and, more specifically, strategic management was founded and developed from a positivist paradigm (Bettis, 1991, Daft and Buenger, 1990, Evered, 1980, Freeman and McVea, 2001, Pettigrew, 2001, Rasche, 2008, Stander and Pretorius, 2016, Starbuck, 2004, Whitley, 1984a), the functional 'strategy tools' (Jarzabkowski and Kaplan, 2015) that have emerged can be observed to be taught and utilised in a generalisable manner across all contexts and deemed applicable to all organisations (Greiner et al., 2003b, Jarzabkowski and Whittington, 2008). Academic research within strategy may have matured into utilising various methodological and epistemological approaches. However, within mainstream strategy texts used within undergraduate, postgraduate, CPD and executive education in business schools, there remains an expression of strategic management processes and theory that articulates a generic approach to any organisation, regardless of context (Greiner et al., 2003b, Jarzabkowski and Whittington, 2008). For example, a seminal text advocates that strategy-making models are "relevant in most organisations" (Johnson, 2013:19). Within this text, aspects of complexity or context are briefly explored, with no underpinning research, and there remains adherence to a generic approach of analysis, choice and implementation. One of the most recognisable strategy tools, SWOT (Humphrey, 2005) analysis, is an endemic and recognised tool utilised for the development of strategy. Although receiving many critiques for its effectiveness and lack of underpinning research (Chermack and Kasshanna, 2007, Helms and Nixon, 2010, Hill and Westbrook, 1997), SWOT (Humphrey, 2005) retains an "unmerited position in the thinking used in education, management development, consultancy and in the real world of managing businesses" (Hill and

Westbrook, 1997:52)). It remains a tool that is utilised identically regardless of any organisations contexts or specifics (Chermack and Kasshanna, 2007).

2.4. Strategy in Contexts

Strategy education and theory, while suggesting that generic strategy processes, tools, and decision-making might be influenced by context, is applied with minimal acknowledgement of differing contexts or complexity (Whitley, 1984b) and provides a limited description of the nature or extent of that influence (Greiner et al., 2003b). There is an acknowledgement that there are differences between contexts or organisational dimensions, e.g. size, structure, environment and goals (McKinley, 2010), and a critique of the use of generic generalisable approaches is that they potentially produce generic strategies across all contexts (Freeman and McVea, 2001), raising the need to incorporate varying contingent factors (Ackermann and Eden, 2011b). However, there remains a leaning towards a set of generic approaches that is at odds with that acknowledgement and little guidance on what is different in specific organisations and why, with existing studies highlighting the need for more detailed work (Shepherd and Rudd, 2014).

Strategic management arguably retains a hidden ideology and value assumptions, constantly underpinning theory development. One that continues to be directed by the positivistic stance (Rabetino et al., 2021) and research norms of economic analysis (Rasche, 2008). If strategic management research needs to matter (Hambrick, 1994, Porter and McKibbin, 1988) and aspire to practical use in the field. This position limits the range and types of research undertaken (Daft and Buenger, 1990). This gap identified in the literature is an expansion of the work on how practitioners of strategy act and interact within their organisational contexts and account for individual characteristics (Whittington, 1996).

The production of strategy within different contexts has been explored from various perspectives. Some examples include several longitudinal works on individual organisations by Mintzberg, including a study of an entrepreneurial firm (Mintzberg and Waters, 1982), the public sector National Film Board (Mintzberg and McHugh, 1985) and a study of realised strategies at McGill University (Mintzberg and Rose, 2003). Spender developed the notion of industry recipes to “...guide strategic thinking” (Spender, 1989:10) through a study of iron founders, dairymen and the forklift truck industry, defining the industry through an

interpretive or phenomenological approach. Institutional industry constraints and the regulatory nature of societal drivers in theorising an industry's approach to alliances or mergers have also been explored (Yin and Shanley, 2008) and pluralistic strategising (Jarzabkowski and Fenton, 2006) exposing the relationships between organising, strategising and consequence.

Whittington (2001) is of particular interest in his exploration of strategy and contexts at a typographical level within the four perspectives of "Whittington's Cross". Here he positions four different contexts for organisations linked to four broad approaches to strategy formulation, namely profit vs pluralistic and deliberate vs emergent. Whittington (1996: 731). Within his 'systemic view' strategy depends on the "...particular social system in which the strategy-making takes place" (Whittington, 2001:4); through the systemic lens, he challenges the universality of any particular approach to strategy and recognises the plurality of how different organisations approach strategy within their institutional settings (Dimaggio and Powell, 1983). The perspective gives managers an insight into how they could use the perspective as a lens to evaluate the rules and social characteristics of their circumstances. However, this work does not explore what happens within organisations, and Whittington raises the question, how do the practitioners of strategy really act and interact?

2.5 Strategy as Practice

A critical arena of research, Strategy as Practice (SAP), addresses the potential limitations of mechanistic traditional strategy (Doeleman et al., 2022, Farjoun, 2002, Gurbuz et al., 2022, Jarzabkowski et al., 2021, Jarzabkowski et al., 2022, Prashantham and Healey, 2022). It reframes strategy as a socially realised and situated activity, where being close to the subject is essential (Gurbuz et al., 2022). A core element of the SAP approach focuses on who does strategy and how strategy is undertaken. The 'who' beings actors engaged with practices, and the 'how' is the practices in action (Jarzabkowski et al., 2016).

Within SAP, Strategy is something that people do (Jarzabkowski et al., 2007, Jarzabkowski and Spee, 2009, Jarzabkowski and Whittington, 2008), a social practice (Whittington, 1996) which pays attention to how strategy practitioners act and interact. As the field has developed, the definition has widened to incorporate the development of strategy and its

implementation (Jarzabkowski, 2004, Whittington, 2006). SAP aims to move the study of strategy away from focusing on senior managers and incorporating a more comprehensive range of actors and influencers (Johnson et al., 2007).

Founded within social constructivism (Berger, 1966), the SAP lens includes three key aspects, the practitioner, praxis and practice, each helping the researcher explore the actual strategic management processes. An underpinning philosophical position of practice is that it views the world as being brought into being through everyday practice; a social reality is created through practice (Feldman and Orlikowski, 2011). In the last 20 years, the research in SAP has tripled, and critical journals include Organisation Studies, The Journal of Management Studies, Strategic Organisation, Strategic Management Journal and Long-Range Planning (Kohtamäki et al., 2022). Recent work has called for new modes of enquiry, encouraging researchers to be more pluralistic and exploratory, embrace complexity and uncertainty and incorporate fresh approaches to evaluation (Prashantham and Healey, 2022). The need for research into praxis and institutionalism is an area of specific interest to this field and has also been highlighted as an area of potential growth and importance (Gurbuz et al., 2022).

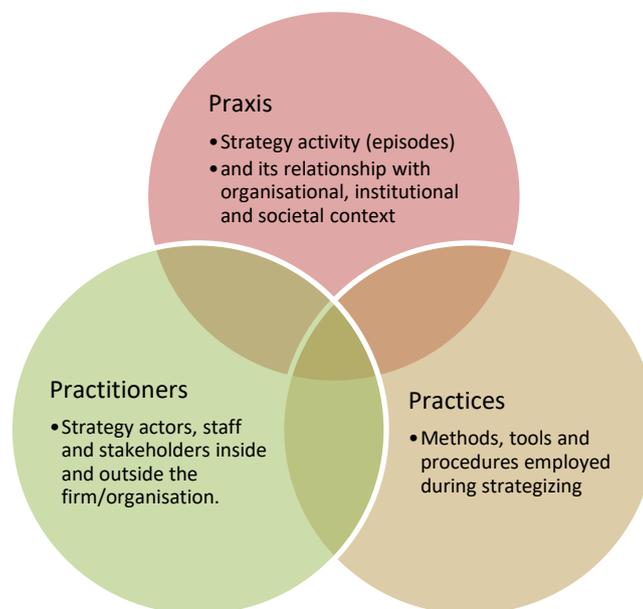


Figure 1 SAP (Whittington, 2006)

First conceptualised by Richard Whittington (1996), SAP established a recognised position in the strategy field with Johnsons' (2003) work on micro strategising. This expressed a

need for a more granular or micro understanding of the strategy process, calling on academics to get closer to the work that comprises systems and processes (Johnson et al., 2003). The micro aspects of strategy refer to particular moments or events, meetings and retreats where strategy is formed (Prashantham and Healey, 2022).

Whittington clarified the nature of strategic micro-actions by including a broader range of actors and proposing the critical components of practitioners/praxis/practices (Whittington, 2006).

- **Practitioners** (of strategy) have a broader definition than the traditional senior management view, including any actor that participates in the execution or creation of strategy. They are viewed as embedded within their organisational or cultural context (Vaara and Whittington, 2012), and the perspective contributes to understanding how context may influence strategy.
- **Practices** (tools) are the conventions, norms and daily life of actors in developing strategy, the tools and methods used to strategise (Gurbuz et al., 2022).
- **Praxis** (episodes), influenced by structuration theory, being the activities encountered in designing and influencing strategies (Feldman and Orlikowski, 2011, Jarzabkowski et al., 2007, Johnson et al., 2003, Whittington, 2006, Whittington, 1996). Within this micro level of praxis, individuals can deviate from expected strategising practices, and individual behaviours can affect the shape and implementation of the strategy (Belmondo and Sargis-Roussel, 2015). Praxis then refers to actual activity, what people do in the practice of making strategy and what occurs.

SAP draws on the social theory of agency and structure being interconnected (Giddens, 1984). It acknowledges that the practitioner, their practice (the activities) and praxis (the reasoning behind action and thought) are interconnected (Habermas and Shapiro, 1972, Marcuse, 1964). It emphasises the systemic and cultural context and how strategy work can be shaped by an organisation's culture or history (Jarzabkowski, 2005).

It has been argued that much of SAP research is based on a managerial work definition of practice; a more recent proposition is that strategy is defined as a form of 'practical

knowing' (Rouleau and Cloutier, 2022:732), effectively an a-theoretical, common sense approach to defining practice (Gherardi, 2022). It can also be positioned in terms of an empirical focus on the agency of actors within contexts, relationships and structures within organisations and the philosophical underpinnings of organisational reality (Feldman and Orlikowski, 2011). Practice becomes an arena where knowledge manifests into action and enables 'the seeing of the unseeable' referred to by Gherardi as "knowledgeable doing" (2022:22). This then focuses a researcher's attention on micro-strategising (Johnson et al., 2003, Morton et al., 2020) or strategic episodes (Hendry and Seidl, 2003), the specific, detailed moments of strategic activity, for example, strategy workshops. (Kohtamäki et al., 2022).

(It should be noted that SAP includes several different terms which are relatively interchangeable, including; discursive strategising, strategy as practice, strategy-as-practice, SAP, strategy discourse and the activity-based view (Kohtamäki et al., 2022).)

The field has grown to include a range of critical strategic arenas, including; strategy tools in use (Jarzabkowski, 2004), the processes involved within strategy (Maitlis and Lawrence, 2003), discourse (Samra-Fredericks, 2005, 2003), identity (Laine et al., 2016), narrative analysis (Kryger, 2017, Vaara et al., 2016) and sense-making (Balogun and Johnson, 2004). SAP's focus on "...technologies of rationality..." (Jarzabkowski and Kaplan, 2015:1) examines the models, frameworks and tools used to develop strategy in context, critiquing the oversimplification of decision-making when observed at the practical micro level (Jarratt and Stiles, 2010). SAP can be considered less of a body of theory and more of a multifaceted phenomenon (Kohtamäki et al., 2022, Vaara et al., 2010). As the research has grown, more thematic clusters of literature have emerged, including; sensemaking, discourse, sociomateriality and institutionalism (Kohtamäki et al., 2022).

The first of these areas refer to the interpretation and subjective thinking of sensemaking and feelings influenced by the Carnegie School and psychology. Ideas central to this theme lean on cognition (Weick, 1995) and actors' interpretation and subjective insight (Glynn, 2000). The use of maps or strategy visualisation is an accepted method within this field (Garreau et al., 2015). Discourse concerns text narratives of discussion and textual data, as well as observing practice and discursive themes strategy; discourse is also viewed as

performative in that it can bring about the very reality it explores – constructing reality through performance (i.e., words bringing about reality). Legitimacy is also explored with a focus on tools rather than institutional legitimacy (Cabantous et al., 2018).

The physical material and social links between actor and their environment, explored through Sociomateriality and actor-network theory (Latour, 2007), rebalancing the agency of human and nonhuman actors with tools, techniques and material objects having active input and influence on strategy. Focusing on these areas requires direct observation of these technologies/tools (Werle and Seidl, 2015). Tools can include spaces, technology and people having material input and impact on strategy work, “These routines and tools are the stuff of strategy” (Whittington, 2007:1579); examples include diagrams, drawings, photographs, flip charts, PowerPoints or, in terms of this work, workshops. These technologies are explored through ‘visual representations’. Garreau (2015) notes that the materiality of strategy tools, paper boards, and post-it notes are challenging to ignore within strategising. These visual tools act to help facilitate strategy activities, either as a window, a point through which actors can see strategic content and insights, or as a mirror reflecting back the processes and relationships occurring during strategy implementation. Four modes of strategic sense-making are highlighted in this area: content and process generating, and ingraining processes and content. The strategy-making process used within this research aligned more closely with the content-generating mode of strategic sense-making. A content-generating approach to strategy-making allows an opportunity for developing collective understanding by the participating group. The visual artefact allows a place where negotiation and perspectives can be resolved by zooming in or out of the map. However, it should be noted that blind spots can be masked, potentially around second-order issues or a disconnect between the actors with the strategy workshop and the organisation’s high-level strategy (Garreau et al., 2015)

Institutionalism and Strategy as Practice

The final area, institutionalism, has emerged as an independent research stream, incorporating the sociological and economic influences on organisations (Kohtamäki et al., 2022). Suddaby claims that “SAP and NIT (Neo Institutional Theory) are evolving toward a common theoretical and empirical space” (2013:331). Highlighted initially by Johnson et al., (2007) within their four broad theoretical starting points for further work within SAP

(see Figure 2). He brings together the Carnegie Tradition (Cyert and March, 1992) of sense-making (Weick, 1995) and routines (Spender, 1989b), Situated Learning (what actors do within the organisation) (Lave and Wenger, 1991), Actor-Network Theory (Latour, 2007) and Institutional Theories (Dimaggio and Powell, 1983, Scott, 1987). These are mapped on the vertical axis against micro or macro phenomena, micro being focused on detailed activity and macro broader patterns across society. The horizontal axis explores the process of how strategy is done versus the content of strategies. The approach taken by this study aligns firstly with the institutional position in Figure 2, exploring micro-strategy-making within a more macro-organisational field setting. Combining the two theoretical strands supports developmental areas within both theories (Smets et al., 2017, Smets et al., 2015, Suddaby et al., 2013). The SAP perspective explores new micro-level analysis linked to institutional-level insights (Elbasha and Wright, 2017, Johnson et al., 2007, Smets et al., 2017).

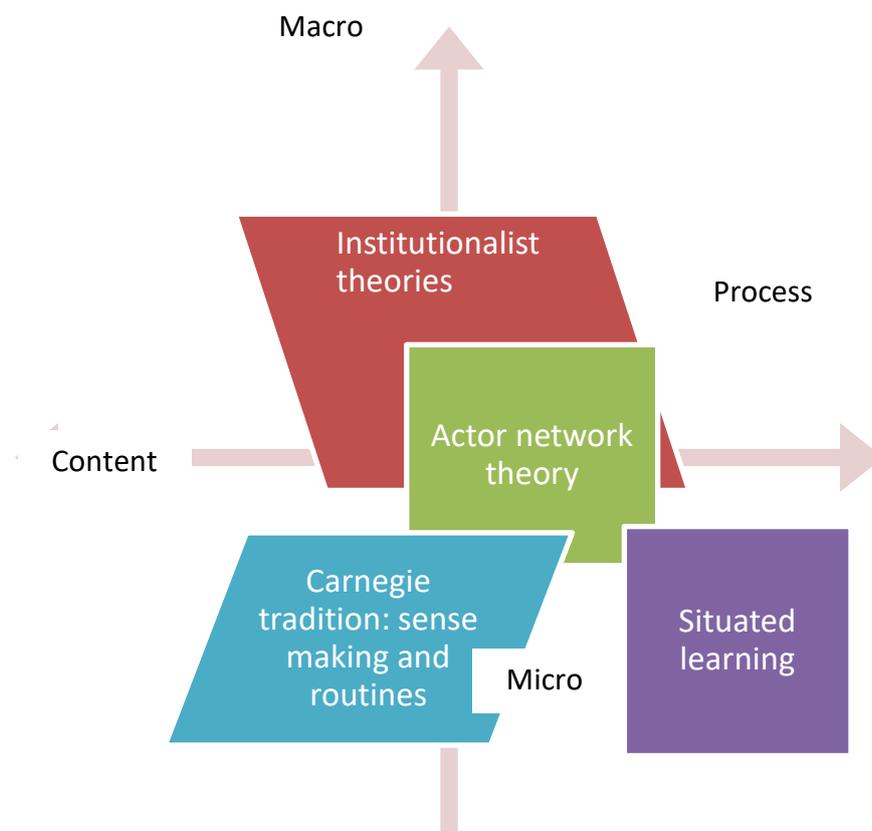


Figure 2 Four theoretical resources for SAP research (Johnson et al., 2007:37)

SAP and NIT emerged as a reaction to assumptions of economic rationality within organisations, organisations acting in ways that contradict purely economic responses and the rational actor myth held within strategic decision-making (Suddaby et al., 2013). SAP does receive some critique for its micro-level focus and lack of generalisability (Elbasha and Wright, 2017, Vaara and Whittington, 2012) and is potentially overly focused on detailed micro activities such as ‘strategy making’ (Geiger 2009, Whittington 2011). Early works highlighted the limited reference to broader meaning or how actor perceptions are entrenched in more comprehensive cognitive schemes (Johnson et al., 2007). Many SAP studies fall into a descriptive trap, undertaking micro-level studies too contextualised to enable any wider application (Smets et al., 2015, Suddaby et al., 2013). Conversely, NIT research has focused on broad recipes and norms and has often overlooked the coalface (Barley, 2017) and the detailed activities that sustain them (Whittington, 2006). The main focus of the research comprised of geographically related actors such as US art museums and the big five accounting firms (Greenwood and Suddaby, 2006, Smets et al., 2017). The research unrealistically categorises the organisational actor as an “...institutional “dope”...” (Suddaby et al., 2013:11) who cannot escape the social structures within which they are embedded, diminishing the actor’s agency.

Current research bridging these academic arenas has grown (Smets et al., 2015, Suddaby et al., 2013). It has been explored within the concept of Practice Driven Institutionalism (PDI) (Smets et al., 2017), bridging both theories. Specifically, a SAP approach can address some of the focus of NIT in that it is concerned with what people do in the making of strategy and how the organisational and institutional context influence these approaches to the practice of strategy (Johnson et al., 2007). The area brings NIT and its interest in the impacts of legitimacy and isomorphism into SAP. Researchers are asked to observe the consequentiality of strategy work by being deeply immersed in the (often mundane) context. The reasoning is that participants may be unable to identify critical practice or distinguish this from the taken for granted (Jarzabkowski et al., 2021). The workshop setting explored in this work can give focus on situated activity with a practical understanding of both institutional work (Dobbin, 2010, Lawrence et al., 2013, Willmott, 2011) and SAP, exploring the processes and work of actors within a practice setting (Jarzabkowski and

Spee, 2009, Jarzabkowski and Whittington, 2008, Jarzabkowski and Wilson, 2006, Johnson et al., 2007, Suddaby et al., 2013, Vaara and Whittington, 2012).

Consequentiality and the Practice Position

Regarding the fundamental nature of SAP, a colleague of Paula Jarzabkowski once stated, “Well, yes it’s practice. But it’s not strategy” (2021:2). This common critique of the field brings our focus onto the nature of what is ‘strategic’. Strategic outcomes such as competitive advantage, survival or organisational direction are common indicators or metrics of strategic impact or consequentiality, and earlier forms of SAP did align with this thinking (Jarzabkowski et al., 2007). As discussed in Chapter 2, these traditional views of performance and consequential impacts have been restrictive, tying the hands of SAP researchers and constraining research to either performance or process perspectives (Jarzabkowski et al., 2021), and limiting the relatively radical agenda it had envisioned (Rouleau and Cloutier, 2022).

Strategy research and its links to consequentiality can be viewed as a continuum, from performance, through process to a practice position (Jarzabkowski et al., 2021). A performance view identifies strategic activity according to measures of success or strategic outcomes. Utilising these measures as a basis of empirical research (Johnson et al., 2003), the process view leans on strategy-making processes as consequential. Studies of articulated strategies developed through such processes are the basis of this research (Burgelman et al., 2018).

The more recent and reinvigorated view of consequentiality is a redefinition of the practice view. This is more indirect and utilises researchers’ assertions uncovered through hunches, observation, and immersion within practice. The range of actors incorporated within this practice view incorporating any individual regardless of any explicit role as a strategic manager (Jarzabkowski et al., 2021). Actors of strategic interest can become anyone in the organisation who may undertake everyday strategy practices, habits or patterns that can influence the organisation. Strategic consequences are not necessarily what the organisation articulates as a strategy but elements that are strategic through ‘strategifying’ work (i.e., *making something strategic*) (Gond et al., 2018).

As SAP includes a broad range of activities, the unit of analysis spreads to include almost any activity within the organisation considered a strategy activity (Johnson et al., 2007). Taking this to the extreme, a reasonable critique of this is if strategy “...is everything, maybe it’s nothing” (Wildavsky, 1973:1). A critique that can be addressed by focusing on specific strategic episodes and observing operational routines and patterns which consistently occur in the production of strategy, such as the strategy workshop (Hendry and Seidl, 2003).

In Summary

This chapter explored the logical positivist underpinnings of management science (Mingers, 2006) and the subsequent modernist universality within mainstream strategic management theory. The focus on positivism (Bettis, 1991, Daft and Buenger, 1990, Evered, 1980, Pettigrew, 2001, Rabetino et al., 2021, Whitley, 1984a) alongside law-like, systematic and generalisable models (Freeman and McVea, 2001) underpinning strategic management with assumptions that; rationality will garner better understanding (Starbuck, 2004), internal complexities can be ignored (Whittington, 2001) and that all business contexts are fundamentally alike (Boyne, 2002, Schoeffler, 1972, Tranfield and Starkey, 1998).

This underpinning is argued to surface in the functional ‘strategy tools’ frequently used to frame strategic thinking (Jarzabkowski and Kaplan, 2015). Tools which are viewed as applicable to all organisations regardless of context (Greiner et al., 2003b, Jarzabkowski and Whittington, 2008) or institutional (Dimaggio and Powell, 1983) settings. This brought our discussion to explore what occurs when undertaking strategy. An area focused upon by Strategy as Practice (SAP), Strategy being something that people do (Jarzabkowski et al., 2007, Jarzabkowski and Spee, 2009, Jarzabkowski and Whittington, 2008). More recently, SAP has incorporated the sociological influences on organisations (Kohtamäki et al., 2022), with **institutionalism** emerging as an independent research stream in the field.

The following chapters will explore strategy tools, specifically the strategy workshop concept and the cognitive mapping process ‘SODA’, before moving on to a deeper review of Neo-institutionalism.

Chapter 3 Strategy Workshops & Cognitive/Causal Mapping

3.1 Strategy Workshops

Introduction

Strategy as practice can be positioned as a constructivist perspective within strategy, turning from a more economic to a social view of how strategy is formulated. Its focus highlights the actions and situated social flow of an organisation's activity (Aggerholm and Asmuß, 2016, Carter and Whittle, 2018, Jarzabkowski, 2005). The SAP perspective is post-processual, viewing actors as subordinate to practice rather than practices as subordinate to actors, so instances of social practice become the area of interest. One such practice is the strategy workshop, a recent definition describing workshops as an "...arrangement whereby a group of people learn, acquire new knowledge, perform creative problem-solving, or innovate within a domain-specific issue." (Ørngreen and Levinsen, 2017:72). This section will explore the strategy workshop as a tactic for empirical research/data acquisition and as a central focus of study itself. The mechanism is observed as both a phenomenon and used as a research method to explore the attention and cognition of actors.

3.2 Current Research on Strategy Workshops

Work on understanding strategic episodes, including strategy workshops, is still relatively embryonic (Burgelman et al., 2018). These forms of formal strategic practice are argued to deserve attention due to their pervasiveness within organisations and presence as a significant element of organisational activity (MacIntosh et al., 2010). Although meetings and workshops are vital areas where strategy may be developed and discussed, they have yet to attract a corresponding depth of empirical work (Mueller, 2018). The mechanisms that shape strategy workshops still represent an area of developing knowledge and are only recently starting to receive more focus from the SAP community (Heck, 2018) with an embryonic understanding of actor interactions (Concannon and Nordberg, 2018). Interest in the practice of strategy workshops started to materialise in the last 20 years, an early example being Hodgkinson, who stated in 2005, "So here we have a common phenomenon,

supposedly influencing the strategy development of organisations, about which we know virtually nothing.” (2005:3)

Current research on strategy workshops has focused on design characteristics and cognitive outcomes, with recent studies exploring the impact of identity in the nature and form of actor participation during workshops (Sund and Le Loarne Lemaire, 2022). Although organisations often use the format, the number of comprehensive studies is limited (Healey et al., 2015). Areas that have been highlighted as requiring further insight include how the workshop and the design affordances (Jarzabkowski and Kaplan, 2015, Oliver, 2005) of the strategy tools generate strategy knowledge (Paroutis et al., 2015), and detail on the regularity, participation, impact and effectiveness of workshops.

The workshop literature covers three broad aspects: as means, practice, and research method (Ørngreen and Levinsen, 2017). From the ‘means’ perspective, workshops are used to achieve a goal, frequently following a ‘cookbook’ or guidelines. For example, the actors participating in this thesis aimed to develop a strategy using the format ‘making strategy’ (Ackermann et al., 2010, 2005), which aligns with this goal-orientated framework definition. The ‘practice’ perspective is concerned with both the format of a workshop, its nature, scope or design and focuses on outcomes, consensus, analysis and impacts. In particular, this investigation studies participants’ domain-specific cognition, focusing on the themes of strategic insight and action for the actors relative to their institution or field. Related to this is the work within SAP, which explores the shaping and adaptation of strategy tools in use (Jarzabkowski and Kaplan, 2015). The key tool used in this work is based on the ‘Making Strategy’ (Eden and Ackermann, 1998) approach, an extension of Revealed Causal Cognitive Mapping within a strategy away day or workshop (Laukkanen, 2012, 1994, Montibeller and Belton, 2006b, Nelson et al., 2000a, Nelson et al., 2000b). Further exploration of the ‘practice’ perspective includes the consideration of the tool/workshops’ affordances (Gibson, 1986, Jarzabkowski and Kaplan, 2015) and the institutionally defined organisational field and legitimacy aspects, potentially restricting and directing the input into a tool. The institutionally defined properties of the actor environment system or circumstance (Faraj and Azad, 2012) offering and influencing different possibilities of action within a strategy workshop. Research within this perspective is viewed as limited (Jarzabkowski and Kaplan, 2015), with recommendations that strategy

workshops need to be explored and understood as institutional phenomena influenced by their institutional and organisational contexts (Johnson et al., 2007).

The final perspective, 'method', explores workshops as a research methodology. From this perspective, this research aligns with the literature in that it will first generate authentic outcomes related to the participating organisation's interests (Johnson et al., 2007). In this case, the outline of the strategic plan. Secondly and concurrently, the workshop will fulfil the research purpose of producing domain-specific data generated directly by participants (the strategy maps). Workshops as a research method are highlighted by the literature as being of particular use in activities related to future agency, which aligns with strategy creation (Ørngreen and Levinsen, 2017). Please refer to Method Section 6 on the underpinning research approach and limitations.

3.3 Description – Nature & Function. What is a Workshop?

The main focus of this research is the strategy workshop, a term used to describe a grouped activity conducted to review, plan or form organisational strategy (Duffy and O'Rourke, 2015). However, the literature tends to blur the line between meetings, workshops and strategy workshops (Spee and Jarzabkowski, 2011). We can clarify this definition as a place where groups can discuss and make decisions that have separation from the everyday working practice, allows debate and discussion and can often use tools, ritual or facilitators for the overarching purpose of developing a shared consensus or understanding (Burgelman et al., 2018, Chang and Chen, 2015, Concannon and Nordberg, 2018, Heck, 2018, Hodgkinson et al., 2006, MacIntosh et al., 2010, Ørngreen and Levinsen, 2017:72, Schwarz, 2009).

Frequently regarded as an annual process for an organisation, top management often view strategy workshops as informal occasions for strategic exchange (Concannon and Nordberg, 2018). The activity can be viewed as a 'strategic episode' (Hendry and Seidl, 2003) wherein actors separate themselves from their daily routines, perhaps settings aside one or two days off-site, to undertake focused group work on strategic planning (Johnson et al., 2010a). This enables the separation of actors from their regular organisational activity and routines and creates a focus on strategy (Hendry and Seidl, 2003). The break from the norm extends the workshop into a non-hierarchical, liminal space allowing

freedom of thought and expression (Concannon and Nordberg, 2018) outside of the regular business operation, allowing the focus to be explicitly on strategy (MacIntosh et al., 2010). Hodgkinson (2006) affirmed this, finding that strategy workshops are common within organisations, with 90% of sessions studied lasting over two days and 73% being held outside of the organisation's normal processes, adding to the level of investment companies are prepared to commit to the activity.

Strategy workshops include a form of strategic dialogue or knowledge sharing and consensus (Schwarz, 2009), allowing managers to have an opportunity to raise high-level discourse (Hendry and Seidl, 2003). The workshop is a planned episode with a formal purpose, generally having a physical space and discursive or other interaction forms (Heck, 2018). The work undertaken within a strategy workshop can also be viewed as a form of negotiation, a praxis essential to the strategy process (Burgelman et al., 2018). Workshops are utilised for various reasons, including planning formulation, communication, or a strategy review, enabling an exchange of knowledge or intent within an organisation (Duffy, 2010, Healey et al., 2015, Schwarz, 2009), they act as a sense-making process where new and old information can be interpreted and processed. Including a reframing of an assertion of knowledge that already exists rather than an exclusive generation of new insights or solutions (Tavella and Franco, 2015)

Overall, strategy workshops are considered widespread, recognised and a frequent and formal part of an organisation's strategic development processes. As demonstrated through surveys, over 70% of companies in the UK and Germany operate and invest in annual workshops (Jarzabkowski and Seidl, 2008, Seidl and Guérard, 2015). As they are often imbued with an element of status and high expectations of impact, the activity can incorporate a high proportion of senior managers and accrue significant resource investment (Healey et al., 2015, Hodgkinson et al., 2006).

3.4 Decoupling & Liminal Space

One interesting aspect of strategy workshops is the benefit of disconnection or separation from daily routines (Hendry and Seidl, 2003). This is a form of decoupling with clear start and end points that enables actors to break away from organisational routines, suspending hierarchies and allowing space for participants to discuss strategy and explore ideas freely.

This has been referred to as a liminal space, a safe place to raise ideas and critique and is perceived to be beneficial and positive for strategy development (Concannon and Nordberg, 2018, Johnson et al., 2010a). Although there is little empirical evidence to suggest that the separation is any more successful than workshops included within the normal working environment (Van Aaken et al., 2013). This space can be a physical separation, for example, setting the workshop away from the workplace and within conference rooms or hotels or more symbolic, such as senior staff members establishing frameworks and rules and suspending hierarchies.

Using a separate or independent facilitator also adds to this liminality, subject to the facilitator and their liturgy being legitimate (Seidl and Guérard, 2015). A distinction must be made between a facilitator and a consultant. A facilitator unlike a consultant will not necessarily have expertise within an industrial field and will not usually contribute to discussion and debate regarding aspects and best practices of that field. A facilitator may have expertise in the structuring of workshops, a role that may guide, steer or frame discussions of participating actors. Facilitators then assist in exploring actor cognition and removing barriers to debate and discussion (Concannon and Nordberg, 2018, Meadows and O'Brien, 2013). A lack of industry or field expertise has been found to complicate situations where consensus is still being developed (Heck, 2018). However, Facilitators have been found to have a distinct impact on workshops- supporting the use of visual tools and helping reduce complexity (Cuccurullo and Lega, 2013).

Although this break from the norm might not be instant or absolute, a move in this direction (towards a liminal space) potentially enables actors to break away from old perspectives and cognition. It gives the process of a particular ritual, further legitimising the workshop (Johnson et al., 2010a), an aspect deemed necessary for strategic change (Hendry and Seidl, 2003, Mezias and Regnier, 2007). This leads to a specific critique of workshops separated from the day-to-day, termed the 'effectivity paradox' (MacIntosh et al., 2010). The workshop is, by nature, separated from the everyday and improved by heightened separation. The strategic insights and developments discussed may also remain separate from the everyday. Separation of workshop and day-to-day organisational activities can risk creating a gap between strategy development and operations which remained uncollected

(Healey et al., 2015). The decoupling activity effectively enables strategic insight and restricts its application and impact back into the organisation.

3.5 Process & Design

Critical factors in the design of strategy workshops include goal clarity, stakeholders and the cognitive complexity of the workshop (Healey et al., 2015). Any ambiguity regarding the activity's goals can be overcome by workshop design that allows actors to explore whilst leaning them towards clarifying perceptions and goals. A workshop's design properties directly impact the actors' ability to have a looser discussion which resolves conflict but opens up perspectives (Eden and Ackermann, 2014). The workshop can support consensus building, collective learning and member satisfaction by ensuring an ability to express and have room to formalise legitimising positions (Priem et al., 1995). A more formal approach to strategy workshops which leans towards a planning and design style of strategic development, has been viewed as ineffective, "formulaic and ritualistic" (Hodgkinson et al., 2006:480), the simplicity and transparency of a strategy tool being regarded as beneficial (Meadows and O'Brien, 2013).

Regarding the physicality of the session, visualisation (graphs, diagrams, working walls) is a beneficial element in reducing cognitive bias and supporting structured discourse strategy making. This is particularly useful in pluralistic settings (such as hybrid organisations (Buccino and Mele, 2019)) where a participatory visual approach to sharing mental models and maps can assist in decision-making and cognition (Cuccurullo and Lega, 2013).

The use of traditional classical strategy tools within workshops is common. Still, their usefulness or relevance to specific industries is questioned by managers and viewed as restricting any experience-based knowledge of participants (Hodgkinson et al., 2005, Jarzabkowski et al., 2013). Managers have been found to view standard tools as impractical. However, the incorrect use of tools has been found to link to a lack of structure within workshops. Tool use also appears to have an inverse legitimacy (Suchman, 1995). The observation is that experienced or competent managers do not need tools, and their rejection enhances their perceived legitimacy and expertise in strategy, regardless of any actual empirical insight (Roper and Hodari, 2015).

Differing approaches to the structure of a strategy workshop format are common, such as the world café, a technique utilising multiple tables or groups with comments turned into a discourse with a group resonance (Chang and Chen, 2015). The strategy process used within this work was based on the making strategy or SODA technique (Ackermann and Eden, 2011a, Ackermann et al., 2010, Ackermann et al., 1992, Bryson et al., 1995, Eden, 1994, 1992, Eden, 1995, Eden and Ackermann, 2014, Eden and Ackermann, 1998, Eden and Ackermann, 2000, Eden et al., 1992). This process is founded on cognitive causal mapping principles forming the basis of the analysis (Axelrod, 1976, Huff, 1990, Laukkanen, 1994). Participants generate ideas linked (causally) during the workshop producing a cognitive map. Participants develop individual ideas, placing them on a working wall, using a process based on the oval mapping technique (Bryson et al., 1995). The ideas are then grouped and structured, linking high-level and low-level concepts in an agreed visual map. The process enables collaboration and depth of information around a central idea by bringing multiple individual ideas together in an agreed hierarchical grouping.

It should be noted that from a SAP perspective, any strategy tool has affordance. The term 'affordance' was established within the design field and refers to the complementarity of the environment and the actor. Within this thinking, the environment and the animal (as Gibson frames it) are relative and afford different ways of interacting that depend not just on the physical properties of either (Gibson, 1986). SAP applies this way of thinking to strategy tools in use (Jarzabkowski and Kaplan, 2015), with the environment being the strategy tool and the 'animal' being the organisational actor(s) using the tool. An affordance is any perceivable element that directs an actor's thinking towards a specific set of actions. These can be actual and perceived properties that determine how the thing or tool should be used. Any tool from classical strategy models or workshop frameworks will have affordance that de-limits options, thinking and outcomes that can be developed within the activity.

3.6 Organisational Outcomes

Three distinct outcome forms have been established using strategy workshops, organisational, interpersonal and cognitive (Seidl and Guérard, 2015). The organisational outcomes reflect broad strategic direction for an organisation; interpersonal outcomes

focus on relationships built during the activities; and cognitive outcomes—the actor’s strategic understanding of issues within their mental maps (Healey et al., 2015). The outcome-orientated view of strategy workshops has been the most explored in the literature, with a broad finding that single workshops are unlikely to have a high level of impact on an organisation. In contrast, repeated and ongoing use of workshops are more successful. Actors have adequate time and opportunity to focus and develop outcomes (MacIntosh et al., 2010). The potential impact was also higher when workshops were embedded as part of an organisation’s strategic development.

3.7 Identity and Institutions

A final insight is how the institutional environment may influence the workshops and act as an influencing agent. The key element of SAP is its linkage to institutional practices and how actors engage and contribute to institutions, the strategic actors directly affecting and changing institutional forms (Johnson et al., 2010b). Within the SAP field, ‘off-site awaydays’ and ‘meetings’ are defined as a strategy tool and are so common across various types of organisations that they may be collectively called institutional practices (Suddaby et al., 2013). The strategy workshops influence the ongoing development and maintenance of an institutionally defined organisational field. They align with Lampel and Meyers’ ‘Field configuring event’ (2008), greying the distinction between strategic development and institutional work (Dobbin, 2010, Lawrence et al., 2013, Willmott, 2011). Institutional work is the actions and agency of actors in maintaining, forming, and reproducing institutions (Battilana et al., 2009, Giddens, 1984, Hoffman, 1999, Jepperson and Meyer, 2021, Leca et al., 2008). Acting as a temporary social event, they can help shape the organisation and profession (Meyer et al 2005). This has been noted to have particular influence when actors are exposed to open fields or multiple institutions (Dorado, 2005), such as the highly pluralised organisations within academic and health arenas (Jarzabkowski and Fenton, 2006).

Workshops also touch on institutional entrepreneurship, where strategies of influence on institutional contexts are developed and delivered (Scott, 2014). Strategy workshops can then extend and subvert institutions in reaction to higher-level institutional pressures to conform, raising actors’ consciousness to different perspectives and routines (Johnson et

al., 2010b). This addresses a core critique of NIT (the institutional 'dope' (Suddaby et al., 2013)), as institutional work highlights the competence and practical skills in understanding their strategic and institutional setting. Strategy workshops have lastly been observed to challenge organisational identity (Albert et al., 2000, Ashforth et al., 2008, Dutton et al., 1994); whether this can be achieved during individual sessions is questioned, but the observation that the workshop challenges fundamental assumptions around the organisation, within a safe environment aligns with this work (MacIntosh et al., 2010).

3.8 Summary

Strategy workshops are deemed an important area for further investigation, with a specific focus on strategy workshop research across sectors with different systems and approaches to governance (Hodgkinson et al., 2006). The link to insights into institutional thinking raises the study of workshops to an area of current interest and growth. In particular, on institutional influence on cognition and practice. Chapter 4 will introduce the reader to neo-institutional theory and organisational fields to underpin observed cognition and the reasoning behind actors' choices within workshops.

Chapter 4 Neo-Institutional theory & Organisational Fields

4.1. Introduction to Chapter

Chapter 2 explored the social science attributes and positivist philosophical standpoint of management and strategic management knowledge. The inference is that within a postmodern world, management knowledge has a degree of contextualisation, and no sets of rules or approaches apply generically to all organisations. With this in mind, it becomes necessary to explore how strategy materialises in contextually-dependent ways and on what basis the differences are related (Ackermann and Eden, 2011b).

Observation of individual organisations would be beneficial but limited in generating broader insights. This study will aim to raise the level of analysis beyond the particular organisation and include the institutional level. The Organisational Field is the focus of the investigation, a critical demarcation, mid-level and more generalisable approach to categorising groups of organisations (Scott, 2014).

The Organisational Field is an institutionally defined collection of independent organisations, both similar and dissimilar, functioning in a defined arena and including exchange partners such as funders and regulators (DiMaggio and Powell, 1983). One aspect of this study will explore strategies-making approaches at an Organisational Field level, reflecting on institutional-level drivers common to these fields (DiMaggio and Powell, 1983). Neo-Institutional Theory (NIT) underpins this by describing how organisations emerge as sets or groups in an Organisational Field and are driven to become more homogeneous through institutional-level, isomorphic drivers. By grouping organisations into institutionally defined Organisational Fields (Giddens, 1979), the researcher can explore strategy cognition and causation across organisations within Organisational Fields and whether it varies across different Organisational Fields. Any alignment or variation observed may result from institutional drivers' influence within fields.

The chapter aims to explore and evaluate institutional theory to apply its insights. Supporting an exploration of how strategy cognition may vary across differing Organisational Fields by exploring the following.

- Current thinking in Organisational Fields and Neo-Institutional theory
- Limits and critique of this theory
- An approach to Organisational Field selection at an institutional level, underpinning one of the units of analysis.
- Theoretical reasoning on organisations' focus in relation to field or institution.
- Institutional Logic, common logic and conceptual frameworks that guide Organisational Field member's behaviour.

4.2 Neo-Institutional Theory

Before the rise of institutional theory in the late 1970s, organisations were assumed to function within Weberian bounded rationality (DiMaggio and Powell, 1983). This describes the limited information available to actors to interpret and make decisions instead of rationality, whereby all information is available, and information is perfect (Fligstein, 1991). Within this assumption, agentic actors respond to circumstances, managers analyse contexts and initiate actions to drive efficiency to compete and deliver technical and rational outcomes (Greenwood, 2008). Organisational structures are adapted to tasks (Burns and Stalker, 1994), critical resources are managed logically (Pfeffer and Salancik, 1978), and the organisation is modified within a bounded rationality (Simon, 1957). Modifications are undertaken to satisfy prevailing market and performance environments (Cyert and March, 1992), thus ensuring an appropriate fit to the business environment with senior managers acting rationally (Greenwood, 2008). From this standpoint, a typographical or taxonomic approach to exploring organisations could be successfully undertaken through individual organisational dimensions (Daft, 2004, McKinley, 2010), analysing organisations through their functional and structural attributes in relation to their approach to strategic management (see 4.6.3).

The significant change in the literature that addressed gaps in these forms of organisational/environment models and defined NIT was that organisations are significantly influenced by their institutional-level context. A context referred to as "...the rules, norms and ideologies of the wider society." (Meyer and Rowan, 1983:84) in the structure of organisations or their inherent "...normative and cognitive belief systems" (Scott, 1983a:163). This institutional-level context differentiated between old and new

theories of intuitionism in the scope of analysis. There was a focus on the community level within old institutionalism, whereas NIT could include a broader range of local, national and international actors. NIT offers an approach to understanding organisational behaviours that sometimes moves away from rational economic justification (Suddaby, 2013).

Although definitions of NIT can vary with some ambiguity, the original concept of NIT relies on the notion that society is formed within institutionalised cultures, which arrange and disperse models of organisations and individuals (Wiseman and Baker, 2006). Attention is drawn to forces external to the organisation, outside its organisational boundary, delimiting the infinite range of managerial choices and possibilities determined by internal economic drivers. These forces are reduced to a limited and narrow range of legitimising options formed by the group's Organisational Field via their institutional environment's rules, norms and beliefs (DiMaggio and Powell, 1983). This drives a shared reality across the institution, which culturally constrains actors within the institutions instead of the individual agency of actors forming society independently (Wiseman and Baker, 2006).

Institutions in this context are not organisations but emerge as society's building blocks, including aspects of social, political and organisational life, shaping behaviour perception and choices (Berger and Luckmann, 1966). Institutions embody the scripts or packages of culture, both formal and informal, that define a particular sector and with which they make sense of the world (Wiseman and Baker, 2006). Social structures can acquire meaning, value and significance (Selznick, 1949) outside of the purpose they are created for. The structures, tasks and functional elements develop new unintended meanings that cannot relate to their primary function or organisational aims. For example, an organisation can create an institutional attribute (for example, a charity) that emphasises its survival, which was not an organisational aim initially (Selznick, 1949). The theory proposes that it is not economic drivers but social pressures on Organisational Fields through rationalised myths (Meyer and Rowan, 1977) that become agreed standards or models of behaviour, which then drives pressure to conform to the institutional norms.

Organisations within a field become more similar, not because it is a more effective and efficient means of forming the organisation. But because the societal drivers of uncertainty

and constraint generate isomorphic pressures, resulting in a level of homogeneity (DiMaggio and Powell, 1983). Underpinning these drivers is the need for organisations to survive, not primarily through technical efficiency but through legitimacy (Scott, 1983b). By seeming rational, through the lens of the institution, the individual organisation can gain resources, reduce accountability and be socially accepted within the context of that institution (Greenwood, 2008). Organisations can also seek legitimacy within groups of similar organisations by duplicating aspects of these organisations (Suddaby, 2013). Social situations or the organisational context constrains the social actors' process, structures and agency. Social actors move away from the initial drive to produce performance improvements and construct an environment that shapes and changes their ability to impact that environment (DiMaggio and Powell, 1983). All organisations in a field can seem to be one organisation or body, with one central controlling mind, despite the autonomy or competitive relationship they have. Several factors drive this process of conformity and isomorphism of groups.

The first is regulative or coercive isomorphic forces; these include the political and the organisation's drive to obtain legitimacy. Indicators can consist of rules, laws and sanctions and softer non-governmental regulations. Secondly are cognitive or mimetic isomorphic forces. These incorporate the taken for granted, with organisations within the field dealing with uncertainty by imitating the behaviour of other organisations. Lastly are the normative or professionalisation forces. Compliance is driven by social obligation. This moves organisations towards the rules and beliefs inherent within an organisation's group, generating legitimacy, such as certification and accreditation.

Thus, groups of organisations in the same field tend towards similarity and tend to be similar. Institutionalisation is both a process and an outcome (DiMaggio, 1988). As a process, organisations can be observed to work towards institutional norms in practice and form (Machado-da-Silva et al., 2006a, Meyer and Rowan, 1977, Scott, 2014). As an outcome, organisations can be observed to align with other organisations within their field, delimiting the range or scope of their nature (Boxenbaum and Arora-Jonsson, 2017, Wiseman and Baker, 2006). The impact of institutional-level forces can also vary within differing contexts. One area most significantly sensitive to these forces is the non-profit and governmental sectors, referred to as institutionalised organisations (Meyer and

Rowan, 1977). However, in later works, the drivers of technical efficiency and organisations within less institutionalised settings are also fully encompassed in the NIT model, with the technical or efficiency aspects also being viewed as institutional constructs (Greenwood, 2008).

One critique of any visible homogeneous alignment may be that compliance is merely a surface-level isomorphism (Zucker, 1987:672). Here the pressure of technical efficiency and performance may contradict and outweigh any institutional isomorphic effects. The organisation may then decouple (Greenwood, 2008:4) their actual modus operandi from the organisation's visible and institutionally acceptable version. How far an organisation can decouple from their contexts or markets will be de-limited by the institutional or field-level isomorphic drivers as the market itself is institutionally defined (Carroll, 1986). A further critique is the lack of attention paid to agency. A key concern to critics of Neo Institutional Theory envisaging NIT is replacing the "...hyper-muscular agent" with the equally preposterous "cultural dope"..." (Suddaby et al., 2013:11) or passive receptor (Gondo and Amis, 2013). From this, the notion of the institutional entrepreneur has emerged (Mutch, 2007). Legitimacy is viewed more as a reciprocal social construction that is dynamic and changing (Boxenbaum and Arora-Jonsson, 2017).

This initial attention to more passive institutional drivers has expanded NIT to include actors' agency in influencing and maintaining institutions and fields. The institutional entrepreneurship field focuses on the individuals responsible for directed work in the development and impact of institutions. Actors utilise resources and processes that enable the maintenance and reproduction of the institution (Greenwood et al., 2017). These activities in forming and creating the institution are referred to as institutional work (Dobbin, 2010, Lawrence et al., 2013, Willmott, 2011), which can be defined as "... intelligent, situated institutional action" (Suddaby et al., 2013:11). Institutional entrepreneurs actively developing and creating the institution from within.

Actors can be observed to undertake active behaviours influenced by institutional pressures. This can materialise through strategic behaviours, including acquiescence, compromise, avoidance, defiance and manipulation (Oliver, 1991). Institutional work redefines actors as agentic, competent, conscious, and practical within their institutional rationality and logic (Lawrence et al., 2013, Lindberg, 2014). In creating institutions, institutional work can be summed as both political (vesting, defining, advocacy) and meaning (mimicry, theorising and educating) (Lawrence and Suddaby, 2006, Reay and Hinings, 2009, Thornton et al., 2012)

Of note is that this study will utilise strategy workshops which will use clustered strategic issues, goals, core competence and actions as an expression of cognitively prioritised elements (see method). This process allows actors to establish areas of focus and will, by nature, highlight institutionally legitimate elements. The workshop may act as a boundary object between fields and institutions. Being a place or object adaptable to local needs and the various actors engaging in the activity (Star and Griesemer, 1989). The workshop acts as a method to coordinate and develop consensus (Bechky, 2003) on the field's nature and definition. In this sense, the strategy workshop can be both influenced by a field and as a 'field configuring event' (Lampel and Meyer, 2008), where the focus and attention of the actors will, to some extent, express and drive institutional features or elements.

The focus on isomorphism (DiMaggio and Powell, 1983) is overly emphasised as Neo-Institutional theory's defining concept (Hoffman, 1999). Early iterations of the theory can be summarised as describing organisations' similarity with fields, with an emphasis on field legitimacy, as a reason to act. Within these early models, the influence of agents or institutional entrepreneurs was minimised. NIT is overly focused on the "persistence and homogeneity of phenomena" with less focus on the changes over time or the strength or power of an institutional field (Dacin et al., 2002:45). However, this was later refined to help explain the change in organisations and the agency of actors (in particular more marginal actors) (Suddaby, 2013) and adapted to include the influence and relationship actors have with the institutional environment.

4.4. Organisational Fields

4.4.1 Introduction to Section

This thesis intends to raise the level of analysis of strategy cognition beyond the individual organisation to the institutional level, with the Organisational Field being the focus of the investigation. Organisational fields are the critical unit of analysis within NIT and can be defined as “...a community of organizations that partakes of a common meaning system and whose participants interact more frequently and fatefully with one another than with actors outside the field” (Scott, 2014:56). Following NIT, organisations share common logics and conceptual frameworks made up of normative and cultural-cognitive elements that guide Organisational Field members behaviour, referred to as Institutional Logics (Friedland and Alford, 1991b, Scott, 2014, Thornton et al., 2012). This enables organisations to develop a shared understanding of their field and offer varying or competing logics within subsets of the field.

As stated by DiMaggio, “...to understand the institutionalization of organizational *forms*, we must first understand the institutionalization and structuring of organizational *fields*” (1991:267 emphasis in original). The study of Organisational Fields does allow observation of a particular phenomenon or process at a higher level than that of a single organisation. Any self-evident logic cannot determine the selection of Organisational Fields as a level of analysis. It must be defined by empirical investigation as they only exist as institutionally defined (DiMaggio and Powell, 1983). To underpin the approach, the researcher has reviewed the literature concerning Organisational Fields, enabling insight into the participating organisations’ Organisational Field groupings. Note; depending on the organisations selected for use within the study, it may be appropriate to change the level of analysis to ‘organisational population’. This is a collection of organisations that are “...alike in some respect... have some unit character” or will collectively adapt to environmental conditions similar to a community (Hannan and Freeman, 1977:934).

4.4.2. Various Approaches to Organisational Groupings

Field approaches to understanding an object's behaviour were established within early 19th-century studies of electromagnetism and fluid mechanics (Scott, 2014). The object

being studied, not just in isolation but in relation to external effects. An early proponent of field-based studies, Lewin (1946 reprinted 2009) proposed the notion of understanding organisations and the people and conditions encountered as one interrelated constellation. His concept of field theory included all aspects of an individual's relationships at a time, including the influence of behaviours. The aim is to observe and support the facilitation of change within organisations. This focus to a level of analysis that goes beyond individuals and individual organisations can be grouped into the following three categories, Organisational Set models, Organisational Population models and Interorganisational Field models, each demonstrating some limitations (Scott and Meyer, 1991).

Organisational Set Models,

The first of the broad forms can be referred to as the organisational set (Scott and Meyer, 1991), whereby a focal organisation and its key exchange partners (counter organisations which provide resources for operation) are explored. These are power and dependence relationships with economic interdependence. The focus of attention is on the direct interconnectedness with the environment viewed from the standpoint of the focal organisation (Blau and Scott, 1962). Although a helpful approach, in particular, to explore strategy or resource dependence, the focus within this approach is on a single organisation and its direct relationships only. Such an approach limits and moves focus away from evaluating a higher-level relations system beyond the focal organisation. A system of relationships that can be a significant element of organisational operation and influence. A method that aligns with early approaches within organisational sociology, which tended towards closed systems analysis of phenomena within an individual organisation. The subsequent emergence of open system models changed, here organisations become "responsive systems shaped by environments, as collective actors themselves shaping their context, or as component players in larger, more encompassing systems." (Scott, 2004:8). A broader tactic then would be to research groups of organisations, moving away from the individual organisation and specific local phenomena. It also acknowledges the gaps in positivist and generalisable models and recognises advances in organisational sociology.

Organisational Population Models

The organisational population model is an analytical approach that explores a broader range of levels. A population is defined as all organisations competing for resources in the same field. It follows a biological approach to classification, grouping similar organisations in form or function (Hannan and Freeman, 1977). Studies focus on similarly structured organisations with similar goals analogously to biological species definitions (Scott, 2004). The approach establishes set criteria within competing forms of organisation. However, the models tend to ignore and conceal supportive relationships with the competitive environment or any ties with organisations from non-related forms, relationships that can be critical to survival (Scott and Meyer, 1991). Change within this view sees new organisational forms coming about through environmental selection, not adaptation, and is driven by competitive environmental forces (Hannan and Freeman, 1984). An example of categorisation and its influence on management was undertaken through industry recipes. Spender (1989a) explored the hypothesis that managers deal with problems in ways that are characteristic of particular industries. These recipes were developed to guide an organisation's actions or "...guide strategic thinking" (Spender, 1989a:10); within a context, paradigm (Kuhn 1970), culture, heuristic for decisions, or pattern of beliefs (Schutz, 1944). An approach which limits a broader understanding of institutional-level influences, as the focus is on specified organisational criteria (structure, work styles) and has an underlying assumption of structural inertia.

Interorganisational Field Models

A more comprehensive approach, the Interorganisational Field Model (Scott and Meyer, 1991), examines relationships across diverse organisations within an established network, mainly within the same physical geographical area. Organisations can be both related and unrelated but share a common geography, community, or system. The primary analysis focuses more on the nature of the relationships than on the organisations themselves. The linkages and relationships tend to be horizontal between organisations of similar hierarchical levels and lack attention to authority or hierarchy relationships.

4.4.3. Bringing Neo-Institutionalism into Organisational Fields

The approaches explored above are limited in perspective, either missing broad or supporting relationships, restricting the examination of relationships to a closed field, or

avoiding hierarchical influencers. As summaries of organisations in their settings, they retain a perception that organisations are primarily production systems with relationships and environments formed around technical flows, tasks, information and the sources necessary for delivering tasks (Scott and Meyer, 1991). Organisations are then viewed as creating structures shaped by technologies, technical aspects and operational relationships (Perrow, 1967). Although a valid perspective, it is limited and does not recognise that organisations are not just a technical means of production existing in an economic vacuum. Organisations also have social and cultural aspects and influences within their institutional setting. These are more broadly referred to as relational and symbolic dimensions (Machado-da-Silva et al., 2006b) and the regulative, normative and cultural-cognitive elements (Scott, 2008) of their institutional setting.

4.5 Perspectives on Organisational Fields

The shortcomings of the set model approaches are addressed within Organisational Field models, today firmly established by Neo-Institutionalism, and understood to be critical in linking the organisation and societal levels of analysis (DiMaggio, 1986, Wooten and Hoffman, 2016). The following section explores a range of theoretical, post Neo-Institutionalism perspectives of analysis on Organisational Fields (Machado-da-Silva et al., 2006a) and introduces hybrid organisations (Battilana et al., 2017, Buccino and Mele, 2019). This section will review current thinking and underpin the analysis of Organisational Fields within the research.

4.5.1. Field Defined by the Inclusion of all Relevant Actors.

The first perspective is focused on an empirical analysis of the actors within the institutional sphere. Actors here are individuals and groups, social constructions and forms that make up an influencing element. The actors include individuals, associations of individuals, populations of individuals, organisations, associations of organisations and populations of organisations (Scott, 2014). Organisational Fields are defined as a “recognised area of institutional life” DiMaggio and Powell (1983:148) that is identifiable and encompasses the entirety of pertinent actors. This list can be expanded or reframed to include: Similar groups of suppliers to an industry, producers of related services and products, consumers of

related products or resources and regulatory or controlling agencies (Dimaggio and Powell, 1983:148).

These collections of actors align with organisations as collections with societal sectors, working within the same area and offering comparable services, products or functions (Scott and Meyer, 1991). The Organisational Field is a meaningful construct for the actors, with the perception of field boundaries being the defining characteristic which affects the practice and function of organisations in the field and the representation of that field. Actors then will “...select models for emulation, where they focus information-gathering energy, which organisations they compare themselves with, and where they recruit personnel” (Dimaggio, 1991:267). The process of forming and defining an Organisational Field emerges through the process of structuration (Giddens, 1979). Structuration recognises the action of agents within structures and the forming of social practices and structures by these agents (Giddens, 1983). Broadly the process can be broken down into two stages. Firstly, various divergent organisations, through a process of agentic structuration, develop into new organisational fields. Secondly, through isomorphic forces, these organisation fields become more homogeneous.

It should be noted that the Giddens (1984) structuration model is central to a critical debate within sociocultural theory between Anthony Giddens and Margaret Archer. In brief, structuration is formulated on a process ontology and the notion of the inseparability of the individual and society. Here, practice and action are considered critical aspects of sociocultural activity. These two key assumptions are rejected by Archer (1995), who recognises both; the individual as a separate entity and, at the same time, irreducible from the group and the group and its inherent interactions with the individual. This frames structuration as overly socialising agents and downplays the individual freedom to act and effectively break away from any institutional field (King, 2010, Sawyer, 2002).

4.5.2. Field Defined by Industry or Societal Sector.

The second established field is built on the concept of an industry but significantly includes critical influences and organisations that impact performance within a societal sector (Scott and Meyer, 1991), such as a standard regulatory system. Included within this are those organisations that can influence the performance of core domain organisations, and the

concept broadens out from any localism into related and non-related organisations within the same functional arena, “similar and dissimilar interdependent organizations operating in a functionally specific arena together with their exchange partners, funding sources and regulators” (DiMaggio and Powell, 1983, Scott, 2004:9). Although not entirely encompassing the broader views of DiMaggio and Powell (1983) in capturing the totality of relevant actors, it has advantages in analysis by defining a more limited unit of investigation under the institutional lens. However, demarcating a line in the sand for what is or is not a relevant actor, such as functional similarity and the scope of the fields the organisation may participate in, add methodological difficulties to this approach (Machado-da-Silva et al., 2006a).

The perspective includes both vertical and non-local linkages, organisations within a domain and that domain’s relevant economic elements, such as related products, functions, and services. Notably, as a societal view, it includes suppliers, customers, owners, regulatory agents, funders, and competitors, which then includes national and international relationships and actors. Also included are interrelations through product substitutability and shared demand, expanding the societal sector beyond that of a single industry. These communities of organisations may follow the same meaning systems and similar symbolic processes (Scott and Meyer, 1991).

The difficulties experienced by researchers in delineating an Organisational Field does give a functional level analysis within a domain some appeal (and has been revisited by some researchers (Scott, 1983b, Scott and Meyer, 1991)). However, an industry-level classification with arbitrary field delineation is limited as it does not analyse its totality (Machado-da-Silva et al., 2006a).

4.5.3 Field Defined by Interests, Events, and Discussion.

The Field, as a centre of dialogue and discussion, describes Organisational Fields as formed around a central issue or event surrounding or involving organisations in a shared thematic interest. Here organisations and agents in differing fields or domains undertake or become involved in the same central theme or debate. The field is then formed around common channels of dialogue around important issues, reflecting the interests and goals of a group of organisations (Hoffman, 1999).

Rather than be bounded by Sic code classifications, Hoffman (1999) believes that the issues the organisations encounter define the field, establishing links that may not have been operationally present. Membership in the field is established through social interaction and may be time limited as the issue grows and depletes. The field is organised through information exchanges within the debate, dispute and negotiation to achieve goals. Within more stable fields where an established legitimate logic prevails, a more limited and less intense debate over themes may render the approach more difficult for analysis purposes (Zietsma and Winn, 2005). Institutionally this perspective highlights institutions within a population of organisations within the field and the institutions at the heart of the shared issue, resulting in multiple institutional influences on Organisational Fields.

Hoffman (1999) used legal activity within a study of environmentalism to establish relevant actors within the Organisational Field under investigation. He recognised that the study deselected organisations that did not pursue litigious solutions but justified this as the level of meaning to the actors was demonstrated through the pursuit of legal action. To establish issues, he utilised trade journals which institutionally framed the issues under study, reflecting the interests of the Organisational Field.

Using three pillars (Scott, 2014) of Regulative (or Legal), Normative (or Social), and Cognitive (or Cultural), Hoffman (1999) explores Organisational Field responses to issue-based, Institutional drivers. From a regulatory perspective, the organisation will explore their interests within a given situation. In response to a normative institution, the organisation will need to make sense of its role and the organisation's expectations within the situation (March, 1981). The Cognitive institutional drivers encompass the often unconscious (Zucker, 1983), taken-for-granted, organisational paradigm that guides the actor's perception of the nature of reality and the form this then takes, thereby guiding both perception and reaction to the issue or event.

4.5.4. Field Defined by Power and Conflict

Underpinned by Bourdieu, the Field as an arena of power and conflict proposes that relationships between actors within social fields are based on power, a transient form of capital that is only ever field-specific. Bourdieu describes power as "...economic capital (in its different kinds), cultural capital and social capital as well as symbolic capital, commonly

called prestige, reputation, fame, etc., which is the form assumed by these different kinds of capital when they are perceived and recognized as legitimate.” (Bourdieu, 1991:230). Fields become networks and systems of relations in which social positions dictate power, and actors undertake manoeuvres for resources (Everett, 2002). Fields are considered a game with actors continually driving to accumulate capital, having stakes, investment and trump cards (Bourdieu and Wacquant, 1992). The field will contain both the dominated and the dominant, who, in action, alter the mechanisms and outcomes of power within the field.

The fields are broadly separated into two; Firstly, the field of ‘restricted production’ (Bourdieu, 1985) or ‘cultural production’ (Bourdieu and Johnson, 1992); within this type of field, organisations produce cultural goods for cultural goods producers, and the generation of cultural capital is the driver, cultural capital that is judged to have value by the field. Artists or musicians would be examples of actors within these fields; the field thus has a significant influence on the organisation or actor. Secondly, more generalised production (widespread/large-scale production) (Bourdieu, 1985); here, the field’s production of cultural goods is for non-producers of cultural goods or the general public, the field then has less influence on the organisation and the Organisational Field. The two forms do not exist in isolation. For example, the generalised field can influence the restricted fields resulting in the restricted field lacking any independence and becoming “heteronomous” (Everett, 2002:61). Measures of success may change within a heteronomous field and could move from a cultural capital-driven field to include economic capital, income or profit, measures that may not usually exist in the field as the original measures based around field specific legitimacy would have prevailed. In fact, within a truly autonomous restricted Organisational Field, a complete inversion of economic principles may dominate, with “..charisma, aesthetic intention, and an interest in disinterestedness” (Everett, 2002:61) driving the field. Actors within a field may not be best placed to recognise any heteronomous drift as their focus on legitimacy within a field, or the internal taboos of discussing this aspect of the field may mask the fields changing nature (Everett, 2002).

Of note within cultural capital are other various forms of capital: Embodied cultural capital (external wealth reengineering into the person, e.g., language skills), Objectified Cultural

Capital (ownership of cultural goods), Institutionalised Capital (that recognised ability as perceived by the institution to which the actor belongs). Others include Linguistic Capital (languages), Social Capital (relationships and networks), Political Capital and most significantly for Bourdieu, Symbolic Capital, wherein the symbolic forms of capital become legitimate, arguably becoming the most valuable and giving the power to consecrate and legitimate capital forms (Bourdieu, 1989). Effectively a change in power can generate a change in the field. Actors can influence the field as they attempt to generate value within the form of capital they recognise and discredit it in disagreement with it. The approach enables an understanding of the social actors (their objectives, ideologies, ideas and behaviour) within a field; in particular, those with power as defined by the field are essential to understanding and delimiting the field boundaries and understanding the constituents of the field. The social actor's interests are located within a field of power which determines actors' values and beliefs, implied within their actions and discourse (Leao, 2001 cited in Machado-da-Silva et al., 2006a).

4.5.5. Field Defined by Power, Influence, Rules, and Disputed Interests.

The key differentiator within the Field as an institutional sphere of disputed interests is the less determinist and more active role of influential, incumbent actors influencing and changing the rules by which the field is structured (Machado-da-Silva et al., 2006a). As supported by Bourdieu (Everett, 2002), power and relationships underpin the perspective. By influencing the structural rules of the field, powerful actors can change and improve their position within the field, thereby supporting their interests (Fligstein, 2001). Fligstein (1991) argues that institutionalists have overstated norms' role in forming Organisational Fields by undervaluing the comparative power of actors in field formation. In his view, organisations are influenced by three institutional spheres: their current strategies and structure, the other organisations within their Organisational Field, and the state, within which rules, actions, and power relationships form. If rules determine action through constraint, the ability to develop and set rules will establish cognitive structures for actors within the field. This can lead to powerful organisations deliberately setting and establishing the nature of the Organisational Field itself (Machado-da-Silva et al., 2006a). An organisation's strategy will reflect conflicts in pursuing goals established within the constrained, institutionally driven organisation field. So, a change in a powerful

organisation's strategy will result in changes to the Organisational Field, and the weaker organisations will, through social or dependency links (including legitimacy, competition, and cooperation), be required to adapt to a field's changed position. The Organisational Field either legitimises actions or forms a reason for organisational change. The view argues that once key organisations have changed strategies and have seen supposedly superior results, the actors within the field will change to match. The strategy may not be successful, but the institutional perception of these changes results in a perceived view that legitimatises the change (Fligstein, 1991).

