

**POSITIVE EMOTIONS
&
LEARNING IN ORGANISATIONS**

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*To my kids, Maria Alexia & Nicholas
and to my wife Maria.*

Contents

Document I	Definition and Mapping of Research Questions
Document II	Literature Review
Document III	Interpretative Research
Document IV	A Report on a Piece of Structured Research
Document V	A Thesis
Document VI	A Discussion on Personal Development over the Duration of the Programme

DOCUMENT I

**DEFINITION AND MAPPING OF RESEARCH
QUESTIONS**

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&
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Table of Contents

Foreword	3
Research area	4
Justification	6
The Research questions	7
Document 3	7
Document 4	7
Document 5	8
Literature Overview.....	9
Emotions	9
Learning	10
Emotions and learning in organisations	14
The research process.....	17
Methodology	18
Document 3	18
Document 4	18
Document 5	18
Method	20
Document 3	20
Case study approach.....	20
Questionnaires.....	20

Face to face Interactions.....	20
Self – Report	21
Document 4	21
Survey –based approach.....	21
Structured Questionnaires	21
Use of non – parametric tests	22
Document 5	22
Semi structured interviews	22
Setting & reflexivity.....	23
Ethics	24
References	25

Foreword

This document aims to confront an area of research interest, the justification of it and a research plan detailing the research questions, methodology and methods for the three empirical documents, which represent the subsequent pieces of work required over the three years of the programme. In addition, we identify and briefly analyse various academic fields that might be appropriate to the topic.

The process of writing a research project proposal as requested seems structured and positivistic in nature. However is very difficult to plan and prepare a complete and precise proposal for the three documents to follow at the present document, as the research findings will guide us to every step, since we do not know from the beginning, but only hoping to be able to demonstrate accuracy or not of our writings as the project matures. At the same time, this structured and positivistic nature proceeds to be simultaneously interpretative in practice due to the fact we are capable of producing only interpretations of the expected way that the research will chase and every plan bases on interpretations prior to test the plan empirically. Therefore, in writing the research proposal, we have followed a rather phenomenological approach, which is subject to advance and transform as the empirical research advances and we go deeper in reviewing the literature.

Research area

The main theoretical inspiration of the research project is the positive emotions theory, first introduced, by Fredrickson in 1998. The theory is been referred to as the 'broaden and build' theory of positive emotions. In general, this theory asserts that when people experience positive emotions (i.e. love, interest, joy, contentment etc) they improve and enrich the alternative thoughts and actions they are capable of, when facing life difficulties. Not only do positive emotions like joy, interest, and contentment share the feature of broadening one's momentary thought – action repertoire, but they also share the feature of building one's personal resources, ranging from physical and intellectual resources to social resources(Fredrickson 2000). Individuals become able to broaden their field of action and they easily find solutions to problems.

Fredrickson with Levenson (1998) noted that negative and positive emotions are not isomorphic in this regard. While negative emotions block certain behaviour and reactions, positive emotions tend to liberate people and aperture a wide range of alternative actions and behaviours. According to this theory positive emotions employ people to a mental, social, psychic and emotional 'broadening' procedure, which results in increased understanding, better synthetic ability, innovative thinking, willingness to explore the unexplored, willingness to try, and aptitude of acting over different perspectives. Experiencing positive emotions, results in obtaining resources and capabilities, which last. Another essential point in Fredrickson's theory is the 'upward spiral' phenomenon, which is the long-term result of experiencing positive emotions and broadening. Broadening helps individuals to experience positive emotions in a repetitive process, through life. Additionally positive emotions help people to cope with negative deteriorating consequences of negative emotions. This is called the 'undoing hypothesis'. It practically means that, individuals could be motivated from a positive emotion to overpass negative situations by finding alternative solutions or by developing new capabilities and skills.

If positive emotions relate to increased creativity, problem solving, coping, optimism and well-being, this makes us believe that they also closely relate to learning ability and even affect learning in the organisational context. Learning is a competence that all organisations should develop. According to Chris Argyris, (1999) the better organisations are learning, the more likely they are to detect and correct errors and the more likely they are to be innovative and proactive. Following the results from Argyris research in organisational learning, we could try the following parallelism; As Individuals, organisations seem to have most difficulties in learning when problems are unsolved and situations are threatening. This is exactly the point where they need learning more. In that situation they need to be open with individual members that do not fear to express their

view, that are capable to create teams, which have increased understanding and innovative thinking. Positive emotions help individuals' to "liberate", to think revolutionary and to choose the finest solution from a range of alternatives. Jones and Hendry (1992), cited in Argyris (1999), state that learning focuses on managing personal change and self-assessment, and the whole organisation is committed through personal development. According to them, people give priority to society's welfare. This could be paralleled with Jonathan Haidt (2000) essay with reference to the positive emotion of elevation which is about increasing one's desire to affiliate with and help others and, it provides a clear illustration of a part of Fredrickson's broaden and build theory of positive emotions, according to which positive emotions may also produce optimal functioning in the organisations. Individuals who are receiving good deeds feel grateful, those witnessing good deeds feel elevated and those doing good deeds feel pride, creating a chain of increasing organisational impact and prosperity.

Reflecting on the above ideas, we conclude that whenever individuals experience positive emotions, they develop strong social, mental, emotional resources, they increase their personal responsibility, and their ability to think energizing alternatives, and they take better-balanced and informed choices. Therefore, we believe that a relation between positive emotions and learning exists, and the first induces and sustains learning in the organisational environment.

There is interplay between emotions and learning. As learning relates to all prototype emotions, the interaction should be complex. The four most common emotions - appearing in most of theorists' works- are fear, anger, sadness and joy. These emotions relate directly with learning. Up to now research in educational pedagogy is concerned about emotions and their affect on learning. However, none of the existing frameworks seems to address positive emotions as a basic set to learning in organisational context.

Justification

Positive emotions and learning in Organisations, is of interest to the researcher as a researcher and as a practicing professional, and to all of the following:

- ' The academic community
- ' Professional associations and trainers and developers
- ' Managers and organisations

The need for doing research comes from the incomplete knowledge for the bonding of positive emotions and learning in organisations, as an outcome of personal pursuit towards the exploration of the organisational optimal functioning. Complementary the human nature compulsive need for growth as well as common interest for society's good and welfare are important motives for doing research (Antonacopoulou and Gabriel 2001).

As an outcome of positive emotions, learning is the final objective for various reasons; learning can improve the quality of life of the learner, learning can improve an individual's contribution to society, and learning can increase involvement, participation and achievement (Jessup 1997).

As Argyris (1999) affirms, success in the market place is increasingly depending on learning. However, most of the organisations do not know how to learn. They intrinsically misunderstood what learning is all about and they tend to either define learning too narrowly as problem solving in the external environment forgetting the inside, or tend to support learning by the introduction of motivational schemes and employee commitment programs.

The Research questions

Document 3

In the first stage is necessary to map the range and complexity of views and positions that people take on positive emotions and learning.

- We need to identify what wide-ranging behaviours and actions are relating to the creation of positive emotions.
- We need to identify what different interpretations of events guide people to feel positive and what working experiences make them develop / have positive emotions.
- Can positive emotions be expressed on purpose and can be controlled by individuals in the organisational environment? (Due to the fact some behaviours are attractive because of their ability to induce positive feelings, these may be on purpose exercised by individuals in the organisational context) It is at the other hand, that the organisational rules require individuals to display positive emotions (Abraham 1999).

Conversely, it is necessary in that stage, to grasp people's view of the organisations structures and processes as well as to identify the political processes and politics in the organisation we examine, to understand and identify any existence of presuppositions concerning cultural and social factors, and their relation to structural issues (These factors may impinge the research problem).

Document 4

After having identified behaviours and events that guide people feel positive as well as working experiences that make them develop / have positive emotions we need to search for:

Recurrent patterns and associations between experiencing positive emotions and a consignment of areas those seem to be relative, by the literature, as learning inhibitors and enablers in organisations.

- Ability to adapt to changes
- Learning ability and facilitation processes
- Job satisfaction and motivation
- Team formation and team work
- Support from peers and management (compassionate acts)
- Effective problem solving
- Creativity, Innovation and ideas generation

We will also research other aspects like security and self-esteem development in relation to positive emotions.

Document 5

In the last part of the project, we will try to search the "How", therefore the questions will be qualitative in essence.

- How positive emotions lead to and contribute to learning – ways in which positive emotions facilitate or inhibit learning in organisations.
- How and if positive emotions produce learning and as a result contribute to the optimal functioning in organisations
- How Learning sustains as a positive emotions learning experience.

Literature Overview

Emotions

Our examination in the literature about emotions, discloses a definitional confusion. The terms emotion, affect, feeling, mood, are defined and used with the same way or in many instances seem to be contradicting. However, in the following pages, we are trying an attempt of presenting the emotions from the major perspectives in literature and at the end; we are defining the working definition of emotion, which we follow in the current research project.

An emotion is a psychological state or process that functions in the management of goals. It typically elicits, by evaluating an event as relevant to its goal. It is positive when the goal is advanced and negative when the goal hindered. According to Frijda (1987), the core of an emotion is readiness to act in a certain way. Emotions can interrupt ongoing action and can prioritise certain kinds of social interaction. Frijda (1987) articulates that emotion is a psychological construction consisting of several aspects of components, like the component of cognitive appraisal or evaluation of stimuli and situations; the physiological component of activation or arousal; the component of motor expression; the motivational component, including behavioural intentions or readiness; and the component of the subjective feeling state (Frijda 1997). Emotion according to De Rivera (1997) cited in Antonacopoulou and Gabriel (2001), treats as a psychological state related to instinct, as a perception of value in response of a particular reading of a situation and as transformation. Ortony and Turner (1990) cited in Lundberg (2001) accept that there is no generally accepted classification of emotions, and Lazarus (1991), believes that rather there is an over plethora of classifications each emphasizing the relationship with some specific theory. Lundberg (2001), accepts as true that the basic terminology of emotions is decidedly muddled; and he divides emotions into two specific phenomena affective reactions and mood, which he distinguish from each other in terms of intensity, persistence and diffuseness. According to Fredrickson (2000) the emotion is a multidimensional reactionary inclination towards a stimulus that arises in regular periods. The presence of the emotion is the starting point, in which the cognitive attainment follows, or not with the subjective understanding of the emotion by the individual. The individual reacts with a form of reaction in various levels: i.e. Gnostic, physiognomic, expressive, neurological, physical, experiential, etc. The emotion is a form of reaction to environmental changes. If any stimulus exists but there will be no reaction to that stimulus, then we have absence of emotion. As Fredrickson (2000) theorises and in concluding of the above, emotion is a response, is a reaction and in particular is a psychic reaction towards a stimulus.

Emotions should not be associated with affect that is a relative emotional aspect. Affect incorporates in emotions and gives emphasis in the emotions. However, affect is more general in nature and does not necessarily come from a specific stimulus. Affect has limited intensity and lasts longer than emotions, which have much higher intensity, but last for a shorter period.

The core theory of Fredrickson in which we consent is contrary to the basic principle of the current bibliography concerning emotions, according to which emotions defined as presuppositions to specific action and are the basic influence of our actions. That definition refers to the negative emotions. Negative emotions are driving individuals to exclusive and specific actions. Fredrickson stated that this definition is single-dimensional, and we should apply it only to negative feelings; due to the fact, this definition does not cover emotions, which are multi dimensional and lead in alternative actions as positive emotions do.

Learning

Psychology is the study of thinking, feeling (emotions), perceiving and acting. In recent years it has become increasingly clear that neither the psychology of the emotions, nor the psychology of perception, nor social psychology can be studied without considerable attention to processes like remembering, reasoning, calculating, classifying, deciding, etc, that are all topics of cognitive psychology (Harre 2002, p. 1). Cognitive psychology is mainly concerned with thinking. Is an attempt to study cognitive phenomena, like the way physical sciences study the material phenomena. The scope is to give attention to the internal mental processes of the individual. Therefore, what remains unobservable, what is going on inside the brain is what intrigues us most, in the area of learning.

Additionally, it is necessary to examine all the major schools of psychology in order to identify the major schools of thought that have influenced the development of theories of learning (Stewart cited in Leopold 2002). For behaviourist psychology, learning is an attempt to explain the totality of human behaviour. The proposition is that human behaviour is learned; therefore, learning is the explanation of human behaviour. (Jim Stewart cited in Leopold, 2002). That theory been originated by Skinner (1953), is based upon the idea that learning is a function of change in behaviour. Changes in behaviour are results of an individual's response to a stimulus that occur in the environment. A response produces a consequence. When a particular stimulus - response pattern is been reinforced, the individual becomes conditioned to respond in a certain way. Behaviour initially reinforced will reoccur, intermittent reinforcement is very effective; and responses reinforce easily when information presented is in small amounts. Secondary conditioning is developing by

the fact that reinforcements generalize across similar stimuli (Skinner 1953). The difference of that operant conditioning to other forms of behaviourism is that the individual can emit responses instead of only bring forth responses due to an external stimulus. The work of Thorndike (1913) represents the original stimulus – response framework of behavioural psychology. Thorndike (1913), states that learning is the result of associations forming between stimuli and responses. The theory suggests that learning requires practice and rewards, stimulus – response connections can form a grouping together, and intelligence is a function of the number of connections learned. Transfer of learning occurs because of previously encountered situations and depends on the presence of identical elements in every learning situation; however, transfer is always specific, never general (Thorndike 1913). In later versions of his theory, the concept of belongingness is introduced, connections are more readily established and the person perceives that stimuli and responses go together. The fact that stimulus – response connections can chain together, of Thorndike theory, is closely represented in Gestalts theory, where the focus was the idea of grouping; i.e.: characteristics of stimuli cause us to structure or interpret a visual field of a problem in a certain way (Wertheimer 1992). The primary factors that determine grouping are proximity, similarity, closure and simplicity. These factors called the laws of organisation and explained in the context of perception and problem solving. The learner should be encouraged to discover the underlying nature of a topic; disturbances are important stimulus for learning, and instruction bases upon the laws of organisation. As we notice, although Gestalt theory applies to all aspects of learning it is most directly applied to perception and problem solving.

A theory that spans both the cognitive and behavioural frameworks is the social learning theory. The social learning theory of Bandura (1976) emphasizes the importance of observing and modeling the behaviours, attitudes and emotional reactions of others and encompasses attention, memory and motivation therefore; it improves upon the strictly behavioural implementation of modeling by Miller and Dollard (1941). Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. According to this, individuals are more likely to adopt a modeled behaviour if it results in outcomes they may value. Besides individuals are more likely to adopt a modeled behaviour if the model is similar to the observer and has admired status, as well as the behaviour has functional value. As the highest level of observation learning achieved, by organizing and rehearsing the modeled behaviour presented, the theory argues that any coding of the modeled behaviour into words, labels and images results in better retention and effect in learning than simple observation. However, one may argue that this theory, which is central to the idea of socialization, cannot reveal a true capacity of learning to the individual in the organisational context, but rather shown as a behavioural

conformity of individual to models and norms, in order to be and remain accepted in the organisational environment. As the individual learns to behave in conformance with the norms of the organisation, he adopts behaviours – according to the operant conditioning- that receive positive reinforcement. At the same time, he models self and influenced by the status of the person he imitates, therefore we may argue that he learns on purpose and learning is goal directed towards the imposed by the organisation-modeled behaviour. That conclusion brings us closer to Tolman's (1948) theorizing of purposive behaviourism, which considered as the bridge between behaviourism and cognitive theory. According to Tolman's sign theory, an individual learns by pursuing signs to a goal. For example, learning acquired through meaningful behaviour. The stimuli are not connecting directly to a simple one to one connection with responses. Rather the incoming incentives are worked over by the individual in a cognitive map of the environment, and as relationships are identified and explored, finally responses are determined (Tolman 1948). Complementary to the work of Bandura on social learning is Vygotsky's (1980) theoretical framework according to which social interaction plays an important role in the development of cognition. Vygotsky's theory is an attempt to explain consciousness as the product of socialization. Key influences of this theory we also see in Situated learning theory of Lave (1988) according to which learning occurs as a function of the activity, context and culture in which it occurs. Social interaction is a key component again in situational learning.

The perceptual – cognitive view of learning focuses on what happens within the individual: motives, emotions, memory and cognition. Cognitive learning involves the selective interpretation of perceptual data organized into new patterns of thoughts and relationships (Coffey 1994, p.82). Gagnes (1985) cognitive learning theory suggests that different instruction is required for different learning outcomes. Moreover, learning tasks for intellectual skills, can be organized in a hierarchy according to complexity. In addition the theory outlines instructional events and cognitive processes like attention, learning guidance, recall of prior learning feedback, etc, which should satisfy or provide the necessary conditions of learning and operate for each learner in ways that constitute the condition of learning. The operations that constitute those instructional events are different for each different type of learning outcome. Therefore, the learning outcomes for each individual are different and based on individuals motives and emotions, which influence what information individuals finally select. Partially in comparison to Gagne, Bruner (1996) theorises that the learner selects and transforms information, constructs hypotheses, makes decisions, based on a cognitive structure. The cognitive structure provides meaning and organisation to the individual's experiences, and allows the individual to interpret and go beyond the information given. A remarkable learning theory that is contrary to behaviourist and cognitive theories about learning

is the experiential learning of Rogers (1994). Learning divides in cognitive and experiential. The first one considered meaningless while the second considered as significant. The latter refers to the applied knowledge and addresses the needs and wants of the learner. Experiential learning is equivalent to personal change and growth. Simply stated, learning is facilitating when the learner participates completely in the learning process, while he is maintaining control over its nature and direction. Significant learning only occurs when the subject matter is relevant to learner's interests. Furthermore, learning about new attitudes and perspectives that can be threatening to self is best accumulating when external threats are at the minimum. At the same time, learning seems to proceed faster when there is no threat for the individuals (Rodgers 1994).

Subsequently, it seems that what is important is to identify how people think, and locate the cognitive rules of reasoning they use to design and implement their actions. If people are defending their actions with a relative defensive reasoning, learning cannot happen, even for the most committed employees in the organisation. Teaching people how to reason about their behaviour and think in new alternative ways, is a way of breaking the defences that block learning (Argyris 1999, p.128). In that way Argyris findings relate to the psychoanalytic accounts and the methods, they use, in order to create different ways of thinking and consequently reacting to the individual. The core tenet of psychotherapeutic approaches is that people's reactions are products of the way people understand the world and the reality around them. The common objective of all psychotherapeutic and psychoanalytic methods is to help individuals to examine carefully their way of thinking, their ideas and their stereotypes generation, as well as to help them reconsider beliefs and wrong views of their minds.

The need to encourage individuals within organisations to understand their emotions and to employ them constructively in their daily lives is one point on which psychoanalytic and other current accounts of emotions converge. Supporting individuals in gaining emotional understanding of themselves and others is a vital part of organisational learning in attempting to link emotions as a facilitator of learning. Learning about one's emotions provides a useful starting point for recognizing what causes these emotions and how they may worked on, reconciled with and corrected. This in itself is the first step to freedom - moving out - to a new state of acting, behaving, being (Antonacopoulou and Gabriel 2001).

It is compulsory to attempt a description of the main schools of psychotherapy in order to develop our insight in the fact, that individuals should understand their emotions in order to employ them constructively. Despite the differences in methods and actions the different psychotherapeutic schools follow, what seems to be common to all is the attempt of broadening of mental, psychic,

social and emotional resources of the individual. This is done in a similar way with the broadening that positive emotions and positive states bring to scopes of attention, cognition and action and to enhanced physical, intellectual and social resources.

The constructivism approach does not accept one single reality. In contrast with the Gnostic approach, we distinguish the basic idea of that framework in that the individual's effort to modify malfunctioned ideas and to adapt has no meaning, as the core tenet of this theory is that every individual is an active arbiter of reality and he can intervene in every situation giving his own subjective meaning to it. However, with the use of narrative, the individual broadens his point of view for his life. The behaviourists support, that changes in behaviour through learning, are permanent and affect mental processes, emotions and mood. By trying to teach individuals new behaviours i.e. to induce socialization, that method is trying to help them broaden their spectrum of alternative behaviours. The solution-focused approach is based on the fact that the individuals are restless from their difficulties, and in order to cope with them, they should stand off and approach to any problem like being another's individual problem. The realistic stand of approaching a problem helps them broaden their original provisional thesis. The psychodynamic theories, believe that the key to psychotherapy is conceptualisation. The individual through the conceptualisation process is increasing the understanding of his internal world. Finally humanistic approaches, give emphasis in the quality of relation between patient and therapist, and the experiencing of key problem components by the individual as the way of enhancing understanding and finding new meaning in life.

Emotions and learning in organisations

Emotions are within the texture of organising. They are inherent to social order, working structures, conflict, conformity, influence, politics, etc. Emotions are products of socialization and manipulation (Fineman 1994) cited in Tran (1998).

On the other hand, in an empirical examination of emotional dissonance, Abraham (1999), established that the immediate consequences of emotional dissonance in organisations were job dissatisfaction and emotional exhaustion. In a following journal Abraham, (1999) asserts that low self-esteem individuals with a negative outlook would resist organisational rules requiring them to display positive emotions. She follows claiming that as a negative stimulus emotional dissonance may lead to reduction in self-esteem, which in turn induces job dissatisfaction and emotional exhaustion.

All individuals bring to their working environment emotional components and they influence their colleagues and the organisational system. Whatever their talents and skills may be, according to Lofys' (1998) observations - in researching the impact of emotion on creativity in organisations – it was the force of the emotional character that most defined their influence. The findings indicated that employees' supervisors and coworkers described them in terms of emotional qualities. According to the same observations, it has been indicated that the emotional characteristics of a system are the ones that are mentioned most often in terms of job satisfaction.

As we saw before, in a similar way for learning, the constructivist approaches to emotions, guide individuals to adopt emotional responses in work situations, which simply represent a form of compliance and conformity to what the organisation wants. Psychoanalytic approach emotion as a fundamental motivational principle in human affairs. Psychoanalytic regard emotions and rationality as motivational principles in conflict, and emphasise the mobility of emotions not in response to external factors but as consequence of psychological work. Emotions at work are not merely external, but also internal and they do not possess a quantitative aspect. Psychoanalytic authors view organisations as emotional cauldrons where fantasies, desires and passions lead a precarious co-existence with plans, calculations and the application of scientific thinking (Gabriel and Griffiths 2002). Gabriel and Griffiths accept that certain types of emotion tend to remain unchained and difficult to manage in periods of uncertainty and strain, i.e. anxiety cannot be very easily civilized. In the example of anxiety, learning ability is limited, especially for individuals with obsessive psychological character, when these individuals confront to a type of disorder. That shows us that negative emotions like anxiety, which is an inevitable part of organisations today, inhibit directly the learning ability. Organisations tend to employ defenses and mechanisms in order to deploy such negative emotions and control them. However, what they finally make is to create an illusion of routine, predictability, and protective mechanisms that do not allow the individuals to learn.

In a similar way Argyris framework states that there is space to produce actionable knowledge by reducing or lowering off the various barriers to organisational learning and the organisational defenses. This helps to avoid one's experiences of discomfiture or threat. However, the reduction of barriers works contradictory as it prevents individuals from discovering the causes of discomfiture or threat. Argyris believes that we intentionally create a world of anti-learning processes that overprotects the players from detecting and correcting difficult and embarrassing situations. In addition, he theorises that knowledge and learning should not be produced only by science describing accurately and methodically the reality but by working on creating knowledge about virtual

worlds that provide beneficial alternatives. In that way society and individuals should develop competencies to undo and reverse the anti-learning and overprotective process. The overprotective process reflects a defensive reasoning of the individuals and or organisations. Defensive reasoning can be compared to the specified narrow and unavoidable results that negative emotions bear. The broadening that positive emotions bring, helps individuals to develop resources that allow better inner balance and maturity towards life and society, and at the same time, it provides constructive alternatives and behaviours contrary to the restrictive and unavoidable actions that negative emotions and defensive reasoning bear. Argyris (1999) double loop learning theory, brings the idea of meaning and stands on a 'theory of action' perspective in four steps: invention of new meanings, discovery of espoused theory vs. in use theory, production of new actions and generalization of results. After applying each of these steps in ourselves, we should be in a position to foster increased and effective decision making, to accept our mistakes and to become resourceful. (Fredrickson 2000, pp.778-794), mentions the importance of creating new meaning in organisations, and especially strengthens the importance of creating positive new meaning as an indirect way of cultivating positive emotions in the organisations. Positive meaning addressed, by finding benefits within adversity, by infusing ordinary situations with meaning, by problem solving, by appreciation for the jobs well done and by compassionate acts within the organisation. In a comparable way, Gabriel suggests that leaders in organisations should mobilize positive emotions of hope, courage, self-reliance and dedication, in order to manage effectively anxiety.

Conveying a sense to the above, we assert that emotions and learning are within the context of organizing. Emotions guide our actions in the working place and relate to motivation, job satisfaction and self-esteem. Emotional dissonance as well as anxiety inhibits learning. Positive emotions increase creativity, develop our ability to think refreshing, increase our capacity of problem solving, and our ability of adapting to changes. Learning among others, is a product of decision – making, problem solving, motivation, and co-ordination.

Yet, the literature remains framed around negative emotions and their relation to change and learning, and much less becomes known about the positive emotions to learning. This, at the current stage of the project makes the development of a conceptual framework an immaterial attempt.

The research process

The first stage was to review the published literature. From the first attempt we found little to be written about positive emotions and learning in the organisational context. We believe that we investigate an entirely new aspect, which while on its constituent parts i.e.: emotions and learning, we have a lot of been published, we tackle very little on the subject as such. We define a primary narrative, as a textual description of the phenomenon studied, based on the literature around it and on a number of indications from cognitive psychology. It is proper to assert that there is not empirical testing of the connection of positive emotions and learning, and the first attempt develops in the current research project. That research effort holds great promise for advancing our understanding on the matter and for contributing in the optimal functioning in organisations.

Methodology

The literature review has revealed methodology as suitable and more appropriate for the type of the research question. As the topic is moving around issues that concern people and their behaviour, phenomenology seems to be the only acceptable approach. Therefore, at the end stage we research the main topic and the primary questions, which are the primary drivers for the methodology choice, by an interpretative phenomenology approach.

Document 3

As the researcher is been involved in the organisation studied, the research tactic he is going to follow for this part of the project is the action research and the case study approach.

Action research according to Remenyi (2002, p. 49) is depended upon an external view of a situation and it essentially involves:

- Taking a static picture of the organisational situation
- Formulating a hypothesis based on that picture
- Manipulation of the variables in control of the researcher
- Taking and evaluating a second static picture of the organisation

Document 4

At this part, the researcher has the need to demonstrate a competence in scientific methods.

In order to examine repetitive patterns and associations, which will guide us to the last part of the research, we will use a structured positivist research method.

Document 5

We choose to approach the research questions of document 5 with an interpretative phenomenology approach. We derive our motive on choosing that approach from the fact there is an increasing awareness of the value and benefits of qualitative research approaches such as interpretive phenomenology in professional disciplines, including education, the health sciences, clinical psychology, social work and related fields. Phenomenological research is challenging because it involves an understanding of and expertise in a complex set of methodologies and methods, it demands interpretive scholarship and writing talents, and it tends to be more dependent on extensive knowledge spanning a variety of disciplines. For the researcher phenomenological and other qualitative methods tend to pose challenges different from the traditional quantitative forms of research such as surveys, case studies, and experimental research. Through this type of approach,

we expect to develop personally through the focusing in the living world, through the openness to the experiences of the subjects and the primacy of precise description while attempting to search essential meanings in the description (Willig 2001). While phenomenological method is complex, good research studies always require more than the thorough application of a prescribed method. The various aspects of phenomenological method clearly make the practice of this form of inquiry challenging and worthy of academic recognition.

Method

Document 3

Case study approach: Case study focuses on 24 company employees from marketing, sales, customer service, logistics, distribution and finance departments to participate in the research project. We choose a diversity of departments in order to obtain varying levels of emotional states. This will be the case throughout the document 3.

We will inform each individual that the focus of the study will be emotions. However, we will not elaborate to avoid bias responses.

Questionnaires: We are going to employ initial mapping open-ended questionnaires in the beginning of interactions in order to diagnose factors and behaviours influencing the creation of positive emotions. Our intension is to access the emotional state. Scanlon (1996) cited in Picard (2002) used post –test questionnaires to access a number of affective factors like curiosity, interest, tiredness, boredom and expectation and the challenge of task to access the affective state. In our project, the main idea is to identify behaviours and actions as well as tasks (working experiences) that make individuals develop positive emotions. Thus an interactive questionnaire will help us detect the involvement of positive emotions as well as it will make us understand at what extend individuals express and manage positive emotions on purpose.

We will ask, identical questions, however rephrased to reflect the degree to which the respondents would actually display prescribed emotions.

Face to face Interactions: As the main research method to be selected we are going to use face to face interactions in order to grasp peoples view and personal experience of positive emotions as well as to identify the existence of presuppositions concerning cultural and social factors which will be expressed as expected behaviour and expected emotions by the organisation.

This will be a process of in depth semi structured interviews. Smith (1995b) cited in Picard (2002), provides helpful data of how to conduct interviews that will generate data suitable for phenomenological analysis. Since we are going to enter the life-world of the research participant, it is extremely important that the questions posed to the participant are open-ended and non-directive (Willig 2001, p.54). We shall use focused and specific questions, in order to help people elaborate rather than to check whether they agree or disagree with particular statements.

Self – Report: Self-report as a method includes contacting questionnaires, briefly after a support session following the previous two cases. Although interviews are better to access non –verbal aspects, we will use short questionnaires after the presentation of a series of slides, in an attempt to map relationships of positive emotions and the subjective reading (understanding) of these emotions in words for the individual.

The process will take place after the gathering of information from the previous two stages, and it will allow us to increase our understanding, as we will develop stronger indications from the combination of the three methods.

Document 4

The focus of this document is to describe and identify recurring patterns and associations. We will use evidence from the survey method in that part, in order to describe, explain and test the hypothesis and the questions of document 5. A draft questionnaire will be developed in the first stage as the product of qualitative research in document 3. This will be pre- tested in an informal approach – asking teachers, experts in the field and colleagues- as well as in a formal way by involving a pilot study, part of the main study. This will be completed in order to detect possible inadequacies in the questionnaire design. However, the greatest weakness of questionnaire design is the lack of theory. Because there is no scientific principles that guarantee an optimal or ideal questionnaire, questionnaire design is a skill acquired through experience. It is an art rather than a science (Malhotra 1993).

Survey –based approach: The questioning of respondents is the basis of obtaining information with this method. The questions are standardized. Consequently, there is a high degree of standardization imposed on the data collection process. The process of asking is also direct as the questions follow a prearranged way. We shall inform each individual that the focus of the study will be emotions. However, we will not elaborate to avoid bias responses. In that, sense the research is direct because we disclose the true purpose to the respondents (Malhotra 1993, p.188).

The sample we are going to survey is the total population of the organisation (230 individuals) due to the fact we do not want to have a margin of error.

Structured Questionnaires: The method in that part of the project will be pre-coded questionnaires and we will provide a range of possible answers to the interviewee to choose between. The questions will be fixed and alternative.

Use of non – parametric tests: At that, stage of the research project there is no need to present in detail the statistical test we are going to employ. However since this part of the project will be a related design in which each subject produces rating scores for all conditions, it is proper to explain that we are going to use the Friedman test extensively. Additionally we will use Page’s L trend test as an extension of the Friedman’s test, as we need to look if there is a trend (recurrent pattern) between three or more conditions (Greene 2001).

Additionally we will use Spearman’s correlation in order to measure the significance of a correlation between people’s scores in two variables.

Document 5

Semi structured interviews: in the last part of the research project, we are working with transcripts by interviewing a smaller team of participants with semi-structured interviews. The first stage of the analysis involves the reading and re –reading of the texts. We are going to produce wide focused and unfocused notes that reflect the initial thoughts we have in response to the texts. In the second stage, we will identify and label themes that characterize each section of the text. Some of those will capture quality of content. The third stage will be an attempt to introduce structure into the analysis. At the end stage, the production of a summary table of structured items is the outcome (Willig 2001, pp.54-55).

In any case, we accept that our own view as researchers, will affect every exploration of the world of the participants, and any analysis produced will be an interpretation of the participant’s experience.

Setting & reflexivity

The research project will take place in the organisation that the researcher is currently working. The company is one of the largest commercial companies in Greece in the Fast Moving Consumer Goods sector. It has a developed structure of marketing, sales, human resources, finance, etc departments, and a workforce of 230 individuals. It is a modern organisation where learning considered being of critical importance.

As part of the top management team of the organisation, the researcher has to study the organisation by letting people know that they are being studied. Consequently, he will possess an involved visible role. This role has the advantage of being open and honest, so as not risking any grapevine a covert research was going to bring in the project. However, individuals may modify their responses according to what they believe the research would like to indicate, and for that reason in all the phases of the project we will try to be as much discreet as possible.

Ethics

The current research project is a self-sponsored one. Nonetheless we have gained access and management permission for running the research in an unbiased way, in the organisation being studied. In the phase that we have to make the survey research, and we want big involvement, the participants will decide by themselves if they will finally participate and whenever they will decide to withdraw from the process. Management will not be interfering and accusation to any participant is out of question.

We shall not collect any personal data and or personnel records. The research findings are confidential and anonymous and we will not allow any exploitation by the organisation under study. We will challenge a verification of findings, and the researcher will not present findings for which evidence seems to be suspicious (Remenyi 2002).

Unbiased findings will lead to reporting upon completion of research and we estimate that they will contribute to the future development and learning of the organisation.

Case studies and in-depth interviews are concerned with the details of individual participant's life events. This means that the research needs to be particularly sensitive to issues around confidentiality and anonymity. Furthermore, both of these processes involve self-reflection. That means the participant may draw attention in events that intentionally have kept out of consciousness, or he may find contradictions between his attitudes and behaviour. In that case, the researcher needs to take responsibility for the effects that the study has on the participants (Willig 2001).

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DOCUMENT II

LITERATURE REVIEW

POSITIVE EMOTIONS
&
LEARNING IN ORGANISATIONS

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Table of Contents

CHAPTER 1	3
FOREWORD	3
CHAPTER 2	5
THE EMOTIONS	5
THE BIOLOGICAL & COGNITIVE QUADRANT OF EMOTIONS.....	6
THE SOCIAL QUADRANT OF EMOTIONS	8
CAN WE GENERALISE BASED ON BASICNESS?	9
THE DIVERGENCE & CONVERGENCE OF EMOTIONS AND MOODS.....	12
FUNCTIONS OF EMOTIONS AND MOODS	15
CONCEPTUALIZING ON POSITIVE EMOTIONS	18
ADDITIONAL CONCEPTUALIZING ON EMOTIONS	20
CHAPTER 3	23
LEARNING	23
LEARNING AS A RESULT OF THE EMOTIONAL CLIMATE OF ORGANISATIONS	27
A MORE CRITICAL PERSPECTIVE - LEARNING AS NARRATIVE.....	28
LEARNING IN ORGANISATIONS vs. LEARNING ORGANISATION.....	30
CONCEPTUALIZING ON LEARNING	31
CHAPTER 4	33
CONCEPTUAL FRAMEWORK	33
METHODOLOGICAL STANCE.....	35

CHAPTER 539

REFERENCES.....39

CHAPTER 1

FOREWORD

The focus of study is the ability of positive emotions to facilitate learning in the organisational context.

The topic is of interest to the researcher as a practicing professional as well as to the academic community, to the professional associations and to managers and organisations.

We expect to find out that positive emotions facilitate learning in organisations. We expect to introduce a new model on this function of positive emotions. Theoretical direct and indirect support towards this new perspective is featured in this study. However, we aim not only to test the ideas presented here, but also to provoke further research on positive emotions and their ability to facilitate learning in organisations.

Learning is important because the success in the market place is increasingly depending on it. Learning can improve the competences and the quality of life of the learner, it can improve the learner's contribution to society and it can increase participation, involvement and achievement (Jessup cited in Papantonopoulos 2003, p.4).

Emotions are recognized as key component of today's organisational life. Their general function is to provide individuals the ways of coping with major challenges in their lives. They also serve important cognitive and social functions.

Fredrickson theory suggests 'that positive emotions broaden people's momentary thought-action repertoires. "These broadened thought-action repertoires in turn, build intellectual, physical, social and psychological resources for the future..." (Fredrickson 2003b, p.333). Additionally, positive affect is linked to increased cognitive flexibility.

Learning has also social, cognitive and emotional dimensions. Learning in organisations is synonymous to adults learning, is constructed differently through language and it embodies the uniqueness of the individual. We argue that positive emotions work on the above three dimensions of learning, because they build social, cognitive and psychological -emotional resources for the individual. When one experiences positive emotions, he/she could construct positive readings for a learning activity while learning is highly facilitated.

We choose not to discuss types and forms of learning related to the situations and timing that learning is happening (Murray and Donegan 2003). This relates to learning capacity and the different contexts in which learning activates. For us the focus is about learning in general and not about its forms and types. In addition, we choose not to discuss the effectiveness of learning transfer in organisations (Holton and Baldwin 2003) or the differences of forms like surface learning, deep learning and or achieving approach learning (Ramsden 1992).

CHAPTER 2

THE EMOTIONS

The examination in the literature about emotions discloses a definitional confusion. The terms emotion, affect, feeling and mood, are defined and used in the same way or in instances seem contradicting (Papantonopoulos 2003, p.7).

Emotions exist as subjective, biological, purposive and social phenomena. Therefore, emotions have a different character in each of the above-mentioned four dimensions. To define and understand emotion (Reeve 2001) proposes to study each of these dimensions and their interaction. First, the subjective dimension gives to the emotion its feeling. This experience is subjective and the emotion has meaning, intensity and quality of personal significance for the individual. In other words, the awareness of the emotion is phenomenological. Second, the biological dimension is based on the activity of the nervous and hormonal systems which participate in emotion and regulate behaviour. Third the functional dimension is concerned with the meaning to the individual, and how an emotion benefits the individual by creating to him a desire to engage in certain coping responses to a situation, or not. Fourth, the social aspect of emotion is about communicating one's inner self to the others by facial expressions, gestures and vocalizations.

The addition and the constructive coordination of these four aspects results in a synchronised reaction to an eliciting event. This psychological construct is the emotion (Reeve 2001).

Scherer, views emotions as a “sequence of interrelated synchronised changes in the states of all organismic subsystems, in response to an external event or internal stimulus event that is relevant to central concerns of the organism” (Scherer 1994, p. 27).

Shweder perceives emotion as an interpretive system. “The emotions represent the interpretation of somatic and affective experiences, by insight rationalisation of the experience, followed by a plan”(Shweder 1994, pp. 38-43). Although action readiness is not clearly put forward by Shweder, we believe that it is implied as the immediate consequence and tactics of any plan.

According to (Frijda 1986), emotion is action readiness change. That is: Emotions are changes in activation readiness, changes in attentional arousal readiness, changes in action tendencies readiness or changes in readiness for specific concern satisfying activities like desires and enjoyments.

The essential features of emotions for Frijda are abeyance and flexibility and they are giving meaning to the concept of emotions. Readiness to act develops to flexible programs, which may hold in abeyance (Carver 2001).

Emotions can interrupt ongoing action and can prioritise certain kinds of social interaction. Frijda (1986), articulates that emotion is a psychological construction consisting of several aspects of components: the component of cognitive appraisal or evaluation of stimuli and situations, the physiological component of activation or arousal, the component of motor expression, the motivational component- including behavioural intentions or readiness, and the component of the subjective feeling state. Frijda (1994a) in analysing emotions and moods gives the following indirect definition of emotion:

“In the states that we call emotions, affect, appraisal and action readiness are object focused, whereas in those that we call moods these elements lack such a focus” (Frijda 1994a, p.61).

Emotion according to De Rivera cited in Antonacopoulou (2001), is treated as a psychological state related to instinct, as a perception of value in response to a particular reading of a situation and as a transformation. Ortony and Turner, cited in Lundberg and Young (2001), accept that there is no generally accepted classification of emotions. On the contrary Lazarus (1991) believes that there is an over plethora of classifications each emphasizing the relationship with some specific theory (Papantonopoulos 2003, p.7).

Lundberg and Young (2001) because of the difficulty to find a single definition, divide emotions into two specific phenomena affective reactions and mood, which they distinguish from each other in terms of intensity, persistence and diffuseness.

Fredrickson (2000b), states that the emotion is a multidimensional reactionary inclination towards a stimulus that arises in regular periods. The presence of the emotion is the starting point, in which the cognitive attainment follows, or not with the subjective understanding of the emotion by the individual. The individual reacts with a form of reaction in various levels: i.e. Gnostic, physiognomic, expressive, neurological, physical, experiential, etc. The emotion is a form of reaction to environmental changes. If any stimulus exists but there will be no reaction to that stimulus, then we have absence of emotion.

THE BIOLOGICAL & COGNITIVE QUADRANT OF EMOTIONS

From the expedition in the emotions bibliography, we conclude that both biological and cognitive aspects underlie emotions. Those researchers arguing for the primacy of cognition, say that indi-

viduals cannot respond emotionally unless they first appraise the meaning and the personal significance of an event, while those in fond of biology primacy, believe that events as sub cortical neural activity or facial expressions activate emotion. Biological orientation researcher Ekman (1994a) argues that people act emotionally very fast even involuntarily in order to deal with fundamental life tasks.

According to Izard, cited in Reeve (2001), emotions serve motivational purposes. These emotions are preparing the individuals to act in adaptive ways. Izard also argues that facial feedback activates emotions. Ekman (1994a) also supports this. Levenson (1994) believes that emotions recruit physiological support, but they do not cause it directly.

Lazarus, a cognitive orientation researcher, argues that the individuals' cognitive appraisal of the meaning of an event and not the event itself sets the stage for the emotional experience. Subsequently the individual has no reason to react emotionally if he/she cannot find a meaning and relevance of the potential outcome of the event to his/her own well being (Lazarus cited in Reeve 2001). Within the same cognitive functional account Frijda strongly believes that emotions serve something, and they do so by examining the relevance of the events to the individual and by modulating action accordingly (Frijda 1986).

Appraisal of a situation is the major argument in the cognitive theory of emotions. Emotional responses stand for physiological states, which seek for interpretation. Cognition is used to provide the interpretation, to examine the experience of the individual about a particular emotion, and to guide the individual to alter a particular behaviour. Cognition is necessary to explore and interpret the emotional responses and cognitive constructs of the individuals. Therefore, Frijda (1986) argues that the appraisal and not the emotion, causes the event. Arnold cited in Reeve (2001) adds that the appraisal of a situation for the individual as positive or negative is linked with an experience of liking or disliking of this situation.

During the appraisal process, the individual based on memory and imagination generates a course of alternative actions to follow in dealing with the liked or disliked situation (Reeve 2001). Liking generates a tendency to approach the situation, while disliking generates a tendency to avoid the situation.

Lazarus (1994b) is adding that people during the appraisal process, evaluate the potential good for their selves, and they always consider their personal competences and coping abilities in relation to the situational demands. Clore (1994b, p.181), argues that a prerequisite for an emotion is that a

situation should be perceived as positive or negative for one's concerns. When the reaction is not positive or negative then we do not have a genuine emotion.

However, if we could understand the cognitive dimensions and structures that underlie the appraisal process of a situation, then we could successfully induce and predict certain emotions and create a directed emotional learning situation. Evidently, this is not possible, as people use additional dimensions to appraise a situation, or an event. These dimensions, include: the pleasantness of the event, the relevance of the event for one's self, the coping ability required, the anticipated effort required, the attention and focus required, the compatibility of the event with personal and social standards, as well as the expectancy of certain outcomes, and legitimacy (Reeve 2001) and (Scherer 1997).

Thus, appraisal alone does not represent the emotional reactions. Apart, from the biological factors that might contribute to the final appraisal and the different additional dimensions of appraisal for many emotions that may overlap each other (Frijda 1986) suggests that cognition follows emotions, in terms of emotion knowledge and attributions. As emotions cause changes in cognition, and emotion knowledge and attributions follow, then these emotions change in order to incorporate emotion knowledge and attributions.

The above indicates that emotions are dynamic processes and not steady states.

THE SOCIAL QUADRANT OF EMOTIONS

Social relationships are important for individuals. Individuals' interactions contribute to the creation of particular identities and social roles in which emotions have an important function. Shared experiences, equity and exchange all affect emotions. Social settings define which emotions are appropriate and expected to occur in a certain situation. Consequently, people construct their own emotional experience based on social situations and norms.

When we share positive emotions or negative emotions, we do not only enjoy mutual enjoyment, or distress for the moment but we also build and maintain relationships that are central to our lives for the future. It is by this sharing of emotions that people use storytelling to explain to others what has happened and how they have interpreted what they have felt.

Ethologists see emotions as communication mechanisms between individuals or in bigger social groups. They have also noted that cooperation and turn taking are common features of social play and they have argued that these practices serve to build social relationships (Fredrickson 1998, p.311).

Emotions are inherent to social order, working structures, conflict, conformity, influence, politics, etc. Emotions are products of socialisation and manipulation (Fineman cited in Tran 1988). Individuals bring to their working environment emotional components and they influence their colleagues and the organisational system. Their emotional character defines this influence. Co-workers describe themselves in terms of emotional qualities, while the emotional characteristics of the system are the ones which are mentioned mostly in terms of job satisfaction (Lofy 1998).

CAN WE GENERALISE BASED ON BASICNESS?

The issue of whether basic or prototypical emotions exist detains researchers and theorists in arguing and has an influence in psychological research. It has also an influence in our research, as we aim to construct an understanding of the interpretations of the subject discussed, and we expect to reach findings and indications, that will guide us to identify and 'generalise' a link between positive emotions and learning. Therefore, it is important to understand if basic emotions exist and consequently how do they exist? As one can distinguish, the issue of being basic is one of the constraints of the research. Therefore, we will try to explicate our preferred notion in the following paragraphs.

Averill (1994a) believes that emotions can be basic, based on prototypicality, classification and organisation into coherent systems of behaviour. If we accept that prototypes serve as a way of recognizing members of a category, we may consent that basic emotions exist.

However, we cannot say that one emotion is more fundamental than others are, and therefore it is more basic. Concerning this taxonomy the main argument is that we can never be certain whether the relation between levels of classification is one of class inclusion or part whole. Thus if we could categorize emotions hierarchically based on class inclusion, we should be able to have distinct names for every category of emotions.

This is not always attainable, and when we are obliged to give a less inclusive term for an inclusive category a synecdoche is created therefore hierarchy is insincere. We still have the problem of which level is more basic, since the criteria of choosing the basic level are not clear. Averill in a functional way proposes that basic emotions are probably those that fulfil vital functions with reference to biological, social and psychological criteria. However, a choice of one primary and basic function from biological, social, psychological perspectives is a priori assumption and not an empirical outcome (Averill 1994b).

From a biological perspective Ekman (1994a) accepts that basic emotions exist and all emotions share at least seven characteristics, which allow individuals to deal with the fundamental life tasks

in a fast pace. Therefore he characterises emotions by: automatic appraisal, commonalities in antecedent events, presence in other primates, quick onset, brief duration, unbidden occurrence and distinctive physiology. He is also introducing the fact that each emotion is a family of related affective states. It has a main theme and variations. The themes are a product of evolution, while the variations are a product of learning (Ekman 1994b).

Representing another biological perspective Panksepp (1994) believes that basic emotions are the ones that arise from the highly conserved sub cortical brain mechanisms, we as humans, share with other species. He believes that all species possess some unique sensory- perceptual inputs that lead to emotionality. He judges that we should define basic emotions at least in part with respect to neural circuit characteristics and he names functions as desire, anger, fear, sadness, sexual lust, joy and maternal acceptance/ nurturance as basic emotions (Panksepp 1994). Ekman as well as Panksepp argues that actually there are no non-basic emotions.

Scherer (1994) suggests that there is no evidence that basic emotions exist as independent and integral biological or psychological categories or mechanisms. The variability of patterning of appraisal, which reflects the meaning of certain events to the individual, may be universal but that does not mean that the situations themselves are universal. However, according to Ekman and Panksepp theories, the variability of patterning does not exclude the existence of a basic category. That is why these attempts to define the core of basic emotions reflect the fact that emotion is experienced in a separate mode and that certain patterns of expression occur more frequently than others, to similar types of situations (regarding appraisal) therefore are easily grouped and clustered together.

As Scherer (1994) sees emotion rather like an episode, he introduces the concept of modal emotions which are characterised by a prototypical pattern of appraisals and the corresponding patterning of expression, autonomic arousal, action tendencies, and feeling states (Scherer 1994).

The main difference from basic emotions is that modal emotions are exemplified by the empirical study of frequency, with which, certain patterns of sequential synchronised changes in the different components of emotion episodes occur.

Considering the emotions at their general level, we can argue with a high degree of theorists' consensus in the bibliography, that there are basic emotions. Those should be innate and not acquired, should arise from the same stimuli for all people, should be expressed in a unique way and should evoke a distinctive physiological patterned response (Ekman 1994a). Emotions like joy, interest, love, sadness, anger, and fear are considered basic for many of the theorists in both cognitive and

biologist research traditions: Lazarus (1994a), Izard (1991), Ekman (1994), Panksepp (1994) and Frijda (1986). A condescension perspective concerning basic-ness, is to consider these emotions as families of related emotions (Reeve 2001). For example, Joy as a family incorporates amusement, satisfaction, pride and relief.

We choose as examples the positive emotions of joy and interest and we believe that we can generalise the findings of the study to other positive emotions like contentment, elevation (Haidt 2000) and love, because they share a pleasant subjective feel (Fredrickson 1998, p.300) and because they can be considered as a family of related positive emotions.

Another reason for choosing those two is that joy and interest according to Reeve (2001) have the ability to regulate a person to be voluntarily and fully involved in an activity. They both share motive involvement and satisfaction from an event that the individual treats as beneficial. The importance of motivation to learning as well as the voluntarily involvement is of main importance to learning as it is analysed later on in this document.

Intrinsic motivation emerges automatically from psychological needs, personal curiosity and interest for personal growth. When people are employed in a situation, they feel competent and self-determining, experiencing intrinsic motivation that guides their behaviour (Reeve 2001, p.118). For example, interest can induce the desire for engagement in an activity. Therefore, individuals explore for intrinsic reasons, but nevertheless, in their attempt to satisfy their curiosity they increase their knowledge base.

Interest is an important motivator of learning throughout childhood in as much as throughout adulthood (Fredrickson 1998), (Rodgers 1994), (Knowles 1984), and (Cross 1981). Attention - a product of joy - is the first step in Gagnes conditions of learning theory. It is also a prerequisite for adults learning theories and it is many times a standalone learning strategy.

Joy

Joyful behaviour can be considered as conspicuous behaviour, as it increases the bonding with other individuals and entraps them in a social interaction. It attracts attention and participation (Frijda 1986, p.27). Joyful behaviour is shown after a happy event and it does not contribute to the occurrence of that event. This is why Frijda considers joy as 'pure superfluosity' (Frijda 1986, p.37). In joy, intentionality is free. Moreover, the individual feels competent, as he/she is open to attain any object of desire. At the same time, the individual easily overpasses any obstacles. Joy is a result of match between an event and one's concern. Joy is also helping individuals to acquire

physical skills through rough play (Kids play), to acquire cognitive skills through object play, and to acquire social skills through social play (Fredrickson 1998). Therefore, joy creates the tendency and the urge to play and explore in a broader sense, and helps in building one's intellectual, social and physical skills.

Izard, cited in Fredrickson (1998), argues that feelings of joy arise in contexts appraised as safe and familiar.

Interest

Reeve (2001) argues that interest creates the urge to explore, to investigate and to seek information from the objects that surround us. Interest further functions as a creativity learning and competence accomplishment endeavour. Interest in an activity demonstrates the level of attention that individuals allocate to that activity. Fredrickson (1998) states that interest broadens an individual's momentary thought – action repertoire, and over time it builds one's store of knowledge. According to Frijda (1986, p.88) interest relates to an attending action tendency, it gives orientation and it results to identification.

THE DIVERGENCE & CONVERGENCE OF EMOTIONS AND MOODS

In this section we attempt a comparison and a distinction between affective states and specifically between emotions and moods, in order to extract a rationale for the soundness of our decision to research positive emotions ability to facilitate learning in organisations.

Reeve (2001) argues that emotions are relatively rare in daily experience. However, people always feel something (Watson 1994). What therefore do they feel? (Reeve 2001), (Davidson 1994), (Carver 2001) and (Frijda 1986) believe that what people generally feel is some level of positive affect or some level of negative affect.

Davidson (1994) argues that mood and emotion are both referring to aspects of affect and those moods often exist as after effects of episodes, which involve emotions. The basic difference between emotion and mood according to Davidson is that emotion's primary function is to modulate action, while mood's function is to alter information-processing priorities in order to modulate cognition.

Trying to give a definition Carver (2001) is using the terms affect, feeling and emotion rather interchangeably. However, he is using the word emotion less frequently because he believes that emotion usually has connotations of psychological change which can accompany hedonic experi-

ences. He considers affect as the experience of valence, as a subjective sense of positivity or negativity arising from an experience. He is using affect in the sense of a feeling of pleasure or of pain.

Frijda (1986) says that for many theorists the essence of emotion is feeling and particularly affect. Therefore, he treats emotions moods and episodes as varieties of affect. However, he is addressing a feature of intentionality to emotions in order to distinguish them from other affective states. Additionally he argues that the emotions, contrary to other varieties of affect, involve relations to some object. Moods are not intentional states and their object is the world and the environment entirely and diffusely. With the object of focus to remain, (Frijda 1994a) argues that the main difference between emotions and moods is that both affective states can be described in terms of other differences. These are differences in affect, appraisal, action readiness and physiological response (Frijda 1994a, p.61).

Ekman (1994b) representing the biological tradition in emotions research, argues that there is a distinction between emotions, moods and traits. Moods last longer than emotions and they do not own a facial expression. He believes that emotions occur more frequently during moods, but there is a difficulty to modulate them at that time.

Clore (1994) agrees with Reeve (2001), Davidson (1994) Carver (2001) and Frijda (1986), that both emotions and moods are affective states. However he accepts that only emotions have a general object (Frijda 1986) and are usually briefer in duration (Ekman 1994b).

Frijda (1994a) argues that there is no relation between the duration of the affective state and the existences of an object of focus, and disagrees with a distinction based on duration. He argues that emotional events tend to lead to emotional episodes, which last for more than an hour, and consequently the 'emotional episodes' do not represent moods, since they have an object of focus. Lazarus (1994a) seems to agree as he is also questioning the distinction based on duration.

Mood is a relative emotional aspect, which is used interchangeably with affect. Affect or mood, incorporates in emotions and gives emphasis in the emotions. However, affect is more general in nature and does not necessarily come from a specific stimulus. Affect has limited intensity and lasts longer than emotions, which have much higher intensity but last for a shorter period.

As mentioned in the beginning of this section, people generally feel some level of positive affect or some level of negative affect. These moods often exist as after-effects of episodes involving emotions (Davidson cited in Reeve 2001).

Carver (2001) believes that positive affects constitute important information for the people who experience them, and play an important regulating function in the flow of behaviour. In his view, positive affect is understood in the framework of some general views of emotions (Carver 2001, p.242). However, (Reeve 2001) believes that positive affect does not influence behaviour. He states that positive affect does not affect attention or behaviour, what it does, is to influence the information people use in evaluating a situation and to facilitate cognitive flexibility and creative problem solving (Reeve 2001, p.432).

Carver (2001) uses a model that relates affect and action with approach and avoidance processes. He believes that this model also distinguishes positive emotions according to the class of action in which they emerge. Some positive emotions arise while pursuing incentives, and other while avoiding threats. These two positive emotions are both positive but they differ in the fact that one set has a higher activation (Fredrickson 1998). Carver (2001) believes that the one with a higher activation is the one arising from the approach behaviour - pursuing incentives system.

Consequently, an intriguing question evolves; which are the positive emotions that induce and facilitate learning?

Following the above arguments, the positive emotions that facilitate learning could be either those arising from pursuing incentives, or the ones arising from the avoidance of threats.

Frijda (1986) argues that the prevailing level of activation forms a side condition for emotional responses and in general it is manifest as positive or negative mood (Frijda 1986, p.467). Therefore, a possible answer to the question above -which needs of course further empirical testing-, is that we might be interested more in positive emotions that have a higher level of activation due to the fact they are occurring in the context of a positive affect or mood, which works complementary to the positive emotion.

We might also argue that while positive affect increases cognitive flexibility, positive emotions are more important because they carry more meaning, they have the feature of intentionality and they are related to an object.

FUNCTIONS OF EMOTIONS AND MOODS

The general function of emotion seems obvious if we assume that they provide coherent and deep-rooted ways of coping with major challenges to the welfare of an organism. A functional account is that of Frijda who strongly believes that emotions serve something: they serve concern satisfaction, and they do so by examining the relevance of the events to the individual and by modulating action accordingly (Frijda 1986).

Averill (1994b) argues that emotions have multiple functions, depending, on the aspects of the emotion, on the nature of consequences being considered and on whether the point of reference is the individual or the society. However, he is exhorting us to understand how important is to express our emotions whenever situations that demand form of action arouse respectively emotions, and he states that if the emotions remain unexpressed the situation will remain unchanged with deteriorating results for the individual.

Clore (1994a) argues that a primary function of emotion is to provide information. Having the information, the individual evaluates the significance of events for his concerns and judges, decides and allocates resources appropriately. "The output of emotion is information conveyed by distinctive thoughts, feelings and expressions" (Clore 1994a, p. 111). This output helps individuals in establishing a meaning of the situation.

Thus, we could argue that individuals according to their concerns construct their own reality. This in turn, is an indication that whenever people feel positive emotions, -therefore not feeling threatened by a situation, - they could construct reality with a positive approach, because the appraisal of the situation is positive. Additionally, Frijda (1994b) says that emotions can be argued as expressing the individual's awareness of his or her position in the world rather than serving as adaptations to that world (Frijda 1994b, p.112). However, he is fond of a more functional perspective. Emotions for (Frijda 1994b) serve to appraise the relevance of events for the individual and serve to elicit a certain experiential, behavioural or physiological response. Emotions can be seen as the primary sources of decisions and control of behaviour.

Levenson (1994) brings in light another functional position according to which, emotions serve psychologically by shifting attention and behaviour, serve to establish people's position in relation to the environment, serve to produce a bodily gesture and reaction most appropriate for a response, and serve as way to express both innate and learned influences. Levenson (1994) argues that emotions establish people's position in relation to other people, or ideas. Emotions, through processes of approach and avoidance, guide our behaviour facilitation or behaviour inhibition.

Similarly, Carver (2001) argues that behaviour is organized around approaching incentives and avoiding threats. Therefore, he sees incentive motivation with the approach system and aversive motivation with the avoidance system, as the sources of emotional qualities that are relevant to approach and avoidance behaviours accordingly.

Scherer (1994), Clark (1994), Frijda (1994) and Watson (1994), all agree that emotions serve to inform others about our motives and function as a motivational system.

For Reeve (2001) emotions relate to motivation in two ways. They serve as an ongoing read out system and therefore they are not motives, while they also reflect the satisfaction or not of the motives, thus they are a type of motive, which energises and guides behaviour.

Nevertheless, emotions also serve social functions. They are the means of communicating our feelings to others, they regulate and facilitate interaction with others and they play an important role in relationships (Reeve 2001). Social contact generates positive emotions and this experience leads to strengthened social bonds (Fredrickson 2000a). However, people may express certain emotions in order to facilitate social interaction. It is not always necessary for an individual to smile whenever he feels happy; it is common to smile whenever he wants to interact socially with others. This shows that emotional expressions are often socially constructed or at least are often socially motivated.

From the functional point of view, emotions direct attention and behaviour to where it is needed. Their function is to prepare us to respond to life situations. Each emotion provides a certain readiness for responding to a situation. Additionally, individual experiences and cultural learning, contribute to the readiness in coping with life situations (Reeve 2001).

As mentioned earlier, (Fredrickson 2003b) addresses specific action tendencies to negative emotions. She further believes that negative emotions have a spontaneously adaptive value by providing tools for survival in life threatening situations. She is using a metaphor saying that negative emotions can be understood as evolutionary adaptations to threats our ancestors faced (Fredrickson 2003b, p.332). Is this argument though, a valid one? If we consider that fear elicits the urge to escape, is the urge associated with escape, in a reliable and intransitive way? We believe that the question remains unanswered. Negative emotions may narrow attention but this is also because people are momentarily 'obliged' to focus on the problem - to the relative exclusion of other things - therefore narrowing their attention (Carver 2003).

Positive emotions on the other hand, "...instead of solving problems of immediate survival, solve problems concerning personal growth and development" (Fredrickson 2003b, p.332).

Simon (1976) reasoned that emotions represent calls for reprioritisation. He suggested that an emotion arising with respect to a goal that is out of awareness, causes people to seize up their behaviour and attribute to that goal a higher priority than it originally had. The stronger the emotion the stronger is the quest for the unattained goal.

However, can this reprioritisation apply to individuals regarding their jobs? We empirically believe that time for reprioritisation is not enough in the modern organisational context, especially when we consider the rate of successful progress towards the goal attainment and the respective behaviours. "People who exceed the rate of progress will reduce subsequent effort ... they are likely to coast a little...ease back such that a subsequent rate of progress returns to the criterion" (Frijda 1994b, p.113). On that view Carver (2001) adds that people usually do not optimise performance on a concern, but rather do a good job on each concern to deal with it satisfactorily. This openness to the shift of goal could be a benefit or a problem in the organisational setting, due to the fact that it is driving behaviour accordingly. This argument clearly advocates the implications of positive emotions in organisations.

Nevertheless, following this argument we conclude that when the priority of the focus activity drops we seek for potential other actions. Such seeking may help us identify goals with less priority but also helps us to attain new information from the environment. Without the environment it would be impossible to see opportunities. Therefore, this searching entails in part a broadening of attentional focus (Carver 2003).

Positive affect promotes enjoyment of variety and a wide range of possibilities (Isen cited in Carver 2001, p.254).With that in mind (Carver 2001) proposes that positive affect induces openness to seek opportunities or to fix a problem, other than the objective currently pursued. He believes that this broadening of attention is not a matter of adaptive value in the retention of genes for survival, as (Fredrickson 1998) and (Fredrickson 2000b) argues, but this adaptive value is coming from the immediate consequences of broadening of attention. That simply means that the results are direct as people come across a way to notice their deficiencies or to grasp new opportunities.

The finding that positive affect facilitates cognitive flexibility is the major finding of Isen's research on the influence of positive affect on cognition during the 1980's (Isen cited in Fredrickson 1998).

Isen cited in Fredrickson (1998) has shown that positive affect leads people to formulate more extensive, integrated and flexible connections between ideas, making them develop thoughts that are more creative. Isen believes that positive affect helps the elaboration of material in memory; therefore it helps to a faster and to a better decision making. Positive affect may help people interpret other people's perspectives and recognise similarities and differences. Positive mood in one context results in better performance in other contexts, which in turn results in increased cognitive flexibility.

Isen cited in Carver (2001) believes that positive affect makes positive information more accessible and more readily processed. He further believes that the maintenance of positive mood is a key motive, while the pursuit of an objective helps to the maintenance of positive mood. When people decide to handle a negative situation, - because they perceive it as useful or necessary for their well-being, - then, their cognitive flexibility increases.

Fredrickson (2000c) argues that affective experiences have peaks and ends, which vary in personal meaning for the individual. Peaks and ends also carry more personal meaning for the individual than other moments of the affective experiences. Importantly, peaks carry one's capacity for coping with a particular situation. That makes peaks more central as they tell us what capacity the person needs to have in order to experience the same situation again. In the case where coping ability is most important, peak affect will dominate the whole experience. In that sense, peaks carry more self-relevant information meaning, for the ability of the individual to cope with an activity.

It could be argued that if peak affects are representing the emotion -as they dominate the total emotional experience -, one can suppose that when they are positive they also carry more positive meaning for the individual, and they are more important in relation to other affective states. This positive personal meaning means liking, and it generates a motivational tendency to approach the emotion-generating event.

CONCEPTUALIZING ON POSITIVE EMOTIONS

An emotion is a psychological state or process that functions in the management of goals. It is typically elicited by the evaluation of an event as relevant to its goal. It is positive when the goal is advanced and negative when the goal hindered. As Frijda (1986) suggests, emotions result from match or mismatch between events and concern. Positive emotions are those that result from match between events and concern. We can understand joy for example as a response to a situation that provides concern satisfaction. Fredrickson's theory on positive emotions is contrary to

the basic principle of the current bibliography concerning emotions, according to which emotions are defined as presuppositions to specific actions and are the basic influences of our actions. This definition refers to negative emotions. Negative emotions are driving individuals to exclusive and specific actions. Fredrickson states that this definition is single-dimensional, and we should apply it only to negative feelings, because it does not cover emotions that are multi dimensional and lead to alternative actions as positive emotions do.

Emotions have unique signal values. For example, anger, fear and disgust have certain facial configurations. This is common in most of the negative emotions. Furthermore, these configurations are distinct from one emotion to the other. However, in positive emotions we do not have distinct signal values and or characteristics (Fredrickson 2003b).

Conversely, positive emotions appear to have no distinguishable autonomic responses (Fredrickson 2003b). This is also noticeable when people recall past emotional experiences, where they interrelate different positive emotion terms, while, they clearly differentiate negative emotion terms (Ellsworth and Smith cited in Fredrickson 2003b).

Fredrickson (1998) also discards the presumption of emotions specific action activation, and proposes the unspecific action tendency. Frijda (1986) for example, considers joy as an emotion that does not change to other behaviour if circumstances permit. Joyful behaviour does not contribute to the recurrence of the event which generates joy, but instead it is considered to have a non-specific activation: ‘...pure superfluous ness: manifestation of free activation’ (Frijda 1986, p.37). This reference in joy indicates that positive emotions may not have specific action tendencies.

As Clore (1994a) suggests emotional states may involve a number of processes that facilitate action in a general way and not towards a particular behaviour. For example, anger can create the urge to react rapidly, extremely, or create the urge to attack, but this does not necessarily mean that it creates a specific action of attack.

Additionally Fredrickson (1998) discards the emotions action tendency feature, since some positive emotions like interest and contentment, firstly create changes in cognitive activity, and secondly create tendencies for action. Therefore, what she proposes is to use the feature of thought – action tendencies which in relation to the antecedent writings, develops to non-specific thought – action tendencies. This is the base of her broaden and build model of positive emotions. This theory suggests ‘that positive emotions broaden people’s momentary thought-action repertoires. These broadened thought-action repertoires in turn, build intellectual, physical, social and psychological resources for the future’ (Fredrickson 2003b, p.333).

According to this model, positive emotions involve people in a mental, social, psychic and emotional broadening procedure, resulting in increased understanding, in better synthetic ability, in innovative and creative thinking and in increased willingness to explore. This broadening in people's attention, cognition and action repertoires, is to the benefits of the individual in a repetitive process through life. Additionally, positive emotions help individuals to overpass negative life situations by finding alternative solutions or by acquiring new capabilities and skills.

Positive emotions for Frijda (1986) result from match or mismatch between events and concerns. Positive emotions result from events that occupy match.

In a guide for parents and teachers, Veil (1994), addresses that kids learning depends heavily on their emotional positives and negatives. She argues that positive emotions turn kids on, as kids become more confident, develop optimism and respect.

The fact that positive emotions broaden social, cognitive and action tendencies is supported by psychotherapeutic schools. In view of that, all of the following approaches attempt a broadening of mental, psychic, social and emotional resources of the individual (Papantonopoulos 2003).

The constructivism framework suggests that the individual's effort to modify malfunctioned ideas and to adapt to life situations has no meaning, as the individual is an active arbiter of reality. The individual can intervene in every situation giving his own subjective meaning to it, and with the use of narrative, he broadens his point of view for his life (Papantonopoulos 2003).

The behaviourist approach tries to teach individuals new behaviours like inducing socialisation, in order to help them broaden their spectrum of alternative behaviours. In a solution-focused approach, the realism of approaching a problem helps in the broadening of the individual's provisional stance. With this psychodynamic conceptualisation process, the individual is increasing the understanding of his internal world. The humanistic approach, gives emphasis to the experience of key problem components by the individual as a way of enhancing understanding and finding new meaning in life (Papantonopoulos 2003, p.12).

ADDITIONAL CONCEPTUALIZING ON EMOTIONS

Reflecting on the above, we believe that a link between positive emotions and learning in organisations is emerging.

A positive appraisal of a learning situation or event means a liked situation with a motivational tendency to approach the event. It means that a person sees well-being for self as well as he/she believes that he/she can cope with this learning event satisfactorily.

Additionally, other dimensions of appraisal should be present and evaluated by the individual as positive, in order to sustain his/her positive involvement in the event. For example, it is important to draw on understanding: the person's perception of the pleasantness of a situation, his attention, his understanding of the relevance to his goals as well as his interpretation of the compatibility of the learning event with self and society -or in the case of this study,- with the organisational standards.

When the cognitive appraisal of the learning event is treated as liked, the individual upon personal relevance and other dimensions like coping ability, further evaluates the appraisal. Then, the appraisal becomes the felt emotion. The felt emotion, depending on the additional dimensions of appraisal, can be positive (motive consistent), or negative. When the emotion is positive, the individual has already developed a strong cognitive experience (through the appraisal process), which is further facilitated and cognitive functions continue. In this case, the individual has a lessened autonomic nervous system activity. This is further supported by the fact that cognition follows emotion, with emotion knowledge and attributions (Frijda 1994c).

As learning is a cognitive process, a high facilitation in diverse cognitive functions through the appraisal process -when the individual experiences positive emotions- tends to facilitate learning.

We might also argue that positive emotions lead to learning because there is some personal relevance in terms of meaning for the individual. Additionally, learning ought to function as a source and feedback for the creation of new positive emotions, so as meaning for the individual is sustained. That is reflected in Izard (1994, p.203), who suggests that when we define emotion to include cognition it becomes difficult to separate cognition as a cause from cognition as consequence.

Additional dimensions are added in the organisational context, where social and cultural aspects underlie emotions. In such learning environments and structures, with references of social or collective learning, desired and purposive emotional experiences could be created. A learning situation, can define which emotions are most appropriate, which emotions are expected by people, and people will tend to follow rules, getting in line with norms, only when they appraise the meaning of the event in a positive way, or when the event is socially/organisationally proper and rewarding.

Emotions are present in language thus the emotional nature of language is important. Reflecting on this we suppose that if we can affect emotions in order to make them positive or if we can induce positive emotions to individuals in an organisation, then the readings of the meanings of

learning will be positive and language will tend to serve these positive readings. Therefore, learning could be a matter of language. If that is sound, then positive emotions can be understood as such by language and language should lead to learning that will sustain.

In addition, because emotions are contagious (Fredrickson 2003a), in our social interaction in organisations there is a tendency to mimic and synchronise expressions and behaviours with other people and therefore to converge emotionally (Reeve 2001). This convergence helps to presume that positive emotions felt by managers and leaders can be contagious in the organisational environment (Fredrickson 2003a). Consequently, learning associated with those positive emotions can be spread in the collective.

CHAPTER 3

LEARNING

Behaviourist learning theory suggests that learning attempts to understand and explain the human behaviour. Therefore, learning is learned (Stewart cited in Leopold 2002). This theory treats the stimulus-response pattern, and suggests that if a behaviour is reinforced it will reoccur (Skinner 1953).

The difference of this operant conditioning with other forms of behaviourism is that the individual can generate responses instead of simply bring forth responses due to an external stimulus (Papanonopoulos 2003). The original stimulus – response framework of Thorndike (1913) argues that the transfer of learning occurs because of previously encountered situations and depends on the presence of identical elements in every learning situation; however, transfer is always specific, never general (Thorndike 1913).

A theory that covers both the cognitive and behavioural frameworks is the observational learning theory or social learning theory. The social learning theory of Bandura (1976) and Bandura (1986) emphasises the importance of observing and modelling the behaviours, attitudes and emotional reactions of others and encompasses attention, memory and motivation. Therefore, it improves upon the strictly behavioural implementation of modelling by Miller and Dollard (1941). Social learning theory explains the human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences.

Although individuals may acquire behaviour through observation, there is no evidence that they will perform this behaviour. The individual may reproduce the acquired behaviour in a situation where he has an incentive to do so. In relation to the contagiousness of leader's positive emotions (Fredrickson 2003a) discussed in the previous chapter, this theory proposes that individuals are more likely to adopt a modelled behaviour if the model is similar to the observer and if it has an admired status.

According to the observational learning theory, learning is most efficient when the learner is attentive, when he is able to remember, when he is capable of producing the observed behaviour and when he is motivated. Nevertheless, we might argue that this theory, which is central to the idea of socialisation, cannot easily relate to true capacity of learning for the individual within the organisational context. Rather it seems as a behavioural conformity of the person to models and norms, to achieve and or maintain acceptance in the organisational environment. As the individu-

als learn to behave in conformance with the norms of the organisation, they adopt behaviours that receive positive reinforcement. At the same time, they model themselves and they are influenced by the status of the person they imitate. Therefore, we might argue that the individual learns on purpose and learning is goal directed towards the imposed by the organisation-modelled behaviour (Papantonopoulos, 2003, p.10).

That conclusion brings us closer to Tolman's (1948) theory of purposive behaviourism or sign theory. According to Tolman's sign theory, learning is acquired through meaningful behaviour, it is always purposive and goal directed while environmental factors are utilised (Tolman 1948).

Complementary to the work of Bandura on social learning is Vygotsky's (1980) theoretical framework according to which, social interaction plays an important role in the development of cognition. Vygotsky's theory is an attempt to explain consciousness as the product of socialisation and a result of cognitive development.

We also see key influences about the social interaction part of this theory in situated learning theory of Lave (1988), according to which, learning occurs as a function of the activity, context and culture in which it occurs.

Piaget cited in Brainerd (1978) has a similar cognitive focus since he proposes that cognitive structures and mental maps are created in order to allow individuals to understand and respond to physical experiences in the environment. Whenever the experiences are new, the individuals increase their cognitive flexibility in order to cope with these new experiences.