The stability of Organisational Fields is directly related to stability within organisations; the more change in the field, the more change will be apparent in the organisation and visa-versa (Fligstein, 1991). The level of stability or crisis in the field is viewed as a critical element in field transformation and on the nature of member actions and strategies undertaken. The crisis is frequently due to relationships breaking down or the invasion of other fields (Fligstein, 2001).

The role of skilled social actors in institution building is emphasised, actors confronting one another during social interactions or 'games'. A process viewed as critical in forming and reproducing Organisational Fields, particularly when under crisis. "...skilled strategic actors provide identities and cultural frames to motivate others" (Fligstein, 2001:4) through social skills, generating collective action and inducing cooperation, therefore approaching institutionalism from a more sociological perspective.

In determining the scope of an Organisational Field, the actors' point of view is sufficient in defining its nature. However, it may be empirically challenging to specify which organisations exist in the field at any moment. A powerful actor or the state will also enforce the definition of the extent and form of the field; these organisations can then direct the actions of the field (Fligstein, 1991).

4.5.6. Fields as a Structured Network of Relationships

The final perspective focuses on the social network being the sustaining force for an Organisational Field (Machado-da-Silva et al., 2006a). In referring to the original definition of Neo-Institutionalism, actors not only engage in exchange relationships but also undertake social, structural and relationship interactions, which act to delimit their actions

(Dimaggio, 1991, Scott and Meyer, 1991). The approach explores the linkages across organisational types within Organisational Fields, introducing topological space as a metaphorical way of exploring the interaction (Machado-da-Silva et al., 2006a). Critical research highlights the lack of attention paid to "...the interactions of multiple, overlapping networks or the regulated reproduction of network ties through time." (Powell et al., 2005:1134). Within the view, there is a recognition of the emergent development of network structures with multi-connectivity and multiple diverse connections giving central actors cumulative advantage in the field and, in a similar vein to the previous model, they can then set the agenda for the field. The cumulative advantage is achieved by new organisations joining the field with a preferential bias for attachment (generating links) with actors with more or different links or ties. Powel et al. (2005) used citations within academic literature to illustrate the process. Research on citation networks within Academic papers showed that most articles have few citations, with a select few having a very large number, the highly cited becoming more highly cited as high citation figures generate perceived credibility and are utilised more by emerging writers. Although an interesting finding, the writers caution that this approach may not be valid in all environments (Powell et al., 2005).

4.5.7. Hybrid Organisations

One final perspective of interest to this study is the hybrid organisation (Battilana et al., 2017, Buccino and Mele, 2019). Hybrids are a form of organisation that can contain multiple and distinct institutional logics rather than just a single overarching field or institution and may be founded on any of the above definitions. They are particularly interesting to this work as they have been observed to exist specifically within two of the study's target fields, health and education (Battilana et al., 2012). An example of a hybrid from the university sector could be the distinct, separate logics and legitimacies found between a facilities department and a research centre. Both groups are within the same organisation but in very different institutional settings, experiencing quite variant institutional drivers and experiences. The field definitions of power, conflict, rules and disputed interests may overlap within hybrids, as tensions between fields may materialise within strategy development as actors undertake institutional work in modifying their institution and organisation (Dobbin, 2010, Lawrence et al., 2013). Several theories underpin this area,

including organisational identity, societal rationales, and organisational forms. The six models of field identification remain applicable, but multiple drivers and fields may be seen to exist within a single organisation. As this study is focused on the strategic insights and causation of strategic thinking, the activity, patterns and beliefs or 'Hybrid Rationales' (Battilana et al., 2017:136) and the underpinning institutional logics perspective will also help explore the influence of values, practices, shaping cognition and influencing chosen actions.

4.5.8. Institutional Logics

Institutional logics are a metatheoretical framework for understanding relationships within institutions and explores how institutional actors perceive and explore rationality (Thornton et al., 2012). The argument is that the extent of field determination by actors within an organisation can, to some extent, be driven by "Institutional Logics" (Friedland and Alford, 1991b:248) developed through practice, values, beliefs, and rules. The actors producing a socially constructed logic that they will then use to make sense of their institution.

The range and breadth of the Institutional Logics that drive a shared concept and behaviour will vary considerably in their form and in their 'vertical depth' or the level of penetration (Krasner, 1988). At the meso-level, an organisation will face many and often contradicting logics (Friedland and Alford, 1991b). This also ladders up to the institutional level and the effective choices an organisation makes in which institutional-level logic it aligns to. One aspect of the institutional logics perspective is the more profound explanation of structuration, moving on from isomorphism or mindless cognition (Thornton et al., 2012). The concept explores rationality as situated and dependent upon values, sense-making and practices within institutions. This re-incorporates the agency of actors but an agency that is based on a socially constructed reality (Friedland and Alford, 1991a, Thornton et al., 2012). The institutional logic of a specific field can then guide and influence the assumptions, preferences, values, appropriate behaviours, and direction on what will support success.

Institutional logics can be critiqued as being conceived as exogenous to actors; Goffman addresses this with a framework or "schemata of interpretation"(1974:21) which can be

seen as an active and impactful struggle into meaning (Lounsbury et al., 2003). The actors interpret events, enabling them to actively find, understand and effectively elicit meaning from them. By establishing their meaning and subsequent framing, a contribution is made to the actor's construction and conception of reality. This perception then supports the identification of issues and problems, highlighting an approach for the organisation in implementation or response (McAdam et al., 1996, Zald, 1996). Collectively held principles and interpretations of issues can become a 'social heuristic' (Beamish and Biggart, 2012) or 'rule of thumb', which enables a justifiable foundation for decisions based on a shared understanding of issues within the network, collective or Organisational Field. This has been shown to lead to simplified decision-making, as there is a common set of decisions, and results in inhibited and conservative approaches. Also included within the theory are disruptive and disorganised behaviours, as these actions or activities will take on a form familiar to the field, as the repertoire of actions is "...surprisingly limited" (Tilly, 1977:5-14). "In setting strategy and structure, firms may choose action from a repertoire of possible options. But the range of that repertoire is bound by the rules, norms, and beliefs of the organizational field" (Hoffman, 2001:148). Although senior staff may feel they are developing autonomously, they are following institutionally defined trends.

4.6 A Brief Note: Organisational Typologies, Taxonomies, Organisational Contingencies and Organisational Types.

During the development of the study, the researcher has frequently encountered organisational typologies, taxonomies, organisational contingencies, and organisational types as recognised approaches to categorising or forming idealised types of organisations. The following brief section is intended to clarify and accurately define taxonomy, classification, and typologies as separate and distinct from a Neo-Institutional sociological position. Within which the Organisational Field is the critical unit of analysis (Scott, 2014). Analysis of functional typographic/typologies, taxonomies, organisational contingencies and organisational types or aspects of these organisations is beyond the study. This study explores a set of recognised areas of institutional life and the extent to which strategy cognition differs between differing recognised areas of institutional life.

If we accept DiMaggio and Powell's definition that an Organisational Field is "...a recognized area of institutional life; key suppliers, resource and product consumers, regulatory agencies, and other organizations that produce similar services or products." (1983:148), or Scott's (2014:56) definition "...a community of organizations that partakes of a common meaning system and whose participants interact more frequently and fatefully with one another than with actors outside the field". We can observe that the approach is markedly different from an organisational typology or classification. A classification scheme or taxonomy is defined as "...classification systems that categorise phenomena into mutually exclusive and exhaustive sets with a series of discrete decision rules" (Doty and Glick, 1994:232), with taxonomies adding levels of hierarchical elements. Typologies, on the other hand, refer to sets of idealised types without any classification rulings and tend to focus on specific organisational attributes such as; function (Parsons, 1964, 1965), 'cue bono' who benefits or the beneficiary (Blau and Scott, 1962), compliance (Etzioni, 1975, 1964, Weldon, 1972), formal relations (Deep, 1990), genotypic/1st order factors and second-order factors (Katz and Kahn, 1978). Typologies explore major contingencies within an organisational function (Kilmann, 1983) and provide a parsimonious framework for analysing complicated organisational types. Researchers then utilise these frameworks to gain insight into organisational actions. A fundamental construct within typologies is that of the 'ideal type'; these refer to the abstract model of an organisation which synthesises a significant number of phenomena in the formation of something that might exist rather than a form that actually exists. Organisations are then evaluated against this ideal, with deviation noted and explored against these fundamentally ideal types (Doty and Glick, 1994). Within organisational functions, a wide range of typologies has evolved, resulting in numerous complex types and forms with varying ideal types. Diversity has been further explored through the use of meta typologies (Kilmann, 1983, Mintzberg, 1979, Van de Ven, 2013) to reduce complexity by "...keeping the forest separate from the different types of trees" (Kilmann, 1983:543). Although meta typologies are useful in condensing and aggregating typologies, typographical theories, by focusing on parsimony, are viewed as inadequately exploring causality or the reasoning behind action (Scott, 1981) as such typologies and typography will not be utilised within the study.

4.7. Summary

In summary, the research will explore strategy processes by using defined organisational fields as a more nuanced unit of analysis. This approach adds causation to the formation of institutionally defined organisational fields and may explain observable phenomena across organisations. Elements of field identification or inclusion will be high-level and broad factors, including aspects of SIC (Standard Industry Classification) code definition or industry definition and categorisation. Neo-Institutional Theory will underpin the evaluation of the cognition and attention of groups undertaking a strategy-making process, potentially offering insights into the reasoning behind actors' perception and cognition.

4.8 Summary of Literature Review

The argument is that the strategic management field arguably retains a hidden ideology and value assumptions, symbolised by universal theory and a positivistic leaning (Rabetino et al., 2021). The subject is somewhat underpinned by assumptions that rationality will garner a better understanding (Starbuck, 2004) and that internal complexities can be ignored within a rational classical perspective (Whittington, 2001). A fundamental belief is that a single scientific method is directly valid to or relevant within a social setting and that the range of application of theory is applicable in all contexts and contingencies (Koontz and O'Donnell, 1976) (Whitley, 1984b)

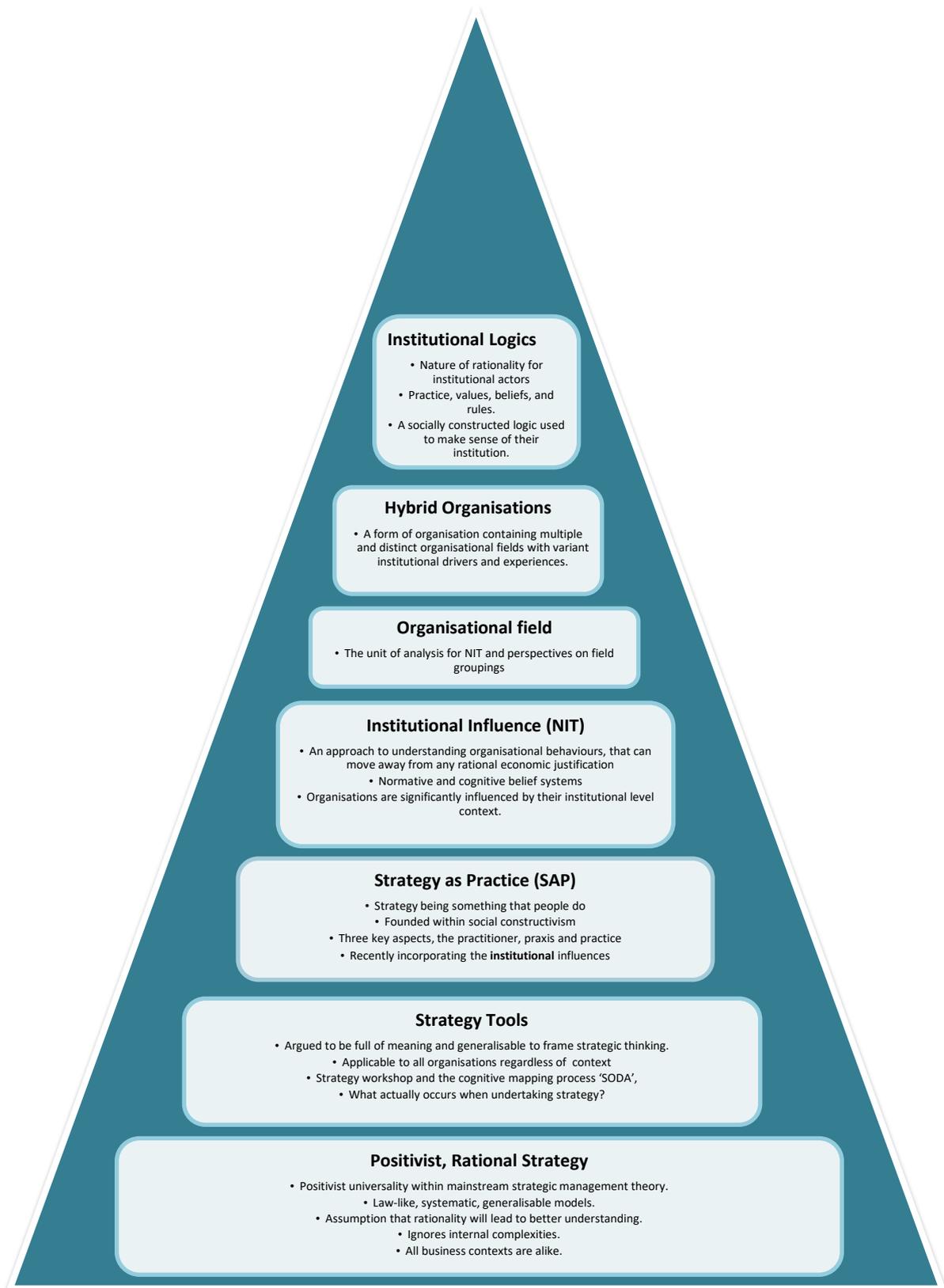
There is an acknowledgement that there are differences between contexts or organisational dimensions, e.g. size, structure, environment and goals (McKinley, 2010), and a critique of the use of generic generalisable approaches (Freeman and McVea, 2001). But this does not necessarily deviate from the positivist standpoint. If we explore social actors constructing a reality from the perspective of their organisation. Each organisation will then create its own reality, and any strategic analysis will therefore be based on a social construction (Berger and Luckmann, 1966, Burr, 1996, Gergen, 1985), not on a rational analysis.

There is clearly a need for strategy research to explain actors' actions on the ground and bring more accuracy to theory by utilising more sociologically informed approaches. SAP is of particular interest as it draws on the social theory of agency and structure being interconnected (Giddens, 1984) and acknowledges that the practitioner, their practice (the activities) and praxis (the reasoning behind action and thought) are interconnected (Habermas and Shapiro, 1972, Marcuse, 1964). Practitioners are viewed as embedded within their organisational or cultural context (Vaara and Whittington, 2012), and the perspective thus contributes to understanding how context may influence strategy. Institutional theory is a further approach to support accuracy within existing strategy theory (Jarzabkowski and Whittington, 2008). Combining the two broad theoretical strands could address blind spots within both theories (Smets et al., 2017). A contextual reference for practice being achieved by an institutional eye. This is further nuanced using the

Institutional Logics perspective (Thornton et al., 2012) and Hybrid Organisations (Battilana et al., 2012, Boudes et al., 2020, Buccino and Mele, 2019).

In summary, the research expands the arguably positivistic approach dominating the strategy literature (Rabetino et al., 2021) by exploring more accurate theory through micro-level SAP insights. Further, the restrictions highlighted within a purely micro-level analysis, currently dominating SAP research, will be addressed by utilising a more macro lens derived from NIT. The NIT field will be further extended by analysing micro-actor level agency. Lastly, a more detailed understanding of strategy workshops would further develop knowledge within this practice area.

Figure 3 Summary of Literature Review



Chapter 5 Aims and Questions

5.1 Aim of the Research

Strategy workshops are a common and frequently used tool in the development of organisational strategy. By studying the strategic attention and cognition of actors undertaking strategy workshops, this study aims to explore the institutional impacts and affordances of this process and how participating actors may utilise the workshop to influence institutions.

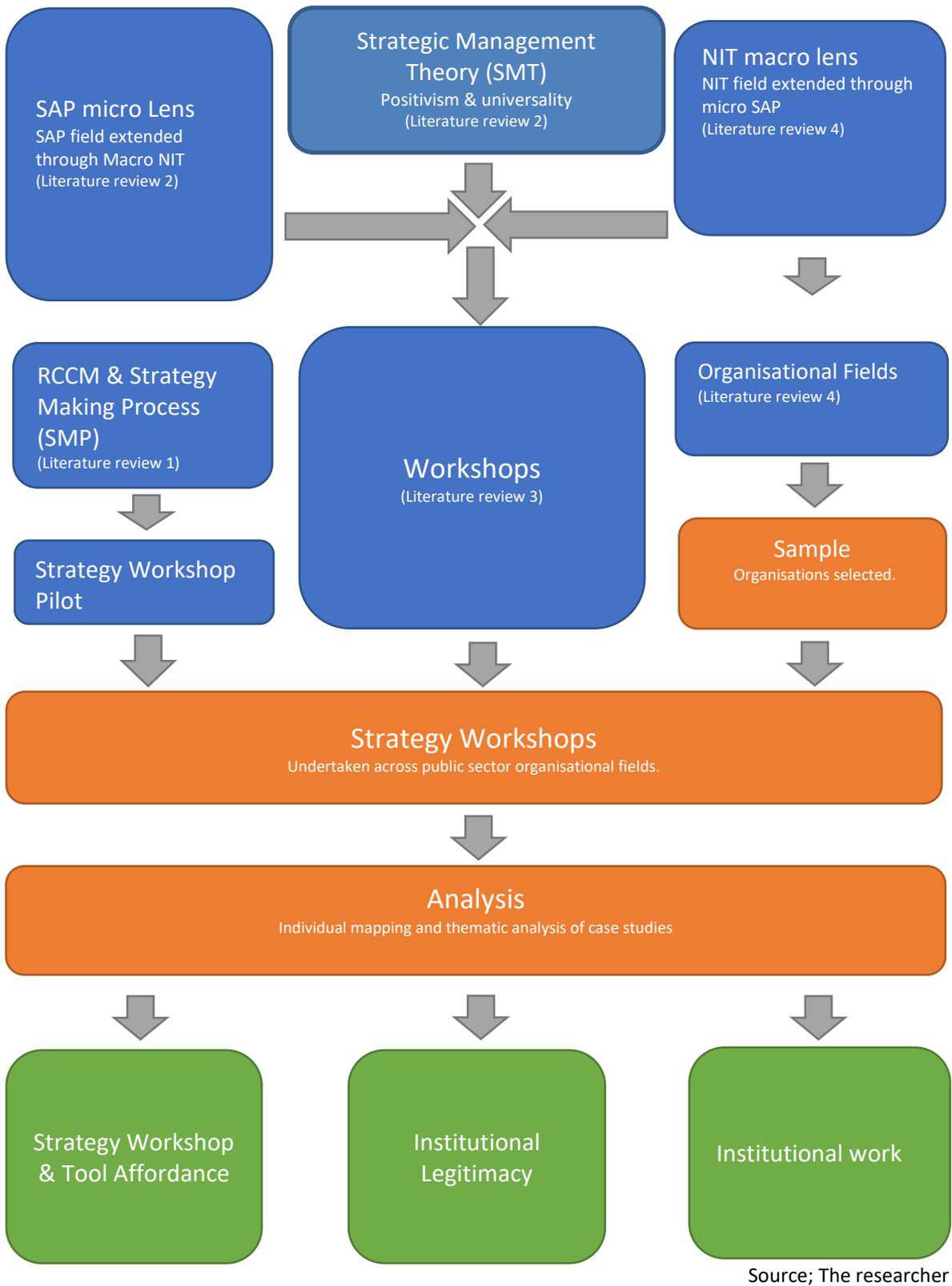
5.2 Research Objectives

- 1) To understand the nature and practice of strategy workshops, and the influence of organisational fields, legitimacy and neo-institutionalism on cognition.
- 2) To develop an empirical understanding of the focus of attention and cognition of actors undertaking strategy workshops.
- 3) To establish the observed affordances and de-limited focus of strategy workshops and the bounded nature of actors' reality.
- 4) To explore the institutional underpinnings, legitimacy, and the use of the workshop as a tool for institutional work.
- 5) To make recommendations for the structure and facilitation of strategy workshops.

5.3 Research question

In what ways and to what extent do the issues of institutional legitimacy and tool affordance influence strategic attention and cognition within a strategy workshop?

Figure 4 Thesis Overview



Colour Coding

Literature review: ■ Empirical research: ■ Evaluation and conclusions: ■

Chapter 6 Method

6.1 Introduction to Method

This research aims to study organisations' strategic cognition, causality, and attention within strategy workshops. The strategy workshop tactic is utilised for both activity and research, enabling the researcher to position the empirical work close to actual strategy development. To move the investigation away from macro level / single organisational analysis, neo-institutional theory was employed to explore and frame the basis of ideas and insights developed by the groups in relation to their organisational fields. Companies undertook the workshops to build their actual organisational strategy rather than a construct for research purposes. By doing so, the research gains legitimacy, ensuring close proximity of the researcher to strategy in organisations (Johnson et al., 2007) and avoids the method driving the research, which can be critiqued as a form of "methodolatry" (Janesick, 1994:215). The workshops enacted the strategy process through the making strategy or SODA technique (Ackermann et al., 1992, Bryson et al., 1995, Eden, 1992, Eden, 1995). This process is founded on cognitive causal mapping principles, which also form the basis of the analysis (Axelrod, 1976, Huff, 1990, Laukkanen, 1994). Here ideas generated by participants are all linked (causally) during the workshop producing a cognitive map. Participants develop individual ideas, placing them on a working wall, using a process based on the oval mapping technique (Bryson et al., 1995). Participants then group and structure ideas, linking high-level and low-level concepts in an agreed map. The process enables collaboration and depth of information around a central idea by bringing multiple individual ideas together in an agreed hierarchical grouping. The final map is transferred to Decision Explorer software which enables varying levels of coding and analysis of linkages and the ability to compare maps across organisations.

6.2 Workshop

To answer the research questions, a strategy workshop was utilised as both tactic (Robson, 1993) and a research method. Representatives from selected public sector organisations undertook a standardised process of strategy making that would concurrently be a live strategy process for the organisation and a research tool. This facilitated process enabled individuals within the group to express ideas, resulting in a mutual and agreed consensus

(a strategy map). Using a standardised and uniform strategy development process added a level of consistency to the process. It enabled any differences in approach to strategic cognition, causality, and attention, to be more transparent. The research undertook this process across a range of individual organisations, comparing the organisations' approach to strategy at an individual and group level.

This tactic is justified, as a strategy workshop is a recognised endemic construct for strategy-making that organisations understand and use. It is common practice for organisations to use workshops and strategy away days to discuss their organisation's long-term direction and scope (Healey et al., 2015, Hodgkinson et al., 2006, Johnson et al., 2010a). A further justification is the legitimacy gained through the close proximity of the researcher, undertaking real strategy with companies attempting to make sense of their strategic position (Johnson et al., 2007). Each organisation selected for participation did so primarily because they had a need for strategy development and had requested a facilitated strategy awayday/workshop. This resulted in the organisations being invested in the process that the researcher was close to the organisation and actual strategy development. As such, the workshop was not a construction, artificially created to explore strategy, but a live process with real consequences.

6.3 Cognitive/Causal Mapping

Definition of Causal Maps

Within this workshop setting, a causal cognitive mapping process was used to structure the strategy workshop through a strategy-making process and undertake empirical research. Causal cognitive maps can be seen as a group of processes that systematically represent an actor's or group's cognition concerning what they know or believe about phenomena within a domain or arena (Hodgkinson et al., 2004). A causal cognitive map, however, is not just a representation of an actor's assertions within a domain; it also captures its causal structure, generating consequences derived from these assertions (Axelrod, 1976). In a similar vein to mind mapping (Buzan and Buzan, 1996), causal cognitive maps are a depiction of the structure and influence of causal relationships as perceived by actors and represented within a map of ideas, a visual illustration of relationships between elements within a system (Burgess et al., 1992). Topologically, a causal cognitive map is a set of

concepts connected with directional indicators forming a hierarchical means end's structure, representing a person's discourse (Montibeller and Belton, 2006b).

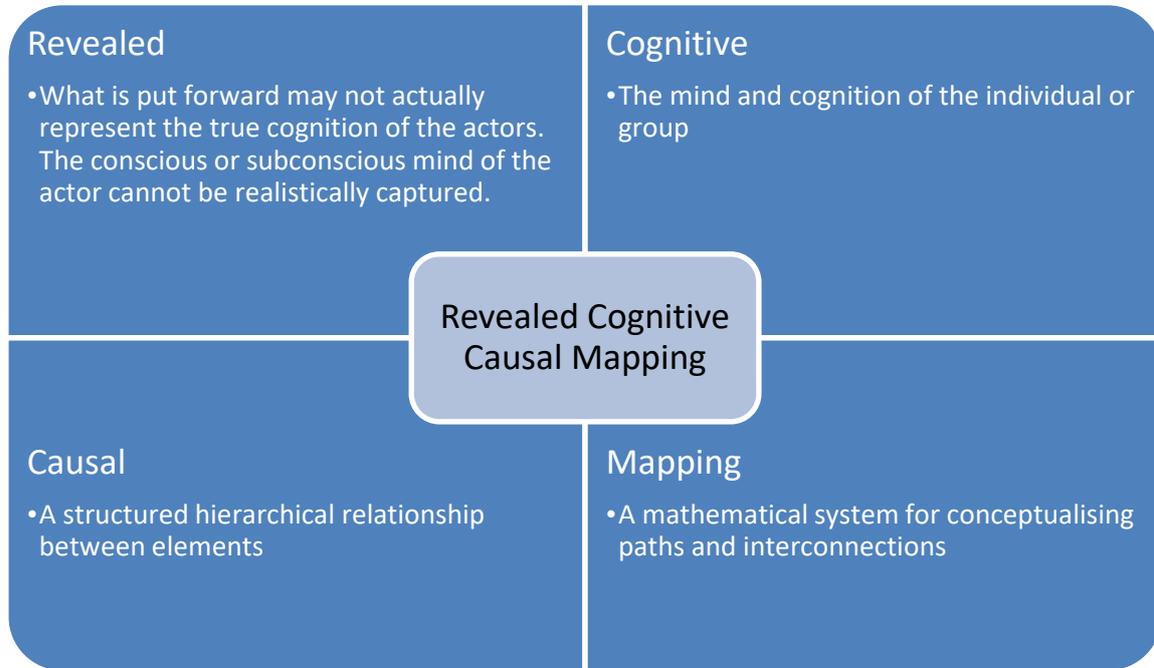
Development and Description of Causal Maps

Causal mapping has a long history of exploring individuals' and organisations' idiosyncratic belief systems (Markóczy and Goldberg, 1995). It is widely used in problem structuring interventions where they can generate rich models representing chains of argument in complex networks (Montibeller and Belton, 2006b). They can be employed to represent and explore subjective knowledge of phenomena, formed into a discourse or map of the causes, effects and links between ideas (Eden, 1992).

Cognitive causal mapping has drawn from several fields, firstly psycho logic that establishes that a person's cognitive processes can be mapped within a mathematical system. Graph theory enables the conceptualisations of paths and complex interconnections. Causal inference utilises statistics to describe a body of data with causal variables. Finally, evaluative assertion analysis encodes documents to explore relationships between concepts and decision theory, analysing decision-making and structures leading to outcomes through choice (Axelrod, 1976). Examples of the use of causal mapping for the investigation of managers and decision-makers can be traced back to Axelrod (1976) in analysing and describing political decision-makers beliefs, with Huff (1990), Eden (1992) and Laukkanen (1994) prominent in the field. Axelrod's (1976) seminal text utilised the term 'cognitive mapping'; later, '(cause or) causal mapping' became the more dominant term. However, the literature inconsistently refers to either or both interchangeably, regardless of whether the researcher is referring to internal mental models or the revealed external mapped representations of these models (Laukkanen, 2012). For clarity, the author will refer to Revealed Cognitive Causal Mapping (Nelson et al., 2000b) RCCM as the key terminology for the approach being used within this research. This clarification of the method explicitly states that the cognitive map produced is revealed (or asserted (Axelrod, 1976)) by the actors and may not represent the accurate cognitive map experienced or understood by the actors. The actor's assertion, or what they reveal, may be different from the true nature of their internal cognitive map, as this only exists in the actor's mind and cannot be realistically captured. The revealed causal map, however, is in the public domain and is visible (Nelson et al., 2000b). The correlation between what is true and what is

revealed will be imperfect and affected by mitigating factors such as awareness or group dynamics (Nelson et al., 2000a) or, potentially, institutional and organisational field drivers.

Figure 5 Revealed Cognitive Causal Mapping



Broadly, causal cognitive mapping focuses on social and individual cognition, exploring the formation of social actors' beliefs and knowledge and their formation and influence within a setting (Laukkanen, 2012). The map is a process that reveals the mental model that actors create to understand their environment (Johnson-Laird, 1983). Parallel concepts such as industry recipe (Spender, 1989b) and dominant logic (Prahalad and Bettis, 1986) have similar underpinnings. From a cognitive psychology perspective, a symbolic representation of the world is one of the critical elements in understanding action by actors. This cognitive symbolic representation builds a scaffolding around which to build solutions and actions. A mental map is useful in understanding the development of actions which have causation within the mental model. Causation is critical in understanding how actors develop strategic choices and consequences (Axelrod, 1976). Causal mapping, therefore, enables a systematic elicitation for comparison and analysis (Markóczy and Goldberg, 1995). As an empirical method, cognitive causal mapping can indicate an actor's cognitive operations as the model corresponds to the actor's behaviour.

The key benefit of RCCM is that it enables a causal inference analysis through an interconnected network topology. There is only one form of relationship between concepts or ideas, the causal relationship. The concepts or ideas are connected through a means to ends structure, where ideas or concepts have two poles. One connection is where the idea is derived from, and the second connection relates to what the idea may causally link to further up the hierarchy. Concepts are represented as points or ideas, and the links between these points are causal arrows- (Axelrod, 1976, Montibeller and Belton, 2006b).

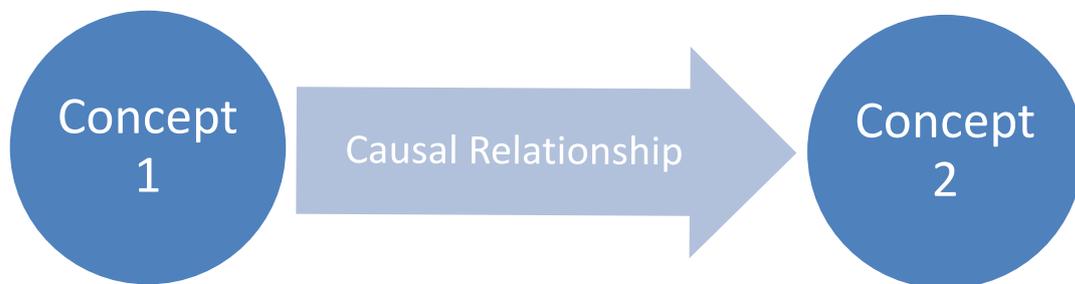


Figure 6 Simple Causal Linkage

A vital aspect of the method is 'causal inference', the effect of one idea or concept on other ideas and concepts within the map. Actors/participants can then trace the path of concepts connected to the map's final head. This effect's eventual level or impact can be calculated by adding the causal links along a path (Montibeller and Belton, 2006b). Causal maps are effectively directed graphs characterised by a hierarchical structure forming a means to ends diagram (Figure 6). The map is drawn up through representative short pieces of text linked by unidirectional arrows. In general (and within the approach used within this research), the statement is referred to as the 'idea' (Brightman, 2003, di Gregorio, 2006), with the idea at the tail of the arrow taken to 'cause' the idea at the head of the arrow (Eden et al., 1992). Generally, causal maps are depicted as visual graphs but can be presented numerically in a square matrix (Laukkanen, 2012).

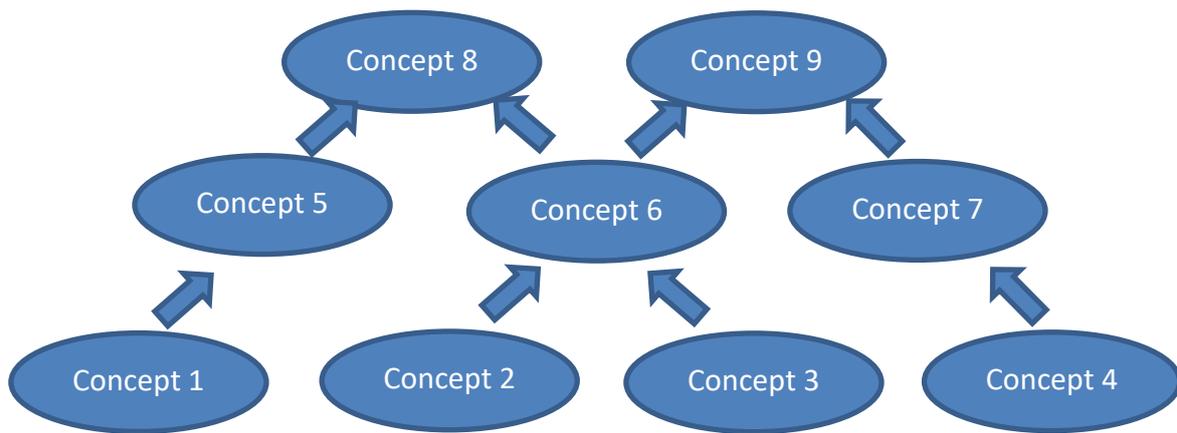


Figure 7 Causal Map

Types of Causal and Cognitive Map

Several approaches to collecting data and constructing a causal map are available in the literature. These include analysis of organisational members' statements (Axelrod, 1976), interviewing (Weick and Bougon, 1986) and questionnaires (Montazemi and Conrath, 1986). One example is Comparative Cause Mapping (CCM) which draws upon causal statements through interviews, which are then constructed into causal maps by the researcher (Laukkanen, 2012). This approach can be either unstructured, where the researcher develops causal statements through interviews (Laukkanen, 2012) or 'structured', where a pool of constructs is used to create the causal map, referred to as the 'parewise' (Hodgkinson et al., 2004) approach. With the 'unstructured' approach, the researcher undertakes the mapping process following an in-depth interview; the researcher then translates the data into a causal map by decoding the text (Axelrod, 1976). The parewise cognitive mapping approach is more structured. Here the facilitator presents research participants with a preformatted set of variables, for example, marketing, engagement, recruitment etc... Participants then consider the influence and causation of these variables producing the causal map. Causality is directional with the use of arrowheads and may include positive or negative causality as well as levels of degree. Although clearly thorough in its approach, with advantages for comparison across causal maps from differing organisations/actors, one critical critique of this method is its time-consuming nature and the limited number of variables. Further, the focus leans towards a

cognitive map of causal relationships within an organisation, not a specific consideration of strategic cognition within organisations for comparative purposes.

A more direct form of data collection is the idiographic or 'freehand' (Hodgkinson et al., 2004) approach. Here a group directly creates a single composite causal map, agreeing on concepts, ideas, and causal linkages as they are developed (Eden, 1988a, Eden, 1992, Eden and Ackermann, 1998). This is referred to as a primary or direct method to elicit cognitive insights directly from actors in situ (Hodgkinson et al., 2004). In the freehand format, the participants construct the map themselves, with a facilitator supporting the map generation process rather than interpreting interviews to generate a map. Nelson et al. (2000b) further explore a range of causal mapping approaches within the literature, highlighting the idiographic SODA (Eden, 1995) approach as particularly appropriate in facilitating decision-making. The approach taken here follows the 'freehand' method wherein participants self-generate content and causality directly into a causal map. The approach aligns closely with causal 'influence diagrams' (Coyle, 1977) drawn from the management systems literature and developed into a strategy workshop. The participants create variables/ideas and position them in an order that represents their cognitive understanding of the issue under study. This 'decision making' (Eden, 1988a) approach to causal mapping generates a means-ends chain of argument in a cause-and-effect structure. Heads have no outgoing arrows, and bottom nodes have only out arrows (Montibeller and Belton, 2006b). Single-direction arrows are used to denote causality. This approach is seen to have a lower cognitive demand on participants and is potentially quicker to administer and less demanding, ensuring that participants fully engage with the activity. A beneficial attribute where sustained engagement is required to complete the strategy mapping task, where any lowering of motivation will be detrimental to the process and less effective (Hodgkinson et al., 2004). Engagement is further enhanced by the nature of the activity being a strategy workshop for the organisation, which is then used for research purposes rather than a research activity with no organisational purpose or benefit. In this case, during a live strategy development workshop following the SODA approach (Eden, 1995).

RCCMs can also include several properties, the first being an influence relationship that is positive or negative. Within fuzzy causal maps, this consists of a level of strength, usually numerical, placed on the causation arrow. However, these are not a critical part of the

definition of a causal map (Markóczy and Goldberg, 1995). Network maps have also been referred to as 'signed diagraphs' (Axelrod, 1976, Laukkanen, 2012), attributing a positive or negative sign to the causal interaction rather than a single positive relationship between issues or assertions.

Although the model utilised within this research formally aligns with the freehand approach. The method does have some elements of structure (by following SODA (Eden, 1995)), as the system brings in some influence from a pairwise method as actors/participants are prompted to think within specific structures, namely: issues, goals, core competence, actions and statements of strategic intent.

Dominant Logics and Causal Maps

Developing a social dialogue through a cognitive causal mapping process has also been utilised to explore and compare dominant logics within organisations (Prahalad and Bettis, 1986, Schraven et al., 2015). A neo-institutional (Alvesson and Spicer, 2019, DiMaggio and Powell, 1983) insight into the development of structures, norms and behaviours (Scott, 2004) has encouraged researchers to explore the institutional logics enacted by actors. Institutional logics become apparent through practice (Lindberg, 2014) yet may compete and coexist for dominance with a range of institutional logics across organisational actors (Schraven et al., 2015). Cognitive causal mapping has been used successfully to explore dominant logics within enterprises (Crilly and Sloan, 2012), directly clarifying the dominant institutional logics through the agreed group cognitive mapping process. However, empirical studies on establishing the organisations dominant mindset or institutional logics perspective remains limited (Schraven et al., 2015). The method used here allows the researcher to go further than an individual organisation or group and compare social cognition patterns and dominant logics across a population, exploring any conformity to shared logics (Schraven et al., 2015). This approach aligns with discourse analysis, where data is analysed to establish themes or discourse to identify "ways of talking" (Burr, 1996:168). Causal cognitive mapping has then enabled academics interested in strategic cognition to explore the mental representations of actors within organisations, particularly the representations of strategic phenomena, including causally related implications of a discourse (Hodgkinson et al., 2004).

What is visibly present or represented within a cognitive map must also be balanced against what is excluded. By undertaking a group cognitive mapping process, the participating groups are articulating their language and understanding of the situation. Then by developing an understanding of their socially constructed truth, the groups formulate action. However, observations of what is explicitly stated must also be evaluated against positions and content that are not expressly stated. What is missing or ignored is also of critical interest. When deconstructing accounts (or, in this case, analysing cognitive maps), looking at what has been written needs to be supplemented with what has been implied or rejected, the researcher then explores elements that have not been included (Parker and Shotter, 1990). As a method for capturing cognitive patterns within organisations or groups, causal cognitive mapping is a well-suited and justified method for this work (Laukkanen, 2012).

Philosophical Underpinnings of Revealed Cognitive Causal Mapping

It must be noted that this cognitive representation of the world is not necessarily rational or accurate from a positivistic standpoint but is based on the beliefs, knowledge and institutional drivers of the actor's environment and their mutually agreed socially constructed reality (Laukkanen, 2012). Within this study, attention is placed on the mental models or belief systems of specific social or organisational groups/fields; a particular focus differentiated from a broader general approach to cognition within the cognitive sciences. Actors may have strong institutional (Scott, 2008) pressures to align with existing beliefs, knowledge and understanding of their organisational environment. There are social drivers and isomorphic pressures to align with a social group's understanding or interpretation of an issue or environment. The jointly constructed mental map will exhibit and drive a tendency towards coherence and stability within a setting (Laukkanen, 2012). A social group interpretation of cognition is, then, well placed to support the exploration of group cognition.

A fundamental tenet of social constructionism is that it does not perceive the individual or group as having any definable or discoverable nature. This anti-essentialism describes a view that nothing is within things or people defining what they are or their nature (Sayer, 1997). Their perception of reality is not based on objective facts, but knowledge is derived through the construction of reality within a cultural society between, and because of, social

interaction (Berger and Luckmann, 1966). All knowledge is interdependent upon the participants' and groups' history and culture (Burr and Dick, 2017). Language, within social constructionism, is viewed as a precondition of thought. Social interaction within a culture is reproduced and transmitted to language, and that language and framework preconditions thought. Language is also seen as a form of social action; people interact through language through the interaction, and understanding of the world is developed and constructed. The language actors use is full of action and not a passive vehicle for transmitting knowledge and thought (Burr, 1996). The focus of social constructionism as interaction and social practice is something people do together rather than an emphasis on the individual. It has the group and their interaction with each other as the creators of a constructed reality. It is centred on the dynamics of social interaction or how phenomena form when people interact (Berger and Luckmann, 1966)

These features of social constructionism, anti-essentialism, anti-realism, culture and historical specificity, language and social practice and interaction can be accommodated and explored effectively through social practice activities and cognitive mapping. The social practice within this work is a strategy workshop, utilising strategic options decision analysis, cognitive strategy-making processes and concurrently using the same cognitive causal maps to analyse the attention and cognition of groups.

Benefits and Affordances of Causal Mapping

Communication of Complexity

One of the advantages of utilising revealed causal cognitive mapping is its ability to break down obstacles to the communication process. If we accept that humans tend to rely on intuitive judgement based on prior experiences, environment and information and that this understanding has been modified by the participant and operationalised or formed as the person's schema (Hogarth, 1987). Then simply asking users for information about their perception is likely to lead to an incomplete or incorrect set of insights (Daft and Lengel, 1986). The limited information processing capabilities of the mind and its effect on judgement can be encapsulated as four main limitations to processing capability.

1. Short-term memory is limited in its ability to hold several different concepts at once (Lloyd et al., 1960). Causal mapping enables the participant to systematically store

ideas and concepts on the map for later use and recall. Thus maps assist in the perception of large-scale environments which are difficult to encapsulate (Weick and Bougon, 1986). The freehand approach to cognitive causal mapping does appear to have specific affordances (Gibson, 1986, Jarzabkowski, 2004) and depend predominantly on the recall of causal relationships by participants. The approach also assumes that belief systems, or revealed assertions, can be modelled through this mechanism (Axelrod, 1976).

2. There is a tendency for actors to bias more recent information that is more frequently used than information that, although concrete, could be less frequently used, selective recall (Davis, 1982). By using causal mapping within the workshop environment with multiple actors, a richer picture of the phenomenon can be developed with a higher likelihood of incorporating a more comprehensive range of concepts beyond those that are recent or often considered.
3. The tendency of humans to tend towards sequential information processing limits focus to one cognitive frame at any particular time. Thereby missing any broader and more complex causal relationships across concepts (Tversky and Kahneman, 1981). The causal nature of the mapping approach enables the group to thoroughly consider and connect ideas and concepts in a way that captures interrelated concepts, thereby extending the cognitive frame.
4. A more comprehensive workshop also assists in breaking down established decision rules or rules of thumb (Hogarth, 1987) and individual biases and learned routines (Laukkanen, 2012). Approaches that participants may employ to reduce effort and cognitive strain. A cognitive causal map also relies on an individual or group's language and stated beliefs. The manner in which the map is elicited can be highly influential on the nature and content of the map (Markóczy and Goldberg, 1995). Developing the map with several organisational members creates a richer picture of phenomena and reduces the impact of heuristic biases (Burgess et al., 1992).

The Attention-Based View

Within a discussion of maps and what is or is not included, we can also draw on the attention-based view (ABV). This acknowledges that actors have limited attentional focus, particularly regarding decision-making issues and answers. Of particular interest to this work is what is described as noticing, encoding, interpreting, and focusing time and effort on issues and solutions. The decision-making then being determined by an individual's attention and focus within particular situations (Brielmaier and Friesl, 2023).

This view focuses on behaviour linked directly to organisational and managerial attention (Ocasio, 1997). Related to the Carnegie school and the behavioural theory of the firm (Simon, 1955), a manager's attention is argued to be disbursed by organisational structures that then influence actions (Cyert and March, 1992, Simon, 1957).

The attention-based view establishes three meta-theoretical positions for attention.

- Firstly (the focus of attention/level of individual cognition), the level of individual cognition or attention is argued to be reduced to specific issues and answers, which may determine action; aggregation of this individual cognition defines firm-level behaviour.
- Secondly, situated attention/level of social cognition. The focus of attention depends on the context individual is located in. For example, a strategy workshop would be located spatially, at a specific time and following certain procedures.
- And thirdly, the distribution of attention within levels of organisation. The (hierarchical) level of actors within the firm dictates the actors' focus and cognition (Brielmaier and Friesl, 2023).

The ABV may then give insight into the specific focus or 'Attentional breadth' (Levy, 2005:805) or intensity (Fiske and Taylor, 1991) of what is focused on as actors are argued to have limited attentional resources typified by a focus on a narrow set of issues and perhaps ignoring others (Brielmaier and Friesl, 2023).

Obstacles Between Actor and Researcher

Causal mapping can also be successfully used to overcome obstacles between the user/participant and the researcher. Both parties effectively speak a different language and

build their thinking within different frames of reference (Burgess et al., 1992). The actor's and researchers' schema or schemata (Hogarth, 1987) will be a construction and simplification of organisational phenomena. The actor reflecting their organisational and managerial interpretation, whilst the researcher will lean towards the technical or, in this case, academic research. Further to this, the difference will not just be between the group of participants and the researcher but also between the participants themselves. Each individual possessing their own unique schema and interpretation of organisational phenomena. These differences can be further compounded by language differences within the actor's specialisations. This could include technical, normative, shorthand and acronyms common within the setting, which can act as a barrier to a common understanding between parties. Developing a shared meaning of issues through mutual discussion and exposition via the mapping process can enable 'cryptic constructs' (Bougon, 1992) to be clarified through the conversions implicit in developing a shared map. The causal map, by nature, forces parties towards a common agreement on terminology and language. With its inherent visual and iterative nature, the causal mapping process supports and directs a consensual agreement between actors. Eventually, producing clear, agreed descriptions of organisational issues and overcoming the differences between actors.

Making Sense of Complex Environments

RCCM can also assist in making sense of complex environments whilst retaining a level of complexity. To understand complex environments, a simplification or parsimony of ideas is beneficial. This process can be complex, but the nature of the map enables any cognitive bottleneck of complexity to be articulated, expressed and understood by both actors and researchers (Axelrod, 1976). The final visible map makes this form of analysis robust, as actors can engage with the causal model in a visible overall structure that retains its complexity and the simple, single form of relationship and causation, supporting reliability in the measurement of these relationships (Axelrod, 1976).

However, RCCM can lack some richness in depth as the map is, by nature, a group compromise of the organisation and actors (revealed) cognitive understanding (Nelson et al., 2000b). Cognitive mapping also assumes an understanding of organisational context by the participating actor. An understanding which may only exist at a tacit level, and as causal

mapping's purpose "...is to develop rich understandings of complex situations,..." (Burgess et al., 1992:144), this may limit insights.

Given that the causal map is founded on the schema of the participating actors (Eden, 1988b), there will be a tendency for participants to focus on their day-to-day operations and less on the higher-level macro or holistic view of the issue under study (Ackermann and Eden, 2011a). A recommendation for mitigating this focus is to ensure that as many participants with diverse perspectives are included as possible. This can potentially include those no longer with the organisation. However, the issue of participation from a single organisational level or mixed organisational levels remains a dilemma.

Cognitive maps can also become too complex for the participants to interpret the range and quantity of information. One approach to mitigating this is to strive for visual symmetry of the map. The facilitator then aims to develop a symmetrical causal structure to manage the map's complexity. In doing so, a paradox emerges between developing a detailed and valid map versus one that captures the true complexity of the issue under study. The recommendation for balancing this paradox is to develop a composite compromise map that reflects a collective understanding of all the participants (Burgess et al., 1992).

As this study stretches across a wide range of organisational types and size the structural complexity of the actors' cognitive mental representations of strategy vary. Actors are reliant on recall for the freehand mapping approach, which is not a systematic method and can produce errors of memory and causation either from omission or choice. The freehand mental representation of the actor's strategic cognition may then be a limited or a restricted representation of their mental model and therefore have errors (Hodgkinson et al., 2004).

A further benefit of causal mapping is the ability to develop the map to address contradictory statements or elements highlighted by participants. The iterative and group process of developing the map assists in expressing contradictions and opens the debate to resolving these. The map's visual nature clearly expresses contradictions for initiating discussion (Burgess et al., 1992). Further, if contradiction occurs and remains on the map, its importance can be evaluated on a measure of centrality (Eden, 1988a) of concepts and frequency of causal links. An area with few causal connections can be seen as having a

lower importance within the map, with multiple causal links implying a higher level of importance.

Related to contradictions are causal loops. These occur when a chain of means and ends loops back on itself in circularity. Although effectively breaking away from the hierarchical nature of a causal map, these loops can be interpreted as containing ideas which can be collapsed into a single node within the map. The ideas within the loop can then be explored at this hierarchical status level (Eden, 1992).

6.5 Organisational Field categorisation

The models of organisational field categorisation detailed in Chapter 4 describe a range of perspectives to define Organisational Fields for study empirically. Of these approaches, the field as a 'functionally specific arena' will be utilised as the dominant method for Organisational Field definition. The fields constitute a collection of organisations built on the concept of an industry, but significantly, the researcher expected that societal sector influences (Scott and Meyer, 1991) might also be explored within the strategy workshop. As a baseline method, it encompasses related and unrelated organisations within the same functional arena. It also includes organisations within a particular domain and related elements such as suppliers. Although critiqued as not analysing a field's totality (Machado-da-Silva et al., 2006a), given the nature of the research project, the selected method will be pragmatic in delineating a field, whilst still encompassing aspects of product function, substitutability and diffusion (Scott and Meyer, 1991).

The strategy workshops will, by their very nature, allow actors to express normative, regulative and cultural-cognitive (Scott, 2014) elements in an empirical manner which may include or reflect aspects from the six perspectives on Organisational Fields. Mapping the issues, factors or ideas generated directly from the actors across the participating organisations will enable further demarcation of the organisations at a level of analysis supported by NIT and Organisational Field theory. Alignment or similarity of these generated issues may demonstrate the level of institutionally aligned thinking. These perceptions can then be utilised as supporting evidence of the organisation's incorporation into a specific Organisational Field or the strength of institutional thinking or alignment within the Organisational Field. In short, organisations within a 'field as a function-specific

area' that raise similar strategic issues will, to a degree, demonstrate the extent of the organisation's institutional thinking and institutionalism within an Organisational Field. We can take this further and observe that the workshop will go beyond a passive observation of field categorisation and be a part of the field-defining process. The strategy workshop is categorised here as a 'field configuring event' (Lampel and Meyer, 2008) where the activity of exploring strategic insights and thinking will reveal, reinforce and form the nature of the Organisational Field.

The extent of inclusiveness within a field will, however, be permeable. The boundaries of a field can never be completely rigid, as fields are open systems, and any determination of a boundary is "...some combination of science and art" (Scott, 2014:231). Four of the remaining perspectives will contribute to the definition of an Organisational Field, undertaken through a crosschecking of ideas or issues generated by actors in the strategy workshops. This secondary alignment of the strategy workshop to the perspectives on Organisational Fields can be summed as follows.

- Field as the totality of relevant actors
 - The actors selected for participation in the strategy workshops will align with organisations as collections within societal sectors, working within the same area and offering comparable services, products or functions (Scott and Meyer, 1991).
- Fields as a centre of dialogue and discussion
 - Hoffman (1999) explores the issues organisations encounter in defining a field. The nature of the strategy workshop is that issues are raised as the first stage of the process, thereby exploring this perspective.
- Field as an arena of power and conflict
 - Bourdieu (1980) and Everett (2002) refer to struggles or manoeuvres over resources, stakes, access and the generation of value in an institutionally defined form. The strategy workshop will explore issues within which the analysis of resources is probable, and the exploration of core competence and generation of goals reflects this perspective.
- Field as an institutional sphere of disputed interests

- Fligstein (1991) raises three institutional spheres; their current strategies and structure, the other organisations within their Organisational Field, and the state, within which rules, actions and power relationships form. The strategy workshop may explore or raise issues with structure through the issues process. It will result in developing a selected strategy, which may be influenced by a drive for legitimacy in the field.

Comparing generated ideas and factors to affirm the level of institutional thinking within the Organisational Field has, to some extent, a realist focus as it takes on the viewpoint of the actors in defining field boundaries (Laumann et al., 1989). The field's existence is a social fact only as a perceived, collectively shared, and subjective awareness by the majority of the actors. This is deemed acceptable as a form of study within formally constituted groups, i.e., the organisations within the study. The actors' point of view is sufficient in defining the Organisational Fields nature (Fligstein, 1991).

It should be noted that although the Organisational Field membership could be strengthened by the alignment of issues and institutional thinking as demonstrated in the strategy workshops. It does not follow that a lack of alignment or similarity within the issue generation would diminish the Organisational Fields constitution. A lack of alignment of organisational thinking within the field's institutional thinking does not mean the field does not exist. It only demonstrates a separation of institutional thinking from the field by that organisation or organisational unit and the individual agency of actors (Suddaby, 2013).

6.6 A Brief Note on Aligned Methods

Ethnography.

Given that the researcher facilitated and temporarily joined the organisation for their strategy workshop, the study has some aspects of ethnography within its design. The researcher facilitated and worked with organisations within the strategy workshop setting. Although not genuinely ethnographic, the study of a group in order to describe their approach to an activity does fall somewhat within this perspective. The approach leans towards a fieldwork approach with aspects of participant observation, with the critical artefacts collected being the issues generated by the group within the strategy-making process. An alignment with ethnography is, however, limited. The immersion required for

ethnography will be restricted by the period the researcher will join the social group. This was generally less than one day in most instances and only within the context of the strategy workshop. The researcher is not exploring a 'thick description' (Geertz, 2008) of the social group. Nor will the research explore culture or attempt to obtain a deep insider's perspective. However, the facilitator role within the workshop did require an aspect of immersion, and a link to ethnographic processes is useful.

Case Study

One research aim is to explore a phenomenon within a real-life context (Yin, 2009). Within this PhD, the approach organisations take to strategy within a structured and facilitated workshop and includes a detailed examination of an organisation from a particular perspective (Tight, 2010) to gain an understanding of the organisations within a single setting (Eisenhardt, 1989), during a contemporary event (Yin, 2009). The research aimed not just to describe how different organisations approach strategy within different contexts but to contribute a causal relationship between context and approach to strategy (Gray, 2017). From this perspective, the study has aspects of the case study method. The research selected a limited number of cases using a deliberate approach to choosing case studies that are "...polar or extreme types." (Gray, 2017:266). The development of conclusions across cases within a case study method is to look for patterns, similarities and differences, comparing the data sources across the cases to develop tentative themes across the data (Eisenhardt, 1989), which aligns with the research aims. This research most closely aligns with the multiple-case holistic model of case study, where a single unit of analysis (the strategy workshop) is explored over multiple cases (the selected organisations). The aim is to find similarities within similar organisational types. They are effectively exploring a replication of findings which can then be compared to other multiple sample cases within differing organisational contexts.

Although there is clear alignment between a case approach and the approach undertaken within this PhD, the depth of the study does not align with a recognisable traditional case method, as the organisation only interacts with the researcher for the brief period of the strategy workshop. No other organisational inputs will be observed, and the small number of cases is limited. Furthermore, the method does not include the "...myriad dimensions, factors, variables, and categories woven together into an idiographic framework." (Patton

1990:387 cited in Gray, 2017). A fundamental limitation of this study is whether the selected cases are safe ground and representative of organisations within a sector, context or field. The insights from the small number of case studies may not be generalisable to the entire population. The researcher will explore consistent variables across cases and correctly evaluate variables that show weaker coherence across cases. The level of analysis is simplified into a strategy workshop, and data is compared only on the generation of ideas through the strategy-making process (Ackermann et al., 2005, 2010, Eden, 2004, Eden and Ackermann, 2004, Eden and Ackermann, 1998, Eden and Ackermann, 2000). As such, the methodology only partly aligns with a broad definition of the Case Method (Tight, 2010).

6.7 Data collection

The format utilised for data collection is directly linked to creative problem-solving (CPS), frequently referred to by the now redundant term ‘brainstorming’ (Osborn, 1953) and also draws upon mind mapping, later refined into the causal mapping process (Ackermann et al., 1992, Eden, 1988a, Eden, 1994). Data collection was undertaken via a group causal mapping process (Ackermann et al., 1992, Eden, 1988a, Eden, 1994). The underlying process is a semi-structured script, which enables individuals and the group to generate data directly.

Action-orientated post-it notes (ideas) are produced, shared and grouped by participants. These generated ideas formed the observable, qualitative, empirical (data) information created directly by participants and gathered by the facilitating researcher. It may be noted that the participants directly produce the research data, referred to as ‘ideas’ and jointly debate, combine, and make sense of their ideas into an agreed format on a shared ‘working wall’. Within this approach, organisations can explore emergent issues, aspects of core competence, broad goals implied by these competencies and issues, actions the organisation may take and finally, a statement of strategic intent. Critically, linkages and relationships between ideas are created by participants establishing a hierarchy of ideas.



Figure 8 Working Wall (Example)

The approach taken leans towards the emerging or open-ended structural approach to research with the data analysis not pre-structured. Data generation does have aspects of structure in that the ideas generated through the strategy workshop must conform to a set of predetermined rules. The data analysis will be developed as a posteriori, in that “No pre-established categories or codes are used. The structure of the data, the categories and codes, emerge from the data, during the analysis...” (Punch, 1998:25). This aligns with recognised approaches within field research leaning towards more emergent and inductively grounded approaches. The investigation was conducted through a series of strategy-making workshops. Within this format, actors representing their organisations generate ‘ideas’ (namely, issues, goals, unique capability, and statement of strategic intent) through a cognitive mapping process (Ackermann et al., 1992, Eden, 1988a, Eden, 1994). The strategy-making process enabled participants to express issues, goals, core competence and a statement of intent (Eden, 1995, Eden and Ackermann, 1998, Eden and Ackermann, 2000) that summarises their position and approach to strategy based on “...deliberate emergent...” strategic principles (Eden and Ackermann, 1998:6). The nature of this approach enabled organisational actors to express what they perceive as issues of importance, from their personal, organisational, and institutional reality. These ideas will thus constitute a data set that can be utilised both for strategy analysis and to validate, if present, the level of institutional isomorphism (Dimaggio and Powell, 1983) within this SAP setting. The working definition for goals will be an unquantified and open-ended statement with no specified time for completion (Wheelen, 2012)

The empirical research will utilise the following process (See Figure 9 Method Overview). Organisations will be engaged in the study, categorised, and aligned to organisational fields and then undertake a strategy-making workshop. Following this, the ideas generated within the workshop will be coded, analysed, and findings established.

Figure 9 Method Overview

The following chart details the researcher's approach to analysing the workshop data through thematic analysis. Inspired by Braun and Clarke's Thematic Analysis(2006)



6.9 Analysis of Causal Mapping

On completion of the strategy workshop with a participating organisation, the maps will be analysed. Analysis of causal cognitive maps requires that all information within the maps is utilised in an objective a manner as is possible, subjective elements are required to be made explicit as maps are open to wide and varying interpretations. Approaches to the comparison of causal maps and the techniques for systematically undertaking this activity is limited and dispersed (Markóczy and Goldberg, 1995). The main research on this method focuses on supporting strategic analysis and decision-making rather than being utilised as a research tool (Montibeller and Belton, 2006b). Methods for coding data also vary between researchers, dependent on the aims and purpose of the mapping (Eden et al., 1992). The approach taken here follows an open 'freehand' (Hodgkinson et al., 2004) structure underpinned by personal construct theory (Bannister and Fransella, 1971, Kelly, 1955) and aligning with SODA principles (Eden, 2004, Eden, 1995, Eden et al., 1992).

Overall, a topological analysis approach (Montibeller and Belton, 2006b) has been employed by this research as it directly utilises information derived solely from the causal map. It does not require further information, and the analysis is supported by bespoke software in the form of Decision Explorer.

List of Analysis Tools/Approaches

1. Organising the map
2. Clusters
3. Islands
4. Heads
5. Domain
6. Centrality
7. Core Constructs
8. Analysis of Complexity & Idealised thinking
9. Causal loops
10. Influencing Constructs (causation)
11. Comparison

6.10 Initial Stages in the Analysis

6.10.1 Organising the Map.

Causal maps have two specific properties, one a property of hierarchy and two a property of linkages. Complex maps with multiple idea statements can be analysed in several ways that enable the map's properties to be more clearly visible. Firstly organising the map into a more symmetrical pattern or shape by manoeuvring aligned concepts close together and reducing overlapping links enables the map to take on a useful layout for analysis (Eden et al., 1992). Karl Weick's (1995) insight that we do not know what we know until we see it said is particularly pertinent to cognitive causal mapping. The researcher's ability to allow an open approach to developing ideas and causation will enable participants to express more complexity. A clear map structure can assist in expressing the emerging characteristics of the group's collaboratively developed cognitive causal thinking. The key benefit of organising the map in this way is that themes and areas of interest are easier to observe due to the nature of the diagrammatic form of the causal map.

Arranging the cognitive causal map acts as an initial stage in analysis and is undertaken within two approaches:

- The first element is to redraw the map to enable a flow in a direction (Axelrod, 1976). Generally, the researcher will use a bottom-up flow following the making strategy approach (Eden, 1995).
- Second, an attempt is made to reduce the number of crossing points of causal linkages (Axelrod, 1976).

The map's organisation will reveal areas of high interconnectivity, clusters, central concepts, and islands of unconnected groups. Although a seemingly simple process, it is a powerful analysis tool, enabling visual and causal inference and clusters to emerge.

6.10.2 Clusters

The most common technique for analysing a causal map is cluster analysis, which explores distance or similarity in the data (Markóczy and Goldberg, 1995). A cluster (see Figure 10) is a group of nodes and ideas with identifiable separation from other map elements. A cluster can be identified as having tight linkages across a range of nodes or ideas and more

limited or minimised linkages to other elements of the map. This is referred to as the 'robust' elements of the cognitive causal map (Eden et al., 1992). Any minor changes to these groups would not significantly change the overall nature of the map.

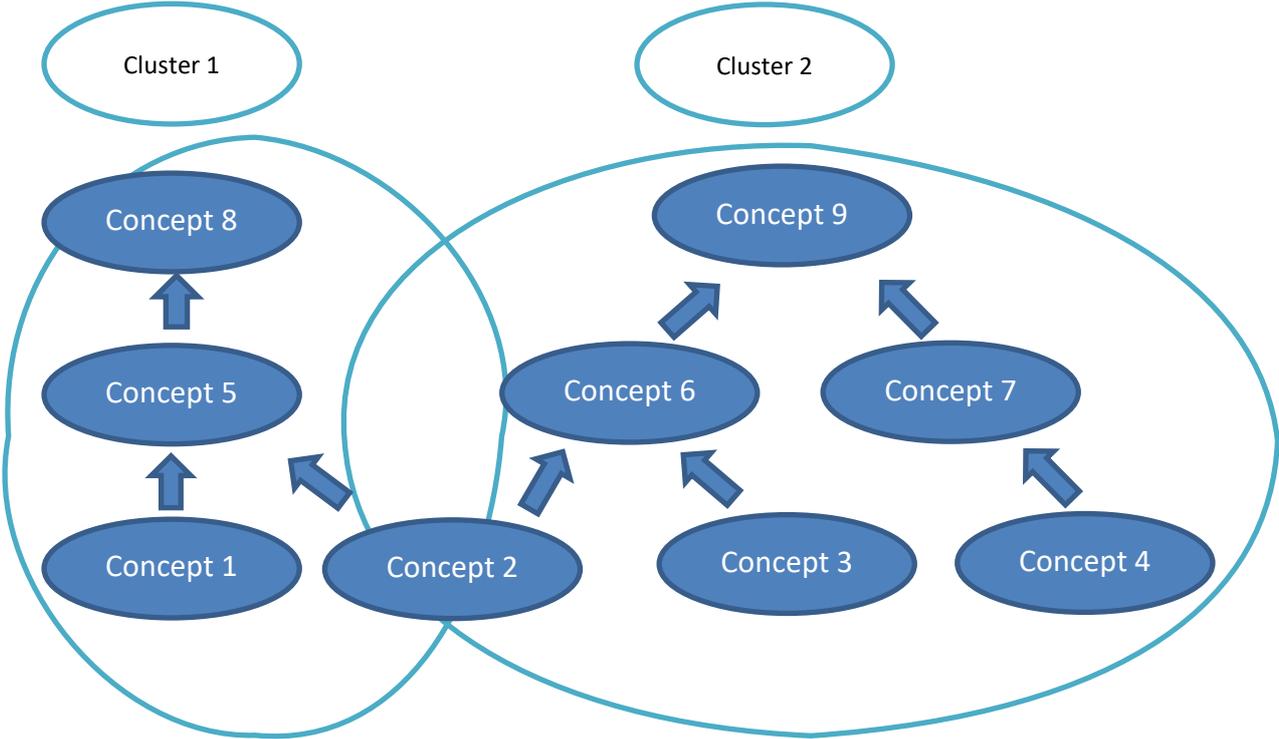


Figure 10 Clusters

6.10.3 Islands

If the map is found to be made of relatively unconnected clusters, there is an implication of lower complexity than a map that is far more interconnected. This suggests that the participants have potentially simplified the complexity of the issue under study. However, not all ideas will be interconnected across a causal map; islands of nodes and ideas that are disconnected from other elements of the map may emerge. Unconnected clusters are referred to as Islands. Where nodes are interconnected, the extent of that interconnectivity can indicate the strength of linkages across themed areas and confirm a basis for identifying clusters.

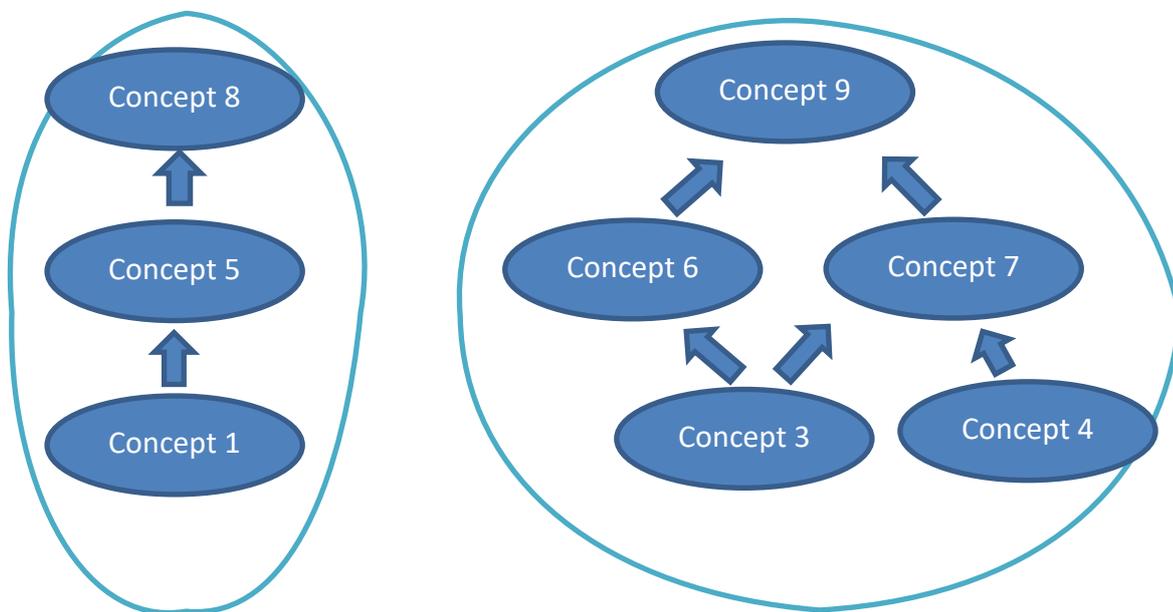


Figure 11 Islands

6.10.4 Heads

Bringing hierarchy back into the analysis alongside clusters can assist in identifying nodes (concepts) that are both central and act as heads within the map. This approach to analysis is structural in nature, as the heads or central constructs are identified in relation to the content of the subordinate ideas or notes. The core constructs are highlighted by these subordinate ideas or nodes, clarifying and describing their nature.

Nodes with multiple linkages across the map and appearing in a range of groups are important to the participants. The level of linkage is referred to as 'potent', and the idea or node can also be considered a core construct.

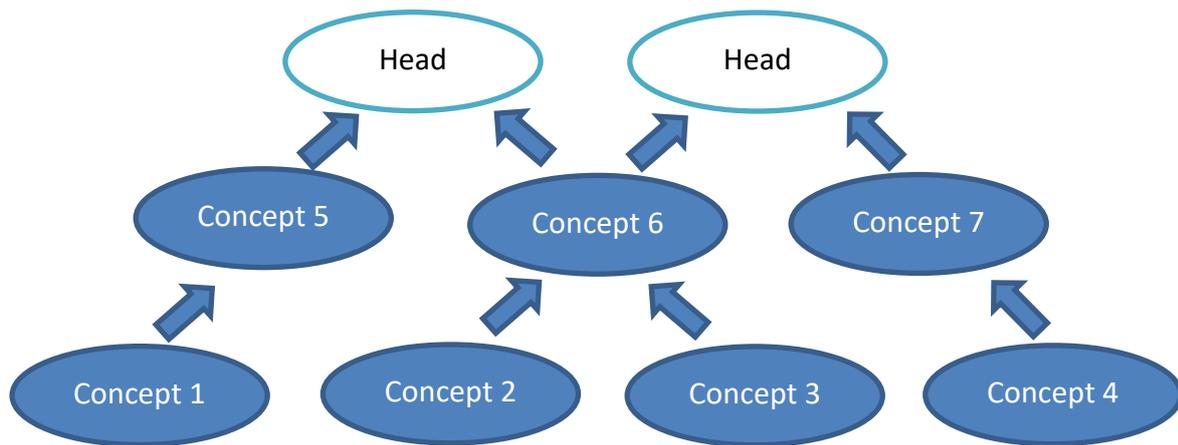


Figure 12 Heads

6.10.5 Core Constructs

The more highly connected ideas can be referred to as “core constructs” (Eden et al., 1992:313) that have a particular depth or significance for actors and are critical to establishing an organisations recipe (Spender, 1989b) or dominant institutional logic (Prahalad and Bettis, 1986, Thornton et al., 2012) and may also demonstrate any homogeneity across organisations or organisational fields.

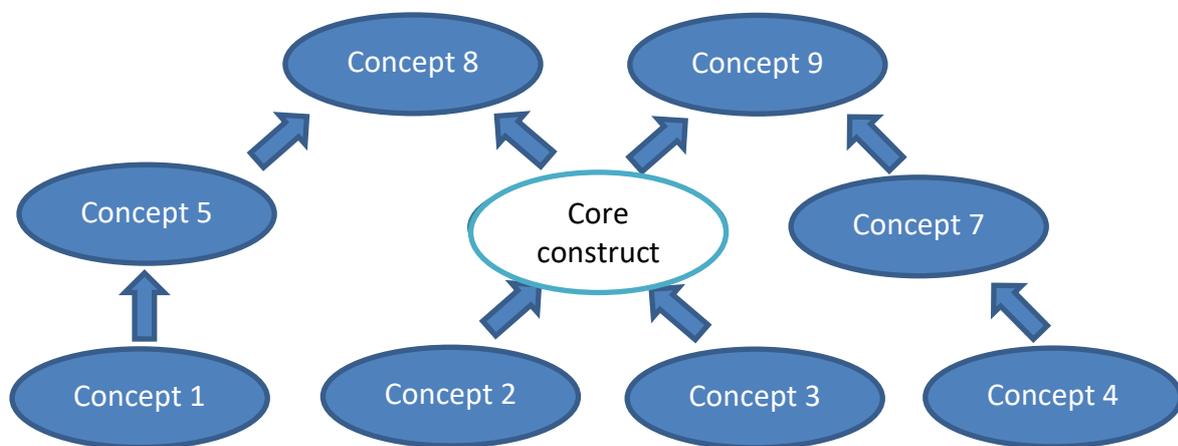


Figure 13 Core constructs

6.10.6 Interconnectivity Domain and Centrality

The causal map generated with a group will, by nature, have a significant level of detail embedded within it. In the pursuit of parsimony, it is necessary to strip out and collapse the map into clusters with higher levels of connectivity. The aim is to focus on the main emergent characteristics of the map for a higher level of analysis (Eden et al., 1992). One

approach to the analysis of specific ideas or nodes within the map is domain analysis. This mathematical calculation within Decision Explorer (Research Software) calculates ideas/nodes with the highest number of causal links and indicates which ideas are more cognitively central to the map. This analysis does not consider the complexity of the map as a whole but effectively ranks each idea's cognitive importance.

Analysis of the immediate connectivity of an idea or node (Domain) ignores any wider context and broader connectivity across the map as a whole. Centrality analysis (Decision Explorer) is founded on the same principle as Domain but adds additional layers of connectivity, giving a broader understanding of the importance of the idea within the cognitive causal map. The analysis counts direct links to the idea, then the links to this second level and then on to a defined level. A further refinement of this broader connectivity is through the weighting of the connected links diminishing with distance from the central idea or node. Effectively each concept ring of connectivity having a reduced weighting up to a maximum. This is referred to as centrality analysis and is conveniently undertaken through Decision Explorer Software (di Gregorio, 2006, Jones, 2002).

If we accept that actors will discuss and connect issues of importance more frequently, then a higher number of connections around an issue/idea indicates the centrality and importance of that issue (di Gregorio, 2006). A higher number indicates a more important cognitive centrality of an idea. Key ideas with higher centrality can then be compared across differing maps for analysis.

The Centrality score derived from Decision Explorer (DE) represents the collectively of concepts with links immediately around each concept; the second figure is the wider range of concepts linked to the central concept. This identifies busier concepts developed by the workshop actors. (Eden, 2004). For example, '57 from 119 concepts' (see Appendix for use of this score in context).

Percentages of concept centrality for each area explored by participants were collected and evaluated separately. A centrality number is calculated for each of the following: core competence, goals, actions, and statement of strategic intent. A percentage was derived from this data to enable comparative analysis across workshops (See Figure 14).

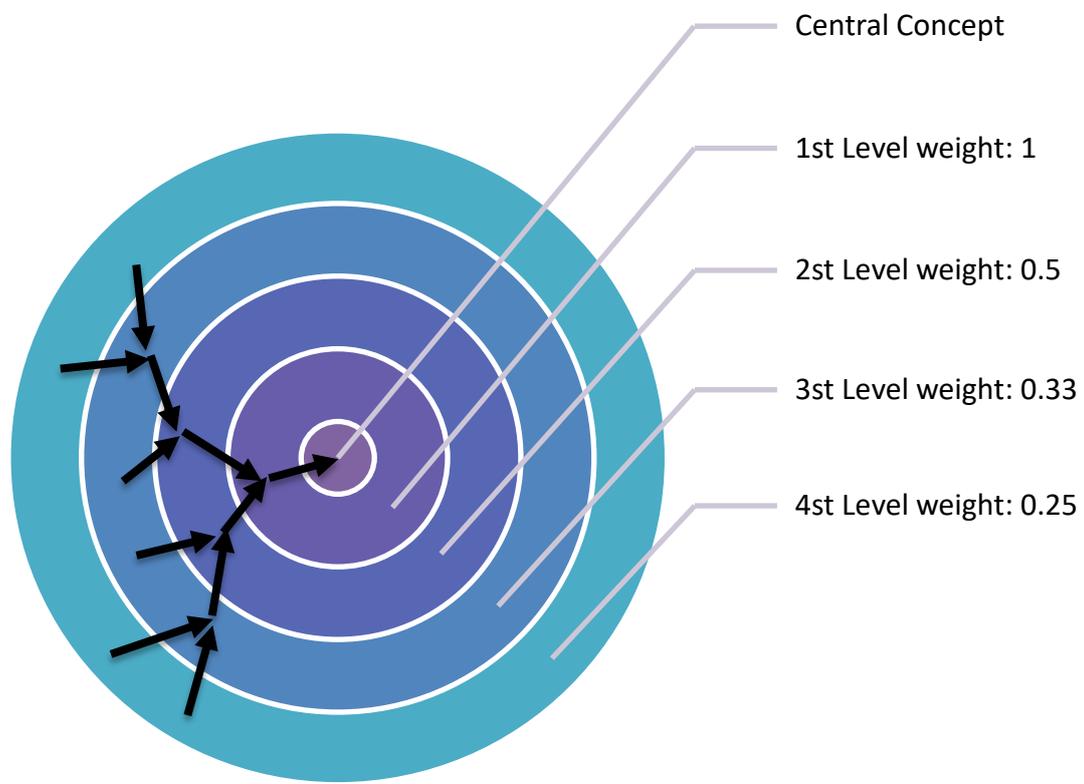


Figure 14 Centrality Analysis (Jones, 2002) Adapted from Banxia, 2002:67

6.10.7 Analysis of Complexity

To establish a map's cognitive complexity level, a straightforward evaluation of how many nodes or ideas exist and the level of connectivity across all of these nodes or ideas can be performed. These findings will, of course, be influenced by the nature of the construction of the causal map, and in particular for this research, the length of the workshop and the number of participants contributing to ideas and connectivity.

A critical part of the analysis was to frame analysis complexity against the number of participants, the length of time allocated to the causal mapping workshop and the willingness of participants to be open within the process. (Eden, 1992). A further, more robust approach would be to consider ideas and causal links as a ratio, allowing comparison across differing maps. A densely connected map would have a higher complexity ratio than one less well-connected, regardless of the number of ideas within the map. One limitation within the process will be the facilitator, otherwise referred to as Mapper. The ability of the Mapper to elicit ideas and linkages from the group will directly impact the complexity of the map. This was addressed by the researcher remaining as the facilitator for all sessions.

A refinement of this approach is an analysis of the ratio of the number of heads and number of tails versus the total number of ideas within the map. Where maps demonstrate a proportionally small number of heads, the map could be considered cognitively simple or idealised thinking, as the complexity has been reduced to a few key ideas. Many heads within a map demonstrate the detail of complexity within an area and could be viewed as more cognitively complex (Eden, 1992). The author is cautious of this assumption as striving for parsimony within a cognitively complex activity, such as a strategy development workshop, may not necessarily be perceived as a beneficial outcome.

6.10.8 Causal Loops

Causal loops are circular arguments where an idea loops back to itself. These can be viewed as a mistake in coding, or they imply the existence of a dynamic interaction between two areas. A hierarchical map implies a simplicity of cause and effect, which may not be as easy to separate. Where causal loops do occur, this will be analysed and discussed, but it is essential for the researcher to identify these as they can affect the analysis software in undertaking domain and centrality analysis.

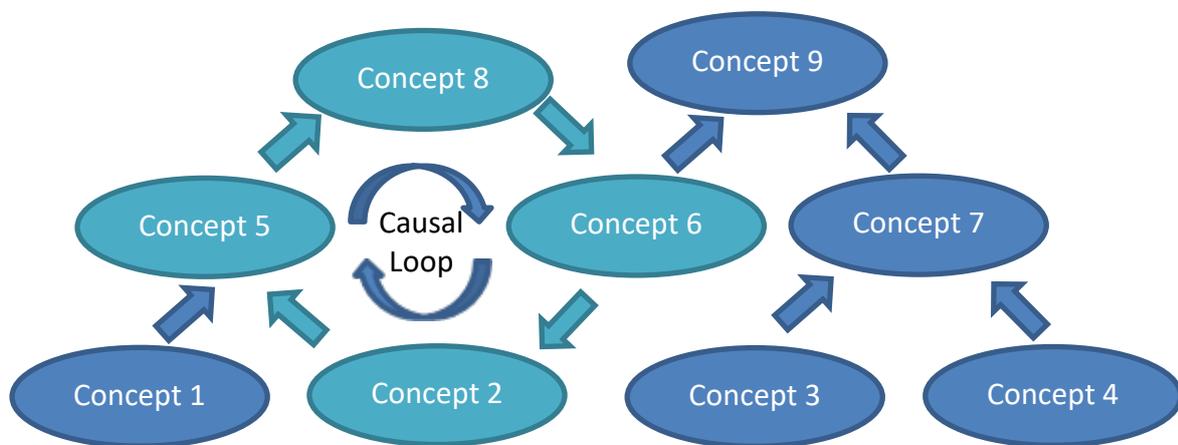


Figure 15 Causal loops

6.10.9 Influencing Constructs.

The primary forms of analysis discussed focus on clusters and hierarchy. For a more accurate comparison of these rich subjective maps, methods are required for establishing their emergent properties. An exploration of whether groups who selected one construct went on to link this to be similar or different constructs, evaluating the correlation between various constructs or ideas and how influential or not they are within domains. This can be referred to as influencing constructs. This approach is recommended for open approaches to mapping (where constructs are predetermined by the researcher as opposed to developed openly by the participant) (Markóczy and Goldberg, 1995).

6.10.10 Coding

To elicit comparison across causal cognitive maps, the researcher undertook coding as a posteriori. The causal maps were analysed after transferring the raw data into the Decision Explorer software. In undertaking this, the researcher kept an element of interpretation in converting the organisation's natural emic statements within the causal map into generalisable and theoretical etic concepts. This was less critical where recognisable management expressions were utilised but more problematic where natural language interpretation was required (Laukkanen, 2012). Axelrod's (1976) early work recommends four requirements in developing causal cognitive maps.

1. Any method undertaken needs to be unobtrusive and avoid actors undertaking a retrospective reconstruction of causal inference for a particular outcome.
2. A pre-specification of concepts would restrict actors' ability to express their cognitive causal model.
3. Alignment needs to be made to decision-making theory.
4. The approach to developing the causal cognitive map should attempt to be as accurate a representation of the actor's cognitive model.

Montazemi and Conrath (1986) add a fifth requirement that for a causal map to identify and establish organisational phenomenon clearly, a clear purpose for the map must be established. This helps define the problem space, supporting idea or factor identification. This was established as the organisations undertook a specified 'Strategy Workshop' with a clear organisational outcome.

6.10.11 Comparisons of Causal Maps

If we accept that a cognitive causal map reflects a group or organisation's social cognition (Laukkanen, 2012) in relation to strategy. Then a comparison of maps enables the possibility of comparison of how groups construe their social construction of reality (Berger and Luckmann, 1966), construct (Kelly, 1955), institutional logics (Thornton et al., 2012) and insights within the confines of the strategy workshop. Comparison of causal maps in the literature has focused on three indicators; structural complexity, link-to-node ratios and map density (Hodgkinson et al., 2004). These, though, are functional, high-level analysis tools exploring the cognitive complexity of the map. They are not necessarily what

actors consider important or connected for the purposes of generating strategy. To explore this idea in more depth, isolating core and peripheral elements of the cognitive representation of strategic thinking would be useful. Critically this form of mapping is linked to goal structures and aimed at actions (Brightman, 2003). More specifically, the form used is a 'team map' (Eden, 1988a) which makes sense of the emergent strategic perspective of the organisation. Within this format, actors representing their organisations will generate 'ideas' (namely, issues, goals, unique capability and statement of strategic intent) through a cognitive mapping process (Ackermann et al., 1992, Eden, 1988a, Eden, 1994). The strategy-making process will enable participants to express issues, goals, core competence and a statement of intent summarising their position (Eden, 1995, Eden and Ackermann, 1998, Eden and Ackermann, 2000). This is an approach to strategy based on "...deliberate emergent..." strategic principles (Eden and Ackermann, 1998:6). The nature of this approach enabled organisational actors to express what they perceive as issues of importance from their personal, organisational, and institutional reality. Comparisons of these elements, expressed as themes, enabled a higher-level analysis, observing common areas, causal underpinning and insights.

6.12.1 Selection/Sampling

The title of this work refers to the influence of institutional legitimacy and design affordance within formal strategy workshops across a range of organisational fields and contexts. The intention is to explore organisations' strategic practice, tools and the interplay with institutions / organisational fields or contexts. Specifically, the study aimed to establish the influence of the organisational field and potential causal drivers on the practice of strategy making.

This required observation of organisations undertaking the actual practice of strategy. The researcher accomplished this by utilising the Revealed Causal Cognitive Mapping/Strategy Making Process to formally assist organisations in developing their strategy and simultaneously using the outputs from this process as empirical research data.

Organisations were purposively selected from within specific and diverse organisational fields, using a conventional approach to organisational field identification (Machado-da-Silva et al., 2006a, Scott, 2014) to give the selection and grouping rigour. Organisations are from within the UK with one exception and predominantly accessed and selected through the researcher's links to business representation groups and networks established through the researcher's position in a university. The chosen organisations each participated in separate, individual strategy-making workshops to enable the capture of information through strategy making process based on cognitive mapping (Ackermann et al., 1992, Eden, 1988a, Eden and Ackermann, 1998).

Multiple pilots were delivered prior to the selected group to establish that:

- the data collection approach proposed via the Computer Aided facilitation software collects appropriate and sufficient data,
- the facilitator's influence on the process can be accounted for,
- that the strategy formation process is fit for purpose,

Ten companies participated in the workshops, each lasting 3 to 4 hours to 2 days.

In selecting organisations for the study, several pre-requisites were required:

1. That the organisation was in the process of developing its strategy. The researcher specifically wanted to avoid workshops that were undertaken for research purposes. Selecting organisations currently developing and evaluating their strategic thinking and undertaking real strategic development was critical.
2. The organisation required or was prepared to undertake, a strategy workshop.
3. The organisation had the time and resources to staff the strategy workshop. The strategic workshop has a significant resource commitment for organisations, frequently taking staff away from their day job.
4. The organisations fit into a recognisable organisational field. Single unrelated organisations would not have met the requirements of the study. Organisations were therefore selected for inclusion, which aligned with recognisable organisational fields.
5. The organisation was prepared to allow the strategy workshop to be utilised for research purposes. Organisations experienced the strategy workshop as solely focused on developing their strategy. This can be a commercially sensitive and revealing process. All participants within the organisations were required to accept the use of the data within the research before its inclusion. When this was impossible, the organisation was excluded from the research process.
6. The researcher had connections with and respect of the participating organisations. Access to undertaking live strategy workshops and using the data for research required a direct relationship or recommendation. This was facilitated through the researcher's business and academic connections, but this relationship approach limited the range of available organisations for the study within the timeframe.

6.12.2 Organisational Field/Organisation Selection

Initially, four higher-level fields were targeted primarily in relation to the notional perceived differences and variations between the fields and pragmatically in relation to the researcher's access to these organisations. The original plan was to include four organisations across each of the four organisational fields to enable saturation and a reasonable level of comparison (Johnson et al., 2007). The selection was based on organisational dimensions (Daft, 2004, McKinley, 2010), with participating organisations

predominantly accessed through the researcher's links to business representation groups and networks. The organisational dimensions data (such as organisation size, employee education history, sector, culture etc...) was to be collected via questionnaires and documentation, and a selected number of organisations were to participate in 3–4-hour strategy-making workshops. After undertaking the pilots and literature review, several modifications were made to this process. This included changes to the case selection, process, and analysis.

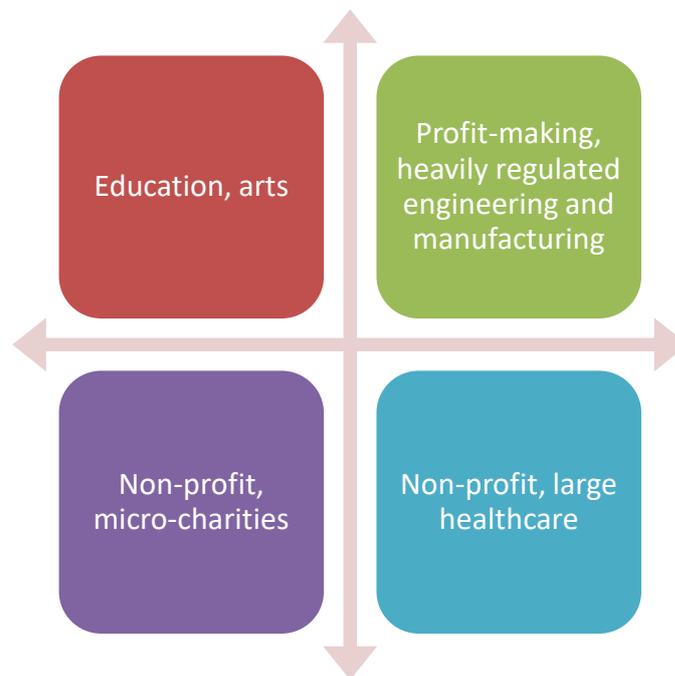


Figure 16 Original Proposal

The initial engagement with organisations concentrated on education, public sector, health and charities. All of which were (in general) not-for-profit/funded organisations. An opportunity arose to engage with local government in developing three specific organisational strategies and the NHS supporting several wide-reaching strategy workshops. Given the clear field categorisation of these organisations and the opportunity to undertake them within the research timeframe, the researcher chose to refine the work and focus on these organisations within three broad organisational fields.

6.12.3 Organisational Fields

The final three organisational fields are as follows.

- NHS/Health, Local Government, Education

Education	Local Government	NHS/Health
<ul style="list-style-type: none"> • Education 1 • Education 2 • Education 3 • Education 4 	<ul style="list-style-type: none"> • Local Government 1 • Local Government 2 • Local Government 3 	<ul style="list-style-type: none"> • Health Care 1 • Health Care 2 • Health Care 3

Table 1 Organisation Field Chart

6.13 Reflections on Pilot Workshops

To evaluate the method for capturing empirical data, several pilot studies were undertaken. These spanned a range of organisations, represented at one extreme by single senior managers through to groups of 10-15 senior managers.

Strategy workshop pilots (anonymised)

- Nuclear Waste Management and Decommissioning Business
- University (Faculty Knowledge Exchange Group)
- Minority support charity
- Refugee support charity

The final selection consisted of the following organisations and fields.

Overall Process

The following is a reflection on pilot workshops undertaken by the researcher within the first two years of the study. The following section details the mechanics and processes within the pilot workshops. Participants were guided to compile issues, core competence, goals, and actions and develop a summary statement. This is undertaken through the following process within the workshop.

Table 2 Workshop Process

Stage	Question	Group or individual	Activity	Capture method	Endpoint
Stage 1a	What are the strategic ISSUES facing the organisation?	Individual	Write issues on colour-coded post-its.	Place colour-coded Post-its on the wall	When individuals can no longer develop issues
Stage 1b		Group	Group issues, with the group consensus	Move issues into groups/clusters	Production of titles for groups
Stage 2a	Explore CORE COMPETENCE	Individual and group	A brief clarification of the definition of core competence by the facilitator. Write and or debate	Produce colour-coded core competencies	Place on the wall.
Stage 3a	What GOALS /aspirations emerge from issue groups?	Individual	Write goals on colour-coded post-its linked to group issues	Place colour-coded post-its on the wall above grouped issues	When the group feel that goals are comprehensive
Stage 3b		Group	Discuss and refine goals to reach a consensus	Modify goals, rewrite	Finalised titles produced for grouped goals Link core competence to goals
Stage 4	What ACTIONS would you recommend the organisation takes?	Group	Group discussion	Produce colour-coded post-its of actions	Finalise actions with the group consensus
Stage 5	Develop a strategy STATEMENT that summarises actions	Group	Group discussion	Written statements	Finalise statement with the group consensus

Note: The colour scheme indicates the colour coding of Post-it notes/activities and is utilised throughout the process.

*Issues 'What are the strategic **ISSUES** facing the organisation?'*

Stage 1a

Participants are asked to develop issue ideas and write on single-colour (yellow) post-its with a black marker pen, encouraging larger text. The researcher asked that participants keep one idea per Post-it and use minimal but descriptive text (following an Actor /Action format). The activity ends when participants stop generating new issues and agree to move forward. Throughout this stage, the facilitator/researcher collects Post-it notes and places them in rough groups on the working wall. This process tended to go well, with participants busy developing multiple issues.

Stage 1b

At this stage, the facilitator/researcher will have roughly grouped some of the issues. The participants are then asked to stand up and move issues into clusters on the wall (note flip chart paper is used to enable movement of groupings later). This is undertaken as the language, references and aspects of the issues will only be clearly understood by the participants. As this process reaches completion, the facilitator/researcher then goes through each cluster with the participants focusing on each cluster in turn, ensuring consensus. The production of cluster titles is normally undertaken by a volunteer, and the group reach a consensus on the words used. This worked well; some explanations of ideas were required when groups referred to acronyms or technical terms.

*Stage 2a 'Explore **CORE COMPETENCE**'*

The facilitator/researcher gives a brief/working overview and explanation of core competence as defined by the strategy literature (Barney, 1991, Barney, 2001). Participants are asked to develop Core competence ideas and write on single-colour (Pink) post-its with a black marker pen. This section tended to be difficult for the group, not to understand the theory, but to find specific unique resources or competence within their setting. However, in most cases, some ideas were produced and debated by the group. A number of participants specifically valued this element and actively enjoyed undertaking this process in their organisation.

One reflection is that the focus in this section is on what unique core competence or unique resources the organisation may have. Stage 4 goes on to establish lacking core competence or core competence that could be developed. The researcher found it to be beneficial to incorporate deficient core competence as well as unique core competence into stage 2 as this could give strong indications of actions and resources required for the future. Further to this, the positioning of the core competence discussion prior to 'goals' seemed to disturb the flow of the process. Future workshops moved the core competence discussion to the end of the goals discussion, enabling your natural flow from issues into goals before moving on to core competence.

*Stage 3a & b 'What **GOALS**/aspirations emerge from issue groups?'*

Participants are asked to develop Goal ideas and write on a single colour (Green) post-its with a black marker pen. Individuals generated implied goals, linked to and laddered up from the organised Issues groups. The facilitator/researcher then physically moves the flipchart sheets down to waist level to enable new flipchart sheets to be placed above the grouped issues, showing a natural link from issues up to goals. The production of goals and the refinement of these goals into clusters worked well. Participants then link Core Competence ideas to Goals, effectively articulating the supporting or causal linkages between the two elements.

*Stage 4 'What **ACTIONS** would you recommend the organisation takes?'*

This stage enables the group to develop a range of actions based on the goals (3A/B). In some instances, the organisations preferred to deliberate over specific actions. Reaching an understanding of strategic goals (stage 3) was adequate for some participants, and exploring specific actions would require wider engagement within the organisation.

Stage 5

This final section was either embraced by participating organisations or rejected. Some have felt that a strategy statement was unnecessary and could be developed by the organisation on the refinement of their thinking outside of the strategy workshop. Other organisations have valued it and utilised the process. The researchers' view is that this did not detract from developing an understanding of the focus and attention of strategy workshops undertaken within an organisation. The researcher retained this section and made notes regarding its use or lack of use.

Ideas Generation

The participants within the workshops would frequently use single words for concepts such as 'time' or 'money'. Following the guidance from the cognitive mapping literature, all participants were directed to use verbs and actors. For example, 'time' would change to 'more time required by tutors'. Thus, giving analytical detail and context. This would also mitigate against misunderstanding of the participants meaning within their proposed idea.

Timing

The pilot sessions tended to stay within a 4/6-hour time period. Feedback from organisations emphasised that they appreciate a timely and driven workshop, with the facilitator/researcher keeping the group on time and maintaining a fast but un-rushed pace. Other organisations appreciated a break halfway through the session, a natural breakpoint being after the second stage. Other groups ran on time without significant time management by the facilitator.

Photography/ Issues Capture.

The approach the researcher has been using to capture the generated issues, ideas and factors has been to take photographs of the wall/flipchart sheets containing post-it notes. This was effective; however, rushing this process can produce blurred images, which are detrimental for analysis. One refinement is that photographs will be taken at the end of each stage, as the process of grouping and summarising issues can hide compiled stacks of physically mounted Post-it notes containing the issues or factors. These can then be obscured and are then not captured with photographic evidence.

Room Layout

The room type and layout had some impact on the functioning of the workshop. As most of the pilot workshops took place on University premises, the workshops utilised traditional classrooms. This would be a room that would comfortably house 15 to 30 participants with a large whiteboard, an overhead projector linked to a computer and tables and seating that can be formed into a conference layout (one large, tabled area with participants facing each other). The majority of rooms in this format have plenty of space for the participants to move around and work with the wall without feeling cluttered or finding they are entering each other's personal space. The most appropriate room accommodated 40 participants across

multiple conference tables. Participants were able to move across tables, have a comfortable base location and engage with the issues wall in a relaxed and uncluttered manner. One workshop took place within the organisation's conference room; this room was dedicated to meetings and had minimal open areas around a main conference table, which resulted in a cluttered and slightly claustrophobic environment.

All workshops utilised a 'working wall', this is a wall located within the room where participants can place ideas onto several flipchart sheets previously attached to the wall. The flipchart sheets enable clusters of ideas to be manoeuvred easily up or down on the wall, changing the focus/shape of the map as the session moves forward. The pilot's clarified that the shape/nature or style of the room needs to meet the needs of the workshop and that it is essential that all participants can clearly see the generated issues/factors and their links and can easily stand up and access the working wall.

Coding of Data

A first (pilot) use of the Decision Explorer software revealed a number of issues/improvements required within the process. Although the pilot case study group had undertaken a clustering of issues, these clusters were too broad, and analysis within the software was hampered. Further detailed work by the groups in separating and naming clusters of issues and demonstrating causal links improved the process. Following this, the researcher/facilitator ensured the clustering process was completed accurately before moving to the next stage. This allowed clear linking to implied goals and added richness to the nature of issues and development goals through causal relationships.

Participant Instructions

The researcher will refine the workshop process by producing and displaying explicit instructions and rules to guide the workshop. This assisted in coordinating and achieving the research and strategy workshop goals. The solution was to guide the workshop via PowerPoint slides/instructions on how to participate in the workshop and the 'rules of engagement'.

Refinements post cognitive mapping selection as a tool analysis.

The following aspects of the methodology require further exploration within the literature.

- The key empirical data captured within the workshop will be the produced issues 'post-its' generated by participants. At this stage, video and audio recording is not being utilised.
- Coding
 - ideas will be coded against issues, goals, core competence and strategic statements using 'sets' and 'styles' within Decision Explorer.
 - Using Decision Explorer's view screens, different sets of strategy concepts can be viewed for each organisation and compared manually to other organisations and organisational fields.
- One-to-one strategy sessions will not be utilised.
- More and more frequent photography will take place throughout the workshop.
- Future workshops moved the core competence discussion to the end of the goals discussion, enabling your natural flow from issues into goals before moving on to core competence.
- The final section, the development of a strategy statement, will be retained. The researcher will note whether participants wish to pursue this section or decide to stop the workshop before continuing into the section.

Table 3 Finalised Process

Stage	Question	Group or individual	Activity	Capture method	Endpoint
Stage 1a	What are the strategic ISSUES facing the organisation?	Individual	Write issues on colour-coded post-its.	Place colour-coded post-its on wall	When individuals can no longer develop issues
Stage 1b		Group	Cluster issues, with group consensus	Move issues into clusters	Production of title for groups
Stage 2a	What GOALS /aspirations emerge from this?	Individual	Write goals on colour-coded post-its, linked to group issues	Place colour-coded post-its on wall above grouped issues	When the group feel that goals are comprehensive
Stage 2b		Group	Discuss and refine goals to reach consensus	Modify goals, rewrite	Finalised titles produced for clustered goals
Stage 3a	Explore CORE COMPETENCE	Individual and group	Brief clarification of definition of core competence by facilitator. Write and or debate	Produce colour-coded core competencies	Place on wall linked to goals
Stage 4	What ACTIONS would you recommend the organisation takes	Group	Group discussion	Produce colour-coded post-its of actions	Finalise actions with group consensus
Stage 5	Develop a strategy STATEMENT that summarises actions	Group	Group discussion	Written statements	Finalise statement with group consensus

6.15 Limitations of the Methodology

Several limitations to the research methodology have been highlighted. The following are some considerations of limitations within the method.

- Ethical consideration of the facilitator contributing to the strategy workshop to assist the organisation in developing (as a consultant) versus the researcher role with the aim of non-interference and observed action.
- The tension between conducting and facilitating a strategy workshop versus the research aims of the activity.
- Researcher coding interpretations and bias.
- Selection and sampling of organisations is limited and subject to access, agreement and the connections of the researcher.
- Power relationships between actors within the workshops (Laine et al., 2016). The nature of this form of the workshop will result in an analysis of what is revealed (Axelrod, 1976) by actors, not their true cognition or mental map (either deliberately or unconsciously).
- The workshops can be viewed as a form of strategy tool, which exhibits design affordances (possibilities, constraints), shaping how actors frame problems and the manner with which actors undertake strategy making, delimiting the thinking of participants (Gibson, 1986, Jarzabkowski and Kaplan, 2015). Affordances are dependent on the design and nature of a strategy tool and the context and interpretations of actors. Actors may then utilise a tool in a particular manner (Jarzabkowski and Kaplan, 2015) to support institutionally defined legitimacy goals (Lawrence et al., 2009, Lawrence and Suddaby, 2006).
- The map is, by nature, a group compromise of the organisation and actors (revealed) cognitive understanding (Nelson et al., 2000b).
- The approach assumes belief systems, or revealed assertions, can be modelled through this mechanism (Axelrod, 1976). The freehand method does appear to have specific affordances (Gibson, 1986, Jarzabkowski, 2004) and depend predominantly on the recall of causal relationships by participants.
- Actors will exhibit bounded rationality, this being the imperfect information, time constraints and cognitive limitations available to actors upon which to interpret and

make decisions (Cristofaro, 2017, Simon, 1955). As such, participants will tend to focus on their day-to-day operations and less on the higher-level macro or holistic view of the issue under study (Ackermann and Eden, 2011a). Short-term memory is limited in its ability to hold several different concepts simultaneously (Lloyd et al., 1960). There is a tendency for actors to bias more recent information that is more frequently used than information that, although concrete, could be less frequently used, selective recall (Davis, 1982).

- Proximity risks, researcher bias in emphasis and controlling the direction of idea generation. Ethical considerations of the facilitator/researcher directly contributing insight and ideas to the strategy workshop to assist the organisation in developing (as a consultant) versus the researcher role with the aim of non-interference and observed action.

The nature of the proposed method allows close proximity to the case study organisations and ensures essential information is captured. This close access is contingent on the organisations receiving benefits from the strategy-making process, described as the “...price of access,” (Johnson et al., 2007:66). In this case, the price is the facilitation of a strategy-making workshop with the participating organisational actors, co-ordinated by the facilitator/researcher. The facilitator/researcher adds to the process by guiding and offering insights into the discussion to assist with generating issues and ideas within the cognitive mapping process. The expected result was a timely and completed workshop, which delivered group agreement and insight into the organisation's strategic direction.

Although the process is less of a consultancy and more of a facilitated workshop, the pilots have highlighted that, on occasion, the facilitator/researcher's insights and feedback can be significantly beneficial to the case study organisation. In the researcher's opinion, it would be unethical not to offer insights should an instance occur. This approach aligns with action research principles and undertaking research with people rather than to them (Bate et al., 2000). Johnson et al., (2007) describe three risks of close proximity to research.

- Contamination: actions of the researcher may change what is being studied
- Going native: the research becomes socialised into the organisation's perspectives losing objectivity.

- Political alignment: the researcher becomes politically aligned with a group or section within the organisation losing balance in the researcher's perspective.

Essential mitigation of these issues will be in the make-up, confidence, and authority of the group of organisational actors partaking in the workshop. The incumbent actors are expected to have a clear view of the issues and ideas they will raise within the process. However, the facilitator/researcher may offer some insights, the organisational actors will likely filter these, and only those issues and ideas that they believe are critical will be utilised. This subjective statement will be subject to a significant element of reflexivity to mitigate the researcher's influence on the study.

Chapter 7 Individual Case Results

The following chapter summarises the data and insights from individual case studies. The case studies encompass Education, Health and Social Care and Local Government. Each case contains a summary of the RCCM workshop, a description of participants, a discussion of the organisational field and context, summary cognitive maps and case findings and individual case themes. An example of the detailed case data can be found within the appendix.

Table 4 Case Results Chart

ORGANISATION		FIELD/SECTOR
'Education 1'	Education 1	Education
'Education 2'	Education 2	
'Education 3'	Education 3	
'Education 4'	Education 4	
'Local Government 1'	Local Government 1	Local Government
'Local Government 2'	Local Government 2	
'Local Government 3'	Local Government 3	
'Health Care 1'	Health Care 1	NHS/Health
'Health Care 2'	Health Care 2	
'Health Care 3'	Health Care 3	

'EDUCATION 1'

'Education 1' Business School Bengaluru India

Session details	
Date of session	16 August 2018
Participant numbers	4
Broad description of range of participants	Participants were academics and academic faculty leaders within a business school of an Indian University.
Organisational field and dimensions	<ul style="list-style-type: none">• Education• Medium/Large,• Public (some commercial aspects)• Heavily regulated• Localised to a region (Bengaluru India)
Workshop RCCM details	<ul style="list-style-type: none">• Issues 49• Goals 13• Core competence 1• Actions; 0 (not undertaken)• Statement of strategic action, NA (not undertaken) Total 62

Table 5 Case Overview Education 1

Introduction to the Organisation

The group consisted of four individuals from the 'Education 1' business School. The session was two hours in length producing a relatively simple map with low complexity. Only Issues, Goals and Core Competence were developed. The group did not wish to pursue Actions and Statements.

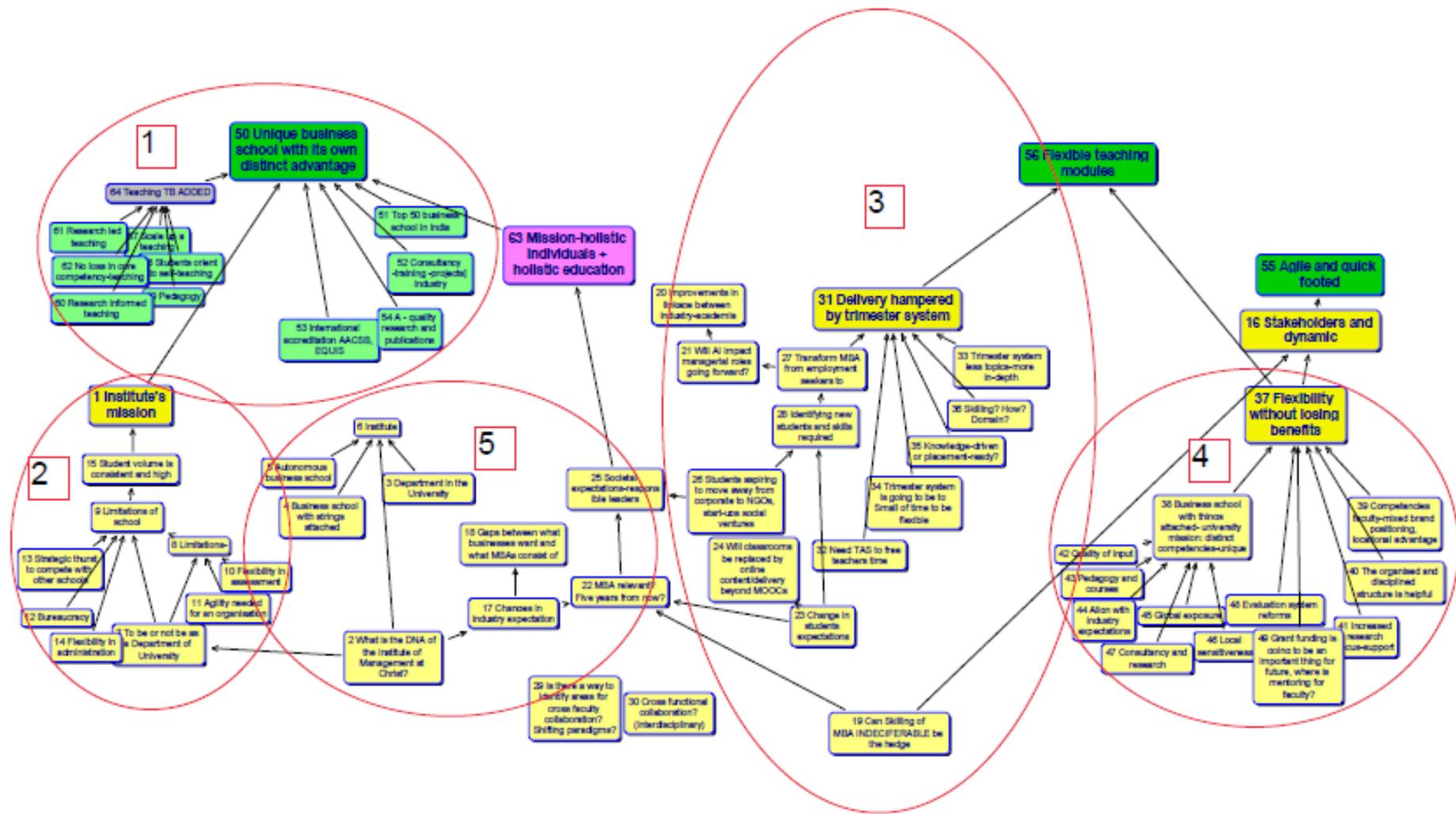


Figure 17 Education 1 Revealed Causal Cognitive Map

Table 6 Education 1 Summary of core constructs and causation

Core Constructs	Causation
The requirements to establish uniqueness with business advantage	Tackling organisational limitations to deliver high-performance within institutionally recognised measures
Bureaucratic organisational limitations affecting nature of delivery and mission of organisation	Bureaucratic organisational limitations
Changing nature of business and students and a need for the organisation to respond	Changing nature of industry and student expectations
Speed and Flexibility of core product supported by organisational advantages	Capability and competency within organisation, supported by organisational systems
Institutional advantages	Being embedded within a larger university/organisation setting

1. Summary

The analysis demonstrates that the organisation is struggling with a key critical paradox.

The need for change, driven by customers/stakeholders delivered through being flexible and responsive.

On the one hand, there is the need for change and being flexible and responsive in responding to changes. Change is causally driven by industry and student/customer expectations, and the ability to be flexible is causally underpinned by organisational capability and systems. The speed and flexibility in the development and response to environmental changes are underpinned by organisational systems and capabilities.

Institutional advantages vs organisational limitations.

On the other hand, whilst the participants clearly recognise the institutional advantages of the organisation, they conclude that the bureaucratic organisational and institutional/organisational limitations are restricting and hampering new developments. New developments are required due to environmental changes requiring adaptation to market conditions.

Unique market position vs retaining Institutional identity.

Further to this, the participants raise the paradox of an ability to position itself as unique in the market without losing its institutional identity.

Focus on institutionally recognised standardised quality metrics.

The actors define what underpins uniqueness through a range of goals, causally underpinning the core construct '*50 unique business school with its own distinct advantage*'. The underpinning causal goals to this core construct are all standard quality metrics for organisations within the sector. The researcher would interpret these as measures of quality that are institutionally standardised within the organisational field, but it is less clear how these metrics generate uniqueness.

2. Critique

This organisation's participation was notable in one regard. Participants tended to hold back and await a senior member of staff's actions and insights. Before participating in the session, this was the only organisation based in India.

Cultural and hierarchical differences

The majority of workshops undertaken within the study have been with British companies. The opportunity to undertake the workshop with an Indian University opened up some assumptions inherent within the process that may be culturally underpinned.

The group were interested and willing to participate in the workshop; however, there are two noticeable differences between this group and other British organisations. The first was that the group seemed less willing to stand up, participate and express their own views. These activities did eventually occur, but the group was noticeably reticent and seemingly less familiar with this participatory type of work.

Secondly, the hierarchical nature of the group was apparent, a senior leader within the group was referred to constantly, and participants would check with the senior leader before making assertions. This power relationship did ease as the session moved forward but was apparent throughout. It is outside of the scope of this research to specify whether this is a cultural, operational or organisational phenomenon. One aspect of reflection would be the nature of the workshop, that being one that suits a particular group or style of participants, the affordances (Jarzabkowski and Kaplan, 2015) and limitations of this require further exploration.

Missing areas

Although the participants raise a change in the offer to meet demand, this is not in relation to the actual nature of the product and service. There is minimal (some reference to pedagogy and quality) mention of development or consideration of improvements to the core product/service. The expertise and quality of the service are generally taken as a given and not questioned.

Coded as – Limited focus on central functional/product activity.

Summary of initial organisational Codes

- Competitive market considerations.
- Institutional legitimacy drivers.
- Internal Bureaucratic limitations.
- Need to respond to changing market.
- Organisational systems as an advantage.
- Institutional awareness.

‘EDUCATION 2’

Session details	
Date of session	4 th April 2018
Participant numbers	9
Broad description of range of participants	The company invited the entire staff base to the making strategy session. This included the owner manager, contract managers, IT and infrastructure managers and operational staff education staff, including reception staff.
Organisational field and dimensions	<ul style="list-style-type: none"> • Education • Small 50 - 5 • Private / utilising government funding, • Moderately regulated. • Localised to a region (Derry Northern Ireland))
Workshop RCCM details	<ul style="list-style-type: none"> • Issues 85 • Goals 44 • Core competence 27 • Actions; the organisation paused the session after goals. Statement of strategic action, NA <p>Total 156</p>

Table 7 Case Overview Education 2

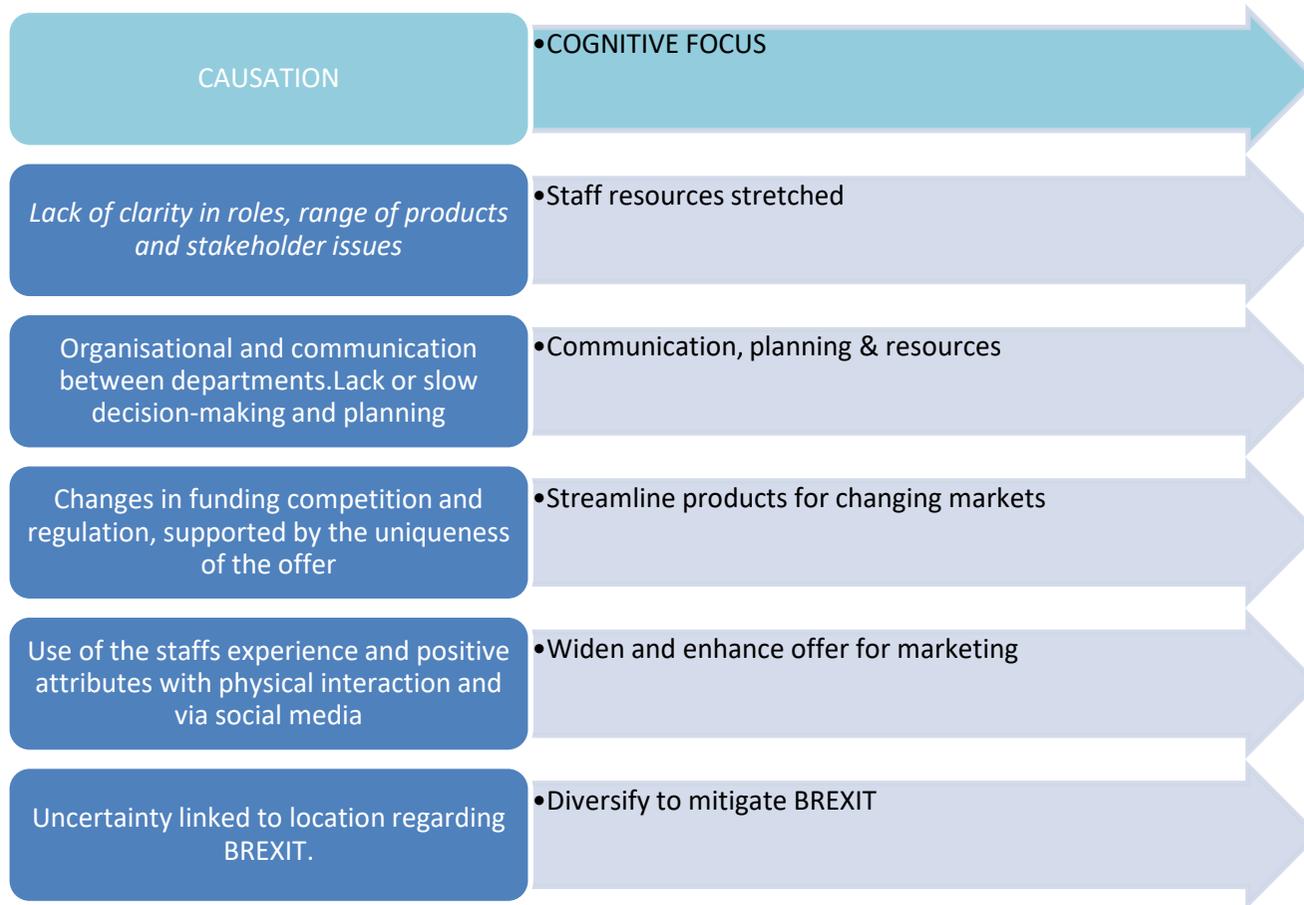
Introduction to the Organisation.

‘Education 2’ is a privately owned education company with less than 50 staff. The organisation teaches English to foreign nationals as the organisation utilises significant government and European funding. Within the organisational field, the organisation is clearly within an education grouping. The group consisted of 9 individuals from ‘Education 2’ Language School. The session was two hours long, producing a relatively simple map with low complexity.

Table 8 Education 2 Summary of core constructs and causation

Core Constructs	Causation
Staff resources stretched	<p><i>Lack of clarity in roles, range of products and stakeholder issues</i> <i>Undefined roles</i> <i>Lack of clarity in staff resources</i> Stretched staff (Resources) Define and communicate roles/responsibilities</p>
Communication, planning & resources	<p>Organisational communication between departments. Lack or slow decision-making and planning</p>
Exploration of market opportunities	<p>Limitations of physical location of business, driving the need to explore market opportunities and clarify and streamline products.</p>
Streamline products for changing markets	<p>Changes in funding Competition and regulation, including immigration policies. Positively supported by the uniqueness of the offer in its location</p>
Widen and enhance offer for marketing	<p>The use of the staff's experience and positive attributes with physical interaction and via social media</p>
Diversify to mitigate BREXIT	<p>Uncertainty linked to location regarding BREXIT.</p>

Figure 19 Education 2 Summary Graphic



1. Summary

Fundamentally the map has two significant areas of interest.

Organisation of and responsibilities of staff (communication)

The first concerns the organisation and responsibilities of staff. This does widen out into resources, communication and planning. These issues and goals causally ladder up to management activities such as defining roles and setting deadlines. The core constructs are staff resources being stretched and problems with communication planning and resources.

Change in the market environment.

The second area combines a change in the market environment alongside the restrictions of the current organisational offer and location. The core constructs are exploring market opportunities and streamlining products for changing markets.

Isolated/significant strategic area (blind spots)

One island of interest, which stands apart from the rest of the map, is the issue of BREXIT. The core construct being the need to diversify in anticipation of the significant changes that this will bring, underpinned by uncertainty issues. Although of significant strategic interest, in the researcher's opinion, this was ranked low within the centrality score.

Omission of central functional/product activity *Teaching/ English ELT.*

One aspect of note is the core activity of this organisation, teaching. The nature and quality of the main product (teaching) are not discussed at all across the whole map. Aspects of location, staff interaction and the uniqueness of the offer are raised. But not the fundamental aspects of quality or the nature of the product itself. Value is deemed to be added or detracted by operational issues such as staff resources, the definition of roles, internal communication and the location of the business. Core competence is founded around long-standing experience within the organisation and a positive culture and, notably, locality, including the nature of the people within their home city.

Attributes of the location viewed as a core competence,

Attributes of the location are viewed as a core competence; this is in contrast with issues such as “5 geographical limitations of location”. An interesting aspect of cluster 3 *attributes of location* is that the core competence ideas are unconnected from the wider map. In effect, the participants believe these are of value yet do not causally connect these in any way to the map, remaining as an island.

Context and critique of findings

The significant focus on staff and roll issues within the strategy workshop may be merely a reflection of the nature of the group, which consisted of operational staff within the organisation as well as senior management. It is noted that the organisation is a small organisation with less than 30 staff.

‘EDUCATION 3’

Session details	
Date of session	10th October 2019
Participant numbers	10
Broad description of range of participants	Board of governors, comprising of Industry Partners (Engineering) and Teaching Staff.
Organisational field and dimensions	<ul style="list-style-type: none"> • Education • Public sector (private partners) • Small 50 – 5 • Independent organisations – regulated and financed through government funding, UK-based
Workshop RCCM details	<ul style="list-style-type: none"> • Issues • Goals • Core competence • Actions; the organisation paused the session after goals. Statement of strategic action, NA <p>Total 156</p>

Figure 20 Case Overview Education 3

Introduction to the Organisation.

This 1-day workshop was undertaken for **Education 3**, a university technical college that opened in September 2016 in the United Kingdom. It is for students aged 14 to 19 and focuses on energy and engineering. A University sponsors the School, and engineering companies from the nuclear, engineering and robotics fields support the school. The workshop involved the school board of governors comprising Industry Partners, School managers and Teaching Staff.

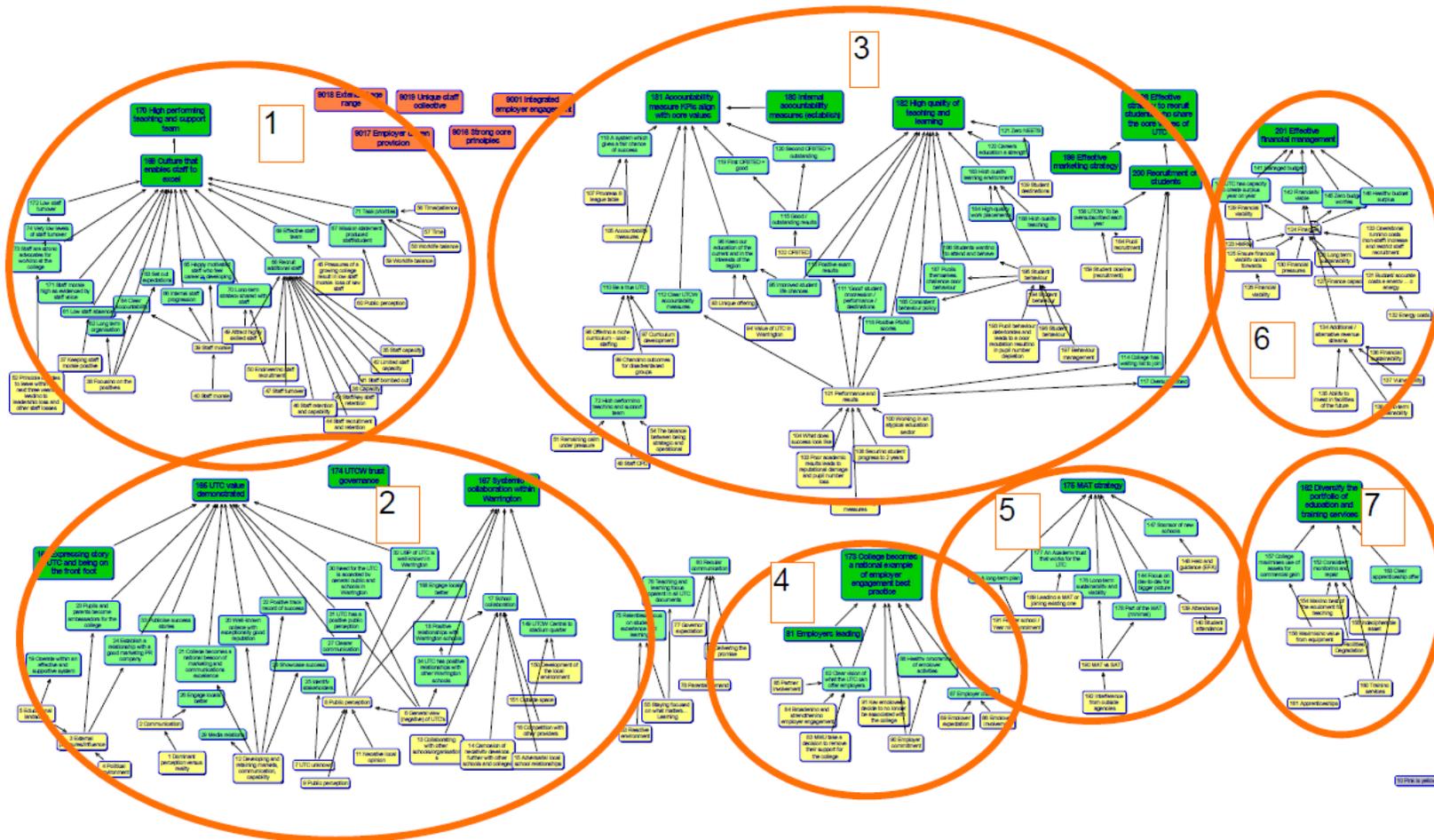


Figure 21 Education 3 Revealed Causal Cognitive Map

Table 9 Education 3 Summary of core constructs and causation

Core Constructs	Causation
High performance within staff	The causal underpinning of a high performing team is causally underpinned by staff culture, capacity (recruitment), motivation and morale
Demonstration of value	Mitigation of negative perception through marketing and communication will succeed in demonstrating value
Collaboration with sector	Negative perceptions of local sector to be resolved through collaboration and relationships
High performance through distinctive values driven offering	High performance against metrics causally underpinned by leveraging the unique value offer of the organisation . This value driving performance of the organisation, its students and recruitment
Stakeholder (employers) central to offer and quality	The risks and benefits of stakeholder/employer partners in support of establishing the value offer.
MAT strategy, externally driven strategic options	Long-term considerations may align to strategic partnerships
Financial management and financial sustainability	Financial stability through budget management and additional revenue streams
Use of assets for diversification	Potential diversification causally underpinned by potential headroom within resources

Figure 22 Education 3 Summary graphics

CAUSATION	•COGNITIVE FOCUS
The causal underpinning of a high performing team is causally underpinned by staff culture, capacity (recruitment), motivation and morale	•High performance within staff
Mitigation of negative perception through marketing and communication will succeed in demonstrating value Demonstration of value	•Demonstration of value
Negative perceptions of local sector to be resolved through collaboration and relationships	•Collaboration with sector
High performance against metrics causally underpinned by leveraging the unique value offer of the organisation .	•High performance through distinctive values driven offering
The risks and benefits of stakeholder/employer partners in support of establishing the value offer.	•Stakeholder (employers) central to offer and quality
Long-term considerations may align to strategic partnerships	•MAT strategy, externally driven strategic options
Financial stability through budget management and additional revenue streams	•Financial management and financial sustainability
Potential diversification causally underpinned by potential headroom within resources	•Use of assets for diversification

1. Summary

The map contains two particularly strong clusters, **culture and performance of staff** and **high performance through values**.

Culture and performance of staff

Cluster 1 is focused on the performance of staff underpinned by significantly high rankings of ideas within centrality and domain, particularly around culture. A positive culture with aligned motivation and morale plus appropriate recruitment and staff capacity is viewed as causally critical to high performance.

High-performance through values

Cluster 3, in some ways, extends this notion into an underpinning set of values. The inference is that high performance will be achieved through the distinct values and offerings of the organisation. Performance can be measured, and values that move across staff and students. Clusters 1 and 3 occupy large areas of the map and include the majority of the high-level centrality and domain ideas.

Marketing/collaboration to counter negative perceptions by stakeholders

Cluster 2 can be viewed as causally underpinned by a range of negative perceptions by stakeholders. On the one hand, causal goals are developed to demonstrate value through marketing and communication. The second approach is for wider collaboration with sector stakeholders.

Cluster 4, although a separate island, further explores employer stakeholders to widen and reaffirm the value offer.

External support/quality mechanisms

Cluster 5 refers to a specific approach to partnership (MAT strategy -Multi-academy trusts (2020)), but perhaps is more interestingly viewed as external initiatives which could support long-term sustainability.

Financial management

Cluster 6 financial management. Separate island cluster linking financial probity to stability.

Internal unused resources

Cluster 7 is a small cluster exploring the possibility of leveraging unused resources.

A note on legitimacy

The UTC is a new and different type of school, very much supported by employers and organisations but seen as competition and undervalued by the local education sector. This differentiation somewhat separates the school from the mainstream. The impact of this on the strategic thinking of the actors is that the organisation has a need to demonstrate and express its value to stakeholders and the wider community. 'Vying for legitimacy with the established sector (education)' is effectively raised as the main area of strategic attention and cognition for the organisation. The organisational actors focus on the demonstration of value, not by creating new value but by expressing the value that they perceive they already have in an attempt to be legitimised by the wider organisational field.

This perception of value is also seen as critical in the development of performance and culture. Values can be seen as driving performance and recruitment. The issue of lack of perceived value was also seen to be resolved via marketing activities, thereby not changing the organisation to meet homogeneous institutional norms, as per the isomorphism argument of neo-institutionalism, but by attempting to change the institutional norms. The actors here display significant agency in championing their position and values.

One observation from the actual delivery of the workshop was a stalling point over a future external funding initiative. This particular governmental scheme was required to be responded to within the forthcoming year. The strategy session effectively stalled over this strategic issue, and, in some ways, the group found it difficult to think past this. Longer-term and more important issues were sidelined. This was eventually reconciled, but it served as a reminder that strategic thinking (the long-term direction and scope of an organisation) can easily be deflected with pressing environmental or operational challenges.

Summary

Overall, the key underpinning theme is the demonstration of value in response to a negative perception based on the nature and culture of the organisation.

‘EDUCATION 4’

Session details	
Date of session	7 th February 2019
Participant numbers	24
Broad description of range of participants	Academics within a university department from a health and social care background.
Organisational field and dimensions	Education (Health and Social care) (Higher education) Large, Public utilising government funding, (some commercial aspects) Heavily regulated Manchester based
Workshop RCCM details	Ideas generated Issues 234 Goals 72 Core competence 86 Actions; 27 Statement of strategic action, 1 Total 420

Table 10 Case Overview Education 4

Introduction to the Organisation.

‘Education 4’ is an organisational unit within a University’s Faculty of Health Psychology and Social Care. The ‘Education 4’ undertook a full-day workshop to assist in developing their strategic aims. The produced map is quite complex, and participants chose not to causally relate core competence ideas to goals. However, the group did develop a statement of strategic intent. Due to the complexity of the map, the researcher has separated the map into a number of constituent parts.