With the same cognitive focus the constructivist theory of Bruner (1996) argues that the learner selects and transforms information, constructs hypotheses and makes decisions based on a cognitive structure. The individual is reflecting on experiences and is continuously interpreting the information given. He constructs his own meanings and mental models, by interpretation and understanding. The interpretations and assumptions of individuals about the world are important. Bruner further believes that memory always reconstructs the existing knowledge of the learner.

The cognitive view of learning focuses on what happens within the individual: motives, emotions, memory and cognition. 'Cognitive learning involves the selective interpretation of perceptual data organized into new patterns of thoughts and relationships' (Coffey et al 1994, p.82).

Gagnes (1985) cognitive learning theory suggests that learning tasks for intellectual skills are organized in a hierarchy according to complexity. The theory proposes that learning is about five categories: verbal information, intellectual skills, cognitive structures, motor skills and attention.

Additionally important within this 'instructional' theory is that the individual in an 'instructive' event should start from the low-level facts before proceeding to the high-level ones. The operations that constitute those instructive events are different for each different type of learning outcome. The learning outcomes for each individual are also different and they are based on personal motives and emotions, which influence the information that people will finally select (Gagnes cited in Papantonopoulos 2003, p.11).

The action learning approach is about the aptitude to think through things and de-brief experiences at non-trivial personal and contextual levels. Action learning is a well-proven individual, collective and organisational development philosophy that provides a sound setting for a reflective inquiry (Smith and O' Neil 2003). For Skerritt (2002) action learning is defined as the learning from concrete experiences and critical reflection on the experience through trial and error, discovery, and learning from each other and with each other.

An important learning theory is Kolb's experiential learning cycle, which is based on the need for learning to be grounded in experience (Dewey), on the importance of a person being active in learning (Lewin) and on the theory of intelligence as the result of the interaction of the person with the environment (Piaget). The process starts with the reflection on the actual experiences of the individual, moves to the affective domain -reflecting on the feelings and emotions the individual has experienced-, passes to the interpretation of events and finally moves to the stage that the individual is obliged to take decisions as a result of the process (Hogan 1995). Kolb's cycle assumes that learning is an inherent part of the whole process. It assumes that the loop is closed and the cycle is self-contained. However, it seems that this is not necessarily the case as additional influences come to bear on the process (Remenyi 2002, p.101). The starting point is concrete experience therefore the person brings to the process a ready state of knowledge. This advocates the acceptance of non-positivist researchers and theorists. This knowledge is mainly tacit knowledge, it is a pre- knowledge that a person has developed through exposure to phenomena and life situations.

Another important theory is the experiential learning theory of Rogers and Freiberg (1994). Rogers and Freiberg argue that learning is about applied knowledge and that learning should integrate the needs of the learner. Therefore, noteworthy learning is evident when the learner has a true interest in the learning process.

All, Cagnes, Rodgers and Freiberg and Kolb, learning theories find great acceptance in applied knowledge and in the training fields. Another supportive theory, that has a great impact on educa-

tional learning and also consents with the significance of experiential learning, is Bruner's (1966) discovery learning. The core tenet of this theory is that learners learn from their interaction with the environment, from exploration, from influences and from the experimentation process.

Up to now, we might argue that action learning is often utilised interchangeably with experiential learning, and that it holds similar philosophical assumptions with discovery learning, since the implications of these terms are similar. However this model of learning still remains an individual learning process and although it includes a concept of thinking, of planning, of action and of reflection which is cyclical, it remains according to Hawkins, more linear in reality (Hawkins cited in Stewart 2001).

Another individual learning theory worth examining is the Andragogy theory of Knowles. As Rogers experiential learning, Andragogy is clearly about adults and has a meaning for the organisational learning context, which is an adult oriented context. According to this theory adults need to learn experientially, they need to know why they must learn something and they need to approach learning as problem-solving. In brief, they learn best when there is value within the learning (Knowles 1984). Cross (1981) presents the characteristics of adults as learners in a model that attempts to integrate theoretical frameworks like experiential learning of Rogers and Andragogy of Knowles. The main principles are that learning should focus on the experiences of the learners, the age, the developmental life stage of the learners and the situational characteristics of learning (Cross 1981).

The reflective unity that could be developed from the above, emphasises on the importance to view the learning situation from the perspective of the learner. The learner is the arbiter of the learning reality; he needs to direct and control learning, he needs to benefit out of the learning process and he must be motivated and able to cope cognitively with the learning situation.

Illeris (2003) also highlights the importance of viewing the learning process from the perspective of the learner and moves further to model learning as an individual and a social process. Adults are inclined to learn something, which will benefit their own life situation. He focuses on workplace learning, which is associated with workplace competence development. The reason seems simple. The competences required by the modern organisations are not easily acquired by educational learning. The competence characteristics that individuals should develop, like creativity, flexibility, and responsibility, are mere personal accomplishments.

Illeris (2003) model suggests that learning is composed by two types of processes. The one component is the interaction processes or in other words the processes that link the learner with the

environment. These are social in nature and they carry a social dimension. The second component is about inter-mental processes. These are acquisition and elaboration processes, which are psychological in nature and have a cognitive and an emotional side. Therefore, learning has a social, a cognitive and an emotional dimension. The social dimension includes communication, cooperation, and understanding. The cognitive dimension includes skills, understanding and meanings, functionality and knowledge. The emotional dimension includes patterns of emotions, motivation, attitudes and mental balance.

However, this approach as well as situated learning theory does not provide the reason why individuals are willing to learn. Approaches like creative learning and experiential learning of Rogers deal with the individual willingness to learn, and presuppose that the individual finds significance and relevance to the learning process. Significance means positive meaning for the individual and positive meaning directs the learner's willingness to be involved in situations that have relevance to his well fare while they are not threatening to his life.

Kolb's learning cycle, as well as Rodgers experiential learning can give us a remarkable insight in conceptualising that positive emotions could affect in a positive way learning, because individuals develop and learn in situations where they see personal relevance and when their well being is not threatened.

LEARNING AS A RESULT OF THE EMOTIONAL CLIMATE OF ORGANISATIONS

This section addresses indirectly our main concern; are emotions and learning within the context of organising?

Emotions guide our actions in the work place and relate to motivation, job satisfaction and self-esteem. Emotional dissonance as well as anxiety inhibits learning (Papantonopoulos 2003). Positive emotions increase creativity, develop our ability to think refreshingly, increase our capacity for problem solving, and increase our ability for adapting to changes. Learning among others, is a product of decision making, problem solving, motivation, and co-ordination.

Much of the writings regarding learning in organisations seem to overlook the importance of emotional dimensions of learning. Learning takes also place on emotional and spiritual levels (Ikehara cited in Stewart 2001). Many decisions within the organisational context stem from a final emotional suggestion of the decision maker. The emotional climate that Tran (1998) introduces is about emotions like contempt, joy, interest, pleasure and envy, that influence decisions and organisation and consequently influence areas like creativity, concept formation, problem-solving and reasoning. The emotional climate strongly affects the facilitation of learning (Tran 1998).

Supporting individuals in gaining emotional understanding of themselves and others is a vital part of organisational learning in Antonacopoulou and Gabriel's (2001) attempt to address emotions as a facilitator of learning. Hogan (1995, p.8) suggests that '... holistic learning must include elements of feelings, intuition, thinking and willingness'.

Negative situations and emotions like threat, discomfort or anxiety tend to limit the learning ability of individuals and organisations. Organisations tend to employ defences and mechanisms in order to deploy and control negative situations and emotions. However, this attempt for control finally results in an illusion of routine, predictability, and protective mechanisms, which at the end do not allow the individuals to learn.

Gabriel and Griffiths (2002) accept that certain types of emotion tend to remain unchained and difficult to manage in periods of uncertainty and strain; for example anxiety cannot be easily civilized. In case of anxiety, learning ability is limited, especially for individuals with obsessive psychological character whenever these individuals confront a certain type of disorder. This shows us that negative emotions like anxiety, which is an inevitable part of organisations today, directly inhibit the learning ability.

Fredrickson (2000c, pp.778-794), mentions the importance of creating new meaning in organisations and especially strengthens the importance of creating positive new meaning as an indirect way of cultivating positive emotions in the organisations. Positive meaning is addressed by finding benefits within adversity, by infusing ordinary situations with meaning, by problem-solving, by the appreciation of a job well done and by compassionate acts within the organisation. In a comparable way, Gabriel and Griffiths (2002) suggest that leaders of organisations should mobilise positive emotions of hope, courage, self-reliance and dedication, in order to manage anxiety effectively.

A MORE CRITICAL PERSPECTIVE - LEARNING AS NARRATIVE

Morgan (1997) draws on the importance of metaphors, arguing that the use of metaphors implies how we understand the world in general. In the organisation, employees use metaphors to understand and tell how they perceive the organisational life. However, if one considers the organisation as the metaphor 'learning organisation', there is a difficulty to understand what learning is and how it is composed because learning is not easily observable but it is only inferred in various activities (Stewart 2001).

Stewart argues that our understanding of the world is "anchored in stories and the way we deal with our experiences is done with the use of narratives" (Stewart 2001, p.146). He believes that

personal as well as collective narratives guide our actions and are central to human life. Human activity and experience is brimful of meaning, which we communicate to other people through stories and narratives. These narratives are the vehicle of the communication rather than logical arguments or logical formulations (Herven 2003). This was initially defined by Bruner (1986) as the dichotomy of the narrative forms of thought in relation to the paradigmatic forms of thought.

The perspective of the learning organisation should include the ability to listen at the employees stories in order to unlock covert knowledge. Employees should be able to discuss, question, review and challenge the decisions in the organisation. The reflection of individuals through narrative telling brings us close to the conversation theory of Pask (1975). The fundamental idea of the theory is that learning occurs through conversations about a subject matter and these conversations allow making knowledge more explicit. Additionally, Gullen (1999) believes that individuals in the learning process negotiate and construct meaning. This view presents learning as a reflective and narrative activity and emphasises on the importance of language and its role in the construction of learning.

Even in theatre, storytelling is the central theme and the 'heart of improvisation' (Koppett 2001, p.67). Improvisation is synonymous to construct. As Koppett argues, improvisers create narratives collaboratively and without the benefits of revision, and it is important to be especially efficient in skills needed in building stories. However, as he states, the most difficult part of the training to storytelling is to shift the unconscious processes people employ into conscious processes. That possibly means that feelings and emotions play an important role as they colour and influence the stories people say; and as a result they facilitate storytelling.

Consequently, from a cognitive point of view, if we could manage to change people's thinking and their behaviour only with narratives then we could create a clear route to people's cognition. For Willig (2001) this means that we should accept talk as a route to cognition, that cognitions are based on perceptions, that an objective perception of reality is theoretically possible, that consensual objects of thought exist and that there are cognitive structures which last (Willig 2001).

Thus, if we are interested in understanding learning, then narratives use is limited to the fact that people take part in a narrative telling or conversation because they have a purpose and a stake. Therefore, we should be able to understand the ways and the social context in which people negotiate their meanings in conversation with one another. Willig (2001) argues that people interpret questions in their own way and make arguments based on their interpretations. People further analyse their expressions based on the expected accomplishments in the social context in which they

exist. This means that in an organisation where learning is acknowledged as a means of integration and advancement for individuals and the organisation, people's expressed attitudes towards learning will be consistent and positive. Consequently, narratives can act as sources of learning in organisations if we accept and understand that language is a social action, and its use is non-representational.

LEARNING IN ORGANISATIONS vs. LEARNING ORGANISATION

Learning in organisations

As noted earlier the aim of this study is to bring in light empirical results to prove that positive emotions facilitate learning in organisations. However, what is learning in organisations is a question with more than one answer. The same holds true for the concept of the organisation as a learning entity versus the concept of the learning organisation. Learning in organisations has gone through many combinations in terms of its theoretical as well as its practical use.

Organisational learning is concerned with improving the behaviour and capability of individuals so that the organisation can respond more effectively to its environment (Peter Murray and Kevin Donegan 2003). The organisational learning process is the ability of the organisation to increase its problem-solving capacity, and to change behaviour towards better performance of the individual and the team at the organisational level (Buckler and Argiris cited in Stewart 2001).

One perspective of organisational learning is about individuals learning as agents for the organisation, while a newest perspective or social perspective of learning is learning by a collective or by humans as social beings (Ortenblad 2001, p.126).

Learning Organisation

Reynolds and Ablett (cited in Sun and Scott 2003) define learning organisations, as organisations where learning changes the behaviour of the organisation itself. The ideal of the learning organisation is a state where individuals should be able to redesign their work, should be able to develop new patterns of thought, and combine family with their work lives.

In this state, the attention is focused on a process implementation and learning is about managing personal change and self-assessment. In this ideal state, we have flatter management structures and commitment through personal involvement, while structures and organisational settings develop as contexts for human development.

Schein (cited in Argyris 1999), argues on the importance of developing a learning culture that should function as a 'perpetual learning system'. Senge's fifth discipline approach gives emphasis to systems dynamics and thinking. Senge (1990) uses the power of mental models and envisages learning organisations where people continually expand their capacity to create results they like, where new thinking is acquired, where collective aspiration is set free and where people know how to learn together. As both Argyris and Schon, Senge believes that organisations learn through the agency of individual members as he argues that the organisational capacity of learning cannot be higher than the capacity of its constituent members (Senge 1990).

CONCEPTUALIZING ON LEARNING

As we have noticed in the literature, there is no consensus on what learning is. The processes and outcomes of learning usually infer learning definitions, but there is a lack of unambiguous meaning. Theorists and researchers agree on why learning occurs, they concur on the importance of learning, but they cannot agree on what learning is.

We would like to clarify to the reader that learning is synonymous to adults learning. Learning in organisations, is synonymous to organisational learning. This view embodies the uniqueness of individuals and learning as a reflective and narrative activity (Gullen cited in Stewart 2001), and as well as learning by a collective, or by humans as social beings (Ortenblad 2001, p.126).

We argue that learning is related to the learner as an individual, as a member of his learning environment – an environment that functions as a form of 'society' - and to the individual's standing on meanings about learning. We believe that learning is not a consensual object of thought and that individuals construct learning differently through language. Therefore, there is no such thing as a learning organisation, but only learning in organisations.

As we have seen up to now, learning involves physical, social, cognitive and emotional processes. Individuals through learning, build personal resources and social resources. This means learning elements could be social, cognitive and emotional. Apart from the social element in which individuals interact in time and place with the environment in a straightforward way, cognitive and emotional elements are more complex. The cognitive dimension includes emotional aspects that are characterised and guided by the emotional experience preceding or occurring during the learning process. All emotional learning also includes rational and cognitive aspects from which emotions are influenced.

Therefore, we comprehend that learning as a cognitive function is not easily understood by narratives and is subject to a purpose and a stake. We theorize that the facilitation of learning in organi-

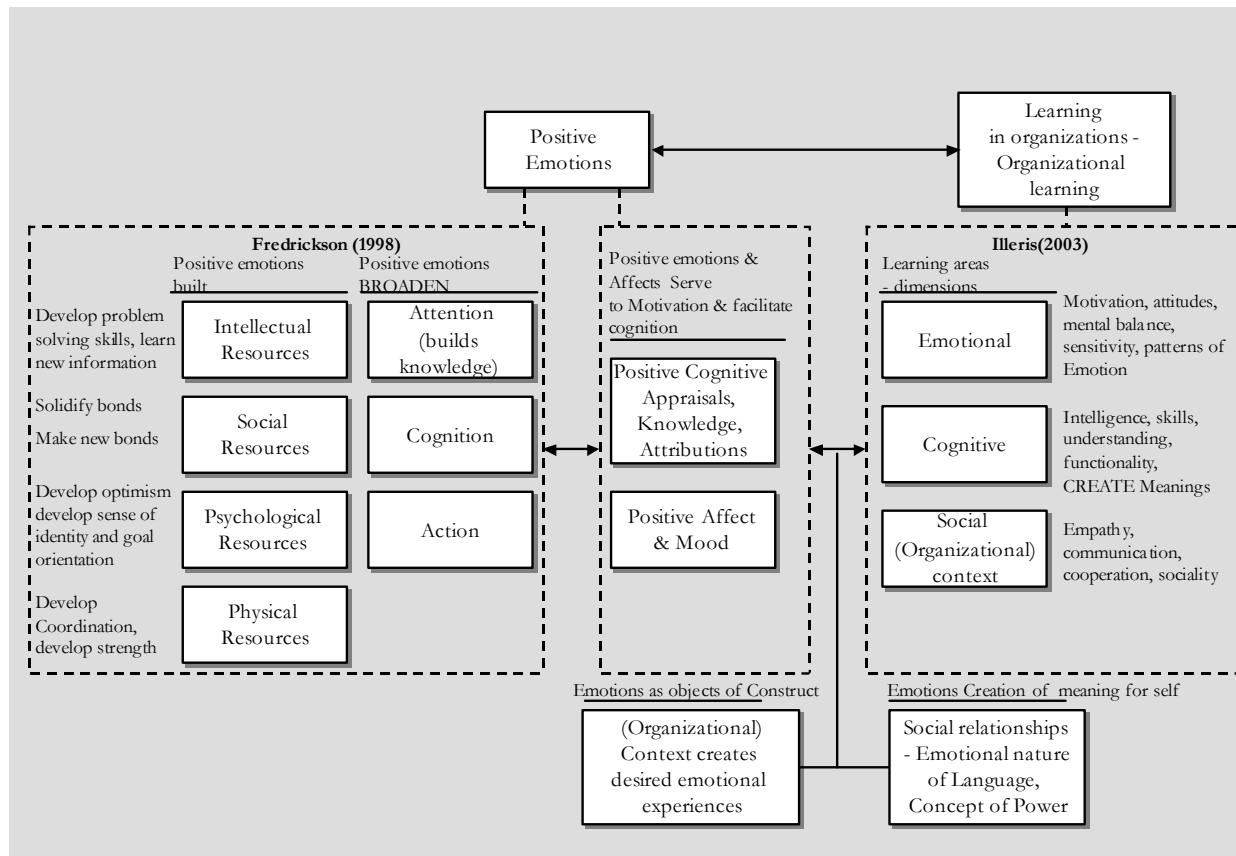
sations or the organisational learning is a matter of an individual's expressed interest towards a positive reading of the meaning of learning for his own self.

However, narratives alone cannot explain the process. Narratives should accumulate understanding of the individual's interpretation to a stake and a goal. Therefore, we have to approach learning with an interpretive discourse analysis, by examination of the importance of language use. Additionally, the roles people play in the organisational context and the social environment, affect discourse in a learning situation. We also see the same constructive inferences in the social theory of emotions. People emotionally involved, construct reality differently towards an activity, whenever they see a meaning, whenever they see good for themselves and whenever they see the activity as obligatory.

We might argue that learning has its highest momentum in the states where people experience positive emotions. In these states, people construct positive readings for the learning situation, and these readings reflect cognition in alignment with the organisational or social context within which they are implemented.

CHAPTER 4

CONCEPTUAL FRAMEWORK



Illeris (2003) model suggests that learning is composed of two types of processes. The one component is interaction processes which link the learner with the environment. These are social in nature and they carry a social dimension. The second component is about inter-mental processes. These are acquisition and elaboration processes which are psychological in nature having a cognitive side and an emotional side.

Fredrickson (1989) suggested that positive emotions involve people to a mental, social, psychic and emotional broadening procedure, which results in increased understanding, in better synthetic ability, in innovative and creative thinking and in increased willingness to explore. This broadening in people's attention, cognition and action repertoires is for the benefit of the individual in a repetitive process through life.

Learning has social, cognitive and emotional dimensions. Social dimensions include communication, cooperation, and understanding. Cognitive dimensions include skills, understanding and

meanings, functionality and knowledge. Emotional dimensions include patterns of emotions, motivation, attitudes and mental balance.

We would argue that positive emotions work on these three dimensions of learning, because they build, social, cognitive and psychological – emotional resources for the individual. More specifically, positive emotions function as a strong motive; they serve to motivation as an ongoing read-out system and they energise and direct behaviour. Positive emotions as motives affect behaviour by directing attention. Because they broaden the scope of attention they create the urge to explore.

The organisational context creates desired emotional experiences and desired learning experiences. As positive emotions build social resources, the individuals are much more competent in handling organisational requirements, and are much more compatible with the organisational standards pertaining to learning. Therefore, they construct emotions and sociality according to the organisational context. As emotions need to be brought out through the stories and conversations of individuals, the emotional nature of language and the power dynamics of language affect the creation of meaning for them. Positive emotions lead one in acting towards a certain way that has a personal meaning. Then one ‘opens’ and ‘broadens’, tends to follow approach behaviours instead of avoidance -towards any organisational situation-, and tends to be more attentive and motivated, holding positive readings concerning learning in its narratives and language in the conversations with others.

The observational learning theory, suggests that learning is most efficient when the learner shows attention and remembers, and when the learner is motivated and competent to produce the observed behaviour. Positive emotions, positive affect and mood all create increased cognitive flexibility and serve to increase one’s motivation.

We might argue that learning has its highest momentum in the states where people feel positive emotions. In these states, they construct positive readings for the learning situation. These positive readings reflect cognition and they are in alignment with the organisational or social context within which they are implemented.

METHODOLOGICAL STANCE

I am taking an ontological position in which my assumptions about the world reflect an interpretivist stance. I believe in the non-representative use of language and I am going to approach this study with interpretive ethnography and interpretive discourse analysis methods.

The perspectives which philosophy brings to the interpretive study of narratives and language are movements of thought of twentieth century, like social constructionism, constructivism and post-modernism - including post-structuralism (de-constructionism) and structuralism.

Constructivism states that our understanding of reality is not one for one representation of what is 'out there' but the result of both individual and social processes, mediated by language, which transforms our experience. Individuals actively interpret their experiences through various processes. Therefore, experience is constructed. We further accept that people are interrelated with a social matrix, especially with language through which - and with the influence of social life, - they interpret their experiences. This is a social constructionism position.

Under the interpretive stance, we notice that whatever people say, in the research context is not exactly what they feel and believe. An exploration of the participants experience from their own perspective is always necessary and such exploration implicates the researcher's own view of the world and the nature of interaction between the researcher and the participants. The analysis that will be produced will be an interpretation of the participants' experience (Willig 2001) in a particular context and time (Watson 2003).

I consent to a non-representational use of language. I believe that language is action itself, as it incorporates a goal and a stake for every individual. In this view I am front of the fact that reality is constructed by the language we use.

Knowledge is a social construct since it relies on the socially constructed tool of language. The post-modern approach rejects one grand narrative or meta-narratives in favour of micro or local narratives. Lyotard (cited in Benton and Craib 2001) portrays a world with language games and narratives that have a shifting focus; there is no one grand narrative in which all narratives and games can be translated. For Lyotard (2001) knowledge in the form of information commodity is related to the production of power, and it is the major stake in the worldwide competition for power. Knowledge in the way that is produced in order to be exchanged or consumed in the new production, 'ceases to be an end to itself and loses its use value' (Lyotard 2001, pp.4-5). Kellner (cited in Locher 1999) argues that Lyotard defines the post-modern as the process of developing a

new epistemology that responds to new conditions of knowledge. This embodies the 'incredulity' to meta-narratives. He further believes that we should reject 'totalism' for relativism, and therefore we should uphold a critical approach to philosophy.

Lyotard's major working hypothesis is that 'the status of knowledge is altered as societies enter what is known as the post-industrial age and cultures enter what is known as the post-modern age' (Lyotard 2001, p. 3). Lyotard argues that we are facing the end of totalising philosophies and the elimination of authorities. He further believes that text simply exists, and no one holds one single truth. 'A post-modern artist or writer is in the position of a philosopher: the text he writes, the work he produces are not in principle governed by pre-established rules, and they cannot be judged according to a determining judgement'...(Lyotard 2001, p.81). Scientific knowledge is for Lyotard a kind of discourse. 'As long as we can produce truth, it is acceptable to think that reality is the way we say it is' (Lyotard 2001, p.24).

Foucault has introduced discourse analysis, as another way of thinking about identity and subjectivity (Benton and Craib, 2001). 'Foucault has developed a structuralist history of ideas in which he sees structures of ideas 'epistemes' replacing each other when all the available positions within the previous structure have been used up' (Benton and Craib 2001, p.164). Foucault argues that reason creates unreason as the sciences create non-sciences, the way in which the rational implies the irrational. He has further suggested that we can study and understand rhetoric in a relation with power and knowledge. For Foucault, the social order in the world relies much more in our internal forces and much less in the external forces. People make themselves behave in a certain way. Science for him is "...linked with that which must have been said- or must be said- if a discourse is to exist that complies, if necessary with the experimental or formal criteria of scientificity" (Foucault 2002, p.201).

Foucault's discourse analysis focuses upon the availability of discursive resources in a culture and its implications for those who live within it. Discourses can be defined as sets of statements that construct objects as well as subject positions (Parker cited in Willig 2001, p.107).

Deconstruction involves a continuous questioning and a breaking in pieces of explicit and implicit notions of presence. Additionally it concentrates on the play of metaphors and the play of language (Benton and Craib 2001, p.167). For Derrida (2003) language is metaphorical and metaphors reproduce and extend themselves. In that way there is no way to understand how the world really works.

However, power dynamics exist within language. Fairclough (2001) argues that sociolinguistic conventions incorporate differences in power and are the products of certain power relationships. He justifies that the exercise of power is achieved through ideological mechanisms of language. However for Fairclough, power is not only language. Power through the manufacture of consent is about language and specifically it is about the ideology of language. Therefore, ideology is the mean for manufacturing consent.

Fairclough (2001) defends that the social order of discourse is made up of power and maintains itself as a hidden output of power. "Power in discourse is to do with powerful participants controlling and 'constraining' the contributions of non-powerful participants" (Fairclough 2001, pp.38-39). 'Constraining' means: what is said and done, which are the social relations of people in the discourse, and which are the positions people take regarding the subject of the discourse. Lyotard (2001) defends that power is a matter of knowledge in the modern information societies. He defends that power legitimates knowledge. "Knowledge is no longer the subject, but in the service of the subject: its only legitimacy... this allows morality to become reality" (Lyotard 2001, p.36). Legitimizing is achieved in science by the construction of a context, and the context control works for those that provide performance improvement. Since reality provides the evidence for such control and since reality is the tool used in scientific argumentation, then this fact denotes that we can master science if we can master reality. This is how 'legitimizing' takes place. "Power is not only good 'performativity', but also effective verification and good verdicts" (see Lyotard 2001, p.47).

Bourdieu (2002) argues that economic capital and educational capital are now the sources and mechanisms of power, and they now determine the relationships in the field of power. Power is translated unequally in terms, is unequally recognised as a legitimate principle of authority and is distributed differently in parts and through time. Bourdieu sees that the instruments to classify which part comes first in legitimisation are a matter of stake in this battle for power (Bourdieu 2002).

Eco (1986) understands the power as Foucault developing it in his writings as 'not only depression and prohibition, but also incitement to discourse and production of knowledge' (Eco 1986, p.242). Eco consents with Foucault in that those that dominate, only exercise power and they do not possess power. He believes that power is the overall effect of the actions of people who dominate, and it is not exercised as an obligation or a prohibition on those that do not have it.

In closing I would like to reflect to this chapter with a reference to Mills and Hall (cited in Denzin 1997, p.xvi), who argue that:

“Humans live in a second-hand world of meanings. They do not have direct access to reality. Reality as it is known is mediated by symbolic representation, by narrative texts, and by cinematic and tele-visual structures that stand between the person and the so called real world”.

CHAPTER 5

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DOCUMENT III
INTERPRETATIVE RESEARCH

**POSITIVE EMOTIONS
&
LEARNING IN ORGANISATIONS**

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Paper submitted in part of fulfillment of the requirements of the Nottingham
Trent University for the degree of Doctorate of Business Administration

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NOTTINGHAM BUSINESS SCHOOL

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Table of Contents

INTRODUCTION	5
WHY USING AN INTERPRETIVE APPROACH?	7
The theories of reality and the theories of knowledge of the reality	7
HOW MUCH CREDIBLE AND OBJECTIVE A SECOND HAND REPRESENTATION OF REALITY CAN BE?	10
DISCOURSE ANALYSIS	12
DOING THE RESEARCH.....	13
WHICH PROCESS?	14
Stage 1 = Discursive constructions	14
Stage 2 = Discourses	14
Stage 3 = Action orientation	15
Stage 4 = Positionings	15
Stage 5 = Practice (what people may do).....	15
Stage 6 = Subjectivity (how people think or feel).....	15
THE CONTACTS (PARTICIPANTS) AND THE SETTING	16
THE FIRST ANALYSIS.....	18
EMERGING THEMES.....	18
THE SECOND ANALYSIS	19
Participant A.....	19
Discursive constructions	19

Discourses	19
Action Orientation.....	20
Positionings	21
Practice	21
Subjectivity	21
Participant B.....	21
Discursive constructions	21
Discourses	22
Action orientation.....	22
Positionings	22
Practice	22
Subjectivity	23
Participant C.....	23
Discursive constructions	23
Discourses	23
Action orientation.....	24
Positionings	25
Practice	25
Subjectivity	25
Participant D.....	25
Discursive constructions	25
Discourses	26
Action orientation.....	26

Positionings	27
Practice	27
Subjectivity	27
PROBLEMS OF VALIDITY	28
ETHICS	28
DISCUSSION	29
REFERENCES & BIBLIOGRAPHY	30
APPENDIX.....	33

INTRODUCTION

The nature of this part of research is mainly exploratory therefore our main objective is to try to hand to our readers insights of the hidden factors that inhibit emotions and learning in organisations. The main issue to explore is in simple words to find out what happens to peoples' emotions and learning capacity in the organisational context.

The conceptual framework analysed in previous work (Document II) suggests that learning has highest momentum whenever people feel positive emotions. Specifically whenever people feel positive emotions they are able to construct positive readings for the learning situation which they are experiencing. The important thing is that these positive readings seem to reflect cognition and are in alignment with the organisational or social context within which the learning situation takes place.

In the long term positive emotions built intellectual social psychological and physical resources and in the short term they serve as an ongoing readout system that helps motivation and facilitates cognition.

Therefore based on the conceptual framework as both positive emotions and learning build on cognitive dimension, as they built in one's psychology and emotional dimension and as they built in social dimension, it is suggested that positive emotions and learning in organisations are interconnected. In any case in order for the concept to be applied in empirical research, we should consider very carefully the fact that emotions are socially constructed or at least influenced in the organisational environment and their existence is also influenced by the existence and the context of the meaning for one's self.

We could say that all of the research questions are simply related to what happens to the learning capacity of people when they experience positive emotions. However as the mission of the project at this part requires a general but deeper exploration of the concepts of learning and positive emotions in organisation, the questions we intent to explore cannot be limited for simplicity, and certainly cannot give straightforward answers. It would be pleasing if through the following stages of this study we could manage to present to the readers the range and the complexity of the views which people take about positive emotions and learning in the organisation. Therefore, in order to aid understanding we would explore the following set of questions:

- Which are the behaviours and the actions that are related to the creation of positive emotions?
- Which are the different interpretations of events that guide people to feel positive?

- What types of working experiences make people experience positive emotions?
- Whenever people have a positive emotion experience, what is their action tendency towards a learning activity?
- Are positive emotions expressed on purpose? and if they do; can they be controlled and guided by people in the organisational environment? Conversely what is one's capacity in handling organisational requirements when she is experiencing positive emotions?

WHY USING AN INTERPRETIVE APPROACH?

The theories of reality and the theories of knowledge of the reality

The problem of what is reality and how do we know what we know are two major methodological issues. Much of the ethnographic and qualitative writing is structured by a logic that separates the text from the writer and the subject matter (Denzin 1997, p.4). However this presumes that there is a 'real' world which can be understood by a writer who knows a subject through the analysis of the field material he/she has collected on this subject. Therefore the writer is representing the world he/she analyses. The subject under investigation is partially presented in the produced text of the writer. Considering that there is only the text that remains, Derrida (2003) says that language is metaphorical and metaphors reproduce and extend themselves. As Denzin (1997) suggests in favour of post structuralism, in that way language and speech do not mirror experience: they create the experiences, and in that process of creation they constantly transform whatever is described. This deconstruction involves a continuous questioning of the explicit and implicit notions of presence.

If we accept that the writer textually represents the subject's experiences, it is additionally important to sensitize on the issue of the text's validity. On the representation of reality and on the text validity the traditional positivist and post-positivist traditions are heavily challenged by the post-structuralist traditions. In a simple way, positivism and critical rationalism believe that the methods of the natural sciences can be also applied in social sciences, while the rest of the traditions believe that they cannot. In the following pages we are exploring further the issues of representation of reality, the knowledge of the reality and the validity of the text.

For positivism in its epistemology a text's authority is about knowledge which is derived from sensory experience and generalizations of particular observations. Science is an attempt to gain explanatory knowledge of the external world by reference to generalisations, repetitive patterns and regular relationships. For post positivists, a text's authority or validity is also about knowledge and is established through recourse to a set of rules that refer to a reality outside the text (Denzin 1997).

Positivists seek the internal and external validity; they seek the reliability and the objectivity without dissociating these criteria to the quantitative or to the qualitative research. Post positivists accept the dissimilarity of qualitative research and address different criteria. Both traditions though, are concerned to answer questions of how many or how much and they are in favour of a single social reality that can be tracked by observation and the senses, and by seeking associations

and repetitive patterns in a normative epistemology which represents a basis for generalization. They are in favour of the fact that language reports the world and reality exists independently from the way we are approaching it.

This method of writing validation in the empirical world that positivism embraces and which the critical realism also attempts, is an effort to develop a base of rules that exist outside of the work, with a mission to provide epistemological validity to the text. Although, as we are explaining below, the later (critical realism) conceives science as an empirically based rational and objective inquiry, it is not contented with finding regularities and repetitive patterns as positivism does, but in search of the true explanatory and predictive knowledge it is trying to find the hidden structures and mechanisms that underlie the phenomena under investigation.

Examining critical rationalism we see that it rejects the sensory experience as a basis for theory creation. It is ontologically close to positivism but it rejects positivist epistemology. For critical rationalism all observations are depended on theory which should be tested with observations, while all knowledge is under continuing evaluation. The process of observing requires conscious and unconscious interpretation.

Under critical realism ontology, the objects of interest exist and act independently of the researcher observer and its activity. 'Reality' is distinguished between the empirical, the actual and the 'real'. The empirical consists of experiences and events through observations, the actual consists of events that exist or are taking place independently from our conception and observation, and the 'real' consists of processes, structures and causal mechanisms that generate events in the world. 'Reality' is socially constructed by humans or it is socially constructed by material unobservable structures of relations like capitalism. Critical realism mixes in effect social constructionist and Marxian thinking (Watson 1994).

The ontology of feminism contents that both natural and social worlds are socially constructed and they are also constructed differently by people who have lived different experiences. The epistemology of feminism believes that the experiences of women constitute a stronger base for knowledge claiming that women have a better ability to understand the social world due to their caring labour and their maternity experiences. The solitary stance that feminism embraces, can firstly be criticized on the same grounds as positivism and secondly can be criticised on the fact that there is no a clear feminist epistemological standpoint.

Constructivism comes in contrast to the positivist traditions, and states that our understanding of 'reality' is not a single representation of the out there but it is both the result of individual and so-

cial processes, mediated by language, which transforms our experience. Experience and 'reality' are constructed. Knowledge is a social construct since it relies on the socially constructed tool of language. A significant theorist of post-modernism Lyotard (2001) sees knowledge in the form of information as the major stake for power, which -in the way it is produced in order to be exchanged or consumed in production, -stops to be an end to itself and loses its use value. The status of knowledge is altered in the post modern age. For Lyotard no one holds the truth, there are no authorities and the texts simply exist. He believes that as long as we can produce truth it is acceptable to think that the 'reality' is the way we say it is (Lyotard cited in Papantonopoulos 2004). Another significant post modern theorist Baudrillard believes that we live in a world full of copies, which is neither 'real' nor stable. For Baudrillard there is no 'reality' but there is a kind of 'hyper reality' where only the surface of the things is left. 'Real is that of which it is possible to give an equivalent reproduction' (Baudrillard cited in Denzin 1997, p.13). For post modernists the validity or authority of an observation is determined by the nature of the critical understandings it produces (Denzin 1997).

Post structuralist thinker Foucault argues that the social order in the world relies much more in our internal forces and much less in the external forces. People make themselves behave in a certain way (Papantonopoulos 2004). This poststructuralist position suggests clearly that structures do not exist outside people but exist as creations of human beings themselves (Watson 1994). The position of critical post structuralism requires a new set of criteria to be constructed. Criteria coming from the qualitative project, derived from emphasis in subjectivity, in emotionality and in human feelings (Denzin 1997). This is partly influenced by Foucault's contention in introducing discourse analysis as another way of thinking about identity and subjectivity (Papantonopoulos 2004), where discourses construct the objects as well as the subject positions. Post structuralist thinkers conceive the social space as discursive in nature and regard the process of meaning creation as a never ending process.

Under interpretivism / idealism social reality is a product of meaning negotiation by people involved in behaviours, actions and situations. Observation and sensory experiences are not enough to see what 'reality' looks like. In its epistemology, knowledge is derived by concepts and meanings which in the first place are socially constructed and are reconstructed by the researcher in the second place.

We are in favour of a post structuralist interpretative approach to research, not because positivism is worthless, or because the knowledge it produces is wrong. We only mean that one should be more sceptical in explaining the knowledge that positivism is producing. Interpretative research is

complex in a way that requests from us to work on meanings and interpretations and to adopt a processual perspective towards the subject of research. In favour of the fact that language is not representing but constructs 'reality' then an interpretive approach to research is a one-way direction. Positivism is not answering how social 'reality' is socially constructed or how people interpret their actions. We see interpretative research accurately searching for social 'reality' which is derived from subjective experiences through interaction and language. The researcher is an observer and a participant who is interacting with the subjects in an ethnographic style process grasping socially constructed meanings which afterwards reconstructs.

After all, knowledge whether it is produced by a positivist methodology or an interpretive one remains always a questionable issue.

HOW MUCH CREDIBLE AND OBJECTIVE A SECOND HAND REPRESENTATION OF REALITY CAN BE?

The main objective of the researcher is to manage to capture in its writing and texts the 'real' world with which he came in interaction and contact. Every ethnographic text has the sanctuary mission to represent the 'reality' assuming that there is a 'real' world, which it has managed to capture objectively and infallibly. The researcher represents and attempts to transfer and capture in a critical way the representations of the objects and the original situations and discussions made in the field setting. This entire attempt is a difficult undertaking. It presupposes that the researcher is highly skilled and competent and as Denzin says he/she goes beyond looking to what simply has been seen. This attempt seems even elusive if we consider that today we do not know the subject under investigation as Denzin contends and additionally we do not know how to write about the subject's experiences as Foucault contends.

Interpretive analysis works with texts. Since the interpretive research is concerned with the actual experience itself we should assume or suppose that the language provides us with the necessary tools to capture that experience (Willig 2001). Since we believe that language constructs 'reality' the relative representational validity of language is questioned in order to maintain the best possible representation of the lived experience. First, language is incapable to give simple expression to an experience. It adds meanings in the words and makes direct access to one's experience, impossible (Willig 2001, p.63). Second, language is not the only actor in a discourse. A discourse is always more than what is said or seen (Denzin 1997, p.37). Third, language is a dialogic phenomenon. The basic unit of language is the utterance which for Bakhtin stands in a dialogic relationship to previous utterances directly revealed or presupposed in the conversation. The context of the

utterance includes for Denzin the visible, the auditory, and the sensory. In the same way the silences and the unsaid in a discourse play an important role in understanding. Finally discursive practice is essentially heteroglossic; language is filled with contestation of voices and dialects (Bakhtin 1986).

Returning to the text it is clear that it creates the worlds we study. Text is not capable of a duplicate production of the lived experience. That is why Frow & Morris cited in Denzin argue that we do not study lived experience rather we examine lived textuality (Denzin 1997, p.33). In our attempt to transfer the experience as alive as possible, we count on voice and visual perception. But both seeing and speech are not clear. Neither is listening. What do we do?

It is suggested that the researcher who wishes to have a true understanding should seek for a deep involvement in the subject's experiences. The text that produces involves all the utterances of the discourse, the visible, the auditory and the sensory elements. It involves the researcher own interpretations and it describes even the situation's emotions.

Whilst we fall in with Denzin in approaching the way the voice of the subjects could be used in qualitative research, we do not agree with the feminist epistemology that he embraces in order to rationalise his move from the reflective text to the acoustic text. He argues that this new ethnography requires a different way of looking, hearing and feeling, a way that goes beyond the male capacity of seeing. The 'fact' that through reason, observation and politics women being more authentic than men can tell one true story about the world, is not true, because many women have presented different stories having different knowledge. Furthermore, feminism ignores men's -as social actors- subjective point of view and instead it imposes its own point of view as the objective subjective perspective of 'reality'. This resembles to me the solid positivist stance of viewing social reality, which is rejected by interpretivism.

Capitalising on the previous writings, we appreciate that our interview extracts should be full of representation, should 'speak' lively to the audience, should capture the 'audio', the visual and the unspoken elements of the discourse.

DISCOURSE ANALYSIS

The previous arguments direct us in selecting discourse analysis as the key methodology in this work. Discourse analysis covers developments in philosophy starting from structuralism and Foucault. It is basically an interpretative reading and there are no specific rules to follow. In generic terms it covers research concerned with language in its social as well as cognitive context. Discourse analysis has taken the forms of many approaches like content analysis, narrative analysis, argumentation, semiotics (Barthes 1964) and rhetoric. It should be -as proposed- interpretative in nature; however it could be either quantitative like content analysis or qualitative, moving closer to the more reflexive demands of Foucauldian discourse analysis and post structuralism tradition. What remains stable is the concept of the culture depended meaning which remains the same in all of the approaches. Comparing all of the processes of discourse analysis, the questions of truth, validity and representation are of main importance.

DOING THE RESEARCH

Our interviews were semi-structured in order to aid the dialogue to proceed naturally as the object of investigation is rather not easy. The questions were of exploratory nature and they had the objective to capture a deep understanding of the participant's positions on positive emotions.

The interviews were taped and transcribed without any external help. We have used the qualitative analysis software QSR Nudist N6 Student version for the code-based transcription and qualitative analysis. It was helpful that we had to make the coding from two perspectives. The first one was to try to identify the main themes and the sub-themes that answer the research questions. In that perspective we have got great help in referring back to the conceptual framework which gave us the guidance for the initial coding (Miles and Huberman 1994). The second perspective we have followed working with the transcriptions, was the coding of the discursive constructions and the discourses, in order to develop an analysis based on a Foucauldian discourse perspective.

Within the analysis section and in the appendices of the interview extracts one could see various transcription conversions which were used in order to give liveliness in the texts. They are derived from Frederick cited in Symon and Cassell (1998). These conversions are the following:

Transcription conversions

- [indicate overlapping/ interrupted speech
- { indicates simultaneous speech
- = continuous speech where actor's utterance latches onto = previous actor's
 speech
- italics* indicate emphasis
- [**word(s)**] indicate transcriptionist doubt and will say [inaudible] or state that the
 speech referred to:

WHICH PROCESS?

Denzin reproves the standard narrative model of discourse analysis, which he believes although it is working with an interpretive structure that attempts to link audience, text, structure, empirical inquiry and lived experience, it presumes a fixed text with fixed meanings (Denzin 1997, p.244). In the sense that Denzin is referring to forms of discourse analysis like content analysis and conversation analysis in that sense we agree with him. We will be following his remarks concerning the richness of the examination of text as a meaningful whole which directs us to a new form of a more live ethnography. Besides we will be also following Frederick's proposals of collecting as much as ethnographic elements as possible as this is a way that is going to provide us more about the context of the analysis. We will be annotating all the utterances of discourses, the visible the auditory and the sensory and we will be annotating emotions in terms of emphasis as Fredericks suggests. In parallel and after exploring the main themes and the sub-themes in the contacts that answer the research questions, we are going to proceed with a more detailed discourse analysis using the six stages process to Foucauldian discourse analysis proposed by Willig (2001). The Foucauldian version of discourse analysis is concerned with language and how it is used. However it goes further than the simple representation of language in a discourse and asks questions about the relationship between discourse, about how people think or feel (subjectivity), about what they may do? (practice) and about the material conditions within which the experiences take place (Willig 2001, p.107).

Willig's method develops in six stages and it is below cited as it was originally proposed:

Stage 1 = Discursive constructions

As we are interested in how people talk about positive emotions and how these are related to working experiences, our discursive object would be positive emotions. This first step of the analysis identifies the different ways in which positive emotions (the discursive object) is constructed in the text (the discursive constructions). That means that we highlight all instances of reference to positive emotions (the discursive object). Both explicit and implicit references are included.

Stage 2 = Discourses

Having identified all sections that contribute to the construction of positive emotions (the discursive object) we focus on the differences between constructions. What appears to be one discursive object seems that is constructed in various ways.

Stage 3 = Action orientation

Here we are making a closer examination of the discursive contexts within which the different constructions of the object are being deployed.

- What is gained from constructing the object (positive emotions) in this particular way at this particular point in the text?
- What is its function and how it relates to other constructions produced in the surrounding text?
(Action orientation of talk and text)

Stage 4 = Positionings

Having identified the various constructions of positive emotions (the discursive object) within the text and having located them within wider discourses, we take a closer look at the subject positions which they offer. That means that discourses construct subjects as well as objects and as a result make available positions within networks of meanings that speakers can take up. It is the position that the subject takes in relation to the rights and duties that hold in a certain discourse.

Stage 5 = Practice (what people may do)

Which is the relationship between discourse and practice? It is the identification – exploration of the ways in which discursive constructions and the subjects positions in them, induce or not opportunities for action. Discourses limit what can be said and done. Also non-verbal practices, do form part of discourses. In other words we are interested in exploring the possibilities for action in the discursive constructions we will identify.

Stage 6 = Subjectivity (how people think or feel)

This stage explores the relationship between discourse and subjectivity. Discourses make available certain ways of seeing the world and certain ways of being in the world. We are concerned with what can be felt, thought and experienced from within various subject positions.

THE CONTACTS (PARTICIPANTS) AND THE SETTING

We have interviewed five contacts, and we have chosen for the transcription coding and analysis only four, which are considered more representative, because one participant has provided mostly monolectical answers. So the contacts: Participant A (female), Participant B (male), Participant C (male) and Participant D (male), are working in the same organisation. They are all middle managers who have a similar hierarchy status, but they have varying levels of experience.

Participant A is the supervisor of the customer service department, Participant B is a Marketing senior manager for candies and chewing gums business, Participant C is a Sales project manager for fresh products business, and Participant D is a marketing senior manager for chocolate business. All of these managers have subordinates that create small teams. All four have a higher educational background and are at their middle thirties. With the exception of participants D and B, participants C and A, are married and they also have children.

They are working in similar offices which are rather empty and minimalist. The offices have two guest chairs, a dashboard and a couple of short bookcases. The walls are free of paintings or photographs and the same is the furniture; with the exception of participant A's that she has many pictures and photographs on the dashboard, in the desk and in the bookshelves. Those depict family moments and fun moments with friends and colleagues.

All of the participants are very familiar to me and the opposite. We cooperate and we know each other, for the last four years. Therefore it would have been strange if I will not provide a sketchy plan of each one of them as I personally believe they are and as I saw them reacting in the interviews we had.

Participant A is a happy person, who has an extrovert personality. She is rather fat and makes jokes about it, she is clever and she likes discussing and chatting with friends. She likes going out and socialising with colleagues from work. She loves her daughter. We had the interview at her office. While discussing the strangest thing I noticed was that she was sitting very close to her computer screen.

Participant B is a joyful guy. He is working a lot; he is consistent and reliable in his work. However he is impulsive and anxious. He seemed that he didn't want to say a lot in the interview and although he seemed pleased to participate he was very short and brief in his answers. I didn't invoke discussion further on purpose because I felt he would have given repeated answers because

of his personality and style and maybe he would have felt threatened (by an insistence on questioning). Therefore I remained stuck in the pre-structured basic questions I had prepared.

Participant C is very consistent and reliable in his job. He has good sense of humour and very good job communication. We had the interview at his office. There it seemed that there was something about to change in a couple of days. The entire office was rather a mess. Many open dossiers, papers and memos around. He was very willing in doing the interview and the discussion.

Participant D is probably the most sympathetic person in the company. He has a very polite and mild character. He is working a lot; he is consistent and reliable in his work. He was also very willing in doing the interview and the discussion.

THE FIRST ANALYSIS

EMERGING THEMES

Positive emotions have been constructed in the interview extracts as associated with reward, (Participant C: line19, Participant D line 13, Participant B line 3 and 9) positive evaluation, good cooperation, recognition, approval, achievement, responsibility and authority and learning. (Participant A lines 6-8, lines12-14, Participant C lines 20-23, line 27-28, Participant D lines 3-4, and Participant B line 12-13). It came out that positive emotions are partly associated with a tendency of productivity and socialisation (sharing of experience) as well as it came out that positive emotions do not have a specific action tendency as the theory suggests.

Negative emotions are associated with narrowing, with the avoidance of an activity, and with difficulty in socialising and communicating with others.

When a learning experience is present it seems that the participants feeling positive emotions are able to better understand and cope with that activity. Participants with negative feelings found a learning activity more difficult to understand. It also came out that adult learning is related with the adult's alignment and belief in the learning activity.

When we are trying to match the findings with the conceptual framework and make a sketchy comparison we are noticing that the participants' responses fit in the respective arguments of the conceptual framework and support it in all the traces. For example, positive emotions are related in the extracts with problem solving, learning of new information and creativity. This constitutes the theme that positive emotions built on intellectual resources. See also, that positive emotions are related with social acceptance and solidification of bonds, which built on social resources. In the extracts positive emotions are related to optimism, sense of identity, goal orientation and security. This is a direct link to their capacity of building psychological resources. Positive emotions are related to the build up of knowledge, cognition and attention, and therefore they are able of a broadening process. We found out in the extracts that positive emotions could be imposed by the organisation as practices, and they can also be imposed by the person in order to demonstrate alignment with the organisation. We have also noticed that positive moods and affects serve to motivation and cognition.

For a linking these findings with the respective lines in the interview extracts one could refer to the Appendix 'Coding and Interviews' where all findings under the nodes heading 'positive emotions', are presented.

THE SECOND ANALYSIS

(Although it was something that has been developed simultaneously with the first)

We should consider that the physical space as well as the ‘perspective’ space (perspective in terms of authority) is specific and predefined in the organisational environment. The specificity of space, the layers of hierarchy and the information repository system are things that heavily affect discourses in the organisational environment. It is important to state that all of Foucault’s discussion is about procedures for controlling discourse, whose role is to avert the powers and dangers of discourse.

Participant A

Discursive constructions

In the extract of Participant’s A interview, positive emotions constructive object is referred to as something that provides security (line 41) and as something that can be lost (lines 5 -6). It is referred to as something that involves both company and employee in a relationship (lines 4-14), as something that provides socialisation (line 42) and something associated with job recognition that provides self fulfilment (line 43) and provides optimism (lines 32 -35). It is also associated with personality (line 32).

Discourses

In this interview extract, the constructive object (positive emotions) is constructed in at least six ways. First it is constructed as a conflict between personal beliefs and values and organisational beliefs and values. (‘For example I was feeling ...but after I have noticed that it was nothing for the company so I felt dissatisfied , lines 10- 14). I said it is nothing that’s a pity! ’. It seems that the authority of the organisation produces the right thing to do and therefore the reality, afterwards the person (the subject here Participant A) understands that this was not something that is aligned with her, finds out she has a different reality and therefore says ‘ it is nothing that’s a pity’. The second discourse that constructs positive emotions as something requiring a mutual beneficial arrangement, a social arrangement between the person and the organisation in a form of an exchange, echoes with economic discourse.(‘ I thought I was something very important for my company and work’ Line 43) and (lines 58 -62) and (lines 65 -67). The third discourse is that of power and authority that is obvious in (‘Usually it comes from the company so I have to follow what is the most important’ lines 50-51). The fourth construction is more related to the previous discourse and less related to the discursive object in the text and is that of control of reality dis-

course ('I feel stress but I like to feel that I have energy, that I can handle things... The opposite (to have nothing to do is what makes me nervous' lines 53 -55). Here we see the false conceptualization of control of reality in the organisational environment which as we have commented above is impossible to exist independently from the authority that the organisation exercises to its members. The fifth construction is that of the political discourse ('whenever it is required to be involved to somethingI may sometimes say that I am opposed to that' lines 82-85'). Here the subject is negotiating an opposition between true and false, which is actually a historically constituted division, which is based on the subjects originating experience. The subject constructs the discursive object based on her subjectivity versus objectivity (which is the originating experience for Foucault), and historically is negotiating the position that takes.

The sixth construction of the object as something resulting from knowledge and know how draws on an intellectual discourse. (When me and my teambut again it worked and I was feeling very positive' lines: 21 -28). Here the subject is taking the position of one that knows how to handle difficult things, can participate in exchange and communication, and can speak for that because she has the qualifications required, and is a fellow of a community that shares a specific language (which others find inaccessible). Foucault draws such procedures for controlling discourse in the group of rules limiting participation in exchange and communication, where rituals, fellowships doctrine and social appropriation of discourse are the main restrictive categories.

Action Orientation

The respondent's use of the discursive constructions in the way the questions were posed indicates a general attitude to link working achievements which although highly valued by her for the organisation are simple things that we supposed to be that simple from the beginning. In that way she is using the discursive construction of positive emotions as something that can be lost. The way she is using the discursive construction of the discursive object as a social arrangement (line 42), as something that involves company and employee, as something that is associated with job recognition, is a way that she is emphasizing her sense of commitment, responsibility and effectiveness, while at the same time her sense of being the casualty of the situation. Although she is using the supportive elements of her team, the discussions with her team about the experiences that generated the discursive object sometime in history (lines: 42-43 and 32- 36), create a new social arrangement which may directs her to emphasize the importance of power and authority and conflict of values discourses and make her feel more anxious to prove things and perform better.

Positionings

A construction of positive emotions as social arrangement and economic discourse positions the subject and organisation as highly depended to each other. The same does the conflict of values and the one of power and authority. As a result the constructive object as related to socialisation, security, fulfilment, job performance and work satisfaction is highly depended on the continuity of the relationship of the subject and the organisation. The participant's position is therefore one guided by the need to behave as a responsible person who relates with the organisation in responsible way of exchanges and interdependency.

Practice

Constructions of positive emotions as social arrangements and the participant's positions within them demonstrate that the participant is rather dissatisfied and is missing recognition and acceptance from organisation. The participant eventually seeks to find acceptance by peers. At the same time she is very confident in acting responsibly, as required, bringing the results and being part of a mutual arrangement with the company. It is important that she does not speak directly for the organisation's behaviour but gives the criteria that herself values in such a relationship, indirectly.

Subjectivity

We understand that the participant A gives great importance to be in alignment with the job that is required to do. We are also noticing that she is negotiating meaning for everything related to her job. Therefore she negotiates 'reality'. Although she believes that she has to follow the organisational 'reality' she is trying to show that she can handle one 'reality' of her own and she is trying to demonstrate power and control. Besides, there is also an indication that the participant is experiencing regret. This is shown as positive emotions are the product of social arrangements in an economic discourse. This does not make the participant avoiding future similar situations. On the contrary this enhances the participant's subjective experience and her willingness to search for the ideal relationship with the organisation.

Participant B

Discursive constructions

In the extract of Participant's B interview positive emotions constructive object is referred to as something associated with evaluation ('Good evaluation and judgments from your supervisor' line 9) and liberation (lines 12-13). The negative reference supports is that whenever he feels negative he is blocked (line 23) supports more the need for liberation. Positive emotions are also associated with productivity (lines 12 and 26), and optimism (lines 32 -33).

Discourses

The first construction of the discursive object is that of exchange (I had an inclination to work more ... I feel more productive...I liberate myself). This exchange is firstly based on a psychological discourse. This also includes a beneficial expectation for positive evaluation of the subject by the organisation therefore it draws on an exchange and on an economic discourse. The second discourse is a social discourse (I consider my colleagues a team ... with them lines 16-17). One could see the reference to his team as colleagues who form a team. It is far different than the earlier Participant's A discourse, who considers her team as simply her team. In that sense Participant's B construction of the discursive object in this social discourse is different in quality and positioning as we will later discuss. The last discourse is a romantic discourse. Here the construction of positive emotions is confronted as something having greatness, having extra value and high significance. The participant after a pause, says [yes yes this is one of the best things on earth] emphasises in time and space in a way to emphasise more on this discourse. ('YesAnd it should be from the best moments' line 7).

Action orientation

The participant addresses issues of personal liberation as the ultimate goal. He addresses those issues in social and psychological discourses, in the sense that he positions himself directed by these discourses. The use of the constructive object in those discourses could be seen as a way of emphasising his awareness of the emotional significance in feeling, exchanging and living happily within the organisational environment. At the same time the use of the romantic discourse addresses things like nothing can exist outside of this discourse, therefore if we cannot have the discursive object in action there is no other meaning and no one could blame you about work (lines 13 and 23).

Positionings

A construction of positive emotions as psychological discourse positions the participant and his performance as highly depended on each other. The same works for the romantic discourse. Involvement in positive emotions makes him trying more in his job, makes him more productive and deliberated (line 12-13 and line 26). On the other hand he takes the position of one who can leave things as they are without caring about consequences at any time he feels like that (line 23).

Practice

It seems that the participant does not consider any consequences for his actions. The construction of the object as psychological arrangement excuses this practice. It also seems that the construction as social arrangement in the sense that the subject feels that construction, (first colleagues and

then my team) is also excusing this. The participant draws on the importance of being positively evaluated by his supervisor (lines 9 and 20) therefore accepts a beneficial arrangement between organisation and employee, but at the same time it seems that he is not willing to take the responsibilities coming out from this arrangement, therefore not considering the consequences and needs for the other in the relationship.

Subjectivity

In trying to decode what can be felt, thought and experienced by the participant we are giving our short version of the participant's reality. The participant seems that wants to say: ' I love when I am treated with good words for my job from my supervisor, if not, I don't care much, and I don't feel ok but it is ok I don't care again. If I have a lot of things to do and I feel negative emotions maybe I don't do anything. For me the way I am feeling and my personal well being is what matters after all' .

Participant C

Discursive constructions

In the extract of Participant's C interview positive emotions constructive object is referred to as something associated with productivity, creative thinking and optimism (line 56). It is something that involves in a way both organisation and employee. ('.in a positive way. You perceive your role as employee asI feel useful, and productive, and I also feel more responsible and committed' lines 88 -93). It is seen as something that provides socialisation. This is done by interaction and behaviour with colleagues (lines 53-55). Also in the extract ('because you experience positive negative emotions it is possible that you do not harmonize yourself with the rest of the team, and it is very hard to understand what other people say. You are expressing a general negativity and denial in communicating and collaborating with your colleagues' lines 68 -72). The discursive object is also used as something that provides self fulfilment and satisfaction. ('You see things positive. You feel useful and necessary. You feel constructive, contented, you build on yourself. When the company wants...' lines 90-91). Last, the discursive object is associated with problem-solving and reward, respectively at lines 22- 23, line 76, line 81 and association with reward at lines 19 -21.

Discourses

Positive emotion is constructed in five ways. First, it is constructed as conflict of personal values and organisational values. ('It is very important to present things as they areFor me it is important to trust someone in order to follow in a specific activity' lines 32-38). ('Yes it was when I

took over as a project manager the responsibility to develop.... Since everything goes well' lines 40-49), (' Yes in various discussions with my previous boss....in order to keep them going and get a success' lines 100-103). Second, it is constructed as an exchange and an economic discourse. (' situations like rewarding, assignments of new responsibilities, learning situations all make people feel positive, but only if at the same time there is good and honest communication about the requirements of those situations' lines 27-30) and ('you see things positive. You feel useful, and necessary. You feel constructive, contented, you build on yourself. When the company wants to invest on you it makes me feel good. I feel useful, and productive, and I also feel more responsible and committed' lines 90-93). In those last two instances we see clearly the construction of the object to be related to specific assumptions, expectations and attitudes of the participant towards the organisation. There is the idea of investing resources in exchange is dominant in an economic discourse and we see this in the participant's position here. This scrapes together with the construction of positive emotions as a social arrangement and the social discourse created- as the Third discourse in this extract. ('But because you experience negative emotions it is possible that you do not harmonise yourself with the rest of the team..... in communicating and collaborating with your colleagues' lines 68 -72). Fourth, an intellectual discourse is created in two ways. First not directly related with the discursive object, but it shows things about participant's position and that is: ('it is not very clear yet and we have to make an opportunity analysis from the beginning, you know we need information about market trends, consumers' consumption and needs, trade trends, competition and of course we should evaluate our own logistics and distribution. But it is ok it makes me feel alive and happy!' lines 9-13). Second, it is clearly related to the discursive object as such (' I have gained knowledge, experience, feelings of creation....if I could have gained so many things' lines 95-97). The Fifth discourse is a control of 'reality' attempt, where the participant draws on the way he is expected to handle things in the organisational environment. There, positive emotions constructed as a relation to work load and priorities to be done. Participant C, feels that he can work things out and that he has the power and ability to control an own 'reality', according to ('priority and time' line 60) priorities routed in the organisational space and time, which set the stage and affects the participant's social arrangements.

Action orientation

The key element of almost all of the ways that the constructions of positive emotions are employed for Participant's C interaction concerns is basically his willingness for addressing responsibility with proper reward and recognition from the organisation. The fulfilment and satisfaction of self creates socialisation, productivity, creative thinking and - by involving both employee and organisation- proper reward and evaluation for the benefit of self. This is why he is willing to pe-

nalise a different behaviour – different in the way that he sees reality and values it versus his supervisor (line 36 and lines 45 -48).

Positionings

Constructions of positive emotions as conflict of personal values and organisational values and as an economic discourse indicate the participant's position. It is the one that has certain values and beliefs about the way behaviours and authority should interact in the organisation. The participant is committed in his way to the organisation. He is seeking seriousness and clear assignments for the job he has to do. The participant has draws repeatedly on the need to be useful for the organisation, to help, but in relation with proper reward, communication and recognition for the job [supposedly] well done.

Practice

He was referring to his supervisor as 'my boss' and or 'the manager'. This way of referring to the supervisor was used to show that although they had to work closely together, they were not finally together in an arrangement. The participant seems to be strongly occupied with problems and issues of management style, behaviour and communication and general people management concerns. This however does not stop him from being responsible in his work. Additionally the constructions of positive emotions as social discourse, economic and exchange discourse and conflict of values discourse is not affecting the participant's performance and behaviour in the organisation. However, we see a demanding participant that requests an exchange for what he provides in the organisation (lines 91-92).

Subjectivity

What can be felt is that the participant is doing all his best to bring the results, knowing what to do in every situation, controlling things , expecting the organisation to follow. He is not going to leave away and let others behind; he is determined to deliver results even with personal cost, but he needs special attention by the organisation.

Participant D

Discursive constructions

In the extract of Participant's D interview, positive emotions constructive object is referred to as something associated with security (line 9) to as something which can be lost (line 58), something that involves both company and employee and something like a reward (lines 13 and 25). It is also resulting from socialisation ('.. with intrapersonal relationships and socialisation in the working

environment' lines 10-11), as something that provides optimism (lines 56-57) associated with problem solving (lines 3-4) and personality (line 7).

Discourses

Positive emotions in this extract are constructed in six ways. First they are constructed as the conflict of values between employee and organisation. ('I was feeling positive I lived very positive the changes I was feeling better [better than the next example he is referring to] and I was much more open in what I was listening. In the organisational changes of the sales department I was feeling more precautious and [Big pause] Negative... My experiences in the interim phase influenced me to be influenced in that case' (lines 78 -83). Here the participant takes a position due to its experiences and the subjective interpretation of reality in an 'interim phase'. Another part of the extract shows the same discourse in a more elucidating way ('I did it for the sake of the result for the company.... In another case I could have told him' lines 101-102). The Second discourse is that of exchange the economic discourse. Here the participant negotiates a psychological and a personal loss coming out of the fact that sees the constructive object - positive emotions - as something that provides optimism (lines 56 -57) but in an exchange process that creates problems (' I lost psychologically. Sometimes it came out also in my personal life.... I was expressing negativity Some periods that there was big work load and tension in work.... Concerning the experience as an experiencepractically I have lost as a learning result It was the same' (lines 87 -90). The Third discourse is that of control of reality and is drawn on the same extract as the conflict of values discourse (lines 78-83).

The Fourth discourse is a social discourse in a sense that the participant negotiates its reactions whenever he feels positive emotions. It is closely related to a psychological discourse concerning self fulfilment but it is also a matter of social relation as it includes a sharing with friends and family. This last complementary builds the participants psychological discourse (lines 19-21). The Fifth discourse is the purely psychological one where the participant recognizes that the constructive object directly affects his psychology (lines 56 -57). The Sixth last discourse is about understanding. The participant enters in an intellectual discourse where it negotiates its capacity for understanding (lines 92 -94).

Action orientation

The participant promotes that whenever the constructive object is present then performance and result comes faster. However, he argues that performance is not always directly related with positive emotions. This is because he wants to demonstrate that he is accountable and responsible for delivering the results and the work to be done. This is shown more explicitly when he states ('I

did it for the sake of the result for the company...In another case I could have told him' lines 101-102).

Positionings

When the participant is referring to the constructive object as something related to promotion and reward, automatically takes the position of the one who is worth-taking a reward for an exchange of his services and his performance in the organisation (lines 12-14). Besides than observing his facial reactions and behaviour after that response, we may comment: [He sets back and tries to find something more discrete. He feels that he was exposed a lot by saying "especially when you are not expecting" he certainly was expecting his promotions" He knows that he is a good performer / he received also the highest rating in his evaluation versus the others in his level!].

Practice

He seems to value positive emotions contribution to the organisation. He understands that in the context of an economic discourse or a social interaction, he has to follow the practices of the organisation's respective discourses.

Subjectivity

What can be felt is that the participant tries to balance and separate a personal life from an organisational life. In both lives the discursive object intrigues and affects in a complementary way. It comes out that he may say :('It doesn't make me feel negatively. I see it as something that has to be done (pause) I much more realize that those things are in the program of the work' lines 30-33) in a way of representing the whole extract.

PROBLEMS OF VALIDITY

The main problems of validity with the Foucauldian discourse analysis is that texts are conceived as containing discourses which construct different realities and therefore difficult questions about subjectivity, ideology and power are being addressed as we have discussed earlier.

ETHICS

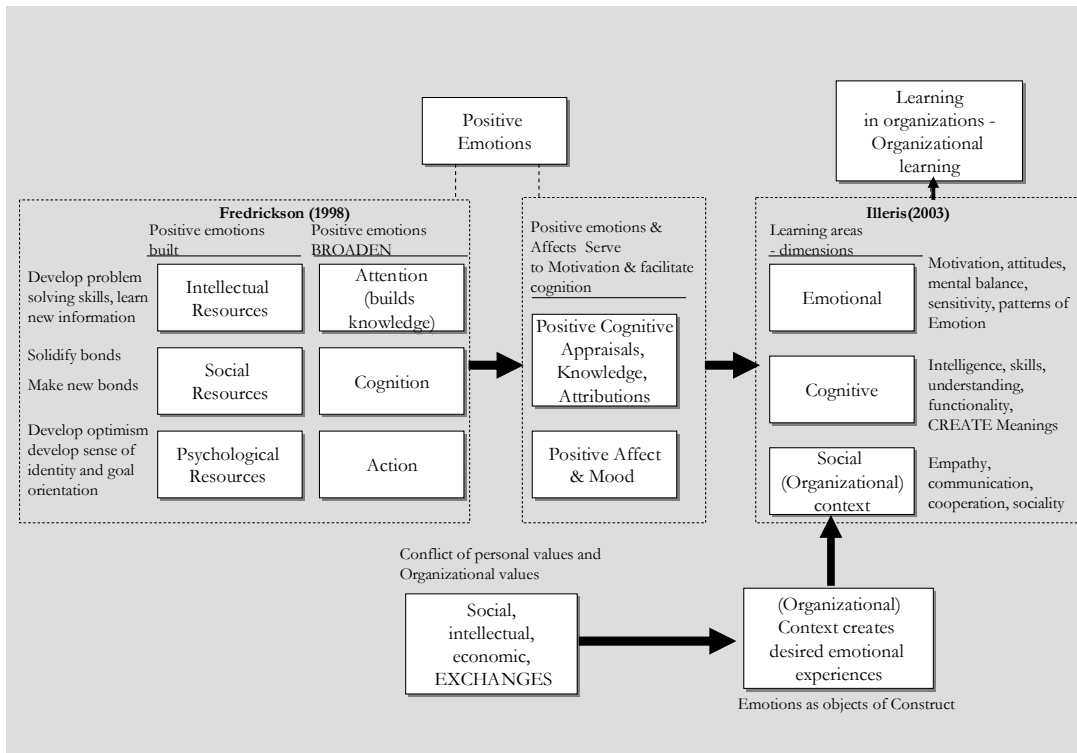
We have gained access and management permission for running the research in an unbiased way in the organisation being studied. We did not collect any personal data and or personnel records. The research findings were confidential and anonymous and we did not allow any exploitation by the organisation under study. We challenged a verification of findings, and we have not presented findings for which evidence seemed suspicious (Remenyi 2002). Unbiased findings will lead to reflection upon completion of this document and we believe that they will contribute to the future development of the study regarding emotions and learning in the organisation.

This research is particularly sensitive to issues around confidentiality. Furthermore, all of the writings up to now involve a high degree of self-reflection. That means the participants may have drawn attention in events that intentionally have been kept out of their consciousness, or they may have identified contradictions between their attitudes and behaviour. In that case, the researcher needs to take responsibility for the effects that the study has on the participants (Willig 2001).

DISCUSSION

The findings from the interview extracts lead us to three main conclusions. The First is that Positive emotions as the discursive object in discourse is constructed in ways that built on intellectual resources, social resources, as well as psychological resources for the participants under investigation. The Second is that organisational context creates desired emotional experiences as well as behaviours and practices in various discourses. The Third is that the conflict of personal values and beliefs with the organisational values and beliefs constructs the major discourse in view of the social and economic exchanges in the organisational environment.

The conceptual framework of document II, could therefore advance to include the findings of this study:



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APPENDIX

Name: Internals\Participant A

Description: Interview extract

¶1: Q: Which are the moments that you have experienced positive emotions in the organisational environment?

¶2: PARTICIPANTA: Such moments that I recall are basically personal. For example with my child. Hmm. professionally ... I recall ... do you know what is happening. It happens that you feel positive emotions sometimes and after a while they are lost, you feel that you have done something that you have managed something but very soon you see that this is not working and therefore you are disappointed.

¶3: HARRY: What do you mean with that?

¶4: PARTICIPANTA: For example I was feeling great when me and my team we were preparing and I was head of the project of developing the new credit policy systems in SAP [Pause] at that time I was feeling very positive emotions but after I have noticed that it was nothing for the company so I felt very dissatisfied. I said it is nothing that's a pity !!

¶5: Q: Do you believe that there are working experiences and or behaviours that make people feel positive emotions?

¶6: PARTICIPANTA: Yes I believe that even in bad things you win something. It is that for the moment I tend to forget but for sure I have won a lot of things.

¶7: Q: Do you recall such an experience to describe to me?

¶8: PARTICIPANTA: When me and my team we were supposed to implement the systems euro conversion in one day. We have worked a lot there was a lot of stress and anxiety but it came out to a big success. Another thing was the development and the introduction of a telesales department. We had nothing up to that day that the boss came and said to me ParticipantA I want an operative telesales department in ten days! Ten days seemed to me something impossible ... but again it worked and I was feeling very positive.

¶9: Q: What exactly you wanted to do? What was your mood?

¶10: PARTICIPANTA: For sure I didn't want to go to bouzoukia ... (laughing) or for clubbing or something like that. I didn't have a mood for something special. It is a matter of personality. However sometimes that we are sitting with my team and discussing and laughing we are referring to those experiences. We are referring also to those experiences when things are going bad and we have a difficult situation to face. This helps a lot ...

¶11: Look, through such experiences I believe that you gain positive approach in new things. That's what I believe...

¶12: Q: How did you behave and interacted with your colleagues? Your job requirements?

¶13: PARTICIPANTA: Much better. I feel more secure. I feel more comfortable. I feel that I have a different better way of communication with my colleagues. I thought that I was something very important for my company and work.

¶14: Q:How are you handling things when there is a lot of job pressure and many priorities that all need attention at the same time?

¶15: PARTICIPANTA: I usually don't care because this is the work all the time. So.. I delegate work, I do some little from each one, usually I work on all of them but there is always something more important than the rest to do.

¶16: HARRY: And who says so?

¶17: PARTICIPANTA: Usually it comes from the company so I have to follow what is the most important.

¶18: Q:How do you feel?

¶19: PARTICIPANTA: I feel stress but I like to feel that I have energy, that I can handle things.. The opposite (to have nothing to do) is what makes me nervous.

¶20: Q:Whenever you feel negative emotions how this affects you - if it affects - in meeting your job requirements?

¶21: PARTICIPANTA: If I am negative to the job request I certainly run the job, even if I may not believe in that job. Inside me I do not feel very happy. If it is something that I believe then even if I have negative emotions I do the job more gladly and it is something that helps me overpass my negative emotions. I forget the negative mood I have.

¶22: Q:Whenever you feel positive emotions how this affects you - if it affects - in meeting your job requirements?

¶23: PARTICIPANTA: I feel the same as above if I do not believe in the job that I am required to do then even if I am happy for example I don't do it more gladly because I am feeling positive.

¶24: Q:Tell me, in a learning experience that you have participated; do you remember if this learning experience was affected negatively or positively by the emotions you were experiencing at that time?

¶25: PARTICIPANTA: Yes it was affected but it depends if I believe in that learning experience. I participate better when I am in a good feeling. If I am in a negative feeling I participate whenever the subject is of direct interest to me.

¶26: There are situations that I was involved with different emotions (positive and negative). If the subject is of interest to me and I was feeling negative then the learning situation was sweeping me in a better mood. Whenever I was having positive emotions I was participating with more interest independently of the subject.

¶27: HARRY: Do you believe that you have gained something?

¶28: Q:Have you shown on purpose that you are experiencing positive emotions, while this is not true?