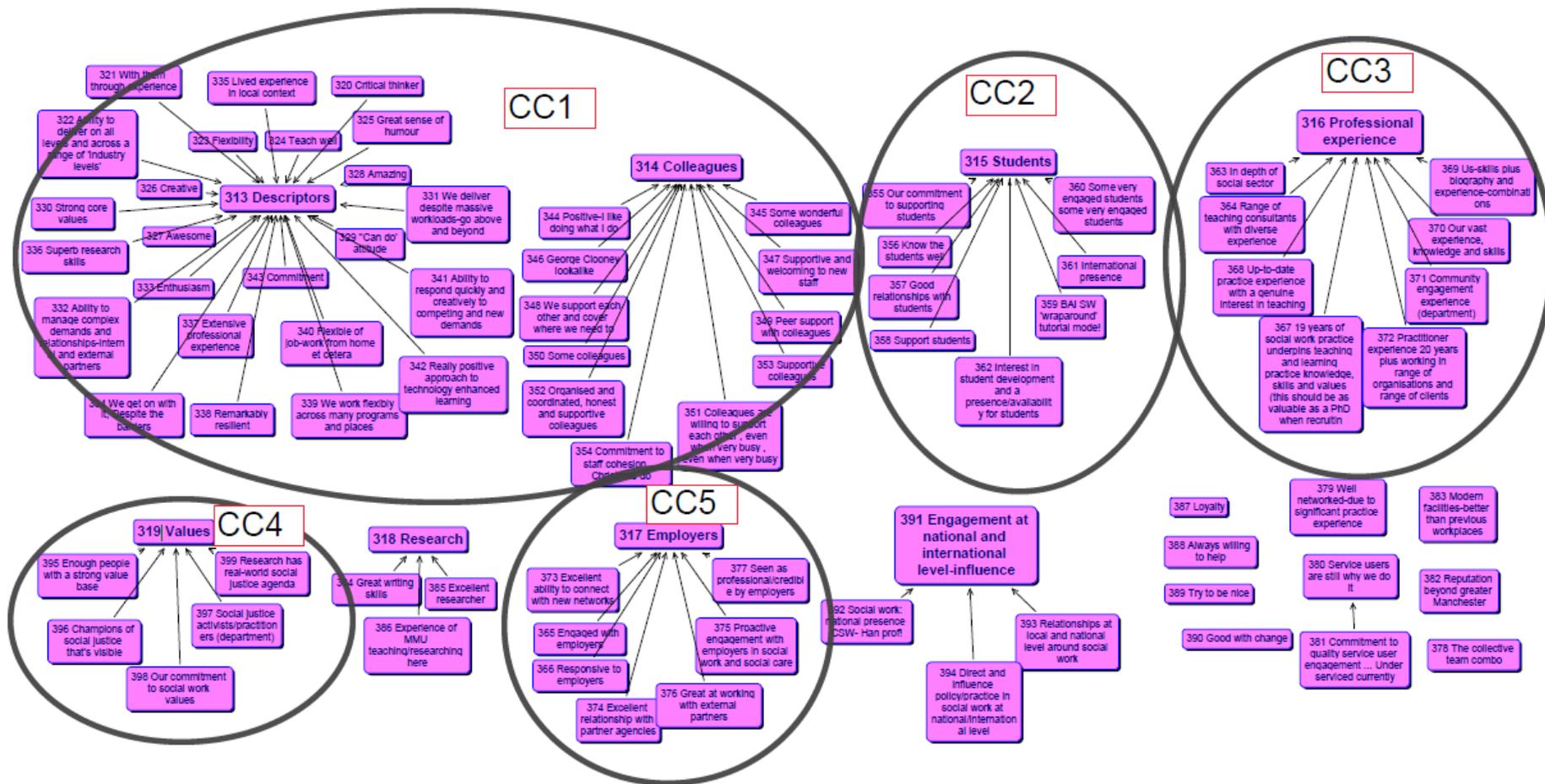
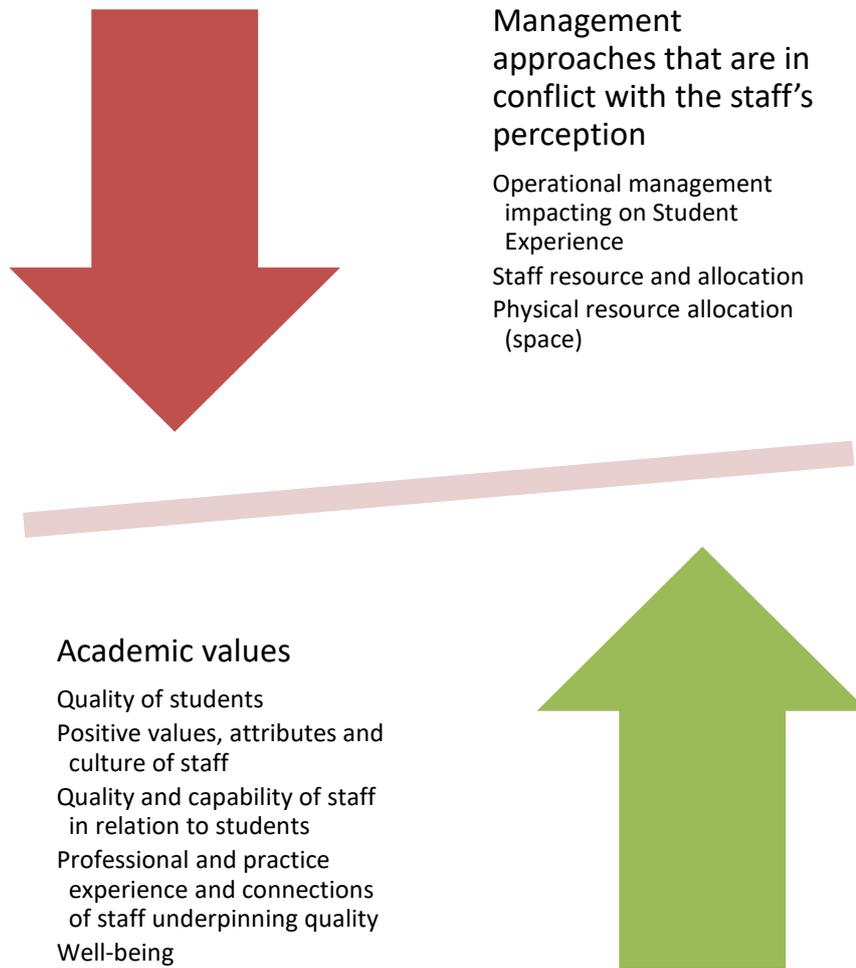


Figure 24 Education 4 Revealed Causal Cognitive Map: Core Competence

Table 11 Education 4 Summary of core constructs and causation

Core Constructs	Causation
Academic values	Conflict between values of academic staff differing with values of the organisation
Management approaches that are in conflict with the staff's perception	Differing perceptions on operational reality. Staff versus managements perspective on approach
Well-being	Well-being impacted upon by management strategies and approach within, values, culture, trust, work life balance, resources,s and benefits.
Operational management impacting on Student Experience	Management recognition of issues/resource impacting on ability to undertake widening participation
Staff resource and allocation	Issues and critique in current process Not enough staff, inequity in opportunity
<i>Physical resource allocation (space)</i>	Issues surrounding physical operational space
Quality of students	Perceived offer in attracting students. Organisations / management choice in who is selected
Positive values, attributes and culture of staff	Supportive nature, supportive team and culture of their colleagues.
Quality and capability of staff in relation to students	Quality and capability of staff in relation to students
Professional and practice experience and connections of staff underpinning quality	The staff's capabilities and qualities, cluster focusing on professional experience and practice and professional connections

Figure 25 Education 4 1. Summary graphics



1. Summary

The map establishes several clear themes.

Management Issues

Management issues are the central and most connected concepts within the causal map. Management is generally critiqued in its approach to resources, values and the perception of the staff experience and the subsequent impact on staff well-being.

This includes.

- Management approach, resource allocation, opportunity
 - Resource requirements, namely physical space for staff and students, being limited
 - Resource issues with workload allocation, limited staff numbers and inequity for career progression.
- Management choices impacting student quality.
- Management values in conflict with staff
 - Differences between management and teaching staff in regard to underpinning values both within teaching and within the organisation. One aspect is business-based values as opposed to academic or educational values
- Management perception of teaching, values, respect and success is different to the perceived reality of staff
- Management approaches negatively impacting the student experience
- Management impact on staff well-being
- Well-being impacted by management strategies and approach within values, culture, trust, work-life balance, resources, and benefits.

Staff (Culture, Values, and performance)

The participants utilised the core competence section to express positive attributes of staff and skills; this went beyond a traditional view of core competence but enabled them to express positive attributes, seemingly in conflict with the issues raised.

These were articulated as positive personal, professional and collegiate professional attributes. This included the relationship with students, professional experience in the sector and social values.

- Positive and supportive attributes and culture of the staff team
- Academic values
- Positive values, attributes and culture of staff
- Quality and capability of staff in relation to students
- The quality of the offer attracts high-quality students
- Professional and practice experience and connections of staff underpinning quality
- Well-being

What is missing?

Although not entirely missing, a focus on research and knowledge exchange is included as an isolated cluster but is minimally represented on the map. This is interesting as a focus on research and, to a lesser extent, knowledge exchange is generally regarded as central to the university's strategic direction.

Teaching- (Core product quality)

(Omission of central functional/product activity)

Teaching is mentioned within the map- but in reference to it as a resource and the nature of its management (there is some small input as to the political nature of the teaching). The actual quality of the teaching, its nature and its delivery are not raised.

'Education 4' is an organisational unit within a University's Faculty of Health Psychology and Social Care. The 'Education 4' undertook a full-day workshop to assist in developing their strategic aims. The produced map is quite complex, and participants chose not to causally relate core competence ideas to goals. However, the group did develop a statement of strategic intent. Due to the complexity of the map, the researcher has separated the map into a number of constituent parts.

‘LOCAL GOVERNMENT 1’

Session details	
Date of session	9 th October 2018
Participant numbers	17
Broad description of range of participants	Support staff and accountants and financial managers from within a Local Council
Organisational field and dimensions	Public sector Large societal / governmental (local government department) UK-based
Workshop RCCM details	Ideas generated Issues 184 Goals 110 Core competence 37 Actions 52 Statement of Intent 4 Total 387

Table 12 Case Overview Local Government

Introduction to the Organisation.

‘Local Government 1’ are an organisational unit within a Local Council responsible for all fiscal areas across the council’s duties and borough.

Due to the level of complexity of the causal cognitive map, the researcher chose to separate views of the map to enable analysis. The key cluster analysis will use the overview map, which includes issue headings, goals, goal headings and actions. During the analysis of each cluster, the researcher examined the causal issues underpinning each issue headings. The researcher also hid the second level of causation within each of the analysis sections, thereby enabling a simpler view for analysis. A final map-level analysis was also undertaken as a range of core constructs were clearly apparent. Please note: any modification to the views of the map did not affect domain or centrality analysis calculations.

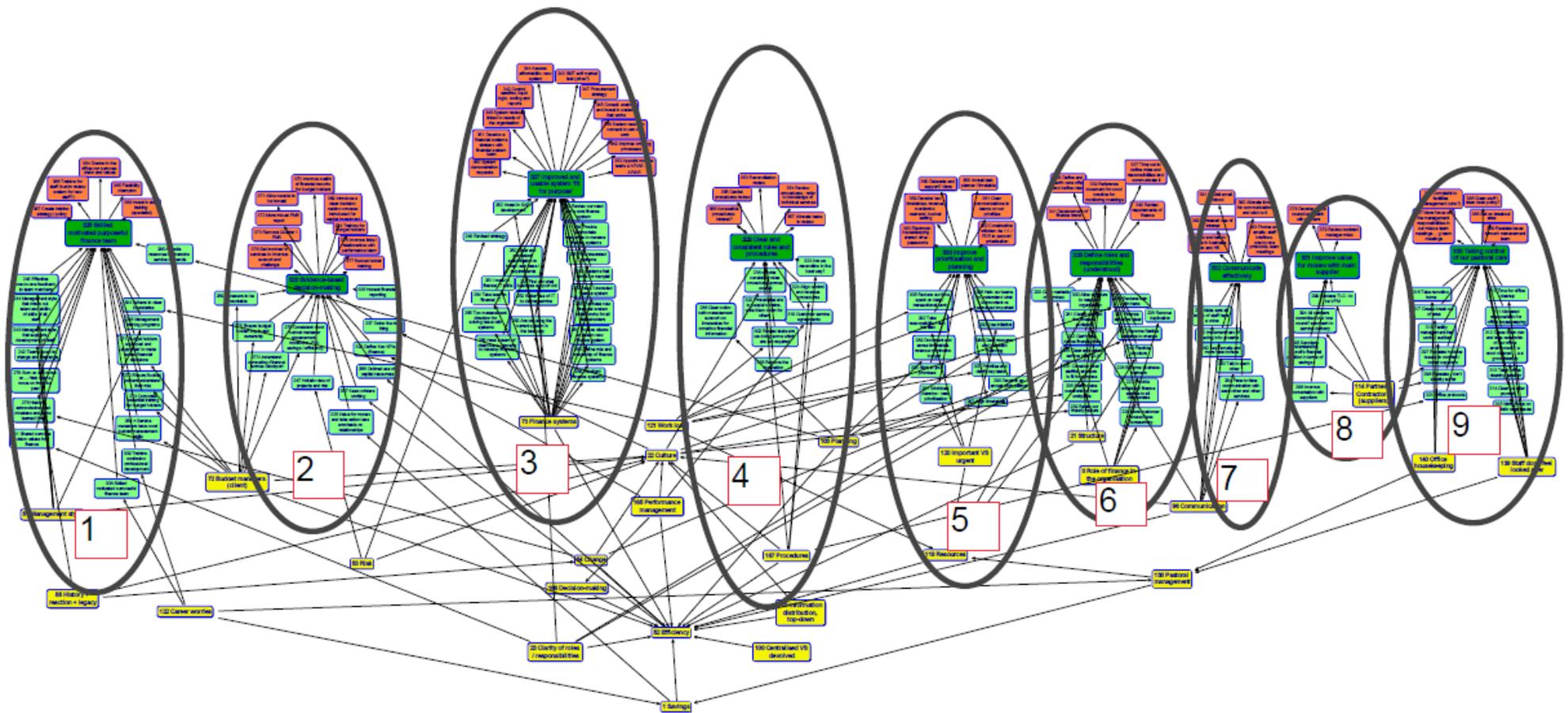


Figure 26 Local Government 1 Revealed Causal Cognitive Map

Table 13 Local Government 1 Summary of core constructs and causation

Core Constructs	Causation
Define roles and responsibilities	Current role and value of offer is undervalued Cultural identification and ownership of workplace Clarification and exploration of structure
A skilled motivated and purposeful team	Management approach, style, training, planning Client stakeholders trained and equipped to work with the team
Evidence-based decision-making	Client accountability buy in management and engagement Efficient and effective resources Values and culture
Clear and consistent rules and procedures	Planning and workload Performance and procedures
Improved and usable system for finances	IT systems, team resource and stakeholder/ customer understanding of processes
Improve prioritisation and planning	Lack of strategic planning Unrealistic operational demands Stakeholder demands and inefficiencies
Improve value for money with suppliers	Relationships and communication
Improve communication	Current limits and lack of communication
Taking control of staff pastoral care	A lack of attention and support within day-to-day office life

1. Summary

The two potent nodes of **culture** and **efficiency** can be considered as the two critical core constructs within this map. These two issue areas, alongside the core competence of knowledge and memory, are perceived as essential underpinning ideas.

Efficiency

The efficiency of the operation incorporates resources, planning, finance systems, roles and responsibilities, procedures, performance management change and communication.

Culture

Has some overlap focuses on management style, risk, performance management, change, communication and the history/legacy of the team.

Both of these potent nodes underpin a range of goals/clusters that can be divided into the following thematic areas.

Management structure/planning interlinked with the perceived value of team/offer.

A perceived lack of value in the team's knowledge and capabilities is causally addressed by the participants through a redefining of roles and responsibilities, more consistent rules, procedures and decision-making based on evidence. The implication is that better definitions and procedures will address issues of value, efficiency, and performance.

Management Systems

This is further explored through management systems which require improvement.

Communication – for understanding and customer expectations.

Communication is considered limited and lacking in terms of the also has an impact on external stakeholders. The perception is that stakeholders/customers do not understand processes and have unrealistic expectations due to this. This is further explored within:

Staff /Team development

Training and development are explored less by the team itself but more with management and stakeholders to understand and be equipped to work with the team.

Planning

The returning theme of a lack of stakeholder management understanding is also reflected in the need for better prioritisation and strategic planning, with unrealistic operational demands from stakeholders in management being seen to drive inefficiency.

Perception of being undervalued

The participants articulate that they feel undervalued within their role, with little stakeholder understanding of operations, procedures, and accountability. This is further reflected within their pastoral care, including housekeeping aspects and day-to-day standards of cleaning, parking and the office. The perception is that the lack of value is further articulated into the lack of attention to pastoral care, which impacts culture and efficiency.

Role not understood

Repeatedly, throughout the causal map, the participants express that it is the lack of understanding of the nature and limitations of the role by stakeholders and management that results in overwork and inefficiency.

Missing areas

The group do not mention or consider the nature of attributes of their service or products- this is taken as a given and not questioned. Fault or inaccuracy lies with the stakeholders or management. A missing aspect.

‘LOCAL GOVERNMENT 2’

Session details	
Date of session	11 th October 2018
Participant numbers	5
Broad description of range of participants	Support staff, engineers and managers from within a local Council
Organisational field and dimensions	Public sector Large societal / governmental (local government department) UK-based (Engineers present)
Workshop RCCM details	Ideas generated Issues 181 Goals 29 Core competence 36 Actions 46 Statement of Intent 4 Total 296

Table 14 Case Overview Local Government 2

Introduction to the Organisation.

This workshop was undertaken for a local council's Transport and Highways department. A public-facing operational department, responsible for all transport and highway areas across the entirety of the council's duties and geographical footprint. Although all staff are members of the Local Council, many are also qualified engineers. Indeed, many of the team self-identify as engineers first and local government employees second, which was seen to have a significant influence on their perceptions.

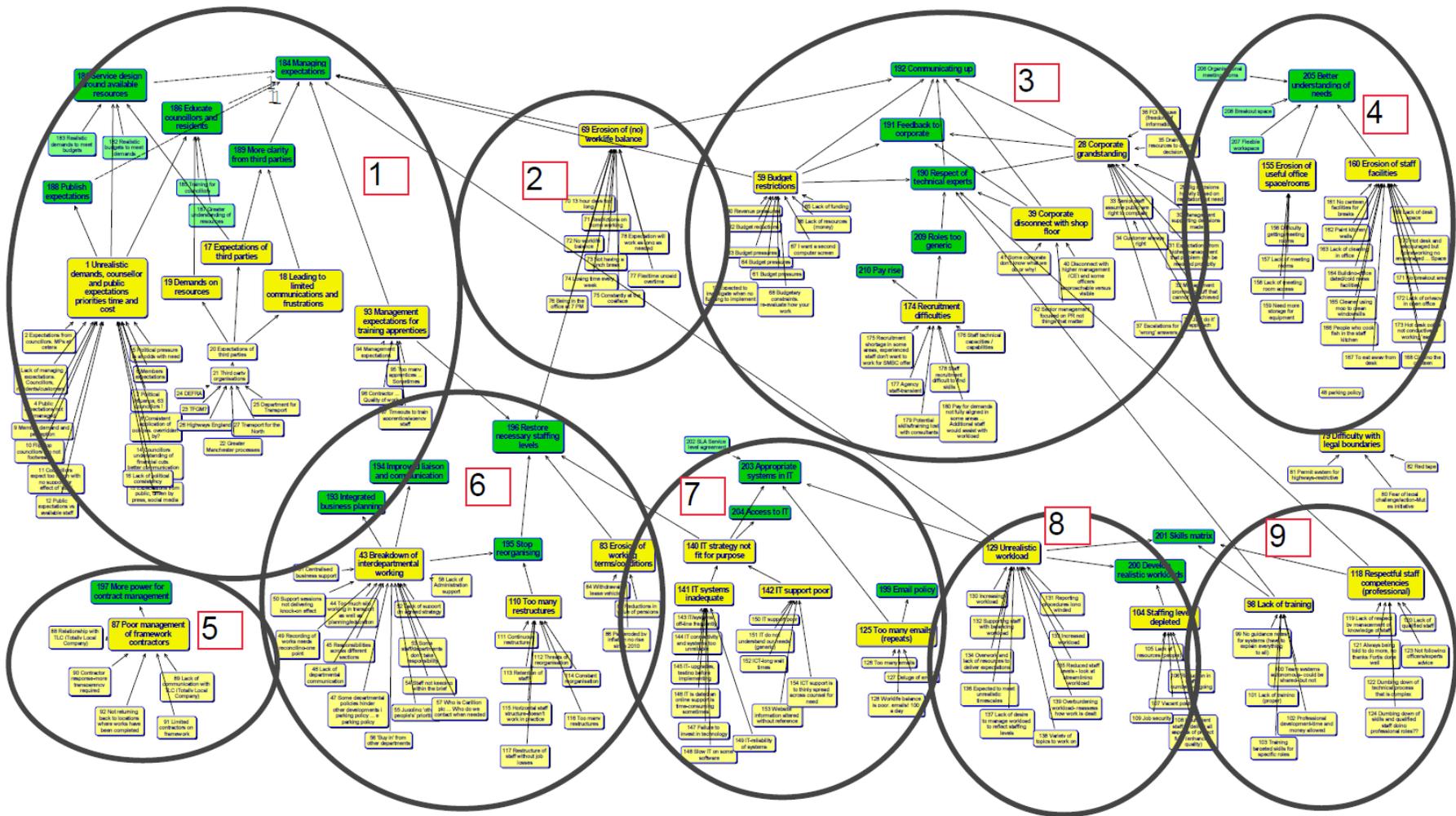


Figure 27 Local Government 2 Revealed Causal Cognitive Map: Clusters - Issues to Goals

Table 15 Local Government 2 Summary of core constructs and causation

Core Constructs	Causation
Training and communication to <u>manage expectations</u>	Unrealistic expectations of stakeholders. Knowledge capability and approach of team
Express and communicate expertise and role	Staff expertise not valued Training and recruitment constrained
Clarify office environment resource needs	An erosion of facilities and space
Clarify contract issues and control	Limitations of current contract management and the ability of the team to deliver alongside their legal powers
Continued work on integrating and communication between departments	A breakdown of interdepartmental working
Change expectations on communication policy	Too many emails IT systems and support inadequate Depleted staff levels impact on workload

1. Summary

Manage expectations of stakeholders via education and communication

The most significant of the core constructs can broadly be described as the management of expectations. This is causally underpinned firstly by issues highlighting the range of stakeholders, in this case, councillors, the public and management and secondly, that the expectations of these parties are unrealistic.

These unrealistic expectations include workload, demands on resources and budgets. The management of these expectations is articulated through education and communication. The assumption being made is that training stakeholders and communicating capability will mitigate the strategic issue.

The ability to undertake education and communication is underpinned by core competence within capability knowledge.

Reviewing domain and centrality analysis, it can be seen that issues within this group constitute some of the most significant concepts within the entire map.

Express and communicate expertise and role.

Within this cluster, the two dominant core constructs are *190 respect of technical experts* and *192 communicating up*. These have a number of causal attributes.

1. Is the technical experts not respected or valued
2. Expertise that the technical experts perceive they have needs to be communicated to the organisation's hierarchy.
3. A demonstration of this lack of respect is that training and recruitment constrained

the goals and actions relating to this revolve around expression, communication, and training, communicating up and across the organisation.

Clarify and communicate office environment resource needs.

Clarify office environment resource needs, causally underpinned by erosion of facilities and space.

Cluster 4 is a relatively isolated island focusing on the physical facilities and space available for staff. The detailed issues linking to *160 erosion of staff facilities* include decorating, cleaning, temperature, food preparation and other day-to-day impacts of this erosion of facilities. The hierarchical conclusion of this is that senior management does not understand the needs of staff. The actions developed from this insight focus on the raising of senior management teams' understanding of staff needs with better communication and consultation in developing the facilities.

This is the second broad area of interest that the participants believe can be resolved through better communication and education.

Clarify and empower actors within contract issues and control.

The second aspect of cluster 4 is causally underpinned by the actor's perception of poor management of framework contracting. This has the goal of enabling the transport team to have more power and use their unique legal powers to ensure contract compliance. Clarify contract issues and control, causally underpinned by limitations of current contract management and the ability of the team to deliver alongside their legal powers.

Continued work on integrating and communication between departments.

A breakdown of interdepartmental working alongside an erosion of working conditions and work-life balance is related to the number of restructures occurring within the organisation. Communication is again seen as critical for mitigating this breakdown of communication. Similarly, in a similar vein, consultation is seen as an action to enable a better understanding of the needs of the Department and counter some of these issues.

Education and communication through consultation are both again prevalent within this cluster and viewed as a solution to issues within interdepartmental working and work-life balance. Communication is viewed as an essential conduit for improving efficiency, coordination and integration.

Change expectations on communication policy.

Cluster 7 also explores communication in relation to workload, email overload, IT systems and staffing levels. Solutions being suggested include policy improvements in policies and IT systems alongside staffing levels and realistic workloads.

Missing areas

Throughout the strategic map, there is no mention or consideration of the core product/service or functioning aspects of the department. The expertise and quality of the service are taken as a given and not questioned.

Overview discussion

The Transport and Highways Department strategy session resulted in a clear focus on a number of issues encountered by the team. The most significant is the high expectations of stakeholders regarding the team's capability and approach and that the participants perceive that their technical expertise is neither respected nor valued. The insight is that stakeholders do not have realistic expectations of the team; this runs alongside a perception that their (the transport team's) expertise is not valued and senior management does not understand the team's needs, resulting in a lack of basic facilities. These areas are (perceived to be) resolved by communication and education of the stakeholders to manage expectations and express the nature and skills of the team. Of interest is that participants do not question the nature of the service; its quality and its value to the organisation is a given. The nature of value is solely judged by actors within the organisational field. Further to this, the actual activity or production, the work undertaken by the team, is not discussed or evaluated; it is a given. The session did not focus on improvements to that provision or on efficiencies or new ways of working; the actual production aspect of the departmental unit was excluded as a strategic area of concern.

LOCAL GOVERNMENT 3'

Session details	
Date of session	6 th February 2019
Participant numbers	12
Broad description of range of participants	A broad group of stakeholders, coordinated by a Borough Council.
Organisational field and dimensions	Public sector Large societal / governmental / strategic partnership UK-based (Charities present)
Workshop RCCM details	Ideas generated Issues 185 Goals 89 Core competence 69 Actions 33 Statement of Intent Total 376

Table 16 Case Overview Local Government 3

Introduction to the Organisation.

'Local Government 3' are an organisational unit within A local Council responsible for the Not in Education or Employment (NEET) strategy across the entirety of the council's duties and borough. The group consisted of 12 individuals from 'Local Government 3'. The session was 7 hours in length, producing a relatively complex map with high complexity.

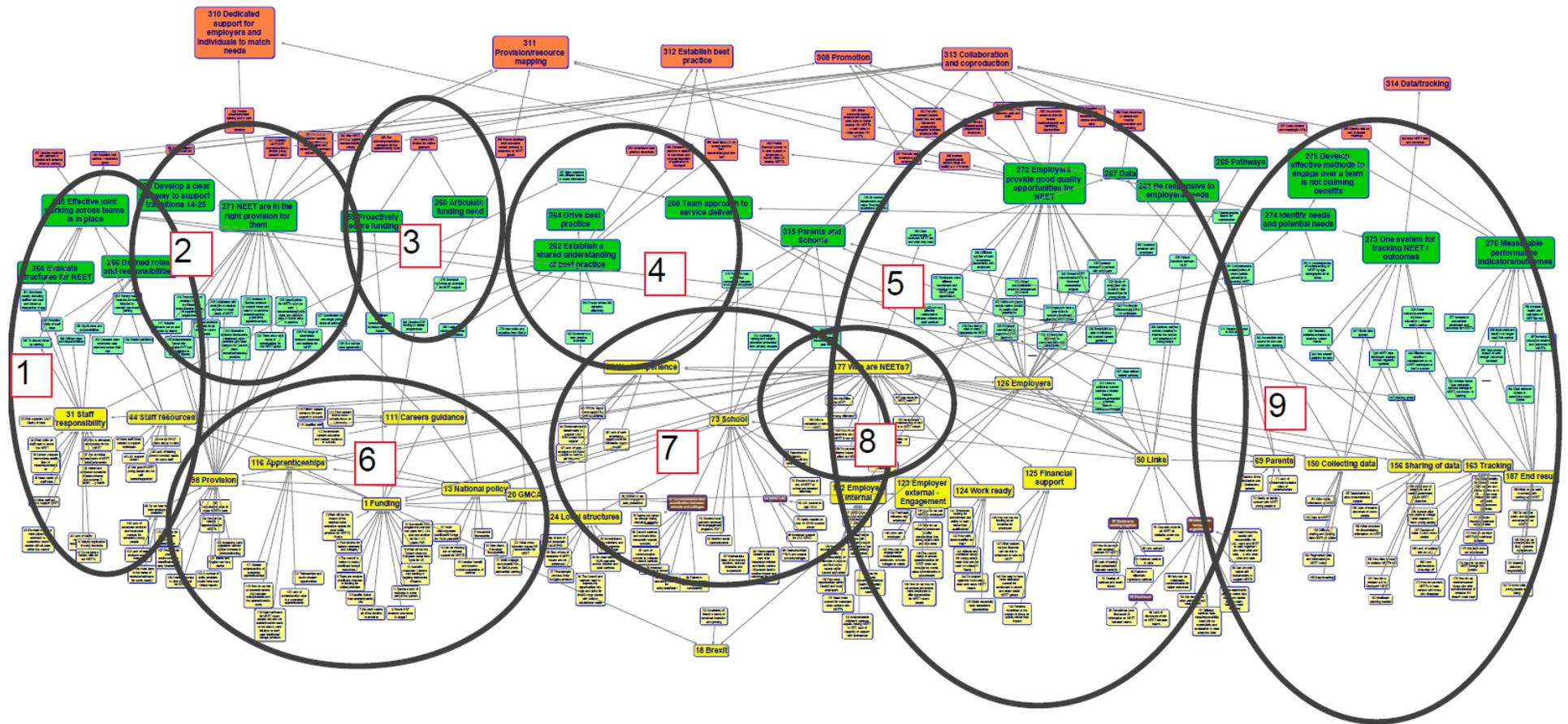


Figure 29 Local Government 3 Revealed Causal Cognitive Map

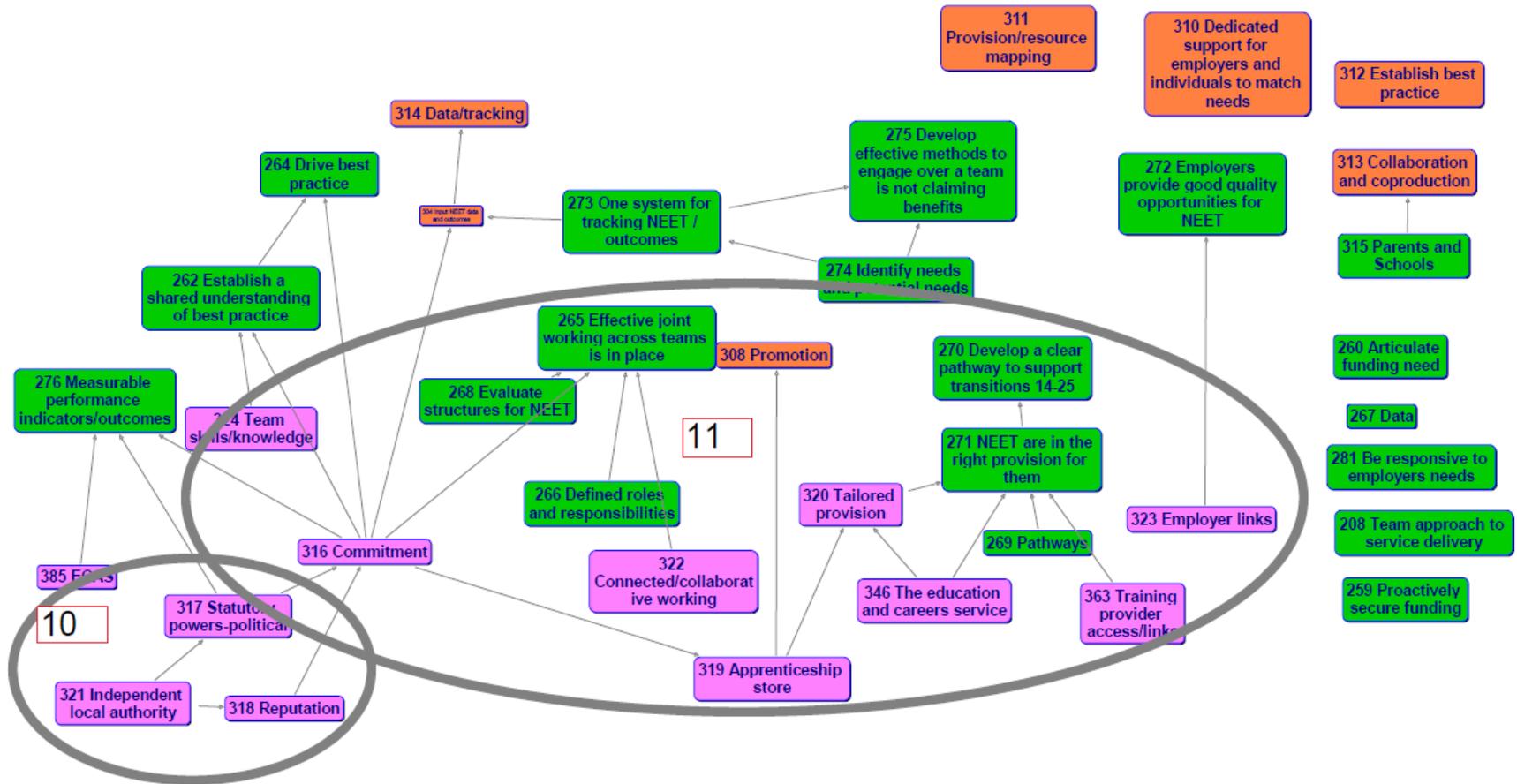


Figure 30 Local Government 3 Revealed Causal Cognitive Map: Core Competence

Core Constructs	Based on clusters	on Causation
Joint working across partners	1	Staff roles and structures Underpinned by staff responsibility staff resources Collaborative working and commitment
Cooperation for funding	3	Complexity and limits of funding
Collaboration for data acquisition and measurement	7/8	Knowledge and information on who clients are And the need to share data and tracking Power and reputation of the local authority
Improving communication and coordination across schools	5	Communication and coordination issues including limitations on current support processes
Opportunities, promotion and relationships with employers	6	Limitations in the level of influence and engagement, by counsel and partner groups
Available and correct provision for NEETs	2	Limits and nature provision Lack of clarity in what is required and what is needed National policy and funding Physical and organisational resources that signpost and support
Working for best practice	4	Local and national policy funding and structure

Table 17 Local Government 3 Summary of core constructs and causation

1. Summary

Themes

Joint working / Cooperation /Collaboration

Cooperation for funding

Cooperation for funding

Collaboration for data acquisition and measurement

Improving communication and coordination across schools

Opportunities, promotion and relationships with employers

The dominant theme within the map focuses on joint working, cooperation and collaboration. This common attribute appears across clusters one, three, seven, eight, five and six. The underpinning reasoning for collaboration and cooperation varies across a range of topics, but this analysis is reaffirmed by the two critical headings within the map, 311 provision/resource mapping and, more notably, 313, 'collaboration and cooperation'. Two further action, headings 314, 'data tracking,' and 312, 'establish best practice,' are also underpinned by collaboration.

Notably, the highest centrality rating is for 50 'links.'

Causality within these areas reflects limited resources, funding and availability of data. The map implies that participants believe that there is an advantage to be gained from linking employers, parents, schools, funding and local governmental structures to deliver their strategic goals.

Available and correct provision for NEETS

Finding the right provision for the target group is dependent on a number of causal areas. One of the most critical areas within the map is 177 'Who are NEETs?' This articulates a clear information issue that restricts targeting and decision-making. This limits the nature of provision and what provision is required. Further to this, 271 'NEET are in the right provision for them' summarises issues and goals related to the difficulty in identifying the correct provision for the target group.

Resources in the form of funding, policy, physical and organisational are also causal in restricting decision-making and access for the target group. Overall, a lack of clarity in what is required, what is needed and what can be resourced impacts the available provision.

Resources

Taking an overview of the causal map, there is a clear focus on resources. This includes staff resources, data/tracking, employer opportunities as a resource (work experience), finance, available provision, knowledge etc.... This focus on resources has two main impacts within the causal map; first a straightforward goal of acquisition of resources, for example, funding, data acquisition and opportunities for participants. This element is stronger within the goals. The second impact is a set of actions to enable better partnership and cooperation.

'HEALTH CARE 1'

Care Organisation Part of the Northern Care Alliance NHS Group

Session details	
Date of session	16 August 2018
Participant numbers	23
Broad description of range of participants	A broad range of community, council housing and healthcare partners, including heads and senior leads through to managers.
Organisational field and dimensions	Health Large, but made up of a broad range of partner organisations within health and public services (Strategic partnership) Public Heavily regulated Localised to a region (Bury & Rochdale)
Workshop RCCM details	Issues 151 Goals 39 Core competence 62 Actions; 29 Statement of strategic action, NA Total 281

Table 18 Case Overview Health Care 1

Introduction to the Organisation.

This workshop was undertaken by a diverse group of stakeholders from a North Manchester Region. The group were constituted to develop a Self-Care Strategy for the region, in support of the NHS and Social care strategies.

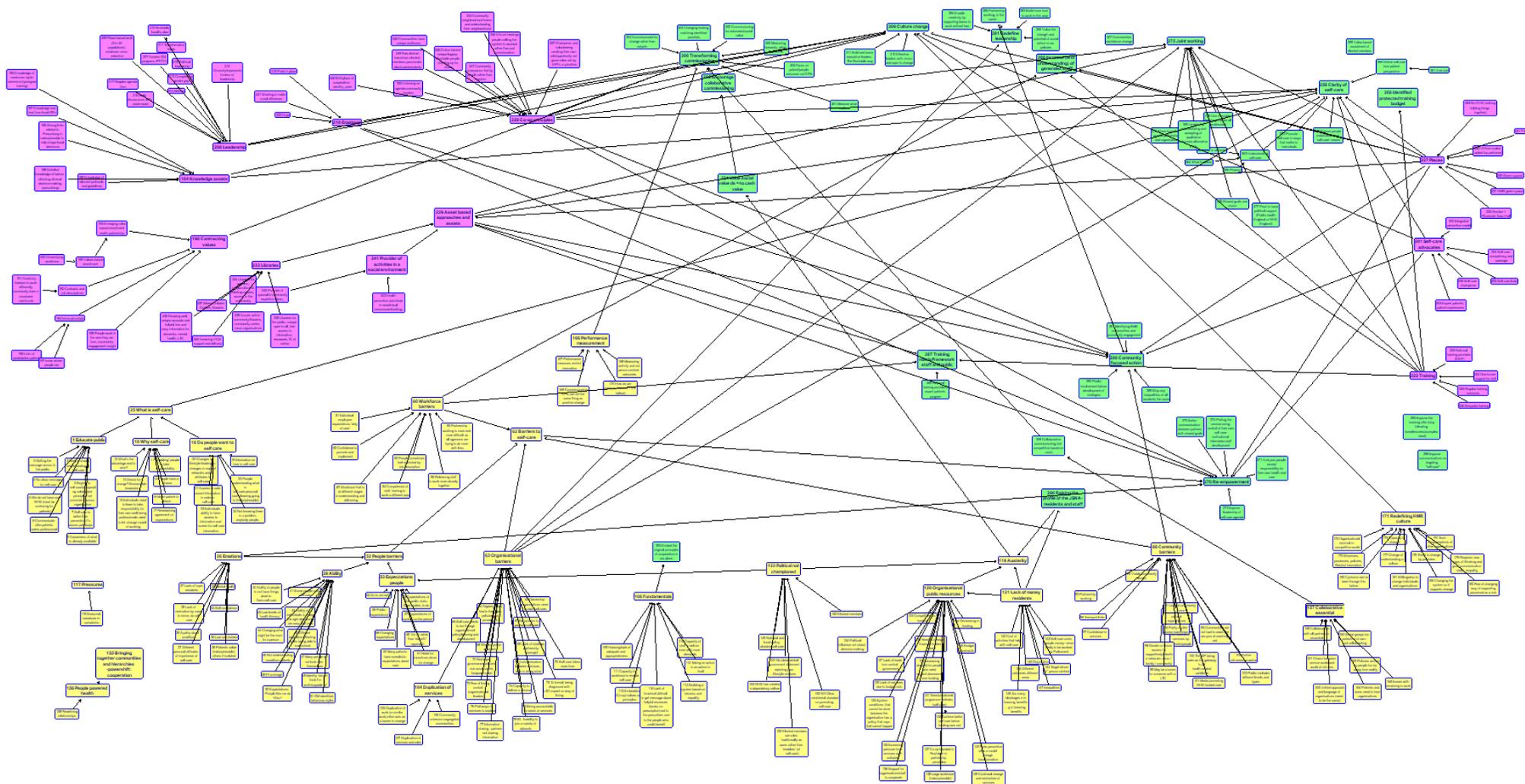


Figure 31 Health Care 1 Revealed Causal Cognitive Map

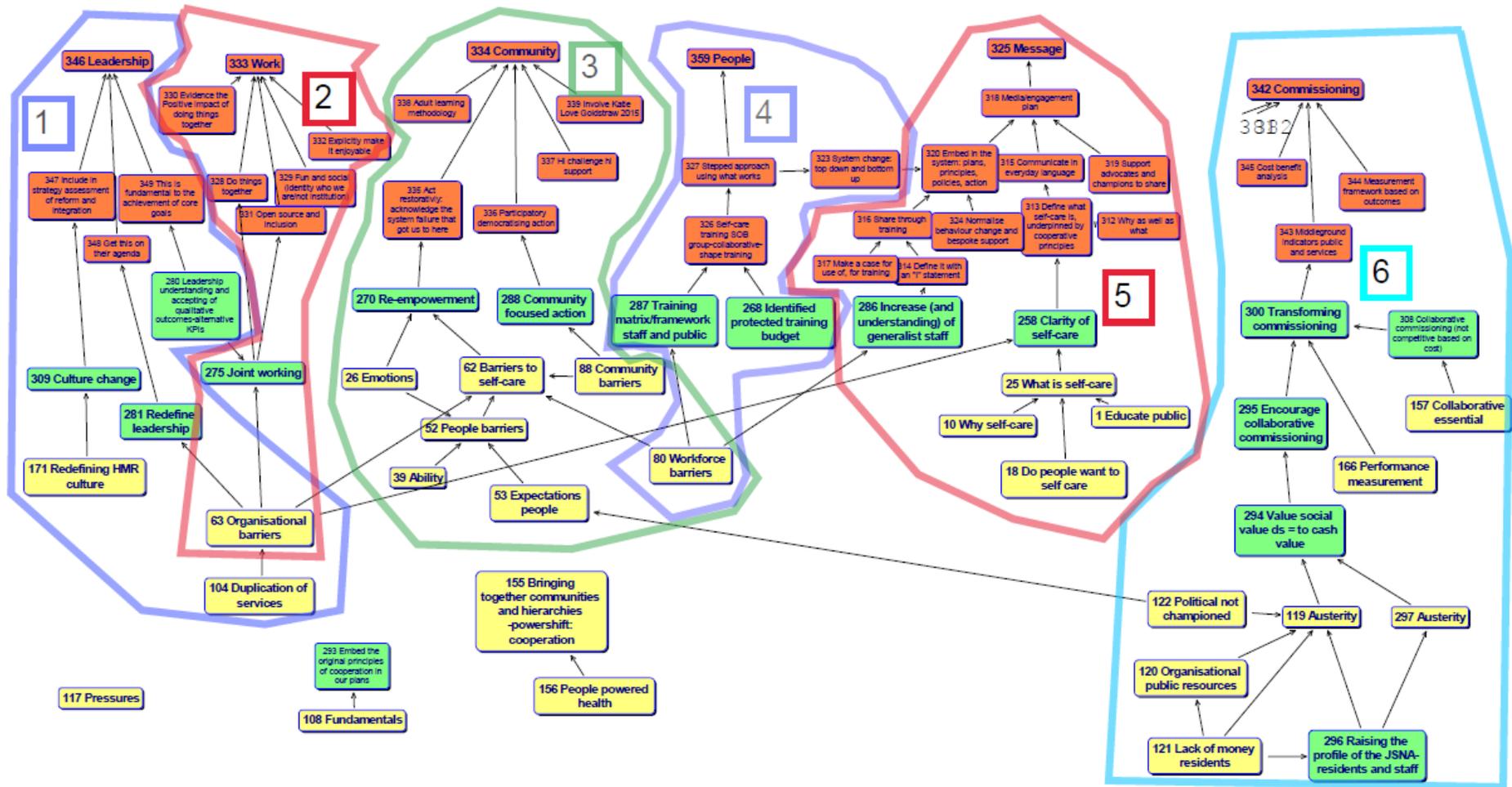
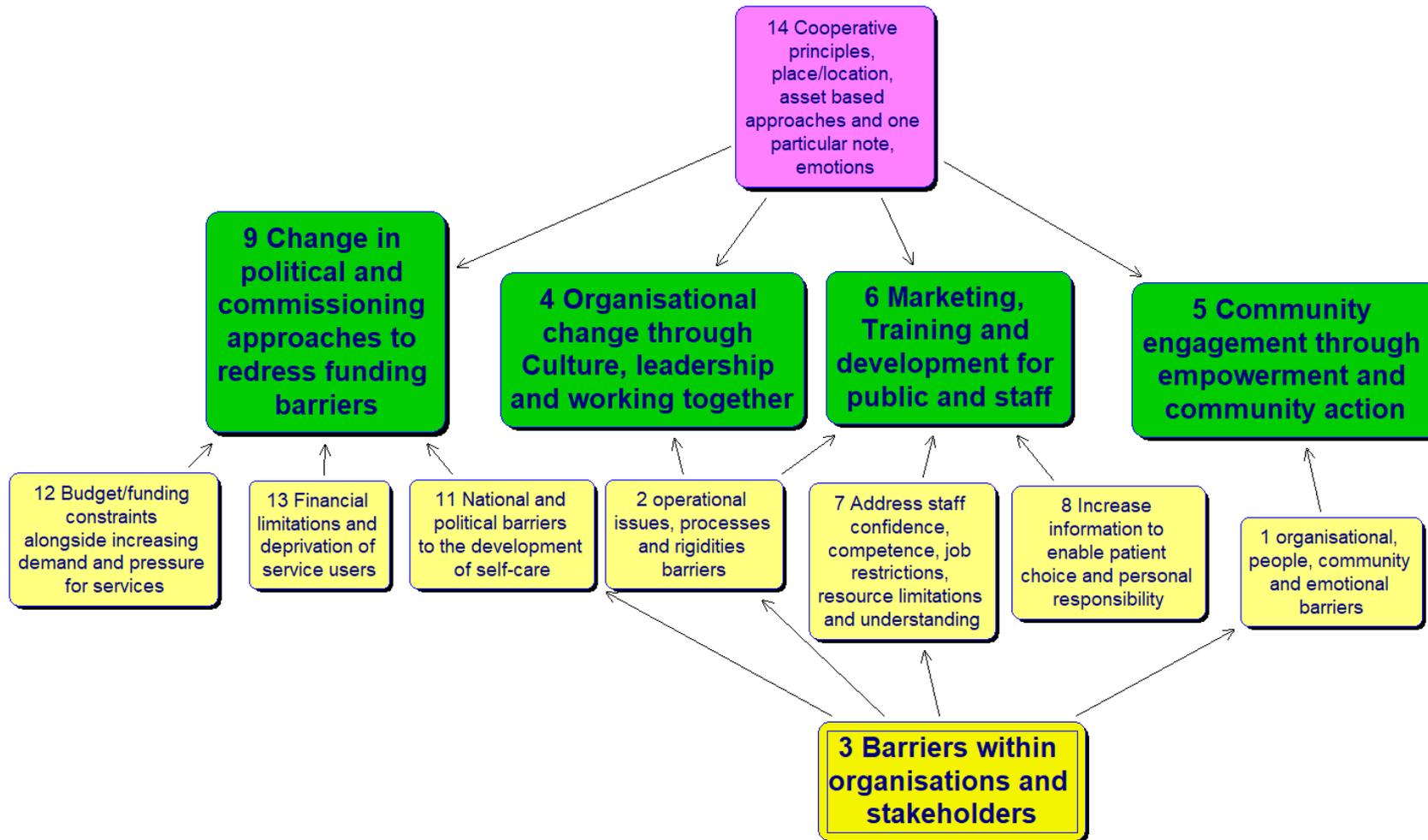


Figure 32 Health Care 1 Revealed Causal Cognitive Map: Clustered

Table 19 Health Care 1 Summary of core constructs and causation

Core constructs	Cluster	Causation
Leadership for culture change and addressing organisational issues	1	Operational issues processes and rigidities
Benefits and impact of working together	2	Operational issues processes and rigidities
Actions and ethos to enable community engagement resulting in goals for re-empowering and focusing community action	3	Organisational, people, community, and emotional barriers
Staff and public training and development.	4	Workforce barriers such as employee expectations, duty of care, competence of staff, confidence of staff, restrictions on job descriptions, limitations on resources and an understanding that staff across areas work closely together.
Message, communications and training for behaviour change. Actions around communication and definitions of the initiative.	5	Information to enable patient choice and personal responsibility. Increasing staff competence care and understanding
Changes in approach to commissioning to include social value.	6	National and political barriers to the development of self-care Budget/funding constraints alongside increasing demand and pressure for services. Financial limitations and deprivation of service users

Figure 33 Health Care 1 Summary Graphic



1. Summary

Themes

Barriers within organisations and stakeholders a key causal underpinning (overall)

Barriers to developing the self-care initiative are one of the key causal underpinnings and areas of attention within this map. This is formed within two areas:

Organisation and partnership barriers regarding joint working and workforce barriers. Which can be referred to as operational issues, processes, and rigidities.

Barriers for patients or service users within a community in understanding obtaining and gaining access to self-care. Which can be referred to as organisational, people, community, and emotional barriers.

Organisational change through Culture, leadership and working together (clusters 1&2)

Organisational change draws from clusters 1 and 2, which are interrelated in that they address how the organisation needs to change, causally underpinned by Organisation and partnership barriers regarding joint working and workforce barriers.

Community engagement through empowerment and community action (clusters 3)

Causally underpinned by Barriers for patients or service users within a community in understanding obtaining and gaining access to self-care. Which can be referred to as organisational, people, community, and emotional barriers.

Marketing, Training and development for public and staff (clusters 4 & 5) (coded as Education and development)

Including actions that communicate and define the initiative causally underpinned by the need to

Address staff confidence, competence, job restrictions, resource limitations and understanding.

Increase information to enable patient choice and personal responsibility.

Change in political and commissioning approaches to redress funding barriers

Causally underpinned by

National and political barriers to the development of self-care

Budget/funding constraints alongside increasing demand and pressure for services

Financial limitations and deprivation of service users

(coded as Funding and political issues)

Broad core competence causal underpinning

The significant core competence aspects listed underpin the majority of key themes. The critical core competence headings include:

Cooperative principles, place/location, asset-based approaches and one particular note, emotions.

'HEALTH CARE 2'

Session details	
Date of session	5 th December 2017 (Session 1) 16 th April 2018 (session 2)
Participant numbers	1=10 2=8
Broad description of range of participants	Participants included allied health professional leads across the trust and interested clinicians from a variety of clinical levels ranging from band 6 to 7. These consisted of senior clinical staff and professional leads.
Organisational field and dimensions	Health (Allied Health Professionals) Large, but made up of a broad range of partner organisations within health and public services Public Heavily regulated Localised to a region North Manchester
Workshop RCCM details	Ideas generated Issues 119 Goals 89 Core competence 1 Actions; 6 Statement of strategic action, NA Total 215

Table 20 Case Overview Health Care 2

Introduction to the Organisation.

This workshop was undertaken for a single NHS Mental Health Foundation Trust within North Manchester. Participants came from a broad set of professions referred to as Allied Health Professions or AHPs. This is a diverse range of professions including Occupational therapists, physiotherapists, radiologists, paramedics etc. (England, 2020). The workshop took place over two full days, and the participants chose not to undertake the final stage, the statement of strategic action. The work was developed into a published strategy and is currently in operation (Newbury, 2020).

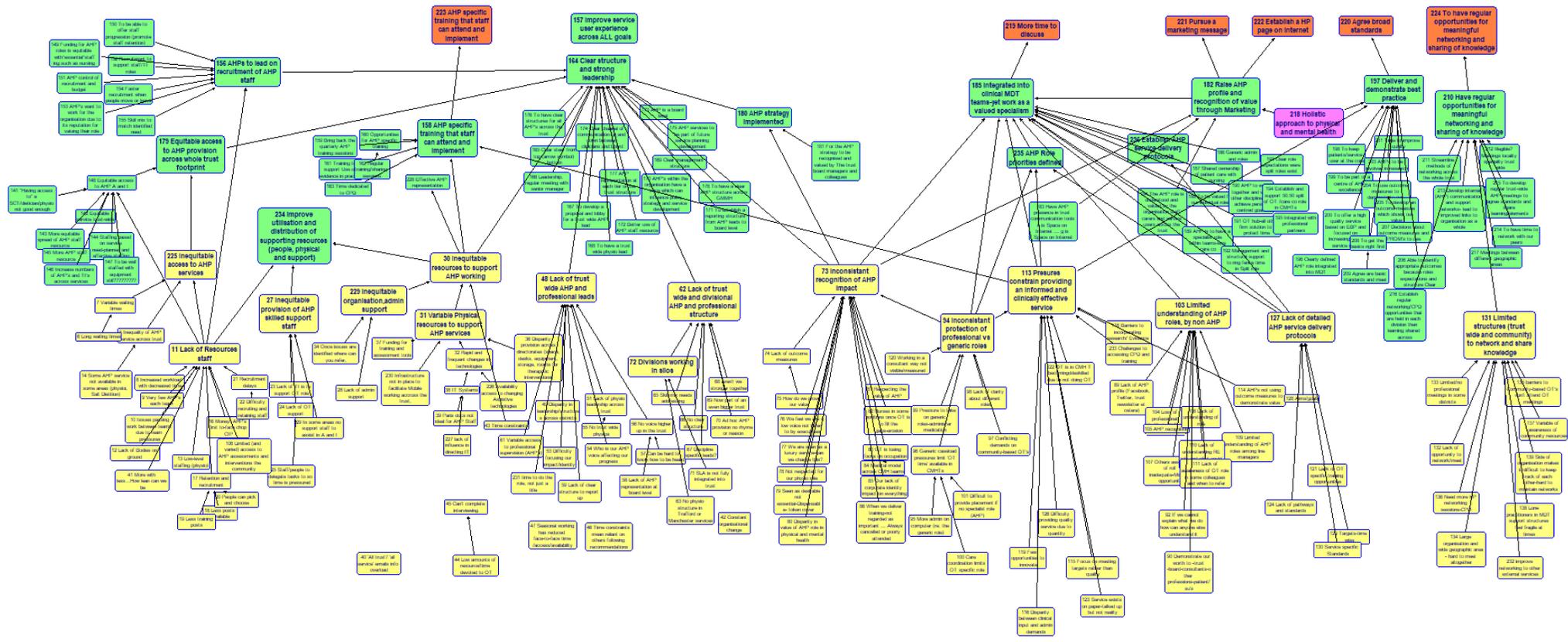


Figure 34 Health Care 2 Revealed Causal Cognitive Map

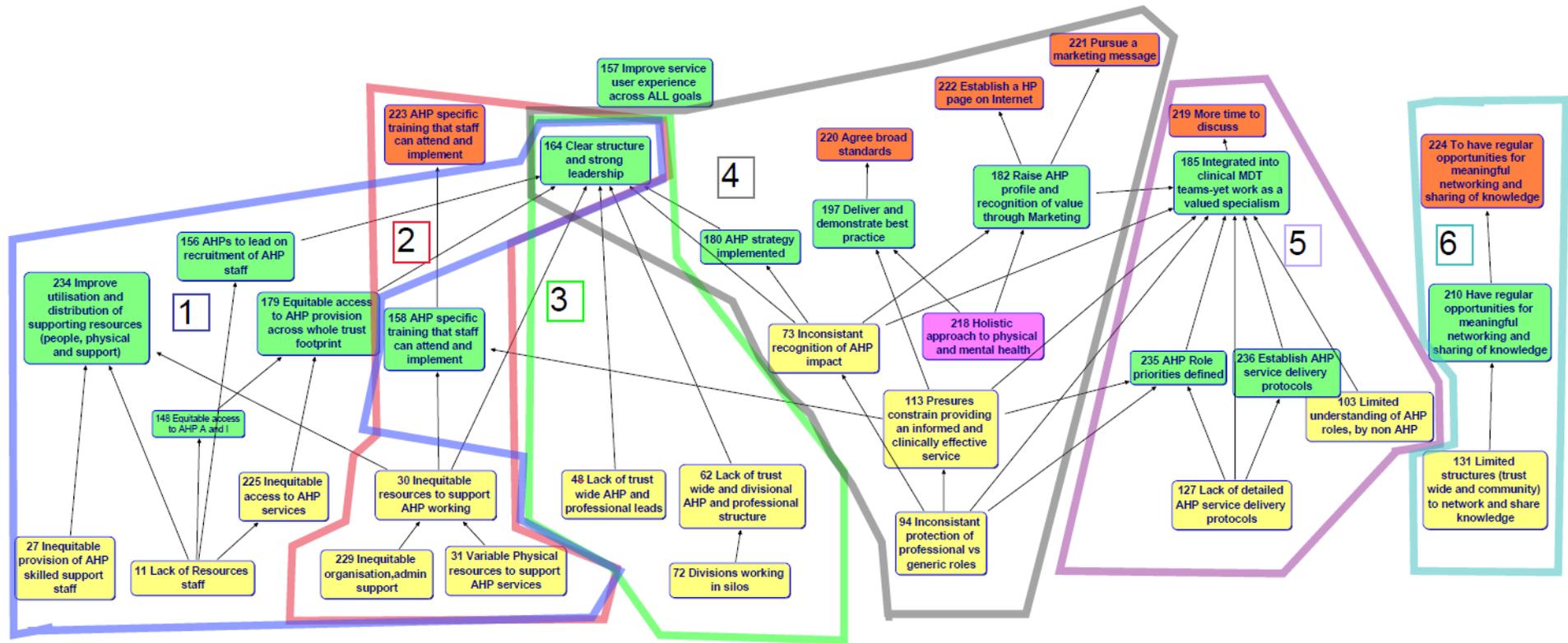
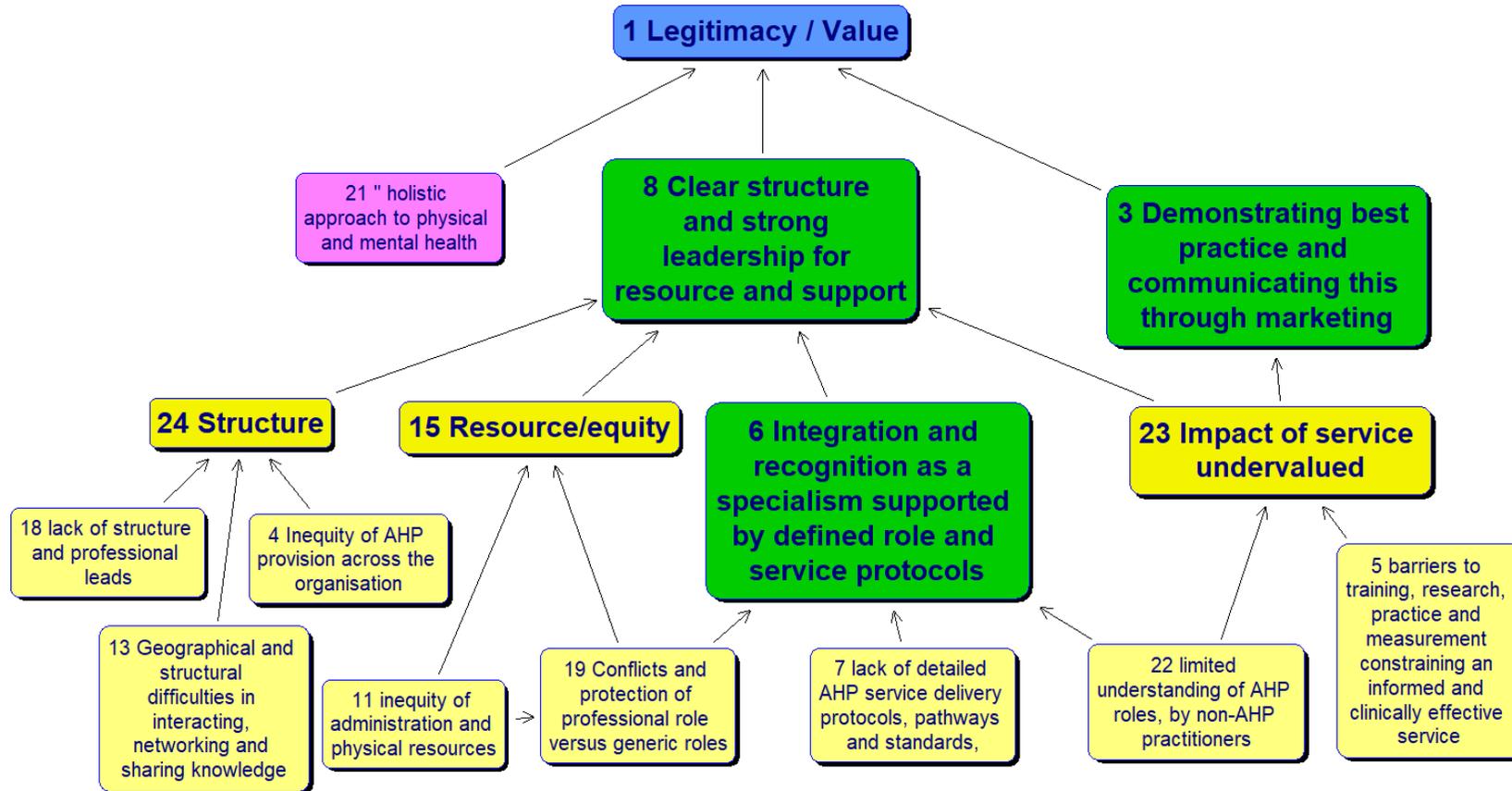


Figure 35 Health Care 2 Revealed Causal Cognitive Map: Clustered

Table 21 Health Care 2 Summary of core constructs and causation

Core constructs	Causation
Legitimacy / value Clear structure and strong leadership	Improve access and equity of AHP provision across the trust, including recruitment. Lack of structure and professional leads
Legitimacy / value? Demonstrating best practice and communicating this through marketing	Barriers to training, research, practice, and measurement constraining an informed and clinically effective service. A perception that AHP has low value, dispensable and it is difficult to express its value Conflicts and protection of professional role versus generic roles. Holistic approach to physical and mental health
Legitimacy / value? Integration and recognition as a specialism supported by defined role and service protocols.	Lack of detailed AHP service delivery protocols, pathways, and standards, Limited understanding of AHP roles, by non- AHP practitioners.
Clear structure and strong leadership for resource and support	Inequity of administration and physical resources Improve supporting resources, people and physical to assist in mitigating any inequality in provision.
AHP specific training	Inequity of administration and physical resources
Establishment of meaningful networking and knowledge sharing opportunities.	The geographical and structural difficulties in interacting, networking and sharing knowledge.

Figure 36 Health Care 2 Summary Graphic



Summary

Themes

Legitimacy / Value

A critical element that is apparent through the centrality analysis is the group's need for legitimacy—articulated through inconsistent recognition, comments on being a valued specialism, and the need to demonstrate best practice—also the championing of their unique approach to healthcare.

Leadership

This focus on legitimacy crosses over into the group's interest in improved leadership. With issues raised on the nature and strength of the leadership and ensuring the leaders of the wider organisation focus on their field.

Resource/equity

Leadership and legitimacy relate to resource allocation and a lack of perceived equity in resource allocation within the broad AHP field and across differing AHP groups. In response, the group looked to have more direct control over recruitment and training and the utilisation and distribution of supporting resources.

Structure

The resource and leadership themes also aligned with concerns about lacking organisational structure within their field.

Clarity of the offer: Marketing

Many of the critical areas of concern were seen to be addressed or linked to marketing and relationship marketing. In particular, other parts of the organisation do not understand the AHP role or recognise its value, linking to legitimacy drivers. In its broadest sense, marketing was key in the workshop as the solution to many of the above issues.

Overview

The overarching fundamental construct within this causal map is the notion of legitimacy or value. For example, the idea with the highest domain and centrality ranking, which also

features in four of the six clusters, is the goal of; *clear structure and strong leadership*. An interpretation of the map is that the lack of value, recognition and understanding of the Allied Health Professions could be resolved through strong leadership and clear structure. The map's causal argument is that this lack of structure and leadership has resulted in pressures on structure and resource equity. The participants feel that their service is institutionally undervalued, resulting from a lack of understanding of what that service is, and can do. This lack of understanding and value has resulted in an impact on resources.

Participants are highly focused on raising the perception of their service within the main organisation. The majority of ideas produced focus on equity, distribution of resources (seen as unequal), recognition, lack of understanding of the service, profile etc.

The institutional and organisational field attributes are interesting. This case study is framed as one field within the health sector, but this definition seems problematic. The participants are part of the Allied Health Professions, a subgroup of professions they feel is underrepresented or understood. The case under study would better be described as Allied Health Professions within the Health sector. Notions of legitimacy and interaction with the wider institutions then become clearer to understand and analyse.

The participants express the lack of the AHP field's legitimacy as a key strategic issue within their wider organisational setting. Those within this organisational field state that their service is institutionally undervalued, resulting from a lack of understanding of what that service is and can do. The group feels they receive inconsistent recognition and are an undervalued specialism within the health sector. This lack of value and legitimacy is underpinned by a limited understanding by non-AHP practitioners of the nature of the sector's specialisms and roles. Participants also state that it is difficult to express the value of the service/sector. Overall, this contributes to a perception that the field has low value and is dispensable. Other parts of the organisation are then perceived as not understanding the specialist role or recognising its value. This lack of understanding and value has resulted in an impact on resources.

Participants directly relate the lack of value, recognition and understanding of the Allied Health Professions to a lack of representative leadership and organisational structure. Participants describe the limited number of senior leaders from their operational area and

link this to the perception of a lack of legitimacy and value. In short, as the leadership is not from the profession, they do not understand the benefits or impacts of the profession and therefore do not value it. The map's causal argument is that this lack of structure and leadership has resulted in pressures on profession and resource equity. This lack of value and recognition is expected to be resolved by securing representative leadership and an organisational structure that incorporates professionals from the sector in the hierarchy.

This lack of legitimacy and value within the sector is addressed through marketing actions. The assumption is that communicating and expressing the value of their offer through broader marketing methods would counter perceptions and educate the institution. This includes a desire to demonstrate and communicate best practice and champion their unique approach to healthcare. Many of the critical areas of concern within the map were addressed or resolved via marketing and relationship marketing actions. In its broadest sense, marketing was key in the workshop as the solution to the lack of legitimacy. This is supported by the need to demonstrate the profession's impact and through comparative evaluation of impact via benchmarking activities. The purpose of which is to demonstrate value, which is in turn used to inform marketing activities. Participants believe that the organisation will attract resources through evidence and benchmarking impact. This differs somewhat from a traditional Neo-Institutional view of isomorphic alignment with the institution (DiMaggio and Powell, 1983). The field does not fit with the institution, and rather than adapt, they hope that by marketing and educating the higher-level institution, they can gain institutional legitimacy, a subtle but distinct difference.

What is missing?

A fascinating observation of this workshop is that although the workshop is about a health profession situated within the health sector. The actual practice, the production and any mention of the patient are missing. The profession's service, production or activities are not explored – it is a given, and the actual nature of the service is not reviewed. Further to this, a search for the terms “customer”, “patient”, or “service user” all result in minimal findings.

A search for the customer/patient/service user within all of the ideas results in minimal findings. An interesting observation is that the participants did not focus on the end user or customer within this strategic map. For example, out of over 200 ideas raised:

- the term 'service user' appears 3 times with 1 or less links
 - A common abbreviation for Service User is "SU" = zero
- the term 'Patient' appears three times with 1 or less links
 - common abbreviation for 'Patient' is PT = zero
- Client appears 0 times
- Customer appears 0 times
- Person appears 1 times with 1 or less links
- People appears 3 times with 1 or less links (Mainly about staff)

'HEALTH CARE 3'

Session details	
Date of session	3 rd December 2018 (Session 1) 16 th February 2019 (session 2)
Participant numbers	1=70 2=10
Broad description of range of participants	Participants included allied health professional leads across the trust and interested clinicians from a variety of clinical levels ranging from band 6 to 7. These consisted of senior clinical staff and professional leads.
Organisational field and dimensions	Health Large, but made up of a broad range of partner organisations within health and public services Public Heavily regulated Localised to a region North Manchester
Workshop details	RCCM Ideas generated Issues 881 Goals 161 Core competence 17 Actions; 41 Statement of strategic action, (Group titles- 10 (Brown)) (Focus areas 13 (Dark Green Italic)) Total count 1191 Ideas generated

Table 22 Case Overview Health Care 3

Introduction to the Organisation

The workshops comprised multiple organisations across a large healthcare partnership in the northwest. The activity was conducted as a part of the partnerships' strategic developed processes and consisted of multiple clinical and senior staff members within the Allied health professions.

The development of this causal map was in two stages. The first involved circa 70 participants developing issues and issue headings around thematic areas. The second element was a small group of circa ten key actors from the sector who developed goals based on issue headings and issues. The group then consolidated these goals into goal themes with issue headings and developed subsequent actions.

Due to the level of complexity of the causal cognitive map, the researcher chose to separate views of the map to enable analysis.

A graphic showing the complete map of all ideas was unfeasible due to the high number of ideas generated. The first overview map shows goal headings into actions. The map has a significant level of integration and complexity, and the researcher has formed clusters focusing on goal headings and actions. The choice of goals and actions as the locus of cluster development was selected by the participants. During day two, the participants developed and constructed goals and goal headings and the subsequent actions.

It should be noted that the actions were grouped into four broad areas by the researcher. Each cluster has been analysed separately and redrawn in Decision Explorer to include the causal issue headings. Issues have not been included at this level due to the high complexity (1000+ ideas generated). Analysis for each cluster explored the causality of issue headings and issues to generate a summary causation for each cluster.

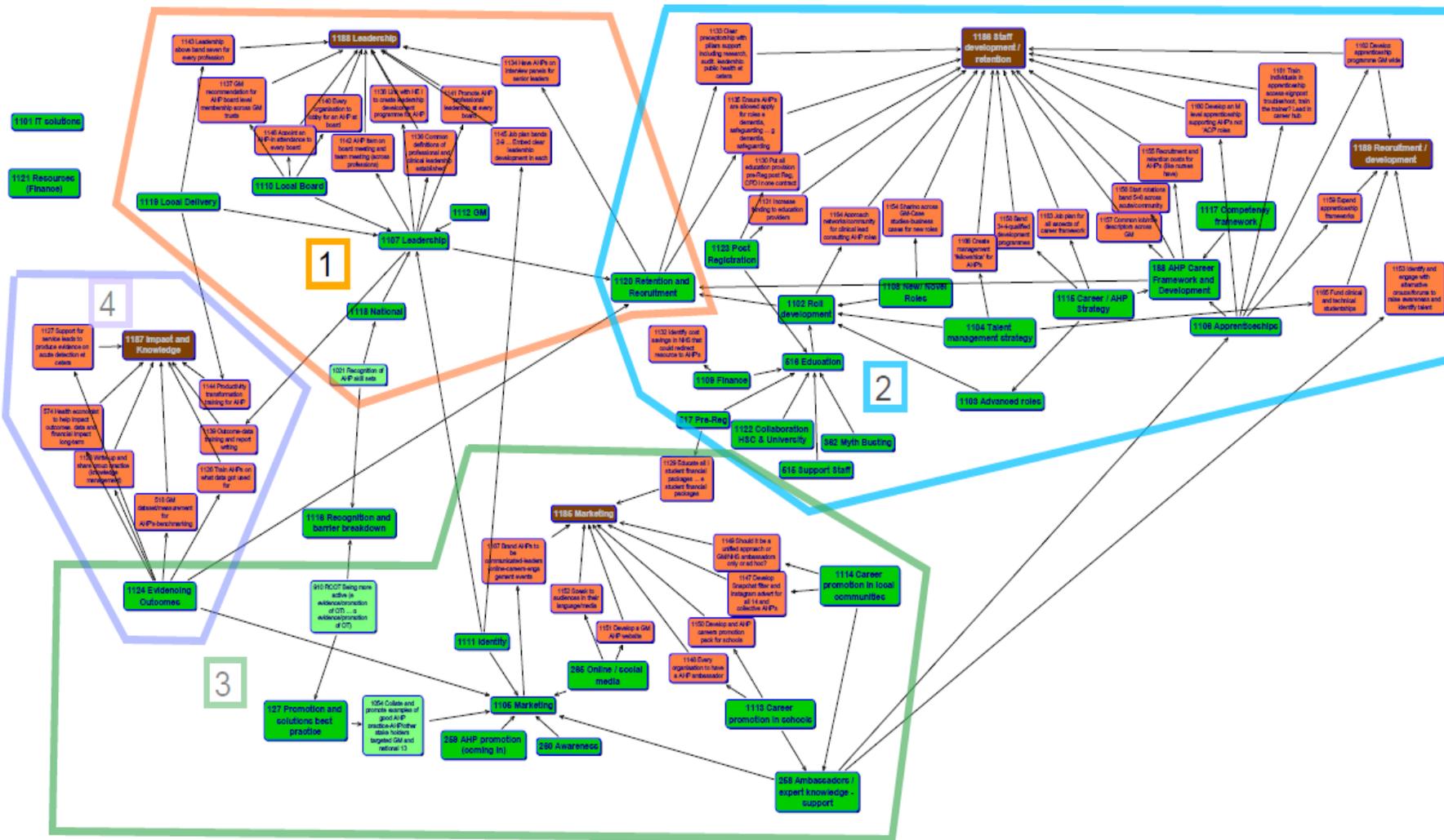


Figure 37 Health Care 3 Revealed Causal Cognitive Map Goals Actions

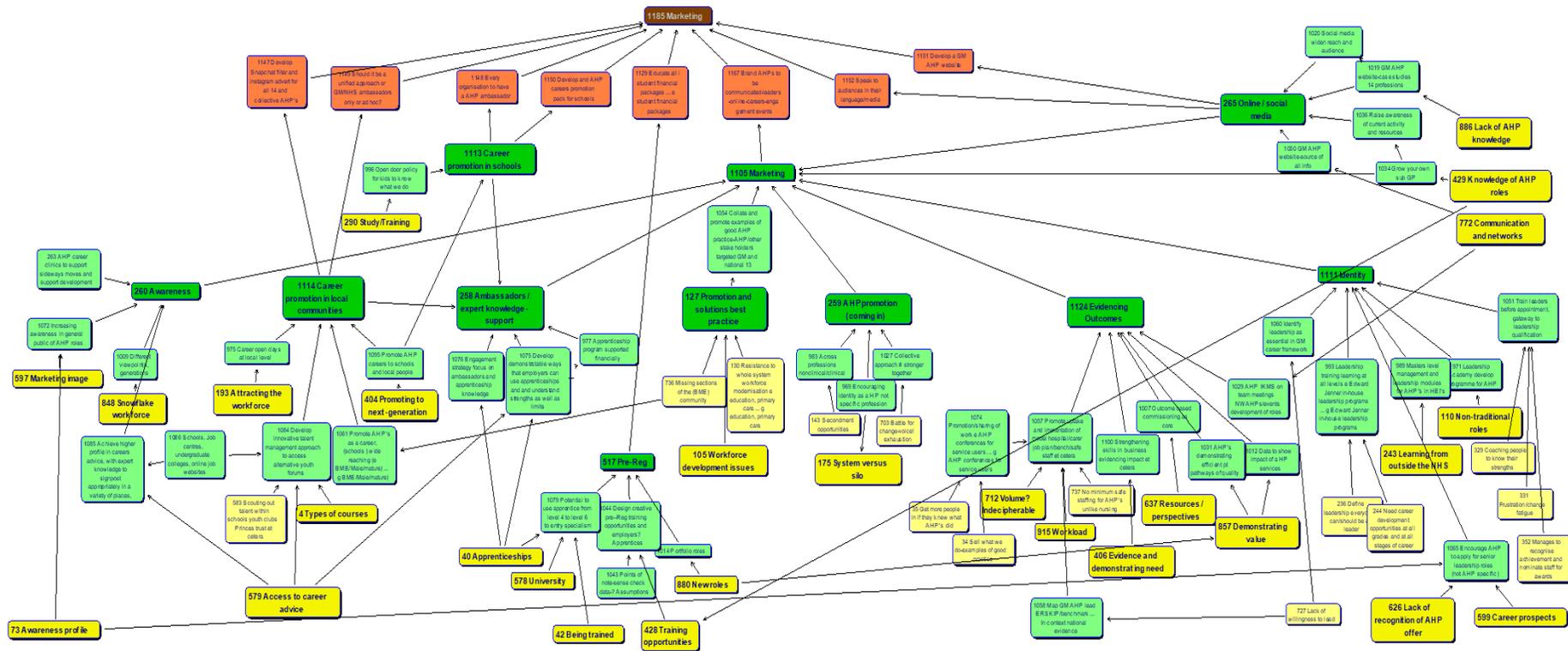


Figure 41 Health Care 3 Revealed Causal Cognitive Map: Cluster 3

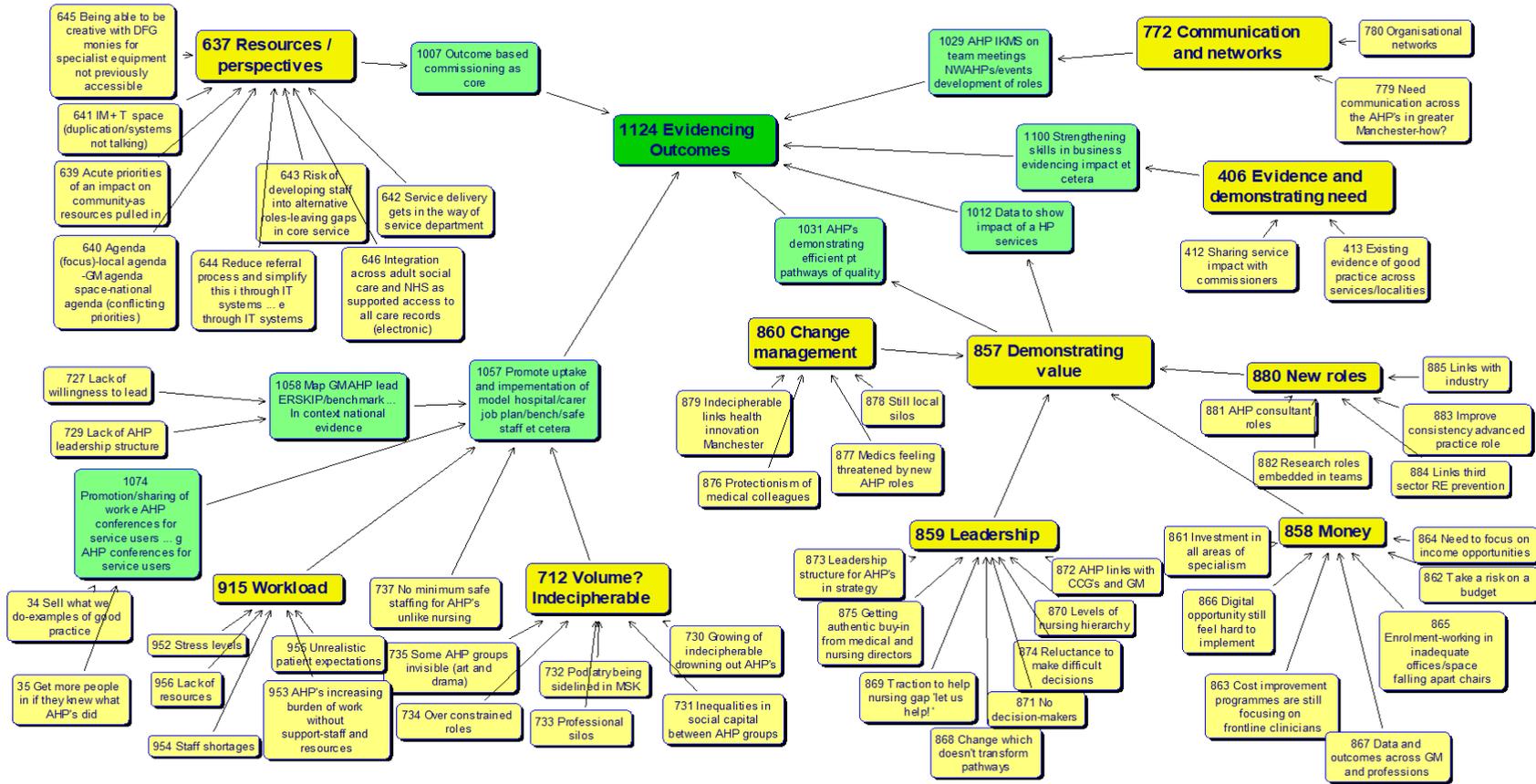


Figure 42 Health Care 3 Revealed Causal Cognitive Map: Cluster 4

Table 23 Health Care 3 Summary of core constructs and causation

Core constructs	Causation
Representation at leadership levels Training and development for leadership	Lack of development, training, and time for leadership Limited opportunity for promotion Lack of recognition and understanding of progression Lack of voice for profession within leadership
Staff recruitment/retention	Limitations within recruitment and retention
Staff education	Limited training opportunities based on funding restrictions, decisions on funding and marketing affecting recruitment
Staff new / novel roles	Limited cross organisational working, integration, and competition for resources Limited pathways to leadership
Staff career/AHP strategy	Lack of understanding awareness and respect of roles and profile limiting career progression and barriers to professional scope of roles
Staff post registration	Organisation structural issues in developing current staff Awareness issues of potential roles and career Restricted comparative grades with other health professions
Marketing identity	The need to raise awareness of the identity of the profession for leadership career routes. Underpinned by the perception and value of the profession
Evidencing and benchmarking to attract resource	Benchmarking and outcomes used to demonstrate value within leadership and resource allocation
Mechanisms marketing	Need to raise awareness and improve marketing image in understanding the role capabilities to support workforce development, and break down silo working
Impact and knowledge Evidence impact of role	Issues with resources and systems resolved through measured outcomes and value to accrue financial resources and improved leadership representation

1. Summary

Themes

Overall, there are three key themes across the analysis.

Leadership, staff resource and development and marketing/value.

Leadership

The map demonstrates the participants feel that they are underrepresented within the leadership hierarchy. This impact upon perceptions of value, resource allocation and recruitment/development.

Staff resource and development

This area dominates a significant area of the map, with a particular focus on bureaucratic and funding limitations. There is a significant causation demonstrated around the perception of the roles impacting upon careers and professional element strategies.

Marketing/value

A lack of perceived value and impact of the professions is demonstrated as a key causal underpinning affecting resources, leadership, financial allocations, and staff development. This is articulated in the need to demonstrate impact and knowledge through benchmarking and a demonstration of value, which is used to inform marketing and develop marketing mechanisms.

What is missing

Patients/service users

Across all ideas generated (1198 in total), reference to patients or service users is minimal.

- The word 'patient' appears nine times
- The term 'Service user' appears four times
- 'Client' = zero
- 'Survivor' = zero
- Customer = Zero

Given that this analysis is conducted within healthcare, participants did not mention patients or service users to any material level.

External and macroeconomic factors

There is minimal focus on external or macroeconomic factors in the causal map.

Wider internal analysis

Although there is a significant focus on competitive resource acquisition with other professions such as nursing, a focus on a lack of leadership representation and discussion of development and training, there is minimal mention of the wider organisation. The strategy session was undertaken for the Allied health professions, but the lack of any significant reference to the wider organisation is of interest.

Skills capability function and quality

The notion of leadership development is discussed widely across the cognitive map. There is minimal mention (15 uses of "CPD"/ 2 mentions of "Research") of professional medical practice development and/or the improvement of the actual service undertaken by the professions, for example, developing new techniques. The focus is mainly on the demonstration of current practices rather than the development of new, improved practices.

Patient X

9 results ^ v

Headings Pages **Results**

109 **Patient** flow

965 Coordinated MDT approach to **patient** flow and bed management on a daily basis

52 Make it easy for **patients** to train

688 **Patient** and family voice???

749 Different access criteria **patients**

staff: bed ratio-miss complexity of **patients**

staff cars and journey times between **patients**

823 Do staff and **patients** codesign transformation

955 Unrealistic **patient** expectations

service user X

4 results ^ v

Headings Pages **Results**

/sharing of work e AHP conferences for **service users** ... g AHP conferences for service users

service users ... g AHP conferences for **service users**

924 **Service user** involvement-how to make this meaningful

941 Mental health **service users**-being categorised because of commissioning requirements

Figure 43 Health Care 3 Word Search Examples

Chapter 8 Thematic Findings

The following chapter establishes broader themes and discusses the case findings. Each case study has been thematically explored and evaluated using NVIO 12 for comparison and higher-level thematic analysis. The intent is to draw insights together to develop a broader understanding of themes across the workshops.

Overview of the results analysis process-

Thematic Findings

The case summaries in Chapter 7 have been compared and contrasted using NVIVO. NVIVO is used here as a supplementary tool to consolidate and explore the map summaries and does not directly code the raw data. The case summaries have been inductively coded to develop a Code Book (see table 25). This codebook was utilised to frame the thematic findings and to develop higher-level themes and insights. More comprehensive insights and discussion will be undertaken within the discussion chapter.

Table 24 Summary Table of Thematic Findings

	Demonstration and expression of value legitimacy /perceptions of value.	Marketing communications viewed as a solution to counter negative legitimacy and value	Leadership (and leadership values) as a part function of value perception	Market / sector/ customer	Customer/service user end user or customer	Product/service	Management	Performance and training, promotion	Staff resource	Communication & collaboration / silo working/ sharing data	Organisational systems and resource	Financial aspects	External and macroeconomic factors included within the cognitive map
Local Government 1	Y	Y	Y				Y		Y		Y		
Local Government 2	Y	Y	Y				Y	Y	Y	Y	Y		
Health Care 2	Y	Y	Y			Y	Y	Y	Y		Y		
Health Care 3	Y	Y	Y				Y	Y	Y	Y	Y	Y	
Education 4	Y		Y	Y	Y/N			Y	Y				
Education 1	Y			Y	Y								Y/N
Education 2	Y			Y	Y		Y		Y	Y			Y
Education 3	Y	Y		Y	Y	Y		Y				Y	
Local Government 3				Y	Y	Y				Y	Y	Y	Y
Health Care 1				Y	Y	Y	Y	Y			Y	Y	Y

Deeper exploration of data with themes

Within Chapter 8 each coded thematic area (see table 24) is summed and described, referencing the original data to ensure accurate interpretation and positioning of a statement or idea. At this stage, various codes are combined by the researcher if they appear to overlap or be interconnected. The following analysis explores thematic findings. These are grouped into two broad categories.

- Focus of attention and cognition.
- Legitimacy drivers and actions

The first is based on the focus of attention for actors within the strategy workshops. What they did/did not include or raise within the sessions, what was; focused upon, analysed, and presented as strategic goals/issues. The second broad categorisation concerns the actor's focus on legitimacy or value and the goals and actions developed in response to these perceptions.

The following chart categorises the findings into these two broad areas.

Table 245 Thematic Findings

Focus of attention and cognition	Legitimacy drivers and actions
<ul style="list-style-type: none">• <i>Market / sector</i>• <i>Customer/service user end user or customer included</i>• <i>Product/service included</i>• <i>External and macroeconomic factors included within the cognitive map</i>• <i>Financial aspects</i>	<ul style="list-style-type: none">• <i>Demonstration and expression of value legitimacy /perceptions of value.</i>• <i>Management</i>• <i>Leadership (and leadership values) as a part function of value perception</i>• <i>Staff Performance and training, promotion</i>• <i>Staff resource</i>• <i>Organisational systems and resources</i>• <i>Communication & collaboration / silo working/ sharing data</i>• <i>Marketing communications viewed as a solution to counter negative legitimacy and value perceptions</i>

Table 25 Codes

Name	Description
Causal Structure	The causation and core constructs of the mapping
Causation	The underpinning ideas and concepts represented in the causal map
Core Constructs	The key constructs, sections, or themes within the causal map.
Potent	Significant elements of the causal map- which define or are of key significance.
Content Coding	
Communications	
Communications Internal	Internal organisational communications also factors involved in silo working or isolated organisational units
Customer	Customer also includes, service user, client, student, funder, patient.
Changing market or customers	Changing customers or market conditions and recognition of a need to respond to this
Customer training and managing expectations	Customer and wider stakeholder training and accountability
Customer type understanding of customer	The nature of the customer and their needs
MACRO Economic issues	
	Traditional Macroeconomic thinking or aspects- such as PESTLE factors
Management	
Financial aspects	Funding, finance and impacts from finance
Management operations, perceptions, and approach	Management function and operational issues
Planning and strategy	Strategy, planning and business focus
Risk	Aspects of risk – consideration and mitigation.
Market or sector	
Collaboration and relationships	Stakeholder relationships, working with stakeholders and collaborative activity
Competitive market considerations	Being competitive, competitors, consideration of value.
Growth	Business growth or expansion

Name	Description
Observations paradox and missing areas	
Isolated yet significant strategic area	An island within the map that is of strategic significance but is neglected or has low attention
Missing areas	Aspects that the research observes are overlooked or missing. Evaluated from a traditional view of strategy development. For example, consideration of the customer or client or the nature/quality of efficiency of the core product or service.
Paradox	
Flexibility through systems vs Disadvantages of Bureaucracy	Advantages and disadvantages of institutional systems
Funding operation development trap	Resources vs funding,
Staff vs management values, priorities, and perceptions	Management approaches that are in conflict with the staff's perception
Unique market position vs retaining Institutional identity	Benefits and disadvantages of being a part of a larger and recognised organisation/institution
Organisational systems and resources	
Organisational systems	Systems and process Capability / competency within organisation as advantage or as issue
Physical Location	Limits or disadvantages of location
Resources	Consideration of physical and nonphysical resource or capability
Diversification through resources	The use of resources for diversification
Organisational space	Aspects of organisational physical space, for example office space,
Organisational setting advantages	Being embedded within a larger organisation.
Product and Service	
Best practice of function or provision	The nature of the product or service leading to growth or improvement.
Product and Service development	Development of the core product or service
Staff focus	
Staff Performance and capability	High staff performance and capability
Staff Progression and development	Progression and workforce development

Name	Description
Staff Resource	Discussion or consideration of staff as a resource, limits, pressure, etc..
Staff Roles and responsibilities	Discussion of staff role and responsibilities include Job Description and requirements.
Staff wellbeing	Staff health mental/physical
Value	
Core Values driving performance	Values raised as a key driver for performance
Culture , Motivation, Morale, Values	Aspects of organisational culture, morale, motivation, and values
Demonstration and expression of value legitimacy /perceptions of value.	Issues regarding the need to demonstrate the value of the team, sector, or service
<i>Linked to above-</i> Marketing communications viewed as solution to counter negative perceptions	Marketing communications viewed as the solution to negative perceptions of the offer, value, or sector.
Institutional Thinking	Aspects or ideas that are related to Institutionally recognised drivers' / awareness of Neo-Institutional/Institutional drivers
Legitimacy	
Leadership and Structure	Leadership issues and the perceptions of leadership- including its impact on organisational structure
Management Perceptions	Perceptions of management
Workshop Affordances	
The nature of limitations of the workshop session	Size of group.

Thematic Finding - Focus of Attention and Cognition

Within the broader theme of focus of attention and cognition, the following section will explore five areas established through the analysis.

These are:

- Market/sector
- Customer/service user end user or customer
- Product/service
- External and macroeconomic factors
- Financial aspects

Each section will contain a graphic indicating whether the thematic area was found within the workshop and a discussion of how and where the workshops aligned with the theme. A summary graphic will give the reader a brief overview of any insights.

Market / Sector

Table 26 Thematic Finding: Market Sector

Chart Detailing the presence of Theme "Market or sector"	
Y	'Education 1'
Y	'Education 2'
Y	'Education 3'
Y	'Education 4'
N	'Local Government 1'
N	'Local Government 2'
Y	'Local Government 3'
Y	'Health Care 1'
N	'Health Care 2'
N	'Health Care 3'

'Health Care 2' and **Health and Social Care Partnership** did have a focus on the establishment of meaningful networking and knowledge-sharing opportunities but did not explore the market itself. Competition is only considered in relation to attracting resources within the organisation and expressing the AHP value against other NHS professions. Not a direct consideration of the market for AHP in a wider economy.

'Education 4' raised issues regarding the selection of students, linking the selection to capability within the staff and implying that correct student selection reduces resource impact. This selection was attributed to management decisions, the implied assumption that the company selected the student/customer, and the focus was resource driven.

'Local Government 1' and **'Local Government 2'** did not consider the wider market, competition for services or economic growth. Remaining focused on the internal negotiation of resources and internal value definitions. The management of expectations of stakeholders via education and communication is a central theme.

Two of the education organisations did cite market issues. **'Education 1'** included a focus on the changing nature of the industry and student expectations and the need for the organisation to respond with uniqueness to gain a business advantage. **'Education 2'**

explored market opportunities in relation to their physical location, also evaluating their market offer and how they could streamline products.

'Education 3' kept a focus on the local market, collaboration with the sector and key stakeholders to develop strategic partnerships. The key concern is negative perceptions of the local sector to be resolved through these collaborations and relationships.

Both **'Health Care 1'** and **'Local Government 3'** focus on the community and partnerships in delivering their outcomes. **'Health Care 1'** focused on the organisational, people, community and emotional barriers to the product and services. Consideration of the market framed as community engagement through empowerment and community action. Causally underpinned by barriers for patients or service users within a community in understanding obtaining and gaining access to self-care.

'Local Government 3' focuses on joint working, cooperation and collaboration; causality within these areas reflects limited resources, funding, and data availability. The map implies that participants believe that there is an advantage to be gained from linking employers, parents, schools, funding, and local governmental structures to deliver their strategic goals.

Thematic Findings Market/Sector

- Healthcare/Councils – low focus on the wider market and direct competition
- Healthcare/Councils do consider competition with other professions concentrating on the acquisition of limited resources and funding with a focus on internal resource acquisition.
- Community partnership organisations do focus on their target communities' beneficiaries.

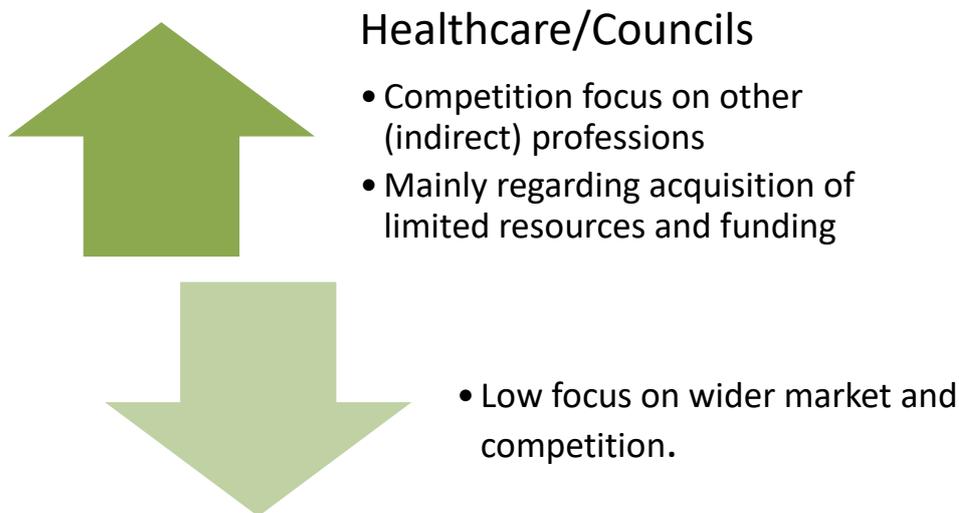


Figure 44 Thematic findings market/sector

Customer/Service User End user or customer not included within the cognitive map- (Customer, Service User, Patient, Client, Student).

Table 27 Thematic Finding: Customer/Service user

Chart Detailing the presence of Theme Customer/Service user End user or customer not included within the cognitive map- (Customer, Service User, Patient, Client, Student).	
N	'Education 1'
N	'Education 2'
N	'Education 3'
YN	'Education 4'
Y	'Local Government 1'
Y	'Local Government 2'
N	'Local Government 3'
N	'Health Care 1'
Y	'Health Care 2'
Y	'Health Care 3'

One interesting aspect of two of the Health and Social Care workshops (**'HEALTH CARE 2' Trust** and **'Health Care 3'**) is that there is minimal to no reference to customer/patient/service. With the latter, of 1198 ideas generated, the word 'patient' appears nine times, 'Service user' appears four times, 'Client' = zero • 'Survivor'= zero, Customer = Zero. Fundamentally participants did not have any focus or attention on the end user or customer within this strategic map. Similarly, the two local council workshops, **'Local Government 2'** and **'Local Government 1'**, had minimal customer focus. **'Local Government 1'** had some minimal focus on the customer experience. This mainly focused on how to communicate the nature of the service and educate the service users to understand the service and reduce bureaucracy for customer benefit. The customer here is viewed as internal/organisational stakeholders, not the public or end user. With **'Local Government 2'** customers included within the map, the focus is on the management of

expectations. This is causally underpinned firstly by issues highlighting the range of stakeholders, in this case, councillors, the public and management and secondly, that the expectations of these parties are unrealistic and the internal assumption that the customer is "always right". So, although customers are included, it is within a need to educate them as to the limitations and expectations of the service.

The two collaborative initiative-driven organisational groups (i.e. Actors brought together for the purpose of delivering a specific project) did demonstrate a significant level of cognition regarding customers. **'Local Government 3'** articulated significant concern and attention regarding the insight and input from Carers, parents, Careers staff, and schools. These groups can be viewed as the customer as this is a facilitation group working both for and with these target stakeholders.

'Health Care 1' also made multiple references to patents/service users exploring barriers, choice, deprivation, profile etc... This outcome is to be expected as the nature of these organisations is to work collaboratively for the benefit of multiple stakeholders, as such they are specifically established to facilitate the stakeholders, thus a focus on their customer is implicit.

The education bodies all demonstrated a cognitive focus on the customer, **'Education 2'** includes student interaction, the student journey, activities, and accommodation. **'Education 3'** shows a detailed focus on Students within the cognitive map throughout. **'Education 1'**

includes customer (student) expectations driving change in the nature and form of the service offer.

'Education 4' does include students/customers as a focus but limits this thinking to a focus on Physical space for staff and students and, the quality of the students that come to the organisation, and how students are selected by the organisation. The underpinning core competence is viewed as alignment with students' needs and relationships.

Thematic Findings

Overall, it would seem that groups that have a strong professional identity, separate from but within a larger organisation, do not focus on the customer within a strategy workshop. This is not to assume that these groups do not focus on the customer at all, but within the affordances of a strategy-making session, it is either not included or cognitively located in a different mental space.

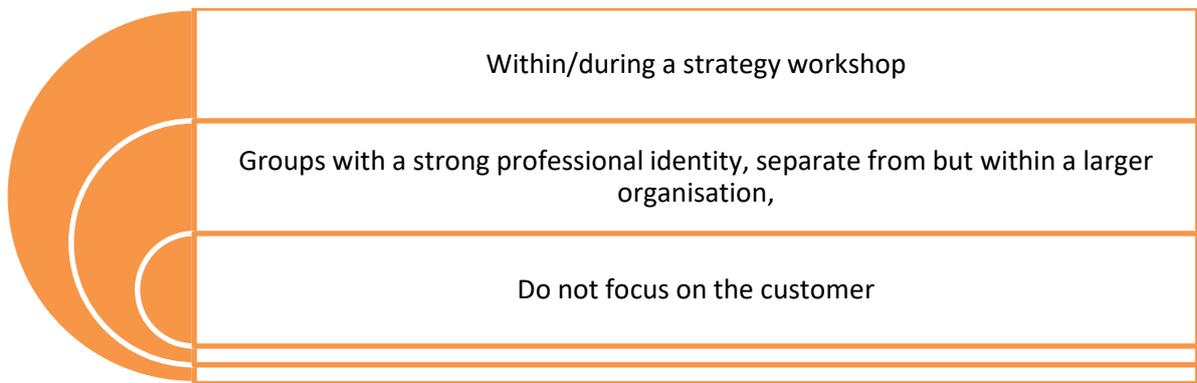


Figure 45 Thematic Findings identity

Product/Service

Table 28 Thematic Finding: Product / Service

Chart Detailing the presence of Theme	
Product/Service not included within the cognitive map	
Y	'Education 1'
Y	'Education 2'
N	'Education 3'
Y	'Education 4'
Y	'Local Government 1'
Y	'Local Government 2'
N	'Local Government 3'
N	'Health Care 1'
N	'Health Care 2'
Y	'Health Care 3'

“**Health Care 3**” has minimal mention (15 uses of “CPD”/ 2 mentions of “Research”) of professional medical practice development and/or the improvement of the actual service undertaken by the professions, for example developing new techniques. The focus is mainly on the demonstration of current practices rather than the development of new, improved practices.

This finding is also observed with ‘**Education 1**’ Although the participants raise a change in the offer to meet demand, this is not in relation to the actual nature of the product and service. There is minimal (some reference to pedagogy and quality) mention of development or consideration of improvements to the core product/service. The expertise and quality of the service are generally taken as a given and not questioned.

The central / core activity of ‘**Education 2**’, Teaching/ English (ELT), is not present within the cognitive mapping. The nature and quality of the main product (teaching) are not discussed at all across the whole map. Aspects of location, staff interaction and the uniqueness of the offer are raised. But not the fundamental aspects of quality or the nature

of the product itself. Value is deemed to be added or detracted by operational issues such as staff resources, the definition of roles, internal communication and the location of the business.

With **'Education 4'** teaching (the core product/service) is mentioned within the map- but in reference to it as a resource and the nature of its management (there is some small input as to the political nature of the teaching). The actual quality of the teaching, its nature and its delivery are not raised. Although not entirely missing, a focus on research and knowledge exchange is included as an isolated cluster but is minimally represented within the map. This is interesting, as a focus on research and, to a lesser extent, knowledge exchange is generally regarded as central to a university's strategic direction.

'Local Government 2' and **'Local Government 1'** has no mention of the development or consideration of the core product/service. The expertise and quality of the service are taken as a given and not questioned; faults or inaccuracy of service lies with the stakeholders or management.

'Health Care 3'

The core product and services of the AHP's is not explicitly raised within the cognitive map. Training is included but not its nature or type, with more of a focus on its availability; quality of provision does not focus on the nature of the activity- but on its relationship to management targets, not perceived quality as judged by the organisational actors. Barriers to evidence-based practice are stated but are minimal in the map; these could be viewed as implying approaches to actual practice.

'Education 3' does have a focus on the support of teaching (182 High quality of teaching and learning). It ranks as the third highest in the centrality score, and reference is made to this aspect throughout the cognitive mapping. Of note – the actual process of teaching itself is not explored in much depth- the underpinning values, cultural motivations and morale of staff are viewed as a casual underpinning which supports the quality of the offer, but the processes of teaching itself is not present.

'Local Government 3' does include a range of ideas associated with the product or production. In this case, employer opportunities, work experience, interaction with schools, and accessing the target group. This is also found with the 'Health Care 1'. Aspects of the nature of the product and service, its performance, actions, and training/development are all indicative of a focus on the product.

Thematic Findings

Health, Local Government and University Departments do not have a focus on the product or service within a strategy workshop. The school referred to teaching quality but not its nature, mainly reflecting on the need to support culture and staff motivation, which was perceived as underpinning the quality of the offer. The Community groups did explore the product and service as a central aspect of their map.

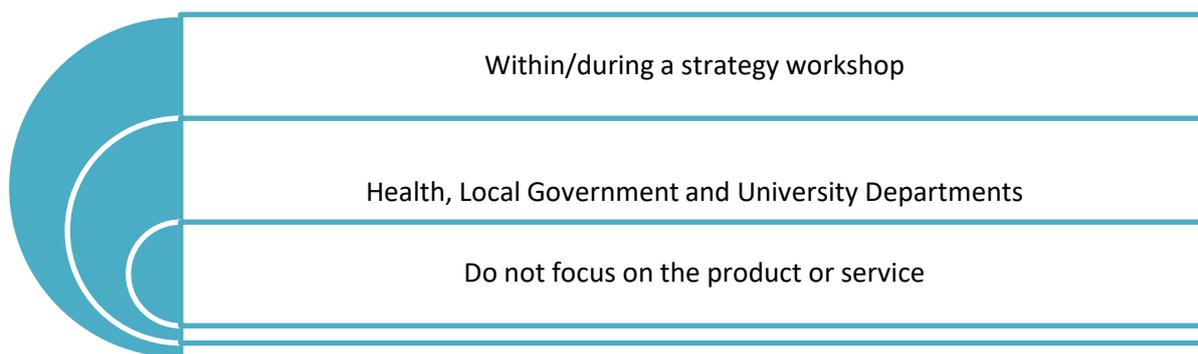


Figure 46 Thematic Findings product or service

External and Macroeconomic Factors

Table 29 Thematic Findings: External and macroeconomic factors

Chart Detailing the presence of Theme	
External and macroeconomic factors included within the cognitive map	
Y/N	'Education 1'
Y	'Education 2'
N	'Education 3'
N	'Education 4'
N	'Local Government 1'
N	'Local Government 2'
Y	'Local Government 3'
Y	'Health Care 1'
N	'Health Care 2'
N	'Health Care 3'

'Health Care 3' has minimal focus on external or macroeconomic factors in the causal map. Although there is a significant focus on competitive resource acquisition with other professions such as nursing, a focus on a lack of leadership representation and discussion of development and training, there is minimal mention of the wider organisation. This is consistent with **'Health Care 3'** with no discernible focus on macro-economic analysis. The **'Education 4'**, **'Local Government 1'** and **'Local Government 2'** all have no or negligible reference to MACRO economic issues.

'Education 3' has limited evaluation or consideration of macroeconomics. There is some concern regarding a new government initiative, the " MAT- Multi-academy trusts", which refers to an organisational grouping of schools within a partnership. But this is a single partnership initiative and is not truly macroeconomic. A key focus is the concern over the public's perception of the School. Given this form of school is government policy-led, this leans into macroeconomics – but this issue is raised in terms of recruitment and competition, so somewhat restricted.

‘Education 2’ has a specific focus on the issue of BREXIT, a macro change that would affect the company significantly, in particular regarding immigration policies. The participants also explored the changing market for their services and national changes to government regulations. **‘Health Care 1’** also explored macroeconomic areas highlighting changes in political and commissioning approaches to redress funding barriers causally underpinned by National and political barriers to the development of self-care. Specifically budget/funding constraints alongside increasing demand and pressure for services, financial limitations, and deprivation of service users. **‘Local Government 3’** explored the national funding for the area of concern and its impact on Local and national policy funding and structure. **‘Education 1’** delves into the changes in customers’ demands; it is not clear if this is a result of broader MACRO economic drivers or the particular changes for the organisation’s customers.

Thematic Findings

Health, Local Government and University Departments do not have a focus on macro-economic factors within a strategy workshop.

This was not the case with Schools or Community groups focused on school-aged beneficiaries. ‘Education 2’ did have some focus, but this was minimal.

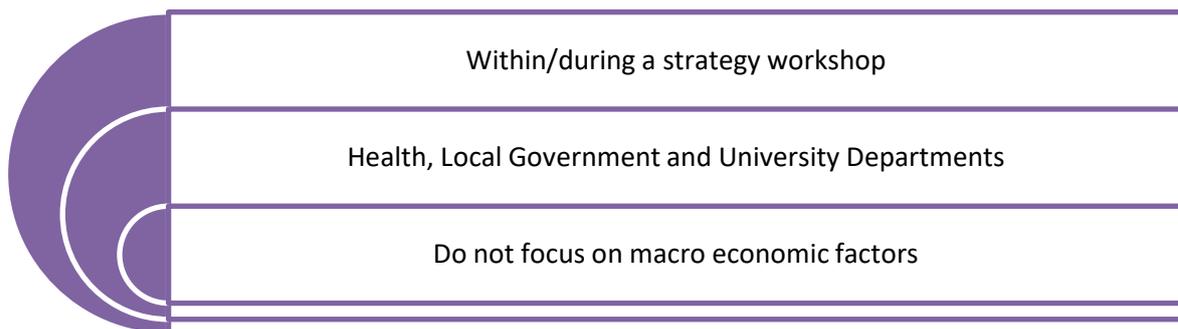


Figure 47 Thematic Findings macro-economic factors

Financial Aspects

Table 30 Thematic Findings: Financial aspects

Chart Detailing the presence of Theme "Financial aspects"	
n	'Education 1'
n	'Education 2'
y	'Education 3'
n	'Education 4'
n	'Local Government 1'
n	'Local Government 2'
y	'Local Government 3'
y	'Health Care 1'
n	'Health Care 2'
y	'Health Care 3'

'Local Government 3' contained a significant element of focus on funding. The group is a cross-organisational initiative and raised the need for cooperation to obtain funding, underpinned by complexities and limits of funding for supporting the group's aims is a core construct. Further consideration regarding the nature of the provision that could be provided was underpinned with consideration of local and national funding policy and funding structures. The complexity and availability of finance directly impacting on how the group works and what the group can deliver.

'Health Care 1' explored Budget/funding constraints alongside increasing demand and pressure for services, financial limitations, and deprivation of service users.

'Education 3' have an element of focus on financial stability through budget management and additional revenue streams, causally underpinning financial management and financial sustainability.

Within **'Health Care 3'** funding is referenced as a limitation in the development of staff training opportunities and recruitment. Funding is also perceived as restricting the expression of value and impact of the AHP role.

‘Local Government 1’, although ostensibly entirely focused on the organisation’s financial activities, has a very low mention of finances within their strategic thinking. The one area where direct financial matters are raised is improving relationships and communication, which is perceived as having an impact on improving value for money with suppliers.

Thematic Findings

The most notable aspect of this particular code is the limited extent to which finance is found across the health and local government strategic maps. The partnership organisations (NEET and ‘Health Care 1’) had a prominent focus on private funding directly impacting the nature and function of services provided. The nature of funding is directly linked to and drives the form and function of support and activities(production). The UTC also incorporates a focus on funding, considering financial stability and broadening revenue streams. Budgeting, finance, and income more broadly did not have a strong focus attention across the majority of strategy workshops undertaken.



Figure 48 Thematic Findings Finance 1

Thematic Finding - Legitimacy Drivers and Actions

Within the broader theme of focus on legitimacy drivers and actions, the following section will explore eight areas established through the analysis.

These are:

- Demonstration and expression of value legitimacy /perceptions of value.
- Management
- Leadership (and leadership values) as a part function of value perception
- Staff Performance and training, promotion
- Staff resource
- Organisational systems and resources
- Communication & collaboration/silo working/ sharing data
- Marketing communications are viewed as a solution to counter negative legitimacy and value perceptions.

Each section will contain a graphic indicating whether the thematic area was found within the workshop and a discussion of how and where the workshops aligned with the theme. A summary graphic will give the reader a brief overview of any insights.

Value and Legitimacy

Demonstration and expression of value legitimacy /perceptions of value.
Issues regarding the need to demonstrate the value of the team, sector or service

Table 31 Thematic Findings: Value and Legitimacy

Chart Detailing the presence of Theme "Value and Legitimacy"	
Y	'Education 1'
Y	'Education 2'
Y	'Education 3'
Y	'Education 4'
Y	'Local Government 1'
Y	'Local Government 2'
N	'Local Government 3'
N	'Health Care 1'
Y	'Health Care 2'
Y	'Health Care 3'

'HEALTH CARE 2' Trust expresses the lack of the sector's legitimacy as a key strategic issue within their wider organisational setting. The participants within this organisational field state that their service is institutionally undervalued and does not have institutional legitimacy resulting from a lack of understanding of what that service is and can do. The group feels they receive inconsistent recognition and are an undervalued specialism within the health sector. This lack of value is underpinned by a limited understanding by non-AHP practitioners of the nature of the sector's specialisms and roles. Participants also state that it is difficult to express the value of the service/sector. Overall, this contributes to a perception that the field has low value and is dispensable. Other parts of the organisation are then perceived to not understand the specialist role or recognise its value. This lack of understanding and value has resulted in an impact on resources.

The 'Health Care 3' also describe institutional legitimacy issues with the perception and value of their profession. Participants describe a lack of understanding and awareness regarding their roles and profile, which limits career progression and establishes barriers to professional development. This lack of understanding and legitimacy is a critical underpinning concept within the causal map affecting leadership, progression, and recruitment. A lack of perceived value and impact of the professions is demonstrated as a key causal underpinning which affects resources, leadership, financial allocations, and staff development.

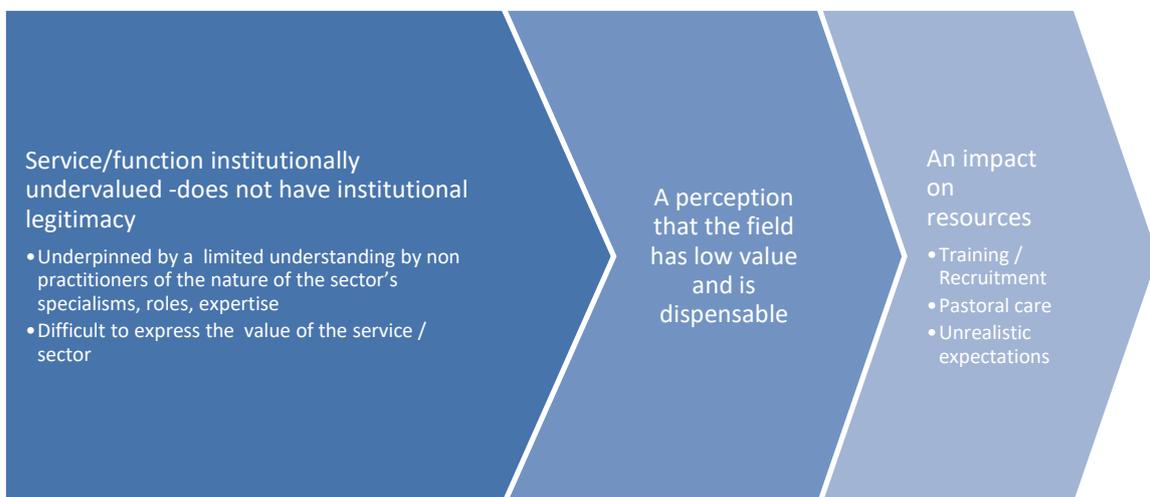


Figure 49 Lack of perceived value and impact of the professions

Within 'Local Government 2', the participants perceive that their technical expertise is neither respected nor valued. This is reinforced by the lack of opportunities for training and recruitment. Staff expressing that their expertise is not valued, and training and recruitment are constrained. Stakeholders are viewed as having unrealistic expectations within aspects such as workload, demands on resources and budgets.

- Current roles and value of the service is also perceived as undervalued by 'Local Government 1'. Here the actors link management structure/planning with management's perceived value of the team or offer. The participants articulate that

they feel undervalued within their role, with little stakeholder understanding of operations, procedures, and accountability. This is further reflected within pastoral care, including housekeeping aspects and day-to-day standards of cleaning, parking, and the office. The perception is that the lack of value is further articulated into the lack of attention to pastoral care, which in turn impacts culture and efficiency. Repeatedly, throughout the causal map, the participants express that it is the lack of understanding of the nature and limitations of the role that results in overwork and inefficiency.

‘Education 4’ directly raises the conflict arising from different values between themselves and stakeholders, namely academic staff differing with the values of their organisation. These were articulated as positive personal, professional, and collegiate professional attributes, including their relationship with students, professional experience in the sector and social values.

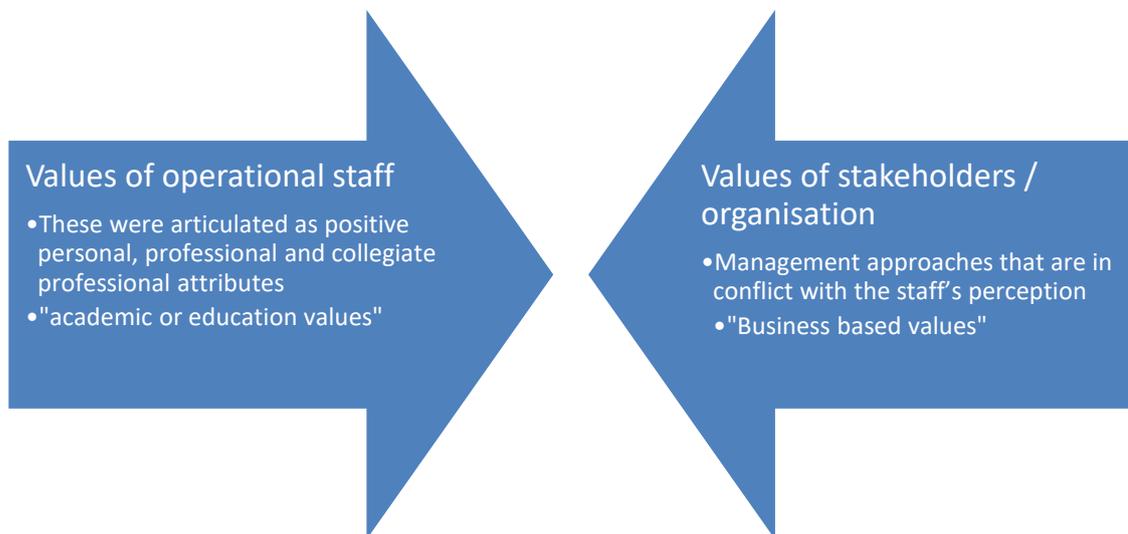


Figure 50 Staff vs Stakeholder Values

The key underpinning theme with ‘**Education 3**’ is the demonstration of value in response to a negative public perception based on the nature and culture of the organisation. This includes a dominant negative public perception of the field as an unknown quantity and a broadly negative view. Negativity develops further with other schools and colleges,

adversarial local school relationships, competition with other providers and a general view (negative) of UTC's, being a further competition with existing schools for funds and students. The organisations/fields' value, as perceived by the actors under study, is one built on success and quality of provision, with performance and results through the high quality of teaching and learning being the core value offered. The inference is that high performance will be achieved through the distinct values and offerings of the organisation. The causal underpinning of this high-performing team is causally underpinned by staff culture, capacity (recruitment), motivation and morale.

'Education 2' have a slightly different take on the form and nature of value. The workshop found aspects of location, staff interaction and the uniqueness of the offer. Value is deemed to be added or detracted by operational issues such as staff resources, the definition of roles, internal communication and the location of the business. Core competence is founded around longstanding experience within the organisation and a positive culture and, notably locality, including the nature of the people within their home city.

'Education 1' has a different insight in that they understand the institutional advantages of the organisation but come to the conclusion that the bureaucratic organisational and institutional/organisational limitations are restricting and hampering developments. They define their strategic position as being unique in the market, but this does not necessarily align with their current Institutional identity. Viewing this dilemma as a paradox on an ability to position itself as unique in the market without losing its institutional identity.

'Local Government 3 and 'Health Care 1' did not include value or legitimacy as a part of their cognitive mapping process.

Management

Table 32 Thematic Findings: Management

Chart Detailing the presence of Theme "Management"	
N	'Education 1'
Y	'Education 2'
N	'Education 3'
N	'Education 4'
Y	'Local Government 1'
Y	'Local Government 2'
N	'Local Government 3'
Y	'Health Care 1'
Y	'Health Care 2'
Y	'Health Care 3'

'Health Care 2' map's focus on legitimacy and representative leadership cross over into organisational management. The issues raised on the nature and strength of the leadership impact directly on a lack of organisational structure and professional leads (specialist management leaders) alongside the geographical difficulties in interacting, networking and sharing knowledge. This representation of the group/field specialism at a leadership level is also a concern for **'Health Care 3'**. This impacts perceptions of value and subsequent management of resource allocation, recruitment and development. The group expressed that the perceived organisation's structural issues negatively impact the development of current staff.

'Education 2''s map observes management problems citing communication, planning and resource issues and a lack of or slow decision-making and planning processes.

'Local Government 1' focuses on Management style, nature and approaches to decision-making, prioritisation, planning, performance and procedures and the need for training of managers. The group explore the limitations of these processes with a drive towards, e.g. Evidence-based decision-making and clear and consistent rules and procedures. Both of

these overlap into unclear (undefined) roles and responsibilities, staff structures and Unrealistic operational demands. This is further explored through management systems which are deemed to require improvement. A lack of strategic planning and unrealistic operational demands are summed up as a requirement to improve planning and prioritisation.

'Health Care 1' refer to the need for leadership for culture change and addressing organisational issues as barriers to development.

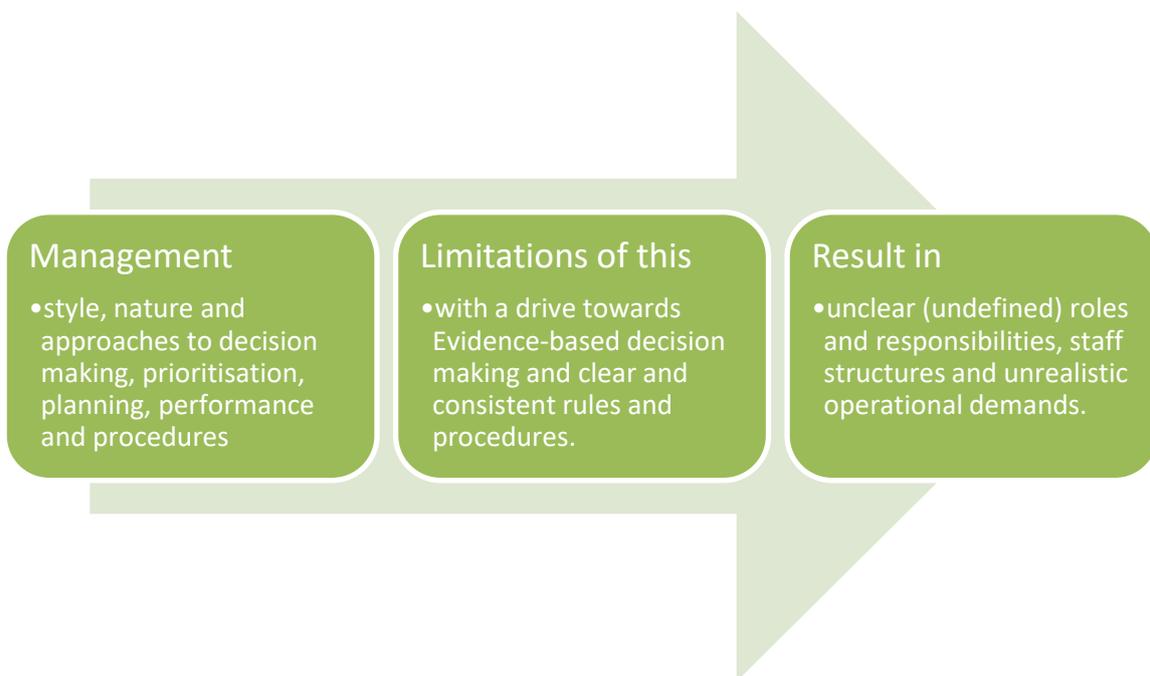


Figure 51 Management limitations

Management issues are the central theme of the **'Education 4''s** map. Management is critiqued in its approach to resources, the perception of the staff experience, and the subsequent impact on staff well-being. Management approach, resource allocation, limited staff numbers and inequity for career progression alongside Management's perception of teaching is explored as being based on a lack of respect and a different perceived reality to the staff.

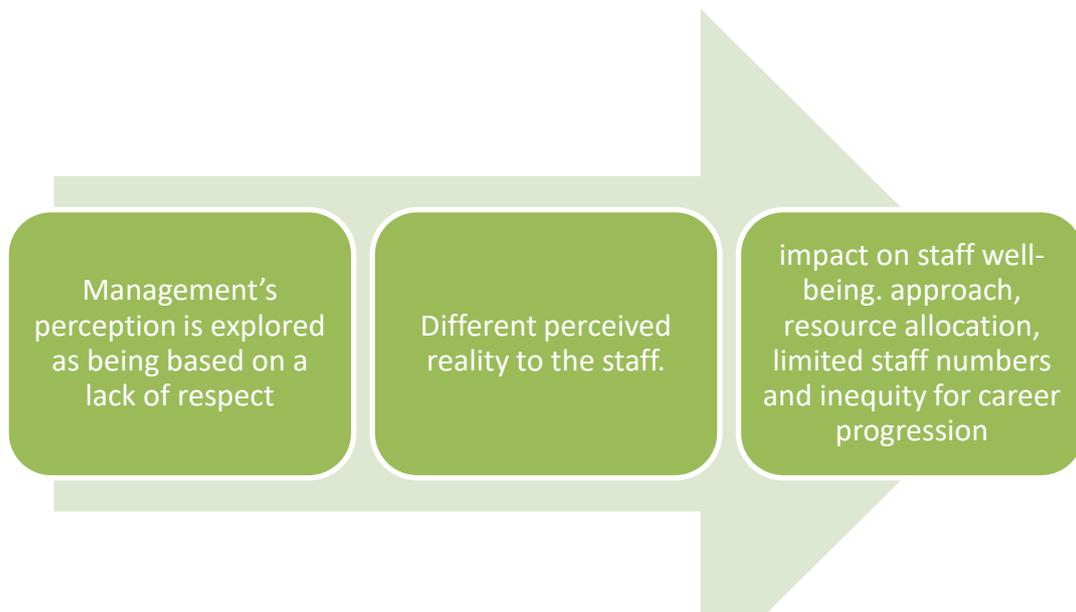


Figure 52 Management perception

Transport A local Council

‘Local Government 2’'s management issue is centred on their perception that management and wider stakeholders have unrealistic expectations in terms of workload demands, resources and budgets. Their assumption is that training of stakeholders and communicating capability will mitigate this management issue.

Further to this there is a view that improved processes (within framework contracting) will enable the group to exercise more power and utilise their unique legal powers for operations and compliance of their sphere of influence.

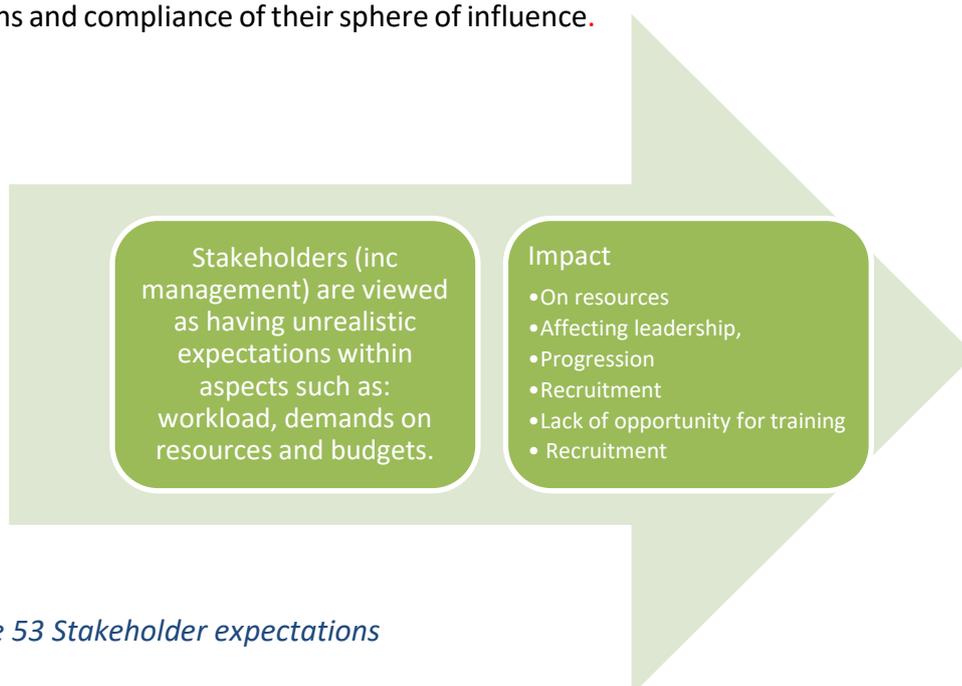


Figure 53 Stakeholder expectations

Leadership

and Leadership Values as a part function of value perception

Table 33 Thematic Findings: Leadership

Chart Detailing the presence of Theme "Marketing communications viewed as a solution to counter negative legitimacy and value perceptions"	
N	'Education 1'
N	'Education 2'
N	'Education 3'
Y	'Education 4'
Y	'Local Government 1'
Y	'Local Government 2'
N	'Local Government 3'
N	'Health Care 1'
Y	'Health Care 2'
Y	'Health Care 3'

'Health Care 2' Trust

The participants relate the lack of value, recognition and understanding of the Allied health professions directly to a lack of representative leadership and organisational structure. Participants describe the limited number of senior leaders from their operational area (Field) and link this to the perception of a lack of legitimacy and value. In short, as the leadership is not from the profession, they do not understand the benefits or impacts of the profession and therefore do not value it. The causal argument within the map is that this very lack of representative structure and leadership has resulted in pressures on profession and resource equity. This lack of value and recognition is expected to be resolved through securing representative leadership and an organisational structure that incorporates professionals from the sector in the organisational hierarchy.

"Health Care 3'

'Health Care 3' comes to a similar conclusion that a lack of voice for the profession within the leadership is detrimental to the perception of service. They further cite disparity with pay grades in comparison to other professions with seeming greater organisational legitimacy. Of interest is the perceived "Catch 22" trap that a current lack of representative leadership results in an impact on perceptions of value. This reduces resource allocation and the ability to recruit and develop staff. Resulting in limited career progression and barriers to leadership pathways. The participants link the need to raise awareness (marketing) of the identity of the profession to improve leadership career routes. Benchmarking, outcomes and raising awareness are proposed as tools to demonstrate value within and to the current leadership and attract resources.

'Education 4' also describes leadership and management values disconnect from the staff within the department. This is framed within management approaches but causally linked to differing values and perceptions. Management is generally critiqued in its approach to resources, values and the perception of the staff experience and the subsequent impact on staff well-being. Participants cite the management approach, their resource allocation and opportunities for career progression. One particular area of interest is the perceived difference between management and teaching staff in regard to underpinning values within teaching. Framed as 'business-based values' as opposed to academic or education values. The participants expressed positive attributes, seemingly in conflict with the leadership and management issues. These were articulated as positive personal, professional, and collegiate professional attributes. This included the relationship with students, professional experience in the sector and social values.

'Local Government 1' include management within their stakeholder perceptions, feeling undervalued by management due to a lack of understanding of operations, procedures and accountability, stating that better definitions and procedures will address perceived value. Repeatedly, throughout the causal map, the participants express that it is the lack of understanding of the nature and limitations of the role by stakeholders and management that results in overwork and inefficiency. Value here is synonymous with an understanding of the role. A perceived lack of value of the team's knowledge and capabilities is causally addressed by the participants through a redefining of roles and responsibilities, more consistent rules, procedures and decision-making based on evidence. The implication is

that better definitions and procedures will address issues of value, efficiency, and performance.

This is further supported by **'Local Government 2'**, who specifically state that their technical expertise is not valued by management and leadership. Resulting in a limitation of training and recruitment.

'Education 1', 'Education 2', 'Education 3', NEET Looked After Children / Care Leavers, Economy, Work & Skills Service A local Council, 'Health Care 1'– do not incorporate this thinking into their cognitive mapping.

Thematic Findings

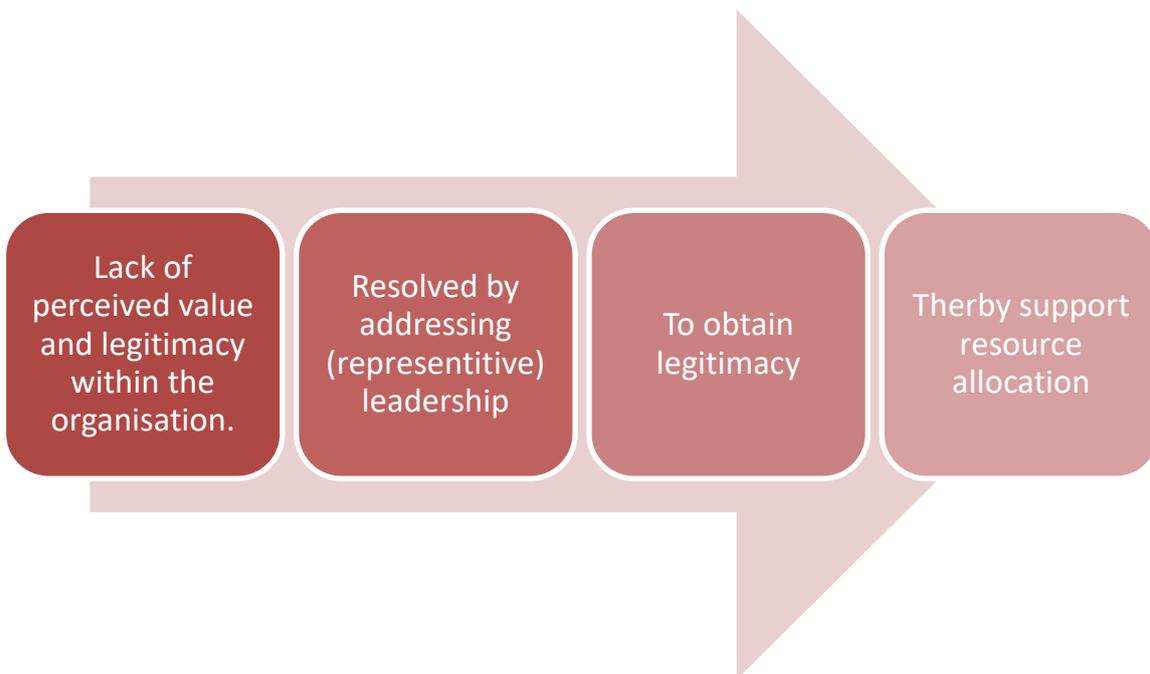


Figure 54 Lack of perceived value and legitimacy

Staff Focus

Table 34 Thematic Findings: Staff focus.

Chart Detailing the presence of Theme "Performance and Training"	
N	'Education 1'
N	'Education 2'
Y	'Education 3'
Y	'Education 4'
N	'Local Government 1'
Y	'Local Government 2'
N	'Local Government 3'
Y	'Health Care 1'
Y	'Health Care 2'
Y	'Health Care 3'

Staff Performance and capability

A number of the workshops referred to the quality and performance of staff; for example, 'Education 2' state the positive attributes of the staff experience for utilisation within marketing activities. 'Education 4' Quality and capability of staff in relation to students, the professional, practice experience and connections of staff underpinning quality. 'Local Government 2' and 'Education 3' also refer to the knowledge capability, approach, and high performance within staff. Causally underpinned (within the UTC) by staff culture, capacity (recruitment), motivation and morale.