¶29: PARTICIPANTA: No I haven't done that. However whenever it is required to be involved to something that I do not believe I will express neutrality but not positive emotion. Not for sure ...I may sometimes say that I am opposed to that.

Name: Internals\Participant B

Description: Interview extract

¶1: Q: Which are the moments that you have experienced positive emotions in the organisational environment?

¶2: PARTICIPANTB: [he is rather absolute and direct in his opinions] in reward and in good co-operation.

¶3: Q: Do you believe that there are working experiences and or behaviours that make people feel positive emotions?

¶4: PARTICIPANTB: Yes ... and should be from the best moments.

¶5: Q: Do you recall such an experience to describe to me?

¶6: PARTICIPANTB: Good evaluation and good judgments from your supervisor.

¶7: Q: When you were experiencing those positive emotions What exactly you wanted to do ?

¶8: PARTICIPANTB: I had an inclination – mood to work more.... I feel more productive....I liberate myself.

¶9: Q: How did you behave and interacted with your colleagues? Your job requirements?

¶10: PARTICIPANTB: I consider my colleagues a team ... [pause] it didn't make a difference the dealing with them.

¶11: Q: How are you handling things when there is a lot of job pressure and many priorities that all need attention at the same time?

¶12: PARTICIPANTB: I do not care, I feel pressure but ... it is ok I do not mind.

¶13: Q: Whenever you feel negative emotions how this affects you - if it affects - in meeting your job requirements?

¶14: PARTICIPANTB: I don't do anything... I am blocked.

¶15: Q: Whenever you feel positive emotions how this affects you - if it affects - in meeting your job requirements?

¶16: PARTICIPANTB: I become more persistent and I try more in my job.

¶17: Q: Tell me, in a learning experience that you have participated; do you remember if this learning experience was affected negatively or positively by the emotions you were experiencing at that time?

¶18: PARTICIPANTB: In general I am difficult in the beginning....when I start afterwards it is easier. If I begin negatively and I do not have an understanding then it is hard for me to start...when I am happy it is easier to start.

¶19: Q: Have you shown on purpose that you are experiencing positive emotions, while this is not true?

¶20: PARTICIPANTB: No it hasn't happen up to now.

Linked Memo

Memos\ParticipantB

The responded seemed that didn't want to say more and although he seemed happy to participate he was very short and brief in answering. I didn't invoked discussion further on purpose because I have felt that if I have done it he would have answered with the same way due to his personality and style and maybe he would have felt threatened (by my insistence on questioning). Therefore I remained stacked in the pre-structured basic questions I had prepared.

Name: Internals\Participant C

Description: Interview extract

¶1: HARRY: Ok ParticipantC of course I know you and your job in the company but tell me a little more about the details that I do not know, what are you up to at that time?

¶2: PARTICIPANTC: I am running the new refrigerated products project you know about that.

¶3: HARRY: Yes. How do you feel about that?

¶4: PARTICIPANTC: Ah... I like it. But it is a difficult storY.

¶5: HARRY: Meaning?

¶6: PARTICIPANTC: It is not very clear yet and we have to make an opportunity analysis from the beginning, you know we need information about market trends, consumers' consumption and needs, trade trends, competition and of course we should evaluate our own logistics and distribution. But it is ok it makes me feel alive and happy!

¶7: HARRY: OK that's very interesting. I wish you good success. So have you experienced other things like the one you are experiencing now that made you feel positive?

¶8: Q:Which are the moments that you have experienced positive emotions in the organisational environment?

¶9: PARTICIPANTC: When I was promoted. When i had a salary increase. When I am reaching my objectives and get paid the bonuses. I experience positive emotions also in times that I reach a professional target. Like the sales budget, like the establishment and the closing of an agreement with a customer. In general i could say that whenever I bring a good result I have positive emotions.

¶10: Q:Do you believe that there are working experiences and or behaviours that make people feel positive emotions?

¶11: PARTICIPANTC: situations like rewarding, assignments of new responsibilities, learning situations all make people feel positive, but only if at the same time there is good and honest communication about the requirements of those situations.

¶12: HARRY: What do you mean by that?

¶13: PARTICIPANTC: It is very important to present things as they are. I mean that it is not enough to reward or to give new responsibilities or to employ people in a learning situation or educational training, it is very important to speak honestly with them for the reasons you are doing that. Of course this is a management problem and depends a lot from the manager you have. For me it is important to trust someone in order to follow in a specific activity.

¶14: Q:Do you recall such an experience to describe to me?

¶15: PARTICIPANTC: Yes it was when i took over as a project manager the responsibility to develop the new fresh - refrigerated products business. It was a very promising job and certainly a career opportunity for me. In the beginning I was much fulfilled and i was feeling very happy for no reason. I had a big interest in my job (and still have) up to the time that my boss (the sales manager) started saying contradictory things about the way of running the business and was criticizing with no reason all of my actions. Anyway this stopped because after a while due to the nature of the project I started collaborating with the commercial manager directly and since everything goes well.

¶16: Q:When you were experiencing those positive emotions What exactly you wanted to do ? What was your mood?

¶17: PARTICIPANTC: I didn't have a particular tendency for something specific.

¶18: Q:How did you behave and interacted with your colleagues? Your job requirements?

¶19: PARTICIPANTC: With more positivism, better temper and mood, much more optimism. i had more creative thinking I was feeling more productive, (I don't know if I really was , but i think i was).

¶20: Q:How are you handling things when there is a lot of job pressure and many priorities that all need attention at the same time?

¶21: PARTICIPANTC: i am trying to organize things according to priority and time. I try to do all of the important things even if it seems impossible sometimes.

¶22: Q:How do you feel in those situations?

¶23: PARTICIPANTC: I feel stress and anxiety.

¶24: Q:Whenever you feel negative emotions how this affects you - if it affects - in meeting your job requirements?

¶25: PARTICIPANTC: i separate my mood and feelings from work and i simply do my job. But because you experience negative emotions it is possible that you do not harmonize yourself with the rest of the team, and it is very hard to understand what other people say. You are expressing a general negativity and denial in communicating and collaborating with your colleagues.

¶26: Q:Whenever you feel positive emotions how this affects you - if it affects - in meeting your job requirements?

¶27: PARTICIPANTC: There is better mood. I see the problem I am facing with much more ideas for its solution. I find more alternative solutions therefore i can choose the best for the specific case. I feel creative and I feel more productive. in such instances you are more useful for the company. You see more positive any issue that you have. You have more persistence to find a solution when in the opposite case (when feeling negative) you may say it is ok, do not bother with that leave it as it is, i cannot do something now.

¶28: Q: Tell me, in a learning experience that you have participated; do you remember if this learning experience was affected negatively or positively by the emotions you were experiencing at that time?

¶29: PARTICIPANTC: Yes. I was experiencing positive emotions and the whole experience was affected in a positive way. You perceive your role as an employee as being more useful for the organisation. You have euphoria, you see things positive. You feel useful, and necessary. You feel constructive, contented, you build on yourself. When the company wants to invest on you it makes me feel good. I feel useful, and productive, and I also feel more responsible and committed.

¶30: HARRY: Do you believe that you have gained something?

¶31: PARTICIPANTC: I have gained knowledge, experience, feelings of creation. But I think this is because I liked this experience. If I had not believed in that learning experience I doubt if I could have gained so many things.

¶32: Q: Have you shown on purpose that you are experiencing positive emotions, while this is not true?

¶33: PARTICIPANTC: Yes in various discussions with my previous boss, when we had different views about my job. I have done the same with my colleagues when once I was pretending that I love a project in order to keep them going and get a success.

Name: Internals\Participant D

Description: Interview extract

¶1: Q: Which are the moments that you have experienced positive emotions in the organisational environment?

¶2: PARTICIPANTD: Positive emotions.. hm (pause).. Whenever difficult things and problems have been solved.

¶3: Q: Do you believe that there are working experiences and or behaviours that make people feel positive emotions?

¶4: PARTICIPANTD: Yes ... but It depends from the personality of each person.

¶5: HARRY: What that means?

¶6: PARTICIPANTD: Namely someone may feel positive whenever he feels secure. Someone [feels positive emotions] with intrapersonal relationships and socialisation in the working environment.

¶7: Q: Do you recall such an experience to describe to me?

¶8: PARTICIPANTD: When I was promoted ,that ... in both instances [promotions] I was not expecting that ...especially when you are not expecting that. Hmm ..(pause) in another case with an important issue that you find a quick and fast solution.

¶9: Q: When you were experiencing those positive emotions What exactly you wanted to do ? What was your mood?

¶10: PARTICIPANTD: I didn't express anything. It was an internal satisfaction that remained there. In some instances I have shared this with friends.. (pause) with my own people.

¶11: Q:How did you behave and interacted with your colleagues? Your job requirements?

¶12: PARTICIPANTD: There was a short term difference in my job. I realized that I do something that I like... it was like a reward for the job I make everyday. And I cannot say that , hmm I didn't change towards my colleagues.

¶13: Q:How are you handling things when there is a lot of job pressure and many priorities that all need attention at the same time?

¶14: PARTICIPANTD: I use a hierarchy and I do the important things first.

¶15: Q:How do you feel in those situations?

¶16: PARTICIPANTD: It doesn't make me feel negatively.. I see it as something that has to be done (pause) I much more realize that those things are in the program of the work.

¶17: HARRY : What do you mean you don't feel negatively ?

¶18: PARTICIPANTD: Negative feelings come out whenever the work load is due to others people omissions...basically when it concerns internal affairs..

¶19: HARRY : What that means?

¶20: PARTICIPANTD: When ..for example.. Your boss [supervisor] knows that something has to be done many days before and it comes that you have to do it today for tomorrow He tells you at the last moment. You understand ?[what I mean].

¶21: HARRY: Yes, ok

¶22: Q:Whenever you feel negative emotions how this affects you - if it affects - in meeting your job requirements?

¶23: PARTICIPANTD: It affects me in a minor scale. ... Concerning that I can manage that by doing a self 'decompression'. I don't do anything for some minutes.. I absorb all the negative energy..(pause) I talk to someone not relative to the job and Due to big work load

¶24: I forget and the job takes me up. ...Now ... if the negative charge is coming from the work [means working environment] or is not leaving with my decompression, then I am not bothering with that [the issue that creates this feeling] even if it is priority... so I can return to it later on when I feel much better.

¶25: Q:Whenever you feel positive emotions how this affects you - if it affects - in meeting your job requirements?

¶26: PARTICIPANTD: I have better psychology. HmmI am not neutral, neither negative but positive. .As a result you have better performance up to the time that something happens that make you feel negatively.

¶27: HARRY: How is that when you have many things to do simultaneously?

¶28: PARTICIPANTD: Whenever I feel positive I do things faster.. possibly I have more creative result. For sure you are going to drive things a step further....while on the contrary when I have negative mood then I execute things at the minimum.

¶29: Q: Tell me, in a learning experience that you have participated; do you remember if this learning experience was affected negatively or positively by the emotions you were experiencing at that time?

¶30: PARTICIPANTD: In seminars I don't discuss it they are too fixed... It doesn't have influenced me. In general I am open I do my critic in that which I am learning and I keep whatever is of interest to me... but it hasn't affect me..

¶31: HARRY: Do you remember any other experience?

¶32: PARTICIPANTD: Yes in the first organisational changes the big ones with the CCMO

¶33: [The company introduced a new department that revoked the trade marketing and took over a lot of responsibilities from marketing and sales and started to function as the liaison between these two big departments, as a result people changed positions and many from marketing went to this new department]

¶34: I was feeling positive I lived very positive the changes I was feeling better [better than the next example he is referring to] and I was much more open in what I was listening. In the organisational changes of the sales department I was feeling more precautious and [big pause] Negative... My experiences in the interim phase influenced me to be influenced in that case.

¶35: HARRY: Do you believe that you have gained or lost something?

¶36: HARRY: In those learning experiences?

¶37: PARTICIPANTD: I lost psychologically. Sometimes it came out also in my personal life....i was expressing negativity Some periods that there was big work load and tension in work.... Concerning the experience as an experiencepractically I have lost as a learning result It was the same ...but with a time delay.

¶38: When I enter positively it has much more direct result, I understand faster, when I enter negatively it takes time ...to throw of my negativity and then to understand.

¶39: Q: Have you shown on purpose that you are experiencing positive emotions, while this is not true?

¶40: PARTICIPANTD: For example in a preparation for an important presentation my behaviour came out on purpose as neutral....while I was feeling negative feelings due to his unwillingness to collaborate.

¶41: HARRY: How did you control your feelings?

¶42: PARTICIPANTD: I did it for the sake of the result for the company.... In another case I could have told him.

DOCUMENT IV

**A REPORT ON A PIECE OF STRUCTURED
RESEARCH**

**POSITIVE EMOTIONS
&
LEARNING IN ORGANISATIONS**

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Paper submitted in part of fulfillment of the requirements of the Nottingham
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This study was taken from a critical realist perspective

'For meanings cannot be measured, only understood. Hypotheses about them must be expressed in language, and confirmed in dialogue'
(Bhaskar 1998, p.226)

Table of Contents

Table of Figures	3
Index of Tables.....	3
CHAPTER I - INTRODUCTION.....	5
Learning in organisations	5
Does learning mean changing?	5
CHAPTER 2 – METHODOLOGY ‘A Critical Realist View’	9
What is to be? What is ‘reality’?.....	9
What is to know? How do we judge a statement to be true?	11
CHAPTER 3 – CONCEPTUAL FRAMEWORK.....	14
Modeling the Conceptual framework.....	14
CHAPTER 4 - Modelling the Learning Event.....	16
The learning event.....	16
Theory construction for empirical testing	17
Mechanisms related to the learning activity thus affect the appraisal.....	17
The mechanisms of trust and control	19
Interests, Conflicts, Intrigues and Coteries in organisations.....	20
Emotions and Learning and the mechanism of appraisal in organisations	20
CHAPTER 5 –RESEARCH QUESTION AND HYPOTHESIS	24
CHAPTER 6 - RESEARCH DESIGN.....	25
Towards an analytic survey and experimental design.....	25

Survey and Experiment	25
5 steps in the design of the process	26
(The steps and their rationale).....	26
MAP OF PHASE 1	26
MAP OF PHASE 2	26
Introduction	26
Film used.....	28
Rationale behind choosing a film.....	28
Learning process	29
Trying to minimize other variables	29
Attempt for inducing confidentiality.....	29
Causality.....	30
The sample group construction and size	31
Source of error.....	31
The design and implementation of research instruments	32
The questionnaires scale.....	33
CHAPTER 7 – ANALYSIS AND FINDINGS	35
Phase 1: (film → PANAS-x (A) → Learning event → PANAS-x (B)).....	35
Phase 2: Learning event appraisal questionnaire (C).....	35
Phase 1 – Tests performed	36
Phase 2 – Tests performed	38
Phase 1	38
Phase 2	40

CHAPTER 8 – Revised Conceptual Framework and Identification of Further Research Questions)	44
CHAPTER 9 - REFERENCES	48
CHAPTER 10 - (Appendices)	52

Table of Figures

Figure 1 : Initial Conceptual framework.....	15
Figure 2 : Modified Conceptual framework.....	15
Figure 3 : Revised Conceptual framework.....	17
Figure 4 (a and b) : Revised Conceptual framework	46

Index of Tables

Table 1: T-Test.....	38
Table 2 : Regression (Condition a-pos / b-pos).....	39
Table 3 : Regression (condition a-neg / b-neg).....	40
Table 4 : Regression – pleasantness of the situation.....	41
Table 5 : Regression – relevance of the situation to personal goals	42
Table 6 : Regression - ability to cope.....	43

List of Appendices

Appendix 1 : Panas-x (questionnaires A and B)	53
Appendix 2 : Panas-x (questionnaires A and B)	55
Appendix 3 : Learning dimensions of appraisal (questionnaire C).....	57
Appendix 4 : Learning dimensions of appraisal (questionnaire C).....	59

Appendix 5: Description of film clip and film DVD60

Appendix 6: PANAS Questionnaire61

CHAPTER I - INTRODUCTION

Learning in organisations

Organisational learning is adults learning. Adults would like to learn something that is meaningful for them to learn, and expect to see a potential well being for themselves coming out of the learning activity. The view of learning as organisational learning embodies the uniqueness of individuals, but is moving the content of learning from individual to the collective, and sees learning as a narrative and reflective activity related in the communication processes within the organisations (Papantonopoulos 2003, Ortenblad and Gullen 2001).

Organisational learning involves physical, social, cognitive and emotional processes.

Smith (1997) cited in Vince adds to the above concerns of organisational learning the defensive reactions among individuals and groups (Vince 2002), an issue with which many theorists have been concerned (Argiris 1990, Senge 1990).

Learning in organisations takes place in a specific organisational political context which as we have argued in previous work creates desired emotional experiences in interplay with cognition. This context is dominated by social - organisational, intellectual and economic exchanges which result as variants of conflict of personal values and beliefs with organisational values and beliefs. This social link between organisation and individual creates the organisational defences that are 'the way we do things here'. Vince (2002) presented this as the hidden mechanism that develops shared assumptions and political context.

Does learning mean changing?

In this study, we have been interested in every instance of learning in organisations. Learning could be a single problem solving, a learning process for a new ordering system, which salespersons have to embrace, it could be the use of a new tool and a technical way to make the job more effective, it could be a personality assessment and development program, or it could be the employees evaluation processes of the company. Many more situations mean learning in organisations and it is evident how many there are. Learning in organisations is a continuous process and means almost always changing and adapting to the changing environment. 'The word 'learning' denotes change of some kind. To say what kind of change is a delicate matter' (Bateson 1973, p.253).

Then, the most crucial thing about all the obvious cases that learning takes or should take place in the organisational environment is not the learning context of each learning situation as such, but the learning as a mechanism of a change structure in which this learning takes place.

Learning is a psychological process operating against resistances inner and outer, emotional and institutional (Antonacopoulou and Gabriel 2001, p.11). Therefore, any learning situation definitely incorporates a smaller or bigger change for the individuals in an organisation.

Change was initially theorised in Ancient Greek by Heraclitus, who has provided a holistic approach for the world, saying that everything is under permanent change moving continuously from the state of existence to the state of non existence. This idea of change, the fact that nothing remains constant and stable but is convicted to change, is difficult to gain catholic acceptance by individuals. Alan Woods (1995) argues that the human thought is rather conservative. People hook in situations which they believe are solid and trustworthy for themselves and they usually seek safety and protection. The safety feature is an important aspect in every change and learning situation. Winnicott argued that learning takes place within a holding environment an environment which is safe enough without being stifling or overbearing (Winnicott cited in Antonacopoulou and Gabriel 2001, p.6).

In contemporary organisations the reaction to change remains a key activity in exercising the meta-modern strategic management, because it provides the resources for the discovery of the strategic intent. The effective change in organisations happens when learning takes place. Hamel (1997) supports that continuous learning is the single most important issue for the organisations, which always seek to maximize it in relation to their efforts. Thus, the first dialectical approach of the world by Heraclitus, which was further enriched by the works of Socrates, entails learning and changing. Socrates started setting up an idea from life experience, he was moving on with reasoning and antithesis, creating an up-set and he was finally creating a synthesis, a new way of thinking, a new learning, a set-down. In the same way, John Fredericks in his classroom about learning in February 2000, has argued that during a learning process we start with experiencing situations that we have never expected we move on to an up-set of what is all about and we end up to change our way of thinking, which is a set-down, a learning, and a change.

Research on organisational change informs that there are many obstacles to change. Common problems are receptivity (human willingness to consider change), politics, and conflicts between competing groups or individuals. Other problems are human inertia and human resistance in light

of anxiety for personal loss or threat (Eriksson 2002). The end point is that in order to become able to consider change learning should take place.

Akgun (2003) influenced basically from Poesi (1998) and Gioia and Simms (1986), suggests that the socio-cognitive perspective can be used to explain organisational learning and changing. He is banding together the behaviourist conceptualization of learning where learning is considered to be a permanent change of behaviour or action (Papantonopoulos 2003), the cognitive conceptualization where learning is a change in states of knowledge, and the social constructionist perspective where the attention shifts from the processing of information to the process of interaction and participation (Akgun 2003). Thus, Akgun is arguing that these views converge towards social cognition where the attention is additionally drawn to the social context where the learning takes place. This study draws on the work of Bandura (1976 and 1986) on social learning as well as draws on Vygotsky's (1980) theoretical framework according to which social interaction plays an important role in the development of cognition.

We have been informed in some detail in the current study as well as in earlier work (Papantonopoulos 2003) about learning theories with a cognitive focus (Piaget, Coffey 1994, Gagnes 1985, Brainerd 1978, Bruner 1996, Cook and Yanow 1993 and Allard-Poesi 1998) and we have identified a consensus in the bibliography that cognition is an important element in the study of learning. The social cognitive perspective of learning emphasises what Illeris (2003) model suggests that learning is composed of two types of processes. The one component is interaction processes or in other words the processes that link the learner with the environment. These are social in nature and they carry a social dimension. The second component is about inter-mental processes. These are acquisition and elaboration processes, which are psychological in nature and have a cognitive and an emotional side.

Learning has both social cognitive and emotional dimensions. Social dimensions include communication, cooperation, and understanding. Cognitive dimensions include skills, understanding and meanings, functionality and knowledge. Emotional dimensions include patterns of emotions, motivation, attitudes and mental balance.

Besides, the two processes that accompany learning, we have seen from the previous qualitative study (Papantonopoulos 2004) that the social elements of learning are influenced by the discourse of conflict of personal and organisational values in various social and economic exchanges. The cognitive and emotional elements are even more complex. The cognitive dimension of learning includes emotional aspects in the form of the appraisal of the learning situation, or simply in the

form of the emotional state preceding or occurring during the learning process. But how do the emotions and the appraisal work in a learning situation? This will be further examined in chapter four.

CHAPTER 2 – METHODOLOGY ‘A Critical Realist View’

Realism holds the belief that the world acts independently of our self-control, but it is in a big extent known, therefore it remains open to change according to the levels of knowledge we can have. This view is hardly accepted by critical realism.

Critical realism argues about the existence of an independent ‘reality’ of the world and stands for the need to go deeper than the surface of the things under examination in order to find that ‘reality’.

Critical realism differs from positivism in that it conceives the establishment of causality in identifying tendencies of things to occur and not in identifying regular repetitive patterns of events. It shares however with positivism the notion of social science as empirically based, rational and objective inquiry, which has the purpose to provide an explanatory and a predictive knowledge of society. Although it seems that the basic tenets concerning explanation and prediction are common in the two traditions, critical realism differentiates itself by standing for explanation as the primary objective of social science. Positivism explanation, which works with presenting regularities and repetitive patterns, is not enough to explain ‘reality’. Critical realism gives attention to the illumination of the connections between the phenomena by acquiring knowledge of the underlying structures that govern these phenomena and not by simple observing and counting of the surface. This conception of gaining knowledge from unobserved mechanisms is not accepted by positivism.

Bhaskar (1975), who is the founder of critical realism, distinguishes two levels of explanation. The first is theoretical explanation which involves the theoretical detection of the real the underlying structures and mechanisms that are responsible for the observable phenomena. The second is the practical explanation of the observable phenomena, which involves the experimentation, and analysis of the structures and mechanisms already identified in the theoretical explanation (Irwin 1997).

What is to be? What is ‘reality’?

Bhaskar (1998) argues about three levels of ‘reality’, out of which the third analysed below, is the key proposition of critical realism. The first level of ‘reality’ is the empirical which consists of experiences and events through observations, the second is the actual which consists of events that exist or are taking place independently from our conception and observation and the third is the real which consists of processes, structures and causal mechanisms that generate events in the

world. This division of 'reality' in levels implies the idea of explanatory power of Bhaskar. Thus theories can be stratified according to their ability to explain a range of phenomena. Pratschke (2003), argues that the more powerful theories are those that can explain the widest range of phenomena (Pratschke 2003, p.16). To explain a phenomenon is to describe a generative mechanism which when exists and works as the hypothesis you have done, it would account for the phenomenon (Pratschke 2003, p.17). Thus 'reality' stands for the creation of models of mechanisms which when they work as it is supposed then they account for the phenomenon being examined. These models have hypothetical descriptions, which we hope that will reveal the underlying mechanisms of 'reality'. We can be aware of these underlying mechanisms by constructing and testing ideas about them.

Critical realism mixes in effect social constructionist and Marxian thinking (Watson 1994) although this cannot be clearly supported (Benton and Graib 2001). It addresses that 'reality' may be real but it can only be understood as a social construct (Fisher). Therefore, we use the term social before of 'reality', thus for critical realism is social 'reality'.

'Reality' is relatively defined as socially constructed by humans or as socially constructed by material unobservable structures of relations like capitalism. 'Either social 'reality' is viewed as a socially constructed world in which social episodes are the products of social actor's cognitive resources, or it is viewed as a socially constructed world in which social arrangements are the product of material but unobservable structures of relations' (Sanghera 2004).

The view of critical realism of Bhaskar seems to neglect human embodiment and the significance of non-human materials, processes, living beings, as participants to social life. This signifies his position against the relation between social and natural sciences.

Viewing how critical realism understands social science ontology and the relation with natural science the main influence from Bhaskar is the acceptance that society and persons are distinct but yet interdependent and interacting levels. Social structures are kept due to the activities of social members. This is the activity dependency part of Bhaskar's ontology of social structures. Bhaskar additionally addresses the concept dependency and the space-time dependency ontology of social structures which for him differentiates them from the structures in nature.

Thus, we are examining First, Bhaskar's view that 'social structures are kept due to the activities of social members'. For this reason we shall use the example of power of discipline in organisations. Under the assumptions of Bhaskar the structure of power of discipline of employees in an organisation should be kept and reproduced due to the activities of its employees. We could say

that the employees of an organisation - individually or collectively - could change or advance this power - discipline structure. However social structures cannot be always maintained by the activities of their agents (i.e.: employees in an organisation), as the organisational power of discipline is most of the time un-exercised but still it is there hidden in order to safeguard organisational value standards.

Second, the concept dependency ontology means that social structure is developed due to the beliefs and the views social agents hold about their activities, and space-time dependency means that social structures are time and space related. However these two conditions are not necessary true for social structures. As Benton and Graib (2001) argue there are natural sciences which deal with ephemeral natural occurring structures. Third, social structures characteristic as agent concept dependent is under dispute because many times activities are done by force of habit and not as a result of pure conceptualization.

In any case though, the concept and the activity dependence of structure and agent help us to understand the importance of adding the map of agents' beliefs and views to the theoretical arguments and to the empirical evidence in order to understand the social structure under study.

What is to know? How do we judge a statement to be true?

In the attempt to legitimate critical realism when we are dealing with empirical evidence, we are confronted with the argument of the impossibility of 'experimental closure' (Collier 1994). By experimental closure, we mean the need to have closed systems like the laboratory experiments, in order to obtain causality and explanation based on causality. Closed systems however, cannot occur without human intervention and many causes may prevent a causal mechanism or tendency from having its normal effect (Irwin 1997, p.98). Most of the times experiments in social science are not taking place in laboratory conditions thus are not taking place in closed systems. The experimental closure inadequacy plays an important role in refuting of causality for critical realism, as causality cannot be sustained without the regularity and patterning that comes with the closed systems.

Spencer (1995), in reviewing Bhaskar's critical realism, informs that a number of different mechanisms determine what will happen in every situation. It is thus difficult to identify the true cause of an event. In order to do so we have to run experiments in which we should isolate the particular mechanisms from interference with others. This addresses the issue of closure, and has an effect to causality, which applies according to Bhaskar only to, closed systems (systems in which laws have uniform effects).

Critical realism informs that the objects of interest exist and act independently of the researcher observer and its activity. The key conclusion according to Benton, who is mainly informed by Bhaskar, is the view of laws (outcomes) of experiments as tendencies of mechanisms in the experimentation process. The outcomes withdrawn from the experiments are tendencies of the mechanisms, which under normal situations may remain hidden without any observable event frequencies, but in experiments exist in dependence with the activities of the experiments (Benton and Graib 2001, p.124).

‘The laws are independent of men as thinkers, causal agents and perceivers’ and thus they may be unknowable and their instances can be unperceivable, and they can also be known and their instances perceivable, but which when not instanced in closed systems remain hidden to us (Locke and Kneale cited in Bhaskar 1996).

Benton, (2001, p.135) suggests that apart from the experiment, another way to explain the underlying social structures is to try to identify how possible is that every practice is about to happen. But this implies little or no empirical and statistical inquiry and directs us to a more theoretical approach.

The incapacity of the experimental closure is why statistics are confronted with distrustfulness by many critical realists. Pratschke is critiquing Bhaskar and Archer (1998) as exponents of the scepticism about statistics. But the issue addressed at least for Bhaskar is not the unconditional contempt of statistics. Apart of the statistical correlations and concurrence of events, it is the need to secure findings in an explanatory mechanism and explain them as tendencies of things to occur. Likewise, we believe that statistical techniques are appropriate even in critical realism as long as we have agreed that there is an indirect relationship but still a need to consider both the empirical inquiry of the statistics and the explanatory power of the theories involved.

Accepting critical realism view of science, we accept that critical science has no formal structure and may call into question any level of the research programme and the very development of science per se. In this way, critical realism suggests that all of our beliefs should be open to continuous and deep evaluation and correction. Besides, critical realism is reflexive in considering the possibility of thought or language to represent something outside itself, -contrary to other forms of realism- and it gives great importance on the deep structures and characters of things rather than on their surface appearance (Benton and Graib 2001, p.120).

Bhaskar argues that knowledge in a sense that without men cannot exist depends on men. However as it exists in the virtue of men thoughts and actions, it is not irreducible to them. Usually

researchers and scientists are based on theories and on a disciplined framework, which provides meaning for their works. The researcher should use tools, results and theories as well as hypotheses that are available to him/her, with the aim of theory construction. Therefore knowledge pre-exists and is reproduced continually. Thus there is not a pure construction of knowledge but only reproduction or transformation, which informs that a pre-existence of knowledge is necessary for our activity and knowledge, it should have a material cause, and that meaning is socially produced. Besides, the objects of knowledge are regarded as existing and acting independently of men and do not depend upon men for their existence (Bhaskar 1998).

Bhaskar (1997) in the logic of scientific discovery informs that there is in science a pattern and a habit to work in three stages. The first stage is to identify regularities and repetitive patterns. The second stage is to originate explanations and create models for these regularities and the last stage is to check for the 'reality' of these models. Positivist traditions are more concerned about the regularities identification and the linearity of relationship between causes and effects. Most of the times go for the second step through a model and towards an imaginary for generalization at the end.

Critical realism stands different from the beginning. It starts by interpreting the first stage as the 'invariance' of the result and not as the regularity. At the second stage it stands for imagining probable generative mechanisms, and at a third stage it involves experimentation in which the 'reality' of the mechanisms theorised in the model is empirically tested. Bhaskar is explicit in saying that 'it is the task of science to discover which hypothetical or imagined mechanisms are not imagery but real; or to put it in the other way round, to discover what the real mechanisms are i.e. to produce an adequate account of them' (Bhaskar 1997, p.146).

CHAPTER 3 – CONCEPTUAL FRAMEWORK

Modeling the Conceptual framework

Interpreting the findings from previous research which has been based on the initial conceptual framework in literature review (figure1) below, we have already proposed in previous study (Papantonopoulos 2004) a modified framework (figure2) that identifies partly a model -as per the neo-Kantian tradition- but it also draws upon a ‘Foucauldian’ perspective which is coming -as we believe- closer to a critical realist view.

As a model it accepts that positive emotions as the discursive object in discourse are constructed in ways that built on intellectual resources, social resources, as well as psychological resources for the subjects under investigation.

As a realist reading of the ‘Foucauldian’ discourse analysis -we have followed in that study- it stems on the identification of the role that power relations and dynamics play in the development of social and economic exchanges which continually affect discourses in the organisation. From a ‘Foucauldian’ perspective we have identified that the organisational context creates desired emotional experiences as well as behaviours and practices in various discourses and that the conflict of personal values and beliefs with the organisational values and beliefs constructs the major discourse in the social and economic exchanges in the organisational environment.

We argue that ‘Foucauldian’ discourse analysis shares in common with critical realism the purpose of capturing the causal mechanisms of social / organisational forms of experience. ‘The physical space as well as the ‘perspective’ space (perspective in terms of authority) is specific and predefined in the organisational environment. The specificity of space, the layers of hierarchy and the information repository system are things that heavily affect discourses in the organisational environment. It is important to state that all of Foucault’s discussion is about procedures for controlling discourse, whose role is to avert the powers and dangers of discourse’ (Papantonopoulos 2004).

Figure 1 : Initial Conceptual framework

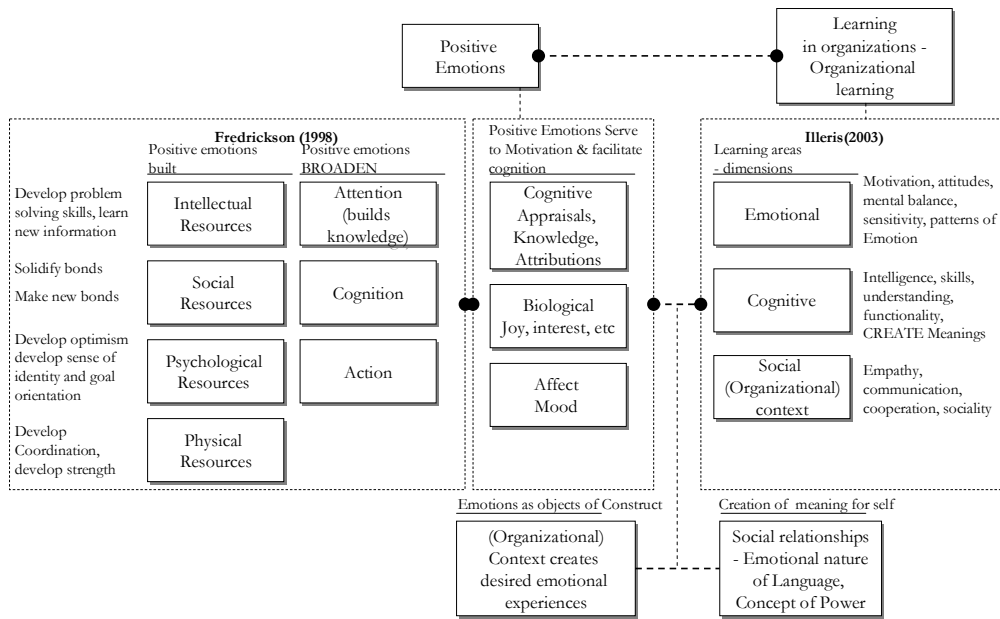
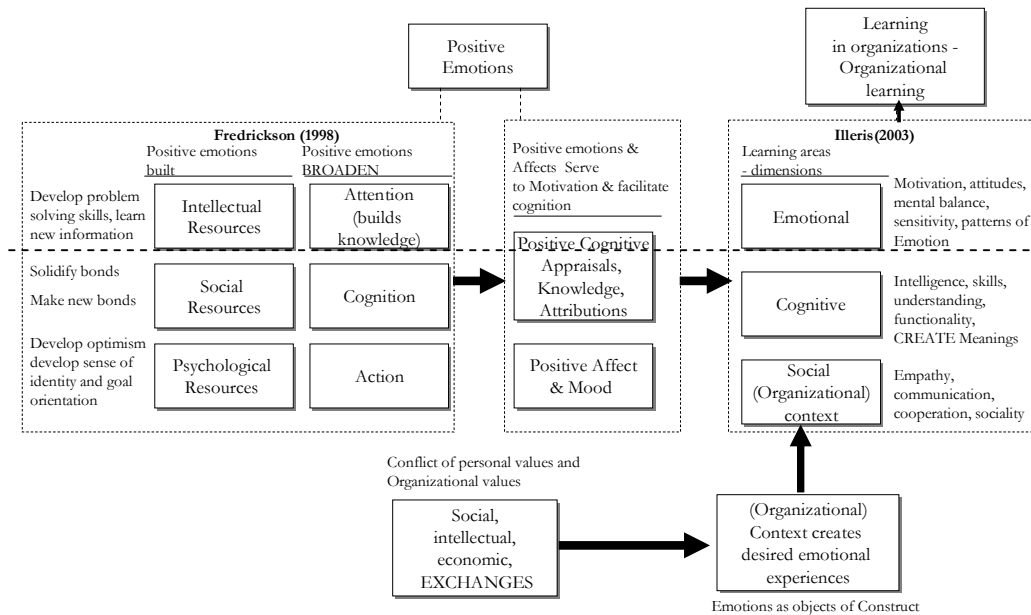


Figure 2 : Modified Conceptual framework



CHAPTER 4 - Modelling the Learning Event

(Before the empirical testing)

The learning event

The learning event that we have used for the study was the presentation and training on a new electronic system for sales ordering and daily sales reporting – used by the salespersons in the field - which was about to replace the previous ‘paper/documents’ system set up. This system entailed both new hardware in the form of a small palmtop pc and new software. Up to the introduction of this system, the salespersons had to work with paper customer cards and handwritten daily performance reports in the old-fashioned way.

The entire learning atmosphere was so interesting so that we could not avoid taking a representative picture of a salesperson keeping in one hand the new palmtop pc and the pen accessory and on the other the traditional well-known customer card.

He looks like saying: At least I have everything on my palm! ‘It can’t be worst can it be?’

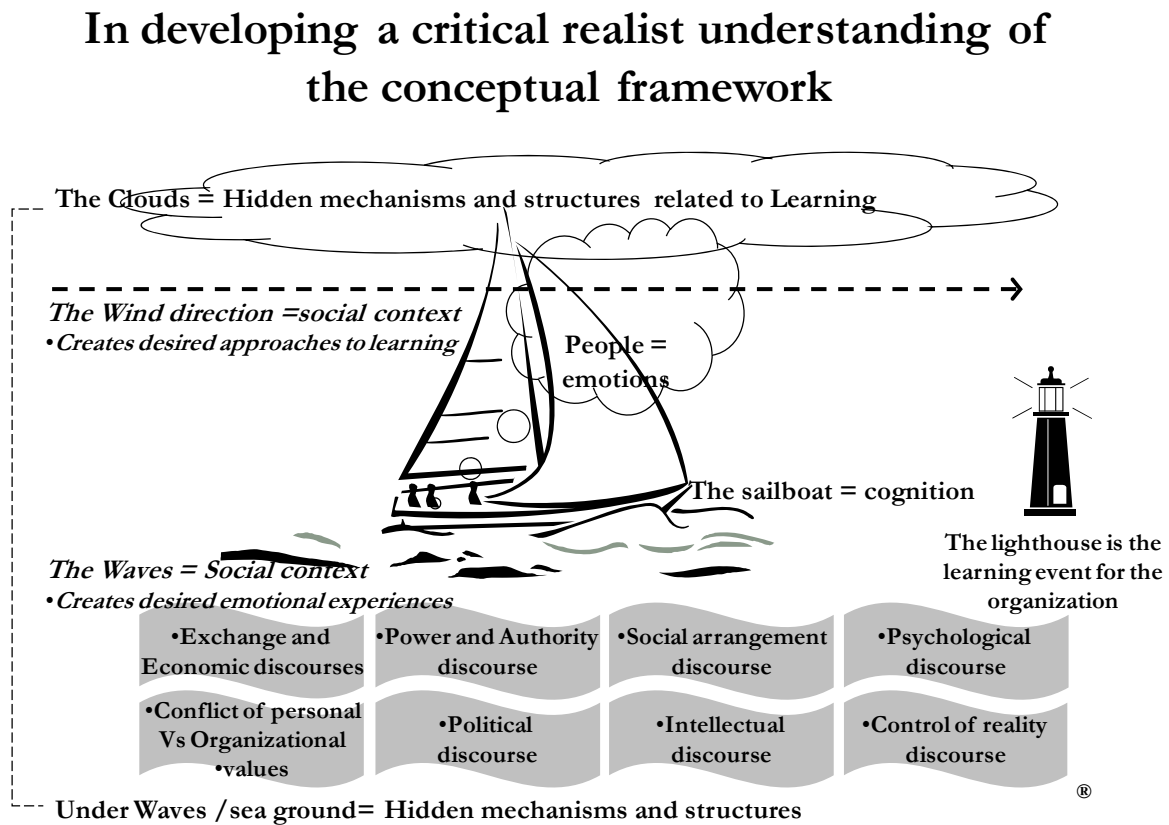
Photo used with permission



Theory construction for empirical testing

Critical realist views of the findings of the previous study, as well as our assumptions about the existence of generative mechanisms in models guide us to develop a revised understanding of the conceptual framework. (figure3).

Figure 3 : Revised Conceptual framework



The clouds and the sea ground conceal hidden mechanisms and structures and generative mechanisms in the model of the study which need to be tested empirically. This testing is about to transform the ‘real’ which is the real that consists of the processes, structures and causal mechanisms that generate the events in the organisation.

Mechanisms related to the learning activity thus affect the appraisal

We understand that the new ordering system is employed for increased effectiveness and performance as well as it is designed to provide an advantage for doing a better salesperson’s job. It seems that the conspicuous benefit for the organisation is the efficient (time and cost) control of the products assortment, the improvement of the level of information about stocks, promotional activities, distribution, pricing fundamentals and shelf placement – merchandising. The stealth

benefit for the organisation is the total control of the performance of each salesperson on the sales fundamentals per se, but additionally, it is the control of work behaviour, of the time allocated and of the overall efficiency of the salesperson. It seems that the maximisation of performance is the key objective which is translated in better exploitation of working hours and increased productivity.

However, what else could this mean for the salesperson? How does this fit with the fact that the controlling of the routings, of the customer calls, of the minutes allocated per call and of the efficiency of each call will be stricter and more precise from the organisation?

Obviously, this new system is only about improvement and efficiency but how does the sales force translate efficiency? There are contradictions in our view of it depending how we are taking this view. How does this relate to a leaner sales force, to a better educated and technologically skilful sales force? Is there any relationship? Does it mean that the organisation is willing to move to a newer (younger) sales force –inexperienced but less expensive -since experience is replaced by technology?

Look at the way the sales person views the situation. He/she comes to participate in a learning event, which he/she expects it is going definitely and inevitably to change the present status of working. The common practices and habits of today will cease to exist tomorrow. It is nothing that the salesperson can do to avoid this change. The change is inescapable and the future it will bring is unknown. It may be now a training period but after all, the new system is here to stay.

Eventually a salesperson could say: ‘this is not simply a new ordering system. This is a new life for me’. This new life is a new ‘reality’. A ‘reality’ that is organisationally constructed and irrespectively of the will of the salesperson, this ‘reality’ of the organisation as a social ‘reality’ exists independently and further more it will change his/her life.

The learning event is the lighthouse that denotes the direction to the sailboat. The organisational context (the social context) in the form of the wind direction blows towards the same course creating desired approaches to the learning situation. The route cannot be changed and people on the boat have to move up the end of the process and irrespectively of their conformance or not, they will finally learn or they will finally not.

In that scenery apart of the power that is obvious in the disciplinary society of the organisation and the ‘Foucauldian’ discourses that it creates, the clouds and the sea ground conceal underlying relations which structure behavioural interaction. For critical realism power is a property of the

nature of the social relations between people and it is the relationship that supplies both parties with the capacity to act and causes the behaviour of both (Marsden 1993).

The mechanisms of trust and control

Trust and control relation is an important mechanism which is underlying the organisational structure. Trust control relations are considered by Reed (2001) as the: 'internal mechanism which configures social action in a wide range of organisational contexts'. Reed contents that trust and control relations mechanism provides 'one of the most promising theoretical approaches for explaining the dynamics of organisational change' (Reed 2001, p.2).

As trust and control are essential in the organisations and in the activities of the collective it is very important to understand that there are expert power relationships upon which trust and control are build (Gambetta 1993 cited in Reed 2001). In the organisational context where power dominates one can expect power to build on certain perceptions and conditions of control as well as to build on certain trust and distrust levels.

As we have also seen from previous empirical work (Papantonopoulos 2004) exchanges like control of power and social arrangements between person and organisations echoes with economic tradeoffs and are usual underlying generative mechanisms in organisations, which guide individual and organisational actions. The social arrangement, the conflict of personal values with the organisational values, the power and authority and the economic exchanges in general –things we have identified earlier as existing in the organisation-, position the employees and the organisation in a spectrum of high dependency mechanisms which affect both the employee and the organisation. As a result the person's participation and understanding of events in the organisation is highly depended on the continuity and the quality of the relationship the person has established with the organisation. What do we mean? The underlying mechanisms that explain the person's behaviour make the person behave in interdependence and exchange with the organisation. That behaviour is affected by the person's beliefs about what 'reality' is about in the organisation and what 'reality' is about him/her self. In any case organisational 'reality' exists independently of the various ways that its members are constructing and interpreting that 'reality'. The organisational 'reality' is a different 'reality' for the individual, and it imposes in the individuals the way behaviours, expectations and authority should interact in the organisation. Different behaviour than the one expected is disciplined and discipline is another underlying mechanism which is not continuously present -in the surface- but however it exists hidden and when there is a need it is exercised in order to maintain organisational order. So the employees have to conform to the organisational 'reality'. The structures and the mechanisms of that 'reality' are not always seen. They are im-

plied, they are hidden and the most important they are interpreted differently from the individuals each time based on a representative identification of tendencies of things to occur always related to the individual's self relevance. One could say that this is a constructivist conclusion. However this is not a constructivist conclusion. It is rather a critical realist in a sense that social 'reality' is being communicatively constructed.

Quantitative control technologies like the new ordering system in this study have provided the technologies of trust and thus the generative mechanisms of new systems of control imposed by expert power groups in the organisations. As Reed contents: 'trust in social quantification and its supporting organisational infrastructure became the primary generative mechanism and means through which novel forms of 'expert' power and control have been mobilized and protected during the present century' (Reed 1996a).

Interests, Conflicts, Intrigues and Coteries in organisations

The structures of interest, intrigues, conflicts and the creation and activity of coteries in organisations, are sustainable due to the underlying mechanism of manipulated trust and control on which discipline remains effective and is deployed whenever there is a threat to those structures. However who has the power to exercise discipline? One could say that is the expert power of the organisation in the form of those that control this expert power. However, it is the social relationship between people -as we have seen earlier- that allows for that capacity to act. On this basis in order to understand power we should conceptualise the causal mechanisms of the constituting objects in thought, as these are involved in interests, conflicts, intrigues and coteries within the organisational setting.

Emotions and Learning and the mechanism of appraisal in organisations

There have been various attempts to link emotion and learning in academia and schools. A recent research made by Laukenmann (2003), showed that positive emotions are important in the acquisition phase of a teaching unit in Physics, and joy and interest are frequently linked in general to successful learning processes. However respondents were not researched about their emotional states prior the teaching unit. Additionally other research has indicated that students that are pursuing mastery in learning usually report more positive affect and less negative affect (Seifert 2001 and Seifert 2004).

Findings from our previous qualitative study indicate that emotions are an inherited part in the organisational life experiences. Emotions are generated from organisational experience as well as generate organisational experience. Alongside power dynamics in the organisations emotions is

seen as a key component in organisational learning. Armstrong in Vince informs that organisational members carry with them an organisation in the mind which both influences and normalises action. The organisation in the mind is an expression of the emotional states that link the individual with his/her role in the organisation with the dynamics of the organisation itself (Vince 2002, p.74).

Vince (2002) utilizes the emotion of learning and non learning by anxiety to argue that individuals and groups manage and organize themselves on the basis of their emotional responses to organisational issues as well as on the basis of avoiding emotion (Vince 2002, p.79).

Elements and areas that have been identified as having relationship to the creation of positive emotions in the organisation are: decision making, learning ability, team formation and leadership, job satisfaction and motivation, performance ,problem solving, support from peers and management, personal development , security ,innovation, and creativity. Employees have reported positive emotions as the discursive object in discourse to be constructed in ways that built on intellectual resources (problem solving, learning of new information and creativity), on social resources (social acceptance and solidification of bonds), as well as on psychological resources (optimism, sense of identity, goal orientation and security) (Papantonopoulos 2004).

Positive emotions have been constructed in the interview extract as resulting from experiences of reward, positive evaluation, good cooperation, recognition, approval, achievement, responsibility, authority, learning, and as –partly- associated with productivity and socialization (sharing of experience). These findings are aligned with Fredricson’s theory of positive emotions as extensively presented in earlier work and they set a preliminary groundwork of that theory in the organisational context.

Piaget argues that the role of emotion is first to provide motivation for cognitive processes and second to assist in individual’s development. Additionally emotion organizes feelings thoughts and existing knowledge providing the motivation to make sense of experiences one comes across (Antonacopoulou and Gabriel 2001, p.10).

Taylor (2001) argues that there can be no rationality and reason without reliance on emotions. In the field of adult education it was shown that a transformative learning process did not rely only on rationale and critical reflection. It was relied significantly on the exploitation and resolution of feelings (Taylor 2001, p.219). Emotional experience creates and sustains the organisational system in its current organisational form. In that sense it is a crucial component in the possibilities and limitations that organisations may create towards learning (Vince 2002, p.80).

According to Arnold (1970), emotions have an appraisal component which directs the individual to accept or refuse the effect of the learning situation on self and an impulse component which directs the individual to move towards what is considered as good for him/her self. Besides that she contends that appraisal together with reflection and memories are essential to the production of emotion. And we may notice that these elements are also significant for learning as well (Kolb 1985).

From the importance of Arnold's argument on appraisal it seems that Arnold synclines with the cognitive view of emotions. With the same cognitive focus researchers agree that the emotional state occurring during a learning process, together with other cognitive dimensions of appraisal informs the individual to approach or to avoid the learning process. Antonacopoulou and Gabriel (2001), argue that emotion is affected by the way an individual interprets a situation. The interpretation and judgment are guided by one's knowledge, values and beliefs as well as by prior emotional state and mood. This informs that the interpretation and judgment of a situation in the form of an appraisal may lead to an emotion. This emotion can be either positive or negative.

Frijda (1994) argues that a positive appraisal of a learning process means for the individual a liked situation and creates for the individual a tendency to approach the learning process. This also means that the person sees well for self and believes he/she can cope with that learning process satisfactorily (Frijda 1994). Defining that emotion embraces cognition, Izard (1994), argues that it becomes difficult to separate cognition as cause from cognition as consequence. Thus Frijda informs that when a primary cognitive appraisal of a learning approach is positive, the person further evaluates other dimensions of appraisal. These are the person's understanding of the pleasantness of the situation, the level of the person's attention, the relevance of the situation to personal goals, the compatibility of the situation with the social or organisational context and the person's ability to cope with the process satisfactorily.

The inference we make is that the person stays positively involved in the learning process as long as he/she evaluates positively all of these dimensions of appraisal. After the evaluation of all the dimensions of cognitive appraisal, the appraisal becomes the felt emotion. When the evaluation of all the dimensions is positive, the appraisal becomes the positive felt emotion. This is empirically supported by our previous work on experiences linked to positive emotions, where we have been informed by our interview extracts that job recognition, good job evaluation from supervisor, etc, playing the role of positive appraisals are strongly linked to the creation of positive emotions.

Frijda (1994) suggests that the positive appraisal creates a strong cognitive experience to the individual and results in a positive emotion. The felt positive emotion further facilitates this cognitive experience and helps to keep cognitive functions continue. In a similar way, Fredrickson (1998, 2000 and 2003), speaks about the ability of positive emotions to create an upward spiral that increases cognitive flexibility and again result in the creation of more positive emotions.

We have seen that emotions are inside the organisations. We have been informed that learning is a cognitive process and a social process. We have been informed that the social organisational structures are affected by emotions and are producing emotions. We have seen how the cognitive appraisal of a learning process works and what a liked situation means to the individual and how a holistic positive appraisal becomes the felt positive emotion.

CHAPTER 5 –RESEARCH QUESTION AND HYPOTHESIS

It is was a matter of this study to take advantage of further exploratory and analytic research to check the conjecture that positive emotions facilitate learning in organisations. The hypothesis we have made was that people experienced positive emotions prior of a learning event were more probable to experience positive emotions also after the learning event. Additionally the hypothesis addressed that those people that had positive emotions prior to the event and have maintained these positive emotions after the learning event had also a high possibility to appraise positive the three dimensions of appraisal of the learning event: pleasantness of the event, relevance to personal goals, and coping ability.

Thus the hypothesis was that people experienced positive emotions prior of the learning event would have evaluated and appraised more positively the learning event. The independent variables in our experiment were the film projection and the learning event and the dependent were the emotions.

As the question has not been researched empirically we believed that a structured research was suitable in order to get some wider empirically tested indications about the possible positive correlations of positive emotions and learning. Thus we designed an experiment to test the experimental hypothesis that people will respond positive towards a learning activity when they feel positive emotions.

CHAPTER 6 - RESEARCH DESIGN

Towards an analytic survey and experimental design

As a piece of exploratory research, the study had the objective to isolate key variables and relationships for further examination, to gain insight for developing an approach to the problem and to establish priorities for future research. Exploratory research will be a continuous need as it also helps to understand findings from descriptive or causal research.

As a piece of causal research, it had the objective to understand which variables were the cause (independent variables) and which variables (dependent variables) were the effects of a phenomenon. Additionally it had the objective to determine the nature of the relationship between the independent variable and the effect to be predicted (Malhotra 1999, p.102)

As a longitudinal design a fixed sample was measured repeatedly. This design differs from the cross-sectional in that the sample remains the same over time. This design provides an in-depth view of the situations and the changes that take place as it has the ability to detect change because of many measurements of the same variables to the same sample. Besides, this was actually our objective. Apart of the ability to detect change, longitudinal designs have the ability to generate bigger amounts of data as well as tend to be more accurate than cross-sectional designs. On the other hand, they are more open to response biases and to questions about representative sampling.

Besides, the design was a cohort analysis. A cohort analysis consists of a series of surveys conducted at appropriate time intervals, where the cohort – that is a group of participants who experience the same event at the same time interval -, serves as the basic unit of analysis. (Oppenheim 2003, p.34)

Survey and Experiment

In a sense that we have tried to induce a positive emotional state in the beginning of the learning process we could say that we have run a simple experiment. Additionally the learning process itself was a pilot to see the first reactions of people in relation to the learning endeavour. What do we mean? We took advantage of a pilot project of the organisation, concerning a new way of order taking by the usage of new hardware and software. The project was about to start later on time, however we have decided for the present study to run a pilot training program in advance. In that way the whole process was an experiment. However, we have also followed a survey method of collecting material. This was chosen to invigorate and to liven up the experimental process, as well as to allow us collect data easily and quickly.

Experiments according to Oppenheim (2003) can live together with surveys in an analytic research design. ‘ many research designs have employed surveys and experiments at different stages using the result of the one to inform and refine the other, and so producing conclusions that are both precise and representative’ (Oppenheim 2003, p.12).

We have tried to keep the flexibility of the experimental process in manipulating the important variables and make events happen, while at the same time seek ‘more for associations and explanations and less for description and enumeration’ (Oppenheim 2003, p.21). Besides, generalisation, and representativeness are coming after explanatory power and prediction, as we have called up in a critical realist stance.

5 steps in the design of the process

(The steps and their rationale)

MAP OF PHASE 1

- *Projection of a film scene.*
- *Panas-x (questionnaire A)*
- *Learning event*
- *Panas-x (questionnaire B)*

MAP OF PHASE 2

- *Learning appraisal other dimensions (questionnaire C)*

Introduction

Our intention was to start by monitoring the emotional state prior of the learning event. But we wanted to have most subjects starting by feeling positive emotions. Thus, in order to demonstrate that the results were due to the independent variable selected we have tried to induce people in a positive emotional state in the beginning of the experiment. This has happened with the projection of a film scene which sole objective was to induce positive emotional state to the participants of the study. We believed that this action had increased significantly the number of people who reported positive emotional state, in the positive and negative affect scale (PANAS) questionnaire that was handed out immediately afterwards.

For mapping the emotional state at the end of the film scene projection and prior to the learning event we have used the PANAS-x version questionnaire with which we have chosen to research 40 items. After the completion of this questionnaire (A), the respondents had participated in the

learning event. After the completion of the learning event the participants had to complete again the PANAS-x questionnaire (B). After that they had to complete the Learning appraisal other dimensions questionnaire (C).

In questionnaire (C), we chose to use attitude statements in rating scales in order to get the personal impressions and the attitudes in subjective (from the point of view of the individual) terms (Oppenheim 2003, p.234). For the rating we have used the Likert scaling method for all of the questionnaires.

The learning questionnaire was consisting of twenty-one propositions and statements. The first three propositions were not actually attitude statements. We have used them in order to demonstrate a more objective (of course replies were subjective) feeling to the questionnaire, since we were asking about the extend respondents expectations for the learning activity had been met, and about the overall impression and structure of the learning activity. However those questions were also giving reading to the pleasantness of the situation for the participants. The next eighteen statements were attitude statements. They have been chosen with a factor analysis from a list of thirty statements as the most representative for the study.

The question we had in designing the whole process of the experiment was either to use the 'learning process appraisal' questionnaire immediately after the learning process or to use the PANAS-X questionnaire and after that the learning appraisal questionnaire. i.e.:

a. PANAS-x phase one → Learning event → Learning Appraisal questionnaire → PANAS-x phase two,

Or:

b. PANAS-x phase one → Learning event → PANAS-x phase two → Learning Appraisal questionnaire.

We have chosen to use design **b**, due to the exclusion of design **a**, because the participants could have easily included in their responses -in PANAS-x phase two-, not only the learning event but also the appraisal process [per se] of the event. This could have resulted in a big bias which we wanted to avoid. On the other side, with design **b**, -which we have followed- one could say that we were risking getting irrelevant answers in PANAS-x second phase in relation to the answers given in the learning appraisal questionnaire. Let us explain why:

As the emotion created after a learning event comprises the appraisal of the event, we normally expect to have a match of the emotional state that the participants bear with their responses of appraisal for this event. If this match could not have been established then the study could not have shown respectful results. However, the results have shown that there is a correlation in cases where positive emotional states were present with positive appraisal of the learning event in the other dimensions of appraisal.

Film used

The film 'love actually' (Appendix 5) was used to elicit emotions. Informed by a research project with a set of 13 emotion- eliciting films used by Hagemann et al (1999), in an assessment of affective reactivity using films, we chose to use a new film that we believed it was the most appropriate to induce mainly positive emotions. Due to the fact that the film's ability to elicit emotions has never tested before, we had to run a pre-research test against a pilot sample. The results proved that it is significantly able to induce positive emotions of joy, attentiveness, self assurance and love.

Rationale behind choosing a film

We had the alternative to use slides, or facial muscle movements' videos, as an emotion eliciting procedure. The imagery projection was also considered. In the latter method, pictures are rated by the participants as more or less interesting. The more interesting are also more arousing and emotionally strong (either positive or negative). Emotions are therefore linked with this manipulation of attention (Robinson 2000). Listening to the music could also produce the same aptitude.

However, a movie projection combines many elements. It attracts attention and interest combining the visual, the auditory, the role playing – participation effect, and the memory and past experiences elements, in order to arouse emotionally the participants. Film use has the advantage of easy standardisation and according to Hagemann (1999), does not require deception or specific 'S' populations. Additionally there have been studies that have prove that films have the capacity to induce distinct positive and negative emotions (Philippot 1993) and others which evidence that films have also the capacity to elicit emotions of higher intensity(Julien and Over 1988).

Thus we have decided to use a film and that decision was supported by the fact that a film is more appropriate to provoke immediate, -of the current moment-, distinct, as well as with different valence emotions, elements which the PANAS –x questionnaire is designed to record.

Learning process

We have designed the training and the learning process in every aspect comprising of availability of new hardware for everyone, proper installation of software and sales fundamentals (like assortment per customer, shelf space, and daily routes) and we have prepared an analytic presentation. The learning process took place in a normal working day thus the salespersons were not obliged to lose an evening or even a non-working day which is usually Saturday. Thus, they did not have a conflict for wasting their personal or family time.

The presenter was the ECR (Efficient consumer response) manager of the organisation, who was responsible of delivering sales training and IT sales related training to the sales force. He was also responsible for all the CPR (continuous products replenishment) programs that the company maintained with its customers. He had a sales and commercial profile as he has been involved and worked in the field sales department and in sales administration department for some years. We could say that he was catholically respectful and recognized by the sales force for his technical knowledge as well as for his character and professionalism.

Trying to minimize other variables

The learning event and the training was about to start officially in a couple of months. We have informed the participants that we were going to run a pre-learning programme, prior to the official learning schedule of next year. The participation was voluntarily but each one had to confirm his/her presence two weeks in advance. The whole learning event and process has been characterized as an informal one and the invitations we have sent had an unofficial style.

In that way the participants had given the chance in that experiment (they did not know it was an experiment), to be pre-exposed in the learning event without having the anxiety and the level of obligation they would normally had demonstrated under an official training programme. However, the learning process took place exactly in the same format, content, and context as the official one that was about to follow. This was important as we did not want to sacrifice any reaction and observation because of an unprepared learning event.

As the ECR person -that has helped with the presentation- said : ‘the participants had participated in a learning assimilation experimental process’.

Attempt for inducing confidentiality

We have tried a technique that we have tested in earlier research in MBA courses in order to give the participants a bigger sense of control over the anonymity of the questionnaire process. This

was actually a way to demonstrate apart from the written and oral statement about anonymity the commitment of keeping all personal data confidential. The process was administered as follows: We have distributed eleven small white papers one to every participant, in order to let them control the anonymity of the questionnaires. On each small paper they had to write a code name or a four digit number in order to give an identity (id) to their questionnaires. The code name or the four digit number was never made evident to us. They had to use this private code or name in marking every questionnaire they were completing. In the beginning of the process and after the film scene projection they had given the option either to keep the small papers for remembering their codes or to give them all to one of their colleagues for keeping them secure for them as a reference if someone had to recollect his/her code.

They all said that they would like to keep the small papers themselves and they would not lose them until the end of the process. This was actually done and everybody carried out the whole questionnaire id process as initially requested by writing the same codes or names in all of the questionnaires. At the end of the process, it was impressive the fact that everybody left the small papers on the table, while during the process everyone was keeping those papers secretly in their hands or in their pockets. This partly shows, we had a good chance that they had believed in the anonymity of the study and in the independency between researcher's study interests and the researcher's role in the organisation.

Causality

The inability of developing a perfect closed system for experimentation in social sciences has affected the causal attributions capable for verification and generalisation in this study. Therefore, we did not expect to find easily causes. We have certainly observed associations which however were not necessarily causes.

The true cause of a phenomenon is usually based upon mechanisms that are not present in the surface. The linearity of natural sciences as far as concerning measurement cannot be employed with confidence (with the colloquial use of the word) in the social sciences, where men and society and material unobservable structures are the protagonists in a socially constructed social 'reality'. The establishment of causality is in identifying tendencies of things to occur and not in identifying regular repetitive patterns of events. Thus, any possible statistical analysis made, contains implicit assumptions about causal links and causal processes. Based on these results and on the explanatory power of the theories involved, we have tried to analyse the structures and mechanisms of the theoretical framework.

The sample group construction and size

The population from which the sample was taken was the sales force of the company Food Co for the national market. The target population was 15 sales persons. The intention was to make the study in the total target population of the sales force, but we had the absence of 4 people who did not manage to be on time in the learning process therefore we decided not to include them at a later stage due to the induction of bias in the study. Thus, the final sample was 11 people who willingly had participated throughout the study.

It was necessary that for this study we had to deal with some qualitative elements in deciding the sample size. The importance of the decision was the first one. It is usually necessary for decisions that are more important as was in our case, more information was necessary and more precision was necessary. You could say that we could have taken the alternative to use other learning processes with other samples to test the hypothesis using a cross-sectional design which could have give us better insight of the issues under investigation. However, we decided to use one learning process (the new ordering system) as the research study at this stage was also exploratory, and with this in mind, even one learning process with a sample of 11 people could have easily provided information. The research was also descriptive, but at the extend that the variables were only two, the population was small, and the validity of the instruments used was high, we could agree that for the specific study the sample size was appropriate.

Of course due to time and availability constrains we did not decide the alternative use of another learning process related to a bigger sample, or to use many other learning processes each related to smaller samples. Besides, we did not have problems with incidence rate as we have chosen a learning process generated by, within the organisation, and in which people were invited and they had to participate (Malhotra 1993).

Source of error

The research was free of sampling errors and free from non-sampling errors. As far as concerning non-sampling errors, we believed that the only area that needed attention was the response errors that are usually errors made by the respondents embodying inability or unwillingness in answering. Usually in most experiments, we have two sources of error (Petrakis 1999). The first is the respondents themselves. The second source of error is the interviewer. In this study, we have tried to convince the participants that we were interested in their true opinions and in their unbiased responses. We repeated many times that there was no good answer for the sake of the researcher, and there was not an appropriate answer or a correct one. We have made explicitly clear that they

were taking part in two unrelated studies one for emotions and one for learning and thus they could not find a specific association and a pattern of behaviour for their responses. Although everyone had agreed in this, it was clear that some participants were trying to guess the objective of the study. However, the structure and the content of the research instruments were such that no one could have easily identified a pattern of answering according to the objectives of the study. Subsequently even if they wanted to agree with the objectives of the study, they could not have done so, unless they knew the instruments design and the conceptual framework in detail.

The design and implementation of research instruments

Questionnaire for mapping and measuring emotional state

The Panas – x inventory about measurement of Positive and Negative affect was used. PANAS – x questionnaire was developed by David Watson and Anna Clark in 1994. It was designed to measure positive affects and negative affects as these are the dominant dimensions of emotional experience. These factors have been identified in both intra and inter individual analyses and they emerged consistently across diverse descriptor sets, time frames, response formats, languages, and cultures (Watson and Clark 1999, p.1). The original PANAS questionnaire measures 10 positive affect and 10 negative affective states, which give reading to the higher level that reflects the valence of the emotional state. Additionally two lower level areas were added later, giving reading to the distinctive qualities of the individual affects and reflect the affects specific content. Thus in order to access these specific emotional states PANAS-x was developed which measured a total of 60 affective items (Appendix 6). We have selected only 40 of those that were mostly related to our study and that corresponded to specific positive and negative emotions as well as to the general scales of positive and negative affect. In the analysis of the findings we have used only the items measuring the distinct and specific positive or negative emotions (Appendix 2).

Questionnaire for mapping and measuring the appraisal of the learning event

We have been informed by theory about the additional cognitive dimensions of appraisal - apart of the emotions- of a situation. We have developed a list of statements that corresponded and were giving readings to three additional dimensions of appraisal. The statements have been detracted to 21 out of an initial 65 that were tested. In order to do that we have followed a pilot test with 8 managers from the sales department who have been informed extensively for the learning activity, and with 3 colleagues. They had to answer the questionnaire (C) each having in mind a learning activity that each has been through and then they had to comment on each question translating the phrases and statements into like/dislike whatever the statement was about (Oppenheim 2003,

p.183). When a statement was not so clear or it was too vague we were withdrawing it from the questionnaire.

The results from this analysis ended up to the 21 statements that had a clear reading (above the average) in the 3 dimensions of appraisal, and which at the same time were most clear and specific. In that way we have managed to establish validity and reliability for the instrument.

The questionnaires scale

We used a table with 40 items –words and phrases that describe different feelings and emotions. The participants had to mark their appropriate answer using a Likert scaling method from 1 to 5. We have asked the participants to indicate at what extent they were feeling this way (as per the items mentioned) at that specific moment. The Likert scale was the following:

PANAS – X (questionnaires A and B)

1 = very slightly or not at all	2 = a little	3 = moderately	4 = Quite a bit	5= extremely
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The full questionnaires A and B and the measurements of each specific item to the specific emotion and to the basic emotional scales are presented in Appendices 1 and 2 respectively. The questionnaire C was about the appraisal of the other dimensions of appraisal of the learning event. (Appendix 3 and 4)

We have used a list of 21 statements which were giving readings on the following three dimensions of appraisal:

- Pleasantness of the situation
- Relevance of the situation to personal goals
- Ability to cope

We have also used a Likert scale to mark these results:

Learning appraisal (questionnaire C)

Questions 1-17

1 = very slightly or not at all 2 = a little 3 = moderately 4 = Quite a bit 5= extremely

Questions 18-21

1 = Strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5= strongly agree

Scores of questions 7 and 18 have been reversed as higher markings from the participants in those questions have actually meant negative conformance.

CHAPTER 7 – ANALYSIS AND FINDINGS

The same people were used for all of the experimental conditions. So, the design was a related or a within-subjects design. The ‘comparison took place within the same group of subjects and the scores from each subject been related’ (Green and Oliveira 2001, p.17).

In order to decide if the null hypothesis could have been accepted or not we have used the following decision rule in a 0.05 significance level (95% confidence interval): If $p < 0.05$ then the null hypothesis was rejected.

Phase 1: (film → PANAS-x (A) → Learning event → PANAS-x (B))

The dependent variable of the first part of the study was the emotion. We have allocated the participants in two basic unrelated experimental conditions both representing each of the independent variables (film projection or before learning and learning event) both of which used to manipulate the dependent variable. The use of the film as the initial experimental condition - which however was used only for the induction of positive emotions to people entering the learning event - was establishing the first condition a-pos. and a-neg., and the learning event was establishing the second condition b-pos. and b-neg.

Therefore, the true experimental pairs of conditions that emerged were two. One was: people feeling positive emotions in entering the learning event (condition a-pos.) and people feeling positive emotions in leaving the learning event (condition b-pos.). The other was: people feeling negative emotions in entering the learning event (condition a-neg.) and people feeling negative emotions in leaving the learning event (condition b-neg.).

Those conditions affected the dependent variable (emotions) which we wanted to know how it was affected after the learning event. The prediction we have made was that a person having positive emotions before the learning event was more possible to maintain these positive emotions after the learning event (Pair2). Additionally a person having negative emotions before the learning event was more possible to maintain these negative emotions after the event (Pair1). The same subjects were doing both conditions.

Phase 2: Learning event appraisal questionnaire (C)

How did the persons that started with positive emotions before the learning event, and continued with positive emotions after the learning event, score on the other dimensions of appraisal?

At this second stage of the study we have predicted that people that had positive emotions after the learning event would score positively on the other three dimensions of appraisal i.e.: pleasantness of the situation, ability to cope, relevance of the situation to personal goals and compatibility of the situation with organisational context.

Consequently, as we were interested in explaining positive emotions effect -after the learning event- from the various dimensions of appraisal, we had to examine one condition, which considered only the people feeling positive emotions after the learning event - and who were feeling positive emotions prior to the learning event. In this case, the dependent variable was the positive emotions felt after the learning event and the independents were the three dimensions of appraisal. If a person was feeling positive emotions after the learning event and had also scored positively on the three dimensions of appraisal, then this indicated that the hypothesis was valid.

Phase 1 – Tests performed

As each subject was measured two times one in the set (a) and one in the set (b), we have used the t-test for correlated samples for the reason that the two sets of measures were arranged in pairs and therefore were potentially correlated. The only requirement of the correlated samples design is to have each item in sample (a) intrinsically linked with a corresponding item in sample (b).

We have used the t-test due to its capacity of removing the extraneous effects of pre-existing individual's differences. We could have used two different independent samples so that one could have entered the learning event with negative emotions and the other could have entered the learning event with positive emotions. However, even if the different emotional states do have different effects in reality to the learning event and the emotions generated afterwards, that difference could have been dematerialized by the existing individual differences among people participating. Differences in people like motivation for the particular task, anxiety in the organisational environment, and level of understanding, are some of the indications for variability. Besides, with the design we have followed we have managed to have two correlated samples, thus keeping effects from such differences at the minimum. With that design, we have tested all subjects in both conditions, then we focused on the differences between the two measures for each subject and we developed matched pairs. Pair 1 was those subjects who had reported negative emotions before and after the learning event. Pair 2 was those subjects who had reported positive emotions before and after the learning event. Eventually then we focused on the differences between the two measures for each pair.

The value of t for the $df = 10$ of the current study for the significance level of 0.05 for one-tailed test was significant if it was equal to or larger than the critical value of 1.812.

As a parametric test, t test satisfied three assumptions: The First was that the values of Difference have randomly drawn from the source population - (since we actually dealt with the differences between the conditions, there was only one sample. The variable in this single sample is symbolized as D). The Second was that the sample could reasonably suppose to have a normal distribution and the Third was that the scale of measurement had the properties of an equal interval scale.

Additionally we have done a Regression and a one-way ANOVA test analysis to see the coefficients r and r^2 as well as the significance levels. The primary measure was the correlation coefficient, which is represented with the letter r . It takes values from $r=+1$ (perfect positive correlation) to $r=-1$ (perfect negative correlation).

Apart of the correlation coefficient, that shows the positive or negative direction of correlation, the coefficient of determination r^2 provides an equal interval and ratio scale measure of the strength of the correlation. The regression (correlation) coefficient tables display a test of significance of the independent variables by testing the following hypothesis. $H_0: S_1=0$, $H_a: S_1 \neq 0$.

R demonstrates the direction of correlation and should have a value between $+1$ for positive correlation and -1 for negative correlation. R^2 demonstrates the strength of the correlation and can only have positive values ranging from $+1$ for a complete positive or negative correlation down to 0 for the absence of correlation.

The important thing we looked at, was the significance level, which showed if we could accept or reject the null hypothesis. If the sig. was below 0.05 significance level, which was the 95% level of confidence, then we might have rejected the null hypothesis. If the sig. was higher than 0.05 we should have accepted the null hypothesis that was the two conditions were irrelevant.

$H_0: S_1=S_2=0$ ($S_1 = 1^{\text{st}}$ stage, $S_2 = 2^{\text{nd}}$ stage) and $H_a: H_0$ is not true.

In ANOVA tables, the value of sig. informed if we could have rejected or accepted the null hypothesis H_0 which was $H_0: S_1=S_2=0$ ($S_1 = 1^{\text{st}}$ condition, $S_2 = 2^{\text{nd}}$ condition) and $H_a: H_0$ was not true.

Phase 2 – Tests performed

At the second phase, we have used again the regression and the ANOVA tests.