Staff Progression and development (training)

'Health Care 2' and 'Health Care 3' refer to limited availability and access to Staff education and training. With limited training opportunities based on funding restrictions, decisions on funding and marketing affecting recruitment. This results in barriers to training, research and practice. 'Health care 1' observes a need for increased staff (and public) training and development. With '**Local Government 2**' stating that because staff expertise is not valued, the opportunities and availability of training and recruitment are constrained.

Staff progression and development (promotion)

'Health Care 3' have a very significant element of the underlying causation focused on the perceived limitations in access to promotion and career development. There is a particular focus on bureaucratic and funding limitations with significant causation expressed in the perception of roles directly impacting upon careers and professional development strategies. 'Education 4 and 'Local Government 2' mirror this, stating inequity in opportunity and a perception that they are not respected or valued.



Figure 55 Barriers to training / promotion

Staff Resource

Table 35 Thematic Findings: Staff Resource

Chart Detailing the presence of Theme "Staff Resource"	
N	'Education 1'
Y	'Education 2'
N	'Education 3'
Y	'Education 4'
Y	'Local Government 1'
Y	'Local Government 2'
N	'Local Government 3'
N	'Health Care 1'
Y	'Health Care 2'
Y	'Health Care 3'

'HEALTH CARE 2' Trust and 'Health Care 3' have a significant focus on staff recruitment/retention, with the group's observing limitations within recruitment and retention, including recruitment systems. Value appears here with 'Health Care 3' with the group stating restricted comparative grades with other health professions and a need to evidence and benchmark to address this and attract resource. The group looked to have more direct control over recruitment and training and the utilisation and distribution of supporting resources.

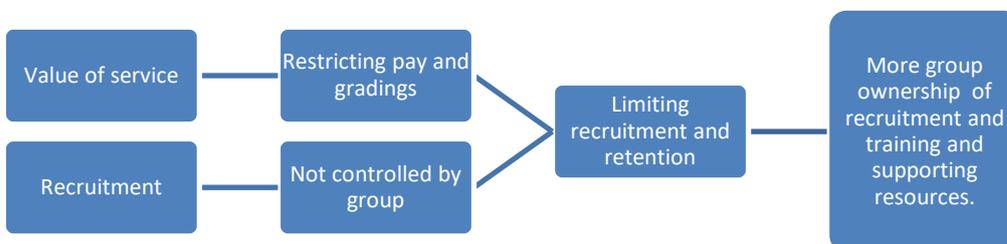


Figure 56 Limiting recruitment and retention

‘Education 4’ have a significant focus on Staff resource and allocation. Issues raised in the lack of staff, excessive workloads insufficient staff workload allocation and its impact on the quality and capability of staff in relation to customers.

The group expand on this with insights on staff wellbeing- -being impacted upon by management strategies and approach within, values, culture, trust, work-life balance, resources, and benefits. Although negatively impacted by management the group refer to colleagues and the wider team as having a supportive nature, and culture.

‘Local Government 2’ also refer to depleted staff levels impact on workload.

Staff roles and responsibilities are a significant cluster within **‘Local Government 1’** where a definition of specific roles and responsibilities is a key central theme. This group also feel a lack of attention and support within day-to-day office life and a need to take ownership of this area. **‘Education 2’ Staff** resources stretched.

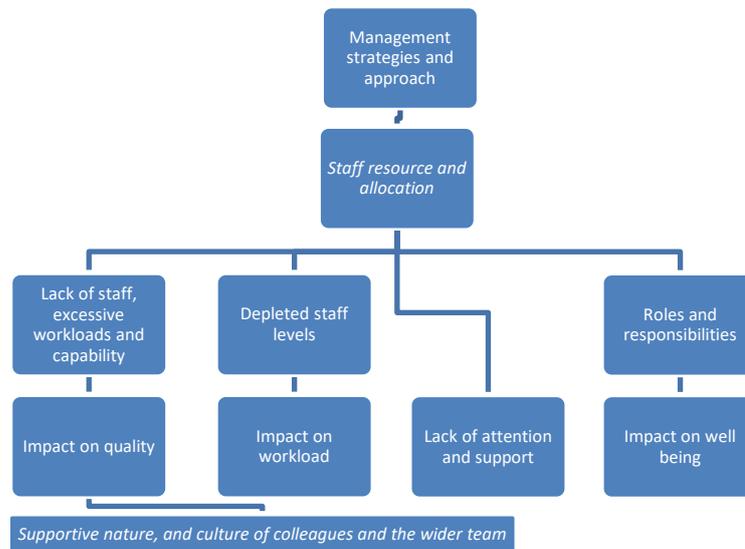


Figure 57 Management strategies and approach

Organisational Systems and Resources

Table 36 Thematic Findings: Organisational systems and resources

Chart Detailing the presence of Theme "Organisational systems2	
N	'Education 1'
N	'Education 2'
N	'Education 3'
N	'Education 4'
Y	'Local Government 1'
Y	'Local Government 2'
Y	'Local Government 3'
Y	'Health Care 1'
Y	'Health Care 2'
Y	'Health Care 3'

Resources and Organisational Systems

A number of the strategy workshops equate a lack of legitimacy or understanding of the group's functional area, directly with a negative impact on resource allocation and organisational systems. **'Health care 2' Trust** highlight inequity of administration and physical resources (including career pathways). This is causally related to a sense that the

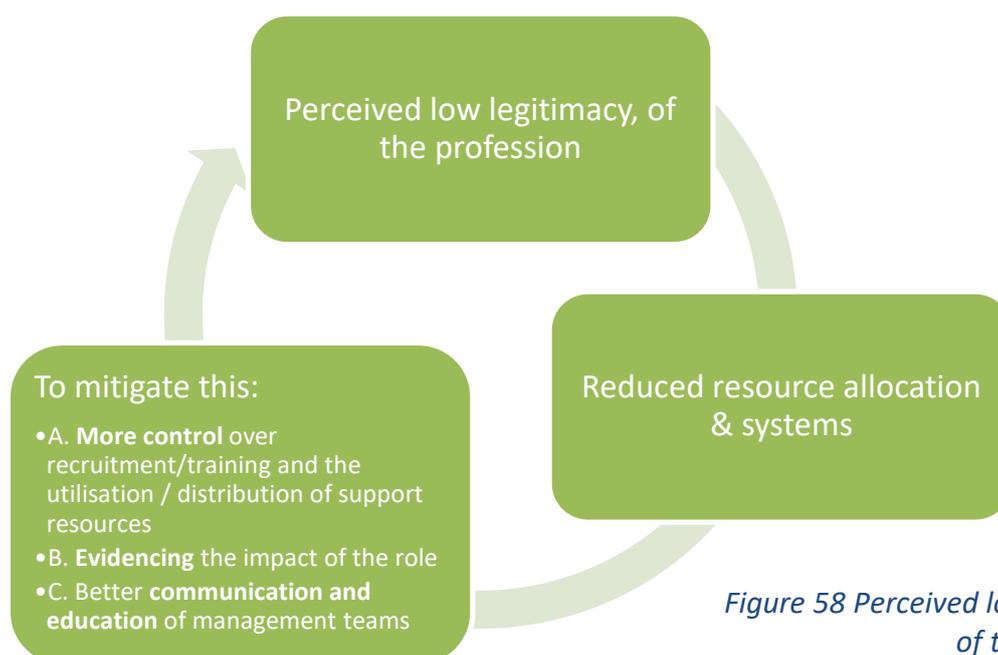


Figure 58 Perceived low legitimacy, of the profession.

organisation's leadership and perceived legitimacy of the profession, result in reduced resource allocation.

The group put forward that more direct control over recruitment/training and the utilisation/distribution of support resources would mitigate this. **'Health Care 3'** underscores similar issues with resources but also includes organisational systems. Here the group believe that evidencing the impact of the role will support access to resources, both financial and physical. **'Local Government 2'** states a range of resource needs mainly around facilities, the office and organisational space (including decorating, cleaning, temperature, food preparation and other day-to-day impacts of this erosion of facilities). The conclusion of this is that senior management does not understand the needs of staff and that better communication and education of management teams would resolve the issue.

The partnership-based organisations appear to have an underlying assumption that resources are available but a lack of communication with wider stakeholders that limit access. **'Health Care 1'** observe the need to address issues across the partnership group, which include resource and knowledge limitations. This is addressed through marketing training and communication with stakeholders. The group lists organisational place/location and, of particular interest, emotions within their core competencies list. **'Local Government 3'** acknowledge the need to acquire funding and greater knowledge of available resource are key goals within the map.

'Health Care 1', 'Local Government 1' and 'Local Government 2' all state Operational issues processes and rigidities as key issue areas. With observations that the organisational systems relating to rules and procedures are lacking. Two of the organisations highlight an interesting tension, **'Education 1'** recognise the bureaucratic organisational limitations which have a detrimental effect on the nature of product development and meeting strategic aims. Whilst observing the advantages of being part of a larger organisation, thereby allowing access to wider capability, competency, and the use of organisational systems to support the group's business aims. **'Local Government 1'** also critique the nature of systems, rules and procedures whilst making the observation that they have access to efficient and effective resources.

The geographical location of the organisation is raised by **'HEALTH CARE 2'** as negatively impacting their interacting, networking, and sharing knowledge. No other organisation touched on this area of resource.

Communications

Communications Internal

Inter Departmental Communication & Collaboration / Silo Working/

Sharing Data

Table 37 Thematic Findings: Communications

Chart Detailing the presence of Theme	
N	'Education 1'
Y	'Education 2'
N	'Education 3'
N	'Education 4'
N	'Local Government 1'
Y	'Local Government 2'
Y	'Local Government 3'. Economy, Work & Skills Service the field a local council
N	'Health Care 1'
N	'Health Care 2'
Y	'Health Care 3'

This theme has a focus on internal communication, and how this limits or restricts organisational development is apparent within a number of causal maps.

'Education 2' have organisational and communication between departments as a key causal area.

'Local Government 2' raise a breakdown of interdepartmental working, underpinning a cluster focusing on work communication and integration between departments. Communication is viewed as an essential conduit for improving efficiency, coordination, and integration. The organisation also refers to email overload and the need to change expectations on communication policy.

'Local Government 3' refer to communication and coordination issues linking this to limitations within the service offer. Sharing of information (data acquisition and measurement) through collaboration is also raised as a key strategic focus.

'Health Care 3' refer to communication and collaboration but also widen this into issues around interprofessional working. Communication is viewed as limited, citing limitations with communication systems and the volume of communications. Participants acknowledged an organisational drive to work together, but this was with a risk of losing some identity in their speciality. Participants refer to a need to break down silo working to support external marketing of their service.

Communication of resources and responsibilities, roles, and communication of planning activities, Consultation with staff

Communication linked to resources, responsibilities and planning is particularly apparent with 'Education 2' and 'Local Government 2'.

'Education 2' staff causally attribute the issues of internal communication directly to wider issues of planning and resource allocation. These issues and goals causally ladder up to management activities such as defining roles and setting deadlines.

'Local Government 2' explore the physical facilities and space available for staff as a direct function of communication. The issues include decorating, cleaning, temperature, food preparation and other day-to-day facilities being eroded. The hierarchical conclusion of this is that senior management does not understand the needs of staff. The actions developed from this insight focus on raising senior management's understanding of staff needs through better communication and consultation.

Further to this, a breakdown of interdepartmental working, alongside an erosion of working conditions and work-life balance, is related to the number of restructures occurring within the organisation. Communication is again seen as critical for mitigating this to enable a better understanding of the needs of the Department and counter some of these issues.

Summary of section

'Local Government 2' demonstrate that the lack of communication and consultation with senior management has resulted in physical resource restrictions and erosion of working conditions. They conclude that communication vertically and horizontally across the organisation would help address departmental needs.

'Education 2' comes to a similar conclusion that better internal communication would lead to better planning and resource allocation; in this case, the roles and responsibilities of staff are highlighted.

'Local Government 3' sites limitations on communication and coordination, limiting the service offer. But also, internal communication for resources and data is a key strategic focus.

'Health Care 3' expressed that intercommunication and interdepartmental working was desirable and could assist in promoting and reaffirming the profession, but concerns are raised about the dilution of professional identity.

Thematic Findings Communication

The participants appear to have two main insights

- Firstly, better communication would result in improved resource allocation and planning.
- Secondly, better communication would raise the profile and position of the business unit or profession.



Figure 59 Communication



Figure 60 Thematic Findings Communication

Marketing Communications

viewed as a solution to counter negative legitimacy and value-perceptions

Table 38 Thematic Findings: Marketing communications

Chart detailing the presence of theme "Marketing communications viewed as a solution to counter negative legitimacy and value perceptions"	
N	'Education 1'
N	'Education 2'
Y	'Education 3'
N	'Education 4'
Y	'Local Government 1'
Y	'Local Government 2'
N	'Local Government 3'
N	'Health Care 1'
Y	'Health Care 2'
Y	'Health Care 3'

For 'HEALTH CARE 2' Trust, the perceived lack of legitimacy and value within the sector is addressed by the participants through marketing actions. The implication is that communicating and expressing the value of their offer through broader marketing methods would counter perceptions and educate the wider institution. This includes a desire to demonstrate and communicate best practice, champion their unique approach to healthcare and raise the profile of the sector. Many of the key areas of concern within the map were addressed or resolved via marketing and relationship marketing actions. Marketing, in its broadest sense, was key in the workshop as the solution to the lack of legitimacy.

The same underpinning perception of a lack of legitimacy is also perceived by the 'Health Care 3' to be resolved through marketing activities. This is supported by the group's need to demonstrate the impact of the profession and through a comparative evaluation of impact via benchmarking activities. The purpose of which is to demonstrate value, which is in turn used to inform marketing activities. Participants believe that through evidence and

benchmarking impact, the organisation will attract resources. Further to this, participants express a need to raise awareness and improve the marketing image of the service, establishing a clear identity for the group. This is seen as a solution to understanding role capabilities, supporting workforce development and breaking down silo working.

Communication is considered limited and lacking within 'Local Government 1'. This also has an impact on external stakeholders. The perception is that stakeholders/customers do not understand processes and have unrealistic expectations due to this. 'Local Government 2' take this further, expressing that improved communication and training stakeholders in the knowledge capability and approach of the team would serve to manage unrealistic expectations. These unrealistic expectations include workload, demands on resources and budgets. The assumption is that training stakeholders and communicating capability will mitigate the strategic issue.

Negative public perceptions of the offer from 'Education 3' is translated into a broad range of marketing goals, underpinned by success and quality of provision to demonstrate their value. These include a range of relationship and engagement goals aiming to improve collaboration. The assumption is that the negative perception of the organisation can be mitigated by demonstrating value through marketing and communication activities. On the one hand, causal goals are developed to demonstrate value through marketing and communication. The second approach is for wider collaboration with sector stakeholders.

'Education 1', 'Education 2', 'Education 4', 'Local Government 3' and 'Health Care 1' – do not incorporate this thinking into their cognitive mapping.

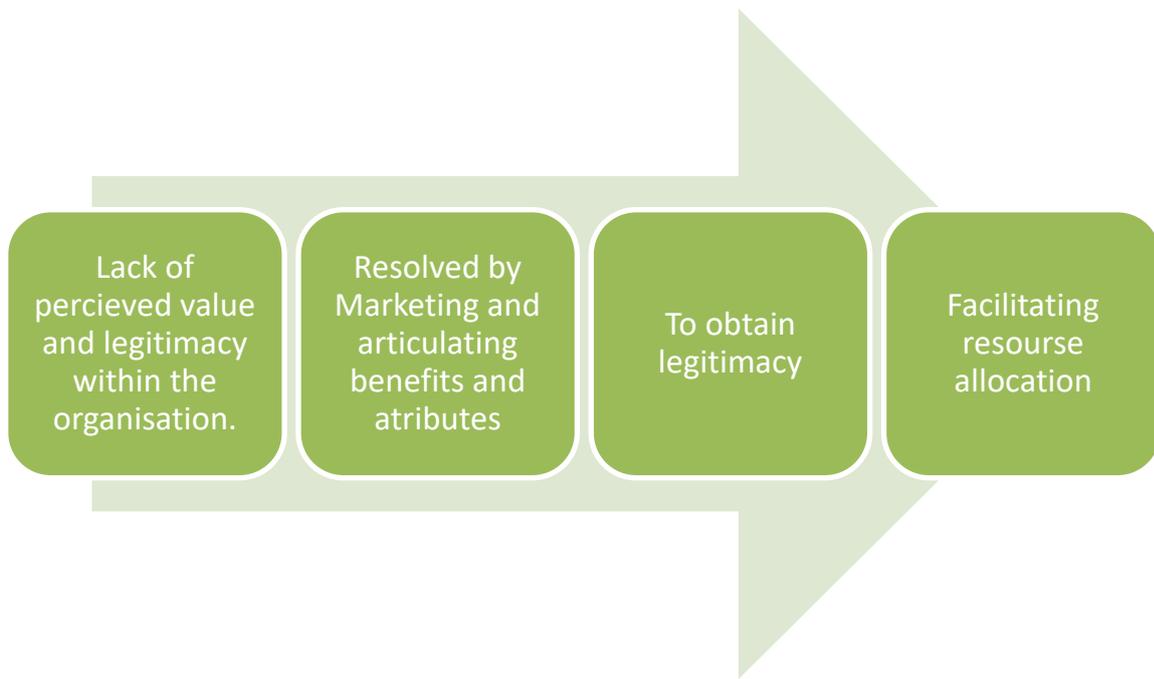


Figure 61 Perceived value and legitimacy.

Summary Thematic Findings

The thematic findings explored through the analysis can be grouped into two broad categories.

The first is based on the focus of attention for actors within the strategy workshops. What they did/did not include or raise within the sessions, what was; focused upon, analysed, and raised as strategic goals/issues.

The second broad categorisation concerns the actor’s focus on legitimacy or value and the goals and actions developed in response to these perceptions.

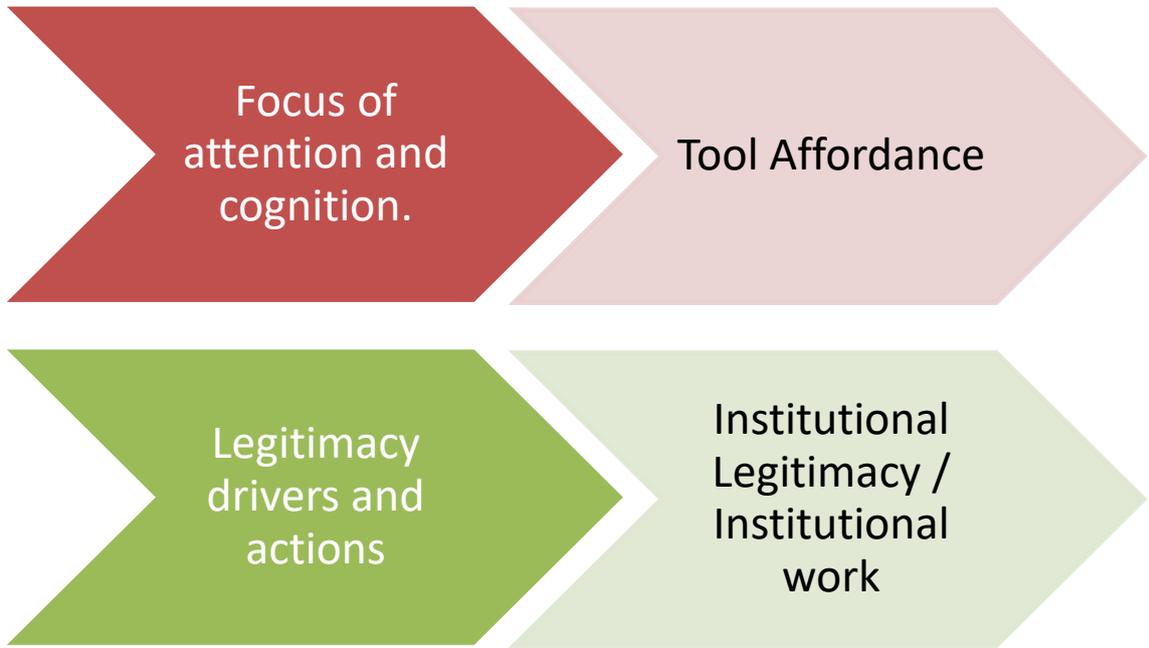


Figure 62 Summary Thematic Findings

Focus of Attention and Cognition.

An interesting result observed across the workshops is the overall focus of attention (Brielmaier and Friesl, 2023). What the actors broadly included or excluded. As discussed in the findings, it can be observed that many of the traditional areas for strategic consideration are missing or minimally included. This includes aspects such as

- Product/service

- External and macroeconomic factors
- Financial aspects
- Market/sector/ customer
- Customer/service user end user or customer

Market/sector

The Healthcare, Council and Education workshops included low to no elements of competition and customers in the wider market. The focus was on the acquisition of limited internal resources and funding. There was no direct consideration of the market for the services within the wider economy; competition was explored but in relation to attracting resources within the organisation and expressing the value against other professions in support of this.

The community partnership organisations did focus on their market but reframed it through the lens of community engagement, exploring the organisational, people, community and emotional barriers to their products and services.

External and macroeconomic factors included within the cognitive map

Health, Local Government and University Departments did not have a focus on macro-economic factors within a strategy workshop. This was not the case with Schools or Community groups focused on school-aged beneficiaries. 'Education 2' did have some focus, but this was minimal and isolated on the map.

Financial aspects

Health, Local Government and University Departments had a minimal focus on financial aspects within the strategy workshop. Finance was raised with Health and Social Care in regard to marketing activities, but overall a notable aspect is the limited extent to which finance is found across the strategic maps.

Both partner organisations (NEET and 'Health Care 1') had a prominent focus on private funding directly impacting the nature and function of services provided. The nature of funding is directly linked to and drives the form and function of support and

activities(production). The UTC also incorporated a focus on funding, considering financial stability and broadening revenue streams.

Customer/service user end user or customer.

A striking finding from the work is the minimal to no reference to the end-user or customer (including variations of this term; patient, service user, client, survivor, student etc..) within health and social care and local councils. Local councils did explore internal customers and stakeholders. The education and community groups have a detailed focus on the customer and end user.

Product/service

The school and community groups did refer to product quality metrics (e.g. teaching) but not its nature, mainly reflecting on the need to support culture and staff motivation, which was perceived as underpinning the quality of the offer. The Health and Social Care, Local Government and University Department workshops had minimal to zero consideration of the product, service and its quality, practice, or development.

Affordance & Bounded Rationality

- *Market / sector*
- *Customer/service user end user or customer*
- *Product/service*
- *External and macroeconomic factors included within the cognitive map*
- *Financial aspects*

Institutional Legitimacy & Institutional work

- Demonstration and expression of value legitimacy /perceptions of value.
- Management
- Leadership (and leadership values) as a part function of value perception
- Staff Performance and training, promotion
- Staff resource
- Organisational systems and resources
- Communication & collaboration / silo working/ sharing data
- Marketing communications viewed as a solution to counter negative legitimacy and value perceptions

Figure 63 Detailed Summary of Thematic Findings

Chapter 9 Discussion

9.1 Introduction and Overview

The following chapter will explore the findings and propose insights and explanations for the data. This discussion will be partly framed by Whittington's key components of SAP; practitioners/practices/praxis (2006).

Affordances of the soda & workshop process

This first section will explore the affordances of the Strategy Tool & Workshop as both Practices and Praxis. This will incorporate elements of bounded rationality and the delimiting nature of both workshop and SODA process. The assumed generalisability of strategy tools, how actors interpret terms and assumptions of rationality will be discussed alongside actors' preconceptions of purpose and context. The final section will explore the socially constructed underpinnings of the actor's reality.

Institutional legitimacy and hybrids

The second part of the discussion will explore practitioners' institutional legitimacy within hybrid organisations. What actors do or do not focus on within a workshop and why. Finally, the fundamental nature of the strategy workshop will be considered through the concept of institutional work, with the workshop potentially acting as a field configuring event. This final section will explore the strategy workshop from a different perspective; what the activity may have looked like may not have fundamentally been what it was used for. Exploring the tension between the activity being a strategy workshop or a boundary object between institutions within hybrid organisations. A key focus of the workshops was found to be the use of marketing and communications to change or influence established higher-order institutions. The strategic aims of the workshops moving closer to a form of institutional work, with the workshop acting as a boundary object.

The 3 interrelated elements of the discussion

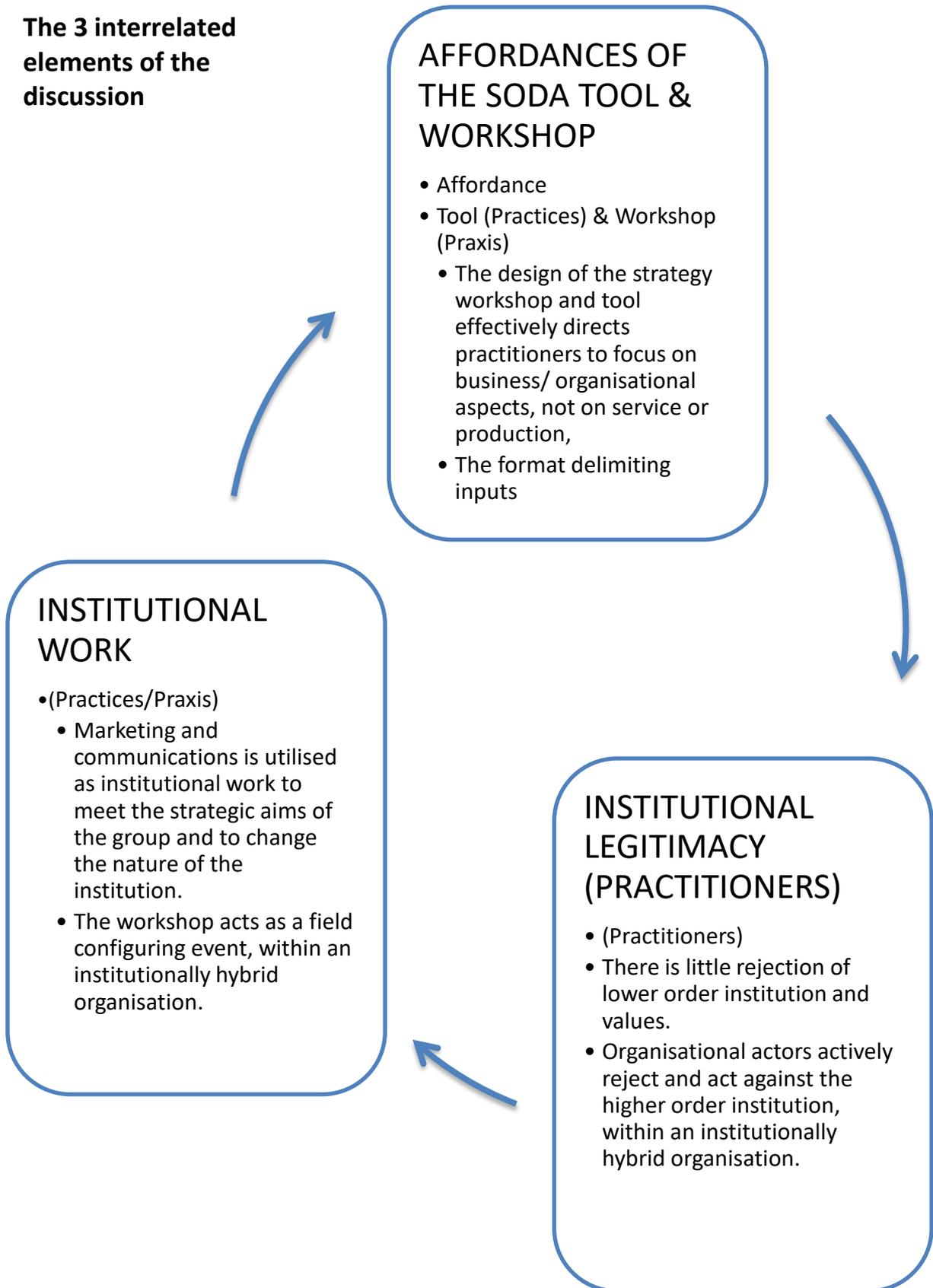


Figure 64 The 3 interrelated elements of the discussion

9.2 Affordances of SODA & the Workshop Process

Introduction

An interesting result observed across the workshops is the overall focus of attention (Brielmaier and Friesl, 2023). What the actors broadly included or excluded. It can be observed that many of the traditional areas for strategic consideration are missing or minimally included. In summary, the Health, Local Government and University Departments had low to no elements of.

- Market/sector - competition and customers
- External and macroeconomic factors
- Financial aspects
- Customer/service user
- Product/service - product, service and its quality, practice, or development.

The community and education (excluding Health and Social care) organisations did contain the above and could be evaluated as having a more 'balanced' spread of strategic elements.

The following sections of the discussion will explore one possible explanation for this finding, the affordances and de-limited focus of the strategy workshops and the SODA tool. An affordance is defined here as any element or design of a tool or workshop that directs an actor's thinking. This includes actual and perceived properties of how the tool or workshop should be used (Gibson, 1986, Jarzabkowski and Kaplan, 2015). It should be noted that from a SAP perspective, any strategy tool has affordance.

To recap, the term 'affordance' was established within the design field and refers to the complementarity of the environment and the actor. Within this thinking, the environment and the actor are relative and afford different ways of interacting that are not just dependent on the physical properties of either (Gibson, 1986). SAP applies this way of thinking to strategy tools in use (Jarzabkowski and Kaplan, 2015), with the environment being the strategy tool interacting with the organisational actor(s) using the tool. An affordance, then, is any perceivable element (of a tool) that directs an actor's thinking. These can be actual and perceived properties that determine how the thing or tool should be used. Any tool from classical strategy models or workshop frameworks will have

affordance that de-limits options, thinking and outcomes that can be developed within the activity. The implication is that the tools' affordances impact the focus, attention, and development of strategy (Paroutis et al., 2015). The tool design can then delimit the nature of inputs into the activity.

The two strategy tools used within this research can be separated out as, firstly, the SODA process and, secondly, the workshop itself. Each displays different design properties influencing actors' insights and contributions.

9.2.1 Affordances of the Strategy Tool SODA / Practices

In exploring the practice of strategy-making in action, the tools and methods used to strategise are of particular interest (Gurbuz et al., 2022). The SODA framework can be evaluated as a strategy tool (Jarzabkowski and Kaplan, 2015), containing a recognisable form that acts as a 'cookbook' directing the thinking of actors (Ørngreen and Levinsen, 2017). The process consists of five separate elements; issues, goals, competence, actions and developing a statement of strategic intent.

Of these elements, the first stage – the 'Issues' section, is of particular interest.

This element can be explored through 2 aspects.

1. The interpretation of the term by actors
2. A leaning towards the internal and "right now" in front of actors – what they 'see.'

As discussed in Chapter 3, the SODA process is a ground-up and causal approach to problem-solving and strategy-making and starts with a question, 'What are the issues facing your organisation?'. The intent is to bottom out strategic issues and then, through casual relationships, 'ladder up' to goals and actions (Eden, 1995).

Within this study, the local government and health and social care organisations tended to respond to this prompt with a focus on internal and resource issues. If we consider the table of thematic findings (table 39), we can observe that aspects of management, performance training, resource allocation and organisational systems all feature prominently. However, market/sector, competition and customers, external and

macroeconomic factors, financial aspects, customer, service, user, product and its quality, practice, or development are all low or missing.

It is not that this focus on the internal/operational does not have strategic consequence or importance (Gond et al., 2018, Jarzabkowski et al., 2021, Rouleau and Cloutier, 2022). The author is not arguing that a focus on internal issues is not strategic, as, in many ways, this aligns with the resource-based view (Barney, 1991, Barney, 2001). It should be noted that the third stage of the process, core competence, is directly focused on the resource-based view and fully explored through the activity.

What is of interest, from a SAP perspective, is that the focus on certain elements or aspects is not driven by any objective, rational analysis but in part by the strategy tool itself. The argument is that any tool from classical strategy models or workshop frameworks will have affordance that de-limits options, thinking and outcomes that can be developed within the activity. How a tool is used will be different and not just dependent on its (or its user's) physical properties (Gibson, 1986, Jarzabkowski and Kaplan, 2015)

This aligns with a fundamental critique of generic tools that it is assumed that tools can be applied in a generalised way to all organisations. That the tools have rules which are "... full" of meaning prior to their usage" (Rasche, 2008:8 emphasis in original text). An idealised assumption that the world can be represented, articulated and expressed clearly (Leiss, 1975), effectively turning nature into a form of maths (Husserl, 1970). Any apparent meaning intended by a tool developer will be flawed or 'empty of meaning' until they are modified to adapt to a local context.

One element of the SODA process that is of particular influence and interest is stage one of the process, the 'Issues' stage. The meaning attributed to this term, within an actor's specific context, may explain the arguably de-limited thinking of actors undertaking the workshop. As the approach is causal mapping, the Issues stage casually underpins Goals and Actions and therefore acts as the foundation concept for the process, and subsequent sections, building on this as a process of refining or extrapolating.

Within Akerman and Eden's (the developers of SODA) work, the term 'strategic issue' is supported (not defined) by the following phrases; "broad-based, long-term in nature,

resource-intensive (both in terms of finance and people time) and often irreversible.”(Eden and Ackermann, 1998):306. If we make an assumption that the SODA process accurately reflects an actor’s cognition. Then the actor’s definition of issues can be inferred from the outputs within the workshop, their definition being implicit in what was raised and stated. Broadly actors within the local government and health and social care organisations focused almost exclusively on negative/functional elements within the workplace. The issues term is seemingly defined as problems encountered in the operation of the organisation rather than as intended by the tool. Thereby restricting the scope of the workshop and delimiting the nature form and nature of the strategic analysis. Affirming Jarzabkowski and Kaplan’s (2015) insight that the contexts and the perception of tools should not be separate from their use.

It was clearly not Akerman and Eden’s intention for this aspect of the tool to focus on the internal only, and they did observe the potential for the tool to have a tendency for inward facing. In acknowledging this, they make an observation that, in their experience, external opportunities and threats are still addressed and included but make a recommendation that facilitators prompt groups to focus on external issues (Ackermann and Eden, 2011a). The de-limited nature of issues was observed to go beyond just an internal/external separation, and as suggested by Akerman and Eden (2011a), the facilitator did raise differing perspectives and ask questions. However, any attempt to reframe a definition of Issues was clearly dominated by the actor’s perception of the ‘Issues’ term.

The second interlinked element is the nature and visibility of issues. What is in front of the actor ‘on the ground’ at the workplace? For example, if they do not work with an element, they do not “see“ the element as an issue. It isn’t an ‘issue’ for them – so it is out of their scope or immaterial. An example of this is ‘finance’. Of the ten organisations studied, only four touched on or incorporated finance within their map. The participants within the workshop reflected their work and priorities onto the map; many of the participants did not directly work with finances, and as such, it was not a visible issue to that actor. Effectively if the actor does not work with it – they did not ‘see’ or acknowledge it. Regardless of any prompts, the participants will state what they encounter- effectively a ‘Say what you see’ process.

This aligns with the insight that actors have limited attentional resources, typified by a focus on a narrow set of issues and perhaps ignoring others (Brielmaier and Friesl, 2023). The 'Attentional breadth' (Levy, 2005:805) or cognition of managers is finite; what they notice and generate meaning from will directly influence their strategic insights. This form of behaviour or managerial attention (Ocasio, 1997) is linked to the Carnegie School and Simon's (1955) behavioural theory of the firm. Actors within the local government and health and social care organisations were effectively contained by their position within an organisation. They had clear boundaries defined by departments or roles. Their attention was thereby framed by organisational structures influencing their actions. A clear example of bounded rationality wherein the organisational structure influences actions (Cyert and March, 1992, Simon, 1957).

The discussion so far has targeted organisations with a more operational leaning. The argument is that this position with the organisation resulted in tool affordance, issues definition and subsequent identification that was more functional and operational. In observing the strategic partnership type organisations such as 'Education 3', 'Local Government 3', and 'Health Care 1'. We can observe a different outcome from a similar process. These organisations are not companies or firms in the traditional sense. Each has been formed as a response to macroeconomic strategic needs and set up across groups of higher-level partners incorporating more senior management staff. They can be summarised as crosscutting thematic partnerships. Referring again to the summary table of thematic findings (table 39), there is a clear focus on the market, sector, customer product, service, financial and external macroeconomic factors. Although some aspects of more internal analysis occurred, it had a significantly lower focus. The organisations that are set up in what we might consider a more 'strategic partnership' based form (cross-organisational partnerships to tackle strategic themes) do not have a focus on the internal. Arguably an alignment to a more traditional competitive (Porter, 1980) form of strategic analysis.

At first glance, this would appear to be a more rational approach. However, the author would argue that this is the same phenomenon as demonstrated by the more operational groups. The definitions of issues, the attention given, and the bounded nature of actors' reality still show observable de-limited thinking. In this case, an almost exclusive focus on

the external, as the actors within these partnership organisations do not have the same workplace context issues and have their “Attentional breadth’ (Levy, 2005:805) focused entirely on the external.

In summary, the ‘issues’ prompt within SODA can be observed to act to tighten focus onto the observable and attention-driven function of any organisation. In a sense, the actor is directed towards the visible and where aspects of the organisation do not impinge on their work-life - they were not considered. What is tangible through their bounded rationality is included, then further focused on by the contextual definition of the tool element- in this case, the SODA ‘issues’ prompt.

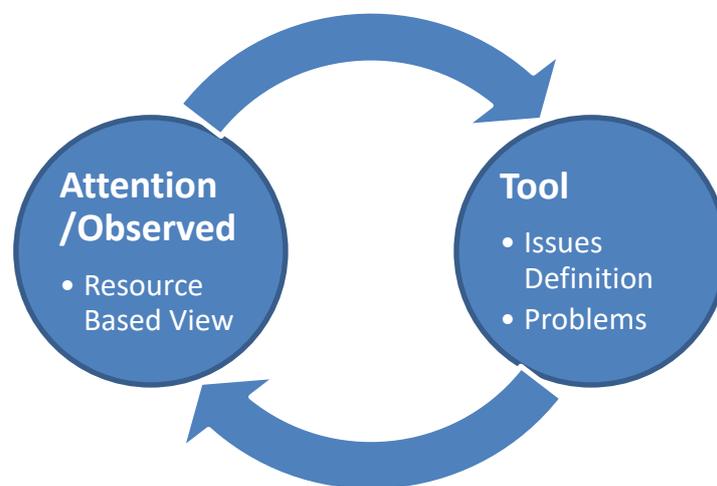


Figure 65 Cycle of tool affordance

The SODA tool affordance process (see Fig 73) can be articulated as

1. A tool’s terms/aspects are subject to interpretation.
 - a. Context influences this interpretation and use.
 - b. In this example SODA- Issues becomes understood as problems.
2. The tool is reliant on observed and visible issues.
 - a. Only elements that have managers’ attention are included, aligning with the Resource Based View

The tool affordance, context and actors bounded rationality, can be understood to be inextricably interlinked and co-dependant. The limits and the bounded nature of the

manager's attention delimiting the range of issues explored. The nature of issues in turn is also constrained by the in-context definition and interpretation of its meaning. Effectively a cycle constraining managers cognition and strategic insights.

9.2.2. Affordances of the Strategy Workshop

Praxis: A Strategy Workshop Activity

The previous section focused on the practices of actors utilising the strategy tool, the SODA process. This mechanism was also utilised within a broader setting, the strategy workshop. This workshop setting can also be considered a tool, one that can also bring with it design affordance, potentially delimiting and influencing actors (Gibson, 1986, Jarzabkowski and Kaplan, 2015).

The study found that within the more operational/departmental strategy groups, there was minimal to zero exploration of customers, service users, products, services and their quality, practice, or development. Most notably with Local Government 1, Local Government 2, Health Care 2 and Health Care 3 (see Table 39). It would seem that workshops with actors from strongly articulated professions, separate from but within a larger organisation, do not appear to focus on the customer (service user/patient) or product within a strategy workshop. This is not to assume that these groups do not focus on the customer or product at all, but within the frame of a strategy-making workshop, it is either not included or potentially located in a different cognitive/mental space. This section will discuss this omission and explore the affordance attributes of the workshop in an attempt to explain the finding.

What was found?

The findings revealed an interesting phenomenon, in that, the actual practice itself - the production and any mention of the end user or 'buyer' is missing. The service, production or activities of the profession are not explored, and the actual nature of the service is not reviewed, evaluated, or included. One particular example with the allied health professions strategy development workshops (Health care 2 and 3), was that any variation of the terms "customer", "patient" or "service user" all resulted in minimal findings. As an overview, the

local government, health and social care organisations and to some extent the university department, focused on the following.

(see fig 74):

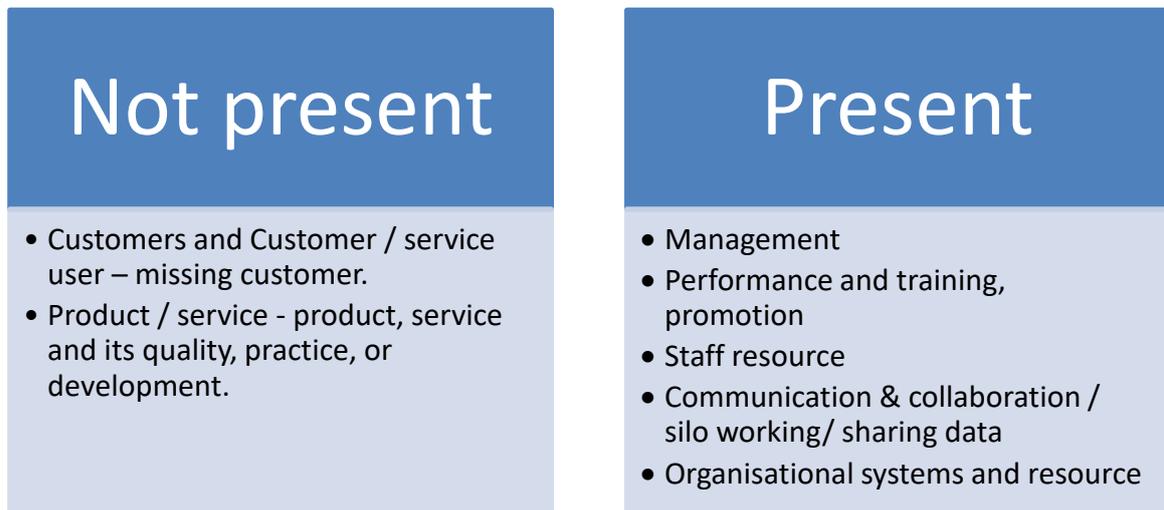


Figure 66 Affordances of the Strategy Workshop

It would be highly assumptive of the researcher to expect a standard range of issues equally spread across the standard environmental analysis areas, such as the internal environment, competitive environment, and macroeconomic environment (Johnson, 2013, Johnson et al., 2017). It should be noted that the found strategic elements are not selected from strategy texts but are summaries of aspects included across all 10 of the case study organisations. The elements were inductively observed, and their omission or inclusion is comparative. As can be seen in the thematic findings, the strategic partnership organisations (Local Government 3 and Health Care 1) did explicitly include the market sector, customer, and product.

Granted, it is credible that the actors undertook a rational objective analysis using the strategy workshop tool and that the actual elements raised are only those of strategic importance. The findings could just show where the actors felt strategic attention was required and effectively observed that no strategic attention was required with the highlighted elements. Although possible, the author finds this unlikely as the phenomenon was observed across multiple strategy workshops, within varying organisational fields. The

complete omission of these elements by multiple case studies does raise a question, why is there a focus and attention on some aspects and not others?

Assumptions of the nature of the tool

As discussed in Chapter 3, workshops are frequently framed as a non-hierarchical, liminal space allowing freedom of thought and expression (Concannon and Nordberg, 2018), allowing a focus to be explicitly on a domain (MacIntosh et al., 2010). A 'strategy workshop' activity implies that work will be undertaken, by actors, on strategy. The workshop process, when considered as a tool, is assumed to be free of influence from context (Greiner et al., 2003b, Jarzabkowski and Whittington, 2008), organisation type, and support a rational, and economics-driven approach to analysis. Effectively aligning with an expectation that a universal approach will be effective in any context, an approach founded within a positivistic stance (Rabetino et al., 2021). This incorporates an implicit expectation that actors will undertake an analysis that will align with the social convention of "rational strategic processes" (Jarzabkowski and Kaplan, 2015:551) and approach the workshop in a systemised manner which negates any contextual influence. The actors may well be bounded in their rationality (Cyert and March, 1992, Simon, 1957), but the workshop itself, is assumed to be free of any contextual influence.

As with the analysis of the 'issues' term, in the previous section, the use of the strategy workshop is assumed to be 'full' of meaning and its use can be applied in any setting (Rasche, 2008). The meaning and purpose of the workshop appears objectively clear, i.e. the analysis of the future direction and scope of the organisational unit. The underpinning assumption is that the workshop then is free of contextual influence and has an explicit meaning. The strategy workshop is expected to be free of affordance, an open blank canvas. This was not the case, the context of the actors and their interpretation of the meaning of the workshop, directly impacted upon the findings demonstrated.

In effect, the meaning of the strategy workshop was not apparent until contextualised by the participants. So, although generic rules and tools appear to have meaning, they are effectively empty without undergoing some contextual and unique modification to adapt to a local context (Rasche, 2008). The strategy workshop was in effect free of meaning until contextualised or utilised by the participants undertaking the workshop. By this, we mean

that the actors determined the meaning of the strategy workshop- what should – should not be included rather than the workshop determining the content. The tools use and parameters were determined by the actors, a post-processual, SAP perspective, viewing actors as subordinate to practice rather than practices being subordinate to actors.

Within the study of workshops, the literature covers three broad aspects: as means, as practice, and as research method (Ørngreen and Levinsen, 2017). Within **Praxis**, workshops (strategic episodes) are aligned to structuration theory, focusing on the activities undertaken. This then refers to actual activity, what people actually do in the workshop and what occurs (Feldman and Orlikowski, 2011, Jarzabkowski et al., 2007, Johnson et al., 2003, Whittington, 2006, Whittington, 1996). Critically the impact of individuals and how they may deviate from expected strategising practices, thereby affecting the shape and implementation of strategy (Belmondo and Sargis-Roussel, 2015). So, what is focused upon, included, or excluded and therefore considered strategic within the workshop setting is driven by praxis, by the participant's context and expectations.

The contention is that the workshop's meaning was interpreted, by the actors, to focus on specific elements and exclude others. The researcher would argue that these attributes were not deliberately or consciously omitted but, in the actors' minds, they were not within the bounds of the strategic workshop. What was explored and considered 'strategic' was included by the actors, if it was not considered 'strategic' it was not included.

Managerial versus professional aspects

In exploring what was included or excluded within the workshops we can observe two broad categories. Firstly, aspects that were included consisted of management and operational activities and what might be deemed strategic within this arena for example resources, systems, and management (Please refer to table 39 – Columns: management performance, and training, promotion, staff resource, communication & collaboration/silo working/ sharing data, organisational systems, and resource). The second group consists of elements that were not included (Please refer to table 39 – columns: market/ sector/ customer, customer/service user end user or customer, product/service). These are arguably linked more to professional practice, the profession, and the skills of the practitioner, for example, occupational therapists, physiotherapists, finance professionals

or engineers. These two broad aspects (management and profession) together imply an explanation for the finding. What is considered strategic management, by the actors, is the business, operational and structural functions of the organisation. Elements that are aligned to the actors' profession are developed, established, controlled, improved, and strategized, outside of the 'management' umbrella.

One interpretation may be that participants view their hands-on activities, i.e. their role or the health aspect of their work, as linked to a professional world, a standard or a professional body. A Physiotherapist or Occupational Therapist will turn to that professional body or sector for guidance, insight and development regarding the nature and development of their practice. In effect, the actual production of the service and the recipients of the care are considered to exist in a separate strategic space from that of the management of the organisation. Strategy workshop activity may then be viewed by actors as the management of business or people, and health practice is not included as it is accommodated in a separate mental space.

This is not a deliberate delineation of two worlds but does remind the strategy practitioner that an individual's perception of a domain may not be the same as the organisational perception. The participants can all be considered diligent, highly productive and invested, but a strategy workshop just may not be seen as a place where (e.g.) health care practice, function and direction (strategy) are discussed.

The assumed nature of a strategy workshop effectively directs healthcare practitioners to focus on business/organisational aspects, not on service or production; potentially, this is either a limit on organisational actors' understanding of strategy or a limitation within the nature and form of the strategy workshop. This expectation or perceived definition of a strategy workshop could be seen as an affordance (Jarzabkowski and Kaplan, 2015) of the format within the sector. Referring back to a definition of affordance, it refers to the complementarity of the environment and the actor. These are deemed as relative and afford different ways of interacting that are not just dependent on the physical properties of either (Gibson, 1986). An affordance, then, is any perceivable element or property that directs an actor's thinking towards action, de-limiting options, thinking and outcomes that can be developed within the activity. In effect, the design of the workshop did not influence

cognition; it was the praxis of the actors that established this, the actor’s interpretation of the design. The researcher would argue that this phenomenon is dependent on the preconceptions of workshops rather than the nature of workshops.

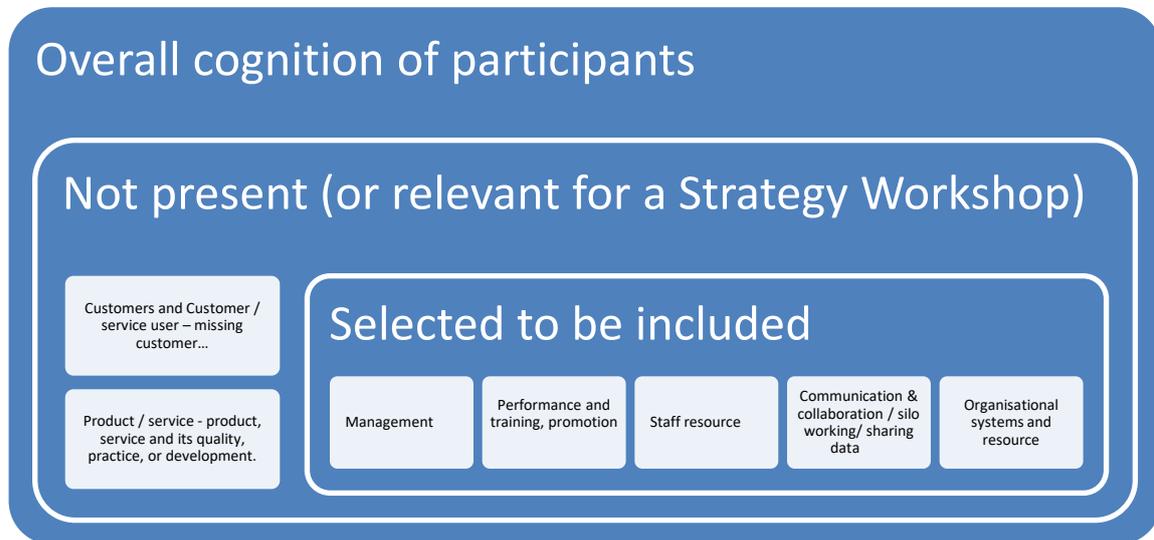


Figure 67 Inclusion / exclusion of elements within a workshop

It would appear that the actors cognitively place the strategy workshop tool within the realms of management activity, not activity within their profession or role (Fig 75). Taking a rather glib example within a healthcare setting, it is the managerial ‘suits on’ aspect of the organisation that is incorporated within a strategy workshop and not the healthcare, patient or service user-facing competencies and capabilities. A strategy workshop is then interpreted by actors to be about management elements, not about the profession (healthcare, nursing, teaching etc..) or role elements. This results in two very different perceptions of the organisation, one aligned to management structures and the other aligned to the profession. The actors then exclude the aspects of their profession they believe should not be encompassed within a strategy workshop.

Actors appear to divide their strategic thinking into two separate domains, a managerial one and a separate professional one. Although this study did not incorporate an analysis of where this ‘profession’ side of strategising would occur, it would be a reasonable assumption that the concepts are only an omission from this strategy workshop, not from the broader strategic intent of the actors. It is the strategy workshop that has shaped the nature and focus of the displayed cognition and attention. The map produced has perhaps

not fashioned a true all-encompassing representation of the actor's cognition but one framed only by the actor's interpretation of the workshop and what the actors view as 'management' elements.

The strategic workshop was designed to elicit the strategic issues facing organisations, and the actors within these settings chose to raise a wide-ranging set of strategic issues. Exactly what a strategy workshop is, and the nature of what will be evaluated is implied, not stated. Referring back to this work's definition of a workshop *as a place where groups can discuss and make decisions, that has a separation from the normal working practice, allows debate and discussion and can often use tools, rituals or facilitators for the overarching purpose of developing a shared consensus or understanding* (Burgelman et al., 2018, Chang and Chen, 2015, Concannon and Nordberg, 2018, Heck, 2018, Hodgkinson et al., 2006, MacIntosh et al., 2010, Ørngreen and Levinsen, 2017:72, Schwarz, 2009). The question arises, a consensus or understanding of what exactly? It would appear that definitions of purpose, context and domains are predetermined by participating actors. A workshop, by nature, has an intended separation from normal working practice, a liminal space, and is designed to help actors break away from old perspectives and cognition (Johnson et al., 2010a). However, regardless of any physical separation of a workshop activity, actors bring with them preconceptions of the purpose, nature, and scope of the event, predetermining what should or should not be included.

So within the strategic episode (Hendry and Seidl, 2003), the definition of strategy, what is included underpins, directs and partitions the entire exercise. The actors aligned with strong professions excluded certain aspects and focused on others. Referring back to if strategy "...is everything, maybe it's nothing" (Wildavsky, 1973:1), in this case, strategy was not everything -it was, in effect, quite tightly defined and contextualised by the actors resulting in a specific and constrained environmental analysis.

9.3 Institutional Legitimacy and Hybrids

9.3.1. Institutional Insights of Strategic Focus

The literature within Neo-Institutionalism (DiMaggio and Powell, 1983:393) refers to the Organisational Field as the critical unit of study. Wherein actors within a field will be influenced by isomorphic and legitimacy drivers (Friedland and Alford, 1991b, Scott, 2014, Thornton et al., 2012) and, through a process of structuration (Giddens, 1979), modify actions and behaviour to homogeneously (Hawley, 1968) align with their institution.

Approaches to defining organisational fields are well described (Machado-da-Silva et al., 2006a) and explore the nature of a field's form and causation. By broadly following the definition of a field as a 'field as a function specific area' (Machado-da-Silva et al., 2006a, Scott and Meyer, 1991), the study was undertaken with some expectation that the overarching organisational field of an organisation, via NIT, would influence the cognition of actors within the practice of strategy. The researcher anticipated that differing institutionally defined fields would demonstrate isomorphically aligned strategic thinking and values. Thereby extending Neo-Institutionalism deeper into the strategy field and exploring new micro-level analysis linked to institutional-level insights (Elbasha and Wright, 2017, Johnson et al., 2007, Smets et al., 2017).

What was less expected was the strategic influence and impact of institutional drivers within business units or smaller organisational departments which intersect with higher-order institutions. Researchers may appreciate the specific NIT drivers within a field, but what happens to strategic thinking when actors are positioned within two separate and identifiable fields? A single organisation, that demonstrates multiple organisational fields with different drivers of legitimacy and perceptions, is referred to as a 'hybrid organisation' (Battilana et al., 2017). Within a hybrid organisation, the researcher will refer to smaller "sub" organisational fields within the larger 'higher order' institutions (see Figure 68). These subfields could be a branch or a distinct profession within an organisation, such as a legal team within a construction organisation. The intersecting fields include subtle and often overlapping elements that can affect and influence actors thinking within the organisation or department, demonstrating quite separate institutional logics (Friedland and Alford, 1991b, Lindberg, 2014, Thornton et al., 2012).

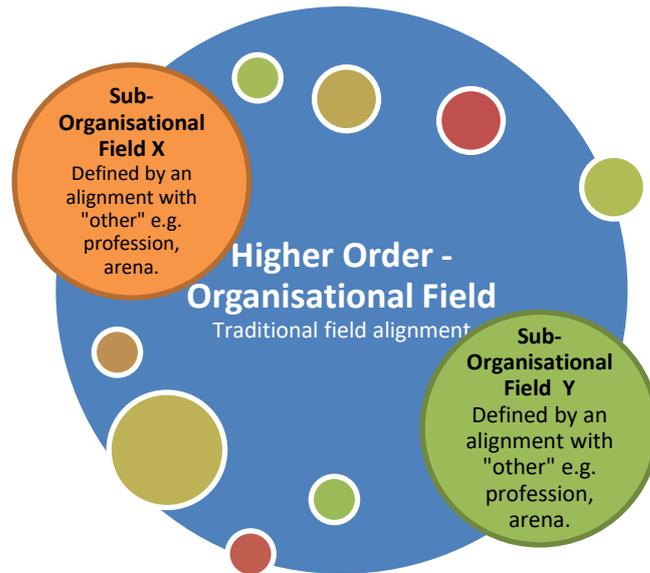


Figure 68 Hybrid Organisational Fields

This thesis has observed the significant influence on the cognition and perceptions of reality that the actors experience (Andrews, 2012, Berger and Luckmann, 1966, Burr, 1996), demonstrating the power of these separate institutions in conflict with the more visible, higher order organisational institutions.

When analysing the strategy workshops, an observation can be made of a stark difference between what stakeholders and the broader institution focus on and regard as value. Often very different from what the actors (within a sub-organisational field) perceive as valuable activities and competencies. An observation we can refer to as a *value disconnect*. This results in a strategic analysis, goals, and actions, based almost entirely on local institutional perceptions, legitimacy drivers and social constructions of the groups.

Further to this, the observed strategy workshops appear to blur the line between the development of a strategy for the group and their influence and management of institutional fields within the organisation. In this case, the observed strategy workshops can also be considered as a 'field configuring event', a mechanism whereby organisational fields are developed, established and defined (Lampel and Meyer, 2008). The workshop acts as both a process for developing and exploring strategic direction for the organisation and jointly acting as a tool for impacting the nature and legitimacy of the field.

9.3.2. Organisational Field Hybrids, Intersections, and Conflict

The underpinning analysis of the findings is routed in NIT and its critical unit of analysis, Organisational Fields (Scott, 2014). An initial expectation is that a simple blanket/sectorial institutional categorisation of organisations has proven to be far too simplistic to understand strategy group thinking. At first glance, the case study organisations appeared easily definable within standard sector field delineations, e.g., education (e.g. a school), government (e.g. a local government department), healthcare (e.g. a physiotherapy department), but this ‘surface level’ delineation did not reveal the groups’ perceptions of their field, one quite distinct from their organisation. The aspects of what was focused on, what garners legitimacy and what has perceived value, seemed predicated, not on the organisation’s higher order organisational field, but on the groups, local, institutional logic (Thornton et al., 2012). The group’s organisational field is a separate demarked field with its own subsequent legitimacy, isomorphic drivers, and values.

In all instances, the groups have observable definitions of their organisational field, aligning and setting boundaries within a ‘field as a function-specific area’ (Machado-da-Silva et al., 2006a, Scott and Meyer, 1991). Through the workshops, the actors articulated a pre-determined understanding of their Organisational Fields nature (Fligstein, 1991) and effectively establish their own field boundaries (Laumann et al., 1989) within the organisation. These boundaries were then expressed via the Strategy Mapping process and defined through what the groups valued and focused upon. This resulted in the actors effectively stating a position within a separate field with differing legitimacy drivers and values from the organisation’s institution. In each case, the groups have an observable and specific functional area but one that has a limited orientation to the organisation’s apparent functional field. A form of organisation that can be referred to as a hybrid (Battilana et al., 2017), i.e. a single organisation containing multiple institutional logics (Lawrence et al., 2013, Thornton et al., 2012). Across all the cases, the participants remain a part of a higher order (sector-oriented) organisational field, with institutionally defined, specific legitimacy drivers, but one that is different from the organisation’s ‘apparent’ field. The diagram (Figure 68) attempts to visualise this with three specific institutionally defined fields within one organisation. What the study observed is the power of conflicting organisational fields influencing actors within the same organisation.

The observed workshop groups demonstrated a clear alignment with the 'institutional logics perspective' (Thornton et al., 2012) within hybrid organisations. Where multiple and distinct institutional logics are seen to influence patterns of values, practices, and cognition and guide action, a 'hybrid rationale' (Battilana et al., 2017). This phenomenon was demonstrated by participants across eight of the ten organisations studied. The actors expressed that they experienced a lack of legitimacy within the organisation. This materialised as a lack of understanding and awareness of their roles, contribution and expertise. The impact of these field forces and resulting strategic focus impacted resource allocation, with participants stating that this lack of value and legitimacy reduced the availability of training, recruitment, and supportive pastoral care and included unrealistic expectations and targets. Reminiscent of Bourdieu's (1991) insight into fields as arenas of power and conflict. Local government actors extended this further into the care and attention paid to them within their physical environment, with stated impacts on cleaning standards and the condition of offices (see tables 16/18). Thereby giving a perception that their field has low legitimacy, value and is effectively dispensable. Of 8 of the 10 cases studied, the expression and consideration of legitimacy and value of the business or function became central to the participant's revealed cognition (their strategy map) (Nelson et al., 2000b).

Although the researcher had anticipated an actor alignment with an institutionally defined organisational field, it was originally assumed that this would be linked to the organisations' higher-order field. This was not found; the case studies did align with organisational fields, but ones outside of their organisation's apparent institutions. Scott's assertion that any determination of a boundary is "...some combination of science and art" (2014:231) held true. This was demonstrated through a number of organisations, in particular health and local government, referring to the leadership of their organisation not representing their field. Stating a clear disconnect between the two fields. This disconnect being resolved through the subfield pressing for increased representation at leadership levels. The actors proposing that more representational leadership would support the development of legitimacy within the higher-order field. This was further explored through communications and marketing. Many of the actions put forward focus on informing higher-order fields of the group's value in order to obtain legitimacy.

The neo-institutional forces of isomorphism are present, but the alignment to organisational fields is more nuanced. It cannot be assumed that a higher-order organisational field and its legitimacy drivers are influencing the entirety of an organisation. The power of a wider range of institutions and fields is observed to markedly impact upon the strategic thinking of groups of actors within an organisation.

This brings the discussion back to Scotts' typology of the three pillars (Scott, 2014). The first two explore regulated or coercive forces and normative professionalisation forces. When viewed as a single institution, the cognitive maps demonstrate resistance to what might be viewed as established institutional legitimacies and organisational norms. The workshop actors appear to come into dispute with higher-power stakeholders; the coercive and normative isomorphic forces to institutional change (of the organisation's institution) have little effect. In fact, any higher-order field level, normative or coercive actions, seem relatively ignored. The groups appear to "decouple" (Greenwood, 2008:4) from the visible and institutionally acceptable version of the organisation.

If we change our perspective and observe the organisation as a hybrid. What is observed is actors within the study firmly adhering to their 'sub-field' institutional perspective. The apparent rejection of organisational influence, cultural persistence and a "resistance-to-change" (Zucker, 1977:83) seems directly linked to the degree of institutionalism within the sub-fields. The observed institutional sub-fields appear actively self-reinforcing, and external mechanisms do not seem to impact upon the actor's institutional perception (Jepperson and Meyer, 2021). The dominant cognitive institution (lower-order field) being more influential in determining institutional and strategic action. The three pillars then come back into relevance directing the normative, cognitive, and mimetic drivers of the institutional field. The typology is observed but operates within the lower-order field.

For example, the traffic engineers within a local council aligned with a specific profession and the legitimacy, isomorphic drivers, and subsequent homogeneity within that field. They found their legitimacy through engineering, not by being within a local council. Their strategy session had a significant focus on value as perceived by the actors within the department versus their understanding of what their perceived value is from senior management teams and stakeholders. From their (the departmental actors) perspective,

they have significant expertise, local knowledge and capability, which appears to be undervalued, underused, and poorly understood.

The health case studies are similar, expressing a lack of value, recognition and understanding of their profession by the leadership and wider institution. The school also establishes a separate field identity (associated with the new nature of the school and aligned industries), stating that they lack perceived value by their higher-level institutions (driven by inspection bodies, local stakeholders, and comparisons with other schools). Members of the university department define themselves more closely with the Health and Social Care field, not the Higher Education field. As such, they articulate differing personal and societal values, quite separate from a university's institutional position. The International Business School very much recognised the separation in values between themselves and their organisation and was able to articulate the advantages and disadvantages of both fields, representing the only example of "holographic" (Battilana et al., 2017:133) thinking within the study.

These perceptions of reality, embedded here within separate organisation fields, influence what the actors perceive as valuable to organisational success and, subsequently, their focus and attention within strategy development. It will, of course, remain true that within many organisations, the organisational actor's understanding of value and perception of reality will align with the higher-order organisational fields' perceptions, but this research seems to demonstrate otherwise, highlighting a clash at field intersections. In effect, the power of the local field entirely dominates the strategic thinking of the groups under study. The groups are more ideographic (Battilana et al., 2017:133) than holographic, holding tightly onto a single identity rather than encompassing the wider, higher-order institutional values. Within this study, at least, higher field drivers of legitimacy and isomorphism are ignored or seen as barriers.

Across the majority of the case studies, the power of the sub-fields legitimacy is unwavering. The cognitive mapping process does not expose any questioning of their perceived legitimacy and value of the group under study nor any consideration of alignment with the higher-order field. The reality perceived by the actors is one entirely defined by their (sub) organisational field. One that is more closely aligned with their

profession or their position within their organisation rather than any positioning within a higher-order field. An example is Local Government 2 (see Table 15). All the core constructs within the map refer to the needs and wants of the group alongside an expression of expertise. There is no retrospection on modifying the group's behaviour or drivers to align with the higher-order institution. The entire focus adheres with an established local legitimacy and attempts to influence or change the higher-order institution.

The groups then focus on the demonstration of value, not by creating new value or value aligned with the higher order institution, but by expressing the value that they believe they already have. This then aligns with the cognitive framework for institutional behaviour where actors' conformity is driven unreflectively, and there is no question regarding values and norms (Dimaggio and Powell, 1983, Greenwood, 2008, Scott, 1983b). The taken-for-granted nature of this thinking reaffirms the socially constructed nature of value within the field and the cognitive nature of institutions (Hirsch and Loundsbury, 1997).