Phase 1

Table 1: T-Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 aneg_avr	,3045	11	,09207	,02776
bneg_avr	,3455	11	,12836	,03870
Pair 2 apos_avr	,6691	11	,13126	,03958
bpos_avr	,6000	11	,11419	,03443

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	aneg_avr - bneg_avr	-,04091	,12464	,03758	-,12464	,04282	-1,089	10	,302
Pair 2	apos_avr - bpos_avr	,06909	,10368	,03126	-,00056	,13874	2,210	10	,052

	N	Correlation	Sig.
Pair 1 aneg_avr & bneg_avr	11	,399	,225
Pair 2 apos_avr & bpos_avr	11	,651	,030

In pair 2 of positive emotion before and after the correlation r was respectively high 0.651, while sig. was smaller than the significance level. $\text{Sig.} = 0.030 < 0.050$. Additionally the value of t was significant because it was larger: 2.210 than the critical value 1.812 for df 10 and significance level of 0.05. $t=2.210 > 1.812$ therefore a relation existed between the two sets of measure (a) and (b) (positive emotions before and after) in pair 2 and we have rejected the null hypothesis H_0 .

For Pair 1 we observed that correlation r -value was rather small $r=0.399$ and sig. much higher than the significance level $\text{sig.} = 0.225 > 0.05$. For pair 1 the t value was negative, thus we accepted the H_0 that the two conditions were irrelevant.

From the ANOVA tables 2 and 3 below we noticed that in the case of positive emotions (condition a-pos/b-pos) the total correlation was much stronger $r^2= 0.424$ than the total correlation for condition a-neg/ b-neg, $r^2=0.159$. However, in both cases r^2 did not indicate a very strong correlation.

Table 2 : Regression (Condition a-pos / b-pos)

Variables Entered/Removed^φ

Model	Variables Entered	Variables Removed	Method
1	bpos_avr ^a	.	Enter

- a. All requested variables entered.
- b. Dependent Variable: apos_avr

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,651 ^a	,424	,360	,10501

- a. Predictors: (Constant), bpos_avr

ANOVA^φ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,073	1	,073	6,625	,030 ^a
	Residual	,099	9	,011		
	Total	,172	10			

- a. Predictors: (Constant), bpos_avr
- b. Dependent Variable: apos_avr

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,220	,177		1,241	,246
	bpos_avr	,748	,291	,651	2,574	,030

- a. Dependent Variable: apos_avr

Table 3 : Regression (condition a-neg / b-neg)

Variables Entered/Removed^d

Model	Variables Entered	Variables Removed	Method
1	bneg_avr ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: aneg_avr

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,399 ^a	,159	,065	,08901

a. Predictors: (Constant), bneg_avr

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,013	1	,013	1,699	,225 ^a
	Residual	,071	9	,008		
	Total	,085	10			

a. Predictors: (Constant), bneg_avr

b. Dependent Variable: aneg_avr

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,206	,080		2,561	,031
	bneg_avr	,286	,219	,399	1,304	,225

a. Dependent Variable: aneg_avr

Phase 2

From the regression analysis below in the tables 4, and 5, we have noticed that those people who felt positive emotions after the learning event it were probable to have evaluated positively the pleasantness of the situation dimension. The positive correlation was $0.652 > 0.05$ level of significance. The sig. was $0.03 < 0.05$, thus the H_0 was rejected.

The dimension of relevance of the situation to personal goals had also a positive correlation. R was 0.618 while r^2 was smaller than the previous case –indicated a rather weak overall correlation $r^2=0.382$. The sig. was $0.043 < 0.05$, and allowed us to reject the H_0 .

On the contrary, we did not outline a correlation of positive emotions with the ability to cope, dimension in table 6.

For ability to cope the positive correlation was $r=0.425$ and $r^2=0.181$ that signified a very small overall correlation. The sig. was $0.192 > 0.05$ therefore we did not accept the H_0 and we understood that the two values were irrelevant.

Table 4 : Regression – pleasantness of the situation

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	pleasant ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: bpos_avr_d

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,652 ^a	,425	,361	,373

a. Predictors: (Constant), pleasant

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,927	1	,927	6,655	,030 ^a
	Residual	1,254	9	,139		
	Total	2,182	10			

a. Predictors: (Constant), pleasant

b. Dependent Variable: bpos_avr_d

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,582	,520		-1,120	,292
	pleasant	,086	,033	,652	2,580	,030

a. Dependent Variable: bpos_avr_d

Table 5 : Regression – relevance of the situation to personal goals

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	relevance ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: bpos_avr_d

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,618 ^a	,382	,314	,387

a. Predictors: (Constant), relevance

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,834	1	,834	5,573	,043 ^a
	Residual	1,347	9	,150		
	Total	2,182	10			

a. Predictors: (Constant), relevance

b. Dependent Variable: bpos_avr_d

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,155	,391		-,395	,702
	relevance	,040	,017	,618	2,361	,043

a. Dependent Variable: bpos_avr_d

Table 6 : Regression - ability to cope

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ability ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: bpos_avr_d

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,425 ^a	,181	,090	,446

a. Predictors: (Constant), ability

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,394	1	,394	1,986	,192 ^a
	Residual	1,787	9	,199		
	Total	2,182	10			

a. Predictors: (Constant), ability

b. Dependent Variable: bpos_avr_d

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,606	,956		-,634	,542
	ability	,061	,043	,425	1,409	,192

a. Dependent Variable: bpos_avr_d

CHAPTER 8 – Revised Conceptual Framework and Identification of Further Research Questions)

The research findings were supportive of the experimental hypothesis that those who enter in the learning process feeling positive emotions continue to feel positive emotions after the learning event. The theoretical inferences presented earlier, and tested in this study have been partly supported by the findings.

In the first part of the research, findings as presented have established positive correlations in subjects that started with positive emotions before the learning event and had positive emotions after the learning event. The same was not true for those subjects that started with negative emotions.

In the second part of the research, a positive correlation emerged in subjects who felt positive emotions after the learning event, with the dimensions of relevance of situation to personal goals and pleasantness of the situation. Subjects feeling positive emotions see the learning situation as relevant to personal goals, and mark the learning event as a pleasant situation.

On the contrary, the dimension of coping seems that cannot explain the positive emotions generated after the learning event, thus it is negatively correlated. Subjects feeling positive emotions do not necessarily believe that they can cope easily with the learning situation or believe that the learning task is not an easy task to follow.

This indication seems logical in a sense that ability to cope could be related more to the after appraisal of the event. It may be possible to experience positive emotions, feel the event as a pleasant situation and feel it as relevant to your personal goals. Thus, you are motivated to approach the event. However, in order to really learn and to make the learning a strong possession and skill, one need to further re-evaluate his/her coping abilities in dealing with the situation for the future. In that sense, coping ability, related to the change that the learning brings, is similar to the practical application of the learning endeavour. Another thing that may have affected this area is the unknown future and the unknown character of the new learning as a change in life per se. In that sense, it is difficult for anyone to estimate easily his/her coping ability when the learning represents a change with unknown future and direction.

In the part of the re-evaluation, trust in the organisation plays an important role in providing people with rationale for doing new things and for following to changes. However, since the learners

see the situation as pleasant and relevant to them they have greater possibility to learn effectively if they resolve their coping ability concerns.

An implication for future research could be to work in identifying the potential that people have for learning irrespectively of their willingness to enter the event and irrespectively of their evaluation.

We predict that people that start with positive emotions learn. We also predict that people that start with positive emotions learn better. So, the question is: 'If and how much they have learned' and moreover 'if they have learned better than the ones started with negative emotions?'

The hidden mechanisms involved in the settings of the organisation, like trust, discipline and control, are related to the learning and changing capacities of people, and inform that the hypothesis of the present study could be used in more unrelated samples as well as in different and distinct as per their content learning events, in order to address a wider ground of future research questions. This nature of structures and mechanisms indicates that a sound research on the above should take under questioning, the ways and the priorities of learning within the organisational environment.

However, as positive emotions build on various levels of cultural and political contexts and create a 'broadening of an individual's momentary thought-action repertoire' and as they additionally appear to share the feature of building the individual's personal resources': physical, intellectual, and social, (Fredrickson 1998, p.307), it seems that they are able to overpass the mechanisms and structures that impinge the organisational settings.

Thus in the revised framework (figure 4) we should consider the ability of positive emotions to built on personal resources that give people the ability to cope with every situation, therefore to overpass mechanisms of control, trust or discipline and structures of interests, intrigues and coterries that form the key mechanisms within the organisational settings.

Figure 4 (a and b) : Revised Conceptual framework

Figure 4a

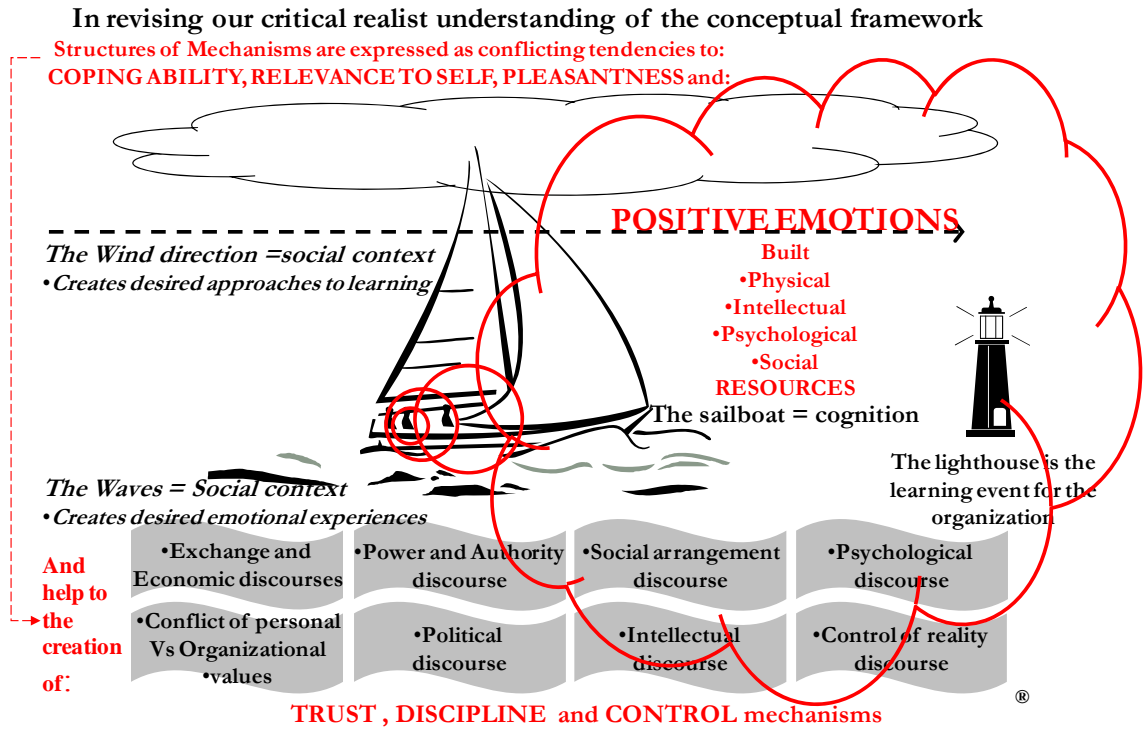
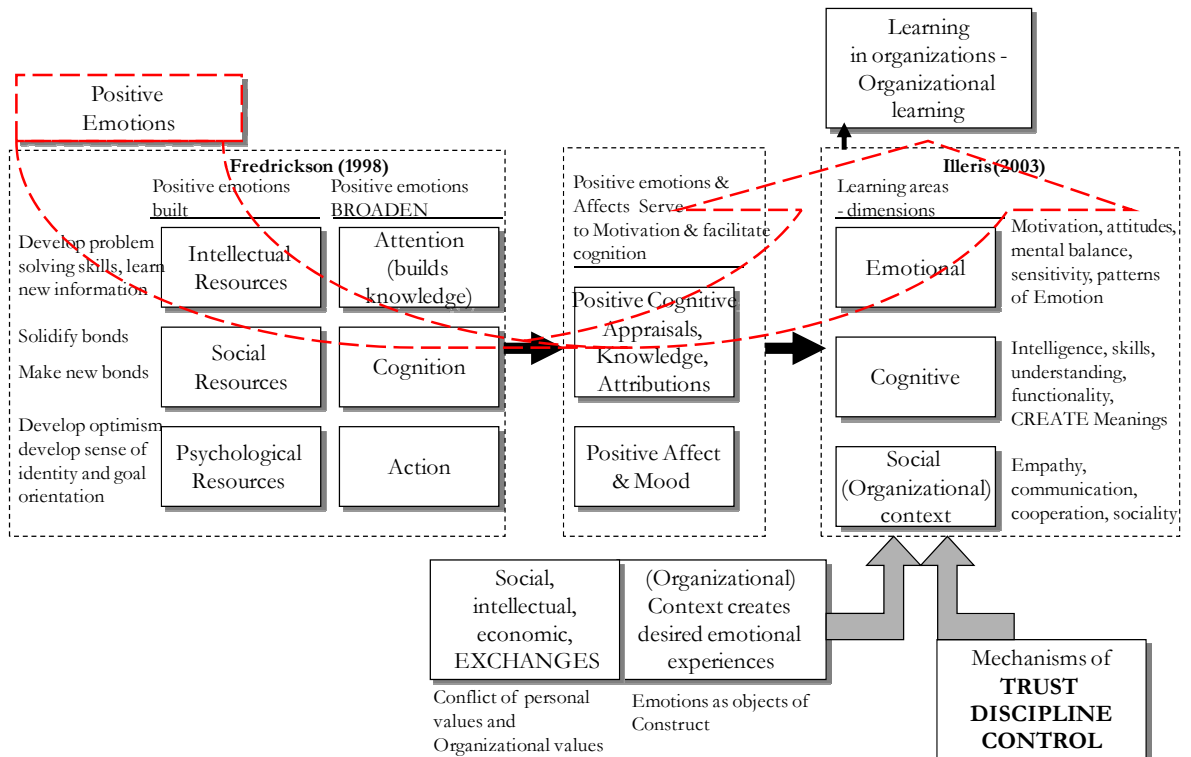


Figure 4b



Positive emotions are involved in developing capacities and coping abilities, in evaluation of the pleasantness of the situation, as well as in the evaluation of the situation's relevance for one's goals. They help over passing mechanisms and structures which are responsible for the different discourses in the organisational setting. Therefore, they provide the ability to deal effectively with the deeper mechanisms of trust, control and discipline and they help individuals deal with the expert power created in the organisation.

Of course we will be holding more dependable in our assumptions of positive emotions strength, waiting for the questions raised above to be empirically tested and replied.

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CHAPTER 10 - (Appendices)

Appendix 1 : Panas-x (questionnaires A and B)

The following table consists of a number of words and phrases that describe different feelings and emotions. Read each item and then mark the appropriate answer using the scale 1 up to 5.

Indicate to what extent you feel this way right now. Use the following scale to record your answers:

1 = very slightly or not at all	2 = a little	3 = moderately	4 = Quite a bit	5= extremely
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All of the answers are confidential and anonymous

Mark with a circle or tic your answer

	very slightly or not at all	a little	moderately	quite a bit	extremely
1. Cheerful	1	2	3	4	5
2. Disgusted	1	2	3	4	5
3. Attentive	1	2	3	4	5
4. Daring	1	2	3	4	5
5. Strong	1	2	3	4	5
6. Scornful	1	2	3	4	5
7. Irritable	1	2	3	4	5
8. Delighted	1	2	3	4	5
9. Inspired	1	2	3	4	5
10. Fearless	1	2	3	4	5
11. Sad	1	2	3	4	5
12. Afraid	1	2	3	4	5
13. Shaky	1	2	3	4	5
14. Happy	1	2	3	4	5
15. Alone	1	2	3	4	5
16. Alert	1	2	3	4	5
17. Upset	1	2	3	4	5
18. Angry	1	2	3	4	5
19. Bold	1	2	3	4	5
20. Blue	1	2	3	4	5
21. Active	1	2	3	4	5

22. Joyful	1	2	3	4	5
23. Nervous	1	2	3	4	5
24. Lonely	1	2	3	4	5
25. Excited	1	2	3	4	5
26. Hostile	1	2	3	4	5
27. Proud	1	2	3	4	5
28. Jittery	1	2	3	4	5
29. Lively	1	2	3	4	5
30. Scared	1	2	3	4	5
31. Enthusiastic	1	2	3	4	5
32. Downhearted	1	2	3	4	5
33. Distressed	1	2	3	4	5
34. Determined	1	2	3	4	5
35. Frightened	1	2	3	4	5
36. Interested	1	2	3	4	5
37. Loathing	1	2	3	4	5
38. Confident	1	2	3	4	5
39. Energetic	1	2	3	4	5
40. Concentrating	1	2	3	4	5

Appendix 2 : Panas-x (questionnaires A and B)

(Link of the items with specific emotional states and basic scales)

Specific emotional states / affects

Greek translation	English	Specific Affects	Belong to BASIC SCALES
1. Ευδιάθετος	41. Cheerful	Joviality	Basic Positive emotions scales
2. Αηδιασμένος	42. Disgusted	Hostility	Basic Negative emotion scales
3. Προσηλωμένος	43. Attentive	Attentiveness	Basic Positive emotions scales
4. Τολμηρός	44. Daring	Self - Assurance	Basic Positive emotions scales
5. Δυνατός	45. Strong	Self - Assurance	Basic Positive emotions scales
6. Περιφρονητικός	46. Scornful	Hostility	Basic Negative emotion scales
7. Ευερέθιστος	47. Irritable	Hostility	Basic Negative emotion scales
8. (Νοιώθω) απόλαυση	48. Delighted	Joviality	Basic Positive emotions scales
9. Εμπνευσμένος	49. Inspired		
10. Ατρόμητος	50. Fearless	Self - Assurance	Basic Positive emotions scales
11. Θλιμμένος	51. Sad	Sadness	Basic Negative emotion scales
12. Φοβισμένος	52. Afraid	Fear	Basic Negative emotion scales
13. Κλονισμένος	53. Shaky	Fear	Basic Negative emotion scales
14. Ευτυχισμένος	54. Happy	Joviality	Basic Positive emotions scales
15. Μόνος	55. Alone	Sadness	Basic Negative emotion scales
16. Άγρυπνος - πανέτοιμος	56. Alert	Attentiveness	Basic Positive emotions scales
17. Αναστατωμένος	57. Upset		
18. Θυμωμένος	58. Angry	Hostility	Basic Negative emotion scales
19. Θαρραλέος	59. Bold	Self - Assurance	Basic Positive emotions scales

20. Άκεφος - μελαγχολικός	60. Blue	Sadness	Basic Negative emotion scales
21. Δραστήριος	61. Active		
22. Χαρούμενος	62. Joyful	Joviality	Basic Positive emotions scales
23. Νευρικός	63. Nervous	Fear	Basic Negative emotion scales
24. Μοναχικός	64. Lonely	Sadness	Basic Negative emotion scales
25. Συγκινημένος	65. Excited	Joviality	Basic Positive emotions scales
26. Εχθρικός	66. Hostile	Hostility	Basic Negative emotion scales
27. Υπερήφανος	67. Proud	Self - Assurance	Basic Positive emotions scales
28. Ταραγμένος	68. Jittery	Fear	Basic Negative emotion scales
29. Ζωντανός	69. Lively	Joviality	Basic Positive emotions scales
30. Τρομαγμένος	70. Scared	Fear	Basic Negative emotion scales
31. Ενθουσιώδης	71. Enthusiastic	Joviality	Basic Positive emotions scales
32. Αποθαρρυσμένος	72. Downhearted	Sadness	Basic Negative emotion scales
33. Συντετριμμένος	73. Distressed		
34. Αποφασισμένος	74. Determined	Attentiveness	Basic Positive emotions scales
35. Φοβισμένος	75. Frightened	Fear	Basic Negative emotion scales
36. Ενδιαφερόμαι	76. Interested		
37. (Νοιώθω) απέχθεια	77. Loathing	Hostility	Basic Negative emotion scales
38. Βέβαιος - γεμάτος αυτοπεποίθηση	78. Confident	Self - Assurance	Basic Positive emotions scales
39. Ενεργητικός	79. Energetic	Joviality	Basic Positive emotions scales
40. Συγκεντρωμένος	80. Concentrating	Attentiveness	Basic Positive emotions scales

Appendix 3 : Learning dimensions of appraisal (questionnaire C)

The following table consists of a number of different statements about the learning event that you have participated.

For the first 17 statements please rate the learning event choosing your preferred answer using the following scale:

1 = very slightly or not at all **2 = a little** **3 = moderately** **4 = Quite a bit** **5= extremely**

All of the answers are confidential and anonymous

Mark with a circle or tic your answer

	very slightly or not at all	a little	moderately	quite a bit	extremely
1. How much are your expectations covered from today's learning event?	1	2	3	4	5
2. How much did you like the overall delivery of the learning event?	1	2	3	4	5
3. How clearly all aspects were elaborated and presented?	1	2	3	4	5
4. This learning event / activity will make me more effective in my job	1	2	3	4	5
5. It is interesting	1	2	3	4	5
6. It positively attracts me	1	2	3	4	5
7. It looks complex	1	2	3	4	5
8. It is useful for my work	1	2	3	4	5
9. It is comprehensible	1	2	3	4	5
10. It gives me a competitive advantage vs my other colleagues in other organisations	1	2	3	4	5
11. It helps me to expand my professional skills	1	2	3	4	5
12. It will help me advance in my career	1	2	3	4	5
13. It is useful for me	1	2	3	4	5
14. It intrigues me and creates new ideas to me	1	2	3	4	5

15. My experiences have helped to understand easier	1	2	3	4	5
16. It is something that I believe	1	2	3	4	5
17. The benefit for me is clear	1	2	3	4	5

The following table consists of a number of different statements about the learning event that you have participated.

For the statements 18 up to 21, please rate the learning event choosing your preferred answer using the following scale:

1 = Strongly disagree **2 = disagree** **3 = neither agree nor disagree** **4 = agree** **5= strongly agree**

Mark with a circle or tic your answer

	Strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
18. I want first to try it in action	1	2	3	4	5
19. My work will show up better	1	2	3	4	5
20. I have much more to propose on this	1	2	3	4	5
21. I know well whatever is needed to cope with this satisfactorily	1	2	3	4	5

Appendix 4 : Learning dimensions of appraisal (questionnaire C)

(Link of the statements with the dimensions of appraisal)

	Dimensions of appraisal
22. How much are your expectations covered from today's learning event?	Pleasantness of situation
23. How much did you like the overall delivery of the learning event?	Pleasantness of situation
24. How clearly all aspects were elaborated and presented?	Pleasantness of situation
25. This learning event / activity will make me more effective in my job	Relevance of the situation to personal Goals
26. It is interesting	Pleasantness of situation
27. It positively attracts me	Pleasantness of situation
28. It looks complex (Ratings INVERSION)	Ability to cope
29. It is useful for my work	Relevance of the situation to personal Goals
30. It is comprehensible	Ability to cope
31. It gives me a competitive advantage vs my other colleagues in other organisations	Relevance of the situation to personal Goals
32. It helps me to expand my professional skills	Relevance of the situation to personal Goals
33. It will help me to advance in my career	NOT USED IN THE ANALYSIS
34. It is useful for me	Ability to cope
35. It intrigues me and creates new ideas to me	Relevance of the situation to personal Goals
36. My experiences have helped to understand easier	Ability to cope
37. It is something that I believe	Ability to cope
38. The benefit for me is clear	Relevance of the situation to personal Goals
39. I want first to try it in action (Ratings INVERSION)	Ability to cope
40. My work will show up better	Relevance of the situation to personal Goals
41. I have much more to propose on this	NOT USED IN THE ANALYSIS
42. I know well whatever is needed to cope with this satisfactorily	Ability to cope

Appendix 5: Description of film clip and film DVD

Film Clip (Target Positive emotion)	Duration (m)	Description (Feature film title, scene, company, year)
<p>Basic Positive emotion scales</p> <p><u>Joviality</u> (Happy, joyful, excited, lively, cheerful)</p> <p><u>Self- Assurance</u> (strong, fearless, daring, bold)</p> <p>Attentiveness (alert, attentive, determined)</p> <p>General dimension scales</p> <p><u>Basic positive Affect</u> (active, alert, attentive, determined, enthusiastic, inspired, strong, excited, proud)</p>	15	Love actually, scenes 18-20, Universal pictures and Studio canal ,2003

Please see scene 18 up to the end.

This is a DVD backup copy and its use is only for the academic purposes of this study.

Appendix 6: PANAS Questionnaire

THE PANAS-X

Manual for the
Positive and Negative Affect Schedule - Expanded Form

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The University of Iowa

I. The Hierarchical Structure of Self-Rated Affect

In recent research, two broad, general factors--typically labeled Positive Affect (PA) and Negative Affect (NA)--have emerged reliably as the dominant dimensions of emotional experience. These factors have been identified in both intra- and interindividual analyses, and they emerge consistently across diverse descriptor sets, time frames, response formats, languages, and cultures (Almagor & Ben-Porath, 1989; Mayer & Gaschke, 1988; Meyer & Shack, 1989; Tellegen, 1985; Watson, 1988b; Watson, Clark, & Tellegen, 1984; Watson & Tellegen, 1985; Zevon & Tellegen, 1982). To measure these factors, Watson, Clark, and Tellegen (1988) developed the Positive and Negative Affect Schedule (PANAS), which consists of two 10-item scales for PA and NA, respectively.

These two general dimensions account for most of the variance in self-rated affect--together they account for roughly one-half to three-quarters of the common variance in mood terms (see Watson, 1988b; Watson & Tellegen, 1985). Nevertheless, specific emotional states can also be identified in the same data. In fact, on the basis of earlier work by Tellegen, Watson and Tellegen (1985) proposed a hierarchical taxonomic scheme in which the two broad, higher order dimensions are each composed of several correlated, yet ultimately distinguishable affective states

(see also Watson & Clark, 1989, 1992a). In this model, the higher level reflects the *valence* of the mood descriptors (i.e., whether they represent negative or positive states), whereas the lower level reflects their specific *content* (i.e., the distinctive qualities of the individual affects).

To assess these specific emotional states, we have created a 60-item, expanded version of the PANAS (the PANAS-X). In addition to the two original higher order scales, the PANAS-X measures 11 specific affects: Fear, Sadness, Guilt, Hostility, Shyness, Fatigue, Surprise, Joviality, Self-Assurance, Attentiveness, and Serenity. The PANAS-X thus provides for mood measurement at two different levels.

The PANAS-X is simple and easy to administer. Most subjects complete the entire 60-item schedule in 10 minutes or less. However, investigators facing more severe time constraints can select and assess only those scales that are most relevant to their research. A sample PANAS-X protocol is shown in Table 1. In addition, the terms comprising each of the PANAS-X scales are shown in Table 2.

The PANAS-X was created in three relatively distinct stages. As mentioned, the two higher order scales were developed first. Seven specific affect scales primarily involving

Table 1 *Sample PANAS-X Protocol Illustrating "Past Few Weeks" Time Instructions*

This scale consists of a number of words and phrases that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you have felt this way during the past few weeks. Use the following scale to record your answers:

1	2	3	4	5
very slightly or not at all	a little	moderately	quite a bit	extremely
_____ cheerful	_____ sad	_____ active	_____ angry at self	
_____ disgusted	_____ calm	_____ guilty	_____ enthusiastic	
_____ attentive	_____ afraid	_____ joyful	_____ downhearted	
_____ bashful	_____ tired	_____ nervous	_____ sheepish	
_____ sluggish	_____ amazed	_____ lonely	_____ distressed	
_____ daring	_____ shaky	_____ sleepy	_____ blameworthy	
_____ surprised	_____ happy	_____ excited	_____ determined	
_____ strong	_____ timid	_____ hostile	_____ frightened	
_____ scornful	_____ alone	_____ proud	_____ astonished	
_____ relaxed	_____ alert	_____ jittery	_____ interested	
_____ irritable	_____ upset	_____ lively	_____ loathing	
_____ delighted	_____ angry	_____ ashamed	_____ confident	
_____ inspired	_____ bold	_____ at ease	_____ energetic	
_____ fearless	_____ blue	_____ scared	_____ concentrating	
_____ disgusted with self	_____ shy	_____ drowsy	_____ dissatisfied with self	

Table 2 *Item Composition of the PANAS-X Scales*

<i>General Dimension Scales</i>	
Negative Affect (10)	afraid, scared, nervous, jittery, irritable, hostile, guilty, ashamed, upset, distressed
Positive Affect (10)	active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud, strong
<i>Basic Negative Emotion Scales</i>	
Fear (6)	afraid, scared, frightened, nervous, jittery, shaky
Hostility (6)	angry, hostile, irritable, scornful, disgusted, loathing
Guilt (6)	guilty, ashamed, blameworthy, angry at self, disgusted with self, dissatisfied with self
Sadness (5)	sad, blue, downhearted, alone, lonely
<i>Basic Positive Emotion Scales</i>	
Joviality (8)	happy, joyful, delighted, cheerful, excited, enthusiastic, lively, energetic
Self-Assurance (6)	proud, strong, confident, bold, daring, fearless
Attentiveness (4)	alert, attentive, concentrating, determined
<i>Other Affective States</i>	
Shyness (4)	shy, bashful, sheepish, timid
Fatigue (4)	sleepy, tired, sluggish, drowsy
Serenity (3)	calm, relaxed, at ease
Surprise (3)	amazed, surprised, astonished

Note. The number of terms comprising each scale is shown in parentheses.

different negative affects were constructed next. Finally, four specific positive affect scales were created. In this manual, we recap briefly the development of the original PANAS scales, and present their basic reliability and validity data (the interested reader is referred to Watson et al., 1988, for more detail). We then describe the development of the specific affect (PANAS-X) scales, and present data supporting their reliability and validity. Finally, we discuss several important issues regarding the instrument as a whole.

II. The Higher Order Scales

A. Construction of the Original Positive and Negative Affect Scales

The goal in developing these scales was to create reliable and valid measures that were also brief and simple to administer. The primary concern was to select descriptors that were relatively pure markers of either Negative Affect or Positive Affect; that is, terms that had a substantial loading on one factor but a near-zero loading on the other. As a starting point, we used the 60 terms included in the factor analyses reported by Zevon and Tellegen (1982). Tellegen constructed this set from an initial pool of 117 affective words and phrases derived from the earlier studies of Izard (1972), Nowlis (1965), Zuckerman and Lubin (1965), and Ekman (1971). A principal components analysis of content sortings of this larger pool of items identified 20 synonym groups, and the final list of 60 terms was constructed by

choosing three marker terms from each content group (see Zevon & Tellegen, 1982, Table 1). Thus, these terms provide a comprehensive assessment of the affective lexicon.

From this list of 60 terms we selected those descriptors that had an average loading of .40 or greater on the relevant factor across both the within- and between-subjects analyses reported in Zevon and Tellegen (1982). Twenty Positive Affect and 30 Negative Affect markers met this initial criterion. However, as noted previously, we were also concerned that the terms be relatively pure markers of a factor. We therefore specified that the terms not have a secondary loading of 1.251 or greater in either analysis. This reduced the pool of candidate descriptors to 12 for Positive Affect and 25 for Negative Affect.

Preliminary reliability and validity analyses indicated that 10 terms were sufficient for the higher order Positive Affect scale. We therefore dropped two terms that had relatively higher secondary loadings on the Negative Affect factor, yielding the final set of 10 descriptors (shown in Table 2).

The 25 Negative Affect candidate terms included all 3 terms from seven of Tellegen's content categories, plus 2 from each of two others. Because we wanted to tap a broad range of content, we constructed a preliminary 14-item scale that included 2 terms from each of the seven complete triads. We found, however, that the terms from the Contempt and Revulsion content categories did not significantly enhance the reliability and validity of the scale. Moreover, these

terms were less familiar to our subjects (primarily undergraduates) and were occasionally left unanswered. Therefore, the final 10-item version consisted of 2 terms each from the other five triads (displayed in Table 2).

B. Normative and Internal Consistency Data

Between-subjects data. Most of our basic psychometric data were gathered from undergraduates enrolled in various psychology courses at Southern Methodist University (SMU), a private southwestern university. However, we (and others) have also collected data on various student, adult

and psychiatric patient samples, and we present these results as well.

We have obtained PANAS-X ratings using eight different temporal instructions. Subjects have rated how they felt: (a) "right now (that is, at the present moment)" (*Moment* instructions); (b) "today" (*Today*); (c) "during the past few days" (*Past Few Days*); (d) "during the past week" (*Past Week*); (e) "during the past few weeks" (*Past Few Weeks*); (f) "during the past month" (*Past Month*), (g) "during the past year" (*Past Year*); and (h) "in general, that is, on the average" (*General*).

Table 3 Means and Standard Deviations for the General Positive Affect and Negative Affect Scales as a Function of Rated Time Frame and Subject Population

Time Frame/Sample	N	Positive Affect		Negative Affect	
		M	SD	M	SD
<i>Moment</i>					
SMU undergraduates	2,213	29.0	8.0	15.8	5.9
Australian undergraduates ^a	279	25.3	7.2	15.2	5.0
VA substance abusers	158	32.0	8.5	23.7	10.1
Psychiatric inpatients	56	32.6	7.8	21.1	9.0
<i>Today</i>					
SMU undergraduates	1,664	30.1	8.2	17.6	7.0
<i>Past Few Days</i>					
SMU undergraduates	1,577	33.7	7.3	18.5	6.9
Iowa undergraduates	502	31.5	7.4	21.7	7.4
<i>Past Week</i>					
SMU undergraduates	1,521	32.4	7.3	20.4	7.0
Dallas-area adults	328	31.1	7.5	18.0	7.1
Australian adult men ^a	114	32.6	5.9	16.3	4.7
Australian adult women ^a	115	30.7	7.1	15.8	4.9
<i>Past Few Weeks</i>					
SMU undergraduates	2,076	32.6	7.1	20.2	7.2
SMU employees	164	33.1	6.8	17.9	6.4
<i>Past Month</i>					
SMU undergraduates	1,006	34.5	7.2	20.2	7.3
<i>Past Year</i>					
SMU undergraduates	964	35.9	6.4	22.8	6.6
<i>General</i>					
SMU undergraduates	3,622	35.7	6.2	19.5	6.0
SMU employees	202	35.1	7.4	18.9	6.4
Detroit-area adults ^b	815	36.0	6.0	18.2	6.3
Australian adult men ^a	114	33.5	5.9	14.2	4.1
Australian adult women ^a	115	33.9	5.1	15.5	5.3
Psychiatric inpatients	117	32.4	8.1	25.5	10.0
Mixed clinical sample	107	30.2	6.6	26.3	9.0

Note. These data include those reported in Watson et al. (1988), Table 1.

^aUnpublished data reported by Ross Wilkinson, The Australian National University, April, 1993.

^bThese data are reported in Quinn (1989).

DOCUMENT V

A THESIS

**POSITIVE EMOTIONS
&
LEARNING IN ORGANISATIONS**

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Paper submitted in part of fulfillment of the requirements of the Nottingham
Trent University for the degree of Doctorate of Business Administration

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NOTTINGHAM BUSINESS SCHOOL

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Positive Emotions and Learning in the Organisation

**Positive meaning as the facilitator of positive learning
for a management team.**

Table of Contents

ABSTRACT	7
Chapter 1 - INTRODUCTION	10
BACKGROUND AND RESEARCH JUSTIFICATION	10
PURPOSE OF THE THESIS	11
AUDIENCE	11
RESEARCH PROBLEM AND PROPOSITIONS	11
RESEARCH QUESTION	12
THESIS OUTLINE	12
RESEARCH BOUNDARIES	13
CONCLUSION	13
Chapter 2 – LITERATURE REVIEW	14
ORGANISATIONAL CONTEXT	14
THE SOCIAL CONSTRUCTION OF SELF AND ORGANISATION	14
CONCLUSION	30
EMOTIONS	31
EMOTIONS IN ORGANISATIONAL SETTINGS	43
POSITIVE EMOTIONS	51
CONCLUSION	67
LEARNING	68
THEORIES OF LEARNING	72
CONCEPTUALISATION OF LEARNING	80

LEARNING CONCEPTUAL FRAMEWORK.....	81
CONCLUSION.....	86
Chapter 3 - PREVIOUS RESEARCH	87
CONCLUSION.....	90
Chapter 4 – PROPOSITIONS AND RESEARCH QUESTIONS	91
RESEARCH PROBLEM.....	91
THE DEVELOPMENT OF PROPOSITIONS	91
RESEARCH QUESTION.....	93
CONCEPTUAL FRAMEWORK	93
OPERATIONAL RESEARCH QUESTIONS.....	95
CONCEPTS IN SUPPORT OF THE FRAMEWORK.....	96
Chapter 5 - METHODOLOGY.....	99
INTRODUCTION.....	99
JUSTIFICATION FOR THE PARADIGM AND METHODOLOGY	99
PARADIGM	99
METHODOLOGY.....	104
RESEARCH PROCEDURES	109
REFLEXIVITY	120
LIMITATIONS OF THE METHODOLOGY	122
ETHICAL CONSIDERATIONS	122
CONCLUSION.....	123
Chapter 6 - ANALYSIS OF DATA	124
INTRODUCTION.....	124

THE RESEARCH CONTEXT.....	126
THE SAMPLE	127
PATTERNS OF DATA	127
CONCLUSION.....	179
Chapter 7 – CONCLUSIONS AND IMPLICATIONS.....	180
REFERENCES.....	193
APPENDICES.....	205

Table of Figures

Figure 1 : Organisational Learning	81
Figure 2 : Organisational Learning and Joint Action conceptualisation.....	82
Figure 3: Conceptual framework.....	94
Figure 4: List of Specific Emotional states measured and the respective no. of items per state ..	110
Figure 5: Likert Scale - PANAS – X questionnaire	111
Figure 6: Types of Questions asked.....	111
Figure 7: Research Plan.....	116
Figure 8: Levels of analysis - continuous dependent variables hierarchy table.....	119
Figure 9 : Affective States Mean Rank / Between-subjects / Kruskal Wallis Test.....	130

Index of Tables

Table 1 : Broad Higher Order scales / Positive affect – Significance – APPENDIX 7.....	128
Table 2 : Broad Higher Order scales / Negative affect - Significance.....	128
Table 3: Broad Higher Order scales / Positive affect – Kruskal-Wallis test – APPENDIX 8.....	129

Table 4 : Broad Higher Order scales / Negative affect – Kruskal-Wallis test	129
Table 5 : Affective States Mean Rank / Between-subjects / Kruskal Wallis Test -APPENDIX 9	130
Table 6: Mean Ranks - with significant results from Friedman's test matching table - APPENDIX 9.....	131
Table 7 : Mean Ranks / significant results from Friedman's test / PN/ matching table - APPENDIX 9.....	132
Table 8 : Main Constructions of Meaning	133
Table 9 : Free nodes	134
Table 10 : Main Discourses of Meaning	134
Table 11 : Constructions of Meaning per participant – Code 3600	136
Table 12 : Constructions of Meaning per participant – Code 1100	140
Table 13 : Constructions of Meaning per participant – Code 1100	141
Table 14 : Participant’s 1100 - Negative affective states mapping.....	144
Table 15 : Constructions of Meaning per participant – Code 2900	146
Table 16 : Participant’s 2900 - Positive affective states mapping	148
Table 17 : Constructions of Meaning per participant – Code 1600	151
Table 18 : Constructions of Meaning per participant – Code 1300	157
Table 19 : Constructions of Meaning per participant – Code 1200	163
Table 20 : Constructions of Meaning per participant – Code 1700	168
Table 21 : Constructions of Meaning per participant – Code 2700	176

List of Appendices

Appendix 1: CONCEPTUAL FRAMEWORK.....	206
Appendix 2 : PANAS-X QUESTIONNAIRE	207
Appendix 3: DIMENSIONS OF AFFECT	210
Appendix 4: INTERVIEW DISCUSSION FRAMEWORK	213
Appendix 5 : DESCRIPTIVE STATISTICS	214
Appendix 6 : DESCRIPTIVE STATISTICS	226
Appendix 7 : RESULTS.....	227
Appendix 8 : RESULTS.....	231
Appendix 9 : RESULTS – COMBINED TABLES	241
Appendix 10: Participants’ top ten reported-transcribed constructions of meaning.....	242
Appendix 11 : Constructions of Meaning for participant 3600	243
Appendix 12: Constructions of Meaning for participant 1100	244
Appendix 13: Constructions of Meaning for participant 2900	246
Appendix 14: Constructions of Meaning for participant 1600	247
Appendix 15: Constructions of Meaning for participant 1300	248
Appendix 16: Constructions of Meaning for participant 1200	250
Appendix 17: Constructions of Meaning for participant 1700	251
Appendix 18: Constructions of Meaning for participant 2700	252
Appendix 19: INTERVIEW EXTRACTS – NVIVO7	253

ABSTRACT

The objective of this thesis is to study, analyse and evaluate how ‘meaning’ mediates the relationship between positive emotions and learning in organisations. Meaning, as an object of discourse, develops and exists in relations that discourse establishes between organisational processes and structures. These relations allow situating meaning in relation to other objects. Discourse in organisations drives subjectivity. In that sense, discourse frames many discursive constructions. People’s subjectivity can also drive discourse, using language in an attempt to deliver meanings which are more or less related to the discourse. ‘Meaning’ as an object of discourse controls discourse: what can be said, how and where one might speak and for whom.

It is argued that because positive affect and positive emotions stem from, but also create, positive meaning for the actors of the organisation, they thereby prepare the ground for positive learning. Affect plays an important role in decision-making and performance, as it influences cognitive processes. Despite a body of research supporting the latter, when it comes to organisational learning, the role and function of affect is not generally recognised in understanding attitudes and systems of behaviour. Whenever new behaviour (performance) is required, or change in the form of learning is needed, organisations have to find ways to alter current behaviours and provoke learning. It is argued here that this process is facilitated by the existence of positive affect, positive emotions and positive relational meaning. Advocating positive emotions and meanings when people interact with each other, with the social environment (organisational context) and with the organisation as an object, facilitates behavioural changes and the establishment of a ‘positive learning’ culture.

For the purposes of this thesis, learning is considered from a cognitive, humanistic, social and situational perspective, and therefore as the synthesis of internal cognitive structures, of affective and cognitive needs, and of the relationship between people and the environment. Learning is finally conceptualised as participation in ‘joint action’ with a common purpose. It is this participation, and not the outcome, that constructs learning in organisations. It will be shown that the whole framework focuses on the power of language and thinking that impacts people’s actions and, eventually, organisational results. Positive emotions facilitate this process through positive meaning.

A longitudinal study was used to measure participants’ affective states and emotions over a period of five consequent weeks. For the mapping of affective states, the PANAS-x questionnaire was used. Although it represents a rather positivistic measurement, it was chosen in order to have a draft base measurement of interviewees’ emotions, whilst replies were considered not as representative of affective experiences, but as relational, that is to say, as focusing on the discourses which were implicated within the interviewees’ affective experiences. Semi-structured in-depth interviews were then arranged with the participants, in order to identify the way in which they understood and constructed the discursive object of meaning in relation to the organisational context. It was with a distanced position from relativism that Willig’s (2001)

interpretation of Foucauldian discourse method was used for the analysis of the interview extracts. The six components of this approach are *1.Discursive constructions; 2.Discourses; 3.Action orientation; 4.Positionings; 5.Practice and 6.Subjectivity*. To this we have added another stage, to address limitations of the subjectivity stage. The key to this approach is that it addresses a situation without denying the possibility of human emancipation, arguing that there is no necessary connection between social constructionism and relativism.

This method has a twofold objective. First, it seeks to demonstrate that things are different from the traditional positivist constructs, in that it recognises the role of language in the construction of explanatory categories. Second, it asks the reader to see why things are as they are and in what ways they could be better. The constraining constructions were thereby identified in terms of their emergence and their psychosocial effects, but also in terms of the social conditions that facilitate people's effort to avoid these constraints.

Supporting the need for addressing limitations of the 'subjectivity' stage of discourse analysis, and in order to trace both psychosocial effects, Lazarus' primary appraisal theory was used in support of, and in order to explain and elucidate, participants' constructions, discourses and positionings, so as to explain the existence of certain emotions on particular occasions, or as an outcome of organisational constructions and discourses. Lazarus' secondary appraisal elements analysis elucidated employees' positions and warranting in relation to the options and prospects for coping, namely blame or credit, and coping with potential and future expectations and anticipations.

The self-ego involvement in the appraisal of the various positionings helped in understanding how participants draw on the change process and justify their competence in positive coping and positive learning. This helped to understand how goals were set according to each participant's relative importance, and helped to draw inferences about the defensive mechanisms and positions each participant developed in order to defend and support his ego-identity. Defences and identity warranting, when taken together with situational constructions of meaning in relation to the discursive context, are used as a sign of each participant's capacity for positive learning.

The analysis of the interview extracts suggests that alignment of the existential with the primary task brings the relationship between the individual and the organisation to the optimal position. This happens when the meaning that work has for the individual is appraised as beneficial; in such a case, the resulting behaviour is acceptance behaviour, and the individual- organisational relationship obtains a positive relational meaning. In the opposite case, a resistant behaviour could be present, which could lead to the construction of a defensive organisation, either as a defensive object or as an unconscious defensive construct.

A further implication relates to the need for a humanistic leadership role. Leaders, as coaches and facilitators, could play a catalytic role in developing and maintaining an environment where people could be

helped -and not instructed- to develop their competences and creativity by themselves, aligning personal resources with organisational goals and maintaining the self-esteem and balance of their professional identities.

The combined use of the PANAS-x questionnaire, Willig's discourse method and our improvisation stage on subjectivity addressing the 'synthesis' of emotions of appraisal theory, indicate that a presumption of 'realism' has been accepted for the thesis inquiry. This, however, was done together with the adoption of a reflexive non-relativistic use of social constructionism philosophy. That is to say, it was intended to provide an explanatory framework for examining the 'nature' of the world, rather than the knowledge of that world. Within this current, a perspective of pragmatism was also recognised, since the practical mediation of a model for the conceptual framework was used in such a way that it represented the 'world' according to what one intended to solve. Throughout the thesis the practical consequences of the organisational 'socio-political character' were nevertheless considered. Not least in importance, this research was approached with a participant frame of reference, adopting a relativist method of engagement. The view advocated calls for thinking of social constructionism as a form of realism. An inclusive attitude regarding research philosophy was also adopted, where things combine to provide additional perspectives, rather than contradictions between them based on their antithesis. It is therefore suggested that the reader should attempt to understand the methodology, rather than simply treat it as 'gospel truth'.

The major premise is that positive emotions could play a crucial role in providing openness and valuable resources, which strengthen one in becoming aware of his/her current thinking, thus addressing the possibility to think beyond the immediate. A new environment providing regulation of stress-enforcing factors and creating space for individuals to prosper in safety could be evolved. In such an environment, the leadership role is important. A leader should possess the ability to infuse everyday events with positive meaning, cope with anxiety and lead the organisation without the 'power' support of traditional bureaucratic structures.

The new proposition is that people could initiate and develop 'productive positive' organisational learning on demand, while positive emotions facilitate this process of participation. A new 'reality'- (realised in the shape of organisational purpose and in the organisation's expected outcomes) is possible when leadership stands outside the 'current' situation, setting a new scenario for the future. This scenario should enable constraints, set rights and duties, and should be justifiable to the 'moral situations' that others share (Shotter 2002), since engagement is required. Words are to construct the new 'reality' for the organisation, and it is through them that others will support the new scenario. In view of this, leadership should be committed and consistent in keeping its word and support engagement. Supporting engagement in interpersonal relationships produces participation in 'moral situations', where alignment towards the new scenario is realised. This participation - what we have tried to show in this thesis- is 'productive positive' organisational learning.

Chapter 1 - INTRODUCTION

BACKGROUND AND RESEARCH JUSTIFICATION

The requirement in today's organisations is performance. Learning in organisations is considered a contributor to the development of the sustainable performance organisation. Researchers like Jessup (1997), Argyris (1999), Senge (1990), Murray and Donegan (2003) argue that learning can improve the competences and the quality of life of the learner, his/her contribution to society, and the behaviour producing participation, involvement and achievement.

Emotions, on the other hand, are also inherent in human nature. Their general function is to provide us with the ways of coping with major challenges in life. They involve biological, psychological, cognitive and social aspects, facilitating cognition and serving motivation (Ekman 1994), (Levenson 1994), (Frijda 1986), (Lazarus 1991), (Lazarus 1994), (Fredrickson 1988a) and (Reeve 2001).

Despite the large amount of research in the area of learning in the organisational context, a literature review covering documents one, two, three, four, and the thesis, has revealed a focus on negative emotions and a relative neglect of positive emotions in relation to learning in the organisation (Gabriel and Griffiths 2002). One possible reason that research concerns mostly negative emotions, is their obvious association with easily identifiable specific action tendencies and behaviours. For example, one's reaction to a fearful event is very specific. With respect to the organisational setting, literature review has revealed links of emotions with performance, job satisfaction, intentions to quit, competence development, emotional intelligence, helping behaviour and negotiations.

Moreover, organisations often consider emotions as inappropriate (therefore, they avoid or ignore them); thus many researchers are dealing with emotion labour and regulation (Brown 2002), (Gallahan 2002) and (Cote and Morgan 2002).

Learning in organisations is usually considered in association with competence and skills development (Stewart 2001) (Illeris 2003), and organisations often define learning too narrowly, simply as problem solving or employee training programmes.

The literature review reveals that knowledge concerning the relationship of positive emotions and learning in organisations is still incomplete.

PURPOSE OF THE THESIS

The present thesis aims to explore the association between positive emotions and learning in organisations.

AUDIENCE

The thesis aims to be of interest to practitioners in the field of organisational learning and managers, who would like to understand what variables are involved in the facilitation of organisational learning.

It also aims to be helpful to managers and organisations who are trying to understand how to seek engagement and how to have their teams internalise the organisational purpose. This thesis also sets out to provide an understanding of the leadership role in facilitating organisational learning.

This work should be also of interest to other researchers and the academic community, providing inspiration for future research on how positive emotions may contribute to the optimal functioning in the organisations.

To the author, as a practicing manager and leader, the thesis is the outcome of personal pursuit, towards the exploration of the incomplete knowledge of the variables involved in the organisations' optimal functioning.

RESEARCH PROBLEM AND PROPOSITIONS

The research problem of the thesis is:

How do positive emotions facilitate learning in organisations?

Essentially, it is argued that people having positive affect are likely to be involved in a “productive positive” learning process, which emerges as a product of joint action, alignment to the organisational purpose and positive relational meaning from an engagement with the organisation. The participation, and not the outcome, of this process is what “productive positive” learning is, and results from the engagement with the organisation.

The association of positive emotions and learning is defined as a relationship mediated from one's positive relational meaning. We have therefore expected the following propositions to ‘sustain’:
Proposition 1: The effect of positive emotions on learning is “mediated” by positive relational meaning.

Proposition 2: Positive affect individuals are likely to develop positive relational meaning from their relationship with the organisation, whilst the quality of their relationship expresses the extent of self-engagement with the organisation.

Proposition 3: Positive affect individuals are likely to be involved in “joint action” with others, having a clear sense and alignment with the organisational purpose.

Proposition 4 : Leadership is expected to play a catalytic role in the creation of positive relational meaning because it influences, through working practices, the quality of interpersonal relationships.

RESEARCH QUESTION

Consequently, the research question is the following:

What are the components of meaning involved with positive emotions and organisational learning? How does relational meaning mediate between positive emotions and organisational learning?

THESIS OUTLINE

The objective of this section is not to show all the related evidence for identifying that a gap does exist in literature. However, the gap is indicated, and all research issues regarding it are spread throughout chapter two. Therefore, the importance of the field and a selection of appropriate literature on the question and propositions are explored within this chapter. Chapter Two starts with a section about the organisational context, locating the individual’s position in the relationship with the organisation. Emotions and learning literature reviews follow, concluding with the identification of the researcher’s proposed learning conceptualisation.

In Chapter Three, the main findings of previous research undertaken about documents three and four are reviewed. In Chapter Four, the rationale for expecting the propositions and for developing the research question is briefly provided. The output from this chapter is a revised conceptual framework. This will be used to aid understanding and to model the propositions’ variables and working definitions.

Chapter Five deals with the methodology and the research structure. Its main sections are: the justification for the paradigm and methodology used, research procedures, reflexivity, limitations and ethical considerations.

Chapter Six presents patterns of results and analyses them for their relevance to the research question. However, since Willig's (2001) 'Foucauldian' discourse analysis is followed, the analysis of the interview extracts cannot be separated by the discussion. Therefore, in this chapter some implications of the results especially those concerning specific 'cases'/participants will be drawn out. That is to say in chapter four, data should also be analysed, discussed and not merely presented.

Consequently, the final chapter builds on the previous one in such a way that the findings are summarised in categories and viewed in relation to the conceptual framework and the propositions. The aim of this chapter is to draw on theory in order to suggest analytic induction (Silverman 2001), (Yin 2003). Drawing on the theoretical sample, a theoretical generalisation is being challenged.

RESEARCH BOUNDARIES

The research problem outlines the area and boundaries of research. That is to say, positive emotions and learning are involved through the mediation of relational meaning in the organisation.

However, the research is taking place within one management team, in one organisation, and it is situated at a specific time of the organisation's life. That is to say, it is historically and culturally bounded. Additionally, this is a Greek organisation, operating in the competitive FMCG¹ sector, and is private and medium sized. The managing director is the owner of the company (the president), but for the management team researched, leadership equates to their manager who is another person (the chief executive officer). Finally, the researcher is a member of the management team.

One should bear in mind that boundaries should be considered in relation to the methodology one follows. This affects the way in which similar boundaries could be interpreted differently by another researcher, employing another methodology.

CONCLUSION

This chapter laid the purpose and the foundations of the thesis. It introduced the research problem, propositions and question. Research was briefly justified, the thesis was outlined and limitations were given. The following chapter aims to build a theoretical background by identifying the relevant research issues, starting by regarding the relationship of the person and then proceeding to the immediate disciplines of emotions and learning.

¹ Fast Moving Consumer Goods

Chapter 2 – LITERATURE REVIEW

ORGANISATIONAL CONTEXT

THE SOCIAL CONSTRUCTION OF SELF AND ORGANISATION

This section sets out to demonstrate the diffusion of the bureaucratic form of organisation. It identifies that people's connection with the new form of organisation is different than in the past, because organisational context now encounters human involvement in non-inclusive terms. People are involved with roles, and not as persons (Kallinikos 2003). This separation of the role from person has made Baudrillard (see Kellner 2006) present a society form, where everything is organised around the play of images, signs and simulation. Identities are constructed from images, and models indicate how individuals should live and how they should relate to each other. The emerging form of organisation is identified with this principle. Subsequent to bureaucracy and the society represented, the non-bureaucratic organisation is organised in a codes, models and signs order, and it guides how interaction should be and how everyday life should be lived, in a new context of social theory termed postmodernism.

However, postmodernism is a term which is criticised as being empty of content. Denzin (1991) demonstrates that no one understands its definition, even though everyone agrees that something different is going on. For him, the situation has turned to: *'celluloid, plastic and vinyl; a velvet glove that crushes and destroys while it produces pleasure'* (p.512). New constructions of self and others exist, and individuals negotiate their own as well as others' politically correct social identities, in many terrains, cultures and different meanings. This implies the need for a cultural theory that should concurrently break the links with the past, but should also keep experiences and knowledge alive, with the objective of focusing more on understanding the present, irrespective of its definition. Let us consider whether the missing definition is the evolution of Weber's iron cage of bureaucracy within a post-modern flexible and unpredictable order.

Feenberg (1999) argues that there might be an answer to this dilemma. Considering that there is no correlation between social hierarchy, technological advancement and distribution of power, new technology could be used to make social hierarchy meet the needs that have been ignored. In the same way that social hierarchy is not necessary, the social moves towards changes in technology do not require rationalising society according to "Weberian" terms, but in a subversive but still rational process, which democratises rather than centralises control.

From the relativist and pragmatic schools of thought, interactions between people help to constitute their social, occupational and personal identities, and determine all the other forms of knowledge available to them. The wider pragmatism view claims that people frame all the answers to the questions they make in ways fundamentally and closely related to the activities they carry out. Therefore, knowledge emerges as a product of activity and purpose. Consequently all the activities (i.e.: warranting) used as a way in which people try to justify assertions within each social context, are carried out for a particular purpose (warrant) and are then used as the truth about the world. *“we have our lives in them; they provide [the activities] the living basis or foundation, so to speak, for everything we do”* (Shotter 1997, p.2).

Nevertheless, there is a problem with the relativist position, because if knowledge is a product of activity and purpose, other activities directed to other purposes should produce alternative truths about the world.

Shotter speaks for a rhetorical responsive version of social constructionism, which requires a responsive argumentation between self and others, where through continuous dialogical processes of assertions and justifications of positions taken, one is judged as fitting in with the forms of social life, or not. When something is not proceeding as expected, people try out different stances towards others and ask for feedback, in order to find the best way to validate their actions towards the establishment of a certain identity, something referred to as “accounting” by Holmes (2005). In this sense, personality is not stable; but is rather a socially constructed concept. In different social settings where people are identified and engaged by others, they develop different socially constructed selves (identities). Consequently, since identities are constructed, the humanistic alternative of an inherent human nature is rejected (Raskin 2002).

Non-linearity of today’s world -irrespective of the definition of the context as relativism, pragmatism, or realism, suggests that it is impossible to predict causal mechanisms, since a plethora of models could shape people’s behaviour and influence subjectivity. Therefore, an objective epistemology is avoided. For relativists, people cannot feel an external ‘reality’; in the sense that a ‘reality’ exists independent of our cognition. This position questions whether the subject can seek knowledge with the objective of altering and changing the object. In a relativistic reading, when the subject loses contact and control of the ‘real’, it seems that subjectivity vanishes, and a subjective subjectivity is what remains (Kellner 2006). Additionally, *“postmodernism rejects the possibility of capturing the essence of a phenomenon and subsequently rejects its existence”* (Van de Ven 2007, p.48). In general, relativism assumes that ‘reality’ is a social construct and ‘truth’ a conception of agreement or approval. However, *“social science communities do not reach con-*

sensus based simply on opinions; they rely on standards of sound and persuasive arguments and empirical evidence for a scientific claim'' (Van de Ven 2007, p.65). Nevertheless, discursive versions of constructionism fail to theorise *''the ways in which discursive practices and human experiences are already grounded in, and structured by, aspects of external reality such as subjectivity, embodiment, materiality, aesthetics and power''* (Nightingale and Cromby 2002, p.704). In conclusion, we might suggest that we should register for a distinctive position between our subjective thoughts and stands regarding 'reality' and how it ['reality'] 'really' is. This stance requires the acceptance of 'realism' that attempts to capture - partially though- aspects of this 'reality'. Distinguishing from a single philosophical perspective opens up the possibility for new thinking, inventing and creating. In the following chapters, and particularly in that on methodology, a version of a reflexive realist social constructionism trying to incorporate an inclusive ontology mediated by subjectivities, will be discussed.

What are the implications for the actors of the modern organisation?

People's activities and communication within the context of an underlying organisational social 'reality' for Best and Kellner (1991) might be compared to a kind of performance in front of other participants, (the audience, according to Goffman (1956)), which is managed by actors who usually fabricate appearance and perform at odds with their inward view of 'reality'. In this organisational 'reality', subjects develop a sense of self through communication and interaction with others. Thus, they develop patterns and structure outside the 'organisational' world (Best and Kellner 1991). Interactions and relationships formed presuppose the existence of subjects and objects; but since this distinction is disappearing, individuals are simultaneously becoming the subjects and the objects which are trying to maintain face: –in other words, what is portrayed, and not necessarily what is intended (Goffman 1963). Face- saving is not only the actor's job. It also involves the audience which, in the form of a ritual and using avoidance mechanisms like tact (which helps to avoid embarrassment), and through overcompensating or apology mechanisms, works towards adjusting the self according to the social setting, and towards maintaining and saving face (Goffman 1963).

The presentation and the adjustment of self from one social setting to another with the objective of following appropriate behaviours is one of the principal dilemmas of self in the modern world (Giddens 1991); in this dilemma, identity is either constructed around certain commitments and rules set by the individual who is trying to maintain an integration of self, or it is formulated by a blend of different appropriate and reasonable behaviours, which are always marked as appropriate, or not, by the other actors in each social setting. Both responses are psychologically de-

manding, but the latter implies extensive use of discourses, as it makes the individual feel secure in its identity, insofar as the others believe that his behaviour is appropriate. Consequently, this implies that there is always an option to construct an integrated identity by combining positive elements out of unification and fragmentation that different settings (and situations) create. However, whatever one's approach is to the way in which identity is constructed, unification versus fragmentation of self represents a conflict which should be resolved, in order for the individual to develop a consistent narrative of self identity. Holmes (2005, p.3) presented a conceptualisation of the emergent identity in a five zones framework where five 'claim/disclaim' and 'affirmation/disaffirmation' combinations allow for the mapping of the "*variety of trajectories taken by individuals*". The transitional 'under-determined identity' centre zone represents no clear claim/disclaim or affirmation/disaffirmation, and, depending on the particular tendency in one's trajectory, it works as the transitional and/or resistance zone. But apart from the complete mapping of any possible trajectories, the framework's key proposed reflection is that identity is supported by warranting, a process through which claims/disclaims and affirmations/disaffirmations are presented, in order to support and or repair threatened or malfunctioned identity (Holmes 2005). The perception people have of others as worthy constituents of an approved identity in relation to self-presentation, draws on the importance of the person's environment dialectic and the impact of internalised social needs.

For that reason, it will later be argued that the process of warranting becomes more interesting if the innate psychological needs of self-determination, competence and relatedness, and social needs of achievement, affiliation, intimacy and power, are involved and if one thinks they should be satisfied.

How individuals conceptualise who they are

Considering the organisational context, it is expected that individuals are more socially defined than self-defined, because of the prevailing structural element of control. External definitions impose pressure on socially defined individuals to identify themselves with identities and behavioural patterns appropriate for the situation and the social setting (Reeve 2001). The need to accommodate self to others is the psychological need for relatedness. Dependence on others, with the objective of maintaining others' acceptance is so important, that people compromise their beliefs, plans and desires in order to look aligned. The alignment arising from social definition represents commitment to conditions of worth (Patterson 1977), (Rogers and Freiberg 1993). This affects the way people think and act, the decisions they make, the way they relate to social pressures, and the personal adjustments they make in order to achieve the outcomes they desire. Peo-

ple do need positive regard, and in order to have it, they usually bend themselves into a shape determined by a society, a group, or the significant others, upon whom they seek recognition and validation. When they identify and internalise societal conditions of worth experienced as affirmations or disaffirmations of a certain identity, they need social approval and get into a process of validation seeking.

“The more people strive for validation, the more likely they are to suffer anxiety during social interaction, high social anxiety in general, high fear of failure, low self esteem, poor task persistence and high depression” (Reeve 2001, p 351).

Warranting of identity becomes necessary, and management is evolving through the construction of managerial identities (Harding 2003). Emotional experience is also conditioned in the organisation (as emotions are also socially constructed); and this functions as a complement to the social conditioning of identities, in the organisational context.

The consequence is that signs and symbols acquire no meaning in the conventional sense of symbolic interactionism. Additionally clear and predetermined meaning becomes questionable, and while it might exist as a sensed thought for some, it seems linked to older forms of organisations (in terms of social reality), and now looks like a worthless concern. This is because what we are saying and what we understand as meaning are usually poles apart. Meaning mediates thought and word. *“The voiced utterance-flower, which can move us and guide us in our actions, emerges in the course of a dialogic process of what Vygotsky calls ‘inner speech’, a process which can vary in its character according to the ‘others’ involved in the thought’s development[...]*” (Shotter 2002, p.44)

However, to what extent does language represent a world beyond itself? Moreover, to what extent can one make ontological rather than epistemological claims about this world?

The view of this study is that since there are many disparate discourses, there is no privileged or predetermined epistemology to judge the plausibility of knowledge. Additionally, knowledge could depend upon practical consequences. Language only partially and incompletely describes and references the phenomenon under investigation, and although it might also function to meet one’s interests and goals, it is not simply self-referential.

In view of the above position, meaning is socially constructed to the extent that it is shaped by interpersonal relationships, materiality, and embodiment, throughout time in history. People end up with agreed meanings, appropriate to their circumstances, depending on the person-world rela-

tionship, which in turn is a process rooted in a background common sense. For the following sections we use the term 'background common sense' to mean the character and the disposition of a community, the prevailing ideas and attitudes, and the accepted standards, all of which are associated with the activities and the people within the organisation and are considered by them as 'natural' as having a given 'reality'. For the sake of proper reference, this is Shotter's (2002) terminology, used here interchangeably with 'background common sense', and background 'ethos' to mean simply the 'way things are around here' – within the organisation.

Background common sense defines what is 'real', possible and impossible, and is made and re-made as people make and remake themselves in this process. Shotter argues that people are not aware of their involvement in this process of construction of this background common sense. Considering this as a more realist position of social constructionism, allows consideration of social order, structure and entities, which -at least rhetorically- could be treated as '*objectively real things*' (Shotter 2002, p.30).

Consequently, interpersonal relationships, materiality, and embodiment, and their historical developments, are structured and maintained by, but also produce, structures of power. Within this background, common sense, '*language [...] co-constitutes the realities we experience*' (Nightingale and Cromby 2002, p.706).

The feeling of power or powerlessness is an anguishing factor. Individuals in today's' modern organisations feel that diversity and complexity has moved to a level beyond their control, and they have remained powerless to cope with that diversity satisfactorily, mainly for two reasons. The first is that power has moved away from the hands of people, and has been given to the 'hands' of software, computers, networks and markets. This has led to a shift in the definition of object of power, which could no longer be the individual, but an objectified social setting. The second is that when people choose to trust others, or to trust the organisation as a system, it is like giving up autonomy and control; it is like accepting that they do not have the power to do things. This powerless individual could either be one who is feeling that there are forces keeping him dominated and unable to resist, or an individual who believes that he himself is dominating by developing a defensive dominance fantasy state (Giddens 1991), which under pressure could however easily transform to the former, a position which is reminiscent of Lazarus' emotional coping (Lazarus 1991b).

Considering that "social structures are kept due to the activities of social members", it might be said that power is '*actually produced by discourse and is an aspect of discursive relations*' (Wil-

lig 2001, p.120). Fairclough (2001), in adopting a rather critical constructionist stance, argues that power in discourse is related to powerful participants in certain settings, who have the power to control and constrain the contributions and expression of those with less power, but that it is not necessary for this power to be always directly exercised; it can be that the constraints are implied by the discourse type participants are drawing upon (Fairclough 2001). In terms of constraints, Fairclough thinks of subjects' positions that affect what can be said, done and felt, as well as the relations people enter, in a discourse. Power for Fairclough is treated from a critical constructivist perspective, since it is seen as maintained and enacted through discourse, and as a resource of a particular group of people in a certain setting.

Is the perception of organisational space in terms of authority affecting the social construction of one's life within the organisation? Known, organisational practices usually work in favour of a few persons, who have the fun, while the rest are burned out and alienated. This could be for two reasons. The first is that although the situation is considered as controllable and rational, and although rationality and neutrality in management is patronised as the human resource-based view of the firm it stands for, it is through the perspective of organisational space and a pre-shaped organisation construction, that discourses construct the situation of personal goal achievement. The second reason is the influence of the leadership style in the development of a heavier or lighter specificity of the organisational space; the heavier it is, the more dependent on technocratic and rational approaches in managing people. The lighter it is, the more this allows for the questioning of managerial expertise by the others. However, relativists could say that 'power' is a product of people constructions formed by social processes, and that 'truth' does not exist. Van de Ven (2007) argues that what relativism accepts as 'truth' resides in agreement in discourses. However, since agreement involves persuasiveness of an argument, a rhetorical non-relativistic social constructionism becomes evident. This perspective equally involves logos (theory), ethos, and pathos, attempting to account for the origin and maintenance of social constructions (Willig 1999).

Being a social system, the organisation has the power to expropriate, while individuals feel incompetent to control diversity. Anxiety is one of the resulting feelings; and has been considered (Huffington Clare 2004) as the result of modern distributed leadership structures, because in the new forms of organisations, hierarchical structures disappear or are too vaguely defined, clear roles and lines of accountability do not exist, and the organisation strives to respond to its environment with decentralisation of authority and decision. Seeking answers, people are looking for a meaningful coherent self-identity, which encompasses new conjunctions of self and others in the organisation.

As a reply to that, the responsive organisation is trying to provide the space to cover and embody individual anxieties by developing a protective environment. This objective is to be achieved by the development of routines, structures and a certain way of organisational living. However, on the one hand, these efforts promote and support higher predictability and assurance in the employees, while on the other, they promote and support the concession of responsibility to an abstract system of organisation.

This abstract consideration of the organisation, the complex operating environment, the flexible responsibility boundaries and the deregulation of activities, result in losing control. Consequently, the need to recover control has shifted the attention of organisation towards strategies and practices to handle, and cope with, risk and self-exposure (openness).

Trust

The new concepts of post- bureaucratic organisations, which seem to base their existence on freedom, valuing individual trust and autonomy, are distantly separated from the past bureaucratic forms of organisations. Power and control of bureaucracies have been replaced by emphasis on trust on the person to deliver results. The organisational culture that emerges requires individuals who set the limits between professional and non- professional aspects, and who take responsibility for rationalising and intensifying their work activities. Organisations are laying emphasis on individual trust and commitment. This resembles Carl Roger's theory, which is based on a single force of life, the actualising tendency: there is a built-in motivation present in every form of life to develop its potential to the fullest extent possible. Humans intrinsically value positive regard: love, affection, attention, nurture, and others. However, professional freedom and trust seem to be superficial, because if the values and norms which make up the culture of the organisation are different from the values and norms of the individual, then trust in the organisation ceases to exist in terms of the conditions of worth which the organisation prescribes for employees. This produces a continuous lack of identity, increasing in turn demand for personal trust. Trust is an important element that holds everything in place.

Loss of trust, loss of commitment and increased individualisation influence an organisation's instability. Empowerment and cohesiveness are not possible without a strong presence of trust among team members. The lack of identity and trust is the primary force that makes individuals apply their potential and individuality to the working environment, and causes problems for organisations seeking to exploit other non-professional aspects of employees' life, like social relations, personalities, and emotions (Maravelias 2003). To elaborate, these organisations are not try-

ing to completely change the organisation, but by exploiting aspects of the individual's personal worlds considered valuable in the working environment, they want to adjust the individual-organisation relationship.

The new organisational forms highlight new approaches to people management and to the development of knowledge and learning. The objective is in the production of action, and is independent of people's moral values and behavioural standards. At the beginning of the chapter, we stressed that performance is what is needed by organisations today. This emphasis on performance is covertly promoting and supporting the lack of identity of the employees, because it results in increased incongruence, since the maintenance of a clear self – esteem between the ideal self and the 'real self' is extremely difficult. The incongruence or lack of identity produces a need for personal trust, as trust is linked to identity. In that context, it is important to build up mechanisms to fight the incongruence and the anxiety. Human resource departments have responded with programmes of individual learning, which are skills and competence-based, and evaluative in nature, but which still do not address the missing components of engagement with the organisation. This is because the exchange of knowledge that these practices want to manage, is based on trust (Empson 2000).

New rules for learning

However, learning takes place somehow and somewhere in the organisation. But the problem is that learning is not sustainable and cannot be kept in order to add value for the organisational members. The fluid nature of contemporary organisations is the cause of what Tempest (2004) defines as the concept of liminality, about learning which is increasingly occurring at the limits of the organisation within networks and team formations, and is thus disappearing from the organisation. This is the result of the changes in employment formats, of the flexibility and adaptation which is most praised, and of the transactional contracts which start to dominate in the organisation. Individuals want to be less dependent on organisations which start to employ independent contractors, who work for more than one organisation. As a result, trust and commitment is becoming less important and valid. Employees seek a transactional benefit-related contract with the organisation, which affects one's psychological state and also impacts organisational learning. Although organisations seem to understand these trends and are trying to emphasise individual learning, the means and the ways of capturing this learning are not sufficiently in evidence. This organisational incompetence results from the same strategies which it mobilises for the development of individual career capital rather than organisational social capital. In today's world, human resources development should go beyond human capital, turn attention towards the psychological

capital of humans, and discard the old paradigm of knowledge skills abilities and competences (Luthans 2006).

When organisational identity becomes problematic or difficult to imagine in relation to its context, emotional experiences stir up questions about professional identity. Meaning is lost, as is connection with the task of the organisation. Defensiveness and negative emotions are developed. Individuals try to find new ways for meaning outside and away from what causes anxieties and negativity. But what the organisation seeks to accomplish is itself causing the anxiety. Thus, the 'primary'² task becomes ambiguous and diverges from the 'existential'³ task, especially at times of change or during crises.

Competitive advantage and capacity to adapt are valued to the extent to which individual learning could be translated into organisational learning. But this learning is not necessarily captured in the organisation. For that reason post- bureaucratic organisations try to influence the new employment contexts with the development of individualised systems of learning. Critical realists argue that behind freedom and autonomy, the functional aspects of efficiency and control reside. This control targets not the individuals' behaviour, but the emotional commitments, modes of thinking and identities. Human resources practices, training programmes, appraisal systems and learning endeavours in organisations are systems of power. These systems of power, according to Townley et al (2003) operate on individuals in two ways. First they make people objects of knowledge, which afterwards may be managed accordingly, and second, through forms of confession techniques, make them subjects of investigation that reveal their inner selves (thinking and feeling), thus making their selves more open and vulnerable to manipulation. One can consider the first method as an objectification process which helps organisations to categorise, differentiate and judge individuals; and the second method as a 'subjectification' technique which gives individuals an identity, an identity which can be used as a basis of individual's self-knowledge and self-discipline (Armstrong 2004).

The first criticism raised here is that people cannot be treated as rational resources, because they have different complexities which introduce an ethical consideration into the way human resource departments are trying to do the job. People have rational but also irrational characteristics, which should be taken into account with the interaction of hard skills and competences, before human resources define the way people should function in an organisation. The second criticism of a critical realist reading is that the role of language is vital. Some ways of constructing 'reality'

² Primary task is the task the organisation ought to pursue (the main task).

³ Existential task is the task people within the organisation believe they should be pursuing.

dominate the others; and this is not due to functional aspects of control and efficiency, but to the performative aspects of language, where words and symbols are used persuasively in order to accomplish certain goals.

The new relationship

The new relationship is based on exchange and self-reliance. Mechanisms against anxiety characterise this self-reliance, and people, instead of being tuned to the 'primary' task, search for other commitments of importance which create meaning, and which are simultaneously able to support their presence in the organisation. Additionally it might be argued that people do not find containment, and their needs cannot be fulfilled even in the development and preservation of compelling spaces, as defined by Horowitz (2004), because these have been affected by the new dynamics of the organisation – environment relationship, and have been weakened for the sake of individualism. Horowitz suggests that the pairing and partnerships that formed the base for a compelling space have been replaced by individualism. Thus involving oneself with, and connecting to, others can be threatening: where structures do not provide security, employment contracts are short term, and loyalty does not exist. In this way, the individual's identification with the organisation is lost, which consequently results in the fact that work related vulnerabilities are no longer experienced as anxiety producing elements. Horowitz means that people do nothing in relation to the problems relative to the task of the organisation; and this translates into apathy. Although anxiety is present, it is not because of work-related issues, but stems from the employees' perception of the relational meaning developed in connecting to others in the organisational context.

Anxiety brings defences, which result in either denial or perceptual distortion. And every time each person uses a defence, the greater the distance between the 'real self' and the 'ideal self' becomes. Incongruence is increased and all this becomes a vicious cycle (Rogers and Freiberg 1993).

As more and more organisations adopt a new form of organising in terms of structure and hierarchy, new psychological contracts are evolving. People's social needs cannot be fulfilled. The flatter structures and the formation of project teams with team members of different hierarchical levels create new dynamics in the organisation – individual relationship. Multifunctional teams work in temporary cross-departmental forms, contradicting the concept of the organisation as a permanent social artefact. This results in a demand for strengthening one's coping capacities and skills. The resulting individualisation is gaining increased emphasis in society, and individuals have responded with increasingly personal coping strategies (Tempest 2004).

Increasing individuality creates new psychological contracts, which are characterised by calculated temporary involvement and an emphasis on monetary compensation (Tempest 2004). Traditional forms of role management structures and rules have been displaced by informal flatter structures and fluent accountability. This has mitigated the importance of management structures in the traditional sense of power. People should be able to influence others in order to get things done. Huffington argues that influencing skills become important and *“male and female leaders need to develop a new ‘relationship technology’ as one client described it, to manage and lead organisations without fixed rules and roles”* (Huffington 2004, p.61).

It seems that individualism is the main result of the end of the organisation as a safe place, as it was in the past. It is the result of the inability of the organisation to provide predictability and containment, and of the non-existent trust and commitment relationship of the individual with the authority figures of the organisation, something that promotes power and control discourses on individual rights and responsibilities. The organisation is willing to provide freedom of choice to the individual, which however should not go beyond the organisational preformed boundaries. The organisation becomes the container, where the containing element is theoretically free for expression. However, authentic development of self-expression is not possible for two reasons. The first is that self is developed according to the organisation’s criteria; the second is that the lifestyle that the organisation connotes is developed in such a way, that the employee has only one option: to be identified, or else, to be withdrawn.

Humanistic psychology propounds the view that people have the ability to control their destiny and have unlimited possibilities for individual development. Together with the recognition of the need to treat people as human beings, subjectivity in qualitative research is emphasised. Stewart argues that for Carl Rogers, the key in humanistic psychology is that *“individuals are not the passive responders to external stimuli conceptualised in behaviourist learning theory and, to an extent, in cognitive psychology. They are rather active agents determining their own choices and decisions”* (Stewart 2002, p.182).

Almost certainly, the most influential writer on humanistic orientation to learning is Carl Rogers, according to whom every person strives to make the very best of his/her existence. His theory is based on the “actualising tendency” that is built into the motivation present in all humans, to develop their potential to the largest extent possible. People know what is good for them, they instinctively value positive regard (approval, acceptance, love, affection, attention) and eventually by experiencing the positive regard others show to them, they achieve positive self-regard (self-esteem, self-worth, positive self image). This leads to the development of one’s ‘real self’. At the

same time, society leads with conditions of worth; thereby people get positive regard in conditions based on society's standards and norms. Over time, this results in conditional self-regard and the development of an ideal self. When occasionally people cannot meet their potential or society's standards, they are unable to maintain self-esteem. When there is a gap between the 'real self' and the 'ideal self', and 'ideal self' is something out of reach, incongruence is developed. Incongruence gives space to anxiety, and anxiety employs defences in order to avoid the anxiety-generating situation.

On the other hand, there is a way not to negatively interfere with 'organismic' valuing, receiving unconditional, rather than conditional positive regard. Consequently, the experience will be evaluated in accordance with the organismic valuation process, and congruence will be achieved.

Quality of interpersonal relationships

Nonetheless, increased individualism requires increased psychological resilience, because it is the shield people use to combat anxiety and stress, which fluid and temporary structures and roles generate. In these settings, people develop interest in their personal welfare. Their actions are guided by the objective to take care of themselves and the relationship with the organisation becomes one of self-advancement.

Cooper (2004) argues that the result is to have commitment and alienation in relation to two mutually different perspectives. The first is in relation to the job per se and the second in relation to the organisation as an employer. He argues that psychological investment is made only in relation to the job itself, while the relationship with the organisation is seen as an instrument, developed clearly on the basis of exchange of money for services.

He believes that professional identity is tempered by imperatives which people think are imposed from outside. Although they are engaged in a "*manic activity*" to follow up rules and targets, they are unable to relate to each other and/or the organisation, are lacking direction, and organise work based on authority relationships and not according to relevance. This has resulted in the loss of any connection with the organisational structure and illustrates that there is an indication of a simultaneous struggle for professional "*identity and survival*" (Armstrong cited in Cooper 2004).

The new relationship draws on new psychological contracts, increased individualism, exchange and self-reliance, elements which reveal the meaning work has for the individual. It is argued here that this meaning encompasses new conjunctions of self and others in the organisation and has an influential role in organisational learning.

Defensiveness

Argyris (1999) is explicit in saying that in most of his research, one could hardly find people who have a congruence of action between what they believe they are carrying out and what they actually do. Action is developed by bearing in mind personal values that should be kept within an acceptable range, and by implementing consequent strategies to support these values. One's optimum position is to have outcomes corresponding to the initial intentions. However this is rarely the case in 'real life' or in organisations, and one has to consider mismatches between intention and outcome or personal values and outcome.

Argyris argues that in demanding situations, all people use a similar theory. They are in favour of rationality and suppression of negative feelings, in favour of winning and avoiding losing, try to achieve the targets and objectives as the higher hierarchical levels define them, and try to simultaneously avoid embarrassment and feelings of vulnerability. They do not find a connection with the organisation, nor are they responsible for targets. However, they are accountable, and therefore mainly act defensively.

This is when learning takes place: in new or demanding situations, reorganisations, changes of structure or strategy, factors that are very common in today's business environment and that affect the organisation and its people. Whenever the organisation seeks to establish or increase relatedness to its environment, work-related negative feelings are increased. The solution to the latter is alignment, engagement, and unified purpose (Reeve 2001).

In the organisations we mentioned earlier, negative emotions are created by the 'normative primary' task the organisation ought to pursue. This is further complicated by the fact that organisations require openness, which leads to vulnerability.

It might be said that there is a similarity between Argyris' '*espoused theory*', that is about the values people believe their behaviour is based on, and Armstrong's theory of the '*existential primary*' task that people believe there are carrying out. Both talk about the work people think or want others to think that they do, and they affect the individual's relationship and connection with the organisation. But how do these espoused or existential task states affect what an organisation actually wants to pursue namely, targets, learning, and change? What affects the development of an espoused theory or of an existential task different and far from the normative primary task or from the theories people actually use?

The author believes that what affects this divergence is people's resulting defensive acting. Defensive reasoning results in people moving away from what they feel anxiety for. To move away from what the organisation ought to pursue is the worst that should be expected. People lose their scope and direction, and their professional identities are created by the congruence or incongruence between what they believe they are carrying out and what they should be carrying out.

Defensiveness, as mentioned before, distances people from the things they should pursue, and primes them with a negative psychology, when the opposite is mostly needed. Defensiveness defocuses people from the task they should pursue and provokes questions of professional identity. It might be argued that this concern towards tasks other than the ones we have been given in the organisation, increases the levels of negative emotions felt.

Armstrong (2004) argues that it is not the nature of the organisation that invokes negative emotions, but the fit between its structures and the psychic demands associated with performing certain tasks. As a result, organisations are unconsciously constructed from people's defences against anxieties, in an effort to move away from the negative feelings that the objective situation creates, which is the continuous effort to accomplish a certain task. The effort towards the accomplishment of task characterises the organisation, both as a defensive construct and an intentional object.

Emotions in organisations affect the individuals who experience them. But not only them. Armstrong proposes that if we think of emotions as a constituent of social life, it is more elucidating to think of the emotional life of organisations, rather than think of emotions in organisations. According to this reasoning, all emotional patterning should have a reference to an organisational object. It is for that reason expected -given that there is an emotional life in the organisation and emotions are not expressed outside it-, that every emotional expression should have a reference to an object, which could be equally conscious or unconscious and more or less related to 'reality'. This 'object' is determined within a background common sense, in which the character of person-world relations is seen as a given, without being rationally visible to them (Shotter 2002). Consequently, this involves appraisals and development of relational meanings. In that sense, the organisational object is a postulated attribute of the organisation's emotional life on which individuals and groups ground their emotional experiences. The organisation as an intentional object of construct is enlivened by four conditions which arouse feelings. The first is the task dimension, the second the structure dimension, the third the identity dimension and the fourth the ecological dimension (Armstrong 2004).

It follows that it is likely that affect and emotions should be socially constructed and shaped by the objective processes and structures, by the capacity of the organisation to relate to its context (the task it does and how it does it), by the organisation's form of activity (the sets and practices that uses in order to operate) and by the forms of emergent identities.

Looking at the organisation as an enterprise, namely as a group of people whose emotional experiences are connected to the organisational object, it might be said that organisational practices are in a state of tension within the context in which the organisation operates (Armstrong 2004). Whenever there are changes in this context which challenge the way the organisation does its work (a demanding time for the organisation), these tensions surface, because they influence people's appraisal process and consequently their emotional experiences. It is expected then that the emotional experiences deriving from the organisational object create questions of professional identity in the organisation, which are linked to questions of future survival and the costs of this survival.

The organisation as an intentional object reflects the appraisal of the person – environment relationship and the coping capacities of the individual, who intentionally constructs plans to improve this relationship. Both the development of the organisation as an intentional object, and as an unconscious defensive construct, promote the importance of the meaning that work has for the individual, as the main factor in appraising the relationship of the individual and the organisation, whether or not favourable to the individual's interests, ideas and ego-identity values.

Organisational leaders need to build sustainable organisations, which deliver performance for the present, while ensuring a remarkable future. But this requires new thinking and action around business concerns. There are strong elements which keep people locked into their current thinking, and which limit their actions to single or even double-loop learning processes- as will be argued later-, and which are constructed through the interaction of the person with the organisation, being at the same time constituents and an outcome of the construction of a person's relational meaning from the job.

It is not very common for an organisational purpose to lack clarity at the top of the organisation. However, and all too often, this clarity is not shared by most people in the organisation. So whenever the leader or the management team demands better performance, a stressful environment is constructed. Tasks are unclear, views vary, opportunities are not appreciated, things turn to rationalising why they cannot be done, and resistant behaviour appears. Identities emerge, and prac-

tices lay the ground for the discourses. Eventually the question is: how one could influence the thinking and actions of others in order to generate alignment?

CONCLUSION

In conclusion, it can be seen that modern organisation values participation and involvement of employees and asks for engagement and alignment to the organisational purpose. The demanding business environment requires people to be adaptable. This context promotes performance and continuous growth but also sets the problem of anxiety. One's relationship with the organisation is based on exchange, and on one's perception regarding future outcomes for self-well-being. Anxiety then becomes an aspect of personality and social behaviour correlated with self-esteem and defensiveness. Anxiety produced by environmental factors and one's trait anxiety, impair performance. The level of one's anxiety influences a range of cognitive functions like attention, problem solving, memory, and concept formation, and relates to the organisational task. It can also be an inhibiting factor to learning and performance. Shared meaning is important. Letting people negotiate and share mutually agreed relational meanings, gives further form and structure to the background common sense of the organisation. In order to influence the development of shared relational meaning, we should influence thinking, talking and action. This study therefore proposes a different understanding of the role that positive emotions and learning could play in organisations, to resolve the problem. The following sections aim to identify the critical issues on which we should focus upon in order for the relationship of person-organisation to flourish.

EMOTIONS

Words such as fear, anger, happiness, love, etc. are embedded in our everyday lives, and are easily identified as different emotions. In a simplified acknowledgement of the existence of these concepts, we observe that they are part of the human being's common sense and understanding, providing predictions, questions and answers.

However, for psychologists, concepts of emotion and the theories on these concepts vary considerably and are confusing and contradictory. The definitional confusion especially of the main question : “what is an emotion?”, which still remains unanswered, puzzles the reader—especially if not a psychologist- in terms of what the author means when the word “emotion” is used.

Affect, Emotions, Feelings, and Moods

Although the terms ‘emotion’, ‘affect’, ‘feeling’ and ‘mood’ are occasionally used interchangeably, distinguishable attributes exist between them, depending on the different traditions under which emotions have been theorised.

According to Reeve (2001, p. 429) “*emotions are rather rare in daily experience*”. However, “*people are always feeling something*”. But what do they feel? Frijda (1986) Davidson (1994) Watson and Clark (1994) Carver (2003) Reeve (2001) believe that people generally feel some level of affect; and most of the time this affect is either positive or negative. For Frijda (1986), the essence of the emotion is feeling and, particularly, affect.

Carver (2003) uses affect in the sense of a feeling of either pleasure or pain, considering it in one dimension as the experience of valence, a subjective sense of positivity or negativity arising from an experience. Russell (2003) has a similar position, as he uses the term ‘core affect’ to describe the commonly used term ‘feeling’, while Watson and Clark use the term ‘affect’.

“*Core affect is that neurophysiological state consciously accessible as the simplest raw feelings evident in moods and emotions*” (Russell 2003, p.148).

Russell's model of core affect suggests that the feeling at a given moment is a combination of two dimensions: the level of pleasure-displeasure and the level of activation-deactivation. For Fredrickson (2001), affect is a more general concept, that refers to the consciously accessible feelings conceptualised as either positive or negative emotional activation. The prevailing level of activation (positive or negative affect) forms for Frijda (1986) a side condition for emotional responses generally.

“Core affect is primitive, universal and simple. It can exist without being labelled, interpreted, or attributed to any cause” (Russell 2003, p.148). Like core affect, affect is more general in nature and does not necessarily come from a specific stimulus. Only when a cause changes the affect, and becomes the object, is affect attributed to that object, creating the attributed affect.

Fredrickson (2001) agrees that emotions have an object and that they come about through some personally meaningful circumstance, while affect does not. They usually fit into discrete categories of emotion families, while affect can be conceptualised as either positive or negative emotional activation.

Clore (1994), Carver (2003), Davidson (1994), Frijda (1986), Reeve (2001) consider both emotions and moods as affective states. However, from all the affective states, only emotions and affect have a general object (Frijda 1986) (Clore 1994) (Lazarus 1994c). Frijda (1994a), in analysing emotions and moods, gives the following indirect definition of emotion: *“In the states that we call emotions, affect, appraisal and action readiness are object focused, whereas in those that we call moods these elements lack such a focus”* (see Frijda 1994a, p.61).

Emotional experience is dominated by positive or negative affect.

“Positive affect is a dimension of pleasurable engagement. It exists as a person’s current level of pleasure, enthusiasm and progress towards goals. People who feel high positive affect typically feel enthusiastic and experience energy, alertness, and optimism, whereas those who feel low positive affect typically feel lethargic and experience apathy and boredom”

“Negative affect is a dimension of an unpleasant engagement. People who feel high negative affect typically experience dissatisfaction, nervousness, and irritability, whereas those who feel low negative affect typically experience calmness and relaxation” (Reeve 2001, p. 430).

As suggested from above and for the purposes of this thesis we will consider affect being the same as emotions.

Functionality

“Core affect is involved in motivation, reward and reinforcement” (Russell 2003, p149). A change in affect addresses the need to search for its cause. This influences behaviour and motivation. Positive affect supports approach behaviour (Carver 2003), and facilitates cognitive flexibility and creative problem solving, while negative affect provokes avoidance behaviour. *“Positive affect promotes enjoyment of variety and a wide range of possibilities”* (Isen cited in Carver 2003, p.254). That consequently means that positive affect induces openness to seek opportunities or to fix a problem, other than the objective currently pursued. Carver (2003) believes that this broadening of attention is not a matter of adaptive value in the retention of genes for survival, as Fredrickson (1998a) and (2000b) argues, but that this adaptive value stems from the immediate consequences of broadening of attention. That simply means that the results are direct, as people find a way to notice their deficiencies or to grasp new opportunities.

Positive affect is linked to activity engagement, as it helps individuals engage with their environment, explore new things and participate in activities (Fredrickson 2001). It has also been linked to greater liking for others, helping others, generosity, risk-taking, efficient decision-making, and greater intrinsic motivation in interesting activities (Reeve 2001, pp.432-433).

Emotions

Emotions exist as subjective, biological, purposive and social phenomena, and they cannot be set apart from these biological, social or cognitive functions (Lazarus, 1991). Consequently, they have a different character in each of the above-mentioned four dimensions. In order to define and understand emotion, Reeve (2001) suggests that it is imperative to study each of these dimensions separately, and then their interactions. First, the subjective dimension gives the ‘feeling’ to the emotion. This experience is subjective, and the emotion has meaning, intensity and quality with personal significance for the individual. In other words, the awareness of the emotion is phenomenological. Second, the biological dimension is based on the activity of the nervous and hormonal systems, which participate in emotion and regulate behaviour. Third, the functional dimension is concerned with the meaning to the individual, and how an emotion benefits the individual by creating in him a desire to engage in certain coping responses to a situation, or not. Fourth, the social aspect of emotion is about communicating our inner self to the others by facial expressions, gestures and vocalisations. The addition and the constructive coordination of those four aspects result in a synchronised reaction to an eliciting event. This psychological construct is the emotion.

Scherer views emotions as a “*sequence of interrelated synchronised changes in the states of all organismic subsystems, in response to an external event or internal stimulus event that is relevant to central concerns of the organism*” (Scherer 1994, p. 27).

Richard A. Shweder perceives emotion as an interpretive system. The emotions represent “*the interpretation of somatic and affective experiences, by insight rationalisation of the experience followed by a plan*” (Shweder 1994, pp. 38-43). Although action readiness is not clearly put forward by Shweder; we believe that it is implied as the immediate consequence and tactics of any plan.

Fredrickson (2000b) states that the emotion is a multidimensional reactionary inclination towards a stimulus that arises regularly. The presence of the emotion is the starting point, in which the cognitive attainment follows. The subjective understanding of the emotion by the individual may or may not follow. The individual reacts at various levels: i.e. gnostic, physiognomic, expressive, neurological, physical, experiential, etc. The emotion is a form of reaction to environmental changes. If any stimulus exists, but engenders no reaction to that stimulus, then we have absence of emotion.

“*Emotions are changes in action readiness, changes in cognitive readiness, or changes in readiness for modifying relationships with the environment, or changes in readiness for specific concern-satisfying activities*”. Emotion is additionally defined as “*action readiness change in response to emergencies or interruptions*” (Frijda 1986, pp.466-474).

Lazarus (1994, p.362) considers emotions as a system of interdependent variables, each influencing various aspects of the emotion process, while each discrete emotion is generated by some combination of these variables.

Before now elaborating in different aspects of emotions, it is important to point out that although both biological and cognitive systems interact to activate and regulate emotions, this study mainly examines the potential contribution from the different traditions within the cognitive study of emotions. Consequently the potential contribution of cognitive, social and cultural influences to emotions is emphasised. The cognitive perspective is more inclusive than the biological, because it accepts that emotions arise in relation to situational meaning structures, and that they are embedded within language, within socially constructed ways of acting, and within social roles.

Nevertheless, although the biological orientation to the study of emotions shows that emotions could be activated by biological processes, facial expressions and/or without a prior cognitive event, this perspective provides an incomplete understanding of emotions, because it is detached from appraisal and social interaction, thus ignoring the cognitive and socio-cultural aspects of the emotions.

Functionality

“Emotions serve concern satisfaction; they do so by monitoring the relevance of events and by modulating or instigating action accordingly” (Frijda 1986, p.475). Emotions help to overpass fundamental life tasks (Ekman 1994), serve to adaptation (Izard), provide information that helps in establishing the meaning of the situation (Clare 1994b) and help to establish our position in relation to other's (Levenson 1994). Moreover, they serve to inform others about our motives, functioning as a motivational system (Scherer 1994), (Clark 1996), (Frijda 1994) (Watson 1994) (Reeve 2001), (Carver 2003). They also represent calls for reprioritisation (Simon 1976).

Lazarus argues that although the role of emotions is complex, it is nevertheless central to our lives. Emotion is a reaction to daily events and long-term efforts of a person in order to survive and advance. In this sense, emotions are seen as coping and adaptive processes, and are therefore part of the effort to monitor and follow changes and challenges arising from the environment in which one lives (Lazarus 1991a). Frijda argues for the same functionality of emotions from a cognitive perspective, in which emotions serve to appraise the relevance of events for the individual and serve to elicit a certain experiential, behavioural or physiological response. However, we think that he goes further, by arguing that emotions express the individual's awareness of his or her position in the world, rather than serve as adaptations to that world, implying a more constructionist conceptualisation of their function.

The awareness of emotion can modify self-image, as one gets to know oneself and / or the world. *“Every emotional response tends to be evaluated in terms of one's evaluation and other norms and values”* (Frijda 1986, p.245). Emotional experience provokes reaction and interaction of others, and has external consequences. However, the fact that it includes awareness of these consequences raises the question of emotion regulation, controlling, or exploitation, in order to achieve certain goals.

The anticipation of a certain social reaction affects the emotional experience and the emotions felt, and determines self, external consequence and social significance of emotions.

The different dimensions of emotions

Russell (2003) tries to incorporate different theories about emotions, and draws on the primitive processes of core affect and the perception of affective quality, combined with or without, as the case may be, the presence of information processing and behavioural planning, to explain all emotional expressions. In this view, emotions are seen as a dynamic psychological construct, and this constructionist stance is what actually differentiates it from the traditional model of the emotions, as an event that mediates between an antecedent and its causal manifestations (feelings, facial and voice signals, autonomic patterns and instrumental actions).

Russell's (2003, p.152) framework draws on the resemblance between a pattern of core affect, affective quality, attribution, appraisal, emotional meta-experience and regulation, which formulates a prototype of an emotion. The key is the emphasis given to the constructionist nature of the model and specifically of the emotional meta-experience which actually provides the experience of a specific emotion "*Emotional meta-experience is the construction of a coherent narrative, interpreting, packaging, and labelling of the episode thereby integrating this episode with general knowledge*" (Russell 2003, p.165).

However, the social constructionist nature of emotions in terms of the impact of social roles and concepts is not considered. For that reason, and because the biological aspect is also not taken into consideration, Russell's framework of emotion as a psychological construct looks incomplete.

In a relative mode with meta-experience, emotional experience for Frijda is the reflexive (or not) perceptual experience, that is, the situational meaning structure for the individual, which causes a response and which constitutes the exact description of an emotion. To have an emotional meta-experience is to categorise how one's state effects behaviour (Frijda 1986, p. 192), as well as how it mediates in the emotion regulation process. Most importantly, it draws on a prescribed sequence of events: "*[...] when it happens draws on mental categories of such as fear, anger (emotions) which are structured as a script [...] that specifies a temporally structured and causally linked sequence of sub events; [...] the meaning of such concepts depends on their role in a larger system of meaning*" (Russell 2003, p. 164). However, it is not clear if the theorists appreciate that emotional experience is influenced by acquired discursive rules, and if they are receptive to the concept of the performative aspect of language.

We argue that if reflection and perception result constitutes experience, justifications of our actions are possible, but since they are not based on awareness, the experience of the apparent 'reality' of the events and the ambiguity of experience can be questioned. Thereby for constructionism,

the whole discussion of experience leads to the debate on the role that cognitive factors play in emotion.

The cognitive dimension - Cognition and Emotion - Appraisal and meaning

As coping and adapting processes, emotions are a part of the continuing effort to monitor any change, stimuli and the possible stresses arising from the environment (Lazarus 1991a). The minimum cognitive prerequisite for an emotion is that a person senses a goal-relevant stake in the environment. Thus emotions occur because people understand a personal stake in the confrontation with other people or with the environment.

Condition of the environment and one's personal goals interact to provide the cognitive basis of an emotion. "*An emotion is always about certain substantive features of the relationship between a person and an environment*" (Lazarus 1994a, p.209). The resulting emotion is then positive or negative, whether the conditions for the person are appraised as favourable or unfavourable. Appraisal is a negotiation between environment conditions and a person's goals, and its process results in relational meaning. The cognitive basis for the emotion is the relational meaning. Additionally important for the development of emotions is the coping capacity, since it alters the relational meaning, through its effect on the appraisal process.

Meaning is always derived and judged in relation to the individual's interests, values and standards. It is derived from the interaction of the individual with the environment and is unique to the individual in a particular situation; meaning is situated. Two individuals in the same situation may therefore develop completely and distinctively different meanings. This difference is explained both in terms of environmental variables, as well as in terms of personality variables. Environmental variables are demands, constraints, social network and support variables, resources and adaptation outcomes. These, together with the ambiguity of the environmental displays and the imminence of an outcome, are factors affecting meaning formation. Personality variables from the other side include goal hierarchies and beliefs about the self and the world. Both variables strongly influence the appraisal and underpin the emotional response.

Situational meaning

For Frijda (1986) the awareness of a situation is emotional, because it is meaningful for the individual who experiences this situation in relation to the situation's meaning structure. Every situation contains personal as well as other characteristics, which represent emotional cognitions, and all form what Frijda calls situational meaning structures. These structures draw on different emotions and modes of action-readiness and the opposite; different emotions are due to different situ-

ational meaning structures. Lazarus has initially brought the hypothesis of situational meaning forward, and later Frijda has applied it to three major component categories: core components, context or action relevant components and object components with an extensive subcategory breakdown, with the objective of organising meaning components from the perspective of primary and secondary appraisal.

If one considers the organisation as the object of a continuous appraisal process of employees, then constructions of meaning in relation to work and organisation developed from the interaction of the individual with the organisation, is of prime importance, since meaning is always constructed in relation to the object.

Meaning is a key component of climate

Meaning is a key component of emotional climate. An organisational or group emotional climate results from cumulative individual meanings: organisational emotional climate is shared in the group, but is expected to represent distinct emotional experiences, since individuals contribute to it differently, inasmuch as they experience it differently within the group. Following the argument that meaning is the essence of climate, in the case of the construction of the organisation as an intentional object, it can be argued that the task, structure and identity questions affect the constructs of meaning, and consequently influence the emotional climate. This addresses the importance of meaning in the development of one's perception and consequently of the group and the organisational emotional stance.

Considering the 'broaden and build' theory, it is expected that the shared emotional climate resulting from individual positive meanings and positive emotions develops a shared positive meaning for the group, which in turn develops shared positive emotions for the group.

From the above, we can infer that emotions represent personal meaning. Thus they are important, because in order to alter people's behaviour, organisations should listen to the meanings people create when they deal with each other. As a reaction, they should introduce practices which allow for the free emotional expressions within. Meaning is therefore all about engagement. Positive meaning is engagement.

Appraisal

In order to narrow down and specify which emotions are more likely in each situation, we should analyse on an individual basis other dimensions and components of appraisal, such as the person's coping potentials, ego-involvement, blame or credit assigned, and future expectations(Lazarus, 1994b). These additional cognitive prerequisites assign additional meanings.

Lazarus' *primary appraisal* consists of the primary stakes one has in relation to the outcomes of a situation and an encounter he is faced and/or dealing with. The three primary appraisal components are goal relevance, goal congruence and type of ego-involvement.

Relevance indicates whether there is a personal goal involved in a given situation. The existence of a goal foresees that an emotion will follow, which then depends on the importance of that goal for the individual. The second primary appraisal component of Lazarus' theory, goal congruence, means the appraisal of the situation as potentially good or bad for the individual. It is on the goal congruence or incongruence, that the segregation of the resulting positive or negative emotion is developed. The third component of primary appraisal – the type of ego-involvement (or the goal content) - is responsible for the further differentiation of specific emotions. It is related to the type of goal, and depends on moral values, ego ideals and ego identity, in order to shape the final respective emotion.

'Secondary appraisal' is all about coping capacity. It consists of three components, namely, blame or credit, coping potential and future expectations. Blame or credit depends on the accountability or responsibility for the outcome (harm, benefit or threat) and on the level of control the individual has on his or her actions towards the outcome in a specific endeavour. Coping potential is about the way one can influence -if possible- the self-environment relationship for the better or in the required way. The last element, namely future expectations, is about what is expected to happen in relation to the changes that the future brings, and also includes beliefs about coping capacity in relation to the future (Lazarus 1991b).

(Scherer 1994) argues that an emotion depends on the relevance of an event to an organism's goal and need hierarchies. Thereby, the variables which affect the appraisal process should somehow be prioritised and should formulate a type of hierarchy. Lazarus specifies that this prioritisation is formulated by the self – ego identity; one's interests in the world versus the interests of others. The self-ego identity is responsible for prioritising and bringing forward certain emotions instead of others, "[...] by organizing goals in terms of their relative importance and regulates which one is to be acted on under giving conditions" (Lazarus 1994, p.363).

Lazarus' theory posits that coping is mainly linked to psychological stress and is a key variable of the negative emotions; in this sense, coping follows emotions in order to regulate any emotional stress. However, coping also shapes subsequent emotion, either by acting on the environment and/or the self, or by attempting to alter what is in the person's mind.

Problem-focused coping helps to develop actions which have the objective of changing the person–environment relationship for the better. This is about the way one can influence this relationship and the expectations one has for the future ending of this relationship, in the methods for change and for effective or ineffective coping capacity (Lazarus 1991b). Emotional-focused coping has to do with the attempt to alter what is in the mind, either by attention deployment or by changing the meaning the situation has for the individual. In both instances, a change in the relationship or a change in attention, or in the meaning, changes the appraisal of the situation.

Rationality, Reason and Emotion

An emotion can be defined as reasonable in that it conforms to a given set of generally created circumstances, and is therefore considered normal. However, in a case like that, the emotion could be unreasonable, since if an argument and a justification is used, a rational approximation is utilised. When emotions are treated as motivators of action, they are used extensively to excuse, explain, or justify our actions. DeSousa (1990) believes that the power of an emotion to motivate is independent of its own rationality.

Emotions are responsive to changes in thoughts and beliefs. That makes people believe that emotions can be rational. However, they are not reducible to thoughts and beliefs, as is reason, and can therefore also be irrational. But in a situation where reason is not enough to make a decision, for example if there are many similar alternatives or if complexity is high, emotions help to choose the right direction. So they get their meanings from their relation to a situation. It is the situation that defines the roles, feelings, and reaction characteristics of an emotion. Taking a physiological perspective, Taylor (2001), contends that reason is the basis of rationality, but that it is linked in many ways with emotion. In examining neurobiology theories about the links of cognition to emotions, he accepts that emotions are inherently cognitive, arguing that emotions guide the process of reasoning. Thus people are unable to reason without the emotional aspect that values the positive or negative decisions they have to make.

An emotion can be objective as long as it conveys subjective information about the world people create. DeSousa (1990) believes that emotions cannot be subject to cognitive rationality, but that the cognitive processes that follow the emotions help the individual in a rational way to cope with life situations. In contrast, Fredrickson (1998) argues that emotions could be dependent on their own rationality, as they have the power to motivate, and can consequently justify and excuse actions from the subjective point of view of the individual. For positive emotions which have the ability to broaden and build certain resources, their power of motivation can be considered as in-

dependent of their own rationality. This is done partly because they do not possess specific action tendencies, and instead are open and vague. Emotions help one to overcome and deal with whatever situation one is facing. Emotions do this by giving people hope and resilience to fight towards a goal, and providing the motivation towards the achievement of every life endeavour. This process is not necessarily rational or irrational, because humans simply are not “full” of rational resources at any given time. Some tasks seem impossible to follow, while others are easier, but emotions in any case provide the strength to deal effectively with them. If emotions do serve motivation so well, then it can be argued that they are rational in the sense that they involve a purpose on the basis of individual welfare and wellbeing. This function in terms of the individual is rational; and it is as good for the self inasmuch as it is also rational for the self in subjective terms from the point of view of the individual. ‘Reality’ is an individual ‘reality’, emotions are conveying an individual ‘reality’, and are thus capable of being rational implementations of individual life.

Smith and Sharma (2002) argue that in order for organisations to develop leadership and responsibility throughout all the levels of the organisation, a proper balance between rationality (technical factors) and non-rational factors as emotions is needed. Smith and Sharma argue that organisations do not allow emotional expressivity, and ignore emotional ‘reality’ in favour of rationality. Putnam and Mumby, (see Smith and Sharma 2002) emphasise that rationality is socially constructed and is being rather the key mode of organising.

The issue of emotional suppression in the organisational context (which is an issue just as in other social contexts) is later on seen in the thesis as emotional labour. However, it can be argued that society and organisations have erroneously equated emotional suppression with emotional maturity, and occasionally with emotional intelligence.

Rutgers (1999) argues that even in the most rational organisational environments, it is difficult to understand all actions on the basis of goal rationality (or by reference to organisational goals) due to the limitations of the applicability of a mutual goal rationality, which concerns the different values of people and the different interests in the organisation. Irrational phenomena such as emotions and ethics often play important roles in clarifying emotions. Additionally, Rutgers projection of the organisation as culture, presumes that meanings, and not goals, are the key issue in management. (That shows that value rationality can be accommodated in management theory).

Smith and Sharma (2002) presume that by introducing face-to-face communication and changes in the tone of meetings, individuals can have better interpersonal relations through self-reflection, self-disclosure and emotion, while they will be energised to accomplish more.

The social dimension

Social relationships are important for individuals. Individuals' interactions contribute to the creation of particular identities and social roles in which emotions have an important function. Shared experiences, equity and exchange all affect emotions. Social settings define which emotions are appropriate and expected to occur in a certain situation. Consequently, people construct their own emotional experience based on social situations and norms.

When we share positive or negative emotions, we do not only enjoy mutual enjoyment or distress, but also build and maintain relationships that are central to our lives, for the future. It is by this sharing of emotions that people use story-telling to explain to others what has happened and how they have interpreted what they have felt.

Ethologists see emotions as communication mechanisms between individuals or internal bigger social groups. They have also noted that cooperation and turn taking are common features of social play, and have argued that these practices serve to build social relationships (Fredrickson 1998, p.311).

Emotions are inherent to social order, working structures, conflict, conformity, influence, politics, etc. They are products of socialisation and manipulation (Fineman, see Tran 1988). Individuals bring to their working environment emotional components, and they influence their colleagues and the organisational system. Their emotional character defines this influence. Co-workers describe themselves in terms of emotional qualities, and the emotional characteristics of the system are the ones that are mentioned most often in terms of job satisfaction (Lofy 1998).

"We cannot understand emotional talk, without reference to the social context, within which the individual is situated" (Butt 1999, p.131).

Gergen (1985) argues that the concept of emotion does not represent an 'internal reality', but is a constituent of social process, and getting its value in terms of the social practices in which it functions. Bendelow and Williams (1998) agree that the attitudinal and physical activation of emotions always occurs in a social-relational context, in a relational perspective beyond the conceptualisation of emotion as a merely internal state.

Butt (1999) argues that people acquire discursive skills from a world of language which predates them. In the same way, they acquire rules about emotional experience and emotional talk, which involves the discourses that surround them and not the experience per se.

Stewart (2002, p. 146) argues that our understanding of the world is based on narratives: “*anchored in stories and the way we deal with our experiences is done with the use of narratives*”. He believes that personal as well as collective narratives guide our actions and are central to human life. Human activity and experience is laden with meaning, which we communicate to other people through stories and narratives. These narratives are the vehicle of the communication, rather than logical arguments or logical formulations (Hevern 2003). This was initially defined by Bruner (1996) as the dichotomy of the narrative forms of thought in relation to paradigmatic forms of thought.

However, apart from the sensory interface between body and world, the affective component is not fully represented in these approaches. The sequence of events that make up any emotional episode is neither fixed alone by biology, or by cognition, nor fixed by social rules, as social constructionism theorises it. It is rather constructed anew each time, to fit its specific circumstances (Russell 2003). There, are therefore elements which are not purely discursive, like the influence of embodied factors, the materiality of the world, and the power and inequalities arising from the structural features of society. For instance, in an organisational context, control and trust arise from and affect discourses generated, but also combine elements of the key element of power.

EMOTIONS IN ORGANISATIONAL SETTINGS

Although the importance of emotions in working experience is well recognised, study of the role of emotions and emotional expression in the workplace has been limited, and neglected by psychological research. One reason may be that the terms affect, mood, sentiment and emotion are used interchangeably throughout the literature, with no clear differentiation among them, which results in overlap among the concepts, and confusion with regard to the nature of emotions. A second reason may be the fact that emotion expression is still undesirable in organisational settings.

Emotional climate

According to the acknowledgement that emotions have a profound role in organisations and that rationality goes hand in hand with emotions, Papantonopoulos (2003) has argued that the focus has passed from treating organisational climate as an objective organisational characteristic, to seeing it as an individual's perception element. This argument leads researchers to consider cli-

mate in relation to meaning and sense-making, decision-making, and lately in relation to emotions. Although emotions have been present for years in concepts and key organisational perspectives like empowerment, satisfaction, motivation and the learning organisation, they have never been considered as key determinants of the organisational climate. The argument now is that emotions shared and spread in the organisation, are an element of the climate in organisations, of such importance as to constitute an emotional organisational climate.

Emotional climate is considered a major component of organisational climate. Since climate affects receptiveness to change and the degree of acceptance of new directives, it seems important to consider it in understanding relations, identities and behaviours. Culture is developed by the shared interpretations of events, and by people's approaches to organisational climates (Brown and Brooks 2002).

As climate is an individual perception of the organisation's results from exercising practices, procedures and rewards, it cannot be an organisational characteristic that endures, but rather a flexible construction linked to the individual meaning-creation, which is then shared to develop the climates and the resulting identities and behaviours in the organisation.

Brown and Brooks (2002) stress the importance of emotions and their role in the development of a specific organisational climate and culture. Climate concerns what employees feel about the organisation's practices, procedures and rewards. Culture is about how things work in the organisation. Organisations have many different climates, which are shared, and make up the culture of the organisation.

Another important factor that can be linked to the interest in the creation of a shared meaning is the fact that although climates are shared, they are affected by individuals' differences. The emotional differences of each member of the group are complementary to the overall groups' emotional climate, and at the same time they specify how each individual experiences this group climate (Brown and Brooks 2002). It can be argued that here positive emotions help in the development of a shared positive meaning which is able to align differences between group and individual emotional climate.

As emotions depend on the relevance of a situation to one's personal goals and hierarchies, we should not underestimate their importance in the organisational settings, for four main reasons (not clearly distinct, but interrelated): first, they are usually seen as having personal significance and therefore treated as such, as a responsive reaction of the individual in order to deal with various demands. Second, they simultaneously reflect a present and an emerging organisational 'real-

ity' and thus should be confronted with care (they are situated, but situational meaning also incorporates expectations for future outcomes). Third, being socially constructed, they represent one sense (of one's embodied feelings) of how well the self is positioned in relation to others and to the circumstances, and are constantly in the process of construction (partially constructed and open to further construction). Fourth, they incorporate appraisals of clarity of task, structure and practices, which impact one's identity.

Although it has been repeatedly found that positive emotions, such as confidence, happiness and optimism, as well as joy, love and interest, can contribute both to physical and to psychological well-being, research interest within the domain of organisational psychology has mainly been focused on the study of negative emotions.

Anxiety

Anxiety is reported as the main feeling resulting from new organisational conceptions (Argyris 1999), (Armstrong 2004), (Fredrickson and Kareem 2005b). (Lazarus 1991b) argues that as there is nothing obvious to avoid, and that although there is no external agent to be held responsible, people blame an external agent for the harm, which they consider as the source of anxiety. This suggests that people who experience anxiety and subsequently develop persecutory feelings towards others in the organisational environment, are not always certain about the true agent that provoked the harm (if any), yet try to relate the threat to a concrete event. This indicates that in states of anxiety where meanings are vague and symbolic, people, in their attempt to deal with anxiety, may direct organisation away from its primary task, by constructing organisation on defensive responses, developing it as a means of defence against anxiety. The resulting effects of the other negative emotions of anger, guilt or fear are also similar. Armstrong writes that unconscious processes in groups have generally been viewed as defensive responses to anxiety. Individuals unconsciously organise organisations as a means of dealing with anxiety. Defensive processes related to the work of the organisation may corrupt the latter's primary task. Obholzer et al (2004) argue that anxiety - a very common emotion in organisations today- basically arises from the nature of work, which can have a significant effect on one's state of mind. This anxiety makes one organise work patterns defensively, seeking to maximise psychic defensive mechanisms against the primary task, and not in its service. In that instance, the connection of the individual and the organisation is through a continuous evaluation of his/her personal strengths and personal well-being in relation to that of others dealing with situations and events in the organisational setting. Obholzer and colleagues believe that the same can also happen in groups, in the case of a multi-

function, multi-group organisation, and that this again results in ineffectiveness (which hides the true defensive reasoning) leading interest away from the primary task.

Negative emotions assist in narrowing and defensive responses

Negative emotions make organisational members narrow their thought and actions repertoire, and as a consequence diminish their ability for decision and action. Experiences of negative emotions result in people holding on to specific action tendencies imposed by these negative emotions (Fredrickson 2001). In the case of anxiety, fear, hostility and guilt, the action tendency is avoidance or escape.

Watson, Clark and Carey (1988) have clinically studied the effects of positive and negative affect on the mental-psychic health of patients. The key finding was that negative affect was positively correlated with anxiety symptoms and depression, while it could be used as a psychopathology future indicator. Conversely, positive affect was negatively correlated with depression.

Emotional labour

“People not only have emotions, they also handle them” (Frijda 1986, 401). Emotion regulation for Frijda (1986) is about promoting or inhibiting a certain action tendency. However, it concerns every phase of the emotion core process that leads to the action generation (output), meaning: the external stimulus event (antecedent), the primary appraisal, the secondary appraisal ending in the situational meaning structure, the evaluation of urgency seriousness and difficulty, and the action readiness change.

Emotion regulation is used in literature interchangeably with emotional labour and emotion work. However, emotion labour and emotion work are considered as output focused, whereas emotion regulation can be referred either as output-focused, input-focused, or both.

For Frijda (1986), input regulation includes not only avoidance approaching or modification of external stimuli, but also self-generated stimuli like thoughts, fantasies and memories.

Emotional regulation, or work adds to the problematic of the situation representing employees' efforts to express appropriate emotions in a given situation, according to the organisation's accepted norms. Emotional labour involves the open exploitation of employees so that they fit the requirements of certain job situations – as when dealing with customers or suppliers. It constantly guides one's actions, evaluating which emotions are appropriate and which are not, resulting in a steady regulation of expressions, and in behaviour that expresses involvement in the organisation

(Brown and Brooks 2002). Cote and Morgan (2002) explored the association of emotion regulation⁴ with job satisfaction and intentions to quit and found that suppression of unpleasant emotions decreases job satisfaction and increases intentions to quit while the amplification of pleasant emotions increases satisfaction. Gallahan (2002) has used emotion 'management' with the meaning of emotion labour, in researching the ways it influenced organisation action. She suggested that emotion 'management' did not allow new patterns to be developed, temporarily keeping the individuals and the organisation in a comfort zone; since they were avoiding conflict.

Emotional dissonance is the resulting conflict between one's experienced emotions and those which the organisation, requires. Abraham (1999), researching output-focused emotion regulation in around 103 customer service representatives of organisations from services industries, suggested that emotional dissonance induced job tension and led to emotionally exhausted (dissatisfied and burned out) employees. She further suggested that self-esteem was involved as antecedent, mediator and moderator in this process. Employees with low self-esteem were more likely to experience emotional dissonance, and experience exhaustion, while others' self-esteem has been reduced by emotional dissonance, making them feel dissatisfied.

If input regulation is also involved in our thoughts, the thoughts created by increased dissonance lead to thoughts and images regulation, which, according to Frijda, equate with an external stimulus regulation. That means that although there is no external stimulus for an emotion, the relevance of the internal stimuli (like thoughts) elicits an emotion and leads to a certain meaning awareness, according to the relevance of the thoughts to self (Frijda 1986).

If emotion regulation results in negative meanings, the accumulation of the negative effects of emotional regulation in organisational settings should help in the development of individualism, since emotion regulation has to do with the management of the feelings of others. We may also argue from the above, that, in the same sense as emotion regulation, emotional intelligence, while claiming to liberate employees from the handling of emotions, looks like an attempt to involve them with reason, and therefore, to advocate the instrumental requirements of the organisations.

Job Performance / Productivity

Positive organisational research investigates the link between positive affect and performance, and whether happy employees relate to productive (performance) organisations. Seligman and Schulman (1986) found that employees' optimistic attribution for events predicted productivity, motiva-

⁴ Cote and Morgan have defined and used emotion regulation as output-focused

tion and satisfaction in a sales job, while it was more likely that these employees showed persistence in their goals. Additionally, the way individuals explained events by attributing them to respective causes, foresaw how they responded to negative events in terms of persistence. Cropanzano and Wright (2001) later indicated that in general, a positive relation between affective well-being and employees' performance exists, but this relation is rather questionable and depends on the way affective well-being is defined.

Affective events theory

"Things happen to people in work settings and people often react emotionally to these events. These affective experiences have direct influences on behaviours and attitudes," (Weiss and Cropanzano 1996, p. 11). This oft-cited quote indicates that there should be a relationship between organisational events and affective reactions. Specifically, the theory of "affective events", defines affective events as the "uplifts" and the "hassles" in the organisation. It also proposes that the accumulation of positive or negative affective events leads to positive or negative affective states among the employees, which in turn promote certain attitudes and behaviours. Ashkanasy (2002, pp.14-15) advocates that the centre of this theory is the idea that it *"is the affective state, which mediates the effect of the affective event on attitudes and behaviours"*. Affective events of "uplifts" and "hassles" are used here with the same meaning as positive and negative affect. Therefore, for the following criticisms, the term "event" will refer to the affective events of "uplifts" and "hassles".

First, it is not necessary for the affective quality of "uplifts" or "hassles" to change one's core affect, *"as stimulus can be perceived as to affective quality with no change in core affect"* (Russell 2003, p.149). The affective quality of an event, *(the perception of which is based upon the contact with the situation as a perception of the non-affective qualities)* does not necessarily result in an emotional reaction. It is the attribution of the event to an object, the linkage to a cause, and/or an occasional appraisal process, which guide attention and behaviour towards the object and results in a change in affect; this leads to affective reactions.

Second, the situational meaning structures (Frijda 1986), (Frijda 1994), (Lazarus 1991), (Lazarus 1994) are not considered in the "affective events theory", since the definition of "event" constructs the "event" as something outside the individual who experiences the affective experience.

Third, emotion mediation is not an "event" per se. If this were the case, it would be an affect regulation process, which has no reference to an object. In contrast, mediation is conducted through an

“emotion regulation process”, that is, the management of core affect, appraisals, actions, etc., which are all directed at the object in order to satisfy specific goals (and it already incorporates attributions and appraisals concerning this “event”) (Russell 2003) and (Frijda 1986, pp.401-406).

So overall, the theory looks incomplete, as without having an object (a perceived cause), the effect of the “event” results in attitudinal, but not in behavioural, responses.

Helping behaviour

Positive emotions and feelings could increase organisational productivity (George and Brief 1992), as individuals with positive mood are more optimistic, and look forward to the moral rewards of their helping actions (Isen and Baron 1991). This could be identified with an urge to motivate moral action to both the giver and the receiver and the urge to repay kindness, as is also the case with gratitude, which is explained later on, in this study.

It is further suggested that positive affective disposition could positively influence work situation and social support from supervisors and co-workers. Positive individuals receive more social support as well as more performance excuses. Staw, Sutton and Pelled (1994) implied that employees with positive affect, apart from performing better in the organisation, also receive better ratings and better pay over time. Social support is a key element of stress and work strain reduction. Ganster et al (1986) argue that individuals who display positive emotions are more likely to be involved in social support; however this link is implicit, since there are questions regarding the relevant sources of social support and the other variables which are involved with work related stress.

Negotiations

Studies by Barry and Oliver (1996) have examined the rather underexplored predictive role of affect in negotiations. According to these studies, emotions are involved before, within and after the negotiation process, embedding the integrative approach to negotiation. Baron (1990) has shown that positive affect negotiators usually set higher goals and remain co-operative and easy-going thought out the negotiation process. Forgas (1998) additionally found that positive negotiators are more confident towards the achievement of positive outcomes and more willing to keep their words and honour agreements.

Emotional intelligence

Goleman's (1996) oft-cited emotional intelligence model is characterised by three intrapersonal elements: knowing emotions, managing emotions, motivating oneself; and by two interpersonal qualities: recognising emotions and managing relationships. Salovey and Mayer (1990) proposed that emotionally intelligent individuals could generate a larger number of future plans, capitalise more on opportunities, and show persistence at challenging and demanding tasks, demonstrating an overall positive attitude. However, considering that the cognitive basis for an emotion is relational meaning –resulting from an appraisal process–, emotional intelligence in their modelling focuses on the ability to understand meanings based on the interaction of emotions with cognition. On the other hand, Goleman's model suggests a more inclusive approach in which, apart from motivational, cognitive and emotional elements social activity is also involved.

Positive organisational behaviour

Luthans stresses the need for a more relevant and drastic approach in organisational research, namely positive organisational behaviour as *“the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace”* (Luthans 2002, p. 696).

This definition includes notions more relevant to dispositional states than to dispositional traits, to which positive psychology usually refers. That is very important as, since the abilities that compose positive organisational behaviour are based on states, they can be learned, developed, managed, and changed. That can be achieved either via training programmes or through self-development (Luthans 2002).

Luthans proposes three terms that would be further explored and applied in the workplace: self-efficacy (or confidence), hope and resiliency. With regard to self-efficacy, it appears that the profile of the leader or employee with high self-efficacy is ideal for better job performance and effectiveness. Greater correlation has also been found between self-efficacy and job performance than between other variables such as goal-setting or job satisfaction. Furthermore, self-efficacy has been found to positively influence goal aspiration and attainment (Bandura 2000).

Broaden & Build theory

Fredrickson (1998 and 2001) developed the ‘broaden-and-build’ theory, according to which individuals, when experiencing certain positive emotions, such as love, joy, contentment and interest, can improve and enrich their momentary thought-action repertoire. In other words, positive emo-

tions ‘broaden’ an individual's scope of attention, cognition and action, which in turn has the effect of ‘building’ that individual’s enduring personal resources -physical, intellectual, social and psychological. Moreover, it is believed that certain positive emotions ‘undo’ the action tendencies and physiological activation generated by certain negative emotions (Fredrickson 1998 and 2001), (Fredrickson and Levenson 1998b), (Fredrickson et al 2000d) and initiate ‘upward spirals’ towards enhanced emotional well-being (Fredrickson 2001), (Fredrickson and Joiner 2002).

POSITIVE EMOTIONS

The term “positive” defined simply in the sense of “polarity” only has meaning in relation to the term “negative”. In philosophy the term is used as the knowledge that displays affirmation to something, acceptance and certainty, about an objective world. It can be used in an irrefutable argument. The term may be used in connection with something positive. For example, in photography, “positive” is the reverse of the “negative” film containing an image in which the dark and the light values are exactly the same as the original; it reproduces the original tones and colours.

The term “positive” in emotions is something that is considered confusing, since there is no clear consensus in the bibliography about its definition. Considering the fact that there are many definitions about emotions and negative emotions, it is assumed that the lack of a universal definition for positive emotions follows the same complex definitional pattern for emotions and negative emotions. A simple and functional definition, however, is that positive emotions are those emotions which result from a positive appraisal and positive meaning-creation out of the evaluation of the person – environment relationship in every endeavour of stake for the self.

General functionality

We have argued in previous work that positive emotions have unique and important effects for the individuals and the organisation, in relation to one’s physiological, social, cognitive and psychological resources. Fredrickson’s theory basically starts from considering positive emotions differently to negative emotions in terms of action tendency predisposition, and proposes that the latter have neither specific action tendencies nor even tendencies for physical action (Fredrickson 1998a). Fredrickson argues that positive emotions resemble urges to do anything or nothing, instead of doing something specific (Fredrickson 2001).

Consequently, contrary to the traditional “physical action tendency” theories of emotions, Fredrickson proposes that positive emotions have thought-action tendencies which are not specific, but are rather enriched and broadened. Subsequently, people who experience broadening of

their thought-action repertoire, as a result of experiencing positive emotions, are more able to pursue creative and new or unknown paths of thought and action.

Lofy (1998) has suggested that people who experience positive affect demonstrate creative and unusual patterns of thought. Additionally, these people demonstrate an increased preference for variety and can accept a broader range of behavioural options. Isen (1987) has suggested that positive affect broadens cognition and produces the ability to integrate diverse material.

(Staw, Sutton and Pelled 1994) have shown that individuals who feel good have the tendency to forgive more easily, evaluate more favourably when interviewing, receive better evaluations from their supervisors, higher salary, and more social support, both from colleagues and supervisors. It has also been found that optimists tend to set higher personal goals, accept more challenging goals when set by others, all of which result in higher performance (Locke and Latham 1990). Furthermore, it has been shown that individuals with higher positive affect tend to interpret possible failure as temporary bad luck, coming from external factors (Forgas 1992) and that positive affect can facilitate persistence in a task (Wright and Staw 1999).

Level of activation and broadening

Carver (2003) uses a model which posits affect and action as related to approach and avoidance processes. He believes that this model also distinguishes positive emotions according to the class of action in which they emerge. Some positive emotions arise while pursuing incentives, and others while avoiding threats. These two positive emotions are both positive, but differ in the fact that one set has higher activation (Fredrickson 1998a) ; according to Carver, the higher activation is the one arising from the approach behaviour - pursuing incentives system.

Considering the former argument, and consequent to Frijda's (1986) suggestion that the prevailing level of activation forms a side condition for emotional responses in general, which is manifested as positive or negative mood, the following can be concluded: that positive emotions with a higher activation, as they occur in the context of a positive affect or mood (which works complementarily with the positive emotion), are expected to have a stronger effect on modes of perceiving and thinking.

However, Fredrickson and Branigan have demonstrated that both emotions of higher activation and of lower activation share the same ability to broaden peoples' momentary modes of thinking and perceiving (Fredrickson 2005a).

People experiencing positive emotions show a style of broad-minded coping which helps them to step back from their problems and consider them from a different perspective. The tactics of positive reappraisal, goal-directed problem-focused solving and infusion of ordinary events with positive meaning, are the consequences of the increased coping capacities, that broadened scopes of attention and thinking encourage.

Regulation of Negative emotions effects

At the same time as Fredrickson presented the implications of the “broad and build” theory of positive emotions, she has also proposed two interesting capacities of positive emotions under the term “the undoing effect of positive emotions”. She suggested that positive emotions are able to restore one’s autonomic calmness following negative emotions, and that they also seem to have the ability to restore flexible thinking following long term negative emotions (Fredrickson 1998b). In a following study, Fredrickson replicated the fact that the positive emotions of contentment and amusement help regulate negative emotions, and further enriched the primary findings by demonstrating experimentally the “undoing hypothesis” in both men and women and in African American and European American samples (Fredrickson 2000d).

It has been argued by Fredrickson that the idea that positive emotions could undo the after-effects of negative emotions, has been discussed earlier by Cabanac (1971) and Lazarus (1980), but it can also be argued that the empirical observations in subsequent experiments that have been conducted by Fredrickson and Levenson in 1998, on the function on cardiovascular activation of negative and positive emotions, have been approached in terms of positive emotions (Fredrickson 1998b).

Built of Resiliency

Additionally, Fredrickson documents that resilient individuals bounce back from negative and stressful experiences faster than the others who do not experience resiliency, and that this ability might be fuelled by experiences of positive emotions. These findings suggest that resilience is positively correlated to positive emotions (Fredrickson 2001). Individuals who experience more positive emotions showed more resiliency over time, which was expressed by increases in broad-minded coping. This broadening as a form of psychological resilience predicted future positive emotions, which in turn built psychological resilience and created upward spirals towards one’s psychological well-being (Fredrickson 2000b and 2001).

It seems that resilient individuals are more capable of using emotion knowledge linked to a big choice of emotion regulation strategies, in order to adjust thinking and action accordingly. The same persons appear to be able to take advantage of positive emotions in order to cope with anxiety and stress(Fredrickson and Tugade 2004).

Fredrickson documented, that although high resilience is associated with greater positive meaning, trait resilience is not a significant predictor of positive meaning. However, positive emotionality is positively correlated with the index of the finding of positive meaning (Fredrickson and Tugade 2004). Positive emotions mediate and help individuals to find positive meaning in negative situations.

Facilitation of coping

Tugade emphasises the importance of the ability to represent discrete positive emotions, and of emotional granularity (which is the capacity to speak and describe accurately the form and the type of emotions felt) on ones' coping capacity (Tugade 2004). He hypothesises that these abilities could increase and facilitate coping. The argument comes from the fact that, first, in personal meaningful and relevant situations -as coping is- , positive emotions help in the thorough, detailed and careful problem-solving and, second, from the fact that discrete positive emotions like joy and interest cultivate competencies and necessary coping styles, to handle effectively problems, adversity and stress.

Fredrickson suggests that intervention strategies like relaxation therapies and finding positive meaning, help to create positive emotions and would help a good deal to address prevention and treatment of health problems stemming from negative emotions (Fredrickson 1998b and Fredrickson 2000a).

She suggests that cultivating key components of an emotion is enough to start the whole positive emotion process. Imagery, muscle, and meditation exercises take advantage of the undoing effect of positive emotions by inducing contentment. But this requires viewing relaxation techniques from a cognitive and an emotional conceptualisation, in view of their effect of undoing the negative emotions, through the broadening that the induction of positive emotions creates (Fredrickson 2000a). It can be additionally argued that since positive emotions build on one's resources, relaxation techniques could also be proactive in preventing the things that they are now used to cure.

Facilitation of sociability

Laura King (2000) additionally strengthens the argument that positive emotions' adaptive value and upward spiral not only works for the individual, but it helps in building and preserving interpersonal endeavours and social relationships. This indicates that in organisations as social contexts, it should be expected that social contact generates and affects development of positive emotions. From the "broaden and build" model, it seems that experiences of positive emotions strengthen social bonds and also generate social resources(Fredrickson 2000b).

However, Lyubomirsky (2000) approaches Fredrickson's theory with scepticism as regards the definitional precision of the concepts, and the lack of sufficient direct empirical evidence. Responding to Lyubomirsky's comments, Rathunde (2000) is sceptical about the ability of broadening -resulting from positive emotions- to increase creativity. He argues that negative emotions also play a role in inducing creativity, from the viewpoint that negative emotions are responsible for narrowing. Creativity can also involve narrowing, which is itself a type of creativity depending on the task at hand. It follows that when someone embarks on a narrowing process, demanded by the creativity of the moment, this narrowing is a chosen course of action, and in order to choose this or something else as a possible course of action, a certain amount of broadening should have preceded it. Narrowing may then not be the result of negative emotions or of broadening which positive emotions create. Of course, this view requires empirical validation, and up to this point Rathunde has a point that we should take into consideration.

Lyubomirsky's comments posed questions which Fredrickson had the chance to address satisfactorily in her following empirical research. In response to the initial commentaries, Fredrickson documented that broadening is not defined by flexible creative and unusual thinking, but that these attributes are the consequences of broadening. In 2005, Fredrickson, (2005a) documented that positive emotions broaden the scope of attention and thought action repertoires, a more detailed empirically grounded finding that elucidates more her initial conceptual framework of "broaden and build" theory.

Myers' commentary agrees on the undoing effect of positive emotions, inasmuch as he agrees that positive behaviours help to fuel life situations with positive emotions, instead of negative ones. He argues that finding positive meaning in adversity is the road towards happiness and effective coping in view of crises (Myers 2000).

Broadening of the scope of attention

It has been shown that the action tendencies of positive emotions are vague and unspecific. Thus, positive emotions cannot by definition be associated with the key element of general emotion theory of the specific action tendencies. Fredrickson's, (1998a) alternative model captures the unique effects of positive emotions in the "broaden and build" theory. As regards positive emotions characterised by a lack of autonomic reactivity, it is theorised that if no specific action tendency is developed then no specific pattern of reactivity is expected. However, positive emotions as opposed to a neutral state, are able to broaden the scope of attention and thought action alternatives.

Fredrickson's argument about the capacity of positive emotions to increase cognitive processing is mainly influenced by Isen (1987). He has suggested that people experiencing positive affect can integrate diverse material and demonstrate unusual patterns of thought. These people become creative, open, efficient, flexible and inclusive.

The effects on cognition -demonstrated by Fredrickson's (2005a) experiments- show unusual patterns of thinking, flexibility, inclusiveness, creativity, integration and openness to information and efficiency. It has been documented that people experiencing positive emotions show increased preference for variety, accept more behavioural options, and show the ability to integrate complex and diverse material.

In 2005, Fredrickson and Branigan documented that positive emotions, compared to a neutral state, broaden the scope of attention and thought action, although they did not present evidence that negative emotions narrow the scope of attention relative to a neutral state, something inconsistent with the findings of prior research. But they do narrow thought action, relative to a neutral state (Fredrickson and Branigan 2005a).

Significant finding in this research was that two distinct -in terms of content and activation- positive emotions, amusement and contentment, have the ability to broaden both one's scope of attention and thought- action choices.

A result of the cognitive broadening is a 'broad-minded coping' under which one is able to reconsider life situations from many perspectives. Fredrickson assumes that this broad-minded coping incorporates the three coping types of Folkman and Moskowitz (see Fredrickson and Branigan 2005a), which have been linked to the creation and maintenance of positive emotions during

chronic stress, namely positive reappraisal, goal-directed problem-focused coping, and infusion of events with positive meaning.

Nonetheless, there are no indications that the former elements constitute definitional components of broadening; but they should still be considered more as effects and consequences of it. These characteristics should be considered as consequences of broadening, and they provide indirect evidence that positive emotions broaden cognition (Fredrickson 2005a).

The undoing effect of positive emotions

Experimenting with the induction of anxiety to participants who had experienced positive emotions before the anxiety generation event, Fredrickson demonstrated a faster recovery by participants from the negative emotional arousal (Fredrickson 1998a). Apart from the important broadening and building, capacities of positive emotions, the undoing effect of negative emotions, the improvement of coping strategies for the future, and the buffering against depression each helped us to understand that positive emotions achieve more than a momentary feel-good function.

Contagiousness and crossover effect of positive emotions

Fredrickson (2003a), citing Staw and colleagues; points out that positive emotions in organisations develop - through broadening- more creative, effective and socially integrated individuals. People feel good when they interact with others and, in the sense that the organisation is a social setting where people interact with each other, it is expected that social contact provokes more positive emotions.

‘Pride’ incorporated in ‘joy’ (Reeve 2001), ‘gratitude’ and ‘elevation’ (Haidt 2000) share a pleasant subjective feeling and can be considered as a family of related positive emotions which are influenced by social contact and have the capacity to inspire and create compassionate acts helping in one’s broadening, which in turn results in the development of consequent compassionate acts (Fredrickson 2003b). Gratitude creates the urge to repay kindness, and motivates moral action in both the giver and the receiver of help. Elevation creates the desire to copy and multiply the helpful act, creating the desire to become a better person (Fredrickson 2004). Compassionate acts help in the development of positive personal meaning and more positive emotions, which result in the production of a chain of positive meaning for others.

However, gratitude, among the other emotions which promote contagiousness of compassionate acts, is an emotion that, although it might result from goal congruence in a specific situation, does not guarantee that moral behaviour towards others is to be generated in the future or in other situa-

tions by the beneficiary of gratitude. Considering that in organisational settings, personal stakes and economic exchanges constantly dominate discourses, it might be argued that Fredrickson has qualified gratitude rather hastily as one of a group of related positive emotions which has the capacity to inspire and develop compassionate acts and help in one's broadening. Although gratitude, and the actions inspired by gratitude in social settings, build and strengthen social bonds, and develop civil communities and friendships, it is questionable if the same effects can be observed in organisations in every situation that embodies gratitude. Even if we consider that gratitude helps in creativity because grateful people are expected to formulate actions that promote the well-being of other people (Fredrickson 2004), both the expression of this creativity in behaviour and action and the safety of the link of employee with the organisation are questionable.

It is argued here that gratitude relates mostly to control and power. Motives and stakes are uncertain, and social and economic exchanges dominate. Therefore, the constructs of individuals' relational meaning do not guarantee that gratitude facilitates the connection between individual and organisation. Is the person who promotes feelings of gratitude expected to be the one who wants to control the others? Or is an inspired leader seeking connection? It is expected that gratitude often does not link individuals to the organisation, but serves rather to link people to people in power and control relationships.

The intention here is not to degrade gratitude's role to enable spread compassionate acts and generate creativity. On the contrary, this view attempts to provoke the thought that when this is happening, gratitude does not reinforce moral behaviour and moral action. But when gratitude works as Fredrickson suggests, when the positive emotion of gratitude is the result of actions that promote goal congruence, and when the situation is appraised as favourable by the individual, then gratitude provides the ultimate aid in linking the employee to the organisation in a strong and mutually rewarding relationship. Only then can gratitude reinforce moral values, together with the possibility for compassionate acts.

Crossover process is a transmission of 'stress' or 'strain' from one person to another in contexts like the family or the organisation. Research has documented mainly crossover of negative attitudes and emotions. However, crossover process, as it is with contagion and transmission in organisations, is the same for negative as well as positive emotions. Baker et al (2005) argued that positive emotions are expected to crossover as well.

Promoting of work engagement

Baker et al (2005) argued that employees who have been excessively exposed to work-related stress do not identify with their work, and present symptoms of burnout. The coping reaction is to remain distant from the factors that cause the stress and adopt a negative attitude towards work. Inability to achieve results in the fast, demanding environment of tough targets and demanding supervisors, causes withdrawal feelings in the organisation.

They go on to state that job demands like overload and other stressful problems are positively linked to exhaustion, and that job resources like job control, social support and performance are negatively related to cynicism, and are the main factors of work burnout.

However, as seen elsewhere in this thesis, engagement with one's work presupposes that the individual is energised with work, and is dedicated, absorbed and involved. Engagement and connection are the results of the availability of job resources, namely the social, psychological and organisational aspects of work.

Job resources which provide positive meaning for the individual, like performance feedback, social support from colleagues and coaching, make the work of employees meaningful, promote acceptance of responsibility for their actions and provide feedback for reappraisal. Baker et al (2005) documented that engaged workers are optimistic, feel pride for what they do, and are inclined to help others at work. Following contagiousness of positive emotions, engagement can crossover both at work and at home. And in a similar way to gratitude, pride and elevation, a resulting upward spiral of development of positive meaning for others is expected to take place.

Promoting of interpersonal engagement

Positive emotions seem to promote constructive interpersonal engagements in organisations, in a way in which conflicts are avoided. Positive emotions also stem from these constructive interpersonal engagements which they seem to promote (Fredrickson 2003a). The interpersonal organisational engagements are full of meaning for everyone involved, because one's relational meaning is derived from the negotiation of one's goals in interaction with others and the environment. The positive psychology that Fredrickson proposes means recognising people as people in every transaction, and not as being the transaction themselves. People generally try to recreate and repeat experiences that make them feel good. People repeating positive emotions acquire resources, and each time they do, they are stocking resources. Engagement is a positive emotional connection to work. If you feel connected, it is probably so, because you feel cared for, you feel proud, and find

a positive relational meaning from goal-congruent things that you would like to retain. In that situation, positive emotions dominate.

There are also implications for the role of positive emotions in the formation of new relationships. When people feel positive emotions over time, those emotions become associated with greater feelings of self-other overlap and a broader sense of self. This creates connectivity and might predict a more complex understanding of others (Fredrickson and Waugh 2006).

Transformation in the organisation is possible, because positive emotions can be contagious. Positive emotions which have surfaced through personal meaning, spread throughout the whole organisation, and the creation of a chain of positive meanings for others is possible (Fredrickson et al 2003a). Transformation can be achieved by developing chains of events that have positive meaning for others. Positive emotions trigger upward spirals that could transform organisations into more harmonious and cohesive places in which to live (Fredrickson 2003b).

An indirect way of developing positive emotions is to find positive meaning (Fredrickson 2003b). Although she does not prove a causal relationship between positive meaning and positive emotions, Fredrickson suggests that one could find positive meaning by searching for “*benefits in adversity, by infusing ordinary events with meaning [...] by expressing appreciation, love and gratitude [...]and by effective problem solving by supporting compassionate acts*”(Fredrickson 2003c, p.335). A similar stance is also adopted later by Fredrickson and Tugade, where again a clear explanation of the mechanism under which positive meaning leads to positive emotions, and vice versa, is not documented (Fredrickson and Tugade 2004).

The most referenced suggestions in literature in which individuals could find positive meaning are among others the following:

- *Reframing adverse events in a positive light*
- *Infusing ordinary events with positive value*
- *Pursuing and attaining realistic goals*
- *Feeling connected to others and cared about*
- *Having an opportunity to be distracted from everyday cares*
- *Feeling a sense of achievement, pride or self-esteem*
- *Feeling hope or optimism*
- *Receiving affirmation or validation from others*

In order to experience these forms, one needs to have open, broad-minded and increased cognitive capacity. Similar factors have emerged in previous research where the forms of the experiences of positive emotions have been researched (Papantonopoulos 2004).

Promoting of kindness

Keiko (2006) argues that there is a relationship between kindness and happiness. The writer draws on research by Seligman and colleagues, and suggests that happiness in everyday life helps people to develop highly satisfying social relationships, while becoming more extrovert and agreeable. He proposes that kindness is an important dimension that builds human strength, as it builds on happiness, and makes people experience positive emotions and therefore influence subjective well-being and contribute to optimal social relationships. In this sense it might be supposed that kindness -as positive emotions do- also has an important adaptive property.

Promoting of Resilience

Luthans addressed resilience and the development of psychological capital as the main defences against the adversity and anxiety that the uncertainties of today's organisational environment create. Individuals are faced with more stress today than at any other time in history. Resilient individuals are more flexible to changing demands and new experiences, and are more emotionally stable when faced with adversity (Luthans 2006). Most importantly, Luthans has argued that resiliency makes individuals more adaptable in times of change and is related positively to their performance.

By directly questioning the human resources development paradigm and the role of human resources professionals, he proposed that the key pursuit of the human resources development function in organisations should be the achievement of, and the increase in, employees' resiliency. Luthans argued that using positive emotions, altering the levels of risks or resources that employees have in the organisation, and fostering self enhancement are ways to build resiliency.

Luthans' definition of resiliency as open to development opens new directions and potential for a proactive and reactive approach towards building resiliency in the workplace. Another factor that adds to the potential of using resiliency development methods in the workplace is the belief that other psychological capital factors like hope, optimism and confidence work as pathways towards resiliency (Luthans, 2006). Resiliency could be proactively built by three strategies.

First is a risk-focused strategy, with the objective of preventing and reducing risk and stress. Here, the relationship between the person and the organisation is based on trust and mutuality. As has

been argued earlier, the relationship of the person with the organisation should be based on exchanges of mutual benefits and support, development and job satisfaction, in return for organisational active participation and connection. The concluding belief is that organisations could retain employees' commitment by developing an honest and trustworthy culture. Employees who feel connected are expected to be more resilient to adverse events.

The second strategy is an asset-focused strategy which seeks to exploit the enhancement of personal and organisational resources. The key objective is to maximise the 'employability' of people in the organisation, by keeping training alive for everyone involved, by promoting workshops and supporting individuals' educational endeavours. The end result is to increase resiliency through increased engagement, participation and ownership.

The third strategy is a process-focused strategy which, Luthans proposes, should alter the ways in which organisational situations are interpreted, through the development of self-efficacy. The development of self-efficacy through mastery and success experiences, vicarious learning, persuasion and positive feedback, results in enhanced resiliency when it is needed (Luthans 2006).

Additionally, informed by Fredrickson (2004), Luthans recognises that positive emotions help in the development of resilient individuals. This reactive strategy is complemented by strategies using self-enhancement, attribution and 'hardiness'. In attribution, a key factor is whether the individual has control of the environment or the environment has control over the individual. In hardiness, the key factor is the belief that one can turn a situation into a developmental one for the self or into a problematic one, through a meaning-creation process (Luthans 2006).

Apart from self-enhancement, which has trait-like properties, the remaining elements, such as positive emotions, attribution and hardiness-defined in terms of perceptions of commitment, control and challenges in managing a stressful situation-, have a common denominator of the appraisal of a situation for one-self. In that sense, it might be argued that the development of positive meaning is the ultimate objective.

It might be expected that since positive emotions address positive meaning, this eventually results in positive attributions (either internal or external), and to the development of hardiness and new positive emotions.

Resilient individuals bounce back from negative emotions.

The term 'resilience' in its classical use means a personality trait which helps people overcome negative experiences and makes them flexible to adapt to any changes in the environment.

Fredrickson has documented (Fredrickson 2003c) that resiliency is not only an inherited personality trait, but can also be built by experiences of positive emotions. By testing the hypotheses that resilient people are buffered from depression and prosper through positive emotions, she has documented that trait resilience was associated with psychological benefits. People with high resilience are those possessing certain affect traits, like openness and extraversion. Fredrickson has associated resilience with life satisfaction, optimism and tranquillity. One might consequently conclude that those traits related to resiliency predispose people towards positive affectivity.