9.3.3. Value, Marketing/Communications Institutional Work, and NIT

As discussed in the previous section, the majority of the case studies express the lack of their (sub) field's legitimacy as a key strategic issue within their wider organisational setting. The workshop groups can be viewed as part of 'sub' organisational fields who perceive that they are institutionally undervalued, resulting from a lack of understanding of what that service is and can do. The group's distinct institutional logic (Battilana et al., 2017, Thornton et al., 2012) results in a perception that they receive inconsistent recognition, are underrepresented or misunderstood and are undervalued as a specialism within the sector. This brings us to a consideration of the actual value of the offer or product. Within the bounds of the strategy workshop, the actors in the sub-organisational field assess that their offer/activity is of high value and legitimacy - just not understood. An observation can be made that there is a disconnect between the value as perceived by the actors within the organisational unit and how they perceive the wider stakeholders (organisation) value them. Although only 10 case studies have been reviewed, it does raise some interesting insight into how value is perceived and by whom.

A question arises: do actors question the value of what they do?

Overall, the actors under study are generally positive in their analysis of their value regardless of wider organisational perceptions. The study implies that participants do not question the nature of their service/production/activity, and its quality and value are given. Within this form of strategy workshop, the nature of value is determined by the actors within the organisational field and framed by what is perceived as legitimate within that field. In all cases, the participants believe that influential stakeholders (the higher-order field) are not informed or clear on the capability and expertise within the department/subfield. This lack of perceived value and impact is demonstrated as a key causal underpinning within the strategy mapping, which affects resources, leadership, financial allocations, and staff development. This may be a perception on the actor's behalf, but it raises the question of how value is evaluated and by whom? This could be referred to as a *value disconnect* (Figure 70) or an institutional disconnection of the perception of actors within fields. The legitimacy drivers and socially constructed perception of the business unit's offer are not shared by wider stakeholders or management. In fact, it can be argued that the 'other' (management/stakeholders) have an entirely different institutionally driven or socially constructed view of what is valuable. This is aligned with the institutional logics perspective within hybrid organisations, wherein each institution has a "...set of assumptions and values, usually implicit, about how to interpret organisational reality, what constitutes appropriate behaviour, and how to succeed." (Battilana et al., 2017:136). The subfield is, then, not so much 'decoupling' (Greenwood, 2008:4) from the higher-order organisational institution but continuing to reaffirm its field identity with a separate institution.

This brings us back to a critique of NIT that the theory frames actors as institutional dopes who do not question the basis of their legitimacy drivers "... intelligent, situated institutional action" (Suddaby et al., 2013:11). In only one case (the international business School see Table 6) does the appreciation of both elements of the hybrid organisation seem reviewed and considered. Here the school refers to larger institutional advantages alongside the attributes of their small business unit and the ability to utilise and recognise the legitimacy and institutional benefits of both fields. The majority of cases do not question their institutionally defined value attributes. On that basis, groups seem to

produce strategies that include work which will influence the higher-order institution of the organisation.

For example, the Local Government 2's session, seven out of the ten actions (within the causal map fig 33) could be summed as vying or fighting for legitimacy or appreciation within their organisation, or Education 3 (table 9) with core constructs of the map stating a need to 'demonstrate of value in order to Mitigate negative perceptions through marketing and communication'. The participants viewed what they did as valuable, which was then not appreciated by the wider organisation. The goals then become to communicate this and change the perception.

The reality observed by the actors within the strategy workshops is one where the value of their work and the practices that support that value seem rationally logical (Greiner et al., 2003b, Jarzabkowski and Whittington, 2008). However, the participants only 'see' reality from within their institutional bounds and their constructed environment (Thornton et al., 2012). This aligns with the critique of a positivistic rational and classical approach to strategic analysis (Whittington, 2001). What is valued seems defined by socially constructed or institutional boundaries and not by the wider organisational drivers or any rational analysis. A field's existence is a social fact only as a perceived and collectively shared by the subjective awareness of the actors (Berger and Luckmann, 1966).

9.3.4. Legitimacy and Access to Resources

One physical, organisational impact of these institutional drivers of strategic thinking is their influence on the perceived allocation of resources. The thematic areas, established through the analysis, reveal a clear link between legitimacy and access to resources. The implication from actors under study is that senior management/stakeholders have a separate, distinct perception of reality to the actors/subfield, a '**hybrid rationale**' (Battilana et al., 2017). Resource allocation is viewed as intrinsically linked to the value and organisational legitimacy of the sub-organisational field under study. The observed perception of actors is that if the organisational legitimacy of their subfield is of lower value to the managers with resource control, then access to those resources is restricted. Thereby aligning with DiMaggio and Powell's assertion that legitimacy results in the acquisition of resources (1983).

Effectively the sub-field within this hybrid organisation is sanctioned and discounted by controlling stakeholders (Hsu et al., 2009). This form of challenge and conflict (Battilana et al., 2017) is indicative of hybrid organisations, resulting in organisational strain (Currie and Spyridonidis, 2016, Reay and Hinings, 2009), directly affecting budgets, resources, leadership, and staff progression.

Examples within the study include access and availability of training and recruitment. If the staff expertise is not institutionally valued, then funding access for training and recruitment will be restricted. This is further extended into more everyday resource allocation, such as equipment or the physical working environment. Again, the perception of the actors under study is that, as their legitimacy and value are perceived as lower by the controlling institution, this then has a direct impact on resource allocation and budgeting.

The graphic below (Figure 69) attempts to illustrate the three areas of institutionally defined value within a radar diagram. Two separate fields are depicted, field A and field B. Each has its own institutional logic impacting on the values, focus and attention of actors participating in a strategy workshop. Field A has a focus on attribute 4 and attribute 2, giving them a high level of value. Field B includes attribute 4 and attribute 2, but these have a lower focus and value attributed to them. Field B has a stronger focus on attribute 1 on attribute 3 and giving them a higher value ranking. There is overlap, but more critically, there is a clear differentiated focus and value attached to certain attributes.

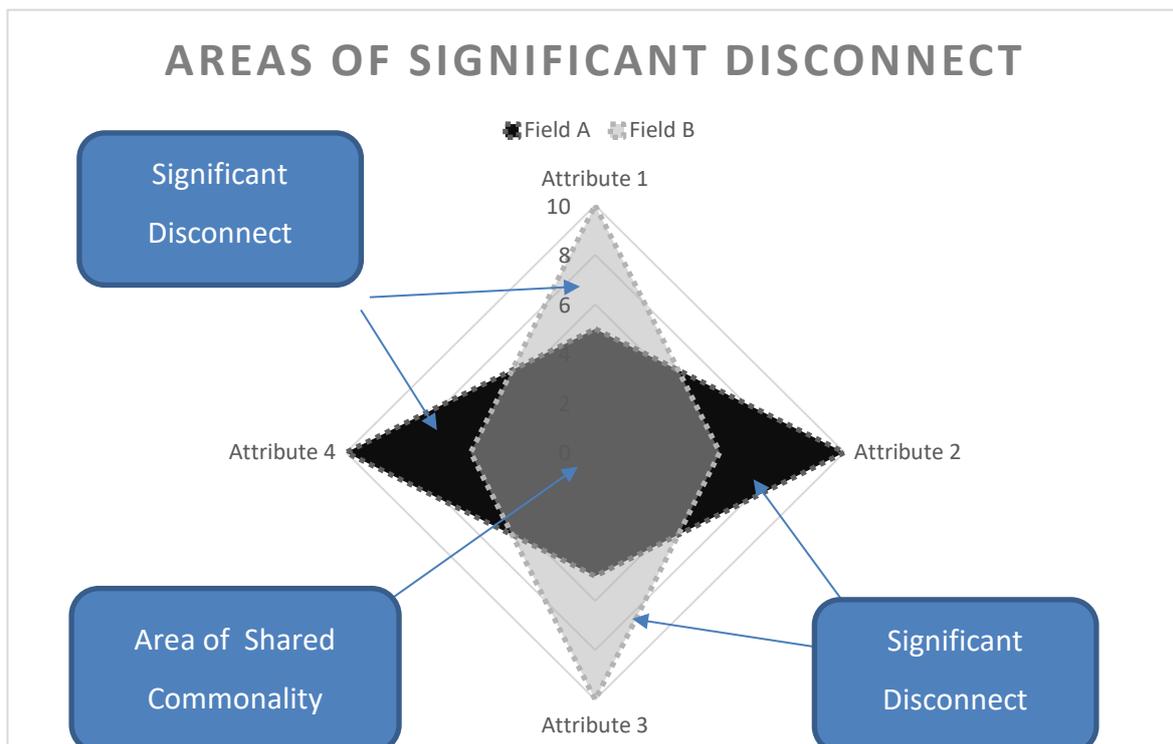


Figure 69 Areas of significant disconnect

Note: the researcher has chosen a radar diagram rather than a Venn diagram to pick out specific areas of disconnect, rather than a generic overlap and difference. The aim is to assist strategists in exploring differing perceptions of value.

The below example (figure 70) utilises the radar diagram to visualise 4 areas of disconnect within the local council transport divisions strategy workshop. The transport team value and focus on their expertise within the sector, the need for staff development and interdepartmental working as a valuable contribution to their offer. In contrast, the groups' perception is that the local council management does not appear to value these aspects, focusing more on the speed and capacity of the team. This specific example can be used to explore hybrid institutional-level legitimacy drivers. The transport team focuses on legitimacy associated with the quality and technical capability of their work. Their institutional identity is demonstrated as quite different to the local councils.

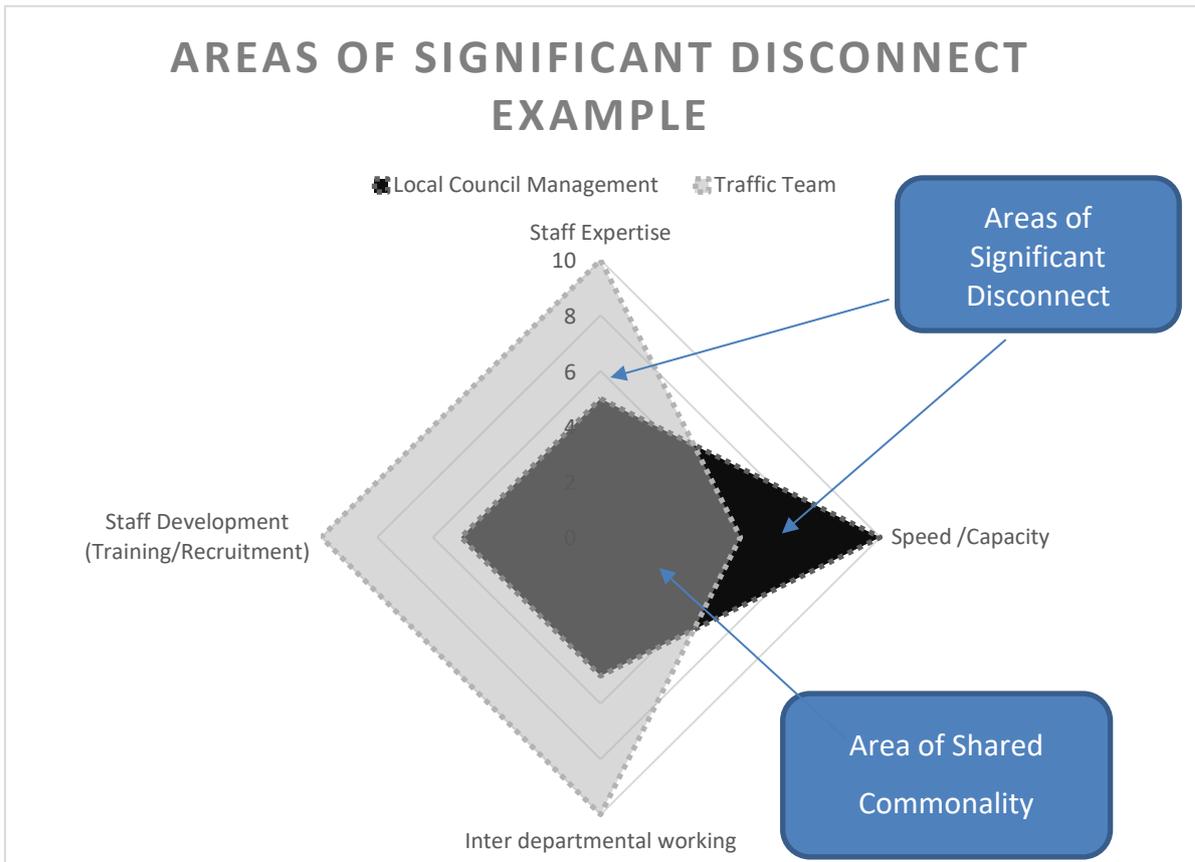


Figure 70 Example of specific attributes of institutionally defined value (Local Government vs Traffic Team)

Please note the numbers within the graph are purely notional, the purpose is to highlight the disconnection in value between intersecting groups within the same organisation.

9.3.5. Marketing/Communication as Strategic & Institutional Work

As the higher-level field owns or controls resource allocation, the actors are left with a problem. One where the perceived value of their offer is not matched by the higher-order institution. The common response (Goals and Actions) within the strategy workshops is to attempt to change the perceptions and value judgment of the higher-order field through marketing / communicating the benefits and value of the lower-order field. The groups then focus on the demonstration of value, interestingly not by creating new value or by aligning with the higher order institutional perception of value, but by expressing the value that they already (perceive) they have. Effectively attempting to sell their perceived attributes to the higher order institution and change the value perception of resource controllers.

The outcome of this, within the strategy workshop, is not to change their strategic goals or adapt to the higher-order institutional field. The focus leans towards the presentation and communication of value, value as perceived by the actors. The organisations are not trying to fit in with institutional legitimacy drivers of the larger organisation or field. They recognise the differences between themselves as a group/organisation (sub-field) and the legitimacy of the higher-order field. However, they do not attempt to duplicate or undertake legitimacy actions; they do not move to become aligned with their organisation's higher-order field. Instead, they stick with their interpretation of legitimacy in their (sub) field and own drivers. The isomorphic power of the higher-order field is dominated and "drowned out" by the legitimacy and isomorphic drivers of their local subfield.

The group's strategic response is to then communicate and demonstrate their (perceived) value to stakeholders and the wider community. The participants believe that by communicating their needs, expertise, circumstances, and insights, will change how they are managed and resourced. They lean towards marketing activities to resolve this disconnection. Hoping that communication and marketing will influence the thinking and drivers of the wider (higher-order) organisation/field. For example - many of the proposed actions and goals developed by the Local Government 2 team revolved around communication and education. The participants put forward strategic goals and actions to communicate their needs, expertise, circumstances, and insights, with the aim of changing or manipulating how they are managed and resourced.

Within 'Health Care 2', communicating and expressing the value of their offer through broader marketing methods is proposed to counter perceptions and educate the wider institution. This includes a desire to demonstrate and communicate best practice, champion their unique approach to healthcare and raise the sector's profile. Multiple areas within the map are being addressed or resolved via marketing and relationship marketing actions. 'Health Care 3' aimed to demonstrate the profession's impact through a comparative evaluation of impact via benchmarking activities, demonstrating value, which was, in turn, used to inform marketing activities.

This observation aligns with two of Oliver's (1991) institutional strategic behaviours; manipulation and defiance. Manipulation is a deliberate attempt to change institutional

viewpoints and defiance in not accepting any higher-order institutional pressures. Two insights emerge from this.

Firstly, in using the workshop to manipulate institutional viewpoints, the workshop's core nature changed from a strategy-orientated activity into a space for managing and creating consensus, a boundary object (Star and Griesemer, 1989). A reasonable assumption is that the actors felt safe and able to raise issues and concerns. The workshop can then be viewed as a safe space between two organisational fields/institutions within the same hybrid organisation. The format also allowed interpretive flexibility by the actors, using the activity in different ways than perhaps intended, developing a coordinated consensus and understanding within the group (Bechky, 2003). The strategy workshop meets a definition of a boundary object as

- It included (or cut across) several communities of practice.
- It was adaptable to the variant needs and constraints of the actors yet remained structured and retaining a common identity.
- The process/object (strategic themes) were easily handed off to collaborators.

By viewing and using the workshop in this respect, the activity moves towards the definition of a boundary object. However, an expansion of these definitions may be more accurate. The workshops allowed divergent institutional viewpoints to coordinate and initiate communication through the production of specific issues, goals, actions, and themes. The actors were then able to utilise the strategy workshop to communicate organisational issues to the higher-order institution. The strategy workshop may then align more closely with Lee's Boundary Negotiating Artefact (2007). Here more attention is paid to collaborative sense-making, which is implicit within the strategy workshop and can be utilised in negotiating boundaries. In this case, within the conflict between lower-order and higher-order institutional field boundaries within a hybrid organisation.

Secondly, in knowingly seeking to change the perspectives of stakeholders, this marketing/communication activity can be classed as institutional work (Dobbin, 2010). Institutional work being the actions and agency of actors in maintaining, forming, and reproducing institutions (Berger and Luckmann, 1966, Giddens, 1984). The aim being to change the nature of the institutional field controlling the resource, the actors attempting

to deliberately influence institutional legitimacy. The strategy workshops then become a field configuring event (Meyer et al., 2005). Undertaken to deliberately attempt to influence the nature and perceptions of the higher order field/institution within a hybrid organisation (Lampel and Meyer, 2008). This blurs the distinction between strategic and institutional work (Clegg et al., 2006) and aligns more closely with insights from Strategy as Practice (SAP). Where practice (the activities) and praxis (the reasoning behind action and thought) are interconnected (Habermas and Shapiro, 1972, Marcuse, 1964). The organisational or cultural context (Vaara and Whittington, 2012) linked to institutional-level insights (Elbasha and Wright, 2017, Johnson et al., 2007, Smets et al., 2017) being further demonstrated as a major influence on the strategy workshop.

Figure 71 sums up the process of institutional work through the development of marketing and communications goals. In the first stage, we can observe that the actors are driven to act legitimately; this legitimacy is directed or formed within the subfield, column two. The actors then describe the need to establish and defend what they believe has value from their institutional perspective, column three. This is articulated through goals and actions that the actors believe will change the wider institutions' perception of their field. The goals and actions are typically in the form of marketing and communicating aspects of perceived value or strength.

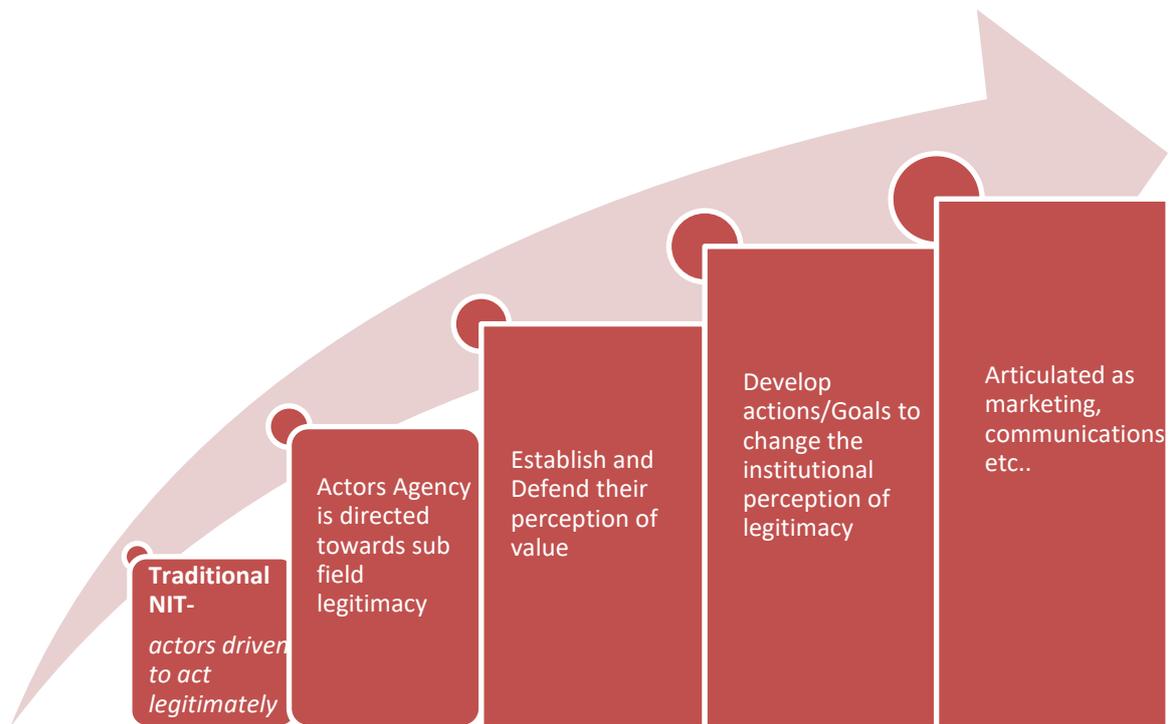


Figure 71 Institutional work in the workshop

This approach, though, has a key problem for the groups. As stated, hybrid organisations can contain multiple institutional realities. Yet the strategy groups appear to assume that their perception of reality can influence the higher-order stakeholders/managers' reality. The assumption is that if the higher-order field has the same information and insights, it will come to the same conclusion. Although this could be correct, the actors under study do not appear to consider that their socially constructed reality or institutional drivers may differ. In fact, the perception of reality by the various actors (within higher-order and lower-order institutions) appears entirely different, and both parties come to entirely different solutions or conclusions, regardless of the accuracy or content of any marketing, training, or communication activities undertaken. The stakeholder's reality is bounded by the higher-order institution, often differing significantly from the strategy group.

This also assumes underpinning positivism in the actor's framing of their environment. The assumption is that more accurate data and information would result in a rational evaluation and response by the target group. The thinking goes like this *'If we communicate our perspective and value, we will convince the stakeholders of our worth and contribution'*. From an individual actor's perspective, this position may seem logical and rational but is actually a socially constructed reality created by the actors within a field. The researcher would argue that this is a flawed assumption; it is not rational analysis driving these perceptions of value and strategic thinking, but the established organisational fields, neo-institutional and legitimacy drivers that act as the strongest force. Whilst the separate fields are separate realities, it is unlikely that any perceptions of the strategic environment will wholly align. If the various fields within a hybrid organisation remain driven by rigid institutional logics, in terms of strategic development and analysis, we reach an interesting tension. In order to address this and perhaps influence higher-order fields, strategists would need to encompass the higher-order actors within the lower orders reality (or visa-versa) rather than convince them of any "rational" outcomes or benefits. It would be a fundamental analysis and exploration of perceived realities that could yield greater understanding, insight and strategic cohesion, not any seemingly rational communications or marketing of 'facts'.

In summary, this study has observed that differing organisational fields within a single hybrid organisation base their strategic aims, outcomes, and practice on fundamentally differing realities. A socially constructed cognitive approach to understanding institutionalism supports an understanding of strategic focus and attention by organisational fields. Strategic thinking can then be seen as a direct function of institutional thinking, not at an organisational level but at a field level.

Chapter 10 Summary Conclusion and Recommendations

This chapter will revisit the research question and objectives and consider the study's limitations. It will then consider the contribution to knowledge of the thesis, specifically around the concepts of tool affordance, institutional legitimacy, institutional work, and the methods used. Finally, the chapter outlines the practical applicability of the thesis and presents the forward research agenda.

Research question and objectives

This thesis set out to answer the following question.

In what ways and to what extent do the issues of institutional legitimacy and tool affordance influence strategic attention and cognition within a strategy workshop?

The researcher facilitated and observed ten strategy workshops to answer this question. These were delivered by utilising a strategy-making process SODA within the workshop setting. The participating actors contributed ideas and organised strategy maps to reflect their strategic priorities and develop goals and actions. The data was then analysed using tools and software designed specifically for strategy map analysis.

Although the organisations and actors involved were relatively diverse, the research generated consistent insight into the strategy workshop process. In particular, it revealed how the nature of tools and the actors' institutions influence contributions and cognition.

A key finding was that strategy tool affordance impacted the focus of attention and what actors deemed appropriate to include or exclude from a strategy process. Institutional and legitimacy drivers within hybrid organisations were also revealed. These drivers influenced what actors did or did not include within the workshop, but the work also observed active institutional work. The participating actors effectively utilise the strategy workshop to influence and attempt to change their organisation's higher-order institutional perceptions.

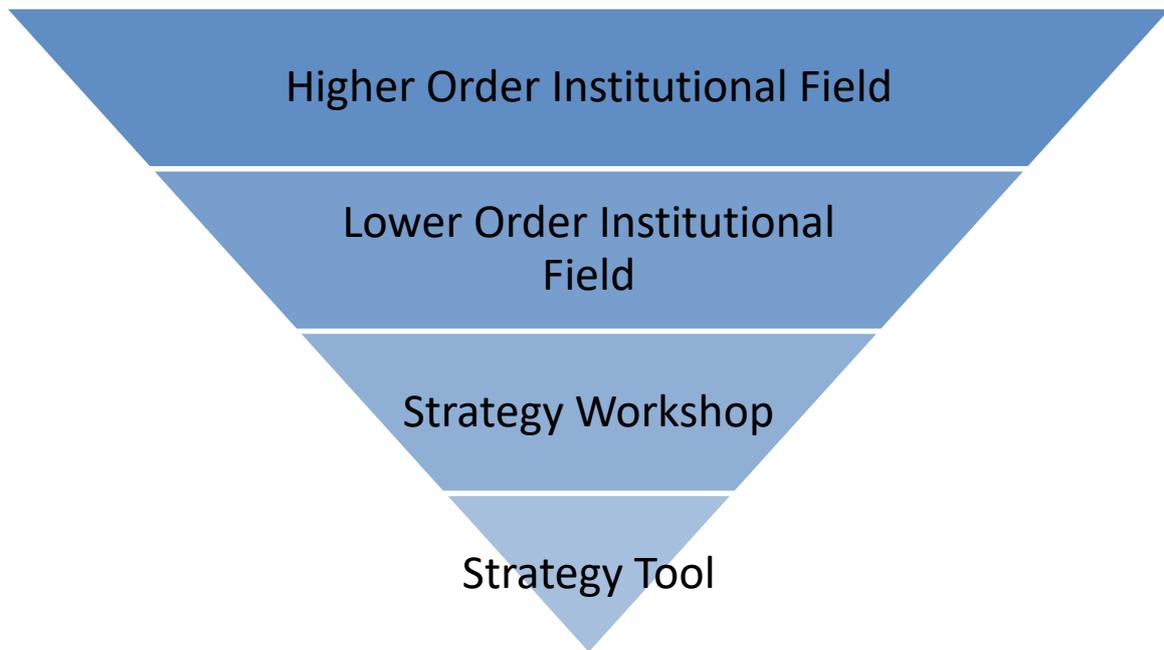


Figure 72 Hierarchy of workshop influence

These influences can be visualised with the diagram (Figure 72), a 'hierarchy of workshop influence'. This summarises the forces affecting actor attention and cognition captured within the research. The highest level on the diagram is the higher-order Institution within a hybrid organisation, followed by the lower-level institution of the participating actors within a division or occupation. These institutional influences are then observed to be further framed by the nature and expectations of a strategy workshop, delimiting what actors include or exclude from the process. Lastly, the tool itself and its design affordances effectively direct and influence what participants contribute to a workshop activity.

The following section will explore and summarise the outcomes of each research objective.

Research Objective 1 To understand the nature and practice of strategy workshops and the influence of organisational fields, legitimacy, and neo-institutionalism on cognition.

The first element of this objective was to understand the nature and practices of strategy workshops. The researcher delivered ten workshops following an established strategy development format. This allowed participants to freely express and collate their group understanding of the organisation's strategic issues. Concurrently, the author developed a deeper understanding of the nature and practice of strategy workshops by facilitating and observing this process.

The strategy workshops were the main source of data for this thesis. However, from the perspective of the people and organisations concerned, the workshops were real and live development opportunities. That is, the workshops were a central element of the organisations' strategy development and had value and purpose in their own right.

Adopted consistently across all participating cases, this method used cognitive mapping analysis tools alongside analysis software designed specifically for this form of research. Organisations received the process well, and participating actors appeared thoroughly engaged throughout.

This direct observation of strategy workshops alongside an aligned process for revealing cognition, focus and attention facilitated a detailed understanding of workshops. The work established a number of areas in understanding the nature strategy workshops. Firstly, assumptions that workshops are non-hierarchical, liminal spaces allowing freedom of thought and expression (Concannon and Nordberg, 2018) do not adequately define their nature. The data provides compelling evidence that their nature is highly influenced by the participant's reality and institutional setting. Secondly, the influence of tool affordance, social reality, and institutional legitimacy is observably present and significantly impacts the workshop's nature, form and use.

In summary, the work proved effective in allowing direct observations of how the tools, the workshop, and the social reality of actors are both influenced by and themselves shape contributions to the process, enabling a deeper understanding of the nature and practice

of strategy workshops. As such, the thesis offers up a useful empirical representation of strategy workshops in the wild and proves to be an effective practical approach to observing their nature.

Research Objective 2 To develop an empirical understanding of the focus of attention and cognition of actors undertaking strategy workshops.

Objective two set out to establish the attention and cognition of actors undertaking strategy workshops. To explore this, a research method was selected, which would offer participants a solution to an organisational need whilst developing empirical research data.

To achieve this, a data capture and analysis method was developed that enabled.

- a meaningful approach to developing an organisational strategy.
- an opportunity for actors to express group attention and cognition.
- data to be analysed in a form that can support empirical investigation.

An effective approach to strategy workshops

The first stage was to select, create and facilitate a strategy process with organisational and actor buy-in and achieve its stated aim of developing strategic planning. Following the work of Ackerman and Eden (1995), the SODA tool became the basis of the approach utilised within the sessions. This tool gave participants a simple and effective approach to developing strategy within their participating organisation. Fundamentally the process allows a natural and collaborative process which enables actors to highlight organisational issues and, via the group clustering of these ideas, develop agreed goals and actions. This process's highly collaborative and physical nature ensured that all participating actors could visualise and contribute to their organisational strategy. Organisations and actors thoroughly engaged with the process, and the level of interaction and contribution was high throughout each case. The method permitted the researcher to undertake and complete ten strategy workshops to the satisfaction of the participating organisations.

Expression of group attention and cognition

The underpinning cognitive mapping principles of the SODA process enabled strategy development activity but also expressed the cognition of the group. The cognitive mapping process is relatively open and effective in capturing the actor's focus and attention. Each individual was thus able to express their perception of the strategic position (see "limitations" below). Actors/participants self-organised and selected the content-independently moving, organising, and causally linking elements. The resultant map successfully revealed the cognition and attention of the group within the setting (Axelrod, 1976, Nelson et al., 2000), becoming a rich data source for analysis and establishing a practical approach to generating data regarding group strategic cognition.

Empirical analysis of the data

The final element of this objective was to develop an empirical understanding of the data. The workshop was, in effect, a method for creating a strategy and simultaneously a research method. The data produced was analysed with methods designed explicitly for cognitive mapping research. The analysis was divided into two fundamental elements: first, a visual examination of the mapping, including clusters and complexity; and second, mathematical analysis using software specifically designed for the SODA process, 'Decision Explorer,' which calculates the analysis of Centrality and Domain statistics. This combination results in a detailed and rich data set, enabling themes and insights to be generated in a robust and potentially repeatable manner.

Although cognitive mapping and the SODA process have existed for some time in strategy development and research, the specific utilisation of this approach of enabling strategic outputs for an organisation whilst concurrently exposing the focus of cognition and subsequent institutional legitimacy drivers is distinctive. These processes supported an empirical understanding of attention and focus and established a research method that can be applied across multiple organisations with little modification.

In summary, the work overall successfully progressed these methods to enable empirical understanding of the focus of attention and cognition of actors undertaking strategy workshops.

Research Objective 3 To establish the observed affordances and de-limited focus of strategy workshops and the bounded nature of actors' reality.

The work began with a literature review and discussion regarding the positivistic underpinning of strategic management and how this implies rational expectations when using strategy tools. The mapping process (through SODA and Cognitive mapping) allowed an open-ended inductive approach to exploring the cognition of groups of actors undertaking strategy. Each map revealed group cognition; although frequently complex, key themes were identified. This process enabled the researcher to accurately observe the focus of the actor's attention and establish how the strategy workshops' design affordances influenced this attention. Thereby enabling insights as to whether assumptions of rationality within tool use are appropriate.

The analysis of a strategy workshop's design affordance was separated into two component parts, the practice of a tool, the SODA cognitive mapping exercise and a separate consideration of the praxis of a workshop setting itself. This enabled a more nuanced insight into the design affordances of both processes. Both elements have been shown to have separate, explicit, and influential impacts on actors' thinking.

The first element was the SODA tool itself—the design affordance of the tool and its impacts on cognition were relatively hidden before use. The tool developer's intent was for actors to explore a broad arena of strategic areas. However, the tool's design was observed to impact actors and delimit contributions to the process. One clear example of this is the use of language, an example being the interpretation of the term 'issues' used within the SODA approach. Participating actors used the term to imply immediate and operational problems as opposed to a broader definition established by Akerman and Eden (1995). Establishing this specific use of the term is an example of how the tool affordance can delimit what will or will not be included within a specific process.

Secondly, a praxis lens on the workshop revealed the actor's perception of the nature of management and strategy. The data revealed that the actors interpreted the workshops' meaning or purpose to focus on specific elements and exclude others. The data shows that the actors demarcated what they perceived as management (performance, training, promotion, resources, communication) as strategic and to be included within the workshop

setting. They simultaneously discounted their professional practice from the sessions (for example, within the health workshops, references to patients, service users or clients had minimal to zero mention, and neither did the professional practice itself). It is not that these attributes were not deliberately or consciously omitted but, in the actors' minds, they were not within the bounds of the strategic workshop. The actors included what was considered 'strategic'; if it was not considered 'strategic', it was not included. This observation established a distinct level of affordance within the workshop, and the delimited nature of contributions was empirically definitive.

Both practice and praxis are observed to be bounded by both the design affordance of the tools but also and, concurrently, a socially constructed or enacted environment by establishing the observed affordances of strategy workshops and the bounded nature of actors' reality. The thesis effectively demonstrates how the tool, the workshop and preconceptions of the nature of management/strategy de-limited inputs into a workshop and reveals insights into the actor's reality.

Research Objective 4 To explore the institutional underpinnings, legitimacy, and the use of the workshop as a tool for institutional work.

The strategy workshop format enabled close-up observation of group cognition and focus. The ideas generated and their causal linkages revealed clear patterns in thinking, which were successfully analysed using neo-institutional theory. In particular, the data exposed insights into strategic issues considered by the actors to be areas of legitimacy.

In meeting the objective, causal mapping has been established as an appropriate and effective mechanism for revealing institutional underpinnings. In particular, the elements that actors felt gave them legitimacy within their profession or a lack of legitimacy within the organisation. The workshop data conclusively demonstrated this separation of polar perspectives and how the groups aligned closely with institutionally hybrid organisation theory, which emerged clearly during the analysis.

A key observation is that their institution significantly influences the actor's cognition within hybrid organisations. What was revealing was that this influence was not what this thesis describes as the higher-order institution, such as healthcare or education. Rather, the actors were found to be influenced significantly by their lower-order professional or local institutions, such as traffic engineers within a local council or occupational therapists with a health trust. The data demonstrated that any higher-order institutional pressures to conform or drivers of isomorphism were rejected. Organisational actors actively rejected and produced strategic goals to counter the higher-order institution directly. Further, the research data revealed that the actors had little critical analysis of their lower-order institutions and values.

This institutional reality significantly drove the strategy workshops undertaken. This occurred to the extent that the sessions aligned more with an attempt to change the institutional characteristics of the organisation and revealed clear evidence of institutional work. In effect, they were utilising the strategy workshop to change their perceived legitimacy within the organisation rather than undertaking what might be considered traditional strategic work. The actors under study used the strategy workshop as a form of institutional work, a field configuring event to change and influence the organisation and, for example, using communication techniques, marketing, and influential positions to

change the higher-order institution's perceptions of their field. This had a specific focus on legitimacy and value perception for the field.

Whether this work influenced the organisation falls outside the scope of the present study. However, it does appear that actors tended to assume that a higher-order institution would perceive value and the nature of reality in the same manner as the actors themselves appeared to do so within the workshop. This would appear to be a fundamental clash between competing socially constructed realities.

In summary, the research met and evaluated the institutional underpinnings, legitimacy, and the use of the workshop as a tool to change institutions across hybrid organisations.

Research Objective 5 To make recommendations for the structure and facilitation of strategy workshops.

The final research objective was for this work to develop recommendations for the structure and facilitation of future strategy workshops. Considering the insights generated through this thesis, the author would recommend that the following areas be considered when designing and delivering strategy workshops.

A key finding within is that actors bring preconceptions to workshops. These materialise in the focus of actor attention, what they fundamentally consider strategic and whether the actors demarcate managerial, strategic elements as separate from their professional roles and interests. This can be broken down into the broader understanding of what strategy is and the specific focus of a strategy workshop.

Here we need to consider two sets of issues: first, a broader understanding of the concept of strategy (i.e., what strategy 'is' or could/should be), and second, perceptions of the specific focus and aims of strategy workshops. Preconceptions in relation to both can be explored by unpicking a range of initial assumptions and definitions.

Although strategy and management terms and activities are used extensively, what these terms mean depends on the perception and reality of the participating actors. What should or should not be included in a workshop is assumed, not stated. In effect, a strategy workshop is a place where everyone assumes the same starting position and definitions. However, each actor may have entirely different definitions and established understandings of their nature and what should be incorporated. By addressing the workshop's scope, range, definitions, and parameters prior to or at the beginning of any session, it may be possible to broaden actors' concept of a strategy workshop and potentially enable them to include a broader range of insights and factors.

This insight extends into the terms and language used within the chosen strategy tool. The tool within the workshop was found to have design affordance regarding the vocabulary and phrases used by facilitators and their interpretation by the participants. A proposal for future workshops would be to change this language and widen explanations to assist in defining actors' preconceptions and interpretations of terms. A recommendation here is that, rather than deployment of a constrained management argot, the use of a broader

palette of terms and more extensive prompts would offer participants a range of insights and directions that might open out their thinking.

A further insight for future workshops is that what is valued or has legitimacy within a group cannot be viewed as an organisational given. Different groups with different realities perceive the value of various aspects of their strategic environment as a function of institutional legitimacy. Within the hybrid organisations, the differing internal institutions were demonstrated to have differing legitimacy drivers and, effectively, different values. The strength of these lower-order institutional drivers seems relatively unbreakable.

This observation of legitimacy driving the inclusion of issues or strategic analysis extended into the goals and actions established by the group. The data revealed that many of these goals and actions focused on communicating legitimacy and value to the higher-order institution within the organisation. This is an interesting dilemma as although participants observe and can differentiate their legitimacy drivers from the broader organisation, they then fail to embody this thinking into goals as the higher-order institution has already been established as having separate legitimacy drivers.

In addressing this, it would seem prudent to open up these institutional differences and discuss values and legitimacy. This could include establishing areas of significant disconnect (see Figure 69) at the outset of any strategy workshop and establishing overlapping values or shared areas of commonality. This could be achieved by including actors from a range of internal institutions to enable a broader range of perspectives to be openly discussed and debated and for differing realities to be exposed. This opening out does not imply that any objective rationality can be achieved or exists but could expand the strategic insight of participants and assist in encompassing a more comprehensive definition of what should be included within a strategy workshop.

Contribution to Knowledge

This work has contributed to the generation of knowledge in several areas; the study of workshops, strategy tools & design affordance, and neo-institutional legitimacy within SAP. The research literature within the SAP field continues to grow, and several thematic clusters have emerged, including sensemaking, discourse, sociomateriality and institutionalism (Kohtamäki et al., 2022). The field has called for new modes of enquiry that incorporate more varied evaluation approaches (Prashantham and Healey, 2022). A long-standing and important area for development has also been the inclusion of institutionalism alongside SAP (Gurbuz et al., 2022).

This thesis contributes to the continued exploration of human and nonhuman actors, tools, techniques, and objects used to develop strategy (Garreau et al., 2015, Latour, 2007, Werle and Seidl, 2015, Whittington, 2007). Within the practice areas of SAP, micro-strategising or strategic episodes are defined, detailed moments of strategy work, including strategy workshops (Johnson et al., 2003, Kohtamäki et al., 2022, Morton et al., 2020). Understanding the forces that shape strategy workshops is an embryonic and developmental area for the SAP field (Concannon and Nordberg, 2018, Heck, 2018). Workshops are frequently considered non-hierarchical, decoupled, or liminal spaces allowing freedom of thought and expression (Concannon and Nordberg, 2018, Healey et al., 2015, Kajijima and Stalder, 2022). These current insights tend to frame workshops as relatively free of the constraints of everyday working practice and do not fully consider how different factors can affect the actors' inputs into workshops, with limited research exploring this (Van Aaken et al., 2013). This thesis has contributed to these areas by establishing the influence of three critical areas on actor cognition and establishing a repeatable process for exploring strategy practice. The contributions are Strategy tools, Institutional Legitimacy, Institutional Work and the research method.

Strategy Tools – Workshops and the SODA process.

The first contribution is an insight into strategy tool affordance (Jarzabkowski and Kaplan, 2015). This includes both the strategy-making framework and the strategic episode itself, the workshop (Hendry and Seidl, 2003). The current literature explores tool design affordance. This work furthers this by specifically exploring affordance in regard to the

impacts on an actor's cognition and contribution to a strategy-making process. The thesis has established that the nature of the specific strategy tool utilised and its setting, the workshop itself, affects the actor's inputs, cognition, and focus with observable effects on how actors analyse their strategic position and what causal goals and actions are developed in response to this position. One particularly notable contribution resides in how actors' separate elements of strategic interest. Groups with strong professional identities excluded critical analysis areas of the strategic environment, such as customers, service, product and production. This selective strategic attention is a significant observation and contribution to the understanding and use of strategy tools and actors' preconceptions of their nature. The thesis builds on SAP's work with respect to how a tool's design and nature can be delimited, influencing what is or is not included within a session (Jarzabkowski et al., 2022).

Institutional Legitimacy and Institutional Work Within the Strategy Workshop

A further contribution is to expand understanding of the impact of institutional legitimacy and institutional work on strategy workshops (Dobbin, 2010, Lawrence and Suddaby, 2006, Lawrence et al., 2013). This contributes to the growing link between strategy as practice and neo-institutional theory (Suddaby, 2013), particularly around institutionally hybrid organisations (Battilana et al., 2017, Boudes et al., 2020) and the legitimacy drivers that influence cognition and contributions to a strategy workshop.

The findings in the thesis support existing work on the focus and influence of institutional context extending the Practice Driven Institutionalism (PDI) field (Smets et al., 2017). The thesis adds to this theoretical area by definitively establishing links between situated activity and institutional forces and institutional work (Dobbin, 2010, Lawrence et al., 2013, Willmott, 2011). The study has established that the actor's organisational field and the NIT legitimacy drivers can significantly impact cognition and influence subsequent strategy workshop inputs. In addition, it demonstrates the ways in which, within an institutionally hybrid organisation, strategy workshops can be modified by actors. The latter can turn the workshop into a 'field configuring event' and undertake institutional work framed as a strategy (Lampel and Meyer, 2008).

The study also expands a SAP-oriented understanding of the processes and the work of actors within a practice setting, revealing how institutional legitimacy within a field effectively dominates the cognition of the groups under study.

Method

A final contribution relates to the research method. The research employed a process of cognitive mapping to support organisations in developing strategy whilst simultaneously producing data that represents the cognition of a group. Analysis of the data involved a combination of visual observations and mathematical calculations. This method enabled actors to participate in consequential strategy, express their cognition around the topic, and structure their work to produce a representative map of group cognition: thereby, it facilitated an empirical analysis of the group. In effect, the researcher acted in concert with the actors in producing thematic areas for analysis. The method achieved a useful balance between consequential observable activity and a form that accurately represents group cognition. This framework should provide a useful template for researchers that have an interest in the exploration of cognition within workshop settings.

To whom is this useful?

One pragmatic and functional area where this thesis may be beneficial is for facilitators and consultants who lead and deliver strategy workshop activities. The practical insights highlighted around actor cognition and legitimacy, alongside the affordances of strategy tools, could directly improve the effectiveness of strategy workshop activity and the applicability and usefulness of workshop outcomes.

Managers and policymakers interested in institutional barriers to strategic change will find the insights helpful in exploring organisational behaviour. This may have particular resonance within hybrid organisations where the opening up of institutional perceptions could assist in developing actionable policy.

The delivery of strategy theory to post-experience students and those in part-time education will be a further target group for the insights developed. This work should have specific relevance for teaching within situated learning and cognitive apprenticeship pedagogies where a focus on contextual-based learning is foregrounded. This is typified by post-experience degrees, degree apprenticeships and masters level provision, where students are undertaking learning within a specific work-based context. In this setting, a process for considering strategy within and across various contexts or institutions within the organisation is of actionable use and supports the practical application of theory within the workplace.

Note: an element of this work has already been published as a book focusing on strategy in the public sector.

Limitations of the thesis

Single institutional groups – on reflection, one inherent limitation of the study is that the strategy workshops tended to be made up of a single institutional group within a hybrid organisation. As such, the insights developed were based solely on the perceptions of the participants undertaking the workshop. These perceptions encompassed and articulated the participant's organisational field and their reality. They also included their evaluation of the nature of institutional legitimacy within the higher-order organisational field. Therefore, higher-order legitimacy values are a projection or interpretation rather than being based on first-hand data. This is a limitation of the study in that, although the participant's insight and perception of the higher-order institution can be evaluated and is important, members of the higher-order institution were outside the scope of the study. In light of this, future studies would benefit from incorporating a more comprehensive range of actors spanning the institutions within the hybrid organisation.

Scope – a second limitation relates to scope and scale. In developing the thesis, the author undertook 35 strategy development workshops. The cases included in this thesis were within the education, public sector, and health settings. The 25 sessions not included within the study incorporate micro charities in a Northern UK town, international nuclear decommissioning organisations and the engineering/plumbing sector. Given their links to public structures and funding, the findings established within the included fields have implicit limitations. Given more time, the incorporation of a wider sample of organisational fields would provide a deeper and more nuanced analysis. Future work will aim to complete the data-set analysis and develop insights from these sessions.

Hidden themes- finally, a key finding is related to what the actors chose to include or exclude within the workshops. Although specific expected themes were missing from the workshop (for example, customer and production aspects such as patients, service users and therapies), an assumption has been made that the actors did not completely exclude them from their strategic thinking. The assumption is that the actors considered these elements but located the work within their profession rather than what they framed as a management activity, i.e., the workshop. Given time, examining and observing where these elements materialise would confirm or clarify this. (Please refer to the Reflections in Appendix 2 for more insight with respect to the researcher's journey.)

Forward research agenda

A wider range of organisations

This thesis focused on strategy workshops within education, health and local government. The organisations sampled have a leaning towards larger organisations that are publicly funded or controlled. In exploring the findings further, it would be useful to explore a wider sample from other organisations or organisational fields. A recommendation would be to focus on profit-orientated sectors or micro-organisations.

Extensive empirical data already exists from micro charities within a UK northern town, international nuclear decommissioning organisations and the engineering/plumbing sector. The analysis of this broader dataset in relation to the current research is recommended as the next step in the research.

Exploration of perspectives within hybrid organisations

The thesis only studied single institutional groups within a set of hybrid organisations. In establishing further insights, research exploring the multiple perspectives within a hybrid organisation would add depth by revealing broader institutional drivers and exploring the impact of observed institutional work.

Strategic implementation

The work to date has utilised the strategy workshop as the focus to develop research insights, a strategic development activity. This effectively limited the work to strategic choice, not implementation. Further research into the institutional influences on strategic implementation, following a strategy workshop, would expand understanding.

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Appendix 1 Example of data collection and company analysis.

Note – The following is a single example of the detailed data analysis undertaken for each case. The original photographs of causal maps and the digitised versions can be made available on request.

Session details	
Date of session	5 th December 2017 (Session 1) 16 th April 2018 (session 2)
Participant numbers	1=10 2=8
Broad description of range of participants	Participants included allied health professional leads across the trust and interested clinicians from a variety of clinical levels ranging from band 6 to 7. These consisted of senior clinical staff and professional leads.
	<ul style="list-style-type: none"> • Health • Large, but made up of a broad range of partner organisations within health and public services • Public • Heavily regulated • Localised to a region North Manchester
	Ideas generated <ul style="list-style-type: none"> • Issues 119 • Goals 89 • Core competence 1 • Actions; 6 • Statement of strategic action, NA Total 215

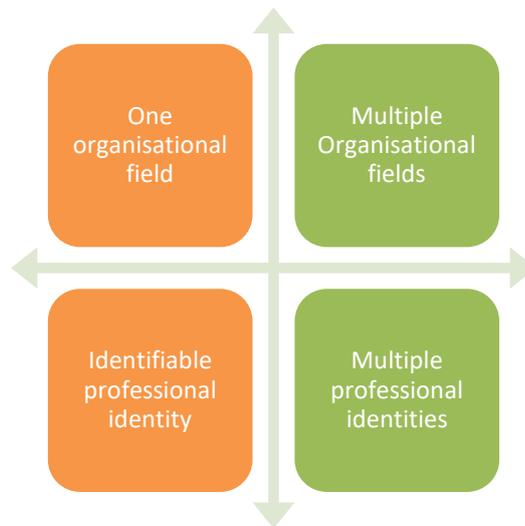
Introduction

This workshop was undertaken for a single NHS Mental Health Foundation Trust within North Manchester. Participants came from a broad set of professions referred to as Allied health professions or AHPs. This is a diverse range of professions including Occupational therapists, physiotherapists, radiologists, paramedics etc. (England, 2020). The workshop took place over two full days and the participants chose not to undertake the final stage, the statement of

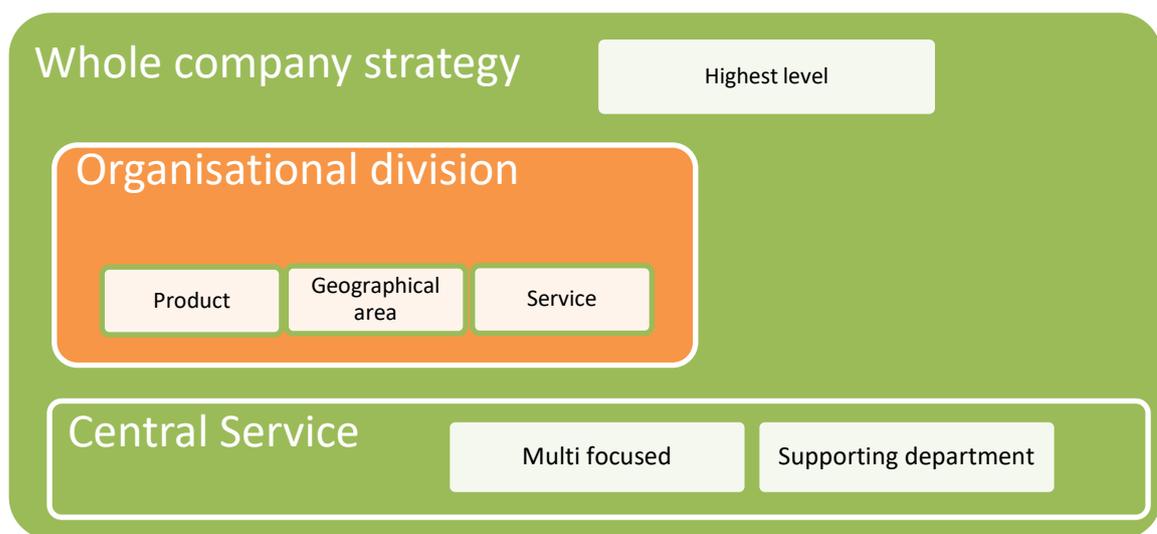
strategic action. The work was developed into a published strategy and is currently in operation (Newbury, 2020).



Field identities



Unit of analysis

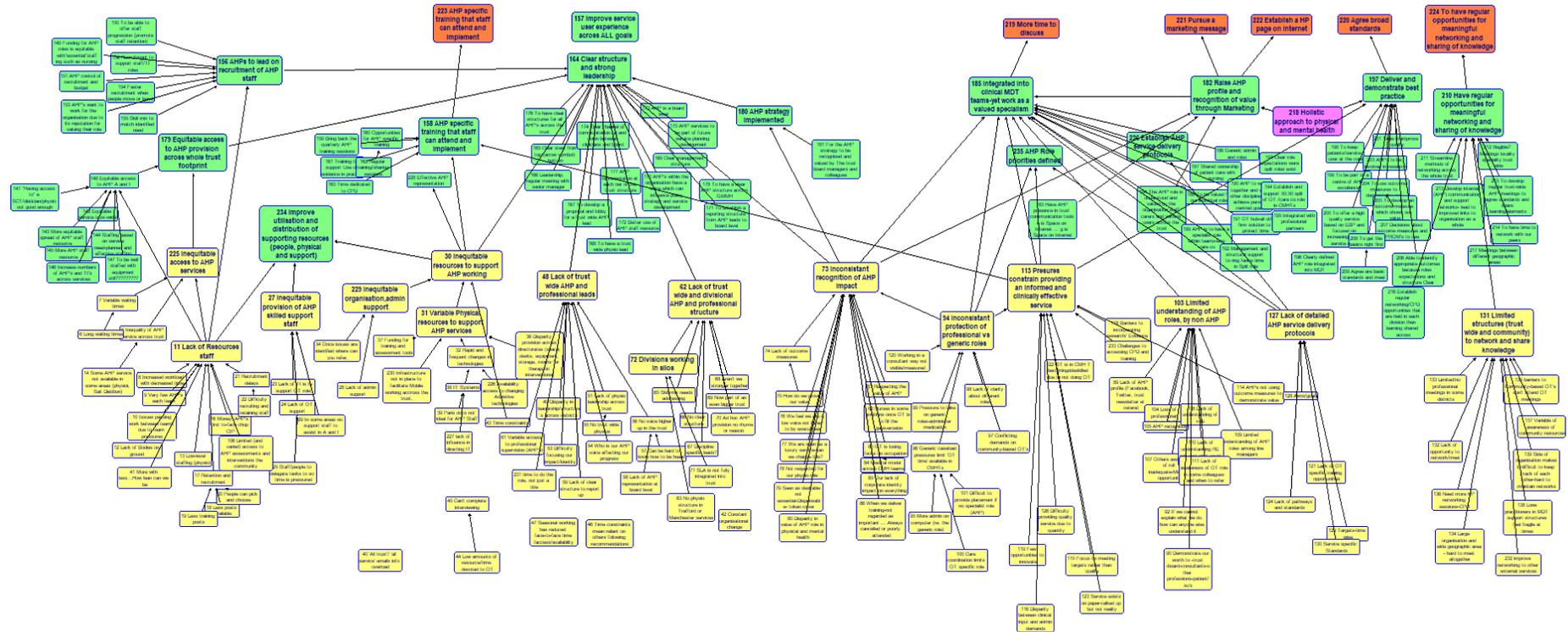


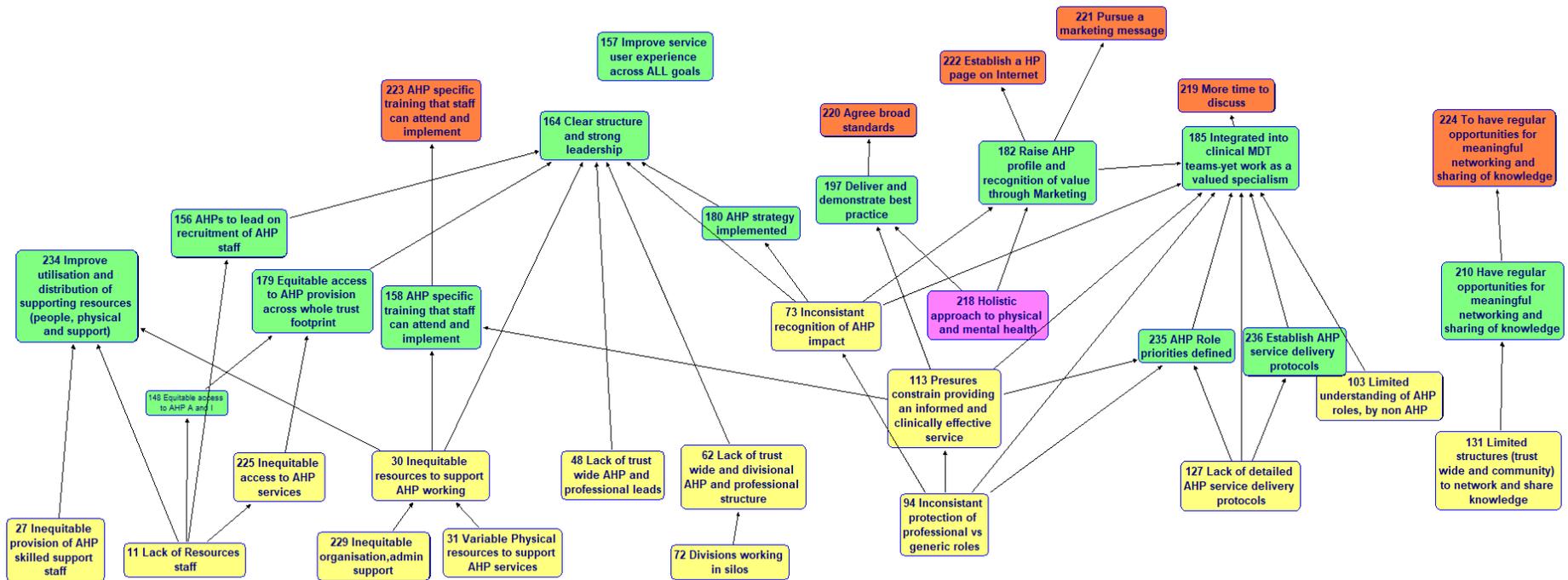
Notes on approach taken for this analysis

1. Due to the level of complexity of the causal cognitive map, the researcher chose to separate views of the map to enable analysis. The key cluster analysis will use the overview map which includes issue headings, goals, goal headings and actions. During the analysis of a cluster, the researcher examined the causal issues underpinning each of the issue headings. The researcher also hid the second level of causation within each of the analysis sections, thereby enabling a simpler view for analysis. A final map-level analysis was also undertaken as a range of core constructs were clearly apparent.

Please note; any modification to the software views of the map did not affect domain or centrality analysis calculations.

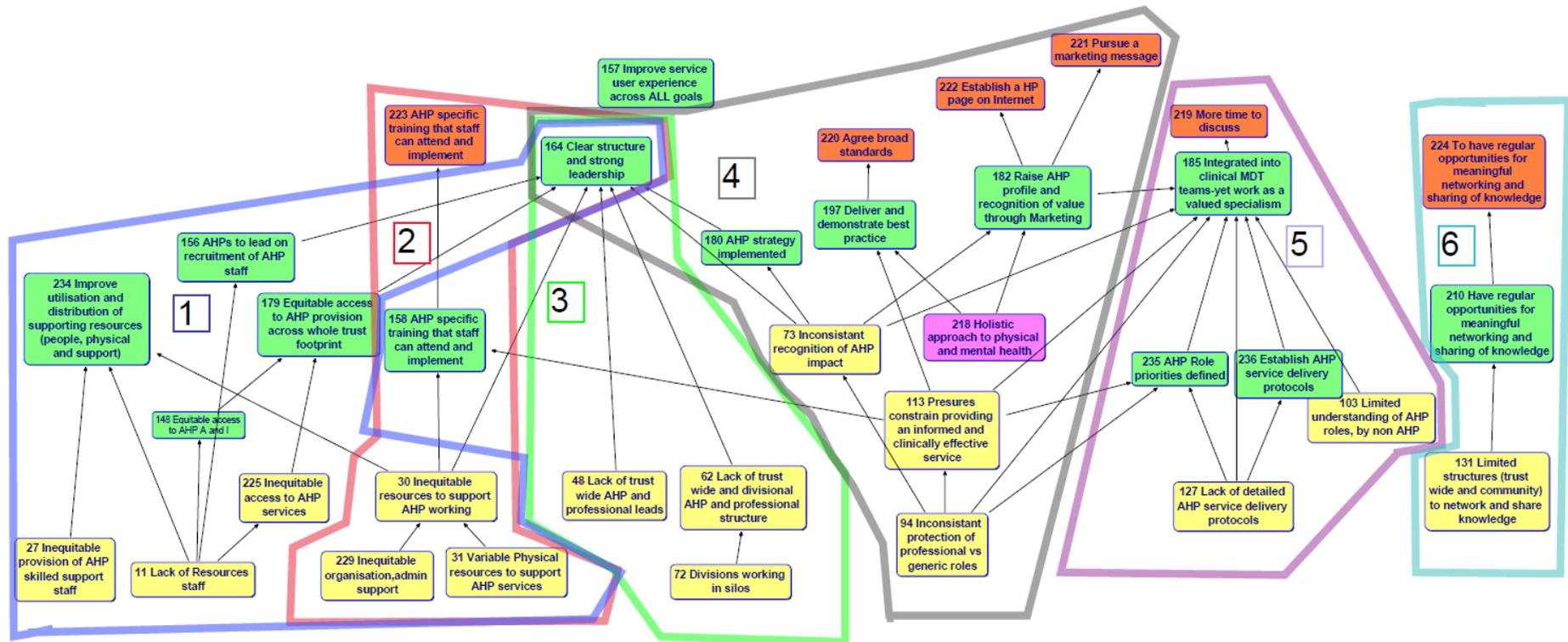
2. Organised map





Clusters, Islands and Causation (with and without hierarchy/heads Actions / CC removed)

The map has 6 definable cluster areas.



Cluster 1

Clear structure and strong leadership

Causally underpinned by the need to

Improve access and equity of AHP provision across the trust, including recruitment.

Improve supporting resources, people and physical to assist in mitigating any inequality in provision.

11 lack of resources

Is a key tail within cluster 1. The underpinning issues for 11 include, recruitment and retention, low-level staffing, lack of bodies on ground, very few AHP's, increased workload. Overall describing limitations and reasoning for a lack of staff resources.

This causally relates up to

225 in equitable access to AHP services

The underpinning issues for this issue heading include: long waiting times, variable waiting times in a quality of service and lack of service in some areas.

To the left of the cluster we see

27 in equitable provision of AHP skilled support staff.

This is complimentary to 225 in that the underpinning issues describe lack of support for OT (occupational therapy). This lack of support staff resulting in further inequalities of provision within AHP's.

Issue heading

30 in equitable resources to support AHP working

Further explores limited and variable resources, with a focus on support services.

There are three critical goal headings within this cluster

234 improve utilisation and distribution of supporting resources (people, physical and support)

156 AHP to lead on recruitment of AHP staff

179 equitable access to AHP provision across whole trust footprint.

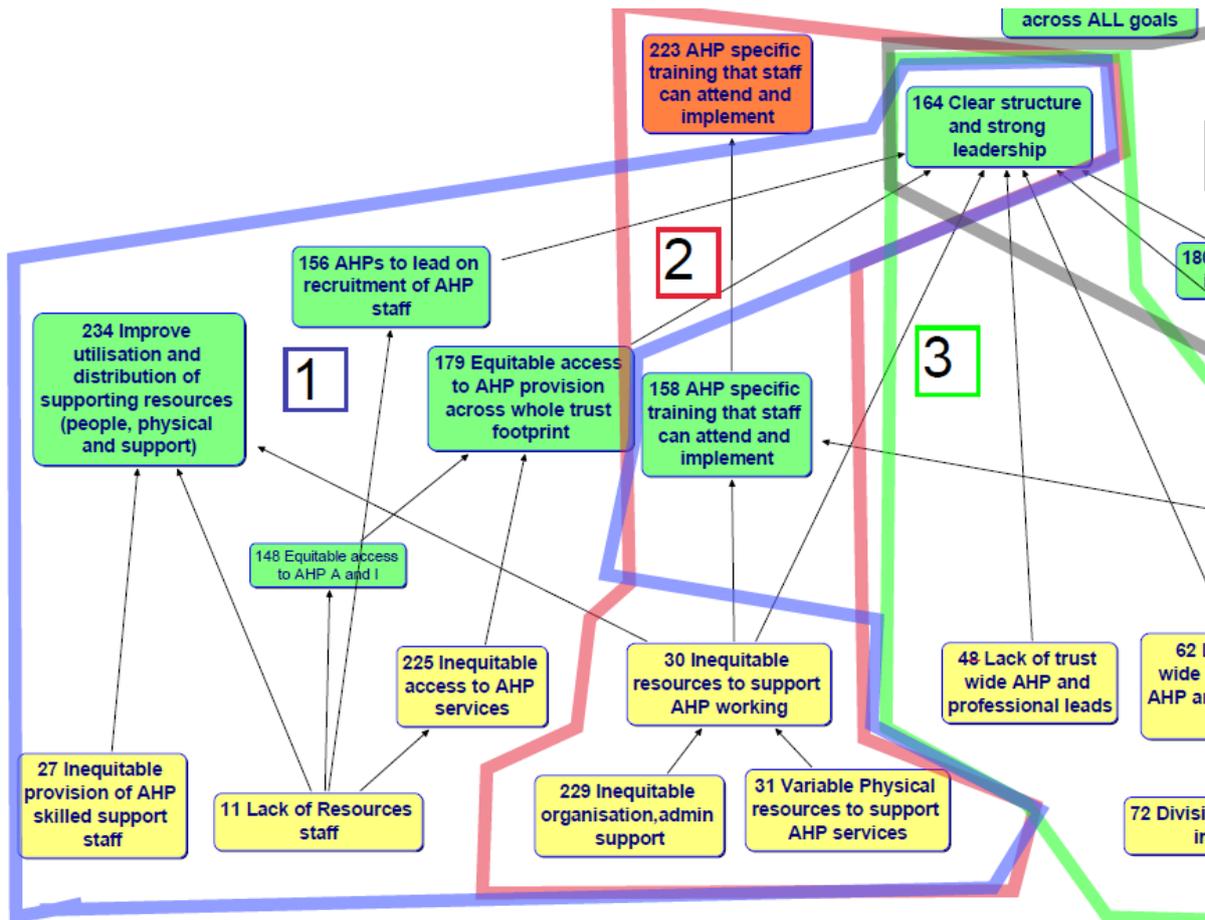
As a whole these three goal headings described two themes, the first improve access and equity of AHP provision across the trust, including recruitment.

The second is to improve supporting resources, people and physical to assist in mitigating any inequality in provision.

The head of the cluster,

164 clear structure and strong leadership

Is underpinned by 156 and 179, it would be reasonable to infer that the actors causally related the strategic solution to their resource and equity issues through structure and leadership.



Cluster 2

Clear structure and strong leadership

&

AHP specific training

Causally underpinned by

Inequity of administration and physical resources

Cluster two has the some crossover underpinning issue headings, in the form of

30 in equitable resources to support AHP working

The researcher separated this out as the goal and action heading causally related to this issue relates specifically to training.