Positive affect aids in human flourishing

Positive affect is related to human flourishing; the key predictor for that correlation has been demonstrated to be the ratio of positive to negative affect (P/N ratio)(Fredrickson and Losada 2005b). Their research on human flourishing suggested that good feelings alter and/or predict cognitive and physical aspects in four main areas of outcomes. First, they alter people's mindsets. Second, they alter bodily systems. Third, they predict mental and physical health outcomes through resiliency to adversity, through happiness and psychological growth, because of lower levels of cortisol and reduced inflammatory responses to stress and through increased resistance to rhinoviruses. Last, good feelings predict how long people live.

Fredrickson's research suggests that the benefits of the "broaden and build" theory of positive emotions emerge over time and as a result build personal resources that last. These resources could vary from the development of social connections, acquiring of coping strategies and/or of environmental knowledge. Positive emotions of interest and curiosity produce more accurate knowledge than initially negative attitudes; positivity in exploration promotes experiential learning, while positive attitude promotes the correction of false impressions in life. The non-linear dynamic systems approach of positive affect that Fredrickson favours, is justified by the fact that emotions are multidimensional, since they simultaneously alter patterns of thinking, behaviour, experience, communication and physiological activity. They mutually affect each other. Even a mild positive affect produces consequences in the long term. Emotions follow local unpredictability and global stability. In relation to the latter characteristics, it has been demonstrated that people are less predictable in positive states than in negative ones; and this unpredictability is responsible for the development of resilience.

In business teams, higher levels of positive experience and positivity have been linked to higher levels of variability in behaviour, to broader information-processing strategies and to increased

resilience (Fredrickson 2003). It is worth considering that the ability for broadened information processing is a key characteristic of “productive positive learning”, as has been defined above.

Peaks and Ends role as mediator and moderator

There are emotions that carry a higher meaning, in the sense that they carry more person-relevant information in relation to the world around or in relation to a certain situation and to the person’s future expectations about the goal at stake (Fredrickson 2000c). These positive or negative, personal growth-related emotional states, influence in consequence one’s motivation, in the sense that one tries hard to repeat experiences that carry high meaning from positive affect, and tries to avoid situations that include high meaning from negative affect.

The high meaning deriving from positive or negative affect is involved in the theory of “peaks” and “ends” of affective states. “Peaks” and “ends” are considered by Fredrickson (2000c) to carry more personal meaning for the individual, and to have complementary influence on the appraisal. Considering “peaks” in an affective episode, Fredrickson believes that they carry the individual’s capacity to cope with a particular situation. This makes “peaks” more important than “ends”, since they tell us what capacity is needed by the person in order to deal with the same situation again. In that sense, “peaks” carry more self-relevant information, and more self-relevant meaning for the individual in relation to his/her coping capacity. According to Lazarus (1991), there is a direct relation between people’s coping capacities and the intensity of the “peak” affect, in the sense that coping capacity determines - in the appraisal process - the quality and the intensity of their momentary affect (emotion). Therefore, when coping capacity is missing, the respective “peak” affect will dominate the experience, thus influencing relational meaning.

It might be argued that when peak affect is positive, it conveys positive self-relevant meaning for the individual. This meaning creates a motivational tendency to approach the emotion-generating event. However, as people’s coping resources may be depleted over time by aversive experiences, it is more proper to treat coping capacity and “peaks” separately, episode by episode, rather than cumulatively.

“Ends”, according to Fredrickson provide the feedback that the experience has been completed, together with the knowledge about this experience. In cases where one is pursuing goals, “ends” convey a high level of security and assurance, because they represent the achievement of the goals.

“Peak” and “end” affect plays an important role, as people extract meaning from past affective experiences, in order to make inferences for future choices. In recalling their emotions during a former situation, people usually refer to a summary of those ‘various’ feelings as a single meaningful ‘one’. Additionally, evaluations of past affective experiences are constructed, and not perceived or felt, as one might normally expect. And most importantly, these constructions reflect select moments of past experience, those moments that were more intense and had more personal relevant meaning for the self. Fredrickson has proceeded further, and shown that anticipation of an upcoming “end” alters people’s priorities. Consequently, changes in people’s social priorities happen because “ends” based on past experiences in similar situations have a symbolic value for the individuals (Fredrickson 2000c).

That simply means that the way a situation ends - or is expected to end - alters and affects the whole way in which people are appraising it from the beginning. Particularly when certain episodes or situations are directed towards a goal – as is usually the case in organisational settings- “end” affect may be the only thing that matters because, as mentioned before, it symbolises the outcome of the activity.

Fredrickson believes that one or two moments of past affective experience play a primary role in guiding people’s choices about experiences that they would avoid, repeat or even recommend to others(Fredrickson 2000c). In that sense, an episode’s duration could be defined by the number of personal-related events during this episode.

Positive emotions promote, and stem from, engagement and positive meaning

Positive emotions are situated in the context of a broader conceptualisation of positive affect and positive meaning-creation in the appraisal processes in organisations. In doing so, the benefits of people’s experiences of positive emotions are explored. These benefits vary from personal and social development, to individual well-being and organisational strength and harmony. This conceptualisation of positive emotions is mainly influenced by Fredrickson’s theory on positive emotions.

Broadening and undoing effects of positive emotions help people deal with adversity more effectively and in new ways. Positive emotions facilitate attention to important self-relevant information and the processing of this information, and develop resilient individuals over time. This implies that positive emotions are connected to positive meaning, and people who experience positive emotions during adverse and difficult times are more likely to find positive meaning and to develop long term plans and goals. It might be understood that broadening positive emotions is

not a static process, but a dynamic one: as individuals' modes of thinking and action are broadened, coping is improved and resilience is built, which predict future experiences of positive emotions, consequently creating a new broadening cycle.

Positive emotions not only stem from positive meaning, but also promote the development of positive meaning; they also help in successful coping, which is an important element in altering relational meaning through its effects on the appraisal process.

Academic emotions and learning

In researching academic emotions and their effect on learning, Pekrun et al (2002), suggested that students experience a rich and intense emotional life, with anxiety reported as the most often experienced emotion. However, they argued that anxiety might produce motivation to learn. This is why academic learning in this research has been approached as single loop learning. The writers have also argued that academic positive emotions are related positively to elaboration, organisation and critical thinking, and although this finding indicates that positive emotions facilitate flexible modes of thinking inasmuch as it appreciates that positive emotions should facilitate learning, a causal interpretation of this evidence should not be considered with confidence. Thus in this research, it might be better assumed that academic emotions, learning, self-regulation and achievement are linked by a reciprocal causation. Seifert and O'Keefe (2001) have suggested that learners' perceived competence, meaning and a sense of control of the situation are elements that affect the pursuit of a learning goal positively. The implication is that if we expect people to feel motivated to approach a learning goal, they should feel confident, should feel a sense of control of the learning situation, and find a positive meaning in what they do.

Sylwester's (1994) work indicates that hormones and neuropeptides within body and brain cells are the messengers of our emotional systems, and depending on the brain/body area to which they belong, they affect decisions we make, our emotional state and our behaviour. For example, high levels of cortisol peptides in chronic situations can eventually destroy the hippocampal neurons associated with learning and memory. On the other hand, increased levels of endorphin to the brains of students -as a result of a positive affective classroom environment- makes them willing to learn and to solve problems in stressful situations.

CONCLUSION

Affect and emotions could be used interchangeably as they are both psychological constructions that share object-focused action readiness. This is in the sense of their consisting of several aspects of components, like the component of cognitive appraisal or evaluation of stimuli and situations; the physiological component of activation or arousal; the component of motor expression; the motivational component, including behavioural intentions or readiness; and the component of the subjective feeling state. The effects of positive affective states and emotions are multidimensional. They are constructed within physiological, cognitive and psychological individuals' concerns and they are equally socially constructed. These constructions are mediated by positive relational meaning from the appraisal process. Emotion regulation is an important aspect in organisations. This might suggest the need for a 'different' leadership role.

In the following section, we deal with learning. In the end, learning is conceptualised from a constructionist view as the participation in joint action, full of positive relational meaning for those involved.

LEARNING

Post bureaucracies have both a humanistic and an emancipating character. Coordination and structure exist in relationships among individuals, based on personal loyalties which reinforce and affect one another (Maravelias 2003). People share values, meanings and a common organisational identity. A match between their personal values and the values of the organisation is necessary to achieve efficiency. In this social context, for some, learning takes place before becoming an individual issue. However, nothing has actually changed concerning learning; it is the unpredictable environment which has helped in the discontinuity from the past and the development of the learning discourse (Grey 2001). In particular, organisational learning is a term within a greater learning discourse, that is developed as a result of the new social aspect of the post bureaucratic conceptions of the organisation (Grey 2001).

Organisational learning is referred to by theorists and management practitioners (Senge, 1990) as something associated with change, with organisational efficiency and performance, involving the individual and the organisation in an economic discourse and a political understanding. Change in behaviour is considered as the primary organisational effectiveness criterion (Argyris 1999). According to these positions, learning identifies rather obviously in some way with any change that the organisation is undergoing. And this learning discourse has been constituted as 'truth' (Grey, 2001). Considering that 'truth' is historically and culturally constructed, learning and change discourse could be reconstructed in so many ways, out of which none could provide a 'true' understanding of 'reality'. To accept this claim is like accepting a privileged epistemology about the world, something which clearly runs counter to the essence of social constructionism.

Research in organisational learning has revealed broad conceptions of learning in organisations, which encompass learning as organisational change. Learning as change is viewed through the prism of the ability of individuals and teams to drive performance; to drive new thinking and action around specific business concerns, and leave the members of the organisation with the ability and willingness to produce better results. Change was initially theorised in ancient Greece by Heraclitus, who provided a complete view of the world, arguing that "τα πάντα ρεῖ", that everything changes, everything is and is not, everything exists in a state of continuous change, moving from the state of existence to the state of non-existence. He argued that nature likes to hide, and it was necessary that one could be able to analyse the information that humans' senses provided. If you do not expect the unexpected, you will never find it. However, the idea that everything exists in a state of continuous change is not easily understood. Woods and Grant (1995) argued that human nature is conservative. People like to remain in things, which are concrete, trustworthy, and pro-

vide feelings of self-assurance. Heraclitus' work gave humanity the first complete picture of the dialectical approach of the world.

The dialectical process enriched with Socrates who, through concrete life experiences and problems, started with an idea or a “γνώμη” view (set-up), gradually continued with an argumentation process presenting the limitations and the contradictions of the issue (up-set), and finally led the conversation to a higher level, which embodied a different way of thinking (set-down). The initial view is the “thesis”, which is then followed by its “antithesis”, the conclusion being the “synthesis”.

This thesis-antithesis-synthesis is a learning process. During this process of organisational learning, people encounter experiences, which they did not expect. This is the initial set-up in which they experience ‘up-set’, and by being able to follow the ‘up-set’ (embodying different way of thinking), they end up with a new ‘set-down’. Thereby, practice, experience and adoption of different ways of thinking lead to successful learning and changing. Hamel (1997) emphasised the importance of a continuous learning process -which each time maximises the benefit versus the investment- as a prerequisite for success in the organisation. He described organisational strategy as the product of complex and unanticipated interaction between ideas, information, personalities, and desires. The process of organisational learning is prominent in the conception of strategy. Argyris (1999) argued that new organisations should be more creative in planning, should develop knowledge about new products and processes, should ensure cooperative involvement in activities, and should identify criteria for effectiveness. He argued that this is achievable through open access and communication between individuals, and within an organisational context where interdependence in thinking and working together, interpersonal trust and willingness to risk-taking are prevalent. Papadakis (1999) has argued that defining strategy as the perspective towards the future, constitutes for the organisation what personality constitutes for the self. He equally attributed value to the ideology within the organisation, and the ideologies of people acting within the organisation. Considering a shared vision for the future, a strong organisational culture assumes that both the strategy of the organisation and the decision-making process enjoy already existing agreement and alignment between members of the organisation, who actively interfere in the emergence of strategy. The reaction of the organisation to the environment is determined from common culture, values and beliefs. In contrast to this, Stacey (1992) believed that although strategy formation is emergent and not intentional, it is the result of political interaction and learning, and not of shared vision and common culture.

Reaction to change is the basic activity in strategic management, since it provides the means for the emergence of strategic direction. This reaction to change is based on experiment and/or on rationality. Mintzberg (1995) has argued that people assigned with strategy formulation, should continually search for models in failed experiments, accidental events, and learning processes. Whenever reaction to change is based on rationality, change seems chaotic. However, Stacey (1992) argued that within chaos there is a hidden model, which guided him in support of creative learning. He believed that managers could transform spontaneity and learning into strategy, by combining chance and the chaos model. Both Stacey and Mintzberg have argued for the importance of learning through experimentation and discovery.

It is argued then, that organisations, in order to react to change, should incorporate learning processes.

Edmondson and Moingeon (2004) defined organisational learning as a process, in which members of the organisation have the objective of promoting adaptation of the organisation to its environment by using data in ways that promote behaviour change towards the accomplishment of this goal. This process *“requires individual cognition and supports organisational adaptiveness”* (Edmondson and Moingeon 2004, p.28).

Popper and Lipshitz (2004) argue that if one considers the organisation as a human being, it is possible to represent organisational learning, using two different conceptions: learning in the organisations, and learning by the organisations. Knowledge is acquired by the organisation, either by employing individuals who possess knowledge which never existed before in the organisation, or by developing current knowledge within fixed guidelines, within the organisation. This produces new knowledge, namely, learning by the organisations. Notwithstanding the above, knowledge is an elusive concept. If we accept its link to activity and purpose, knowledge cannot exist in any absolute or objective sense. Some activities carried out for a certain purpose produce knowledge, which we then take as the “truth” about the world. Other activities for other purposes will produce different knowledge and other “truths”. If knowledge were local and particular, or if it could have been grounded in specific aspects of the organisational world, then it would have been possible to manage it. However, *“knowledge is a social construct and emerges through interaction it cannot be formally managed”* (Empson 2000, p.378). In the above sense, organisational knowledge is not the same as learning in organisations, since it is relative to activity and purpose, as the outcome, whilst learning is the process. Furthermore, it is not subject to articulation, and there are no guarantees that it will continue to adapt and evolve. Assuming that knowledge is manageable, we then define the process of disseminating knowledge from the individual to the

organisation, as knowledge management. Knowledge management is a process to convert tacit and individualised knowledge to explicit and collective knowledge.

Nevertheless, the process in which knowledge adapts or evolves into new knowledge takes place according to the needs of the environment through a relationship between self, others and the environment. This constitutes the organisational learning process.

Learning in organisations is initiated by the learning of its members. The introduction of the concept of organisational learning mechanisms (OLMs) links the learning in organisations with learning by organisations. *“OLMs are institutionalised structural and procedural arrangements that allow organisations to learn non-vicariously, that is, to collect, analyse, store, disseminate, and use systematically information that is relevant to their and their members’ performance”* (Popper and Lipshitz 2004, p.40).

Following Edmondson and Moingeon’s (2004) definition of organisational learning and the OLM definition, if we approach designated OLMs as tools to access which improve the effectiveness of task performance, learning by organisations resembles a knowledge management conceptualisation. However, if we approach OLMs as integrated and non-designated, then cognitive, emotional and social dimensions interfere with the output, since organisational members are both the designers and the performers of the learning mechanisms.

Learning organisation facilitates learning of its members and uses organisational learning as an adaptation tool. It does not have the same meaning as organisational learning, but they share basic conceptions about what learning is desirable and effective. Therefore, a learning organisation should be one that embeds in its culture the notion of organisational learning.

As we have noticed in the literature, there is no consensus on what learning is. The processes and outcomes of learning usually infer learning definitions, but there is a lack of clear, unambiguous meaning. Theorists and researchers focus on learning as a process and argue about how and why learning is occurring; hence the various orientations: behaviourist, cognitive, humanistic and social/situational; but they cannot agree on what learning is.

Seeing learning as an evaluative product means approaching it as an outcome of some learning process which can be recognised when it is seen (both process and learning) and which can be measured afterwards. In those instances, one might say that the person has learned by observing a behavioural change –a learning outcome. This conceptualisation is usual in organisations. However, it creates questions as to how certain one is that other factors have not interfered in behav-

journal change. What if a person has “performed” in order to demonstrate that he has learned, and does this learning involve any potential for change?

It is not the intention of this study to neglect instances where learning is evaluative in nature and has the objective either to enhance knowledge (know more), memorise (to make a job easier), or acquire facts, skills and methods to use in a specific situation (use of a new software for accounting). My intention is to draw attention to where learning is needed more in today’s organisations; to the extent that employees interpret, understand and construct individual-organisational ‘reality’ in relation to the organisational purpose. And whatever the business purpose is, what matters is that everyone has a clear sense of, and is related to, the organisational purpose, because this creates a unified direction and focuses the thinking of employees.

Thus it is of no interest if the learners are conscious of learning, (which is implicit and unconscious as an activity), or if they are conscious of the task in which they are engaged; nor is the nature of the task of interest, because in all instances, the learning that matters is the relational engagement with others (in the task-activity) in the organisational context in which meaning is socially constructed, usually anticipating certain future accomplishments.

Turning from classification models to more analytical ones, we discuss below the various orientations to learning which seem to dominate the work place. For each of these orientations we will attempt to justify its argument in relation to organisational appropriateness and practice.

THEORIES OF LEARNING

The ‘individual’ dimension

Lately, the focus has shifted to learning as competence development, and has been moved to the organisational environment as work-related learning and work-related competence development. These valuable resources of learning and competences development were expected to provide organisations with a competitive advantage regarding prosperity and growth (Illeris, 2003). But workplace learning cannot be understood unilaterally unless we recognise why people want to learn or why they do not finally learn what is intended by the organisation (Illeris 2003). In this problem, Illeris’ arguments locate learning as something internal, occurring within the individual, without really considering social context influences. Illeris’ model distinguishes learning as initially cognitive or even emotional, but suggests there is always integration between the cognitive, emotional and social dimensions. The initial segregation of cognition is made because he believes that through the cognitive dimension (or rational dimension), knowledge skills, understanding,

meaning and functionality are developed. Thus from this view of knowledge, skills and competence development, learning is seen as an individual process.

Nevertheless, meaning creation is not always an output of a rational cognitive dimension; so it does not always concern the emotional dimension through which, Illeris argues, the patterns of emotion, motivation attitudes, sensitivity and mental balances are created.

Learning as competence is evaluative upon a change in behaviour in favour of certain outcome versus an intended outcome. Behaviour change towards the intended outcome is considered as a criterion of effectiveness and performance. The possible combinations of this effort for an organisation are two: first, a match of the outcomes with the initial intentions, and second, a mismatch followed by corrective actions in order to obtain a match, according to the initial intentions. Argyris (1999) suggests that people usually change their actions in order to obtain a match, and that they do not usually rethink the governing values which guide those actions. The earlier strategy is described as single loop learning, while the latter is described as double loop learning.

It is argued that whether one draws on reflection and re-evaluation of self-governing values or not in order to take actions (and therefore where one uses double or single loop learning), depends on the individual as well as on the dynamics of the organisational context.

Usually learning and change is limited to single loop, because most people care about matching the expected consequence with the initial intention in order to change their behaviour, as was originally planned. Dominant in this theory are values like 'win and do not loose', 'achieve the purpose as the actor defines it', 'suppress negative feelings' and 'emphasise rationality'. Single loop is characterised by expertise and intelligent discourses, quantifiable attempts at explanations, suppressed negative emotions, inquiries about trust relationships, and rationality approaches.

The organisational environment explains the engagement in single loop learning because of the personal agendas at stake. Therefore, the obvious learning that organisational members are embracing mostly, is an easily assessed individual internal evaluative learning process.

But what if someone calls into question the governing values that guide his actions? In such a case, Argyris (2003) believes learning is not only a function of how one feels. It is also a function of how one thinks. It is about the cognitive rules of reasoning that individuals use to design and implement their actions. This constitutes effective double loop learning.

Ikehara (1999) presents the approach that learning cannot take place only on the cognitive level, due to the fact it is a holistic process that is also affected by the individual's thoughts, feelings, and

environment and mental influences. Thus, he is challenging Vince and Martin's (1993) emotionally promoting learning cycle, criticising them for not considering clearly the cognitive and spiritual dimensions of learning and for not taking into account other emotional states apart from anxiety, as the starting point in the learning cycle. Additionally, he does not believe that Kolb's experiential learning cycle takes into consideration emotions, although this model is more integrative in nature. Therefore he proposes a Gestalt-inspired model of learning, where emotions, needs and observation in the context of sensation constitute the starting point, and withdrawal constitutes the last point. However, although he emphasises the importance of emotions in the learning process, it seems from the examples and the models that he is using, that emotions of interest are those that restrict individuals' performance, and prevent them from engaging in focusing on any cognitive activity. Thus, he is referring to negative emotions like anxiety, anger and frustration.

The model's emphasis is directed to the "*personal or professional unfinished business emotionally*" (Ikehara 1999, p.66). This argument does not treat emotions as still being in the process of construction, but denotes attention to situations packed with negative emotions which, the author believes, do not allow learning to occur. As a result, the first priority is to deal with these negative emotions to solve the issues raised and to allow the cycle to move on. Piaget (see Brainerd 1978) has the same cognitive focus, as he proposes that cognitive structures and mental maps are created in order to allow individuals to understand and respond to physical experiences in the environment. Whenever the experiences are new, the individuals increase their cognitive flexibility, in order to cope with these new experiences. The same cognitive focus has the constructivist theory of Bruner (1996), arguing that the learner selects and transforms information, constructs hypotheses and makes decisions based on a cognitive structure. The individual is reflecting on experiences and is continuously interpreting the information given. He constructs his own meanings and mental models, by interpretation and understanding. The interpretations and assumptions of individuals about the world are important. Furthermore, Bruner believes that memory always reconstructs the existing knowledge of the learner.

Humanistic in direction, the basic concern of significant learning is for human growth. This involves the whole person, and includes cognitive and emotional aspects of human nature. However, it is always self-initiated (even if the stimulus comes from outside), and is evaluated by the learner himself. It is seen as a self-actualisation process, which contributes to the fulfilment of the psychological needs of competence, self-determination and relatedness. The locus of learning is on the cognitive and affective needs, not only on the internal cognitive structure of the individual.

What is important in this orientation is that people are considered active agents of the situation, with choices and decisions; and, contrary to the passivity towards external stimuli that cognitive and behavioural traditions suggest, they have full control of the learning and the outcomes of the process.

Furthermore, we can argue that significant learning theory contradicts two of its constituting elements. First, the contribution of the social aspects to personal development is not incorporated, despite the fact that learning is seen as a form of self-actualisation, and thus expected to consider society's conditions of worth. Second, the construction of personal meaning which is the essence of significant learning, in combination with the self-evaluated nature of the learning, is not so internally constructed, because meaning is about the situation-specific evaluation of an individual's welfare in interaction with the environment.

Research on cognition approaches organisational learning as learning by the organisation as a whole, and not by individuals. Additionally, the simulation of the effect of cognition in organisational learning seems to miss the social and the cultural aspect of the learning process (Cook and Yanow 1993). A multi-level representation is more complete, as it combines cognition and the social, and takes into account the mental processes and actions of individuals as well as their organisational culture and routines, which are needed in order to explain cognition's role in the learning process. This process recognises individuals as both the source and the target of influence in the organisation. The specificity of the individual impacts the social learning process in proportion to the specificity of the organisation (in terms of authority), which impacts one's overall relationship with the organisation (Foucault 2003). Akgun (2003) argues that social cognition uses mediators - such as information and knowledge processing, memory, thinking, unlearning, intelligence, etc, - in social interactions within the organisation, in order to explain the organisational learning process.

Disengaging from the conceptualisation of learning as something existing inside the individual, we obtain productive insights into the psychosocial human processes also involved.

The social dimension

A theory that covers both the cognitive and behavioural frameworks is the observational learning theory or social learning theory. The social learning theory of Bandura (1986) emphasises the importance of observing and modelling the behaviours, attitudes and emotional reactions of others, and encompasses attention, memory and motivation. Therefore, it improves upon the strictly behavioural implementation of modelling by Miller and Dollard (1941). Social learning theory ex-

plains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. Although individuals may through observation acquire behaviour, there is no evidence that they will perform this behaviour. The individual may reproduce the acquired behaviour in a situation where he has an incentive to do so. Nevertheless, it is argued that this theory, which is central to the idea of socialisation, cannot reveal a true capacity for learning by the individual in the organisational context. It is rather a behavioural conformity with the objective of receiving positive reinforcement.

Bandura's (1986) work on social learning is related to Vygotsky's (1962) theoretical framework, according to which social interaction plays an important role in the development of cognition. His theory is an attempt to explain consciousness as the product of socialisation and result of cognitive development.

Key influences about the social interaction part of Vygotsky's social development theory are observed in the situated learning theory of Lave (1988). For example, the fact that Vygotsky's learning instruction is seen as the transmission from expert to novice, equates with knowledge which could be de-contextualised, from the communities in which the knowledge is located (Wells 1994).

Wells's (1994) belief that Vygotsky was referring to instruction not as a spontaneous, but as a collaborative assistance of other members of the culture, vaguely equates with situated learning. Roth (1998, p.16) has argued that the difference is that knowledge in situational learning takes place through the engagement in '*authentic activities*' and not passing from the expert to the less knowledgeable with the objective of mastering a specific activity.

Given this social orientation, apart from situated learning and communities of practice, transformative learning has evolved. Both share the characteristic that the learner exceeds the limits of self. The first, in particular, assumes that learning only occurs when the learner is a member of a community of practice -which excludes the individual dimension of learning-, while both draw on the development of a collective relational meaning which is the cumulative result of the individuals or the community of practice relational meanings. The element of meaning is key to both approaches, portraying a similarity with the significant learning (Rogers and Freiberg 1993).

The model of situated learning posits that learning is a function of the activity, context and culture within which it occurs (Lave and Wenger 1991). It has been influenced by Gibson (1977), who argued that the environment consists of affordances, which provide the necessary information for perception. Perception is dependent on our interaction with the environment and occurs in refer-

ence to our position, and to the reaction of the environment to our position. Eventually, social interaction is given key emphasis in situational learning, and is realised by the introduction of the concept of communities of practice which embody certain beliefs and behaviours to be acquired. An individual usually starts from the periphery of a community of practice, and as he becomes more active, moves to the centre, where all learning and knowledge is available. However, as learning is structured within and by the activity context and the culture in which it occurs, it remains a property of the collective, and its distribution in the organisation is rather unintentional (Lave and Wenger 1991).

In conclusion of the above, learning is inherently social in nature. According to Lave and Wenger (1991), the best learning environments are world contexts where social relationships and tools give the best possible background for learning. Of course, this sociality of learning from the situated cognition perspective, is absolutely social, since it is based on experience and practice. Therefore, there is an application in cognitive apprenticeships in the form of personal interpersonal and community process development and in communities of practice in the form of sharing with others a common purpose, beliefs and behaviours. These context-based theories about learning might mean that learning could take place in various settings and is about social context and social interactions with others in every single setting. Akgun (2003) argues that organisational learning is better conceptualised as a product of social cognition, and that it is therefore socially constructed: learning is a dynamic process - initiated by social interaction- which involves everyone who is related inside and outside the organisation, and is not an outcome of managerial and organisational cognitive processes.

The model of transformative learning posits the revision of the structures, of meaning from experience. Meaning formation through critical reflection is consequently seen as essential in this form of learning. Transformative learning is defined as the social process of construing and appropriating a new or revised interpretation of the meaning of one's experiences as a guide to action (Mezirow 1991). Meaning-making, through critical reflection, is shaped by meaning structures, which are not however always so 'reflective' upon rationality. It is a process by which one attempts to justify self-beliefs, either by rationally examining self-assumptions or by discussing with others in order to arrive at the most informed judgement. It is argued that this process is not always consciously driven, but is occasionally laden with extra-rational and unconscious factors, such as emotions, ethics, and implicit memory (which are usually involved at a tacit level).

Taylor (2001) argues that in the context where the transformative process is equally dependent on rationality, feelings and emotions, meaning structures can be altered and changed, outside the awareness of the individual in the unconscious sphere.

It is argued that in practice, transformative learning is not so rationally and consciously driven as has been presented, but involves extra-rational and unconscious ways of knowing and revising meaning structures. Implicit memory, which includes the unconscious development of thoughts and actions, does not require reflection. On the contrary, the 'imaginal' method of Dirkx (2001), in which a deeper understanding of the emotional and spiritual dimensions is associated with meaningful experiences, is considered as extra-rational. With the 'imaginal' method, Dirkx proposes to look at a learning situation by bringing our experiences to life, and trying to locate meaning and values between experiences and the learning situation.

Dirkx speaks for a new kind of transformative learning, because he believes that personally significant and meaningful learning is grounded in the emotional imaginative connection with self and the broader social environment. The main argument is that the process of meaning-creation is imaginative and extra-rational, rather than reflexive and rational. This imagination about conceptual process of change and the importance of learning for society, is uniting different kinds of agencies in the construction of the learning discourse (Grey 2001). However, although meaning-creation is an individual construction process in relation to one's goal relevance and the environment, Dirkx's process is limited, as it cannot be characterised partially as extra-rational and imaginative, as Dirkx claims. It can either be rational or not, either reflexive or premeditated. Although his core theory stands for imaginative meaning-creation, he believes that recalling positive emotional experiences of learning can involve the person in any new learning experience. However, what happens when the new learning experience does not provoke a positive relational meaning for the individual, irrespective of the similar past positive experiences? Is the affective climate of the past enough?

Transformative learning involves a deep shift in consciousness that revises the thoughts, feelings and actions of the individual. Studies on cognition and emotion show that a prerequisite for developing a critical reflective capacity is the acquisition of the ability to recognise feelings and emotions as integral aspects of learning from experience (Taylor 2001). Izard et al (2001) come close to this position in researching emotion knowledge as a predictor of social behaviour and academic competence in children at risk. They have argued that the ability to detect and characterise emotions facilitates social interaction, as well as help children to overcome and deal effectively with learning problems. Emotions knowledge can mediate on the effects of verbal ability on academic

competence and, apart from the child's temperament, it helps the development of a socio-emotional competence.

Given the situation described about emotions in organisational settings in the section on emotions, we see that through the process of exploration and understanding someone's feelings, change in meaning structures is possible. Taylor deals with the importance of introducing emotions to the process of transformative learning, in relation to understanding, borrowing the propositions of emotional intelligence (Goleman 1996) and of Gardner's (1993) theory of multiple intelligences to support this. He believes that by emotional intelligence, one can have positive results in managing the emotional nature of learning. Goleman argued that people who can control their emotional life are more likely to be content and effective in their lives and easily focused on their work and other life attainments. Gardner argued that people should be able to understand their feelings, responses and the feelings of others, in order to interact appropriately with others in society. Vakola and colleagues (2004) have argued that emotional intelligence contributes significantly to the employees' attitudes towards organisational change.

Narratives & Conversation

Known for their theory of experiential learning, Kolb et al (2002) introduce conversational learning as the experiential learning process which occurs in conversation.

Individuals move through the cycle of experiencing, reflecting, abstracting and acting (the experiential cycle with an internal cognitive structuring as the locus of learning), as they construct meaning from their experiences in conversations with others.

The theory transcends the experiential cycle, with an internal cognitive structuring as the locus of learning, up to a constructionist level, where the self negotiates meaning with others. Conversation is a meaning-making process where understanding is achieved through interplay of statements and narratives employed in a thesis and antithesis plot.

The reflection of individuals through narrative-telling brings us close to the conversation theory of Pask (1975). The fundamental idea of the theory is that learning occurs through conversations about a certain subject, and that these conversations allow knowledge to be made more explicit. Additionally, Gullen (1999) cited in Stewart (2001) believes that individuals in the learning process negotiate and construct meaning. This view presents learning as a reflective and narrative activity, and emphasises the importance of language use and its role in the construction of learning. Storytelling is the central theme and the "*heart of improvisation*" (Koppett 2001, p.67). Improvisation is synonymous with construct. As Koppett argues, improvisers create narratives collabora-

tively and without the benefits of revision. That possibly means that feelings and emotions play an important role, as they colour and influence the stories people tell and thus facilitate story-telling.

The use of narratives is limited in understanding learning, since people take part in narrative-telling or conversation, because they have a purpose and a stake. We should be able to understand the ways and the social context in which people negotiate their meanings in conversation with one another. Willig (2001) argues that people interpret questions in their own way and formulate arguments based on their interpretations. They analyse expressions based on the expected accomplishments in the social context in which they exist. In an organisation where learning is acknowledged as a means of integration and advancement for individuals and the organisation, then people's expressed attitudes towards learning will be consistent and positive. Consequently, narratives can act as sources of learning in organisations if we accept and understand that language is a social action, and that its use is non-representational.

CONCEPTUALISATION OF LEARNING

In this thesis, learning has been considered in relation to the meaning it has in the organisational discursive context. It is argued that learning is synonymous with adult learning. As regards reflecting and narrative activity, learning in organisations is synonymous with organisational learning, embodying the uniqueness of individuals (Stewart 2001), in a similar way to collective or group learning. It is argued that learning is related to the learner as an individual, as a member of his/her learning environment - the organisation which functions as a smaller 'society' - and to the individual's understanding of meanings about learning. It is argued that learning is not a consensual object of thought, and that individuals construct learning differently through language, influenced by social practices and the construction of emergent identity.

Learning is implicated in the ways in which we experience others and ourselves, meaning the discursive worlds people inhabit, regarding their implications for possible ways-of-being. In this sense, it also involves one's warranting in consideration of future outcomes: "*where attributions of learning and of competence are socially consequential, as is the case in educational and work-related contexts, they primarily concern the warrantability of anticipations of future performance*" (Holmes 2000, p.2).

LEARNING CONCEPTUAL FRAMEWORK

In a constructionist reading of the situation, it is argued that we seek aspects of the (organisational) world in particular ways which are used for particular purposes (to serve the purpose of the organisation). Thus learning is linked as a relational product of the “activities” in which we engage in relation to the organisational purpose.

Figure 1 : Organisational Learning



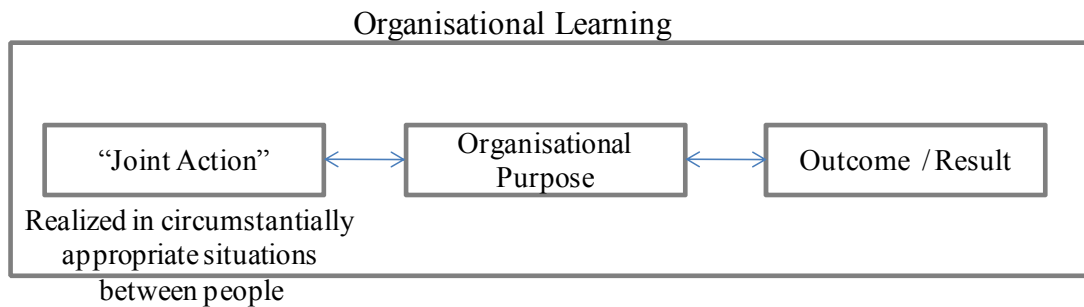
Following this argument, it is important to pay attention to the way leaders and managers lead, and to the quality of intervention they exercise in the learning process, because they are principally responsible for laying the groundwork for employees’ participation in social practices which prop up the “activities” for organisational learning. The outcome/result is seen as an interpretation historically founded, contextually verifiable, linguistically generated and socially negotiated (Raskin 2002). Organisational learning prescribes processes which explain how the organisation has evolved. Experimentation of the past is embodied in current practices, in which action is influenced by appropriateness of these practices to the situation. Shared perceptions of appropriateness are considered as an element of adaptation. As knowledge is linked to activity and purpose, embedded in a background common sense and history, organisational learning could also be seen as a process through which the organisation expands the repertoires and possibilities for action.

The situation for “learning” encompasses one’s inner plans, which are being partially shaped by the talk and activities of others. Consequently, a discursive shape of the situation pre-exists, in which people are involved in what Shotter (1997) calls “joint action”. This discursive shape embeds the ways of speaking, the way things are done, the ways of judging right or wrong, and structures a background common sense. For Shotter (2002), this background common sense (defined as ‘ethos’) determines what is ‘real’, possible and impossible, and what is ordinary and extraordinary. Although the person-world relations are both routed-in and structure this background by self-other conscious experiences and accountable forms, people are not aware of their involvement in this construction.

In this context, ‘joint action’ is a ‘*zone of uncertainty*’. This zone is situated between actions, which one is able to perform, and what happens irrespective of one’s will, out of one’s control. It is the unpredictable outcomes of people’s actions which generate an ‘*organised practical moral setting*’ between them (Shotter 2002, p.39). Without consciously realising, people develop and share between them a common sense world, which embeds moral enablement(s), constraints, privileges, obligations, etc.

Applying this concept of “joint action” to the organisation, it is argued that people could create appropriate practical moral situations among themselves, not necessarily containing any material measurable object, which keeps them aligned. However, these situations constitute something to which all can contribute, and which is maintained by commitments and promises; “*for those in a situation, they feel required to conform to the things within, because they call upon each other to recognize and respect what exists between them*” (Shotter 1997, p.5).

Figure 2 : Organisational Learning and Joint Action conceptualisation



“Joint action” is neither an individual action nor behaviour, but a dynamic expressive and responsive relation with others and the surroundings. It is a state in which natural propensity and cultural influences are interrelated. Shotter (1998, 1999 and 2005) argues that when people engage in joint action, they are in an impulsively responsive relation to others. Their activity then is not an activity of their own, but is shaped by being responsive to the activities of others. Consequently, the actions of the “joint action” are actions of those involved and not actions of one or the other. Shotter (2005) defined “joint action” as “the dialogical” or “the chiasmic”, an activity which is constitutive of peoples’ social and personal identities, and determines the ways of knowing available. “Joint action” lacks specificity; despite having an intentional quality that creates a social bond, and as a living activity, it points towards the events around and towards the expectations for the future, therefore it leaves open the possibilities for action.

“People can have a sense of belonging in people’s reality, only if others around them are prepared to respond to what they do and say seriously; that is if they are treated as a proper participant in that people’s authoring of their reality, and not excluded from it in some way. For only then will they feel that the reality in which they live is as much theirs as anyone else’s” (Shotter 1993, p.39).

Contrary to what Clark (1996) argued, namely that people are involved in joint action when there is a coordination problem, this study favours the positive effect that positive emotions have on people regarding Fredrickson’s (1988) “build and broaden” theory, which allows them to produce a collaborative joint action with unpredictable results, through the mediation of shared meaning. Therefore, instead of locating people’s participation in coordination as necessary to solve a problem, this study suggests that a joint action is a moral state with rich potential in which people respond sensitively towards each other: “they are there” in their relationships, acting together as “we”. It is not as if one is coordinating with the other, but as if both are being sensitive towards each other.

Shotter seems influenced by Vygotsky’s joint activity definition. However, despite the lexical comparability of Shotter’s joint action with Vygotsky’s joint activity, these concepts are different. It is the lack of specificity and of intentional cognitive performance, which differentiates Shotter’s joint action from Vygotsky’s joint activity. However, it can be argued that both share the social element of understanding and knowledge construction, through the collaborative talk and interaction around meaningful activities like tasks, problems and tools. Roth (1998) has argued that although socially and culturally organised, joint activity serves mainly one’s cognitive needs. That is to say, novices participate in practice until they develop the necessary skills to manage the activity on their own. This incorporates Vygotsky’s notion of mastering scientific concepts with systemic and teacher-directed instruction. The concept of joint activity has been extended by Cole (1985) cited in Roth, to collaborating peer groups, it has again remained focused on the exchange of differential expertise for increasing participants’ cognitive competence.

The following example has the objective of defining “join action”. It comes from the author’s experience, as he has been simultaneously an observer and participant of the researched organisation:

“The management team of the organisation we researched decided to emphasise dramatic improvement in results. This required alignment and belief that this was something possible; at the same time this was not possible following the known thinking, practices and

patterns of justification and planning. Since there was no “rational” evidence for the anticipation of realising this “possibility” in the future, the management team, being within the situation, had to conform to the things within, not because of its “possibility” but because of moral forces of commitments, and promises, not because of delegation of rights or duties but purely due to moral enablement(s) between them. Therefore, connection between them was based on the commitment of each member of the team to contribute to the construction of the new organisational (social) reality” (Researcher’s experience, 2007).

This view calls for a new conceptualisation of learning more aligned with situational learning. However, this conceptualisation goes further than social constructionism, and/or situational learning, since it builds on the individuals’ contribution, to achieve a more flexible and efficient organisation. The positive relational meaning of all members of the organisation is the key element in this conceptualisation. This allows for the participation in joint action and makes the individuals think and act for the organisational purpose. The participation in this process is defined in this thesis as “productive positive” organisational learning.

‘Productive Positive’ Organisational Learning

Positive organisational learning is situated within the context of a broader conceptualisation of situated and transformative learning, in which each member’s participation within a joint action is the key element.

This learning is productive and positive, because it stems from positive relational meanings of work, and consequently from positive emotions generated by positive meanings, and is embedded in an appropriate culture. Practices and leadership that ensure the exchange of valid information, transparency and openness, clarity of tasks, ownership and accountability, support this culture.

The main difference with double-loop learning is that productive positive organisational learning is the result of a meaning-creation process, not a personality trait characteristic and not drawn from a rational cognitive process. This is situated here as the capacity to be able to think the unthinkable. To do so is to make something possible, that before was impossible. It is much more than double-loop learning or deuterio-learning (learn to unlearn) as defined by Argyris (1999). Despite this, it shares similar elements with the former. What differentiates it, is that it does not follow parameters set by the organisation, but is referred to as something resulting from the goal-congruent event of the achievement of commitments of importance and from the personal positive meaning of each and every actor in the organisation. Productive positive learning results from

positive appraisals of the meaning that work has for the individual, and incorporates an increased psychological, social and cognitive coping capacity.

Deutero-learning (Argyris 1999), is a type of ‘productive positive organisational learning’ which again faces the limitation that it is based on a single prerequisite of cognitive rationality. True productive positive learning is the learning that occurs between conflicting factors of adversity and ‘liminality’. Learning takes place mostly at the limits of the organisation in terms of inherently old and new structures. It is then important to understand that people need an extra capacity for openness and broadening, because they feel the vulnerability and the threat that this openness process creates per se. At such moments, the organisation needs productive positive learning delivered by its members who paradoxically are the ones most threatened by this process. The capacity of people to demonstrate true openness within difficult moments serves organisational objectives for the unconditional achieving of efficiency and effectiveness, while at the same time helping the positive relational meaning for the individual.

Positive emotions work to develop the increased cognitive and emotional capacity that these moments require. The broadened individual can seek and look towards alternative courses of action because he/she is able to find positive relational meaning in the appraisal of the person-organisation relationship. This process is of course dynamic. Positive relational meaning results in new positive emotions, creating broadening and increased cognitive capacity, which in turn strengthens the ability to find positive meaning in everyday life endeavours. Under such a scheme, the individual is capable of accepting change as an everyday activity and develops the capacity for continuous adaptation to the environment by managing change, and not just by coping with it. In that way, individuals occupy new behaviours according to the needs of effectiveness, irrespective of the period the organisation is going through. Either it is a positive organisational period or one of crisis.

Positive relational meaning is drawn from experiences of competence, achievement, involvement etc., and there is no positive relational meaning that is drawn from negative experiences. Meaning derived from negative experiences serves the emotional coping with avoidance or is a different and new meaning. This is a cognitive coping, which alters only what is in the mind and which does not allow productive positive learning to occur. This is so, because the emotions generated in this case are negative, and it is the emotions that do not allow learning to occur.

The similarity between transformational learning and productive positive learning lies in the sense that both require a procedure of changing structures of thought by reflection -in a more integrated perspective- of habitual practices, current policies, value-frameworks and strategies.

CONCLUSION

Turning from viewing learning as an individual's situation to a social one, it directs our attention to the relationships within the organisation and the leadership role. Preferred approaches towards learning are those situated as socially constructed involving the individual, others and the organisation. Learning is implicated in the ways people see themselves in relation to their possibilities of action and in the implication of these actions for self and subjective experience, being involved in joint action. This, when it draws on positive relational meaning, is defined as productive positive learning, and extends to situational communities of practice and transformative learning. However, the central element of all of these approaches is that learning, meaning and understanding are all defined in relation to actional contexts rather than to self-contained, mental or linguistic structures.

Chapter 3 - PREVIOUS RESEARCH

Findings from the work in document 3 suggest that organisations are very emotional places. The discursive object “positive emotion” has been constructed in ways that built on intellectual, social, and psychological resources. The organisational context prepares the ground for permitted and proper emotional experiences, practices and behaviours, in a social context of constant discourses of exchanges. Positive emotions have been constructed as something requiring a mutual beneficial arrangement between employee and organisation in a form of exchange. They have been constructed in relation to the psychosocial needs of socialisation, security, fulfilment, recognition, evaluation, reward, and job satisfaction, drawing on social arrangement and psychological discourses. These have indicated that many things depend on the quality and the continuity of the subjects’ relationship with the organisation. The construction of positive emotion in psychological and romantic discourses related to performance has positioned the employee in a dependable condition of exchange with the organisation, and has created emphasis on the engagement issue with the organisation.

The findings have suggested that positive emotions have helped people to pursue positive meaning components. These meaning components are related to reward, positive evaluation, good cooperation, recognition, accomplishment, achievement, responsibility and development in the organisational context.

People experiencing positive emotions seemed able to pursue positive meaning components, like problem solving, learning of new information and creativity. These components drew upon the development of intellectual resources. Similarly, acceptance and solidification of bonds with colleagues were components which helped the development of social resources. Finally, optimism, sense of identity, goal orientation and security were components which built on psychological resources. Positive emotions have also been related to knowledge-creation, cognition and attention, serving in this way in a broadening process.

The findings of document 4 provided some signs that positive emotions are related to learning. Findings suggested that individuals who were experiencing positive emotions before a learning event were also likely to experience positive emotions afterwards. Moreover, individuals in that state had a higher likelihood of overall positive cognitive appraisal, since they had assessed the learning event positively, regarding its pleasantness and relevance to their personal goals. In document 4, we researched the research problem of positive emotions and learning in the organisations, using two main propositions.

Proposition 1: people experiencing positive emotions before a learning event were more likely to also experience positive emotions afterwards.

Proposition 2: those with positive emotions before the event, who maintained those positive emotions afterwards also had a high possibility of appraising positively the three dimensions of appraisal of the learning event, namely: pleasantness of the event, relevance to personal goals, and coping ability.

For this analysis, we have used an experiment to test the experimental propositions above, where the independent variables in our experiment were the showing of the film and the learning event, while the dependent variable were the emotions.

Researchers had not tested these propositions empirically before, so we believed that structured research was suitable in order to get empirically tested indications about the possible positive correlations of positive emotions and learning.

Although the learning event used as the independent variable took place with the same format and content and within the same context as the official learning event which was about to follow, the organisational context illustrated partly a clinical experimental context for three reasons. Firstly, invitations sent had an informal style. Secondly, people knew it was a pre-learning event and not the official event per se. Thirdly, the learning process took place in a normal working day, and participants were free to participate or not. In brief, the whole process represented for the participants a free choice for self-involvement, but it had a structure according to the organisational standards from the beginning.

Findings have established positive correlations in subjects who started with positive emotions before the learning event, and who had positive emotions after the event. The same was not true for those subjects who started with negative emotions.

In the second part of the research, a positive correlation emerged in subjects who felt positive emotions after the learning event, with two dimensions: relevance of the situation to personal goals, and pleasantness of the situation. Subjects feeling positive emotions saw the learning situation as relevant to personal goals, and marked the learning event as a pleasant situation. From the regression analysis, we noticed that those who felt positive emotions after the learning event were likely to evaluate positively the pleasantness of the situation dimension. The positive correlation was $0.652 > 0.05$ level of significance. The sig. was $0.03 < 0.05$; thus the H_0 was rejected. Similarly, the dimension of relevance of the situation to personal goals presented a positive correlation.

R was 0.618, while r^2 was smaller than the previous case –indicating a rather weak overall correlation $r^2=0.382$. The sig. was $0.043 < 0.05$, and allowed us to reject the H_0 .

On the other hand, we did not outline a correlation of positive emotions with the ability to cope. For the ability to cope, the positive correlation was $r=0.425$ and $r^2=0.181$, signifying a very small overall correlation. The sig. was $0.192 > 0.05$. Therefore, we did not accept the H_0 and we understood that the two values were irrelevant.

In conclusion, document 4 results suggested a correlation of positive emotions with positive appraisals of an event’s pleasantness and relevance to self. These, together with the findings from document 3, have informed us about the mediation effect of personal relational meaning. The positive and negative meaning components involved are depicted in the following tables:

Positive emotions

Reward	Positive reappraisal	Positive evaluation	Good cooperation	Recognition	Approval
Achievement	Responsibility	Authority (control)	Learning	Productivity	Socialisation
Problem solving	New information	Creativity	Solidification of social bonds	Optimism	Sense of identity
Goal orientation	Security	Knowledge	Satisfaction	Fulfilment	Commitment (used as alignment)

Negative emotions

Narrowing	Avoidance	Socialising problems	Communication problems	Difficulty in understanding	Denial to cooperate
Non- alignment	Loss in an exchange	Work load (content)	Tension	Unbalanced work life – personal life	Un-honest communication

Source: Document 3 research results

CONCLUSION

Documents 3 and 4 demonstrated that people refer to positive emotions using examples and descriptions of situations full of positive meaning for themselves. However, their reports of meaning depicted its internal-social ‘negotiated’ structure. Positive meaning and positive emotions were rooted in a shared structure of feeling, a background in which both were formative of the social realities people occupied. People forms of life and expressions regarding positive and negative emotions were developed in relation to relational meaning, which was about what was felt as right or wrong, appropriate or inappropriate by them, as well as by the others around them.

The following chapter sets out to show how previous research led to the development of the propositions of this thesis, providing an overview of the conceptual framework incorporating all the elements of theory that support the propositions of the thesis. For that reason, a model is used. The model does not claim to represent an exact replica of ‘reality’, but serves rather as an operational overview of the various elements. As such it is a selective representation of the world.

Chapter 4 – PROPOSITIONS AND RESEARCH QUESTIONS

RESEARCH PROBLEM

How do positive emotions facilitate learning in organisations?

THE DEVELOPMENT OF PROPOSITIONS

The findings from documents 3 and 4, and the literature review, suggest that positive emotions are involved with positive relational meaning in the organisational context:

Research findings in document 4 have established positive correlations in subjects that started with positive emotions before a learning event, and had positive emotions after the learning event. This was not true for those subjects who started with negative emotions. In the second part of this research, a positive correlation emerged in subjects who felt positive emotions before and after the learning event, with the first two dimensions of appraisal: the relevance of the situation to personal goals and the pleasantness of the situation. Subjects, feeling positive emotions before and after the learning event saw the learning situation as relevant to personal goals, and marked the learning event as a pleasant situation. On the contrary, the third appraisal dimension of coping showed no correlation, and could not justify a link between coping and positive emotions felt before and after the learning event.

Fredrickson's (1998) '*broaden and build model*' of positive emotions suggested that positive emotions broaden one's momentary thought-action, building physical, intellectual and social resources. Positive emotions are capable of broadening the scope of attention, cognition and action, stemming from, but also giving form and structure to, positive relational meaning.

The interpersonal organisational engagements are full of meaning for everyone involved, because one's relational meaning is created by negotiating goals in relation with others and the environment (Lazarus 1991b) , (Fredrickson 2000c). In an organisation, relational meaning as the outcome of the appraisal process relates to social and psychological need satisfaction and situations, some of which point to a leadership role, others to practices, and some to the role that one's professional identity plays within the organisation. Being the mediator of thought and speech, involving the self and others, when shared by the participants in particular circumstances, meaning embeds legitimate agreements and a certain relational ethos for those participants. When this shared relational meaning is positive, it allows participation and alignment, and eventually supports learning as defined in the present thesis as one that incorporates positive relational meaning, involvement, engagement, and has cognitive, psychological and social dimensions.

People enter into a learning situation whenever they see positive relational meaning for themselves, whenever they consider the environment safe and not threatening, and whenever they perceive future endings favourably for their own advancement. Since positive relational meaning is the main element for reporting connection, engagement and alignment with the organisation, searching for the elements involved with the development of positive relational meaning in the organisation, was decided.

These have influenced thinking, in the sense that if one could “infuse” organisational situations with dominant elements related to positive relational meaning, one could manage to improve organisational learning.

Furthermore, it was predicted that people with positive relational meaning, are in consequence involved in “positive” joint actions with other people in the organisation, resulting in alignment with the organisational purpose.

In brief, people having positive affect are likely to be involved in a “productive positive” learning process, which emerges as a product of joint action, alignment to the organisational purpose and positive relational meaning from an engagement with the organisation. The participation, and not the outcome, of this process is what “productive positive” learning is, which results from engagement with the organisation. It was therefore to be expected that:

Proposition 1: The effect of positive emotions on learning is “mediated” by positive relational meaning.

Proposition 2: Positive affect individuals are likely to develop positive relational meaning from their relationship with the organisation, whilst the quality of their relationship expresses the extent of self-engagement with the organisation.

- *It is expected that those individuals construct positive relational meaning upon and from an engagement relationship, which covers the components of psychological and cognitive needs satisfaction. [Self-determination (drawing on support and autonomy), competence (drawing on structure), and relatedness (drawing on involvement)].*
- *It is also expected that those individuals construct positive relational meaning from satisfaction of achievement, affiliation, intimacy and power social needs.*

Positive relational meaning is the reading of a positive relationship of the individual with the organisation, and this relationship represents the extent of engagement with the organisation. “En-

gagement is a term that captures the intensity and the emotional quality people show when they initiate and carry out activities[...] when highly engaged people behave in ways that are active and that allow them to express positive emotions” (Reeve 2001, p.109). The origin of engagement is the fulfilment of the psychological needs for self-determination, competence and relatedness.

Proposition 3: Positive affect individuals are likely to be involved in “joint action” with others, having a clear sense and alignment with the organisational purpose.

- *It is expected that quality interpersonal relationships, which satisfy psychological, cognitive and social needs, help the involvement with others in “joint actions” realised in circumstantially appropriate situations.*

Proposition 4: Leadership is expected to play a catalyst role in the creation of positive relational meaning because it influences, through working practices, the quality of interpersonal relationships.

RESEARCH QUESTION

The research question of the thesis is:

- What are the components of meaning involved with positive emotions and organisational learning? How does relational meaning mediate between positive emotions and organisational learning?

CONCEPTUAL FRAMEWORK

In order to ‘guarantee’ performance outcomes, leadership should find a way to generate alignment and participation towards organisational purpose. In the model below, we propose that leaders could change or restructure the background common sense or ‘ethos’ of the organisation, through the development of moral arrangements, enablement(s) and commitments of people in joint actions towards the organisational purpose.

To do this, and bearing in mind the fact that leadership influences organisational purpose, leadership has to secure (by its involvement) the quality (with the meaning of engagement) of interpersonal relationships, constant support of identities and of organisational practices.

In doing the former (engagement), the key areas of leadership team involvement and work in ‘managing’ for quality for interpersonal relationships are the following:

1. addressing and covering psycho-cognitive needs
(self-determination, competence, relatedness) and

2. addressing and covering social needs
(achievement, affiliation, intimacy, power).

In doing the latter, the key areas of leadership team involvement and work in the ‘leading’ of practices and identities are the following:

1. positive feedback;
2. autonomy support;
3. optimal challenge;
4. initiative and choice;
5. communal relationships and
6. clear structure and roles.

When work on the above elements results in the development of positive (relational) meaning for the staff of the organisation, a committed action(s) towards the organisational purpose develops. In that interactive process, positive emotions help, since they relate with positive relational meaning. Meaning is the mediator which connects people to ‘productive positive’ organisational learning.

Figure 3: Conceptual framework



Source: Chapters 1, 2, 3 & 4

OPERATIONAL RESEARCH QUESTIONS

In consequence of and in support of the propositions, the main operational research questions were the following:

Question 1: How have managers constructed meaning in relation to any job, their job, supervisor, colleagues, and subordinates?

Question 2: How have managers perceived how their supervisors, colleagues and subordinates construct meaning?

It was expected that the above questions could provide answers about managers' relational meaning from their relationship with the organisation, concerning the engagement stemming from psychological, cognitive and social needs satisfaction.

Question 3: How have managers constructed opinions about what was going on, what should have been going on, and what could have been their contribution?

It was expected that question 3 could provide answers about the practices within the organisation, professional identities and leadership influences.

Question 4: How have managers constructed the future, in relation to the organisational purpose?

One should bear in mind that the objective of the research questions was the identification of the variables involved in linking positive emotions and organisational learning. Supporting the four propositions, and the exploratory nature of this thesis, it is argued that questioning of the "How" identifies with questioning of the "What?" (are the variables involved?).

As a result, an interview discussion framework (appendix 3) was developed, to approximate answers to the above research questions and propositions. The questions therefore became more specific to the discourse analysis application:

1. *How was meaning constructed for those who possessed a positive, negative, or a neutral affectivity ratio?*
2. *What discourses were identified by those who possessed a positive, negative, or a neutral affectivity ratio, and why?*
3. *What was their coping capacity?*
4. *How did they see change? (What discourses were constructed in relation to change?)*
5. *What were the implications for learning from their constructions, positionings and actions?*

CONCEPTS IN SUPPORT OF THE FRAMEWORK

Relational Meaning

Lazarus defines the whole process of appraisal as *relational meaning*, which is the cognitive basis for an emotion, and which takes into account both the personal stakes and what confronts one's well-being in the environment (Lazarus 1991b and 1994b) and Chapter two.

Leadership

From one aspect, the leadership role influences the organisational purpose in relation to its clarity and its communication to all members of the organisation. Lack of clarity in the organisational purpose affects the clarity and the congruence or incongruence between the primary and existential task. From the other aspect, the leadership role sets the practices, and facilitates or impedes the emergent peoples' identities in the organisation, affecting individuals' psychological, cognitive and social needs fulfilment.

An environment where there is a combination of structure, positive discipline, high expectations, clearly communicated guidelines, nurture and opportunities for meaningful choice, is one that facilitates achievement of self-actualisation and engagement.

Structure

Those leaders who communicate clear expectations regarding performance, follow up, offer help, provide challenges, and adjust their interaction style according to the capacities of others, provide structure. Structure enhances engagement, because it involves and satisfies the need for competence.

Involvement

The quality of interpersonal relationships between a leader and an employee, and the willingness of each to dedicate psychological resources to the other, is all about involvement (Reeve 2001). As argued above, involvement enhances engagement, because it involves and satisfies the need for relatedness. Relatedness satisfaction requires the development of a social bond between the self and others. It is essential that the self looks important in the eyes of others.

Leaders expressing affection "are there" for others, listen empathetically, remaining attentive to others' needs and emotions, and sharing personal feelings, attention and energy, create involvement.

Autonomy support

Leaders, by providing others with choices and options, being flexible, supporting employees' initiatives, and being rational regarding demands, support autonomy. Autonomy support enhances engagement because it involves and satisfies the need for self-determination.

Drawing on the suggestions of humanistic psychology, we could argue that people are basically cooperative, constructive and trustworthy, and that when they are free from defensiveness, they can be positive, forward-looking and constructive. They possess the capacity to move from a state of maladjustment to a state of psychological adjustment. This ability could only be released within a relationship, which, according to Rogers, has the characteristics of a therapeutic relationship. The function of the leader is to facilitate this relationship by providing conditions that lead to meaningful self-participation. In comparison with the therapist's job, three conditions seem to be important: realness; prizing, acceptance and trust; and empathic understanding. Thereby, the leader of the organisation should be authentic and honest in his interactions with the members of the organisation, should not judge as wrong or right what is said and felt, and should be involved in empathic understanding, which is exercised by non-evaluative listening and responding.

Emotional impacts

It is argued that leaders can influence their followers' emotional state in many ways (George 2000). For, example, leaders who feel excited, enthusiastic and energetic are likely to similarly energise their followers. Leaders who feel distressed and hostile are more likely to negatively activate their subordinates (Brief 2002). This is known as transformational leadership, where leaders use strong emotions in order to arouse similar feelings in their audience. With regard to that, it has been shown that: *"transformational leaders are more optimistic than other types of leaders. As transformational leaders set challenging goals, often in difficult situations, it is essential to have convinced their members that these goals are feasible. Maintaining optimistic mood is very important to this sense of success"* (Lewis 2000, p. 222). Recent findings suggest that leaders' influences upon emotional process variables were found to have a large impact on employees' performance (Humphrey 2002). He concluded that managing team members' emotional states (such as optimism) is the main way in which leaders influence performance. A few years ago, Lewis (2000) found in a laboratory study that leaders' negative emotional attitude influenced the participants' affective state. Negative emotional display had a significant and negative effect on participant's assessment of leader effectiveness, compared to a more neutral emotional state.

Organisational Purpose

A strong relationship to the organisational purpose gives a unified direction and inspiration that energises and focuses the thinking of everyone involved in the organisation. Seen as congruence between the normative primary and the existential task, organisational purpose involves a positive appraisal of the goals at stake for the individual, and for the individual's confidence in the actions of the organisation in relation to his/her well-being. This appraisal results in positive relational meaning and in the construction of an optimal individual-organisation relationship. It is further accompanied by one's coping ability and expectations for the future which, when positive, lead to the positive relational meaning being involved in a positive emotion(Lazarus 1994b).

On the other hand, eventual goal incongruence creates negative appraisals, resulting in experiences of negative emotions. These cases have monopolised the interest of the organisational development researchers and organisational psychologists, since they are more commonly observed, and since they possess a specific action tendency, which is directly related to problem-focused coping.

Chapter 5 - METHODOLOGY

INTRODUCTION

Chapter 4 identified several research questions and the conceptual framework; this chapter discusses the major methodology used to collect data, which helps to understand further the theoretical implications of the propositions. This chapter should allow another researcher to replicate the research; therefore, the chapter attempts to elucidate the exact procedures followed. It also needs to provide assurance that appropriate procedures were followed. The chapter is organised around five major topics: justification for the paradigm and methodology, research procedures, reflexivity, limitations of the methodology and ethical considerations.

JUSTIFICATION FOR THE PARADIGM AND METHODOLOGY

The major methodology of this research has been qualitative. The qualitative approach of this thesis aimed to explore meaning, to investigate little understood phenomena, and to identify important variables in order to enhance or generate new propositions for further research (Oppenheim 1992; Remenyi et al 2002). It might well be chosen for the investigation of issues like emotions, meaning and learning, which are difficult to measure (Remenyi et al 2002). The objective was to explore and understand the propositions in order to develop an analytic generalisation (Yin 2003) and not to accept or reject them by finding enumerating frequencies ending to a statistical generalisation (which was not possible).

PARADIGM

Chalmers (1999) questions the validity and reliability of the “power” (principle) of induction, while Feyerabend (1997) takes a two-fold perspective. Feyerabend contends that the rules of science that methodologists follow cannot cater for the complexity of humans and the nature of the outcomes of their actions and decisions. It seems that in order to make a conclusion, one should fly among different philosophies, choosing each time one that fits the situation. Feyerabend says that science is facing opposing explanations, since induction contains inferences and observation of events and deduction contains ideas and explanations for them, which results in a kind of recycling of ideas and facts. *“Science never faces things for the first time and objectively”* [Quote is the Author’s translation from Greek] (Feyerabend 1997, p.49).

Feyerabend’s argument makes the value of research and methods speculative, since things that we know, or happen to know, by researching them, have already been seen in a way that carries with them a certain preoccupation. This argument is very important, as it confuses the whole structure

of the story being told. Under this approach, it seems that there is no differentiation between methodologies, research approaches and validity and reliability frameworks.

Conceptual frameworks and the propositions are not as a rule subject to approval or rejection. Since the working ‘hypothesis’ is related to the experiment, it should be considered as ‘real’ and ‘valid’ as the experiment itself. It is as if it has been accomplished by the time it is developed. Bachelard (1986) states that ‘hypothesis’ is then the same as synthesis. Thus, scientific inquiry is a valid and legitimate field, because the need for the experiment is set before the empirical observation.

People seek aspects of the world in particular ways for particular purposes. Knowledge is therefore created and then taken as the ‘truth’ about the world. So activities for certain purposes create knowledge and ‘truth’; activities for other purposes create other knowledge and ‘truth’. Under this relational understanding of knowledge, it is argued that there are no facts which are “true” for all cultures and times. Shotter (1997) argues that people frame all the answers to the questions in ways which are related to the activities they carry out, arguing that knowledge emerges as a product of activity and purpose.

Scientific inquiry is naturally inductive, and the relationship between theory and experiment is so close that no method could retain its certainty and its value (Bachelard, 1986). Similarly to Feyrabend, Bachelard sets out to prove or disprove an established set of assumptions, which reconstructs ‘reality’ when it tries to reconstruct the prior positions or the known schemata. Whenever we run experiments, we use tools which are established theories, or bring with them some established theories. Consequently, a pure inexperienced scientific phenomenology cannot exist, since it is guided by whatever it constructs. Denzin’s (1991) writings posit the same argument, indicating that science does not represent ‘reality’, but a discursive construct, based on language and reason. On the other hand, reason and arguments used to substantiate scientific claims draw on evidence of some ‘theory’ outside the researcher. Therefore, evidence is presuppositions-and theory-laden, which affects the researcher’s perception of the world.

A non-relativistic view of Social Constructionism

Social constructionism contrasts with the positivist traditions, and states that our understanding of ‘reality’ is not a single representation of the ‘out there’, but it is both the result of individual and social processes, mediated by language, which transforms our experience. Experience and ‘reality’ are constructed. Knowledge is a social construct, since it relies on the socially constructed tool of language. Hard versions of constructionism are committed to an ‘anything goes’ relativ-

ism, which subjective ontology wants 'reality' as a purely social construction, and 'truth' as an illusion. Accordingly the status of knowledge is altered in the post-modern thought. Lyotard (2001) sees knowledge in the form of information as the major stake for power, which in the way it is produced in order to be exchanged or consumed in production, ceases to be an end to itself and loses its use value. For Lyotard, no one holds the 'truth'; there are no authorities while the texts simply exist. He believes that as long as we can 'produce' 'truth', it is acceptable to think that 'reality' is the way we say it is. The position taken by Foucault (2003), that the social order in the world relies much more on our internal forces and much less on the external forces, suggests clearly that structures do not exist outside people, but as creations of human beings themselves (Watson 1993).

Social constructionism conceives the social space as discursive in nature, and regards the process of meaning-creation as a never-ending process. Whatever is considered to be an existing psychological object with a finalised objective entity, like intentions, memories, perceptions and emotions, is seen as still being in the process of construction. It will vary in different discursive circumstances, depending on one's perception of how self is positioned in relation to one's endeavours and to the endeavours of others. Thus, 'social reality' is a product of meaning negotiation by people involved in behaviours, actions and situations. Consequently, observation and sensory experiences are not enough to see what 'reality' looks like. However, Denzin (1997) argues that the validity or authority of an observation is determined by the nature of the critical understandings it produces. 'Truth' then resides in agreement to a critical understanding (meaning). However, agreement is a rhetorical question and is about the persuasiveness of an argument (Van de Ven 2007). It presupposes that a certain background 'ethos' develops together with theory 'logos' and 'pathos'. Consequently, social science as the creator of persuasive arguments, reaches consensus about 'truth' only partially by language and by the shared meanings which persuasive arguments produce.

It can then be possible that social constructionism somehow authorises talking about a background 'ethos' of structures like society, as being "*objectively real things ... when no such orderly 'things' or 'structures' as such may actually exist*" (Shotter 2002 p.30). It might then be said that since the background 'ethos' is rooted in talking, and since talking gives back structure and form to the background, this situation 'requires' participants to 'author' in 'justified' ways, which are grounded in the background circumstances others share.

This I believe is the criticism of Nightingale and Cromby (2002) of the strictly discursive version of constructionism. The authors believe that as discursive practices and experiences are rooted in

and structured by aspects of ‘external reality’ as subjectivity, embodiment and power, language is not either ‘theory’-neutral or self-referential.

Between an oversimplified objectivism and extreme relativism, adopting a more reflective paradigmatic position integrates realist and pragmatist views of thought, helping us to think more efficient and not simply in different, ways.

Therefore, in adopting a more inclusive version of social constructionism, it can be argued that there is no necessary connection between social constructionism and relativism. At the same time, we remain sceptical in explaining the knowledge that positivism is producing. Positivism does not provide any answers as to how social reality is socially constructed, or how people interpret their actions.

Conversely, we see reflexive interpretative research accurately searching for social reality, which is derived from subjective experiences through interaction and language. Interpretative research is complex in a way that asks us to work on meanings and interpretations, and to adopt a processual perspective towards the subject of research. But if one accepts a non self-referential role of language which constructs and partially describes ‘reality’, then the interpretive approach to research is a one-way ticket.

The Role of Language

The role of language is not representative, but relational; it co-constitutes ‘reality’ by incomplete referencing and partial description of the structure of a phenomenon. Language is not self-referential and its use is performative (Shotter 1997) (Raskin 2002). People use words, in order to describe what they want to construct, persuasively, in order to support their goals. Use of language is critical and we understand that in social contexts like the organisation (Holmes 2005), some ways of constructing ‘reality’ through language are dominant versus others. Some accounts seem stronger than others, because of warranting modes which are employed in the construction of identities.

Validity and Reliability

Since science and logical arguments are built up on other arguments and other theories, the effort of validity remains a phenomenological valid effort under which what is claimed as valid cannot ever be completely valid for everyone. This study deals later with the notions of reliability and validity in more detail, in the ‘sampling’ and ‘reflexivity’ sections.

Research and Practice

Hammersley says that we should not expect research to demonstrate what it is best to do, and which techniques are best to follow. We should not expect research findings to have clear and substantive practical implications, but instead we should expect more uncertain and unpredictable effects of research on practice. This view of social life is prominent, especially in qualitative research.

In seeking knowledge, we should bear in mind that research assumptions creating knowledge are never value-free. Thus, Hammersley writes:

“The image portrayed by the engineering model- of researchers showing practitioners what it would be best to do-[...]is systematically misleading, in giving the impression that practical prescriptions can be derived solely from factual research findings”(Hammersley 2000, p.394).

In an article on the attacks by Hargreaves on educational research and its ability to serve or not serve policy-makers and practice, Hammersley outlined the contribution of qualitative research, which he defended on the basis of Hargreaves’ five capacities of symbolic interactionism research. Hammersley argued that today there is more need than ever for research to serve those five functions.

The first function is the ‘appreciative’ capacity, which stresses the importance of revealing understanding and the rationality of subjects’ points of view, otherwise neglected or disguised, without interfering in moral and political judgements, following a correctional perspective. In other words, to conduct research for the sake of those with whom the research deals: i.e. for the employees in the organisation, and not for the decision and policy-makers.

The second capacity is the ‘designatory’, which restricts the ability to provide different perspectives of existing categories, and therefore also restricts new perspectives in knowledge, by revealing tacit and informal designations which the subjects we investigate might use in practice.

The third is the ‘reflective’ capacity, which means that research should seek to reflect what is actually happening, and not what should be happening. As an example, Hammersley uses a work on education by (Measor 1983 and 1999, cited in Hammersley) and clarifies:

“This research has underlined the complexity and diversity of pupils’ attitudes and behaviour: that they have other concerns besides education and that they may use the school curriculum as a resource in dealing with these” (Hammersley 2000, p.397)

In another work on education examining the relationship between emotions, learning and work avoidance goals, Seifert and O’Keefe (2001) suggested that ‘what was actually happening’ was that emotions seemed to be directly related to goals and that competence and control were predictive of a learning goal, while lack of meaning has been related to work avoidance.

The fourth function is the one of ‘immunological’ capacity that research should incorporate. By that, Hammersley means that through qualitative research we should indicate the necessary ways to make treatments, despite the resistance levels. However, he makes a negative criticism of the fact that management expertise is the only accepted feedback in this process, while resistance groups are considered drawbacks that should be withdrawn. Hammersley proposes a rather different view of the “*immunological capacity of qualitative research, [...] to immunise us against, grandiose schemes of innovation, [...] against the ‘idolatry of the new’ more generally*” (Hammersley 2000,p.398).

The fifth capacity is the ‘corrective’ capacity. The main criticism here is that modern social theories take many things for granted, and forget about the complexity of the world and the motives that shape human behaviour, as well as the ways these motives are constructed and structured in different institutional contexts (cultural contexts) and history. Therefore, can qualitative theory clarify the ‘validity’ and meaning of concepts and ideas in the social theories, by providing corrections in the perspectives under which we see these theories?

In brief, qualitative research is able to grasp the plethora of people’s views and shows that their behaviour is not limited to stereotypes or to specified and predicted views that for example, today’s HR policies represent. Hammersley states that: “*viewing people as though they were simply for or against ‘change’ – as innovators or dinosaurs- is to miss a great deal. [...] What is an improvement is not always a matter of consensus (that there are always diverse perspectives); and that problems often cannot be solved by sheer act or will, by putting in more effort, or through trying to make practices transparent*”(Hammersley 2000, p.400).

METHODOLOGY

A Quantitative Methodology

Although qualitative and quantitative approaches generally seem to clash with each other, a quantitative instrument was also used (having a secondary role), to repeatedly measure participants’ affective states over a period of five consecutive weeks(PANAS-x questionnaire in appendix 2. Watson and Clark (1994) introduced the PANAS-x questionnaire in order to measure positive and negative affectivity. It is not the intention to defend quantitative or positivistic research here.

However, this instrument was chosen as an established and therefore valid (as per the positivistic tradition) instrument, to obtain a classification mapping of affective states in some discrete positive and negative categories. Considering replies as single representations of what is going on out there (in people's minds and lives) could have been inappropriate for the focus and the task of the thesis, especially with a concept such as emotions, which are also socially constructed. Replies provide a way of constructing 'reality' rather than simply reflecting it (Harre 2002). They are in a continuous process of construction, a responsive argumentation between self and others, a testing and checking of what is at stake, of whether one's actions can be accepted as fitting in with the forms of social life and of how one is positioned in relation to others and to specific circumstances.

If the answer to the question: 'Indicate to what extent you felt this way during last week?' represents a construction; it surely has an impact on the way one intends to use and describe the findings. This was the reason we took measurements of affect for five consecutive weeks, in order to minimise bias from circumstantially prepared 'false' constructions of one's positive/negative affectivity, either to warrant an identity or because one thought this was the proper way to feel being a manager, involved in organisational practices.

The questionnaire's nature and purpose was to add affective states to discrete categories, to aid understanding, rather than to make wide generalisations from the findings of the in-depth interviews. That is to say, although the questionnaire had a secondary role in helping the formulation of research issues, it helped to identify the theoretical sample in order to extend and be able to theoretically generalise the findings of the main method.

A Qualitative Methodology

This research aimed to develop ideas and research propositions concerned with the understanding of how managers think and feel about meaning in the organisation. In-depth interviewing and studying subjects as individuals, instead of treating them as a homogeneous group, proved to be the best option. However, Remenyi et al (2002, p.55) argued that: "*The in-depth survey may be used either in a positivistic or in a phenomenological mode*". Miles and Huberman (1984) also suggested using quantitative techniques to analyse qualitative research, like rearranging arrays, placing results in a matrix of categories, tabulating the frequency of different events, using means, and generally following a quantitative approach to evidence. Silverman (2001) argued that quantitative measures, like counting techniques derived and based on participants' categories, could be used in qualitative research, providing readers with a better flavour of the data. Thereby, in the

qualitative analysis, the NVIVO-7 computer package helped us in handling non-numerical and unstructured data. The interview extracts have been indexed and linked in a structured way in order to facilitate further analysis. While this approach seems positivistic, it was used only to aid in structure and not in the interpretation of the findings. The processes followed are explained more in the ‘procedures’ section.

Discourse as a Methodology

As organisations are political places, where people’s actions are not irrelevant to personal goals and interests, all language talk and conversations take place with the objective of accomplishing a specific goal. Discourse analysis is the way of understanding talk as a social action, with the intention of certain accomplishments in a certain setting.

Discourse, from the point of view that language is a medium of interaction, is seen as a local achievement of talk and text in specific social settings. This is irrelevant to other levels of social reality, such as meaning and practice. Likewise, Potter suggests that discourse focus is language and language use in social contexts, and not meanings – for him language represents a focus other than cognition (Potter 2003 and 2006). From the point of view that language shapes social reality, discourse is seen as a system for the development and construction of levels of social reality. From this perspective, discourse is based on the forces and the relations of power established in discourse (Alvesson et al 2000). However, the former view that discourse is not able to provide stable and secure meanings about social phenomena, does not necessarily validate discourse analysis only at the level of language use. We agree that “*language is not the perfect mirror of materiality*” (Nightingale and Cromby 2002, p.705) however; in organisations, language usually refers to a variety of meanings and practices, and even functions to meet one’s objectives.

Viewing discourse as linguistic performance, it is not necessary for it to incorporate cognition, practices and action; however, it is rather unlikely not to be connected -even indirectly- to such other phenomena. Of course, there might be instances and settings where discourse could be carried out without necessarily constituting people’s subjectivity in relation to the opinions they express or to the stances they take, or in relation to their professional identity. However, this might be happening at a theoretical level and not in the organisational settings -as said before- which consist of personal agendas of goals and stakes. One should keep in mind that in organisations, language use could be a form of action, but that it can also have a representational mode, where statements correspond to phenomena which exist independently of them.

It is argued here that discourse in organisations drives subjectivity. In that sense, discourse frames many discursive constructions. Feelings, relational meaning and personal appraisals in organisations influence positioning and practices, and direct behaviour and action. Subjectivity is developed by language as well as by discursive practices like text, cognition, practices, expression and representation. Discourse drives subjectivity, including positioning, understanding, feelings, thoughts, practices, acts and beliefs. But people's subjectivity could also drive discourse, using language in an attempt to deliver meanings which are more or less related to the discourse. 'Objects of discourse' can only exist through the relationships that discourse establishes, relationships that enable them to form as objects of discourse. However, they are constructed independently of it [of the discourse] and as dependent on the discourse as a practice. In the political environment of the organisation, the use of discourse as a way to preserve a required identity to the others should not therefore be underrated.

Although the above positions have some contradictions in terms of the relation of discourse with meaning, the example of a politically conscious language user in the organisation suggests that a more 'stressed' discourse analysis is needed. In that sense, discursive constructions should be considered in a less strict and more speculative manner.

Some of the questions that this discourse might provoke are: "What do people do with language?", "Why do they use a specific language in relation to settings, audiences and time?", "What position do they take in relation to the rights and duties that hold in the discourse?", "What may they do?" and "What can be felt, thought or experienced within the positions they take?"

The answer to the above is to propose a rather sensitive use of language, as has been argued earlier, but which also arouses interest in finding broader patterns which go beyond the text. An option that deals with the role of language as a constituent of social and psychological life is Foucault's discourse analysis, in which the transcripts of the interviews are seen as culturally standardised discourses reflecting the particular setting of the organisation. The main question in this form of analysis is to find the implications for subjectivity and positioning of people, when they use certain words and develop certain discourses. Discourse is implicated in the process in which people are made subjects. People, by being made subjects, take certain positions of seeing and being in the world. Therefore, discourses help in the construction of self and subjectivity.

Consequently, that raises the question as to whether this availability of subject positions -taken in view or in effect of a certain discourse- is enough to discuss subjectivity, and how the relation of discourse with 'reality' is viewed.

What about emotional investment and the meaning people create in taking particular discursive positions? In this case, -as said before- the discursive construction of this meaning (open to further constructions) affects people's position as well as being itself affected by the discursive constructions in the organisation and by the positions people take in relation to these discursive constructions. This is an argument for the development of a concept of social science as a discursive practice (Delanty 2002).

Discourses might be present, but they can only be understood as social constructs by the social actors and their positioning towards these discourses. It is the actors and their actions that help us to see discourse's constructions of social and psychological realities. Discourse analysis, for Hammersley, comes close to critical approaches of science, in the sense that discourse strategies gain significance in terms of a discursive constitution of world located in a wider social theory. "*The world can always be constructed differently*"(Hammersley 2003 p.757) .

Discourse as a Method

A discourse method was used which Willig (2001) referred to as a 'Foucauldian discourse method', in order to separate it from a conversation analysis. This was done however, without adopting the post-structuralist stance of Foucault, but using his thoughts in order to see the ways in which discourse constructs 'reality' and subjectivity. It was not expected to understand with this method how human experiences and discursive practices emerged, established and maintained (Nightingale and Cromby 2002), nor understand the dynamics of self (Willig 2001). It was therefore with a distanced position from relativism that Willig's (2001) 'way in' Foucauldian discourse method was used for the analysis of the interviews extracts. The six components of this approach are: *1.Discursive constructions; 2.Discourses; 3.Action orientation; 4.Positionings; 5.Practice; and 6.Subjectivity*. The key to this approach is that it addresses the case without denying the possibility of human emancipation, arguing that there is no necessary connection between social constructionism and relativism.

This method has a twofold objective. First, it sets out to demonstrate that things are different from the traditional positivist constructs, in recognising the role of language in the construction of explanatory categories. Second, it encourages the reader to see why things are as they are, and in what ways they could be better. Thereby, the constraining constructions are identified in terms of their emergence and their psychosocial effects; but the social conditions, which facilitate people's shift to avoid these constraints, are also located.

Foucauldian discourse analysis deals with the capacity of the discourse to construct its objects, including human subjects. The availability of subjects' positions affects what can be said, done and felt. Discursive constructions are implied in one's experiences and subjectivity; the way we speak about experiences and self is related to the discursive constructions that have been identified or implied as existing in a particular setting. This version of discourse analysis is concerned with language and how it is used. However, it goes further than the simple representation of language in a discourse, and "*asks questions about the relationship between discourse and how people think or feel (subjectivity), what they may do (practices) and the material conditions within which such experiences may take place*" (Willig 2001, p.107).

RESEARCH PROCEDURES

Sampling

The empirical investigation involved the study of the top management team of a company, responsible for implementing a 'repositioning' of the company's image on the market. This consisted of eight people, who were expected to be aligned with leadership and be fully informed and capable of implementing the stages required within their respective teams. This team constituted the research sample. That is to say, the sampling selection was purposive (Silverman 2001), representative of the issue under discussion, and ideographic (Remenyi et al 2002). Participants were selected according to the criterion of relevance to the research problem propositions and operational questions. Participants formed a "*homogeneous*" group (Willig 2001, p.58), because they experienced the same situation and were equally responsible for introducing change in the organisation. Therefore, there were expected to have "*the knowledge and information to provide useful ideas and insights*" (Remenyi et al 2002, p.194). Sampling selection usually determines whether or not one can generalise (Silverman 2001). With the relational, conversational and social practices as the source of individual internal life, one cannot argue either for content validity, or for sample predictive validity. Meaning is always judged in relation to an individual's own interests and standards. It is derived from the interaction of the individual with the background common sense, and is unique to the individual who is immersed in a particular situation. As the 'self' is socially constructed within different cultures, contexts and language, managers differ among themselves, circumstantially, contextually, and linguistically.

Instruments to collect data

Quantitative - Questionnaire for mapping and measuring emotional state

The PANAS – expanded (-x) inventory about measurement of Positive and Negative affect was used. The questionnaire was developed by David Watson and Anna Clark in 1994 and revised in 1999. It was designed to measure positive and negative affects, as these are the dominant dimensions of emotional experience. These factors have been identified in both intra-and inter-individual analyses and have emerged consistently across diverse descriptor sets, time frames, response formats, languages, and cultures. “[The questionnaire] *was designed explicitly to reflect the hierarchical structure of self-rated affect*” (Watson and Clark 1994, p.17). Self-rated affect is characterised by ten positive affect and ten negative affective states, which make up the broad higher-level order dimensions (positive and negative affect respectively) and reflect the valence of the emotional state. Two lower level areas were added later in the first version of the questionnaire, joining the distinctive qualities of the individual affects reflecting the affects’ specific content. Thus, the new PANAS-x was developed, in order to access specific emotional states. The instrument measures sixty affective items. A selection of the items most related to this thesis’ have been selected, which correspond to specific positive and negative emotions, as well as to the general scales of positive and negative affect. “*However, investigators [...] can select and assess only those scales that are most relevant to their research*” (Watson and Clark 1994, p.1).

The questionnaire scale

A list with forty-five items - (words and phrases) that describe different feelings and emotions - was used in the questionnaire. However, some of the items are used only for the two broad higher order dimensions and not for scoring of specific emotions.

Figure 4: List of Specific Emotional states measured and the respective no. of items per state

Specific emotional states	<i>Joviality</i>	<i>Self-assurance</i>	<i>Attentiveness</i>	<i>Fear</i>	<i>Hostility</i>	<i>Guilt</i>	<i>Sadness</i>
No of items (N)	8	6	4	6	5	6	5

The participants had to mark their appropriate answer using a Likert scaling method, from one to five. This scale was ordinal (ranked) (Remenyi et al 2002); but considering the aggregation of its items to categories with different characteristics and meaning, makes the scale, practically, a measurement at the interval level.

Figure 5: Likert Scale - PANAS – X questionnaire

<i>1 = very slightly or not at all</i>	<i>2 = a little</i>	<i>3 = moderately</i>	<i>4 = Quite a bit</i>	<i>5 = extremely</i>
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It was expected that the participants should indicate to what extent they were feeling according to the items of the list during the previous week. The measurements took place over five consecutive weeks, in order to obtain an indication of one’s affective state over time (Appendices 2-3). The questionnaire’s measurements of each specific item to the specific emotion and to the general scales are presented in appendices one and two respectively.

Qualitative - In-depth semi-structured interviews

The semi-structured interview had the objective of understanding the meaning that work had for the participants; the intention was to develop a discussion framework which was not however so restrictive as not to allow free conversation and ideas to unfold. The structure used in the in-depth semi-structured interview was appropriate for the qualitative interview, as it included descriptive, narrative, structural, evaluative, systemic and prompt and probe questions.

Figure 6: Types of Questions asked

Type of question	Questions Quoted from the Interview discussion framework
Descriptive	<i>Can you tell me what you do in your work?</i>
Narrative	<i>Could you describe a job (that you could do) that would create meaning to you?</i>
Structural	<i>Can you tell me what you think you should do in your work? (What are the requirements?)</i>
Evaluative	<i>How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?</i>
Systemic	<i>Can you tell me what you believe gives them meaning? To your supervisor? [...]</i>
Systemic	<i>How do you think everybody feels about the repositioning in the market project?</i>
Prompts and probes	<i>Can you (say) elaborate more on that?</i>

Source: Interview Discussion Framework.

Willig’s (2001) method is unfolded in six stages and is presented below, as it was originally set in stages one to six. However, for the reasons explained, a seventh stage was added. This is the stage

of coping responses to change and learning, where appraisal, coping, task alignment and 'productive positive' learning are involved. Consequently, the type of discourse analysis proposed below works on both language and text, thus connecting more action to its sense of language than behaviour to each determinant.

Stage 1 = Discursive constructions

As the study is interested in how people talk about meaning and how this is related to working experiences, the discursive object would be meaning. This first step of the analysis identifies the different ways in which meaning as the discursive object is constructed in the text (the discursive constructions). That means all instances of reference to meaning (the discursive object), both explicit and implicit, are highlighted.

Stage 2 = Discourses

Having identified all sections that contribute to the construction of meaning (the discursive object), this stage focuses on the differences between constructions. What appears to be a single discursive object seems to be constructed in several different ways.

Stage 3 = Action orientation

This stage attempts to examine more closely the discursive contexts within which the different constructions of the object are deployed. It sets out to ascertain what is gained from constructing the object (meaning) in this particular way at this particular point in the dialogue; and what is its function and how it relates to other constructions produced in the surrounding text (Action orientation of talk and text).

Stage 4 = Positionings

Having identified the various constructions of meaning (the discursive object) within the text and located them within wider discourses, this stage takes a closer look at the subject positions which the identified constructions are offering. Discourses construct subjects as well as objects and as a result, make available positions within networks of meanings that speakers can take up. This is the position that the subject takes in relation to the rights and duties forming a certain discourse.

Stage 5 = Practice (what people may do)

This is the relationship between discourse and practice. It is the identification and exploration of the ways in which discursive constructions and the subjects' positions induce opportunities for action, or otherwise. Discourses limit what can be said and done. Also, non-verbal practices form part of discourses. In other words, an exploration of the possibilities for action in the discursive constructions which have been identified, is taking place.

Stage 6 = Subjectivity (how people think or feel)

This stage explores the relationship between discourse and subjectivity. Discourses make available certain ways of seeing the world and certain ways of being in the world. This stage is concerned with what can be felt, thought and experienced from within various subject's positions. However, since there is no direct relationship between language and mental states, subjectivity could only be approached here with a surface perspective about what can be felt or thought. However, at the next stage, it is considered in a reshuffled way.

Stage 7= Coping responses to Change and Learning

Appraisal & Coping

As subjectivity is a rather speculative stage, Willig's (2001, p.117) argument ''[...]here we are attempting to make links between the discursive constructions used by participants and their implications for subjective experience'', risks a weak connection: what can be felt and thought, and how respondents feel and think, cannot be answered with discourse analysis. In order to see what kinds of subjective experiences are available by specific constructions of meaning and the respective participants' positions within them, it was important to draw on a mapping of their affective states. It could be analysed more deeply, by considering the analysis, from the point of view of the primary appraisal, which takes place in relation to the things that the respondents believe should be done, for meaning development, and in relation to the change process.

The primary appraisal and subject's goal congruence or incongruence, are expected to result in a positive or negative emotion, and it is expected that this be also supported by the respective respondent's affective state. Lazarus' primary appraisal theory was used to explain and elucidate constructions, discourses and positionings of participants, and also to explain how the existence of certain emotions on particular occasions are the cause, or outcome of certain constructions and discourses. Secondary appraisal elucidates the options and prospects for coping, namely blame or credit, potential, and future expectations.

Task alignment (Task equals the Organisational purpose)

Armstrong (2004) argues that the alignment of the existential and the primary task brings the relationship of the individual and the organisation to the optimal position. This happens, he says, when the meaning that work has for the individual is appraised as beneficial; in that case, the resulting behaviour is an accepting behaviour; in the opposite case, a resistant behaviour could be present, which could lead to the construction of a defensive organisation, either as a defensive object of purpose or as a defensive unconscious construct. In constructing the organisation as an intentional object, processes and structure convey and influence the emotional patterning within, earlier referred to as the emotional climate (Brown and Brooks 2002).

In most qualitative works, assessments become less standardised, and distinctions between reliability and validity blur. In this case reliability is an aspect of construct validity, as it is used as a quantitative question and not as a qualitative distinction of valid or invalid, in the attempt to draw inferences from test scores to a psychological construct (Silverman 2004).

It is difficult to claim construct validation. It is however apparent that the psychological construct that this thesis deals with, should be socially constructed. Specific and adequate criteria do not exist. So the interviews, as a test, make the claim that they support and identify a construct through specifiable associations with other elements. In dealing with construct validity, acceptance is important. The intention here is to provide a link between the theory and a network of variables clearly and satisfactorily, so that readers can accept or reject the propositions. Validation is achieved if the reader believes that the tests and the analysis represent and demonstrate the constructs as they are given. Therefore, considering that the proposition is newly developed, that the orientation is more practical, and that little or no theory concerning the link of positive emotions and learning exists, the findings in relation to the propositions create inductive summaries based partly on theory and partly on observational dimensions. Internal validity is of course important, since many elements related to the propositions are also expected to correlate between themselves. But when the network is incomplete, the implicit definitions of constructs are loose. In an inductive type of inference, one cannot validate the theory in order to validate the test, or the opposite. What is however important is to include in the tests the relation between the total network of theory and the observations to claim analytic induction.

Thompson (2003) provides us with a radical view. He argues that one cannot impute reliability to the text. Reliability is the property of the data. Other views on reliability stress the importance of the intended use of the findings by the researcher. That means how the measurement will be used. Is it for absolute decisions, for differential, or for both? Reliability is a necessary but not sufficient

condition for validity. A measurement could be consistent, but could be at the same time wrong. But because it is wrong (it may count on malfunctioning measurement instruments), it is not valid. However, if the instrument measures everything with the same standard error of measurement, one might consider it as a valid measurement. Validity without reliability is possible if reliability is defined as consistency between measurements and independent measures.

Reliability in qualitative research is about the degree of consistency with which the researcher assigns instances in different or the same categories, and how is it possible to have the same categorisations by different researchers in a similar case or by the same researcher in different situations (Silverman 2004). The instrument of analysis (NVIVO7) helped to establish consistency, since it was the precise dialogues from the in-depth interviews, which have been exactly transferred to text. But one should bear in mind that although the viewpoints and the meaning given by the participants have been accurately portrayed, if a discourse analysis on the same extracts is made at another time or by another researcher, it could never produce similar interpretations and perspectives. This is because, although low inference descriptors (descriptions phrased very closely to the participants' accounts and according to our field notes) have been used, the construction of meaning in categories was guided by shared meaning and not by "*lexical comparability*" (Willig 2001, p.109). In view of this, reliability (Silverman 2004), is only documented in relation to the specific context of this thesis.

Administration of Instruments

The research was partly of a longitudinal design. Eight specific participants were measured repeatedly for a period of five consecutive weeks. This design differs from the cross-sectional, in that the sample remains the same over time. It provides an in-depth view of the situations and the changes that take place, as it has the ability to detect change because of the repeated measurements. This was our objective. Apart from the ability to detect change, longitudinal designs have the ability to generate bigger amounts of data, as well as to be more accurate than cross-sectional designs (Oppenheim 2003). On the other hand, they are more open to response bias and to questions about representative sampling.

Eight participants were interviewed, over a period of five consecutive weeks (that made it something more than a month), and it took another month to follow with the in-depth interviews. The table below illustrates the period and the methods followed in collecting the data.

Figure 7: Research Plan

Data Col- lection	1 st Stage					2 nd Stage
	Week1	Week2	Week3	Week4	Week5	After week 6
Method	Questionnaire	Questionnaire	Questionnaire	Questionnaire	Questionnaire	In-depth Inter- view
Subject 1	PANAS-x	PANAS-x	PANAS-x	PANAS-x	PANAS-x	x
Subject 2	PANAS-x	PANAS-x	PANAS-x	PANAS-x	PANAS-x	x
Subject 3	PANAS-x	PANAS-x	PANAS-x	PANAS-x	PANAS-x	x
Subject 4	PANAS-x	PANAS-x	PANAS-x	PANAS-x	PANAS-x	x
Subject 5	PANAS-x	PANAS-x	PANAS-x	PANAS-x	PANAS-x	x
Subject 6	PANAS-x	PANAS-x	PANAS-x	PANAS-x	PANAS-x	x
Subject 7	PANAS-x	PANAS-x	PANAS-x	PANAS-x	PANAS-x	x
Subject 8	PANAS-x	PANAS-x	PANAS-x	PANAS-x	PANAS-x	x

Source: Research Plan

First Stage of Data Collection and Analysis

The PANAS-x questionnaires were self-administered. Before submitting the questionnaire, a phone call or a personal contact was made to ask for permission from the respondent. Upon obtaining permission, the purpose of the study was in-person explained and the questionnaire was left to the respondent to be picked up later. This data collection method proved successful in establishing response rate and the minimum bias from the interviewer’s presence.

All assessments were completed on the premises of the organisation, on Fridays, at the end of the day. This was for two reasons. First, the ratings would provide a reasonable estimate of the participants’ moods over the course of the week. Second, participants had less influence from work issues, being in a supposedly less anxiety-generating time of the week.

As an outcome of the survey phase, we wished to identify participants who reported the highest positive affect according to the instrument used, in order to aid our analysis of the in-depth interviews. That is to say, the PANAS-x questionnaire was used in a secondary role, gathering information of the participants’ affective states in order to allow ‘correlation’ of this survey data with the findings emerging from the in-depth interview extracts analysis. As Silverman (2001, p.100) argued: “*Not only can you search for the ‘subjective’ meanings [...] you can relate these meanings to ‘objective’ social structures*”.

Given the availability of survey data from the same respondents in experimental conditions (weeks) makes our design a related one or a within-subjects design. Scores taken from different participants in each experimental condition, makes the design unrelated or a between-subjects one (Greene and D'Oliveira 1999). This difference called for separate statistical tests, which were followed in order to discuss the meaning and significance of the measurements taken between individuals and between different times for the same individual.

In a related design, all individual peculiarities are equalised. This helps to argue that individual differences are eliminated. The familiarisation and order effects have been avoided, because of the questionnaire's nature (emotional states) and structure. Overall, the characteristic feature of the design, of having one independent variable (affect) tested in each 'experimental condition' (same participants measured for 5 weeks) pinpointed to non-parametric tests. We have tested this after the definition of the experimental and null hypotheses.

Within-subjects⁵ (related design)

Experimental Hypothesis:

H1: the person's affect (general positive or negative or some specific emotion) across the five weeks will vary significantly. (Results will be significant and not random)

H1: $W1 \neq W2 \neq W3 \neq W4 \neq W5$

Null hypothesis:

H0: the person's affect (general positive or negative or some specific) across the five weeks will vary non-significantly. (Results will be Non-significant and random)

H0: $W1 = W2 = W3 = W4 = W5 = 0$ (normality)

Between-subjects⁶ (unrelated design)

Experimental Hypothesis:

H1: the persons' affect (general positive or negative or some specific) will vary significantly. (Results will be significant and not random)

H1: $S1 \neq S2 \neq S3 \neq S4 \neq S5 \neq S6 \neq S7 \neq S8$

Null hypothesis:

H0: the persons' affect (general positive or negative or some specific) will vary non-significantly. (Results will be Non-significant and random)

H0: $S1 = S2 = S3 = S4 = S5 = S6 = S7 = S8 = 0$ (normality)

⁵ W = Week.

⁶ S = Subject (Participant).

In order to decide if the null hypotheses should have been accepted or not, the 0.05 significance level (95% confidence interval) was used. This tells us the probability (p) of getting the differences in scores, because scores occur on a random basis. If this probability is a very low $p < 0.05$, one can reject the null hypotheses in favour of the experimental hypotheses. It is argued, though, that 'p' value should be used cautiously for reporting purposes, since the null hypothesis either is or is not rejected at the previously stated significance level of 0.05. For example, one would not have any grounds for being more confident that the null hypothesis was false with a p of 0.0001 than with a p of 0.030.

First, descriptive statistics were obtained in order to get information concerning the distribution of scores on the continuous variable of affect (positive and negative). Information about skewness⁷ and kurtosis⁸ was needed to see the distribution of scores. Tests of normality of the distribution scores with Kolmogorov- Smirnov statistic assessed the normality of the distribution of scores. Sig. values indicated normality or not. These procedures were necessary to identify if the variable could be used in parametric statistical techniques.

The data did not meet the requirements and assumptions of the parametric techniques, something expected due to the small size of the sample, the ordinal (ranked) scale of measurement and the sample and variable features mentioned before. Non –parametric techniques do not make assumptions about the distribution.

For the analysis of the data, non-parametric tests suitable for three or more conditions were used. For the within-subjects analysis where the same subjects were used in all conditions, Friedman test was the most appropriate non-parametric technique. For the analysis between subjects, the Kruskal-Wallis test was used (Greene and D'Oliveira) (Pallant 2005).

The Friedman test was used, since the same individuals (cases) were taken, each measured at five points in time. The continuous dependent variable in the analysis was either positive affect or negative affect or one of the specific positive or negative affective states. Significant differences for each participant in the variable scores across the five periods were identified using the 'Asymp. Significance' level. Additionally the comparison of the ranks for the five sets of scores (five weeks) showed the pattern of scores for every participant.

Kruskal-Wallis was used, so as to compare the scores on affect for the eight participants. The continuous dependent variable in the analysis was either positive affect or negative affect or one of

⁷ Skewness "provides an indication of the symmetry of the distribution" (Pallant, 2005, p.51).

⁸ Kurtosis "provides information about the 'peakedness' of the distribution" (Pallant, 2005, p.51).

the specific positive or negative affective states. The categorical independent variable was the ‘individuals’ (treated as forming different categories). *Figure 8* below and appendix 3 explain the variables checked. Variable scores have been converted to ranks, and the mean ranks for each subject were compared. Among the SPSS calculations of Chi-square values, the degrees of freedom (d f) and the significance level (Asymp. Sig.), the sig. has helped to identify whether a significant difference in the variable scores across the eight individuals existed. Inspecting the mean rank for the eight individuals, it was possible to identify who had the highest overall ranking (the highest score) on each variable of affect respectively.

Figure 8: Levels of analysis - continuous dependent variables hierarchy table.

HIGHER ORDER SCALE		BASIC POSITIVE EMOTIONS				BASIC NEGATIVE EMOTIONS		
Positive	Negative	Joviality	Self-assurance	Attentiveness	Fear	Hostility	Guilt	Sadness
10	10	8	6	4	6	5	6	5

Source: Levels of Analysis

An additional point in the analysis of data was the calculation of the positive to negative ratio (P/N). This was done because it was more probable that a ratio could equalise and report better regarding the affectivity of each participant. The calculation of the P/N ratio was based on the participants’ mean ranks of positive and negative affect, drawn from the Kruskal-Wallis statistical test.

Second Stage of Data Collection and Analysis

As explained earlier in this chapter, the main method used was the in-depth interview. The interviews were based on an interview discussion framework, which kept the interviewer focused on the important questions. We were also very careful in administering the interviews, as a simulation of a natural occurring conversation.

Each interview was transcribed with the consideration of transcription conversions explained afterwards in Chapter 6. Interview extracts were imported as documents to NVIVO-7, where nodes and node trees were created. The initial coding assigning participants’ words and ‘sayings’ to the nine categories of *Figure 8* above was done in the light of the conceptual framework. All material which was potentially relevant was coded. That is to say, material with explicit and implicit meaning was coded. The first two stages of exploring, namely, the discursive constructions and the discourses, were analysed through this process. The main constructs were arranged in categories, according to their meaning, and not according to lexical comparability. This required an interpretive

approach of the evidence. The process resulted in the final node trees, free nodes (un-assigned to categories) and in matrices, presented in appendices 10-18.

For the remaining stages, a more hermeneutic interpretative approach was followed, which also took into consideration the researcher's contribution to the conversation. In order to understand how the participants were using a particular theme, we had to consider the context within which they talked and the action orientation of this talk (Willig 2001). For example, participants' answering about what they believed gives meaning to their supervisors, colleagues and subordinates, was based on different constructions always in relation to an action orientation (what was gained to construct the object in a certain way at that point in the dialogue with the researcher).

Being close to the data, we proceeded with the discourse analysis for every participant 'case', also bearing in mind the participants' variable scores (positive, negative, or specific other emotions), in order to explore possible patterns between the different variables and the reported constructions, in relation to the 'hypotheses' and the elements of the conceptual framework.

For the Tables 8 and 10, shown in Chapter 6 later, a median calculation was used to measure the central tendency of the constructions of the constructive object. The purpose for reporting the median was not to 'combat' the effect of *outliers*. Although outliers have an effect on the distribution because they are extreme scores (Remenyi et al 2002), we considered these calculations helpful in strengthening our understanding of the different interpretations and discursive strategies deployed by the participants.

REFLEXIVITY

From the Foucauldian discourse perspective, "*all forms of knowledge are constructed through discourse and discursive practices*" (Willig 2001 p.121). Thereby, the research emphasises the role of researcher as an instrument in the process. Researcher's beliefs, understanding and knowledge are influencing discourses used to construct this document. That is to say, the findings and the analysis in this thesis reflect a particular way of constructing the data. "*The researcher authors rather than discovers knowledge*" (Willig 2001 p.121). A reflexive understanding of how the researcher categorises the events and activities described pinpoints the problem of reliability (Silverman 2001). "*Reliability means consistency*" (Oppenheim 2003, p.159). Reliability is about the consistency of the characteristics of the instrument and of the conditions in which it is being administered. In qualitative research, consistency cannot be 'proved' in a similar way to quantitative research. Many researchers suggest that quantitative measures are not the only way to test validity (Yin 2003) (Willig 2001) (Silverman 2001). Theoretical sampling (Silverman 2001), ana-

lytic generalisation (Yin 2003) and negative case sampling (Willig 2001) or 'deviant' cases for Silverman, are ways of qualitative research validation.

In any case, the findings are however open to reinterpretation, because the constructions reflect the researcher's approaches, interpretations and labelling. Alternative conceptualisations could also result in concluding different implications. For example, conceptualisation of discourse as production within a set of material conditions which can construct only some versions of 'reality', has different implications on treating with the concept of power in organisations, from the conceptualisation of discourse as an outcome of interdependency with organisations, and organisational practices (Willig 2001).

Even if we could argue for the reliability of a qualitative interpretation, instances where transcripts have failed to capture pauses, overlaps or crucial participant's reactions, may damage reliability (Silverman, 2001). In a constructionist reading, an interview or a questionnaire requires both the participant and the researcher. Harre (2002, p.172) argues: "*The participant is answering questions posed by the psychologist. This joint activity is a kind of formal conversation*". It is argued then that participants' replies are not 'reality' reports and representations, but constructions taking into consideration the researcher's involvement. Willig (2001) argues that a disadvantage of the in-depth interview is that participants are involved in the interview situation in the sense that they manage their positioning as interviewees. This might affect the analysis in revealing discourses dealing mainly with participants' stakes considering the interview process, and not dealing with what happens to them within the organisation. In consequence of this, we have considered participants' positionings in relation to how the conversations have been developed (Harre 2002).

A threat to qualitative research is research bias. There are two ways to avoid and/or minimise this. The first is to think reflexively and vigilantly about the possible research biases, and the second is to avoid negative case sampling -which is all about the constant inspection of the responses and reactions of the sample under investigation - which disprove the expectations at each stage of the research. Although researchers suggest following the former strategy in order to induce objectivity in their research, this strategy has one limitation: the negotiation of the objectivity of the subjective judgments of the researcher. Therefore, research bias can be unbiased only insofar as the researcher can represent objectively the 'reality' of the investigated world. On the other hand, why should we avoid negative case sampling? Silverman (2001) suggests that deviant-case analysis might show us new grounds of testing theory, which we would never have discovered following stringent statistic rules of the quantitative tradition.

LIMITATIONS OF THE METHODOLOGY

The opportunity was given to discuss the problem of reinterpretation of results in the reflection section above. Apart from this, another problem on the Foucauldian discourse analysis is if subjectivity can be only addressed by discourse. This is dealt with in the seventh stage introduced. Conversely, though, Willig (2001) argues that such attempts bear a resemblance to psychoanalysis and are outside the discursive framework. One can however understand that “[*If*] subjectivity is [...] equated with the ability to act” (Holzkamp cited in Willig, 1999, p.44), then positioning mediates one’s acceptable and proper speech acts. Positioning then, as a social process would involve emotions, coping, future expectations, one’s relationship with the organisation and one’s interests from the perspective of ego-involvement. “*To take up or to be assigned a position determines the local meaning of what one says and does*” (Harre 2002, p.285). As people appraise local relational meaning from their relationship with the social context, it is expected that this local social context of “*Conditions of life, as experienced by the individual through discourses, provide reasons for the individual’s actions*” (Willig 1999, p.44). Concluding from the above, one would argue that the seventh stage introduced might provide the integration of a more comprehensive approach towards subjectivity.

ETHICAL CONSIDERATIONS

Particular care was necessary to reassure participants about the confidentiality of the resulting material, basically due to the twofold role of the author of this thesis as a researcher, and as a colleague in the organisation. All participants were informed about the research plan, requirements and subject, and gave their consent; they also had the right to withdraw at any time during the process; data collected, as well as discussions, were treated with sensitivity, confidentiality and anonymity.

Access was gained and permission granted from the management for running this research in an unbiased way. No personal data has been used and no personnel records kept, to report back to the organisation. Findings have been and will be maintained as confidential and anonymous, without allowing any type of exploitation or intervention by the organisation or colleagues.

Furthermore, everything written up to now has involved a high degree of self-reflection. That means the participants may have drawn attention to events that have intentionally been kept out of the author’s consciousness up to now, or the author may have found contradictions between attitudes and behaviour. In that case, as a colleague in the organisation, the author needs to take responsibility for the effects that the study has on the participants (Willig 2001).

CONCLUSION

In conclusion, it has been seen that taking into critical consideration the standards of conventional quantitative methodologies, it is possible to claim trustworthy findings. A more inclusive reflexive perspective allows for a better understanding of a complex 'reality'.

Chapter 6 - ANALYSIS OF DATA

INTRODUCTION

As shown in the previous chapter, we used the PANAS-x questionnaire in order to measure, according to Watson and Clark (1994), the broad higher order scales of Affect, namely Positive Affect (PA) and Negative Affect (NA) of the participants. Additionally we took measurements of seven lower order scale specific emotions, namely: joviality, self-assurance, attentiveness, fear, hostility, guilt and sadness.

Participants completed the same PANAS-X questionnaire once a week, over a period of five weeks. For each participant, the broad higher order scale of positive and negative affect scores and seven specific emotions scores were computed for the period of five weeks.

A measurement of a positive to negative (P/N) ratio per participant was also developed. The Losada's positivity ratio influenced the development of this measurement. This was used in order to assess the positivity of participants, revealing those who are more likely to be 'purely' positive. Losada's (1999) empirical research in management teams translated the broaden and build theory into mathematics, and showed that higher levels of positivity are linked to broader behavioural patterns, greater flexibility, resilience to adversity, more social resources and optimal functioning, with the introduction of a positivity ratio. Losada's work revealed the ratio of positivity to negativity. He argued that a positivity ratio of about 2.9 establishes the dynamics of flourishing. Fredrickson and Losada (2005) called this line the "Losada" line. Gottman (1994) has also suggested that a ratio of positive to negative codes regarding conflict discussions between couples was about 5.0 indicating the stable and happy marriages.

Nevertheless, the theoretical and mathematical concept of Losada's ratio of 2.9 is new and not tested against various levels of precision; that is why, while P/N calculation provides a statistical scoring, the 2.9 ratio was not enough evidenced statistically and was not used as a measurement in this thesis. However, a P/N ratio was calculated in order to triangulate our broad higher scale affect findings. The P/N ratio was calculated through the division of participants' broad higher order scale positive affect Friedman's mean ranks, by the respective negative affect mean ranks.

Statistical significant participants' replies have been looked (as explained in methodology chapter) from a within-subjects analysis, acknowledging that participants' language was not representative, but only relational. Both the within-subjects analysis and the between-subjects analysis helped to develop a comparative view of the situation for the exploratory part of the research that

followed. Simply put, the comprehensive data analysis enriched understanding about the individual ‘cases’ that constituted the sampling.

The exploratory research conducted with the method of in-depth interviews had the objective of developing ideas, understanding of constructions and discursive strategies, interpreting patterns of results for their relevance to the research ‘hypotheses’ and questions.

In qualitative research, outliers could be used in order to get more meaning. For example, three participants had eleven references about the discursive object of meaning as communication; something that could have increased dramatically the ‘communication’ *mean*, whereas most of the participants did not construct meaning as ‘communication’. In this case, the *median* was the preferred measure of central tendency. This has improved overall understanding by looking closely on the way ‘outliers’ have used such constructions. In table 1, the main constructions of meaning have been summarised.

In the analysis of the in-depth interviews, the flow of the writing has been interrupted by putting the relevant quotes from the interview extracts in brackets. This is to be as specific as possible in giving a blow-by-blow account of the interviews. Some of the verbatim quotes are not in the best English, since the translation from Greek is literal. In the analysis of the findings the quotes are an example of what has been said above. However, in particular cases a free translation has been used to make the meaning clearer, although in the appendices there is an exact translation. Therefore, the analysis is in alignment with the methodology used, viewing participant’s replies not as exact text, but as indicative text.

Terms within single quotes represent theories/concepts in order to aid clarity. Terms in italics within paragraphs represent participants’ comments in order to aid distinction between the author’s writings and participants’ words.

The transcription conversions used in the analysis chapter of this thesis are the same as those used in document 3. Fredericks in Symon and Cassell (1998) advised that:

[Indicates overlapping and/or interrupted speech
{	Indicates simultaneous speech
=	Indicates continuous speech where the actor’s utterance latches onto = previous actor’s speech
Italics	Indicates emphasis

[word(s)] Indicates transcriptionist doubt and will say [inaudible] and/or state that the speech is referred to.

This chapter is not only restricted to the presentation and analysis of the collected data, but also draws partly on conclusions and discussion of implications. This is to ensure that analysis of the findings is as adequate as possible, since words will be used to explain the analysis. Because of the discourse analysis used, the data for each ‘hypothesis’ or question cannot be joined in a direct question-answer relationship. Patterns and topics are introduced, and a relevant table follows the main findings presented. The key conclusions and the highlights of each of the tables are then more fully discussed. The reader is expected to develop further his/her understanding of the participant by participant analysis and discussion. However, although this chapter contains some references to the literature, it is not attempting to compare results with the discussion in Chapter 2. The next chapter will add to the discussion of the findings within the context of the literature.

THE RESEARCH CONTEXT

FOOD Co is a large commercial company, which represents and distributes brands from around the globe to the Greek market. In difficult times, when financial results were not positive, when people within seemed very dissatisfied, and complaints from the customers were a daily routine for everyone, the leadership decided to run a series of customer satisfaction surveys and benchmarks, which brought in mildly negative results regarding the organisation’s market position and acceptance by its customers.

Customers were dissatisfied with the overall level of service, the quality of communication, the knowledge and support from salespersons visiting them, the response to requests, the consistency of communication and implementation of agreements, the clarity of targets, the knowledge of the categories, and the supply of products.

At the same time, an internal satisfaction survey took place, which identified a majority of dissatisfied and indifferent employees, who seemed unmotivated and withdrawn from the organisation and the ‘normative⁹’ primary task.

The task at hand, which comprised the change process, was the company’s repositioning in the eyes of its customers, and of the market; subsequently, the leadership decided that repositioning had to be based on process and structure developments, and implemented by working on some basic performance management principles.

⁹ The reader may refer to chapter 2, page 24 regarding Normative primary task

These principles comprised rethinking and work on: the route to the market strategy, coverage, structure and outlet mapping; the way to influence at the point of purchase; people development, skills development, evaluation and reward; customer service role and quality; leadership and communication; operational standards, administration, practices and discipline; customer knowledge; sales information systems, flow and use of information to support decision-making; return on sales investment; and category knowledge and brand management.

THE SAMPLE

The top management team responsible for implementing the repositioning comprised eight people, who were expected to be aligned with the leadership and to be fully informed and capable of implementing the repositioning work required within their respective teams. This team constituted the research sample. Therefore, the sampling selection was purposive, representative of the issue under discussion, and ideographic.

PATTERNS OF DATA

Within-subjects analysis

Descriptive statistics are depicted in Appendix 5.

The statistical analysis of the PANAS-x questionnaires showed that the person's affects varied between the different measurements in time. However as it is seen in the following tables, this depended on the participant and the affect measured, and has either therefore rejected or accepted the null hypothesis H0.

The resulting evidence allowed the researcher to conclude that the H0 is accepted for participants: 3600, 1100, 1600, 1200 and 1700 regarding broad order scale positive affect, and for participants: 2900 and 1200 regarding negative affect. The significance or non-significance of results, in relation to the high score performers per variable taken from the rank means from the Kruskal-Wallis test, has allowed understanding as to who made what 'case' for the theoretical sampling and the commentary during the in-depth analysis.

Table 1 : Broad Higher Order scales / Positive affect – Significance – APPENDIX 7

Broad Higher Order Scale / POSITIVE AFFECT								
Participants: Test Statistics ^a	3600	1100	2900	1600	1300	1200	1700	2700
N	10	10	10	10	10	10	10	10
Chi-Square	3,6	7,077	15,15	7,12	14	7,225	3,556	17,423
df	4	4	4	4	4	4	4	4
Asymp. Sig.	0,4630	0,1320	0,0040	0,1300	0,0070	0,1240	0,4690	0,0020
a. Friedman Test								
p.	46,30%	13,20%	0,40%	13,00%	0,70%	12,40%	46,90%	0,20%
H0	Accepted	Accepted	Rejected	Accepted	Rejected	Accepted	Accepted	Rejected

Source: SPSS / Non-Parametric / Within-subjects analysis / Friedman Test / Positive affect

Table 2 : Broad Higher Order scales / Negative affect - Significance

Broad Higher Order Scale / NEGATIVE AFFECT								
Participants: Test Statistics ^a	3600	1100	2900	1600	1300	1200	1700	2700
N	10	10	10	10	10	10	10	10
Chi-Square	11,385	29,261	2,4	19,312	11,064	2,406	12,308	12,419
df	4	4	4	4	4	4	4	4
Asymp. Sig.	0,0230	0,0000	0,6630	0,0010	0,0260	0,6610	0,0150	0,0140
a. Friedman Test								
p.	2,30%	0,00%	66,30%	0,10%	2,60%	66,10%	1,50%	1,40%
H0	Rejected	Rejected	Accepted	Rejected	Rejected	Accepted	Rejected	Rejected

Source: SPSS / Non-Parametric / Within-subjects analysis / Friedman Test / Negative affect

The statistics concerning the high order as well as the specific emotional states are reported in appendices 5 and 7.

Between-subjects analysis

Descriptive statistics are depicted in Appendix 6.

The outputs from the statistical analysis indicated that the significance level for all the variables was at .000, which suggested this was much less than the alpha level of 0.5. Therefore, results suggested that there was a difference in affective states levels across the different participants. That is to say, the H0 was rejected. An overview regarding broad higher order scale of positive and negative affect is shown in Table 3: and Table 4 : respectively.

Table 3: Broad Higher Order scales / Positive affect – Kruskal-Wallis test – APPENDIX 8

Ranks				Test Statistics a,b	
	INDIVID	N	Mean Rank		SCORE
SCORE	3600	50	227,87	Chi-Square	42,4833
	1100	50	192,50	df	7,00
	2900	50	253,88	Asymp. Sig.	0,0000
	1600	50	217,53	a	Kruskal Wallis Test
	1300	50	163,02	b	Grouping Variable: INDIVID
	1200	50	149,77		
	1700	50	228,57		
	2700	50	170,86		
Total		400			

Source: SPSS / Non-Parametric / Between-subjects analysis / Kruskal Wallis Test / Positive affect

Table 4 : Broad Higher Order scales / Negative affect – Kruskal-Wallis test

Ranks				Test Statistics a,b	
	INDIVID	N	Mean Rank		SCORE
SCORE	3600	50	163,19	Chi-Square	86,400
	1100	50	296,13	df	7,00
	2900	50	135,16	Asymp. Sig.	0,000
	1600	50	212,77	a	Kruskal Wallis Test
	1300	50	193,55	b	Grouping Variable: INDIVID
	1200	50	239,36		
	1700	50	208,28		
	2700	50	155,56		
Total		400			

Source: SPSS / Non-Parametric / Between-subjects analysis / Kruskal Wallis Test / Negative affect

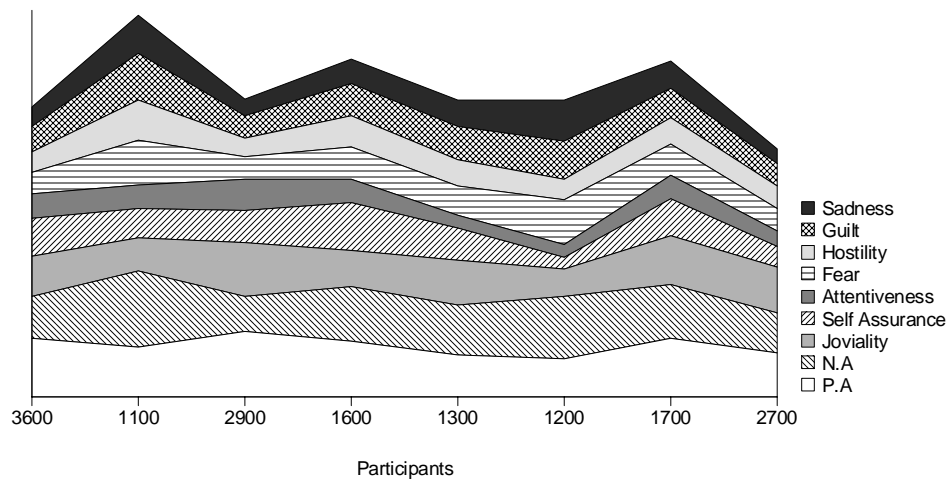
An inspection of the mean ranks suggested who had the highest scores in each variable. The analysis was made for every variable and results are presented on appendix 8.

Measurements taken between different points in time for the same individual have helped understanding of the measurements taken between individuals. For example, scoring the variable of ‘high order positive affect’, participants 2900, 1700 and 3600, presented mean ranks of 253.88; 228.57 and 227.87 respectively, providing the highest scores. However, interpreting the results in relation to Friedman’s statistics of table one, it seems that they have been statistically significant only for participant 2900. We will deal with this analysis later.

Given the need to help the reader identify who -from the participants- had the highest scores, without referring to tables and statistics of the appendices, Mekko Graphics software was used to produce more friendly figures. For example, in Figure 9, one could see how the mean ranks of each participant can be compared within each variable. The comparison is made horizontally for

every variable. Of course, this graph aims to aid visual understanding. Someone requiring details could refer either to Table Five below or to the appendices.

Figure 9 : Affective States Mean Rank / Between-subjects / Kruskal Wallis Test



Source: Mekko Graphics3 / Between-subjects / Mean Rank presentation / Affective states

The three highest participants’ scores in each variable are in table five below underlined and bolded.

Table 5 : Affective States Mean Rank / Between-subjects / Kruskal Wallis Test -APPENDIX 9

<i>Participants</i>	Mean Rank								
	<i>P.A</i>	<i>N.A</i>	<i>Joviality</i>	<i>Self Assurance</i>	<i>Attentiveness</i>	<i>Fear</i>	<i>Hostility</i>	<i>Guilt</i>	<i>Sadness</i>
<i>3600</i>	<u>227,87</u>	163,19	156,34	<u>146,93</u>	<u>94,70</u>	81,00	81,56	97,13	74,98
<i>1100</i>	192,50	<u>296,13</u>	130,30	113,65	88,65	<u>176,00</u>	<u>155,02</u>	<u>180,37</u>	<u>147,34</u>
<i>2900</i>	<u>253,88</u>	135,16	<u>208,04</u>	126,50	<u>122,28</u>	87,57	70,92	88,10	62,04
<i>1600</i>	217,53	<u>212,77</u>	139,18	<u>185,25</u>	90,63	<u>123,97</u>	<u>121,72</u>	123,67	94,60
<i>1300</i>	163,02	193,55	173,43	125,87	47,53	114,63	103,28	<u>126,50</u>	103,30
<i>1200</i>	149,77	<u>239,36</u>	109,59	43,98	49,58	<u>172,03</u>	81,62	<u>147,77</u>	<u>159,54</u>
<i>1700</i>	<u>228,57</u>	208,28	<u>188,98</u>	<u>142,43</u>	<u>92,03</u>	119,57	<u>104,38</u>	113,93	<u>103,42</u>
<i>2700</i>	170,86	155,56	<u>178,16</u>	79,38	58,63	89,23	85,50	86,53	58,78

Source: SPSS / Non-Parametric / Between Participants analysis / Kruskal Wallis Test / Mean Rank comparison

Turning to the interpretation of results in relation to Friedman’s statistics, the Mean rank table has been used to mark on the significant differences per variable and participant found from the Friedman test, and the following matching table was developed.

Table 6: Mean Ranks - with significant results from Friedman's test matching table - APPENDIX 9

Kruskal-Wallis Mean Ranks - with significant results from Friedman's test dot patterned

<i>Participants</i>	<i>P.A</i>	<i>N.A</i>	<i>Joviality</i>	<i>Self Assurance</i>	<i>Attentiveness</i>	<i>Fear</i>	<i>Hostility</i>	<i>Guilt</i>	<i>Sadness</i>
3600	<u>227.87</u>	163,19	156,34	<u>146.93</u>	<u>94.70</u>	81,00	81,56	97,13	74,98
1100	192,50	<u>296.13</u>	130,30	113,65	88,65	<u>176.00</u>	<u>155.02</u>	<u>180.37</u>	<u>147.34</u>
2900	<u>253.88</u>	135,16	<u>208.04</u>	126,50	<u>122.28</u>	87,57	70,92	88,10	62,04
1600	217,53	<u>212.77</u>	139,18	<u>185.25</u>	90,63	<u>123.97</u>	<u>121.72</u>	123,67	94,60
1300	163,02	193,55	173,43	125,87	47,53	114,63	103,28	<u>126.50</u>	103,30
1200	149,77	<u>239.36</u>	109,59	43,98	49,58	<u>172.03</u>	81,62	<u>147.77</u>	<u>159.54</u>
1700	<u>228.57</u>	208,28	<u>188.98</u>	<u>142.43</u>	<u>92.03</u>	119,57	<u>104.38</u>	113,93	<u>103.42</u>
2700	170,86	155,56	<u>178.16</u>	79,38	58,63	89,23	85,50	86,53	58,78

Source: SPSS / Non-Parametric / Between Participants analysis / Kruskal Wallis Test / Mean Rank and Within-subjects analysis / Friedman Test - Sig. matching table.

Table Six is interpreted as providing the statistical significant results that support the experimental hypotheses. This supposedly helps in the selection of the participants according to their ranking score for every variable and according to the significance of the results. However, significant results are not necessarily important results. As Ronald Carver (1978) has argued, when the researcher uses a small sample, a difference might be large even if it does not support the ‘hypothesis’ of being as statistically significant at the level of 0.05. Gold’s (1969) quote: “*statistical significance is only a necessary but not sufficient criterion of importance*” (Gold 1969 cited in Carver 1978, p.390) has two implications. The first is about the results of statistics being significant, and the second regards the eventual use of the results for theorising and scientific inquiring.

In consequence, arguing for a significant result, if seeing through a constructionist direction, involves thinking about how the respondents are taking positions in order to construct their stories.

Finally, the last table (Table 7) improves our understanding by demonstrating the match between the Mean rank table with the significant differences per variable and participant evidenced from the Friedman test, and the respective P/N ratio per participant. To clarify, the division of participants’ broad higher order scale positive affect rank means with the respective negative affect rank means calculated P/N. The participant who is ‘positive’ enough to form a ‘positive’ case has the code 2900. Respectively, the code 1100 looks appropriate in forming a ‘negative’ case. Both will be forming a theoretical sample. Moreover, in regard to specific emotions, joviality results for codes 2900 and 2700 propose a more detailed analysis of the respective interview extracts. Looking more closely, the matching tabulations for fear, hostility guilt and sadness, suggest cautiousness in interpreting the respective interview extracts. The non-significant results documented in

the case of attentiveness, might suggest a high dependency on people's positionings within the organisational context, especially if this context expects everyone to be always attentive.

Table 7 : Mean Ranks / significant results from Friedman's test / PN/ matching table - APPENDIX 9

Kruskal-Wallis Mean Ranks - with significant results from Friedman's test dot patterned
& P/N Ratio - List sorted by P/N

<i>Participants</i>	<i>P.A</i>	<i>N.A</i>	<i>P/N</i>	<i>Joviality</i>	<i>Self Assurance</i>	<i>Attentiveness</i>	<i>Fear</i>	<i>Hostility</i>	<i>Guilt</i>	<i>Sadness</i>
2900	253.88	135,16	1,88	208.04	126,50	122.28	87,57	70,92	88,10	62,04
3600	227.87	163,19	1,40	156,34	146.93	94.70	81,00	81,56	97,13	74,98
2700	170,86	155,56	1,10	178.16	79,38	58,63	89,23	85,50	86,53	58,78
1700	228.57	208,28	1,10	188.98	142.43	92.03	119,57	104.38	113,93	103.42
1600	217,53	212.77	1,02	139,18	185.25	90,63	123.97	121.72	123,67	94,60
1300	163,02	193,55	0,84	173,43	125,87	47,53	114,63	103,28	126.50	103,30
1100	192,50	296.13	0,65	130,30	113,65	88,65	176.00	155.02	180.37	147.34
1200	149,77	239.36	0,63	109,59	43,98	49,58	172.03	81,62	147.77	159.54

Source: SPSS / Non-Parametric / Between Participants analysis / Kruskal Wallis Test / Mean Rank and Within-subjects analysis / Friedman Test - Sig. / PN ratio / P/N sorted matching table.

In-depth analysis

The majority of the participants (7/8) referred to four constructions of meaning, related with, leadership, career path, task alignment and directions, which concerned the social arrangements between the person and the organisation. Further constructions associated meaning with reward, professional identity, structure, problem-solving, feelings of justice, cohesiveness, reappraisal and participation. These were constructions of meaning which drew mainly upon one's expectations for 'reality' and upon psychological arrangements between him/her and the organisation.

Table 8 : Main Constructions of Meaning

<i>Constructions of Meaning</i>	<i>Median</i>	<i>Times Referenced</i>	<i>% Coverage</i>
Leadership	2	17	6,49%
Emotional Climate related components	2	16	6,11%
Directions - Goal orientation	2	15	5,73%
Alignment of task (existential=normative primary)	2	12	4,58%
Career path - Personal Development	1,5	15	5,73%
Professional Identity - face saving	1,5	13	4,96%
Feelings of Justice	1,5	12	4,58%
Structure, processes, rules, regulations, procedures	1,5	10	3,82%
Reward	1	10	3,82%
Participation	1	10	3,82%
Reappraisal (Positive)	1	9	3,44%
Social relationships	1	9	3,44%
Blame and Credit (climate)	1	7	2,67%
Problem solving - Decision making	1	6	2,29%
Cohesiveness - Essence	1	6	2,29%
Personal goals	1	5	1,91%
Achievement - Results	0,5	11	4,20%
Responsibility	0,5	7	2,67%
Learning - Learning transfer - coping	0,5	7	2,67%
Consistency	0,5	7	2,67%
Roles - Job Description	0,5	6	2,29%
Appreciation for the Job Well done	0,5	6	2,29%
Involvement	0,5	6	2,29%
Knowledge of the Job - good job	0,5	5	1,91%
Interest	0,5	4	1,53%
Communication	0	11	4,20%
Recognition from peers - Acceptance	0	7	2,67%
Fellowship	0	7	2,67%
Empowerment	0	6	2,29%
All Constructions		262	100%

Source: NVIVO -7, Node Trees / Analysis of the Interview extracts

Meaning was involved in many organisational notions, in a way that it was not easy to connect some notions into broader themes. Therefore, single references were recorded and remained in the form of free nodes.

Table 9 : Free nodes

<i>Construction of Meaning Free Nodes</i>	<i>Times Referenced</i>	<i>% Coverage</i>
culture	4	21,1%
Career development	2	10,5%
Negative meaning - leadership style	2	10,5%
Accountability	1	5,3%
Attitude - Mentality	1	5,3%
Consistency	1	5,3%
Constructed as a social arrangement	1	5,3%
Constructed as Personal Meaning	1	5,3%
Cooperation	1	5,3%
Corporate identity	1	5,3%
Openess - Truth	1	5,3%
Reputation	1	5,3%
Similar perspectives	1	5,3%
vision	1	5,3%
All Free Nodes	19,00	100,0%

Source: NVIVO -7, Free Nodes / Analysis of the Interview extracts

Table 10 : Main Discourses of Meaning

<i>Main Discourses of Meaning</i>	<i>Median</i>	<i>Times Referenced</i>	<i>% Coverage</i>
Psychological discourse	3	27	18,6%
Social Discourse	2,5	20	13,8%
Economic discourse (mutually beneficial social arrangements)	2,5	21	14,5%
Intellectual discourse	2	18	12,4%
Political discourse	1,5	11	7,6%
Power and Authority Discourse	1	8	5,5%
Romantic discourse	1	9	6,2%
Contol of reality	1	11	7,6%
Conflict of existential with Primary task	0,5	10	6,9%
Conflict of personal values with Organizational	0,5	6	4,1%
Maintaining face discourse	0	4	2,8%
All Discourses		145	100,0%

Source: NVIVO -7, Main Discourses of Meaning / Analysis of the Interview extracts

Participant 3600 – Ray

Discursive constructions

In the extract of Ray's interview, meaning was mostly linked to communication, achievement and results. It additionally referred to something which required goal orientation and clear directions, associated with feelings of justice.

Other constructions associated meaning with professional identity. However, these constructions on identity were developed in this interview extract as the result of the job task alignment and the congruence or incongruence of personal goals.

The participant believed that doing what he enjoyed and what he knew, was something that resulted in meaning, which was realised by achievement, management of people and quality tasks; this meaning that work had for him, was the existential task –the task that he believed he was carrying out.

It seemed that the participant had appraised the encounter as beneficial, and there was goal congruence, which supported his alignment of existential with primary task (*line4: to do things...that you believe, line 8: the things I just said, line14:I'am trying to keep up...*).

The construction of meaning as things that did not make you bored and seemed right in relation to the constructions in response to the questions about the task he had to do and the task he actually was doing, (*lines 5-8*), demonstrated the initial goal congruence, and the consequent alignment of the existential with the primary task of the organisation.

Meaning was also referred to as something that was influenced by the knowledge of the job, and as something that was influenced by the organisational culture and climate.

Table 11 : Constructions of Meaning per participant – Code 3600

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>3600 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total References(Like to Like)</i>
	17	28	16%		179
Communication	4	36%	Line 4: and to be possible to communicate with others, line13: What I would like is to be able to communicate and talk the same language at work, line17: To have someone [with whom] you can communicate,, line19: There is the problem of communication	0	11
Achievement - Results	3	27%	Line 2: What is the satisfaction that you receive from your work? Results; reward; advancement!, line 4: to receive satisfaction from the accomplishments, from the results, line 17: ..the internal personal satisfaction that the achievement of your objectives gives you	0,5	11
Professional Identity - face saving	3	23%	Line 2: To do what I like and what I know; a job that creates meaning to me, it is clear the achievement of targets the management of people and doing quality tasks, line10: [Do]they not have a professional or corporate [...] identity? , they are lost, they need guidance, coaching and direction,line13:That we speak about the same thing presupposes knowledge of the subject and knowledge of the subordinate.	1,5	13
Directions - Goal orientation	3	20%	Line 4: to have the resources and the means to do them, line 13: clear directions do not exist at the company,.. line 14: I am trying to keep up, be clear, prioritise and do my job, line 16: I believe for my subordinates ...they need guidance, coaching and direction [...] clear direction	2,0	15
Roles - Job Description	2	33%	Line 4: clear things to do, line 13: clear directions do not exist	0,5	6
Structure, processes, rules, regulations, procedures	2	20%	Line 19: it is the environment, the company, also the businessman as well as the structure and the targets, line 19: there is the problem of communication, of bureaucracy..	1,5	10
Interest	1	25%		0,5	4
Personal goals	1	20%	Line 2: to do what I like and what I know;	1	5
Knowledge of the Job - good job	1	20%	Line 13: if we speak for the same thing, it presupposes knowledge of the subject and knowledge of the subordinate	0,5	5
Responsibility	1	14%	Line 4: clear things to do [implies that then one is being responsible]	0,5	7
Reward	1	10%	Line 2: What is the satisfaction that you receive from your work? Results; reward; advancement!	1	10
Participation	1	10%	Line 2: .. the management of people and doing quality tasks	1	10
Alignment of task (existential=normative primary)	1	8%	Line 4: to do things that seem right, that you believe	2	12
Feelings of Justice	1	8%	Line 16: ..[...] important[...] fair and equal treatment.	1,5	12
Career path - Personal Development	1	7%	Line 2: What is the satisfaction that you receive from your work? Results; reward; advancement!	1,5	15
Emotional Climate related components	1	6%	Line 4: to do things that do not making you bored	2	16
Leadership	1	6%	Line 19: it is the environment, the company, also the businessman	2	17

Source: NVIVO -7, Constructions of Meaning per participant/ Analysis of the Interview extracts

Discourses

In this interview extract, meaning was constructed in at least six discourses. The main discourse developed was a psychological one. The participant saw himself favourably in the endeavour, reported goal congruence, and believed in open communication with others: (*line2: To do what I like and what I know, line4: do things that do not make you bored, to do things that seem right, that you believe in, line17: and with the internal personal satisfaction that the achievement of your objectives gives you*).

The construction on clear roles and guidelines, as well as on feelings of justice, was based on his own status of congruence, which he projected to the others, expecting that it should have been the same for anyone who wanted to have meaning in the organisation: *(line16: I believe that the same is true of my subordinates as for me [...] prioritisation of goals, clear guidelines and [...] important [...] fair and equal treatment).*

Therefore, the present economic discourse valued more than usual psychological exchanges of things that created meaning to self: *(line4: Clear things to do, to have the resources and the means to do them (...) to receive satisfaction for the accomplishments, from the results, line2: What is the satisfaction that you receive from your work? Results; reward; advancement!).*

Social discourse was developed in relation to the participant's need for open communication *(line4: ...and to be possible to communicate with others, line 13: What I would like is to be able to communicate and talk the same language at work)*, as a request for contact, and might be seen in relation to the construction of a political discourse which expressed disappointment at the way things were done. *(line19: It is the environment, the company also, the businessman as well as the structure and the targets. There is the problem of communication, of bureaucracy).*

The participant seemed in control of 'reality', which for him was independent of the authority the organisation exercises over its members. He was confronting the situation with optimism, determined to work for things to change: *(line8: The main thing (most important) is to teach people to work properly! line13: this is not affecting me. I am trying to keep up, be clear, prioritise and do my job).*

Finally, an intellectual discourse with an emotional face was evident, which revealed itself in the participant's attempt to explain the object of change and the commitment he has undertaken to change things, irrespective of the limitations and control that the organisation exercised. *(line10: They do not have a professional or corporate (...) identity?, they are lost, they need guidance, coaching and direction (...) clear direction, line13: That we speak about the same thing presupposes knowledge of the participant and knowledge of the subordinate. Clear directions do not exist at the company; however this is not affecting me. I am trying to keep up, be clear, prioritise and do my job).*

Action orientation

The participant's concerns were guided from a simplified construction of meaning as something which was easily obtainable if someone is doing what he/she likes and knows: *(line2: what one*

likes and what one knows). The construction of meaning within psychological discourses as the result of goal congruence and task alignment promoted the development of a similar experience for others. The participant seemed willing to cooperate openly, to provide guidance, direction, and coaching and to help others to reach personal satisfaction, through the achievement of their objectives.

Positionings

The construction of meaning within psychological discourses positioned the goal congruence and meaning as highly dependent on one another. The participant accepted responsibility for the things that need to be done, and his position offered by this construction is one of a responsible organisational actor, who was realising the organisation's interests beneficially in relation to the endeavour, developing further personal meaning by being aligned with the organisation's primary task.

Practice

The participant feels in control of the situation; although he knows that there are issues which make the task difficult, like communication and bureaucracy, he is determined to continue his task: *(line13: however this is not affecting me, line14: I am trying to keep up, be clear, prioritise and do my job)*.

Subjectivity

In this interview extract, the situation is appraised as beneficial for the participant; work has a positive meaning for the individual; and goal congruence results in the development of positive emotions. Since the participant reported that he was in alignment with the job that he was required to do, it is expected that he embodies positive responses to change.

Coping responses to change and learning

The participant assigned credit for the goal congruence to self, and he felt in full control of the situation. Goal congruence involved attaching a valued object or accomplishment in a positive emotions generating encounter. The sustaining of goal resulted to the emotion of joy (mean rank: 156, 34), while the emotion of self-assurance (mean rank: 146, 93) might guarantee the resilience of the individual and his commitment to move closer to the benefits that change could convey.

However, there was an indication of blame in his appraisals, which was also supported by moderate hostility among the other participants (mean rank: 81, 56), which might be evidence for as-

signing accountability to the organisational climate, the culture, and the leadership, for communication and bureaucracy malfunctioning. (*line19: It is the environment, the company also, the businessman as well as the structure and the targets. There is the problem of communication, of bureaucracy, line25: You feel blocked up, there is so much bureaucracy [...], things [...] etc*).

Complementary to the attribution of accountability was a high attention deployment, (attentiveness mean rank: 94, 70), which was used to avoid stressing facts: (*line13: Clear directions do not exist at the company; however this is not affecting me. I am trying to keep up, be clear, prioritise and do my job*).

It might be argued that the participant's positioning in relation to meaning and in relation to the change process, draws on a positive learning capacity. As expected, the participant approached conflicting views and problematic issues in the organisational 'reality' openly constructing the things that hurt and the things that create positive personal meaning.

Because of his internal commitment, he was not afraid to project his meaning, creating beliefs for the others in the organisation. The participant's wish for subordinates' participation is evident in his attempts to encourage open communication, clear directions, coaching and guidelines, in the belief that their internal personal satisfaction is a prerequisite for meaning development: (*line17: and with the internal personal satisfaction that the achievement of your objectives gives you*).

Participant 1100 - Paul

Discursive constructions

In the extract of Paul's interview, meaning was referred to as something which required career development and personal growth, consistency and cohesiveness. It was further constructed as something which was associated with justice and leadership, and as being the result of social arrangements.

Meaning was also constructed as something associated with achievement resulting from knowledge and learning and requiring a common culture, a common way in which things were done. Finally, it was also seen as something which required positive reappraisal and reward.

Table 12 : Constructions of Meaning per participant – Code 1100

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1100 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total References(Like to Like)</i>
20	31	16%			193
Career path - Personal Development	4	27%	Line 2: A creative one with future and potential, line 11: and a clear picture for the personal prospective and potentials, line 21: The same as above and to feel that they develop professionally, line 23: The same with me towards my supervisor; to feel that they develop and grow as professionals.	1,5	15
Consistency	3	43%	Line 8: There is inconsistency between theory and practice, between those things that are transferred (communicated) and you agree when you hear them and those that are practiced, line 11: consistency in the relation, line 35: to remain stable and consistent, towards all of my collaborations.	0,5	7
Cohesiveness - Essence	2	33%	Line 13: Mutual respect in needs, understanding the needs of others, and common -mutual business ethics in the approach to cooperation and to be able to approach the issues with common language and a common understanding in a common way, line 4: it is to share with others, principles, targets and business ethics.	1	6
Fellowship	2	29%	Line 13: Mutual respect in the needs, understanding of the needs of the other and common – mutual business ethics in the approach of cooperation and line 13: to be able to approach the issues with common language and a common understanding a common way	0	7
Structure, processes, rules, regulations, procedures	2	20%	Line 25: The company culture, the non-productive procedures, difficulties in implementation, line 33: The second is to change the criteria of hiring new employees	1,5	10
Feelings of Justice	2	17%	Line 11: honesty, consistency in the relation, line 25 cont. in 27: The company culture, the non-productive procedures, difficulties in implementation, behaviours from colleagues, imbalances within hierarchical levels [the subject's reply with face expressions, implied injustice] .. [Imbalances] either in rewards or in behavioural treatment, issues that start always from the general management	1,5	12
Emotional Climate related components	2	13%	Line 13: Mutual respect in the needs, understanding of the needs of the other and common – mutual business ethics in the approach of cooperation and to be able to approach the issues with common language and a common understanding a common way, line 16: to feel that they are motivated from the collaboration holistically	2	16

Source: NVIVO -7, Constructions of Meaning per participant/ Analysis of the Interview extracts

Table 13 : Constructions of Meaning per participant – Code 1100

Constructions of Meaning	No of References	% Coverage	1100 - Participant's 'replies' quoted from the Interview extract	Total - Participants'- Median	Total References(Like to Like)
	20	31	16%		193
Leadership	2	12%	Line8: This is also an issue of the top management, line27: issues that always start from the general management. If the general management does not do it in a proper way, or if does certain things bad, these go through the lower hierarchical levels in all departments), and as a result of social arrangement (line13: mutual business ethics in the approach of cooperation ... common language and a common understanding,	2	17
Interest	1	25%		0,5	4
Knowledge of the Job - good job	1	20%	Line 8 : Methodology for planning, ...allocation and delegation of tasks, follow up the issues, all They are simply not in the level I would like them to be;	0,5	5
Involvement	1	17%	Line 16: To be able to transfer to them everything what I am required to do from my supervisor and to feel that they are motivated from the collaboration holistically	0,5	6
Blame and Credit (climate)	1	14%	Line 14: blame is implied on others [Communicate clearly what they mean and follow a business methodology] [Not something different depending on stakes in relation to every situation]	1	7
Learning - Learning transfer - coping	1	14%	Line 19: to add value in our collaboration, by transferring new systems and new application in my job.	0,5	7
Reappraisal (Positive)	1	11%	Line 11: Because I am a human, I take many initiatives (at least I think so), and I would like to know if those [initiatives] are aligned with the demands and the expectations of my supervisor. Do they give added value? Meaning that, to have a feedback in the initiative I take	1	9
Social relationships	1	11%	Line 13: understanding of the needs of the other	1	9
Reward	1	10%	Line 2: ..and potential, high rewards [financial] that could cover your needs [satisfactory] .	1	10
Participation	1	10%	Line 4: it is to share with others, principles, targets and business ethics	1	10
Achievement - Results	1	9%	Line 19: . Besides of the achievement of mutual objectives and targets (quantitative and qualitative) to be able to add value in our collaboration	0,5	11
Alignment of task (existential=normative primary)	1	8%	Line 8 : I am not doing it in the extend that I would like to, due to the different perceptions- conceptions rather in the way of managing and handling ...this is done due to a lack of a methodology and a correct approach towards the various topics.	2	12
Professional Identity - face saving	1	8%	Line 4:To have good cooperation with other people and to have similar perspective in viewing business and everyday work. ...; these things are enough form me; I don't need bigger office space or new furniture [he is referring to the latest renovation of his office furniture with indifference], it is to share with others, principles, targets and business ethics	1,5	13

Source: NVIVO -7, Constructions of Meaning per participant/ Analysis of the Interview extracts

Discourses

The most referenced discourse was an economic discourse, in which the participant constructed what he considered as a mutually beneficial social arrangement between self, the others and the organisation. Cooperation and a similar business perspective were considered a key topic in this arrangement (*line4: To have good cooperation with other people and to have a similar perspective in viewing business and everyday work*). Consistency and honesty in the relationship were two other key elements of the relationship, which also built on a psychological discourse: (*line 11: honesty, consistency in the relation, namely in the behaviour, and a clear picture for the personal prospective and potentials*).

Mutually beneficial social arrangements have also built on social and intellectual discourses (*line13: Mutual respect in the needs, understanding the needs of others, and common - mutual business ethics in the approach to cooperation, and to be able to approach the issues with common language and a common understanding in a common way,*(*line19: Besides the achievement of mutual objectives and targets [quantitative and qualitative] to be able to add value in our collaboration, by transferring new systems and new applications to my job*).

An important construction of meaning in a conflict of personal values and beliefs with organisational values discourse draws on goal incongruence and negotiates the ‘reality’ of the primary organisational task: (*line8: My way, my approach, my perception of managing day-to-day issues is not keeping pace with the way in which the higher level of management is practising it ...Methodology for planning, allocation and delegation of tasks, follow up of the issues, all. They are simply not at the level that I would like them to be; they don't go with the needs of the middle management and with the needs of the upper management*).

The participant felt that honest communication from leadership was needed, which follows a certain business methodology, and not something which changes each time depending on the situation (*line13: mutual business ethics in the approach to cooperation, and to be able to approach the issues with a common language and a common understanding in a common way*).

A romantic discourse was developed when the participant constructed the relationship as something that was a step on the way to accomplishing organisational goals: (*line8: and you agree when you hear them= and those that they are practiced= this is done due to a lack of a methodology and a correct approach towards the various topics*).

Action orientation

The discourse of conflict of values and beliefs fulfils the function of assigning responsibility to management for not being consistent in practicing what it promises, for not being able to change the way things are done, and for not being able to manage its people properly and with consistency.

The discourses constructed promoted the participant's stance as a critical agent, who designs a distant way of working, using a methodology of his own for planning, delegation, follow-up and implementation of tasks, and who opposes the top management methods and practices. His opposition was mainly influenced by the psychological elements of the relationship with leadership, namely feelings of justice, and business ethics. These elements comprised the psychological and

social antecedents of trust, which together with the effects of the organisational climate, made trust in the leadership and the organisation a matter of dispute.

The use of a romantic discourse allowed the participant to defend himself against criticisms that he has not given a chance to the ideas and practices of top management, while at the same time provided the excuse for working in isolation.

Positionings

The construction of meaning as an economic relationship, with extensions in mutual social beneficial arrangements, positioned the participant as dependent on leadership actions. However, since leadership actions have perceived harmful expected consequences for the participant's goals, and because of initial goal incongruence, the resulting participant's positioning is one of a free agent who reserves the right to work with his own methods and practices.