158 AHP specific training the staff can attend and implement

223 AHP specific training that staff can attend an important

Note that the group have used the same form of text for a goal and an action.

Once again resources directly underpin

164 clear structure and strong leadership

Cluster 3

Clear structure and strong leadership

Causally underpinned by

Lack of structure and professional leads

Cluster three effectively makes a comment on how divisions across allied health professions work in silos (72). The hierarchical causal issue heading related to this is

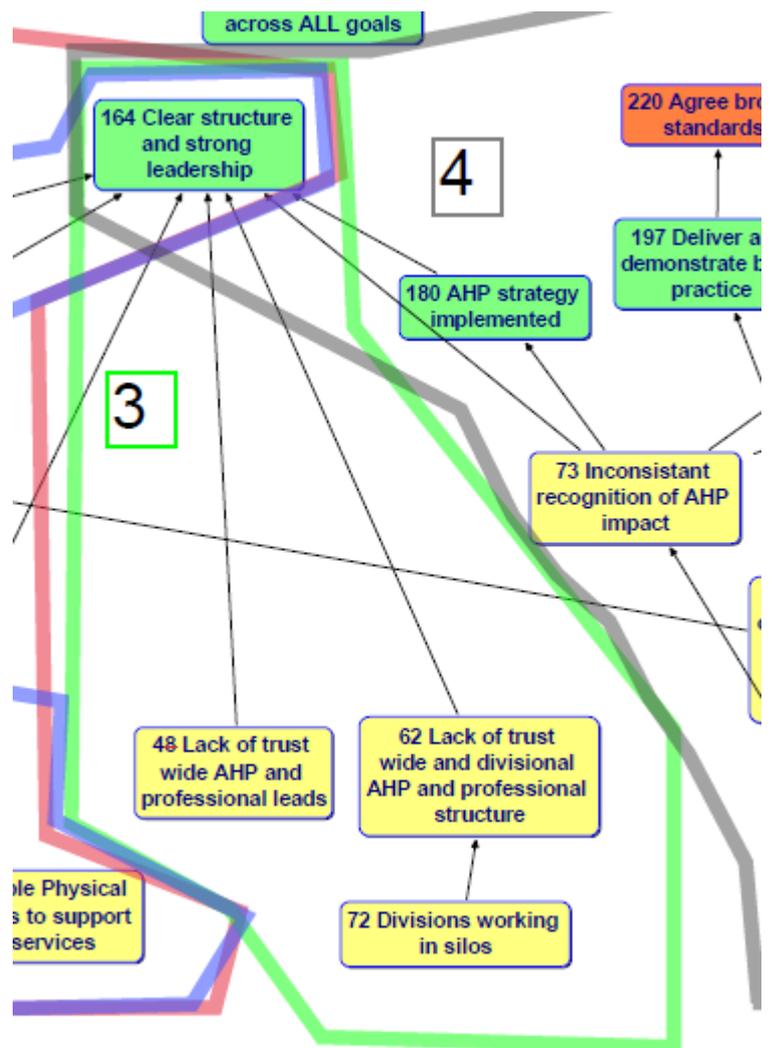
62 lack of trust wide and divisional AHP and professional structure.

This sits alongside issue heading

48 lack of trust wide AHP and professional leads

Both of which causally underpin

164 clear structure and strong leadership



Cluster 4

(Although ostensibly a straightforward cluster the issue headings have been opened up to explore the underlying causal issues)

Demonstrating best practice and communicating this through marketing .causally underpinned by

- *Barriers to training, research, practice and measurement constraining an informed and clinically effective service.*
 - *A perception that AHP has low value, dispensable and it is difficult to express its value*
- *Conflicts and protection of professional role versus generic roles.*
- *Holistic approach to physical and mental health*

Cluster four is causally underpinned by

94 inconsistent protection of professional versus generic roles.

Given that this is a detailed and complex issue heading, the researcher is included a close-up of the chart and issues underpinning this issue heading. The various issues causing underpinning this heading (94) describe the conflict between generic tasks and roles versus specific allied health professional roles. For example 96 generic caseload pressures limit OT time available in cmhts, 100 care coordination limit OT specific role, 99 pressure to take a generic roles/administer medication, 97 conflicting demands on community-based OT's.

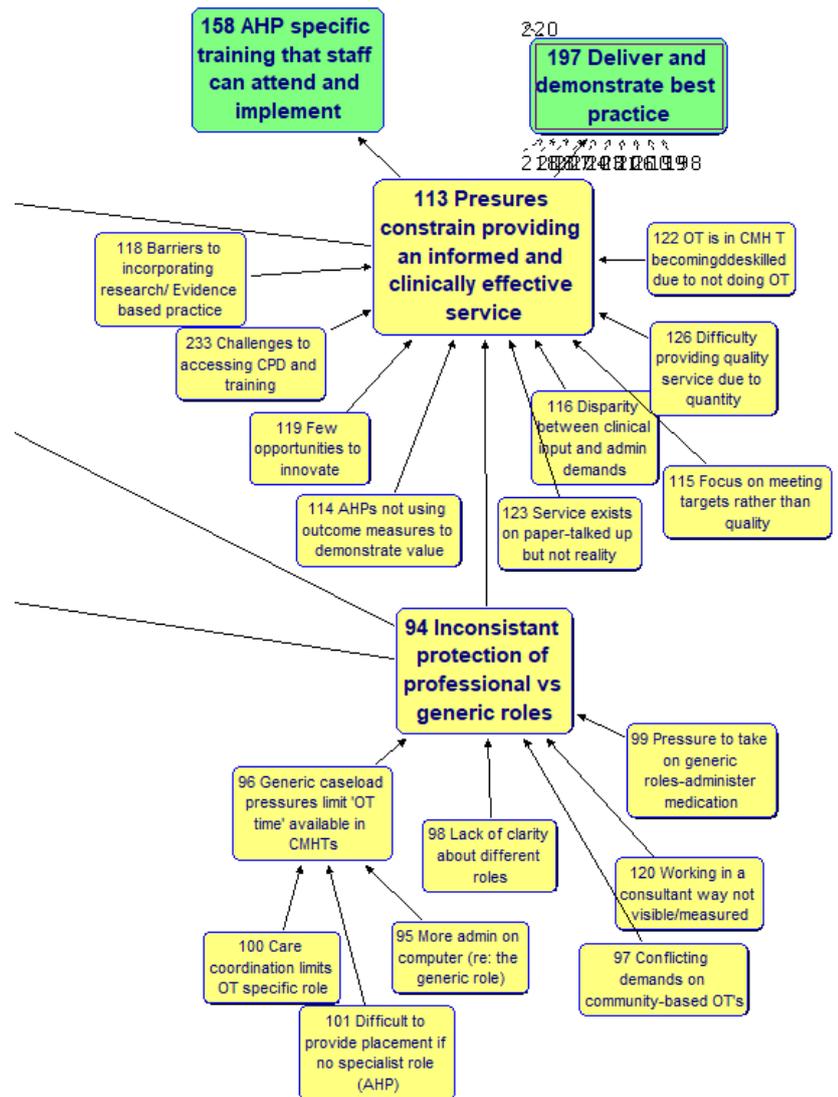
The first causal underpinning for cluster 4 can be summed as conflicts and protection of professional role versus generic roles.

94 then causally underpins the second critical issue heading

113 precious constrain providing an informed and clinically effective service.

These pressures are explored through issues such as

118 barriers to incorporating research/evidence-based practice, 233 challenges to accessing CPD and training, 114 AHP is not using outcome measures to demonstrate value, 115 focus on meeting targets rather than quality, 1 to 2 OT is it in CMH to becoming the skilled due to not doing OT.



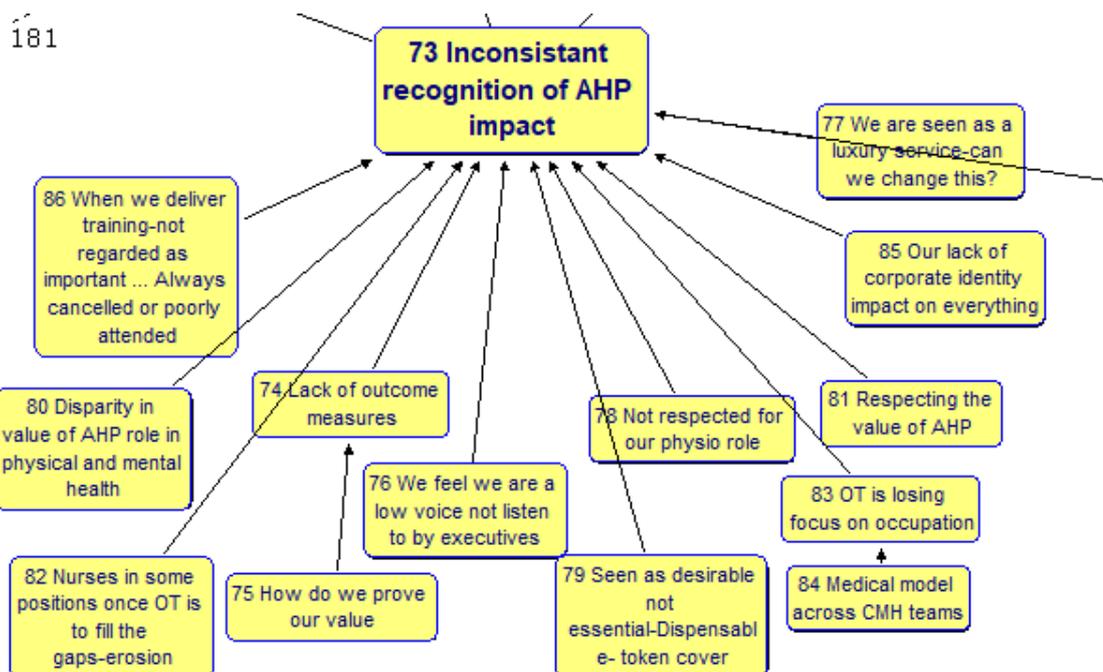
Overall this sub cluster can be summed as barriers to training, research, practice and measurement constraining an informed and clinically effective service.

The last of the three issue headings within this cluster is

73 inconsistent recognition of AHP impact

In reviewing the causal issues underlying this issue heading, we can see a range of statements articulating a perceived lack of value in the service for example 81 respecting the value of AHP, 78 not respected for a physio role, 77 we are seen as a luxury service-can we change this?, 80 disparity in value of AHP role of physical and mental health. Alongside this lack of value there is also a feeling that the service is not listen to such as 76 we feel we are a low voice not listen to by executives.

Overall the causal underpinning is a perception that AHP has low value, dispensable and it is difficult to express its value.



Moving into goals and actions within cluster 4 the participants have referred to the development of a strategy,

180 AHP strategy implemented

And again causally linked this to

164 clear structure and strong leadership

Other goals include

197 deliver and demonstrate best practice-

Onto action

220 agree broad standards.

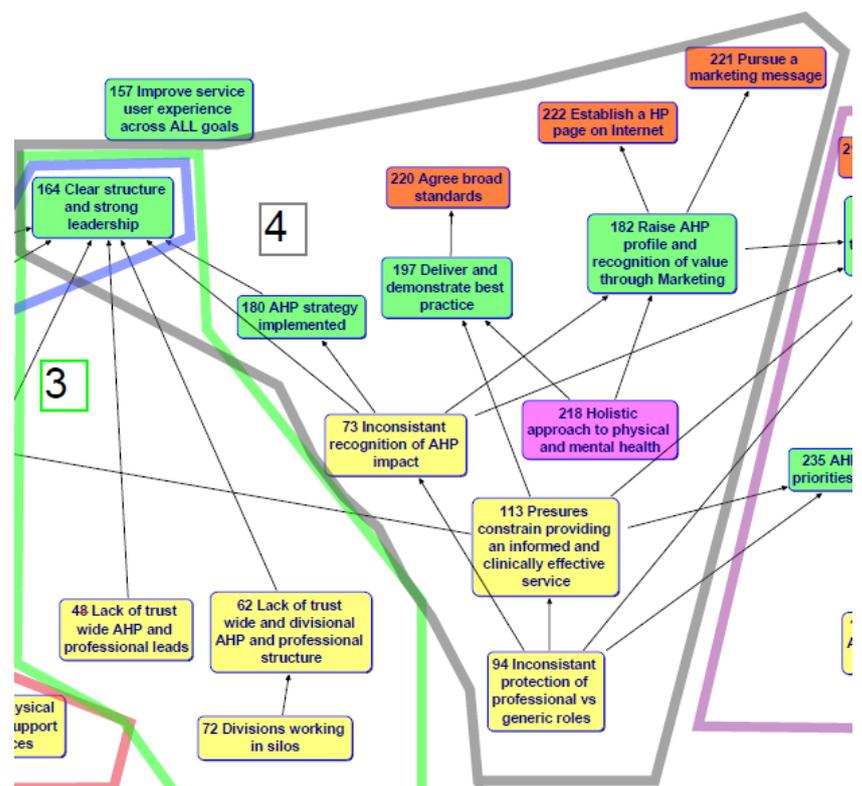
The final goal

182 raise AHP profile and recognition of value through marketing

Also links to 2 specific marketing activities

222 establish AHP page on Internet

221 pursue a marketing message



The strategic goals and actions can be summed as demonstrating best practice and communicating this through marketing.

Of note is the only occurrence of a core competence within this map

218 holistic approach to physical and mental health

Which underpins best practice and marketing.

Cluster 5

Integration and recognition as a specialism supported by defined role and service protocols.

Causally underpinned by

Lack of detailed AHP service delivery protocols, pathways and standards,

Limited understanding of AHP roles, by non-AHP practitioners.

Cluster five has two core issue heading tails. Firstly

127 lack of detailed AHP service delivery protocols

Is explained by its issue tails such as 124 lack of pathways and standards, 130 service specific standards and 128 names/goals

The second tail

103 limited understanding of AHP roles, by non-AHP.

The goals arising out of these issues include defining role priorities and service protocols for AHP's, 235/236. Leading on to the Allied health professions being integrated into MDT (multidisciplinary teams).

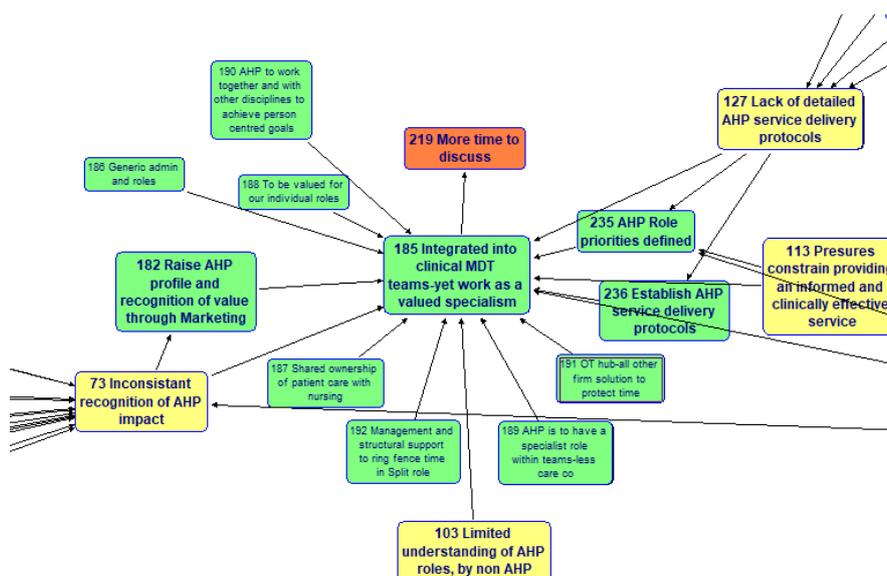
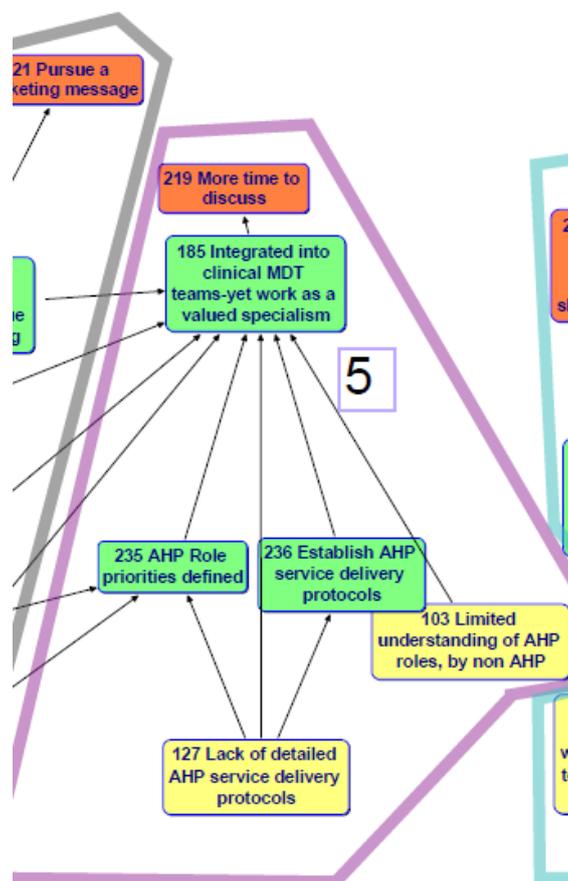
185 integrated into clinical MDT teams-yet work is valued specialism.

Some of the underpinning goals for this goal heading also include aspects of value (188), management, structure (192) and the creation of generic in administration support (186).

The group close this cluster with a comment for further discussion

219 more time to discuss.

The key focus of attention within this cluster being integration and recognition as a specialism supported by defined role and service protocols.



Cluster 6

Establishment of meaningful networking and knowledge sharing opportunities.

Causally underpinned by

The geographical and structural difficulties in interacting, networking and sharing knowledge .

Cluster six has

131 limited structures (trust wide on community) to network and share knowledge

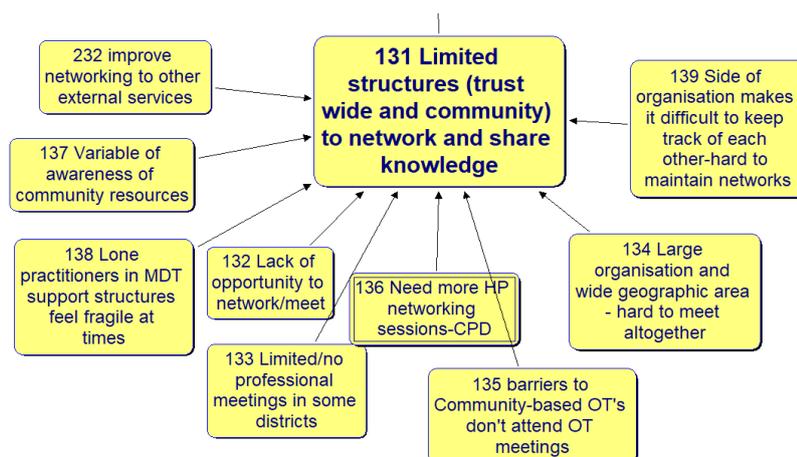
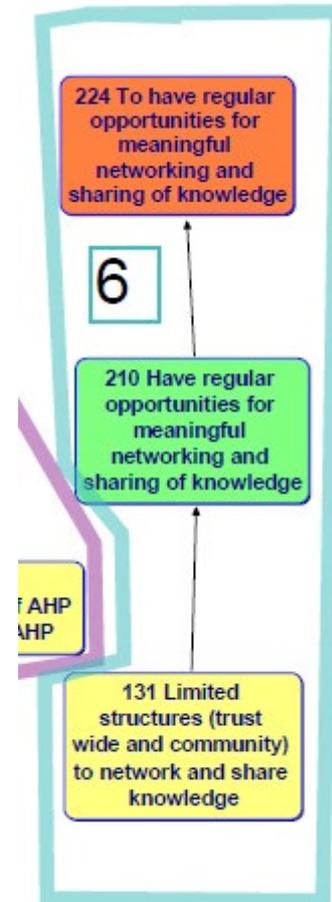
As the issue heading tail. This can be understood further by reviewing the causal issues attached to this issue heading. These describe the geographical and structural difficulties in interacting, networking and sharing knowledge .

The goals and actions related to this are explicit, detailing the establishment of meaningful networking and knowledge sharing opportunities.

224 to have regular opportunities for meaningful networking and sharing of knowledge

210 to have regular opportunities for meaningful networking and sharing of knowledge.

One interesting note is that the participants have chosen to use the same form of words for a goal and action.



6. Causal Loops

There are no causal loops

7. Analysis of Complexity & Idealised thinking

The map as a whole has a high degree of interconnection revealing that the participants understood and expressed the complexity of the analysis.

Causal issues appear across the map implying different higher-level issues and goals, this is not always interconnected some issues are repetitive. But in understanding complexity the participants cannot be said to have oversimplified the situation.

8. Potent – Node that occurs in multiple Clusters Islands

When reviewing the map as a whole a number of Potent Nodes are apparent

164 clear structure and strong leadership

185 integrated into clinical MDT teams-yet work as valued specialism

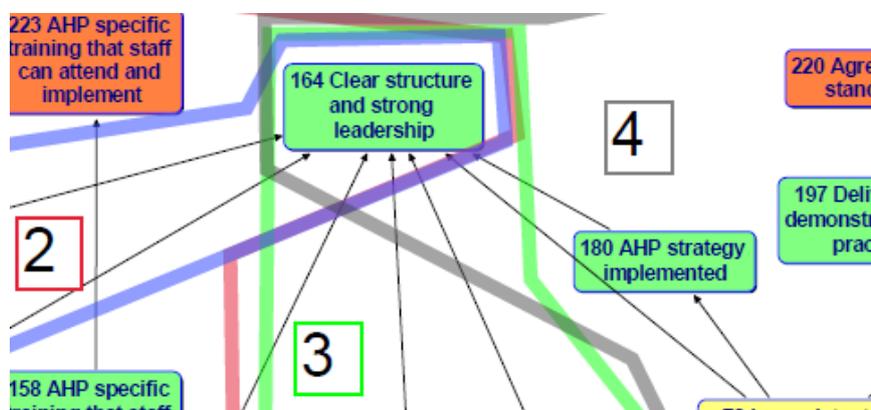
73 inconsistent recognition of AHP impact

30 inequitable resources to support AHP working

Potent Node 1

164 clear structure and strong leadership

When looking at a heads only view, or the map as a whole this node has clear resonance across the whole of the causal map. The issues underpinning this heading describe the need for structures and representation for Allied health professions within the top tiers of the organisation.



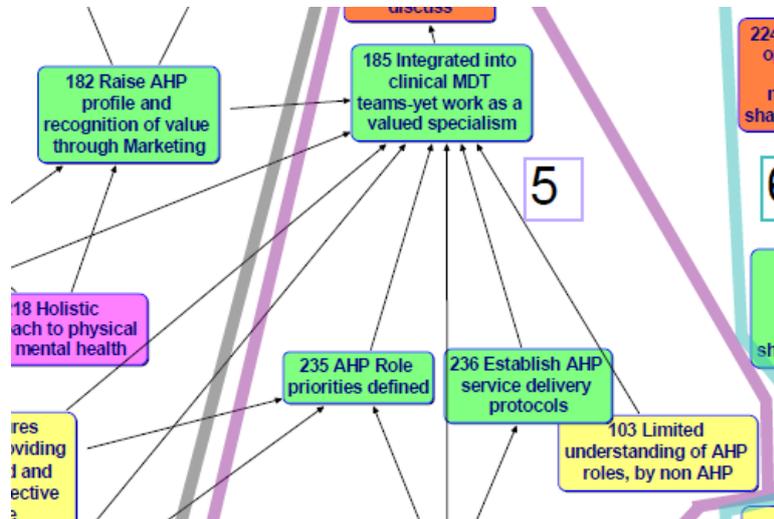
Potent Node 2

185 integrated into clinical MDT teams-yet work as valued specialism

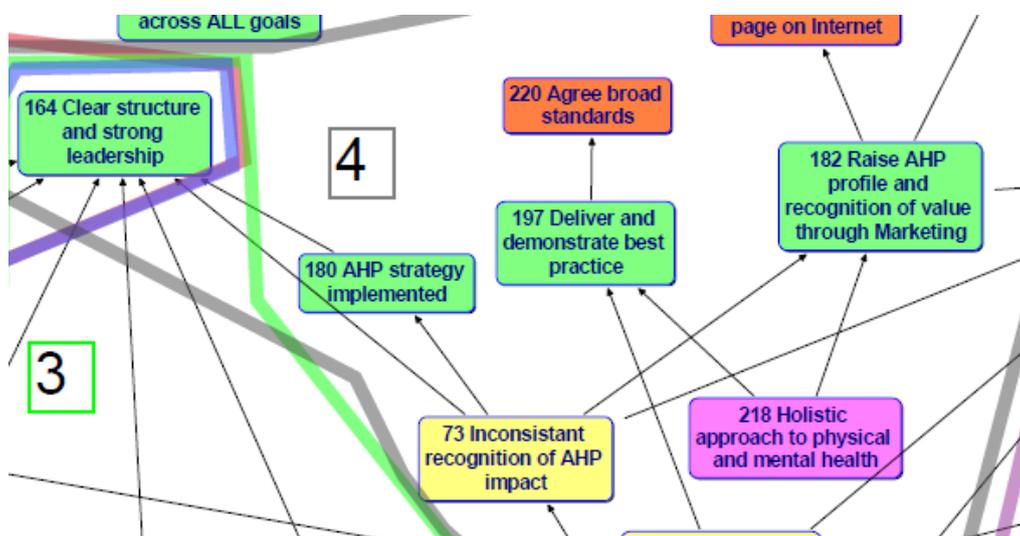
Potent Node 3

73 inconsistent recognition of AHP impact

This node alongside potent node 3 seems to go to the core of the issues encountered by the allied health profession. Here the goal headings describe the aspiration to be more recognised and embedded



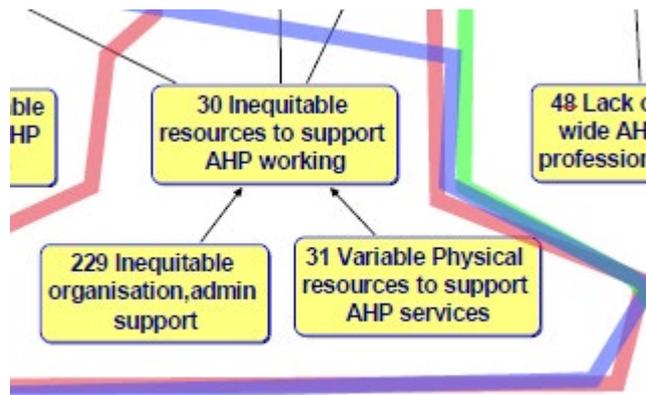
within multidisciplinary teams (MDT). But this is reliant on the **value and recognition of the profession**. A theme that is apparent throughout the map.



Potent Node 4

30 inequitable resources to support AHP working

The fourth post node although referring to resources does link to notes to and three. In that the causal explanation within this node are the is that the AHP role is **diminished due to being distracted and utilised in a generic way due to a lack of resources.**



9 Domain score calculated in Decision Explorer

(Domain – Nub of the Issue Immediate domain Ideas with ranked according to links)

All concepts in descending order of value of links

All concepts in descending order of value

The following tables are data drawn from decision explorer.

All concepts in descending order of value
21 links around
164 Clear structure and strong leadership
16 links around
73 Inconsistent recognition of AHP impact
185 Integrated into clinical MDT teams-yet work as a valued specialism
14 links around
11 Lack of Resources staff
113 Pressures constrain providing an informed and clinically effective service
12 links around
197 Deliver and demonstrate best practice
11 links around
103 Limited understanding of AHP roles, by non AHP
10 links around
131 Limited structures (trust wide and community) to network and share knowledge
9 links around
94 Inconsistent protection of professional vs generic roles
48 Lack of trust wide AHP and professional leads
156 AHPs to lead on recruitment of AHP staff
210 Have regular opportunities for meaningful networking and sharing of knowledge
8 links around
62 Lack of trust wide and divisional AHP and professional structure
148 Equitable access to AHP A and I
7 links around

30 Inequitable resources to support AHP working
127 Lack of detailed AHP service delivery protocols
158 AHP specific training that staff can attend and implement
182 Raise AHP profile and recognition of value through Marketing
5 links around
31 Variable Physical resources to support AHP services
4 links around
96 Generic caseload pressures limit 'OT time' available in CMHTs
17 Retention and recruitment
27 Inequitable provision of AHP skilled support staff
225 Inequitable access to AHP services
235 AHP Role priorities defined
3 links around
32 Rapid and frequent changes in technologies
38 IT Systems
56 No voice higher up in the trust
72 Divisions working in silos
179 Equitable access to AHP provision across whole trust footprint
180 AHP strategy implemented
229 Inequitable organisation, admin support
234 Improve utilisation and distribution of supporting resources (people, physical and support)
2 links around
5 Inequality of AHP service across trust
7 Variable waiting times
21 Recruitment delays
24 Lack of OT support
51 Lack of physio leadership across trust
74 Lack of outcome measures
83 OT is losing focus on occupation

160 Opportunities for AHP specific training
204 To use outcome measures to demonstrate our value
208 To get the basics right first
218 Holistic approach to physical and mental health
236 Establish AHP service delivery protocols
1 link around
6 Long waiting times
8 Increased workload with decreased time
9 Very few AHP's each team
10 Issues passing work between teams due to team pressures
12 Lack of Bodies on ground
13 Low-level staffing (physio)
14 Some AHP service not available in some areas (physioi, Salt Dietition)
95 More admin on computer (re: the generic role)
16 Money! AHP's first to-face chop CIP
18 Less posts available
19 Less training posts
20 People can pick and choose
22 Difficulty recruiting and retaining staff
23 Lack of TI is to support OT role
25 Staff/people to delegate tasks to so time is pressured
28 Lack of admin support
29 In some areas no support staff to assist in A and I
34 Once issues are identified where can you refer,
36 Disparity provision across directorates (space, desks, equipment, storage, rooms for therapeutiic interventions)
37 Funding for training and assessment tools
39 Paris docs not ideal for AHP Staff
41 More with less...How lean can we be
43 Time constraints

44 Low amounts of resource/time devoted to OT
45 Can't complete interviewing
49 Disparity in leadership/structures across districts
53 Difficulty focusing our impact/identity
54 Who is our AHP voice affecting our progress
55 No trust wide physios
57 Can be hard to know how to be heard
58 Lack of AHP representation at board level
59 Lack of clear structure to report up
61 Variable access to professional supervision (AHP's)
63 No physio structure in Trafford or Manchester services
65 Skill mix needs addressing
66 No clear structure
67 Discipline specific leads?
68 Aren't we stronger together
69 Now part of an even bigger trust
70 Ad hoc AHP provision no rhyme or reason
71 SLA is not fully integrated into trust
75 How do we prove our value
76 We feel we are a low voice not listen to by executives
77 We are seen as a luxury service-can we change this?
78 Not respected for our physio role
79 Seen as desirable not essential-Dispensable- token cover
80 Disparity in value of AHP role in physical and mental health
81 Respecting the value of AHP
82 Nurses in some positions once OT is to fill the gaps-erosion
84 Medical model across CMH teams
85 Our lack of corporate identity impact on everything
86 When we deliver training-not regarded as important ... Always cancelled or poorly attended

89 Lack of AHP profile (Facebook, Twitter, trust newsletter et cetera)
90 Demonstrate our worth to -trust - board-consultants-other professions-patient/su's
92 If we cannot explain what we do how can anyone else understand it
97 Conflicting demands on community-based OT's
98 Lack of clarity about different roles
99 Pressure to take on generic roles-administer medication
100 Care coordination limits OT specific role
101 Difficult to provide placement if no specialist role (AHP)
104 Loss of professional identity in AHP in CMHT
105 AHP recognition
106 Limited (and varied) access to AHP assessments and interventions the community
107 Others awareness of roll inadequate-Missed opportunity
108 Lack of understanding of role
109 Limited understanding of AHP roles among line managers
110 Lack of understanding RE role and what could be offered
111 Lack of awareness of OT role in some colleagues and when to refer
114 AHPs not using outcome measures to demonstrate value
115 Focus on meeting targets rather than quality
116 Disparity between clinical input and admin demands
118 Barriers to incorporating research/Evidence based practice
119 Few opportunities to innovate
120 Working in a consultant way not visible/measured
122 OT is in CMH T becomingdeskilled due to not doing OT
123 Service exists on paper-talked up but not reality

124 Lack of pathways and standards
126 Difficulty providing quality service due to quantity
128 Aims/goals
129 Targets-time wise
130 Service specific Standards
132 Lack of opportunity to network/meet
133 Limited/no professional meetings in some districts
134 Large organisation and wide geographic area - hard to meet altogether
135 barriers to Community-based OT's don't attend OT meetings
136 Need more HP networking sessions-CPD
137 Variable of awareness of community resources
138 Lone practitioners in MDT support structures feel fragile at times
139 Side of organisation makes it difficult to keep track of each other-hard to maintain networks
141 "Having access to" a SCT/dietician/physio not good enough
142 Equitable service trust-wide
143 More equitable spread of AHP staff resource
144 Staffing based on service need-planned and effective staffing
146 Increase numbers of AHP's and TI's across services
147 To be well staffed with equipment still?????????
149 Funding for AHP roles is equitable with"essential"staffing such as nursing
150 To be able to offer staff progression (promote staff retention)
151 AHP control of recruitment and budget
152 Recruitment to support staff/TI roles
153 AHP's want to work for the organisation due to its reputation for valuing their role

154 Faster recruitment when people move or leave	189 AHP is to have a specialist role within teams-less care co
155 Skill mix to match identified need	190 AHP to work together and with other disciplines to achieve person centred goals
159 Bring back the quarterly AHP training sessions	191 OT hub-all other firm solution to protect time
161 Training to support Use of evidence in practice	192 Management and structural support to ring fence time in Split role
162 Regular training/sharing sessions	198 To keep patients/service user at the core
163 Time dedicated to CPD	199 To be part of a centre of AHP excellence
165 Clear steer from top (arrow symbol) bottom	200 To offer a high quality service based on EBP and focused on increasing QOL service users
166 Leadership, regular meeting with senior manager	201 Time to improve quality
167 To develop a proposal and lobby for a trust wide AHP lead	203 AHPs to be involved in research
168 To have a trust wide physio lead	205 To develop an outcome measure which shows our value
169 Clear management structure	206 Able to identify appropriate outcomes because roles expectations and structure Clear
170 AHP's within the organisation have a voice which can influence policy strategy and service development	207 Decisions about outcome measures and PROM's to use
171 To establish a reporting structure from AHP leads to board level	209 Agree are basic standards and meet
172 Better use of AHP staff resource	211 Streamline methods of networking across the whole trust
173 AHP is a board level	212 Illegible? Meetings locality speciality trust wide
174 Clear channel of communication up and down between clinicians and board	213 Develop internal (AHP) communication and support networks-lead to improved links to organisation as a whole
175 AHP services to be part of future service planning development	214 To have time to network with our peers
176 To have clear structures for all AHP's across the trust	215 To develop regular trust-wide AHP meetings to agree standards and share learning/elements
177 AHP representation at each tier of the trust structure	216 Establish regular networking/CPD opportunities that are held in each division then learning shared across
0 (deleted)	217 Meetings between different geographic areas
181 For the AHP strategy to be recognised and valued by The trust board managers and colleagues	219 More time to discuss
183 Have AHP presence in trust communication tools e is Space on Internet ... g is Space on Internet	220 Agree broad standards
184 The AHP role is understood and valued by the organisation staff carers and service users across the trust	
186 Generic admin and roles	
187 Shared ownership of patient care with nursing	
188 To be valued for our individual roles	

221 Pursue a marketing message
222 Establish a HP page on Internet
223 AHP specific training that staff can attend and implement
224 To have regular opportunities for meaningful networking and sharing of knowledge
226 Availability access to changing Assistive technologies
227 lack of influence in directing IT
228 Effective AHP representation
230 Infrastructure not in place to facilitate Mobile working accross the trust,
231 time to do the role, not just a title
232 improve networking to other external services
233 Challenges to accessing CPD and training
0 links around
40 'All trust'/ 'all service' emails info overload
42 Constant organisational change
46 Time constraints mean reliant on others following recommendations
47 Seasonal working has reduced face-to-face time /access/availability
121 Lack of OT specific training opportunities
140 Equitable access to AHP A and I
145 More AHP staff resource
157 Improve service user experience across ALL goals
193 Clear role expectations were split roles exist
194 Establish and support 50:50 split of OT /care co role in CMHTs
195 Integrated with professional partners
196 Clearly defined AHP role integrated into MDT

10. Cent Scores Calculated in Decision

Explorer

Cent Scores Calculated...

Cent Scores Calculated...	Cent Scores Calculated...
164 Clear structure and strong leadership 64 from 127 concepts.	
73 Inconsistent recognition of AHP impact 57 from 119 concepts.	
185 Integrated into clinical MDT teams-yet work as a valued specialism 53 from 104 concepts.	
94 Inconsistent protection of professional vs generic roles 46 from 104 concepts.	
30 Inequitable resources to support AHP working 46 from 107 concepts.	
113 Pressures constrain providing an informed and clinically effective service 45 from 91 concepts.	
182 Raise AHP profile and recognition of value through Marketing 41 from 96 concepts.	
156 AHPs to lead on recruitment of AHP staff 41 from 90 concepts.	
180 AHP strategy implemented 37 from 92 concepts.	
235 AHP Role priorities defined	

35 from 83 concepts.
179 Equitable access to AHP provision across whole trust footprint 35 from 87 concepts.
158 AHP specific training that staff can attend and implement 35 from 83 concepts.
11 Lack of Resources staff 34 from 65 concepts.
62 Lack of trust wide and divisional AHP and professional structure 32 from 69 concepts.
48 Lack of trust wide AHP and professional leads 32 from 70 concepts.
234 Improve utilisation and distribution of supporting resources (people, physical and support) 31 from 76 concepts.
103 Limited understanding of AHP roles, by non AHP 30 from 64 concepts.
197 Deliver and demonstrate best practice 29 from 55 concepts.
127 Lack of detailed AHP service delivery protocols 27 from 64 concepts.
0 (deleted) 26 from 67 concepts.
177 AHP representation at each tier of the trust structure 26 from 67 concepts.

176 To have clear structures for all AHP's across the trust 26 from 67 concepts.	167 To develop a proposal and lobby for a trust wide AHP lead 26 from 67 concepts.	disciplines to achieve person centred goals 24 from 64 concepts.
175 AHP services to be part of future service planning development 26 from 67 concepts.	166 Leadership, regular meeting with senior manager 26 from 67 concepts.	189 AHP is to have a specialist role within teams-less care co 24 from 64 concepts.
174 Clear channel of communication up and down between clinicians and board 26 from 67 concepts.	165 Clear steer from top (arrow symbol) bottom 26 from 67 concepts.	188 To be valued for our individual roles 24 from 64 concepts.
173 AHP is a board level 26 from 67 concepts.	148 Equitable access to AHP A and I 26 from 55 concepts.	187 Shared ownership of patient care with nursing 24 from 64 concepts.
172 Better use of AHP staff resource 26 from 67 concepts.	236 Establish AHP service delivery protocols 25 from 64 concepts.	186 Generic admin and roles 24 from 64 concepts.
171 To establish a reporting structure from AHP leads to board level 26 from 67 concepts.	225 Inequitable access to AHP services 24 from 57 concepts.	86 When we deliver training-not regarded as important ... Always cancelled or poorly attended 23 from 61 concepts.
170 AHP's within the organisation have a voice which can influence policy strategy and service development 26 from 67 concepts.	219 More time to discuss 24 from 64 concepts.	85 Our lack of corporate identity impact on everything 23 from 61 concepts.
169 Clear management structure 26 from 67 concepts.	192 Management and structural support to ring fence time in Split role 24 from 64 concepts.	83 OT is losing focus on occupation 23 from 61 concepts.
168 To have a trust wide physio lead 26 from 67 concepts.	191 OT hub-all other firm solution to protect time 24 from 64 concepts.	82 Nurses in some positions once OT is to fill the gaps-erosion 23 from 61 concepts.
	190 AHP to work together and with other	81 Respecting the value of AHP 23 from 61 concepts.

80 Disparity in value of AHP role in physical and mental health 23 from 61 concepts.
79 Seen as desirable not essential-Dispensable- token cover 23 from 61 concepts.
78 Not respected for our physio role 23 from 61 concepts.
77 We are seen as a luxury service-can we change this? 23 from 61 concepts.
76 We feel we are a low voice not listen to by executives 23 from 61 concepts.
74 Lack of outcome measures 23 from 61 concepts.
218 Holistic approach to physical and mental health 22 from 57 concepts.
96 Generic caseload pressures limit 'OT time' available in CMHTs 20 from 48 concepts.
31 Variable Physical resources to support AHP services 19 from 45 concepts.

233 Challenges to accessing CPD and training 18 from 49 concepts.
126 Difficulty providing quality service due to quantity 18 from 49 concepts.
123 Service exists on paper-talked up but not reality 18 from 49 concepts.
122 OT is in CMH T becoming deskilled due to not doing OT 18 from 49 concepts.
120 Working in a consultant way not visible/measured 18 from 48 concepts.
119 Few opportunities to innovate 18 from 49 concepts.
118 Barriers to incorporating research/Evidence based practice 18 from 49 concepts.
116 Disparity between clinical input and admin demands 18 from 49 concepts.
115 Focus on meeting targets rather than quality 18 from 49 concepts.

114 AHPs not using outcome measures to demonstrate value 18 from 49 concepts.
99 Pressure to take on generic roles-administer medication 18 from 48 concepts.
98 Lack of clarity about different roles 18 from 48 concepts.
97 Conflicting demands on community-based OT's 18 from 48 concepts.
229 Inequitable organisation, admin support 16 from 41 concepts.
155 Skill mix to match identified need 16 from 42 concepts.
154 Faster recruitment when people move or leave 16 from 42 concepts.
153 AHP's want to work for the organisation due to its reputation for valuing their role 16 from 42 concepts.
152 Recruitment to support staff/TI roles 16 from 42 concepts.
151 AHP control of recruitment and budget 16 from 42 concepts.

150 To be able to offer staff progression (promote staff retention)
16 from 42 concepts.
149 Funding for AHP roles is equitable with "essential" staffing such as nursing
16 from 42 concepts.
17 Retention and recruitment
16 from 37 concepts.
228 Effective AHP representation
15 from 41 concepts.
43 Time constraints
15 from 41 concepts.
21 Recruitment delays
15 from 37 concepts.
131 Limited structures (trust wide and community) to network and share knowledge
14 from 18 concepts.
106 Limited (and varied) access to AHP assessments and interventions the community
14 from 37 concepts.
56 No voice higher up in the trust
14 from 32 concepts.
41 More with less...How lean can we be

14 from 37 concepts.
16 Money! AHP's first to-face chop CIP
14 from 37 concepts.
13 Low-level staffing (physio)
14 from 37 concepts.
12 Lack of Bodies on ground
14 from 37 concepts.
10 Issues passing work between teams due to team pressures
14 from 37 concepts.
9 Very few AHP's each team
14 from 37 concepts.
8 Increased workload with decreased time
14 from 37 concepts.
222 Establish a HP page on Internet
13 from 35 concepts.
221 Pursue a marketing message
13 from 35 concepts.
210 Have regular opportunities for meaningful networking and sharing of knowledge
13 from 18 concepts.
184 The AHP role is understood and valued by the organisation

staff carers and service users across the trust
13 from 35 concepts.
183 Have AHP presence in trust communication tools e.g. Space on Internet ... g is Space on Internet
13 from 35 concepts.
181 For the AHP strategy to be recognised and valued by The trust board managers and colleagues
13 from 36 concepts.
51 Lack of physio leadership across trust
13 from 32 concepts.
231 time to do the role, not just a title
12 from 32 concepts.
208 To get the basics right first
12 from 28 concepts.
204 To use outcome measures to demonstrate our value
12 from 28 concepts.
72 Divisions working in silos
12 from 30 concepts.
61 Variable access to professional supervision (AHP's)
12 from 32 concepts.
59 Lack of clear structure to report up
12 from 32 concepts.

54 Who is our AHP voice affecting our progress
12 from 32 concepts.
53 Difficulty focusing our impact/identity
12 from 32 concepts.
49 Disparity in leadership/structures across districts
12 from 32 concepts.
220 Agree broad standards
11 from 28 concepts.
207 Decisions about outcome measures and PROM's to use
11 from 28 concepts.
206 Able to identify appropriate outcomes because roles expectations and structure Clear
11 from 28 concepts.
203 AHPs to be involved in research
11 from 28 concepts.
201 Time to improve quality
11 from 28 concepts.
200 To offer a high quality service based on EBP and focused on increasing QOL service users
11 from 28 concepts.
199 To be part of a centre of AHP excellence

11 from 28 concepts.
198 To keep patients/service user at the core
11 from 28 concepts.
160 Opportunities for AHP specific training
11 from 27 concepts.
111 Lack of awareness of OT role in some colleagues and when to refer
11 from 26 concepts.
110 Lack of understanding RE role and what could be offered
11 from 26 concepts.
109 Limited understanding of AHP roles among line managers
11 from 26 concepts.
108 Lack of understanding of role
11 from 26 concepts.
107 Others awareness of roll inadequate-Missed opportunity
11 from 26 concepts.
105 AHP recognition
11 from 26 concepts.
104 Loss of professional identity in AHP in CMHT
11 from 26 concepts.
92 If we cannot explain what we do how can anyone else understand it

11 from 26 concepts.
90 Demonstrate our worth to -trust -board-consultants-other professions-patient/su's
11 from 26 concepts.
89 Lack of AHP profile (Facebook, Twitter, trust newsletter et cetera)
11 from 26 concepts.
70 Ad hoc AHP provision no rhyme or reason
11 from 30 concepts.
69 Now part of an even bigger trust
11 from 30 concepts.
68 Aren't we stronger together
11 from 30 concepts.
67 Discipline specific leads?
11 from 30 concepts.
66 No clear structure
11 from 30 concepts.
65 Skill mix needs addressing
11 from 30 concepts.
27 Inequitable provision of AHP skilled support staff
11 from 26 concepts.
223 AHP specific training that staff can attend and implement
10 from 27 concepts.

163 Time dedicated to CPD	to organisation as a whole	128 Aims/goals
10 from 27 concepts.	8 from 18 concepts.	8 from 20 concepts.
161 Training to support Use of evidence in practice	212 Illegible? Meetings locality speciality trust wide	124 Lack of pathways and standards
10 from 27 concepts.	8 from 18 concepts.	8 from 20 concepts.
159 Bring back the quarterly AHP training sessions	211 Streamline methods of networking across the whole trust	32 Rapid and frequent changes in technologies
10 from 27 concepts.	8 from 18 concepts.	8 from 15 concepts.
224 To have regular opportunities for meaningful networking and sharing of knowledge	147 To be well staffed with equipment still?????????	7 Variable waiting times
8 from 18 concepts.	8 from 22 concepts.	8 from 20 concepts.
217 Meetings between different geographic areas	146 Increase numbers of AHP's and TI's across services	5 Inequality of AHP service across trust
8 from 18 concepts.	8 from 22 concepts.	8 from 20 concepts.
216 Establish regular networking/CPD opportunities that are held in each division then learning shared across	144 Staffing based on service need-planned and effective staffing	232 improve networking to other external services
8 from 18 concepts.	8 from 22 concepts.	7 from 18 concepts.
215 To develop regular trust-wide AHP meetings to agree standards and share learning/elements	143 More equitable spread of AHP staff resource	139 Side of organisation makes it difficult to keep track of each other-hard to maintain networks
8 from 18 concepts.	8 from 22 concepts.	7 from 18 concepts.
214 To have time to network with our peers	142 Equitable service trust-wide	138 Lone practitioners in MDT support structures feel fragile at times
8 from 18 concepts.	8 from 22 concepts.	7 from 18 concepts.
213 Develop internal (AHP) communication and support networks-lead to improved links	141 "Having access to" a SCT/dietician/physio not good enough	137 Variable of awareness of community resources
	8 from 22 concepts.	7 from 18 concepts.
	130 Service specific Standards	136 Need more HP networking sessions-CPD
	8 from 20 concepts.	7 from 18 concepts.
	129 Targets-time wise	135 barriers to Community-based OT's
	8 from 20 concepts.	

don't attend OT meetings
7 from 18 concepts.
134 Large organisation and wide geographic area - hard to meet altogether
7 from 18 concepts.
133 Limited/no professional meetings in some districts
7 from 18 concepts.
132 Lack of opportunity to network/meet
7 from 18 concepts.
84 Medical model across CMH teams
6 from 17 concepts.
75 How do we prove our value
6 from 17 concepts.
20 People can pick and choose
6 from 17 concepts.
19 Less training posts
6 from 17 concepts.
18 Less posts available
6 from 17 concepts.
230 Infrastructure not in place to facilitate Mobile working across the trust,
5 from 13 concepts.
38 IT Systems
5 from 9 concepts.
37 Funding for training and assessment tools
5 from 13 concepts.

36 Disparity provision across directorates (space, desks, equipment, storage, rooms for therapeutic interventions)
5 from 13 concepts.
22 Difficulty recruiting and retaining staff
5 from 15 concepts.
226 Availability access to changing Assistive technologies
4 from 9 concepts.
209 Agree are basic standards and meet
4 from 13 concepts.
205 To develop an outcome measure which shows our value
4 from 13 concepts.
101 Difficult to provide placement if no specialist role (AHP)
4 from 12 concepts.
100 Care coordination limits OT specific role
4 from 12 concepts.
95 More admin on computer (re: the generic role)
4 from 12 concepts.
71 SLA is not fully integrated into trust
4 from 10 concepts.
63 No physio structure in Trafford or Manchester services
4 from 10 concepts.

58 Lack of AHP representation at board level
4 from 11 concepts.
57 Can be hard to know how to be heard
4 from 11 concepts.
34 Once issues are identified where can you refer,
4 from 9 concepts.
28 Lack of admin support
4 from 9 concepts.
162 Regular training/sharing sessions
3 from 8 concepts.
55 No trust wide physios
3 from 10 concepts.
29 In some areas no support staff to assist in A and I
3 from 7 concepts.
24 Lack of OT support
3 from 7 concepts.
23 Lack of TI is to support OT role
3 from 7 concepts.
227 lack of influence in directing IT
2 from 5 concepts.
39 Paris docs not ideal for AHP Staff
2 from 5 concepts.
25 Staff/people to delegate tasks to so time is pressured

2 from 5 concepts.
14 Some AHP service not available in some areas (physio, Salt Dietitian)
2 from 5 concepts.
6 Long waiting times
2 from 5 concepts.
45 Can't complete interviewing
1 from 1 concepts.
44 Low amounts of resource/time devoted to OT
1 from 1 concepts.
196 Clearly defined AHP role integrated into MDT
0 from 0 concepts.
195 Integrated with professional partners
0 from 0 concepts.
194 Establish and support 50:50 split of OT /care co role in CMHTs
0 from 0 concepts.
193 Clear role expectations were split roles exist
0 from 0 concepts.
157 Improve service user experience across ALL goals
0 from 0 concepts.
145 More AHP staff resource
0 from 0 concepts.

140 Equitable access to AHP A and I
0 from 0 concepts.
121 Lack of OT specific training opportunities
0 from 0 concepts.
47 Seasonal working has reduced face-to-face time /access/availability
0 from 0 concepts.
46 Time constraints mean reliant on others following recommendations
0 from 0 concepts.
42 Constant organisational change
0 from 0 concepts.
40 'All trust'/ 'all service' emails info overload
0 from 0 concepts.

Summary of findings from Domain and Cent Scores

Legitimacy / Value

A key element that is apparent through the centrality analysis is the group's need for legitimacy. Articulated through inconsistent recognition, comments on being a valued specialism, and the need to demonstrate best practice. Also, championing their unique approach to healthcare

Leadership

This focus on legitimacy crosses over into the group's interest in improved leadership. With issues being raised on the nature and strength of the leadership and ensuring the leaderships focus on their field

Resource/equity

Leadership on legitimacy relate to resource allocation and a lack of perceived equity in resource allocation both within the AHP's field more broadly and across differing AHP groups. In response to this, the group looked to have more direct control over recruitment and training and the utilisation and distribution of supporting resources.

Structure

The resource aspects and leadership aspects also aligned with concerns of a lack of organisational structure within their field.

Clarity of the offer Marketing

Many of the key areas of concern were seen to be addressed or linked to marketing and relationship marketing. In particular other parts of the organisation not understanding their role or recognising its value, linking to legitimacy drivers. Marketing, in its broadest sense, was key in the workshop as the solution to many of the above issues.

11. Analysis Summary

Core constructs	Based on clusters	Causation	Key domain / centrality ideas with high ranking
Legitimacy / value	1,2,3,4,5		Potent nodes 1,2,3,4
Legitimacy / value Clear structure and strong leadership	1/3	Improve access and equity of AHP provision across the trust, including recruitment. Lack of structure and professional leads	Potent node 1,
Legitimacy / value? Demonstrating best practice and communicating this through marketing	4	Barriers to training, research, practice and measurement constraining an informed and clinically effective service. <ul style="list-style-type: none"> ○ A perception that AHP has low value, dispensable and it is difficult to express its value. Conflicts and protection of professional role versus generic roles. Holistic approach to physical and mental health	
Legitimacy / value? Integration and recognition as a specialism supported by defined role and service protocols.	5	Lack of detailed AHP service delivery protocols, pathways and standards, Limited understanding of AHP roles, by non- AHP practitioners.	
Clear structure and strong leadership for resource and support	1/2	Inequity of administration and physical resources Improve supporting resources, people and physical to assist in mitigating any inequality in provision.	Potent node 1,
AHP specific training	2	Inequity of administration and physical resources	
Establishment of meaningful networking and knowledge sharing opportunities.	6	The geographical and structural difficulties in interacting, networking, and sharing knowledge.	

12. Core Constructs and Causation Summary of Organisation

Themes

legitimacy and value

leadership

Structure/Resources

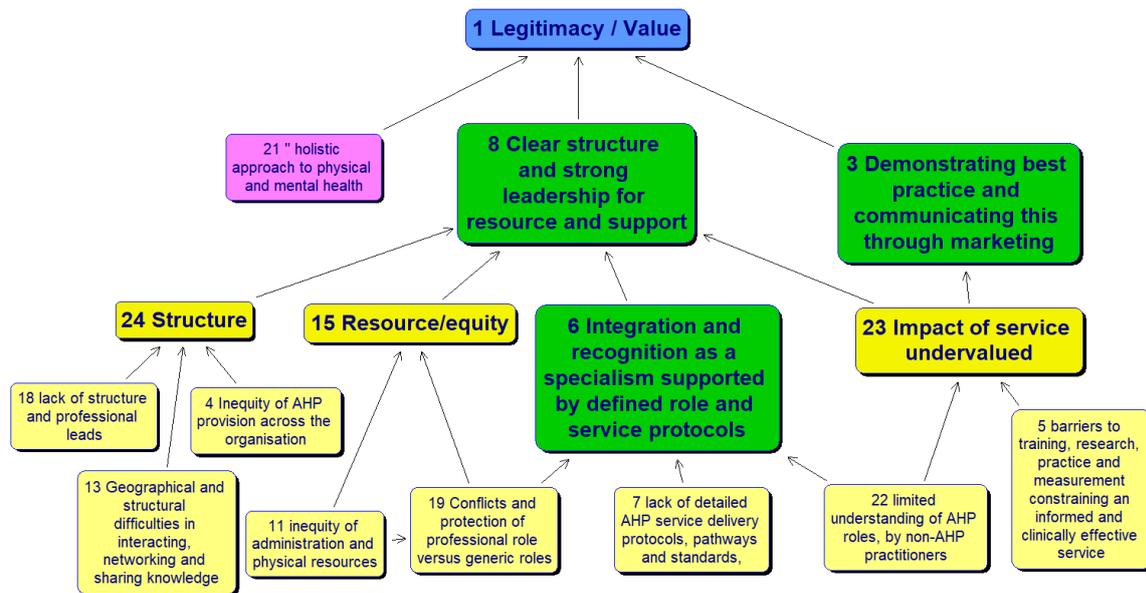
The overarching key construct within this causal map is the notion of legitimacy or value. The idea with the highest domain and centrality, which also features in four of the six clusters is the goal of; clear structure and strong leadership. An interpretation of the map is that the lack of value, recognition and understanding of the Allied health professions, could be resolved through strong leadership and clear structure. The causal argument within the map is that this very lack of structure and leadership has resulted in pressures on structure and resource equity. The participants feel that their service is institutionally undervalued, resulting from a lack of understanding of what that service is and can do and this lack of understanding and value has resulted in impact on resources.

What is missing

a search for the customer/patient/service user within all of the ideas results in minimal findings. An interesting observation is that the participants did not focus on the end user or customer within this strategic map.

- the term 'service user' appears 3 times with 1 or less links
- SU abbreviation = zero
- the term 'patient' appears three times with 1 or less links
- PT abbreviation = zero
- Client appears 0 times
- Customer appears 0 times
- Person appears 1 times with 1 or less links
- People appears 3 times with 1 or less links (Mainly about staff)

Causal Cognitive Summary of Analysis. (Researcher interpretation)



Summary of all coded ideas

Themes

Legitimacy / Value

A key element is apparent through the centrality analysis is the groups need for legitimacy. Articulated through inconsistent recognition, comments on being a valued specialism, the need to demonstrate best practice. Also the championing of their unique approach to healthcare.

Leadership

This focus on legitimacy crosses over into the groups interest in improved leadership. With issues being raised on the nature and strength of the leadership and ensuring the leaders of the wider organisation, focus on their field.

Resource/equity

Leadership and legitimacy relate across to resource allocation and a lack of perceived equity in resource allocation both within the broad AHP's field and across differing AHP groups. In response to this the group looked to have more direct control over recruitment and training and the utilisation and distribution of supporting resources.

Structure

The resource and leadership themes also aligned with concerns of a lack of organisational structure within their field.

Clarity of the offer: Marketing

Many of the key areas of concern were seen to be addressed or linked to marketing and relationship marketing. In particular other parts of the organisation not understanding the AHP role or recognising its value, linking to legitimacy drivers. Marketing, in its broadest sense was key in the workshop, as the solution to many of the above issues.

Overview

The overarching key construct within this causal map is the notion of legitimacy or value. For example, the idea with the highest domain and centrality ranking, which also features in four of the six clusters is the goal of; *clear structure and strong leadership*. An interpretation of the map is that the lack of value, recognition and understanding of the Allied health professions, could be resolved through strong leadership and clear structure. The causal argument within the map is that this very lack of structure and leadership has resulted in pressures on structure and resource equity. The participants feel that their service is institutionally undervalued, resulting from a lack of understanding of what that service is, and can do. This lack of understanding and value has resulted in impact on resources.

What is missing

A search for the customer/patient/service user within all of the ideas results in minimal findings. An interesting observation is that the participants did not focus on the end user or customer within this strategic map.

- the term 'service user' appears 3 times with 1 or less links
 - A common abbreviation for Service User is "SU" = zero
- the term 'Patient' appears three times with 1 or less links
 - common abbreviation for 'Patient' is PT = zero
- Client appears 0 times / Customer appears 0 times
- Person appears 1 times with 1 or less links
- People appears 3 times with 1 or less links (Mainly about staff)

Appendix 2 Reflection

The following explores the writer's change in understanding and insights during his research journey.

Surrounding events

The study started with a consideration of strategy being undertaken differently across differing organisational types or industries. The initial aim was to expose how different industries undertake strategy and to develop a generalised approach to this. Standard industrial categorisation turned out to be quite a thin concept with limited methodological or research underpinnings. As a result, I turned towards institutionalism and organisational fields. This coincided with a major change happening within my organisation, the closure of a regionally located faculty, MMU Cheshire. I had been a Business Development Manager and academic at that faculty for 10 years, and through the leadership of the Dean, the faculty was highly connected to political and business institutions in the region. The faculty appeared vital to the local economy and a key player in local decision-making and regional growth. From our perspective, at that time, it wasn't feasible that the faculty could close, given the impact on the local community. However, new senior management within the University did not align with this thinking. The faculty did eventually close, and what became apparent to me, having studied neo-institutionalism and legitimacy, was that I had experienced legitimised thinking that significantly affected my strategic thinking. Having now grasped my philosophical position more clearly, I could observe that the faculty's importance in the region was entirely a social construction. Attendance at multiple events, key strategic meetings, political and high-level business connections, and the assertion of status and importance by senior leaders within the organisation created a constructed reality. When a pivotal Dean left the organisation, the construction collapsed, and eventually, the faculty closed. This experience enabled me to really connect with how a socially constructed reality framed an institutional field and influenced the strategic decision-making at the organisation.

Reflection on SODA- and its academic underpinnings

One of the original ideas for this PhD was to study organisations' actual strategy practice. My first supervisor and a colleague had worked with Ackerman and Eden at Strathclyde University and introduced me to the strategic options decision analysis process. In the first few years of

the PhD, I studied the work from this academic team and made sense of this approach. I remember defending SODA as an academic research method. This was flawed. During a review, an internal assessor commented on my lack of research methodology and philosophy. At the time, I did not understand this critique, I could not separate what I'd done from my colleague's critique. Things changed when I started to explore the research underpinnings of the strategy-making process. Having previously been in a bubble of strategy making and strategic options decision analysis, I explored the wider literature. One of the triggers for this was a book review that heavily criticised the author's lack of reference to wider materials on the topic, this acted as a lightbulb moment and directed me towards the wider literature. This included cognitive mapping, causal maps, cognition, workshops and strategy as practice. This led me to a new understanding; firstly that I would continue to use the strategy-making process as a way to help organisations develop their strategy. Secondly and critically, it will be this process of causal cognitive mapping that will be used as the method for analysis. The organisation will generate real live strategy through the mapping process, and this same mapping process will concurrently reveal to the researcher the attention and cognition of the process. I was then able to discuss my newly titled tactic as strategic options decision analysis and my research method as cognitive causal mapping. Both have a clear and distinct research lineage.

Reflection on philosophy

Carrying on from the above reflection on method and tactic was my journey towards a clear philosophical position. I had initially found this to be the most difficult element of the PhD journey. Early brief training courses in the basics of research philosophy were inadequate in addressing more complex questions separating positivistic from interpretive philosophies. Understanding in a basic sense is one thing, actually getting into depth in underpinning your research within a clear philosophy is very different. One of the key errors I made was attempting to retrofit commonly found methods to what I was doing. I understood the strategy-making process, but because of the way texts and papers within this area (SODA) were written, the philosophical underpinnings were not apparent. This led me to attempt to retrofit commonly found approaches. I explored how strategy-making was similar to case studies, had elements of ethnography, and/or it was a form of action research.

A chance encounter with an academic colleague who had worked with cognitive causal mapping asked about my insights on Social Constructionism and Constructivism. At the time, I had none. On exploring the topic and its relationship to what I was trying to explore, it clicked. There was also a clear relationship between institutional thinking, strategy as practice and cognitive causal mapping. Going back to an older textbook, *strategy safari* by Mintzberg, his cognitive school suddenly jumped out at me. Although early work in this area, he had defined and understood this as a clear philosophical position for strategists, resulting in the entirety of the work starting to make a coherent and organised sense.

Early in the research journey, I had seen the philosophical aspects of research to be an inconvenient hurdle, not particularly critical to the work I was doing. When academic supervisors or colleagues would question my philosophical underpinnings, I just didn't understand their perspective. This has now changed. I now appreciate how a clear philosophical position underpins and directs the study. It contains it, giving clarity and a logical thread to the whole. My level of argument previously was limited by my lack of clarity about this philosophical position. Although my journey with philosophy is still very early, I now understand its criticality in being the foundation for a research study. If I was advising another student who had become interested in a particular tactic, I would first ask them to understand the research underpinning of that tactic and its underlying philosophical position. Does that philosophical position make sense to you, and lastly does the thread of that philosophical position underpin your work throughout?

Analysis

A further issue also emerged from my lack of methodological underpinning in my approach to data analysis. Initially, I only used the cognitive mapping process as a way of structuring the workshops, a tactic as I had not yet developed an understanding of cognitive mapping as a research method. Initial attempts at analysis involved language analysis using word counts and the coding of words and phrases through Excel. At the time, I was transferring all of the data into a software package, *Decision Explorer*, designed specifically for strategy making. But then moving across to Excel for pseudo-quantitative coding and analysis. My first attempts at analysis were generally unrelated to causal mapping methodology. This process was also extremely lengthy and required the researcher to interpret the use of terms in coded form. A comment from my supervisor gave me the confidence to reassess the use of the cognitive

strategy maps as the actual data analysis. By exploring the literature in more depth, I was able to conduct a more informed approach to the analysis. The approach now uses the participant's generation of the map and their cognitive causal relationships and groupings as the key data. Within the Decision Explorer package are a number of tools which assess causality and linkages. I now use a combination of causality tools within the software and visually delineate groups within the map aligning with established approaches from the SODA literature. As the map is now directly analysed and as it is created and grouped by participants, this again reduces the level of interpretation. This improved approach is founded on prior research and also introduced clarity on what I was looking for. The causal underpinning of what the participants see as issues or goals adds significant depth in understanding the construction of their reality. I would also argue that the analysis could be duplicated by other researchers using the same data and produce similar results.

Reflection on a move towards strategy as practice

For reasons I'm not entirely clear about, I had avoided aligning with the strategy as practice literature. As my reading has expanded and my methodological and philosophical position matured, it became quite apparent that my research home is the Strategy as Practice field. The very fundamental nature of this PhD is strategy practice, workshops, the participants are using a particular form of strategic tool, institutional thinking is viewed as an aligned area for further study within SAP, and social construction correctly underpins the work.

Change of focus

During the last year of the PhD and with discussion with colleagues and supervisors, it has become clear that the scope of the work was too wide. The initial aim of 20 organisations from 4 distinct sectors or fields felt too big and unbalanced. The inclusion of Nuclear and Engineering/plumbing, on one hand, gave an interesting insight and comparison against the public-orientated studies. The large amount of data accrued has led to a refocusing of the PhD, to just include the three fields (10 organisations) across Health and Social care, Education and Local Government. This felt like a more focused narrative that still explored field drivers and made a comparative analysis but cuts out any "fat" and gives a clearer tone to the work.

The PhD has clearly been a learning journey for me and one which has not been particularly coordinated or logical. At this point in writing, I feel that the tactic of a workshop using causal

maps as both a method for developing strategy and for research analysis linked to the concepts of institutional thinking, strategy as practice and social construction makes sense. I now feel that there is a coherent whole to the work, which I previously suspected but had not understood.