Practice

The positioning of the participant required him to be in conflict with leadership, in order to keep his ego-identity secure. This required the participant to face responsibility for his actions and to consider the consequences of his actions. The break with top management means that the participant took responsibility for the relationship, and the break demonstrated his concern about the future and his positioning as a responsible organisational actor.

Subjectivity

The participant had the highest score for negative affect as well as for fear, hostility and guilt, compared with the others. He had also significant ratings in all of these variables. Negative emotions felt, and especially sadness, indicated that a commitment of importance to the individual was threatened or lost. The participant believed that he was not able to change this situation for the better, and the commitment was lost, something which implied lack of control. This was the goal incongruent event that produced sadness. At this stage, the participant held no one accountable for that loss. However, in trying to maintain balance of identity and for attributions of accountability and control, the participant located the leadership as being responsible for the situation, and the emotion turned to anger and hostility returning to guilt, when the blame was internalised.

Table 14 : Participant's 1100 - Negative affective states mapping

Kruskal-Wallis Mean Ranks - with significant results from Friedman's test dot patterned
& P/N Ratio - List sorted by P/N

<i>Participant</i>	<i>N.A</i>	<i>Fear</i>	<i>Hostility</i>	<i>Guilt</i>	<i>Sadness</i>
1100	<u>296,13</u>	<u>176,00</u>	<u>155,02</u>	<u>180,37</u>	<u>147,34</u>
<i>p:</i>	0,000	0,001	0,029	0,002	0,002

Source: SPSS / Non-Parametric / Between Participants analysis / Kruskal Wallis Test / Mean Rank and Within-subjects analysis / Friedman Test - Sig.

However, sadness seems to come at the end of the effort to cope with the loss. The emotions of hostility and guilt were reactions, which were trying to restore what once was (*line42: I strongly believe that it existed in the past*), and is related to the active struggle (Lazarus, 1991b).

In view of the practice referred to above, the person could stay inactive or withdraw, up to when the impact of the lost commitment fades, and a new commitment comes.

Attention deployment worked moderately compared to others on the participant's cognitive coping, and served the purpose of avoidance and withdrawal from the stressing environment (Attentiveness mean rank: 88, 65).

Given the fear felt by the participant, it might be argued that the threat was the potential loss of meaning, and the participant's reaction was avoidance and escape from the demeaning situation. Fear shares with hostility the urge to locate an external agent responsible for blame, something which also helped the participant as a defence against feelings of guilt and self-blame.

Avoidance is a way of not paying attention to the problematic situation, and sets out to satisfy a goal of keeping attention misdirected(Lazarus, 1991b).

Discussion about the change process focused on the intellectual discourse of proper methodology and correct way of working, to which the participant referred earlier, as an effort to continue his struggle for recovering what once was. In this attempt, the participant explicitly portrayed the need for employees to see change with a new attitude and approach, and the importance of everyone's internal commitment.

Through the constructions of this stage, it was evident that the participant believed that meaning development through a mutual beneficial relationship with the organisation was a lost commitment, which resulted in his descriptions of a general attitude of distancing from the organisation.

People assigned accountability to the organisation and to the company vaguely, without addressing blame or responsibility to someone or something specific. This demonstrated inaction and withdrawal, non-participation and minimal communication.

It is expected that the participant is not capable of positive learning. The constructions of meaning in this interview extract involved with negative emotions in the participant, and future expectations for change were pessimistic. The situation has negative meaning for the participant, who considered that a commitment of importance was lost. Considering that emotions are reactions to meaning, and that when meaning is altered there is also a change in the emotions, there seems no possibility for the participant to develop positive meaning. He was therefore trying to control things unilaterally from his point of view, emphasising rationality, and trying to suppress the negative feelings that he was feeling.

Participant 2900 – Peter N

Discursive constructions

In the extract of Peter's interview, meaning was mainly referred to as something which required clear directions and goal orientation. Therefore, it was something associated with leadership and goal congruence.

Meaning was additionally constructed as something associated with involvement and social relationships, and as something which required fulfilment of personal goals, irrespective of what they were.

Table 15 : Constructions of Meaning per participant – Code 2900

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>2900 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total References(Like to Like)</i>
	11	17	17%		102
Directions - Goal orientation	3	20%	Line18:To decide what the company wants to do; and then what I have to do, line20: This is changing every week and every month! there have been five changes up to now, line22: I might have helped, maybe; let them tell me what they want and we all see!	2,0	15
Problem solving - Decision making	2	33%	Line 2: To have an essence and not a surface, not being like a show-case, to end somewhere, to do the right things, line 14: another [finds meaning] from solving his problems	1	6
Roles - Job Description	2	33%	Line 18: ..what is that I have to do , line 22: let them tell me what they want and we see!	0,5	6
Alignment of task (existential=normative primary)	2	17%	Line 6: Your basic task is the one that it is requested from you to do; and what I am expected to do is not known to me, and line 14: [implies the need for alignment]	2	12
Leadership	2	12%	Line16: The one that defines the subject of your work, and I don't know who he is, line 18: to decide what they want [leadership] the company to do..	2	17
Personal goals	1	20%	Line14: One finds meaning from his relations with some others, another finds meaning from fulfilling his personal objectives, no matter which are the company's objectives, the other from his motives for power, another from solving his problems, another from showing-off as expert, etc.	1	5
Cohesiveness - Essence	1	17%	Line 2: To have an essence and not a surface	1	6
Blame and Credit (climate)	1	14%	Line 4: to duck and keep low profile [laughing]	1	7
Reappraisal (Positive)	1	11%	Line 9: [importance of reappraisal is implied in the absense of supervisor] I don't have a contact, besides I have two or three supervisors	1	9
Social relationships	1	11%	Line 14: One finds meaning from his relations with some others	1	9
Participation	1	10%	Line 11: Daily human discussions with them [my colleagues], since I do not have subordinates, it is only to force discussions with colleagues to do my job	1	10

Source: NVIVO -7, Constructions of Meaning per participant/ Analysis of the Interview extracts

Discourses

One of the prominent discourses developed in this interview extract was a political discourse, which was constructed together with a conflict of existential task with the primary task. (*line6: Your basic task is the one that you are requested to do; and what I am expected to do is not known to me, line9: I don't have a contact, besides I have two or three supervisors, line18: To decide what the company wants to do; and then what I have to do, line4: to duck, and keep a low profile! [Laughing]*).

The discourse of conflict of task dominated in the discussion and influenced constructions on power, and attempts to control 'reality'. (*line6: Today something happened that is revolutionary,*

which I cannot discuss, but how many of these things could happen because the company does not take a position, line9: I have no contact, although I have two or three supervisors).

Action orientation

The participant seemed concerned with specific issues that existed between himself and the company. The discursive context within which the discourses here deployed revealed that these issues were intense and important, as they resulted in a non-relationship with the organisation.

Positionings

The discourses described did not position the participant in proximity to the organisation. The participant was rather distanced, waiting for something which was not however elucidated in the interview extract. The participant's expectation was based on his concerns about his role and task as much as about the organisational goal and direction. Social relationships with colleagues were used as leverage to substitute for the lack of a mutually beneficial social arrangement with the organisation.

Emotion-focused coping was used to alter what was a major concern in the participant's mind, changing the meaning of the relationship with the organisation by distancing the participant from the situation. At this stage of distancing, the emotions of attentiveness and joviality helped to alter the concerns of the mind, and made negative emotions seem doubtful.

Practice

The participant was not a member of a mutually beneficial arrangement with the organisation. It was expected, therefore, that he worked and acted in isolation. There was no obligation to behave as a responsible actor, because responsibility has not been defined for him. The participant's position of someone who could withdraw from an apparent relationship at any time without justification, denoted a focus on self and its interests. The participant chose not to try to change the actual person-organisation relationship. He did this by making a point of not discussing the problem within the organisation, nor considering it himself.

Subjectivity

Table 16 : Participant's 2900 - Positive affective states mapping

Kruskal-Wallis Mean Ranks - with significant results from Friedman's test dot patterned & P/N Ratio - List sorted by P/N

<i>Participant</i>	<i>P.A</i>	<i>N.A</i>	<i>P/N</i>	<i>Joviality</i>	<i>Self Assurance</i>	<i>Attentiveness</i>
2900	<u>253,88</u>	135,16	1,88	<u>208,04</u>	126,50	<u>122,28</u>
<i>p:</i>	0,004			0,014		

Source: SPSS / Non-Parametric / Between Participants analysis / Kruskal Wallis Test / Mean Rank and Within-subjects analysis / Friedman Test - Sig. / PN ratio.

The participant appraised the relationship with the organisation as non-beneficial, and identified goal incongruence in the endeavour. However, the participant seemed distanced from the goal incongruent event, which was about the clarity and definition of the primary task. This allowed the ego-involvement of the individual to remain uninfluenced by the goal at stake. The participant, as seen before, had the highest score in attentiveness (mean rank: 122,28), which together with the highest scoring in positive affect (253,88) might indicate his emotion –focused coping capacity, which altered the stressing incongruence in the mind by following an avoidance strategy. Therefore, concerns were not discussed, and present meaning of the relationship was altered through distancing and through postponing the concern. Somehow or other, it seemed that despite the transposition of the concerns under future expectations, the participant was competent in present and future effective coping.

It might be argued that the participant's positioning in relation to meaning and to the change process, draws on a positive learning capacity. This is because the participant was not afraid to express opinions openly: he did it tactfully, yet without suppressing negative feelings. He did not construct defensive relationships, and was not involved in assigning blame and accountability to others, and as his ego – identity was not threatened, there has been no appraisal of a personal insult or attack.

Joviality having the highest score (mean rank: 208, 04) indicated that the direction of accountability and control attributions were to self, and that the person was credited for any results and accomplishments, attained from a goal congruence of any relevant content.

Participant 1600 - James

Discursive constructions

In the extract of James' interview, the discursive object of meaning was referred to as something that required consistency, direction and goal orientation, and implicitly linked to problem-solving and decision-making. It was explicitly associated with leadership, career path and personal development. It required a monetary reward, a statement explicitly reported for all the actors in the organisation (*line 2: money, line 16: Knowledge, money ..., line 18: money*).

Meaning was also implicitly linked to face-saving and to the questioning of professional identity, when the participant stated his belief that there are some people who like what they do. This is done in a way that implies his own anxiety about the goal content (what they do), which seems existentially centred on meanings and a sense of identity he has constructed (Lazarus, 1991b). The construction of meaning as feelings about routines, reward, and environment, connected the participant to an implicit association of meaning with the emotional climate in the organisation, while the association with excitement, interest, good climate and friendly environment, explicitly linked meaning with the individual's perception of an organisational emotional climate: (*lines 2, 18, 20*).

Meaning was referred to as something that required feelings of justice, explicitly linked to the interview extract, to justice and meritocracy (*lines 9, 24, 26*). These justice constructions assume the implicitly provided associations of meaning to a general feeling of fair working principles of dignity and pride, knowledge of the role people occupy, recognition of responsibilities, and knowledge of the working participant (*lines 9, 11, 24,26*).

A construction of meaning in relation to personal goals was provided through a reference concerning others (subordinates) and the fulfilment of their ambitions (*line 20*). However, this construction might hide a face-saving and/or identity warranting perspective of the caring manager, for its people, and might also express participants' own and uncensored -free of the manager's organisational behaviour requirements- beliefs about meaning.

Responsibility as another discursive construction of meaning in this interview extract was being approached in relation to the feelings of justice as described above (*line 11*).

Meaning was further referred to as something that involved social recognition, and acceptance from peers (*lines 2, 16, 11*), as something which involved knowledge of the participant about the

job, and as something which could be developed by learning and learning transfer within the organisation (*lines 18, 24, 26*).

Furthermore, meaning was associated with appreciation for the job well done, something that draws on this interview extract on the recognition and acceptance from the social and the organisational environment. This was also implicitly linked to the ability of the supervisor to know the job, and therefore his ability to evaluate with justice every good performance, and showing appreciation for every job well done (*line 11*).

The position of the participant in the organisation is one that requires the managing of the coordination of the organisation's various commercial departments; this requires that the participant deals mostly with colleagues in similar positions or at lower hierarchical levels, who do not however report to him. As this position is a highly political one (*line 6: Guardian, trustee, the blending of the requests of marketing and logistics with the needs of sales department*), it might be said that appreciation was mostly associated with meaning, in view of the participant's need for professional identity establishment and acceptance, linked to purely psychological constructions of personal meaning development.

Table 17 : Constructions of Meaning per participant – Code 1600

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1600 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total Reference s(Like to Like)</i>
16	35	23%			152
Feelings of Justice	4	33%	(line 9: to have a feeling of justice and to see that my supervisor has knowledge of the 'subject' (knows the job), line 11: ...concerning me to have dignity and pride, to know what they have to do and how to do it, to recognise their responsibilities, line 24: Meritocracy, and production of knowledge, line 26: With that, meritocracy and production of knowledge).	1,5	12
Responsibility	3	43%	line 11	0,5	7
Learning - Learning transfer - coping	3	43%	(line 18: ...these are exceptions, they like to obtain knowledge and learn, they like what they do, line 24: and production of knowledge, line 26: production of knowledge).	0,5	7
Recognition from peers - Acceptance	3	43%	(line 2: ...social recognition..., line 16: Knowledge, money and social recognition, line 11: and to feel recognised)	0	7
Reward	3	30%	(line 2: money, line 16: Knowledge, money ..., line 18: money)	1	10
Career path - Personal Development	3	20%	(line 18:but some have ambitions; these are exceptions, they like to obtain knowledge and learn, they like what they do. line 20: fulfilment of their ambitions, line 26: Development of people helps in the harmonious functioning of the company).	1,5	15
Emotional Climate related components	3	19%	(line 2: Money, social recognition, no routine, a job that would give me excitement, line 18: money, friendly known environment, good climate, line 20: Acquisition of knowledge, good atmosphere – climate, money and the fulfilment of their ambitions).	2	16
Knowledge of the Job - good job	2	40%	(line 9: ..to see that my supervisor has knowledge of the 'subject' (knows the job), line 11: ... to know what they have to do and how to do it)	0,5	5
Professional Identity - face saving	2	15%	(line 18: there are of course some that like what they do...but some have ambitions)	1,5	13
Directions - Goal orientation	2	13%	(line 22: this presupposes that certain things be done; if it remains only in words then it is not a direction. If action is taken then it is a direction)	2,0	15
Leadership	2	12%	(line 22: Firstly, the supervisor and the direction of the company)	2	17
Interest	1	25%		0,5	4
Personal goals	1	20%	line 20 :...the fulfilment of their ambitions	1	5
Problem solving - Decision making	1	17%	(line 22: If action is taken then it is a direction)	1	6
Appreciation for the Job Well done	1	17%	(line 11: and to feel recognised).	0,5	6
Consistency	1	14%	(line 22: this presupposes that certain things be done; if it remains only in words then it is not a direction. If action is taken then it is a direction)	0,5	7

Source: NVIVO -7, Constructions of Meaning per participant/ Analysis of the Interview extracts

Discourses

In this interview extract, meaning was constructed in at least five ways. First, it was constructed as a social arrangement. It is something that requires the individual and the social to come into existence. People in the organisation are required to invest resources to get mutual support and recognition. On the one hand it is hard to disconnect this arrangement from the others in the organisation, because it has been developed over time; on the other, it was constructed as a testing-ground towards recognition. *(Line 2: social recognition, line 11: to feel recognised).*

Second, the construction on social relationships and the responsibilities of the others, -which resulted in social recognition for the participant- who were involved in mutually beneficial social arrangements in the organisation, draws on a wider economic discourse. This relationship of the individual with the organisation was depicted by references to exchange assumptions, expectations, beliefs and positions. (*Line 2: money, line 11: to feel recognised, line 18: money, friendly environment, line 20: money and fulfilment of their ambitions*).

The third discourse was intellectual, in view of the relationship of the participant with the supervisor (the organisation in his eyes); knowledge was considered as the main priority by the participant, as an asset to get the best out of this exchange relationship. (*Line 9: and to see that my supervisor has knowledge of the 'participant' [knows the job], line 11: to know what they have to do and how to do it, line 16: acquisition of knowledge, line 24: production of knowledge, line 26: production of knowledge, line 31: those that do not understand what that change means...they do not have the knowledge*).

The fourth discourse was developed in view of the same exchange, and negotiated feelings and climate within the organisation, drawing on a psychological discourse (*line 2: a job that would give me excitement, line 9: to have a feeling of justice, 18: friendly known environment, good climate, line 20: good atmosphere ...fulfilment of their ambitions*). The psychological discourse in this interview extract denoted clearly the expectations of the participant for a positive evaluation by the organisation, based on his perception of the components of fair evaluation and exchange, between employee and organisation. The qualities of this psychological discourse were judged in the light of the power and authority discourse (the fifth discourse) that was developed implicitly, in order to emphasise the power of the organisation's authorities, to evaluate, reward, and take action. This last construction also demonstrated the different perspectives of objectivity and subjectivity between the participant and the organisation.

Action Orientation

The participant's use of a discursive construction of meaning as a social arrangement and as a mutually beneficial but fair exchange process between the employee and the organisation could be seen as a way of emphasising his responsibility. The emphasis on knowledge and the construction of an intellectual discourse could be seen as a way to emphasise professional identity and expertise, as main components for success and positive evaluation from the organisation. The gain for the individual is to show that he could help in the development of an environment with meaning for everyone and that he could also be valuable in the change process, since he has the knowledge

to do things, is professional and fair and willing and able to recognise and accept responsibility (*line 26, and 31*).

Positionings

The discourse of economic exchange positions the participant and the organisation in a situation of high dependency on each another. However, it is indicated that organisation is not only leadership or supervisors in this interview extract. Organisation seems to be constructed essentially around relationships with colleagues in other departments, and as a total social arrangement; this arrangement develops a relationship so important for the individual that the continuity of this relationship draws on his ability to maintain psychological balance, and meaning from work. This argument, similar to the political role (*line 6*) of the participant as a coordinator, helps to develop a participant's position guided by the need to behave as a responsible person, who should be related to the others within the organisation in the same responsible manner of fair exchange and beneficial interdependence.

Practice

The construction of meaning as social arrangement and economic discourse, supported by psychological and intellectual discourses, and by power and authority discourse, together with the participant's position, requires the participant and colleagues positioned within them, to act responsibly, and with consideration for the effect of their actions on others. Being part of a social arrangement and of an organisational mechanism with certain tasks and roles, means that they should deliver this responsibility in practice. (*Line 22: if it remains only in words, then it is not direction [in which to proceed]*). The participant's stance (*line 26: With that, meritocracy and production of knowledge. Development of people helps in the harmonious functioning of the company*) shows that he understands his positioning as a responsible social actor, who is willing to take the initiative for change, and accept responsibilities and consequences of action.

Subjectivity

Since this stage of analysis is rather speculative (Willig 2001), it was approached from the perspective of what can be felt and thought from the participant responses in relation to the constructions of meaning in the interview extract.

The emotional state of the participant might support his positioning as a responsible social actor considering that the participant was feeling neutral (P/N =1, 02). His high mean-rank score in the positive emotion of Assurance (185, 25), might demonstrate that he was confident about the ex-

change constructions he developed, and that he understood responsibility. At the same time, his high mean score in the negative emotion of Hostility (121,72) denotes an unpleasant psychological reality, anticipating either a need for researching further the ideal relationship with the organisation, or the need to set things to rights for him, waiting for something to be done by an external agent (the organisation or his supervisor). Considering that hostility felt varied statistically significantly during the period of the measurements ($p=0,003$), this might further support the positioning of the participant as a responsible person who values responsibility and justice, and who consequently continually tests his subjective experiences, searching for the ideal relationship with the organisation.

Coping responses to change and learning

In view of the above, it can be argued that the individual's coping capacity towards the development of meaning and change was not affected by knowledge limitations, or feelings of insecurity, but seemed strongly affected by the psychological qualities of the relationship with the organisation. Consequently, this relationship resulted in participants' constructions on mutually beneficial economic exchanges between self and the organisation. As a consequence, something was not happening as expected by the individual; and although he was not reporting incongruity between the primary and the existential task, it is implicitly shown that task alignment is an issue. This was because in his reports the participant implied an ideal social reality, which by the time it was reported as ideal, was expected to differ from his apparent and perfectly consistent replies about what is required to be done and what he finally faces.

Viewing the participant's positioning and stance in the constructions and discourses developed in relation to his discursive construction of the change process, denotes a single loop learning capacity. The participant was trying to control organisational environment and task unilaterally, making unproven attributions and evaluations i.e.: *(line 31: do not understand what that change means, or they are not capable of helping in this direction, they do not have the knowledge)*, *(line 31: To want to improve some things is normal for those who are interested)*.

The participant was additionally advocating courses of action that discouraged inquiry. For example: *(line 11: The same as above, and to feel recognised, and to have dignity and pride, to know what they have to do and how to do it, to recognise their responsibilities, line 18: money, friendly known environment, good climate, there are of course some who like what they do. Some are here 'mirroring' what I have said [money, friendly known environment, good climate], but some have ambitions; these are exceptions, they like to obtain knowledge and learn, they like what they do.*

He presented his opinions as obviously correct, making overall attributions and evaluations with the objective of emphasising what was bad and problematic in relation to change (*line 28-31*). The fact that the participant was not giving a positive account in relation to change, suggested that he did not identify with such a positive account. Therefore, while he was trying to attribute fault to others, at the same time he was trying to maintain face and support his identity as a responsible and knowledgeable employee who was interested in improving some things (*line31: To want to improve some things is normal for those who are interested*).

Participant 1300 - Max

Discursive Constructions

In the extract of Max's interview, meaning was referred to as something requiring an involvement of both the individual and the organisation in a relationship, which was however limited by the level of autonomy that the organisational hierarchy, in the form of the supervisor, can accept (*line 26*).

Meaning was linked to career path, and personal development (*line23*) was associated with task alignment (lines 6, 7, 9), linked to direction and goal orientation and extensively linked to the emotional climate.

However, constructions of meaning in relation to climate were also implicit, when the participant addressed the topics of practices and procedures (*lines 14, 29, 33, 35*), and the topic of reward. The discursive construction of meaning reported as involving nice and friendly people, implicitly drew on the relation with the emotional climate, while its explicit report as something related to culture, social relationships, and the fitness of personalities, did show that, that was associated with the way things work.

Meaning was also referred to as something requiring participation, and participation was constructed along with involvement; as the more widespread the participation in the organisation, the better would be the interest and involvement.

Meaning was also constructed as an effect of blame or credit distribution. It was implicitly related to organisational climate, in constructions of how processes and practices feel to the participant (*lines 29, 33, 35*).

Meaning was involved in decision-making and problem-solving, was associated with feelings of justice, was derived from satisfaction of personal goals, and referred to as something which re-

sulted from consistency and accountability, was associated with positive reappraisal , required responsibility, as the product of achievement and results, associated with communication qualities, and as something resulting from empowerment.

Table 18 : Constructions of Meaning per participant – Code 1300

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1300 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total Reference s(Like to Like)</i>
	20	45	23%		197
Achievement - Results	6	55%	(line2: visible results coming fast, that creates good mood in my colleagues and myself, while simultaneously increasing the basic size of the company, line14: efficiency, line16: personal efficiency and team efficiency, line21: and efficiency as I said before, line29: To seek for more efficiency)	0,5	11
Communication	5	45%	(line14: transparency in communication, line19: ...to have quality in communication, line29: ...to work in the information flow, line 31 work in balancing formal and informal communication..., line 35: multiply informal contacts and build personal networks...)	0	11
Emotional Climate related components	4	25%	(line2: that creates good mood in my colleagues and myself, line 4: fun, line 19: fun, nice atmosphere – climate that creates a good working environment and positive attitudes, line 21 and (line 27: Quality of people, for example nice presence helps in the environment, the quality of the human resources (people) gives meaning ...)	2	16
Empowerment	3	50%	(line 12: Support in general, coaching, clear instructions, continuous challenge, and motivation to exceed my potential, line 23:space to advance and enrich their responsibilities, variety in job content, line31: empowerment).	0	6
Reappraisal (Positive)	3	33%	(line12: coaching, line16: timely feedback line33: And appraisal development)	1	9
Structure, processes, rules, regulations, procedures	3	30%	(line29: To seek for more efficiency, to avoid replication, to avoid multiplication, to streamline hierarchy levels, for example..., to work in the information flow), (line 33: Basically I see all these as a part of efficiency, and I could say that some processes should become more standardised., (line 35: ..in order to facilitate day-to-day business issues, design and propose process improvements with specific focus in benefits to the stakeholders..)	1,5	10
Involvement	2	33%	(Line 4 and line 14)	0,5	6
Responsibility	2	29%	(line19)	0,5	7
Consistency	2	29%	(line21: Consistency between colleagues, and top management; (...) something between consistency and accountability)	0,5	7
Social relationships	2	22%		1	9
Participation	2	20%	(Line 4: the participation of people in results, the satisfaction of the team – of every team- the personal satisfaction of everyone), (line 14: Fun, cross-functional work)	1	10
Alignment of task (existential=normative primary)	2	17%	Line 6: I was expecting something else [laughing], lines7and 9.	2	12
Feelings of Justice	2	17%	(line14: transparency in communication, line 16: honesty)	1,5	12
Personal goals	1	20%	line 4	1	5
Problem solving - Decision making	1	17%	(line31: improve decision-making process)	1	6
Cohesiveness - Essence	1	17%		1	6
Blame and Credit (climate)	1	14%	(line19: Accountability, to value the effort of the guidelines given)	1	7
Directions - Goal orientation	1	7%	(line 12: Support in general, coaching, clear instructions) (line23: Should I have in my mind specific persons? [Beckoning yes] , yes, so career expectations, to see that they have space to advance and enrich their responsibilities)	2,0	15
Career path - Personal Development	1	7%		1,5	15
Leadership	1	6%	(line 26: Simultaneously the organisation and individual. The organisation is reflected in every supervisor and each one has a marginal manoeuvre in order to have personal meaning).	2	17

Discourses

In this interview extract, meaning was essentially constructed in seven ways. First, meaning was constructed as a social arrangement, which built on participation, involvement and satisfaction of the team, on transparent communication, and on the need to alter culture - the way things are done in relation to people quality and fit in the organisation (line4, line14, line27, line7). The relationship of the participant with his colleagues and the organisation was not recognised as a mutually beneficial social arrangement, but rather as a way of moving towards the participant's goals (*line35: Multiply informal contacts and build personal networks, in order to facilitate day-to-day business issues*). This arrangement might therefore equate to an economic discourse.

The second discourse constructed is an intellectual discourse. The participant was referring extensively to efficiency, processes, and practices, in an attempt to establish authenticity and knowledge expertise (*line29: To seek for more efficiency, to avoid replication, to avoid multiplication, to streamline hierarchy levels (for example field sales force), to work in the information flow, line31: Basically work on balancing formal and informal communication, empowerment, improve decision making process, simplify things, line33: Basically I see all these as a part of efficiency, as I said, and I could say that some processes should become [..]*). The extensive construction on the intellectual discourse was continued in the participant's commentary about the change process: (*line40: If there were a better way..., I would try a bigger crisis, which would address a big change, like: unfreeze something, analysis, freeze again. I would have done more conferences, I would have invested more in communicating of this attempt, I would have tried to make it an umbrella concept for the company.; more intense, frequent and powerful with variety*).

The participant's specific and consistent subjective belief in a certain solutions methodology, might indicate that he was either a politically conscious language user, or was involved in a romantic discourse, where the methodology is the way to achieve the ultimate destination of changing things.

The third discourse was psychological; here the construction of meaning resonated with emotional climate (support, coaching and motivation). However, it also had implicit relevance to a wider economic discourse, as it involved the participant and his supervisor or the organisation (*line26: 'organisation is reflected to the supervisor*) - in a mutually beneficial arrangement. (*line12: Support in general, coaching, clear instructions, continuous challenge, and motivation to exceed my potential*). The participant's belief that there is a reflection of the organisation in every

supervisor, and that one has a marginal manoeuvre in order to have personal meaning, drew directly on the fifth discourse - a power and authority discourse.

The sixth discourse was the control of 'reality'. The participant discussed a discrepancy between his primary and existential task, trying to assign less importance to this discrepancy, saying that there was only one issue. (*Line7: I could say that there is an issue of how it has been communicated to me, and what I am expected to do; especially in relation to soft issues, for example*). At the same time identity warranting issues were also involved. (*line7: for example: what is the weight of the position and my role in how business is directed*).

The construction of meaning for his subordinates as something related to career expectations, space for advancement, enriched responsibilities, variety in job content, and efficiency, was designed in a way that might speak about his own role demands, in relation to his subordinates meaning-making. The involvement of the researcher in that stage might have affected the way the participant constructed 'proper' sayings. This construction, which seemed as his 'own' way towards the ultimate goal of efficiency, might equate with a romantic discourse.

The participant used procedures for controlling discourse. In all the constructions of meaning, he was following rituals about professional identity, expertise and intelligence, organisational appropriation, and political language (*line21*); drawing on these restrictive categories of discourse positioned the participant as attempting to control discourse, therefore limiting his capacity for participation and communication. The participant was a conscious language user, and discursive constructions should therefore be considered in the light of a vague and more speculative manner.

Action orientation

The participant, by the extensive use of intellectual discourse, implied his interaction concerns about the way he would like to relate to others and the organisation. The specific constructions promoted the working towards a certain methodology, which comprised the participant's coping abilities and psychological strengths. The participant's use of a discursive construction of meaning as a social arrangement, which was however constructed as an integral part of an intellectual discourse, could be seen as a way to control discourses and interaction, with the objective of achieving his personal goals.

Positionings

The construction of meaning as social arrangement established by the intellectuality of the participant, positions actors in the organisation in a relationship which challenged individuals' coping capacities and knowledge; others were considered unable to contribute to the development of an appropriate climate, and unable to contribute to the development of efficiency (line21).

Practice

The constructions above required that the participant had acted responsibly and knowledgably in relation to the proposals and inferences that he was making throughout the developed discourses; whatever he said, if asked, should have been linked to commitment for implementation and full responsibility for action. Although the participant's proposals seemed resolute and confident, they were presented with enough abstraction to support a rather distant position in relation to practice. The participant built on an intellectual discourse, promoting knowledge and consulting, about what had to be done, but did not personally commit to the change results – as for this change, it was others' fault (line44: *It has to do with how much the critical mass has been impregnated with what I was saying before. When the critical mass is in such a climate it is more difficult to change; if there are some throughout the organisation who believe in change they might possibly help. But I feel that most are not in a good climate*).

The only connection of the participant to action linked him to the possibility to satisfy personal goals. (line35: *Multiply informal contacts and build personal networks, in order to facilitate day to day business issues, design and propose process improvements with specific focus on benefits to the stakeholders (this is important in order to sell it), to portray the examples, meaning to personally demonstrate*).

Subjectivity

In view of the above, it can be argued that although the participant felt that he should have followed organisational reality, his own 'reality' was different to that of the organisation. The participant tried to take things under control, by stressing the need for efficiency based on knowledge, and by focusing on his intellectual coping capacity; in the uncertain situation of the organisation, this was evident through the interview extract. The participant was identified with a rather negative P/N ratio (0, 84).

Social role and job task were seen as commitments of importance to the participant. An eventual loss of any commitment, implied lack of control, and was a goal incongruent event (for him) that

produced sadness (Mean Rank =103, 30) and guilt (Mean Rank = 126, 50) with a significant variance ($p= 0,017$). In feelings of sadness, no one is responsible for the goal incongruence; when sadness is experienced, the person feels that there is no way to restore the loss (*line 44:When the mass is in that climate I said, it is more difficult to change; if there are some throughout the organisation ...*, *line 21: I think that everyone wants that, but everyone blames the others for not having that*).

‘Sadness action impulse’ is inaction or withdrawal from involvement in the world. In this case, sadness experienced versus the discourses constructed demonstrates that the participant seemed rather unwilling to take action, before clarifying social role and job status. The discourses constructed, and the participant’s position within them, support this argument and constitute the fact that for the participant goal relevance was not content specific, as the main commitment of importance seemed to be, his organisational -social role. This signifies that the negative emotion of sadness was felt as the result of this commitment of importance to the individual. This might have resulted in guilt since the participant was not willing or able to restore the relationship with the organisation.

Coping responses to change and learning

The participant had a moderate mean rank score in self-assurance (125, 87), something that demonstrated the attribution of accountability and responsibility for meaning development, to the individual (*line 26: The organisation and individual simultaneously*). At the same time, the joviality score (173, 43), showed a similar attribution of accountability to self, and the direction of credit to self, as the participant felt in control of the situation. There was also a content-specific construction of accountability in blaming others for not being willing to behave and work efficiently, although they could have done differently, which influenced hostility, the negative emotion which the participant scored (103, 28). In this case hostility involved the participant’s ego-identity, and was related to the active goal content developed in the discourses in relation to the organisation’s practices and the way things work; this also implied goal relevance. The behaviour of others had affected the participant’s effort to preserve and enhance his own ego identity and social role. However, seeing the participant as someone who is knowledgeable of language use, the interpretation is changing. He might have performed during the interview, since the constructions drawn in view of the high mean rank score in guilt (126, 50) he had felt, suggested that he acknowledged the problem that the researcher should not be allowed to identify his lost connection with the organisation.

However, there was no indication that coping was seriously affected, as the participant seemed to know how his relationship with the organisation could have been influenced for the better; however, the participant was sceptical about whether this relationship could have been definitively influenced. Therefore, although there were no clear limitations evident on the participant's coping capacity, a vague expectation was evident concerning the future, which was enhanced by questioning about the participant's social role and job task. Consequently, uncertainty in dealing with the change satisfactorily was shielded by developing defensive discourses and defensive relationships in the organisation (*line35: Multiply informal contacts and build personal networks, in order to facilitate day to day ...personally demonstrate*).

Overall, a diversification in appraisal was evident, which justified the various emotions felt and, finally, the rather moderate - neutral positivity ratio of the participant.

It might be argued that the participant's positioning and stance in relation to meaning inasmuch as in relation to the change process, denoted at first sight a positive learning capacity. He promoted participation in design and implementation of action, asking for internal commitment of each one separately in the organisation. Evaluation was described as relative to clear and observable data; attribution and efficiency were linked to empowerment, to simplification of processes and to open and intense communication. However, a comprehensive treatment of the participant's data suggested that these were constructions involving his positioning, the researcher and the organisation in various discursive strategies.

A closer look at the developed defensive discourses, suggests that rationality was emphasised, and that identity-warranting moves were employed in an attempt to protect the self from the uncertain organisational environment. This has reduced the participant's learning to a single loop form.

Participant 1200 – (Antony)

Discursive constructions

In the extract of Antony's interview, meaning was referred to mainly as something which was influenced by leadership, related to climate, required participation, was associated with reward, and was related to fellowship.

Meaning was additionally constructed as something influenced by the task, and related to career development, as something which involved learning and knowledge transfer, and which was linked to cohesiveness, consistency and reappraisal being something influenced by problem solving and directions.

Table 19 : Constructions of Meaning per participant – Code 1200

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1200 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total Reference s(Like to Like)</i>
	21	34	17%		197
Leadership	5	29%	(line17: To have the freedom to work comfortably (psychologically), see me as a fellow-worker, line26: The fish stinks from the head, line30: the 'family' should not be detached from the company, line:34: It's not only me who is able to give solutions, line34: To participate in a team that will change things and put things into action),	2	17
Emotional Climate related components	4	25%	(line4: so that misery doesn't exist in the environment, line6:This, has consequences for all, I mean the environment, it is important not to have misery around,for people not to feel fear because they expect to be punished for not working if they take a lunch break, line28: it's only the accusations that are personal, line34: to change the mentality of the company, for example: you leave at seven o'clock in the afternoon and they tell you that it is a half-day holiday !)	2	16
Reward	3	30%	Line 24: reward (acknowledgement), line28: Nobody has properly rewarded anyone, [publicly acknowledge one's performance, contribution],, line30: To reward, not only through the bonuses, but also in different ways	1	10
Learning - Learning transfer - coping	2	29%	Line 13: To be possible to tell, that he solves the issues, work is moving, he is covered (informed); a demand that you have (is)that he should transfer knowledge - generally or specifically to your subject, line 24: ..they want to learn..	0,5	7
Fellowship	2	29%	(line2: What I am interested in is that the environment and the people around me move in the framework that they have mutually developed, line 17: see me as a fellow-worker, imperviousness should not exist, respect instead of fear, [...] things that go beyond the frame of responsibilities)	0	7
Participation	2	20%	Line28: the middle management level is totally amputated, they are not associates of the decisions, line2:they have mutually developed	1	10
Alignment of task (existential=normative primary)	2	17%	Line 2: To deal with sales [...] but not now [...] what I am doing now, line 10: . I do what I am expected to do, the same things I told you before. [He believes that is aligned]	2	12
Knowledge of the Job - good job	1	20%	Line 13: a demand that you have (is)that he should transfer knowledge - generally or specifically to your subject	0,5	5
Problem solving - Decision making	1	17%	(line13)	1	6
Cohesiveness - Essence	1	17%	(line34: To participate in a team that will change things and put things into action)	1	6
Appreciation for the Job Well done	1	17%	Line 24: reward [in the sense of (acknowledgement)]	0,5	6
Involvement	1	17%	Line 28: the middle management level is totally amputated, they are not associates of the decisions	0,5	6
Blame and Credit (climate)	1	14%		1	7
Responsibility	1	14%	Line 34: Development and modulation of my subordinates and collaborators. It's not only me that is able to give solutions	0,5	7
Consistency	1	14%	Line30 :To deal with people, to do what it promises [speaks about the company].	0,5	7
Recognition from peers - Acceptance	1	14%	Line 15: The primary thing that I want is my acceptance as a professional, common view (perspective), collaboration, understanding and help in the subject that everyone is involved.	0	7
Reappraisal (Positive)	1	11%	(line24)	1	9
Social relationships	1	11%		1	9
Professional Identity - face saving	1	8%	Line 8:involvement in sales, besides theory and marketing, especially here where we implement plans ASAP and without budget	1,5	13
Directions - Goal orientation	1	7%	Line24 : They want freedom, control, guidance, stable and continuous guidance, they want to learn, pleasant environment, reward [acknowledgement]	2,0	15
Career path - Personal Development	1	7%	Line34: Development and modulation of my subordinates and collaborators	1,5	15

Source: NVIVO -7, Constructions of Meaning per participant/ Analysis of the Interview extracts

Discourses

The construction of meaning in relation to how organisational practices feel, in relation to how things are done and in relation to emotions and climate, amounted to a psychological discourse (lines 4, 6, 17, 28 and 32).

The construction of meaning in association with power and authority in the organisation and the perceived wrong leadership practices, was based on the subjectivity versus the objectivity of the participant, as much as on his originating experience, and drew on a control of 'reality' discourse (lines 20, 22, 24, 34).

The construction of meaning as something which required a social arrangement between the person and the supervisor, in this case leadership, was tantamount to an economic discourse, which was however related more to the individual's concerns and less to the others in the organisation (lines 13, 20, 22, 37). A construction of meaning as something which required mutual perspective, understanding, involvement and collaboration, drew on a social discourse, in which the participant built on the value of acceptance, recognition, and helpful acts in the development of a shared meaning (lines 2, 15, 17).

Action orientation

The participant attributed responsibility to the leadership, for not covering important psychological needs of the employees. The constructions of meaning as something related to participation, leadership, reward, fellowship, career development, cohesiveness, reappraisal, problem-solving and goal directions, were used by the participant in order to emphasise his sense of commitment and responsibility. At the same time, these constructions demonstrated a degree of dissatisfaction with organisational practices and decisions. The use of a control of 'reality' discourse suggests that a conflict existed and that a resistant behaviour could have been expected. However, when the participant said that the leadership had helped him, (*although he is calling others into question [other employees] see line20*), he was implying the existence of a different beneficial arrangement and exchange between the participant and the leadership, which changed the expectations for a conflicting behaviour to occur, despite initially implied by the power discourse developed.

Positionings

A construction of meaning as participation and social arrangements positioned the participant and others as highly dependent on one another and was the vehicle towards the accomplishment of the participant's professional acceptance. This construction was further strengthened by associations

of meaning with cohesiveness and fellowship. Such relationships require bonding and personal investment from every member of the team. The fact that the participant was feeling that he was receiving different treatment from the leadership was a threat to his identity and to the meanings he embraced. This threat provided the goal incongruence in the appraisal, having resulted in feelings of fear and guilt (mean ranks: 172, 03 and 147, 77 respectively).

Practice

As a result of the positioning, the participant was influenced by others of the need to behave as a respected co-worker in the organisation, and at the same time to comply with leadership expectations and the organisation's practices.

Subjectivity

The participant felt the highest Sadness among others (mean rank: 159, 54) which indicated that a commitment of importance to the individual was threatened or lost. The participant believed that his reputation and social role were threatened, things which comprised an important commitment to self. The loss of this commitment implied a lack of control or helplessness and was the goal incongruent event that produced sadness (Lazarus, 1991b). The participant's highly scored feeling of guilt (mean rank: 147, 77) indicated that the accountability and assignment of blame was internalised. However, for attributions of accountability and control, blame was also attributed partly to the external agent of leadership and management, and the resulting emotion was altered to fear (mean rank: 172, 03). As shown earlier, the action tendency in sadness is inaction. However, wavering¹⁰ of feelings for the benefit of accountability¹¹, suggested that -in view of the negative emotion of fear - , avoidance and escape could also have been alternative action tendencies.

Attentiveness (mean rank: 49, 58) had the second lowest score among the other participants, but this might have been the result of emotion-focused coping, which had the objective of altering what was in the mind, to better adjust the person- environment relationship. A possible result of attentiveness could be avoidance.

The participant's reaction to change is constructed with defensive argumentation. The participant draws on the factors which help to defend against change, basically building on the absence of training, on the absence of clear directions, on the lack of time for proper implementation, and on the way things were done in the organisation. Once again, it can be implied that accountability

¹⁰ Wavering is used here with the same meaning as emotion outcome regulation.

¹¹ Accountability is used here as the process by which one warrants identity.

was assigned to leadership and colleagues in the top management team (including implicitly the researcher). As a result, every new business was not inducing pleasure; (line28), but was seen with negativism.

In this interview extract, the proposal is to approach the discourse of change from a two dimensional perspective, because a conflict in the participant's identity is uncovered. The one perspective was implied when the participant talked as a member of the team (*line37: has made us*), and the other was implied when the participant talked as the leader of his team (*line37: our people do not...*). This was shown in the interview extract both in the relationships of the participant with his team, and of the participant with his supervisor (*line37: we say that we are the management team, but we are a one-man show*). Given the conflict in the participant's identity, the constructs made when he was speaking for his experiences as a member of a team versus the leader, involved the researcher in this team. The participant wanted to identify with the researcher, and this need was not only implied but also explicitly expressed with relative facial and body movements asking for consent.

This explained the effort that the participant made to control 'reality' and task unilaterally. He was trying to develop an identity balance, without discussing this concern openly. This was an important deficiency in relation to effective responses towards learning, and demonstrated the participant's rather defensive relationship with the others. Although he knew (line 48) that in order to change, one needs to distort 'reality', this distortion was fed with defences developed by the need to appear as a friendly fellow and respected team member to others, and at the same time by the need to conform to leadership expectations and organisational practices. In this way, these defences remained covered, making the participant unaware of his defensive reactions. On this the lowest P/N ratio among the others (P/N: 0, 63) could not help.

Participant 1700 - Peter S

Discursive constructions

In the extract of Peter's interview, meaning was referred to as something which was linked to culture -the way things work- (*line7*), as something derived from vision (*line25*), acceptance by peers, recognition and reputation, as something which involved personal development and career path. Meaning was also constructed as something deriving from leadership, which required clear roles (*line12*), structure and rules (*line30*), which derived from task alignment(*line25*), and which required positive climate.

Meaning in this extract was extensively associated with professional identity and face-saving concerns (*lines 7, 12, 25, 32 and 34*). In view of the former association with identity and 'face', links of the discursive object with feelings of justice, acceptance of self from peers and organisation, inasmuch as appreciation for the job well done, are issues which were implicit, but strongly evident (*lines 12,27,28,30,32,33,36,38,43,44,48,55,and 57*). Meaning was referred to as something which was derived from cohesiveness, from positive reappraisal, by extension from social relationships, and from fellowship.

Table 20 : Constructions of Meaning per participant – Code 1700

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1700 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total Reference s(Like to Like)</i>
18	39	21%			189
Social relationships	4	44%	Line 12: the response, mutual respect, right judgements, line 14: mutual understanding, line 14: see the needs of other departments, line 16: ..whatever I am asking I should also give to my subordinates	1	9
Recognition from peers - Acceptance	3	43%	Line25: to get the respect from the rest of the team, is important. It is different to say that, being from outside, but carrying the specific role you can understand, line32: Everyone knows and does not know who I am!, line38: We have an issue with the other departments, how to show my work.	0	7
Fellowship	3	43%	Line 12: being together in bad and good things, line 14: to respect the job of others, and not annihilate the job of other, this is not a good fellowship and 32 : ..I was protecting him and the team..they have never shielded me.	0	7
Reappraisal (Positive)	3	33%	Line 12: the response, mutual respect, right judgements, ..job description, mutual support. Being together in bad and good things, Line 27: to teach me, an evaluation should take place .. With clarity that would say: you have these advantages and these disadvantages, in order for you to improve you should do..., Line 32 : .. I have not done this conversation with my supervisor, or with his supervisor, why?	1	9
Feelings of Justice	3	25%	(Line 12: the response, mutual respect, right judgements, line 12: to know what I am saying goes through the management as mine..., line 32: everyone knows ...)	1,5	12
Professional Identity - face saving	3	23%	(lines7 -12), (line 25: but carrying the specific role you can understand), and lines 32-34.	1,5	13
Leadership	3	18%	(line5, line 30 and line54:everything starts from the top: it is responsible for making this culture work)	2	17
Appreciation for the Job Well done	2	33%	Lines 27 and 32	0,5	6
Structure, processes, rules, regulations, procedures	2	20%	Line 25: so I mean myself I am not covered by the job , line 30: HR function; that plays very important role in the company...the roles and the organisational laws,	1,5	10
Alignment of task (existential=normative primary)	2	17%	line 25: ..So I mean if myself I am not covered by the job I have and the work I do then it is my fault, and the company's also..	2	12
Directions - Goal orientation	2	13%	lines 2 and 3: ...to have tangible realistic targets [the subject implies target setting and direction]	2,0	15
Career path - Personal Development	2	13%	(line7: Something very important that the company has not developed is training. We had it in the past; it was the objective of 20% of people in every team to be ready for a promotion, line28: Clear career path, line23: I also have people who want prospects, have ambitions and want to develop fast).	1,5	15
Emotional Climate related components	2	13%	(Line2: To wake up in the morning in high spirits, not saying 'I m going there again' ...to have tangible-realistic targets, line3:To have relative [to targets] appropriate reward, prospects, and motives).	2	16
Roles - Job Description	1	17%	Line 12: ...clear roles and very important: job description	0,5	6
Blame and Credit (climate)	1	14%	line 54: everything starts from the head; is responsible to make this culture pass through, not to search for victims [these are the ones responsible]	1	7
Learning - Learning transfer - coping	1	14%	Line 36: I think I am doing that [contribute for meaning creation for everyone in the company]; I might have to improve my communication with other departments, for example I am getting nervous with you sometimes, but now there is nothing that I have to share so I should not be getting nervous.	0,5	7
Reward	1	10%	line 3: appropriate reward, prospects and motives	1	10
Achievement - Results	1	9%	line 25: the results, to reach the targets, to get the respect from the rest of the team..	0,5	11

Source: NVIVO -7, Constructions of Meaning per participant/ Analysis of the Interview extracts

Discourses

In this interview extract, meaning was constructed in at least ten ways. The first construction seemed to be a social discourse, which was a branch of a psychological discourse, one of the two most evident discourses in the extract. The other was an economic discourse. The construction of meaning as a social topic built on the need of the participant for acceptance and recognition by the organisation. (*Line14: to see the needs of the other departments, it is not important only to sell!. To respect the job of the others, and not annihilate the job of the other, this is not good-fellowship, line25: to get the respect of the rest of the team, is important, it is different to say that, being from outside but carrying the specific role you can understand.*). Meaning developed in view of the individual's need to develop fellowships and alliances that could have supported him when necessary, and possibly covered the participant's needs for tolerance, a topic that has been also commented on in a previous interview extract in relation to the change process. (See: 'Max' interview, *line47: an element of the culture of the organisation (the tolerance), the human face with its bad interpretation, also contributes*).

Similarly, the economic discourse was developed by beneficial social arrangements and the expectations of the individual from the organisation, which has however covered his intense psychological concerns:

(line3: To have an appropriate reward relative [to targets], prospects, and motives, line12: The response, mutual respect, right judgements, clear roles, and very important: job description, mutual support not with the meaning of covering up your colleagues, but being together in bad and in good things. Line23: In the team I have -and it was the same in my previous team- I had people who besides prospects were saying that this is the job I do, up to this point I am doing it very well, I do not know if I shall go higher and develop further. But I also have people who want prospects, have ambitions and want to develop fast.Line27: To teach me (...) that (...) an evaluation should be clear, saying: you have these advantages and these disadvantages, in order to improve you should do 1-2-3 things, if you want to reach that target. Line28: Clear career path, after an evaluation which is not figurative and is not done only for saying that there is an evaluation; and not to say that you got 6 out of 7, so you do well, and tomorrow say you do not fit in the organisation!)

The participant wanted to work in a rather controlled environment (*line2: to have tangible – realistic targets*) which provides security and justice, which provides recognition for his job and experience, inasmuch as it provides cohesiveness and acceptance from peers.

The psychological discourse developed was based on the need to prove skills, abilities, managerial capacity and character integrity. (*line38: how to show my work, line36: but now there is nothing that I have to share, so I should not be getting nervous, line48: a part might not have been done properly, but another, line 44: : no one knows everything nowadays, and line36: I might have to improve my communication with other departments*). It was further based on the need to prove that he cared for people development and their career path (line7), but everything was constructed in relation to self-anxieties and perceived well-being:

(line7: I do not feel that I am endangered by my subordinates, on the contrary, they should have prospects to develop), (line12: To know that what I am saying gets through to the top management as mine [ideas, proposals] and that they are not changed, to feel that he [his supervisor] feels secure and certain, and to think and propose him things for my team). (line27: To teach me [...] that [...] an evaluation should take place with clarity, that would say: you have these advantages and these disadvantages, in order to improve you should do 1-2-3 things, if you want to reach that target). (Line34: you put everyone in the team and your supervisor in risk, in danger; and at the end, the result was like I had said). line37: (...) Training, to develop my people is a kind of self-evaluation for me; since I do it every year. I build a team; we used to have a very good team, line54: Everything starts from the top; it is responsible for making this culture work, not to search for victims (these are the ones who are responsible), (...) proper evaluations of people you've got, with respect).

The fourth discourse referenced was an intellectual discourse which, although rather explicit, integrated some key psychological emotional influences of the participant's experience. Subsequently, references in experience were used to support, apart from the intellectuality and knowledge of the participant, a wider psychological discourse built on feelings of justice, recognition and acceptance by leadership, which developed a participant's admission that he wanted acceptance. :

Line32: But this was due to my experience, he could not understand that I was protecting him and the team since what I was saying was guided by my experience and not by something else. (line33: when you have reason to believe that what he says is not right, is the worst thing you might do; you put everyone in the team and your supervisor at risk ,in danger; and at the end, the result was like I had said, line38: because [...]what I was saying something my supervisor, and he was presenting that as his own! What could I say? That this was my idea? I simply lost my confidence in him).

The participant also reported a defensive future stance: *(line43: This moment, if we make specific steps and consistent [...] it will be enough to change. We need theory for what to do specifically and responsibly, implementation, what I do right and what I do wrong, line54: not to search for victims (these are the ones who are responsible), [...] proper evaluations of people you've got, with respect).*

The later was supported by a power and authority discourse, which although implicit throughout the whole interview extract, was explicitly shown in the following quote: *(line32: My supervisor was not communicating anything from me upwards. He was afraid that I wanted his position. He thought that I was sabotaging work, since I was the only one with contradictory views in the team).*

It seemed unlikely that the participant was feeling in control of 'reality'; however, he was negotiating 'reality' in presenting a conflict of personal values versus organisational, by the development of a sharp contrast between emotions and rationality: *(line2: To wake up in the morning in high spirits, not saying 'I m going there again', to have tangible- realistic targets. I am after a target and I am getting passionate about that, if it is not something that you feel passion for then [...]).*

Meaning equated to performance and improvement, as the result of being accepted and approved. The way towards this goal was revealed through a romantic discourse, where success was associated with an unconditional acceptance of the participant's authority and the establishment of a praiseworthy relationship with the organisation: *(line32: Everyone knows and does not know who I am! For example, I have not had this conversation with my supervisor or with his supervisor. Why? 36: I think I am doing that, line38: We have an issue with the other departments, how to show my work).*

The participant's subjectivity versus objectivity, led to a political discourse, where 'reality' was negotiated based on the participant's originating experience:

(line12: To know that what I am saying gets through to the top management as mine (ideas, proposals) and that they are not changed, line34: If you listen to someone in your team and you do not contradict him when you have reason to believe that what he says is not right, is the worst thing you might do; you put everyone in the team and your supervisor at risk ,in danger; and at the end, the result was like I had said, line38: I was saying something to my supervisor and he was presenting that as his own! What could I say? that this was my idea?).

The last construction of meaning as something associated with keeping identity secured, drew on warranting identity discourse, which in this interview extract, was build on training and evaluation, a rather constructed strength of the individual. Training and evaluation were used in this construction in a bipolar way. The existence of training and evaluation was used as an important value and knowledge topic which the participant possessed, and the absence of training and evaluation was used as a defence that did not allow the individual to improve:

(Line7: We had it in the past; it was the objective of 20% of people in every team to be ready for a promotion, line37: (...) Training, to develop my people is a kind of self-evaluation for me; since I came, I do it every year. I build a team; we used to have a very good team, line 27: To teach me (...) that (...) an evaluation should be clear saying: you have these advantages and these disadvantages, in order to improve, you should do 1-2-3 things, if you want to reach that target).

Action orientation

Most of the text that constructs meaning within psychological, intellectual and economic discourses was produced in response to the questions involving the role and the stance of the organisation. Within these discourses of the interview extract, the participant seemed to mainly care about the preserving of his professional identity. Psychological discourses developed had the function of creating sympathy for the participant, and promoted an evaluation from another perspective. Economic and intellectual discourses served the function of redefining the relationship with the organisation, according to the participant's definitions of justice, recognition and acceptance. The intense discourse about psychological and social arrangements assigned responsibility for non-acceptance, to the leadership and the company, while at the same time tried to present a professional identity which was serving the participant's identity-saving interaction concerns. Constructions were about the way that evaluation, recognition and perceived acceptance assigned full responsibility to the organisation and provided constructed argumentation to cover the participant's identity concerns.

Positionings

The participant took the position of an active player in the organisation, who was capable, but unfairly dealt with, who had the qualifications and the performance required, but was not treated on the basis of clear standards by leadership, and who deserved good fellowship in the organisational society, but felt discredited by others.

Practice

The participant feels frustrated by the fact that he has not received a consistent and careful performance evaluation from the organisation which could be the groundwork to recapture job recognition. The participant's status in the organisation, and trying to regain respect, showed a one-dimensional focus upon the self and its interests. The participant was dissatisfied and not truly listening; he was waiting for unconditional recognition. The resulting defensive discourses suggested that the participant could agree to follow advice for improvement provided by leadership in the organisation, but that his agreement would be given only for the sake of the agreement, and not for the advice contained.

Subjectivity

In this interview extract, goal relevance indicated that the personal goal engaged involved the participant's identity and was about social acceptance and recognition. As the situation was considered as threatening by the individual, and ego identity - the active goal content- was at stake, the resulting emotion was expected to be negative. Statistics results showed that the negative emotion of hostility (being influenced by an ego-identity at stake) was an evident one, manifested itself most strongly, being rather a significant result ($p:0,040$), and having the third highest ranking compared to that of the other participants (mean rank: 104, 38). Although the participant scored the third highest in positive affect and joviality in particular (mean ranks: 228, 57 and 188, 98 respectively), these are reported as non-significant results ($p: 0,469$ and $0,457$ respectively). Therefore, they might represent replies given on purpose. Self-assurance, on the other hand indicated that apart from the content-specific goal relevance of identity, the participant's concern for other commitments of importance was evident. The discourses developed suggested that these important commitments were the participant's social role, job and organisational reputation.

Coping responses to change and learning

The participant assigned blame for the incongruence concerning his identity to the organisation; leadership and organisation were held accountable for the situation, and as having full control and the power to maintain or to change this situation. The perceived attack on the participant's ego identity led to the development of the negative emotion of hostility.

As a result, the participant lost important commitments such as those related to his social role and reputation. Eventually he felt that he lacked control, and was powerless to change this situation, something that created sadness. He believed that there was no way to restore that loss. Although

there seemed to be no blame in his sadness, it might be said that for the sake of attributions of accountability and control, from time to time the participant located blame in leadership or the organisation. The emotion therefore turned to hostility and when the participant internalised blame, the emotion turned to guilt.

Problem-focused coping has been strongly affected by the fact that the person was not able to influence his relationship with the organisation in the required way. Future expectations were built with the same identity concerns in mind, and did not foresee a better capacity for coping or a favourable outcome for the person.

Coping was also altered by the participant experiences of strong emotions of joviality, self-assurance and attentiveness (mean rank: 92, 03), which drew on the cognitive coping of the individual. Attention deployment might have the objective of avoiding everything related to the annoying situation that harmed ego-identity, and of developing defences which kept the individual unaware of the situation and of his defensive reactions. Assurance and joviality might be the result of distancing the individual from the harmful relationship, or the result of a different construction, appraisal and meaning, of the problematic relationship of the participant with the organisation.

It might be argued that the participant's positioning and stance in relation to meaning inasmuch as in relation to the change process denoted a strategy of protecting the self and others. This was supported by constructs of unproven attributions and evaluations of performance and an overall attitude of treating his views as eventually correct. The participant constructed a defensive stance in relation to change, which increased the likelihood for single loop learning capacity: *(line43),(line48 in view of line47),(line54),(line57: We do not all fit into the philosophy of the company; much less when there is an issue in the culture. Some are adapted, some not; the company should accept you (the company with the sense of people); we are a difficult company).*

Participant 2700 - Tom

Discursive constructions

In the extract of Tom's interview, meaning was referred to mainly as something linked to participation, goal orientation, empowerment, career path and personal development. Participation was constructed in relation to involvement and as something which required a positive climate. Constructions of meaning as something derived from career path and personal development drew on both professional and personal advancement.

Meaning was referred to as something which required open and proper communication, a clear primary task and directions, as resulting from problem-solving and decision-making, as being associated with culture and climate, as being related to leadership, and associated with positive emotions.

Table 21 : Constructions of Meaning per participant – Code 2700

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>2700 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total Reference s(Like to Like)</i>
18	33	20%			165
Empowerment	3	50%	Line 10: I should develop and support with my department an infrastructure of systems and sales administrative support,i.e. productivity solutions ..., line 13:developing and creating a basis [infrastructure] on which we should step on and continue to do our job is a way that might create meaning to me, line 23: ..give the whole picture of what they are supposed to do..to make them feel important..	0	6
Participation	3	30%	Line 7: engage in more refined projects, to have open communications, good team spirit, in the working environment, common culture, processes that would support team spirit and teamwork, Line 17: to have the whole picture of the things I am about to implement, line 23:I am also trying to give them always the whole picture of what they are supposed to do and why they have to do it, in order to make them feel important for what they do, for what they are contributing.	1	10
Professional Identity - face saving	3	23%	Implied in lines 4, 23 and 42	1,5	13
Directions - Goal orientation	3	20%	Line 17: To have the whole picture for the things I am about to implement, line 23: . I am also trying to give them always the whole picture of what they are supposed to do and why they have to do it, line 39: The basic step should be to have very clear the where you want to go!	2,0	15
Career path - Personal Development	3	20%	Line 4: the job as such, the working environment ,the prospect[potential] for progress, line 23: to be able to personally contribute to their personal as well as professional advancement, ... I feel satisfied when they are progressing in personal level also, line33: To feel that there is a perspective for personal growth. Their performance is linked to the ability to progress further in the organisation.	1,5	15
Appreciation for the Job Well done	2	33%	Line 23: ..in order to make them feel important for what they do, for what they are contributing, line 33: To feel that there is a perspective for personal growth.	0,5	6
Involvement	2	33%	Line 17 and line 23, [constructed the same as participation]	0,5	6
Blame and Credit (climate)	2	29%	Line 27: To be always ok with deadlines and not be exposed to others (departments, other supervisors) in the organization, line 30: Their primary objective is to have things (priorities and tasks) done	1	7
Communication	2	18%	Line 7: ..to have open communications.., line 20: to be able to communicate properly..	0	11
Alignment of task (existential=normative primary)	2	17%	Line 36: You cannot make a personification. It is a matter of substructures in view of the primary task = what we have to do?= On top of that ..., line 39: the change of culture should be done ... very clear the where you want to go!	2	12
Interest	1	25%	Line 4: A job that could make me happy is the interesting one.	0,5	4
Personal goals	1	20%	Line 30: ..to have [their] things (priorities and tasks) done	1	5
Problem solving - Decision making	1	17%	Line 20: to have things we decide moving and not getting stucked	1	6
Cohesiveness - Essence	1	17%	Line 23: ..in order to make them feel important for what they do, for what they are contributing	1	6
Roles - Job Description	1	17%	Line 39: The basic step should be to have very clear the where you want to go.	0,5	6
Structure, processes, rules, regulations, procedures	1	10%	Line 7: engage in more refined projects, to have open communications, good team spirit, in the working environment, common culture, processes that would support team spirit and teamwork	1,5	10
Reward	1	10%	Line 33: Their performance is linked with the ability to progress further in the organization.	1	10
Leadership	1	6%	Line 36: You cannot make a personification. It is a matter of substructures in view of the primary task = what we have to do?= On top of that the new commercial director has much more demands in the mentality 'part' and the way of working	2	17

Source: NVIVO -7, Constructions of Meaning per participant/ Analysis of the Interview extracts

Discourses

The main discourse constructed was a conflict of existential with primary task discourse, which deals with the clarity of the task and the alignment of the individual with what he was required to do in the organisation (*line13: Developing and making reports. = However, it is not very clearly defined what exactly I am supposed to do. By developing and creating a basis (infrastructure) on which we should step, and continue to do our job, is a way that might create meaning to me, line36: It is a matter of substructures in view of the primary task = what we have to do? =, line39: The basic step should be to be very clear about where you want to go!*).

The second discourse was the control of 'reality' discourse, under which the participant seems certain about his own version of 'reality' concerning his subordinates, which demonstrated his assurance and internal commitment; but he was also expressing his agony about the missing directions from the organisation. (*line23: To be able to personally contribute to their personal [...]For what they do, for what they are contributing, line42: I feel that I could, but I don't know how!*).

Economic discourse was developed on beneficial social arrangements which drew on self-psychological-fulfilling factors of efficient communication, problem-solving, and quality of task, involvement and participation: (*line7: to have open communications, good team spirit, in the working environment, common culture, processes that would support team spirit and teamwork*).

Goal congruence was constructed as an important concern, which prescribed the appraisal of the encounter as beneficial for the participant and it was implicitly constructed as influenced by leadership. (*line23: I am also always trying to give them the whole picture of what they are supposed to do and why they have to do it, line13: However, it is not very clearly defined what exactly I am supposed to do, line17: To have the whole picture for the things I am about to implement*).

Action orientation

The use of economic discourse, with extensions in psychological factors affecting personal goal congruence, allowed the participant to implicitly express his beliefs in the importance of the existence of values such as free and informed choice of the employees in relation to the organisational requests, and exchange of open and valid information: (*line20: to communicate properly*). Expressing the same concerns, the participant built on the importance of participation in design and implementation of action, which was the way towards the accomplishment of internal commitment.

Positionings

The construction of meaning on beneficial social arrangements positioned the participant as highly dependent on his subordinates and others, since it was through participation and involvement, free choice and open communication, that accomplishment of goals and consequently meaning was obtained.

Practice

The former positioning required the participant to act with internal commitment and with consideration for the consequences of his actions for the psychology of the subordinates. That brought the participant to focus upon other interests and goals acquiring responsibility for their development and satisfaction, obliging him in a way to give the paradigm and to personally demonstrate the required behaviour.

Subjectivity

The participant expressed goal incongruence; it was not very clear what he had to do. But he was not assigning accountability for this incongruence to the organisation or the leader. The small amount of hostility felt was muted, because the participant felt that leadership could not do otherwise at the moment (*line36: On top of that, the new commercial director has many more demands in the mentality 'part' and the way of working*). Subsequently, in view of a beneficial appraisal of the environment and a positive future expectation, the participant was compromised with the task he was required to do, and he was trying to bring it into line with what he believed he had to do.

Coping responses to change and learning

However, the participant remained attentive, since he was uncertain about the final future outcome, although his coping was expected to be effective.

The constructions in relation to the change process indicated that the participant was taking a rather positive learning stance. He disapproved of the defensive reasoning of the people who disregard the old by very definition, and who advocate courses of action which discourage inquiry: (*line49: I feel that an invisible battle between old and new exists. There are people in posts who cannot think something new—and at the same time, are trying to disregard the old [without considering whether or not it has anything to offer]*). The participant believed that defensive relationships have been maintained, built on assurance and security. Consequently, people who were not open-minded, were not able to follow change, as they were protected by the security of the de-

fences they have built themselves. The participant argued that this can be solved with open, consistent communication, and with training, which should promote extroversion (line64) and influence freedom of choice and voice.

CONCLUSION

In this chapter, I hope that I have used informative tabulations and tables, deviant case analysis and a comprehensive data treatment as much as analytic induction, in being able, according to Silverman (2001), to claim a sort of validity for the results. However, cases are not sample units and one cannot easily generalise. Multiple cases might however look like multiple experiments (Yin 1993). Therefore, drawing on a theoretical sample, and “*combining qualitative research with quantitative measures of populations*” (Silverman 2001, p249), the generalisation of results could be possible.

It has however been the intention, not to claim that ideas can be cast in stone, as facts and things. This is because our understanding is socially constructed.

Chapter 7 – CONCLUSIONS AND IMPLICATIONS

From all the NVIVO-coded constructions and discourses drawn from the interview extracts (Appendix 19), the conclusion is that individuals express their relational meaning -for any encounter-based on their relationship with the organisation, and on the leverage this relationship has for their well-being. Subjects have been negotiating meaning for everything related to the job in relation to one's well-being and the 'reality' of the environment; different ego identity and self-involvement were engaged in the encounters that each interviewee had in mind when speaking about organisational experiences. It might be said that people's ego identity contributed to the appraisal process of the encounters reported.

For the subjects, the discursive object of positive emotions was presented as highly dependent on the quality and continuity of the interpersonal relationships of the subject with others within the organisation. The criteria that formed this relationship were constructed in relation to individual relational meaning, derived from the interaction of the individual with the organisational environment. Consequently, discourses were identified in connection to the above, showing different constructions of the discursive object, which were also unique to each individual who was immersed in the recalled experience.

Table 8 depicted the participants' constructions for meaning. It may be argued that these constructions support the first and second 'hypotheses', since they regard components of self-determination, competence, relatedness, achievement, intimacy and affiliation (Reeve 2001).

Emerging constructions

In the interview extracts, meaning is constructed in a variety of ways. As was shown, the constructions most often referenced are those linked to a psychological discourse, and those related to mutually beneficial social arrangements and exchange, drawing on a wider economic discourse.

The main constructions of meaning in the interview extracts identify meaning as associated with the following: leadership, career path and personal development, professional identity, emotional climate, directions and goal orientation, feelings of justice, task alignment, communication, professional identity, achievement, participation, positive reappraisal, personal goals, cohesiveness and essence, consistency of talk and action, reward, recognition from peers, problem-solving, blame and credit, clear roles, responsibility, learning, knowledge of the job, interest, appreciation, social relationships, culture, structure and processes.

It is worth noticing that meaning is highly associated by the majority of respondents (for seven out of eight) with four constructions, related to leadership, career path, task alignment and directions, which draw on the social arrangements between the person and the organisation.

Constructions associated with reward, professional identity, structure, problem-solving, feelings of justice, cohesiveness, reappraisal and participation, are constructions of meaning which draw mainly on expectations about 'reality' and on psychological arrangements between the person and the organisation.

Meaning has been identified with so many organisational notions, that it was not possible to fit many of these discursive constructions into broader concepts of hierarchy. Therefore, single references have also been developed -and have remained in the form of free nodes-, which have not been categorised in some broader themes.

It is also important to clarify that participants approached the discursive constructions of meaning differently, when asked to express their beliefs on behalf of others. Depending on the party about which they were talking about, they developed discourses accordingly; they drew on discourses of authority, power and control, when transmitting beliefs about meaning on the part of the supervisors. They drew on social exchange discourses, when expressing their own beliefs and the beliefs of their colleagues; and on psychological discourses, when expressing their beliefs about what meaning is for their subordinates. This demonstrates that people are involved in face-saving role-playing, and that they act and behave according to the organisational-appropriate behaviours. This might be characterised as an umbrella discourse that remains evident throughout all the discussions that took place.

Given the situation described earlier in Chapter Five (Methodology) about participants' relation to an action orientation (what was gained to construct the object in a certain way at a certain point in the dialogue with the researcher), the actor's role-demands during the interviews makes the dissociation of constructions in two distinct categories possible. The first category is pinpointed by viewing the respondent's constructions in responses related to self; the second is identified by viewing responses that involve beliefs for the others. Respondents talking, about what meaning is for the supervisors, develop associations of meaning with accountability (Max, line: 28), consistency, efficiency, mentality (Paul, line: 49), career development (PeterS, line: 11), culture, and corporate identity. Although leadership has been identified as a separate discursive theme with many references in the extracts, in the case of a single extract of (Antony, line:31), it is implicitly linked with the discursive object by negative shared meaning.

Important implicit references to culture are evident, because respondents talk in every instance in relation to the way things work in the organisation, which portrays culture (Brown and Brooks 2002). This talking portrays much more a reading of how it feels from within specific situations – of practical moral settings developed full of constraint and enablement for their participants in relation to the background. The same is true of implicit references to climate, which are also evident throughout the interview extracts in the constructions of meaning in association with organisational practices, procedures and rewards. Organisational climate seems to be an individual's perception element, as it is implicitly and explicitly evident that it is linked to the discursive construction of meaning. The same is indicated as being true of feelings of justice, which are constructed by organisational actors as non-arbitrary statements as well as representational ones. In other words, whatever is right seems to be true, because these statements of justice seem to be grounded on strong reasons for the individuals (Bouden and Betton 1999).

Appraisal process relational meaning implicitly and explicitly reported in the interview extracts and in the findings of previous work (Papantonopoulos 2004) on the association of positive emotions to goal orientation, security and sense of identity, reveal that there is a mutually reinforcing effect between positive meaning and positive emotions in organisations, which has as its starting point the meaning that work has for the individual. In view of this, one might argue that in order for organisations to prosper in the future, there should be structures and policies which could assist individuals in developing much needed resilience skills, in exchange for the anxiety that the nature of the job entails. People's ability to associate positively with each other is critical not only to economic life, but also to virtually every other aspect of social existence. The ability to associate well includes the ability to interact emotionally. The emotional components an individual brings to a system can influence the system substantially (Lofy, 1998). Engagement with the organisation is constructed in the interview extracts as something which results from performance feedback, positive reappraisal, and social support from colleagues, association and coaching. The findings suggest that these attributes provide positive meaning for all the participants. For those who report these elements as important, a tendency to become energised, dedicated and involved, is also implied. For those experiencing positive emotions optimism, connection to others and a willingness to help is evident. Findings suggest that positive emotions are linked to engagement, and through their capacity for contagion, they can unite with engagement throughout the organisation. As a result, a chain of positive meaning resulting from the attributes constituting engagements and from positive emotions is expected to be developed for all within the organisation, when positive meaning is acknowledged.

There are instances where the normative primary task is not clear, or is at least not communicated, in which participants have not developed positive meaning (the meaning work has for them), and consequently maintain negative responses to change.

Conversely, individuals who demonstrated a higher positive affect responded with optimism about their alignment with the normative primary task and the existential task, although there are instances where the primary task has not been communicated clearly. These participants constructed change positively and engaged in discourses which drew on their capacities for positive learning. There were even references that vaguely associate meaning to personal meaning. This is an important point, as it enhances the assumption that meaning which matters in organisations is the meaning that work has for the individual.

Fredrickson, (2000c) and Lazarus (1991b) suggested that specific emotions convey core relational themes, which are actually the key appraisal of the main bad or good for the person – environment relationship and which carry relational meaning for the individual.

As specific emotions carry personal meaning for the individual, they can also be categorised according to the intensity and importance of the meaning they carry. A high meaning emotion involves a high degree of relevant information about the person's relationship with the environment and about the future prospects for personal welfare.

Discourses and constructions about meaning drew upon the following: appreciation for the job well done, involvement, achievement, participation, positive reappraisal, effective problem-solving, compassionate acts, cohesiveness and empowerment. Psychological discourses demonstrated the importance of meaning drawn from personal well-being, which influences anxieties about securing participants' professional identities. Identity is defended by the participants in constructions negotiating exchanges of personal well-being in economic, intellectual and social discourses.

Another method that participants have used to construct meaning is to pursue and attain goals, following what has been argued before about peaks and 'ends', which carry more personal meaning in an experience, especially when they signify successful goal completion. Therefore, there are instances where negative 'meaningful' emotions hinder future expectations and responses to change, while there are instances where positive ends of the past reinforce more open approaches towards change.

The subjective side of learning, namely the understanding of what is at stake and what the meaning of the situation is for the individual, has important implications. Apart from those individuals who need competence development in order to enter the working environment, there are individuals within the organisation who need further qualifications and others who need re-qualification. In the last two cases, the difficult thing is that unlearning and readjustments have to take place simultaneously. This is a demanding situation, because it implies that the existing identity must be phased out and a new one developed (Illeris, 2003). This addresses the former arguments about emotions and learning rationality, and suggests that productive learning should be based on an environment where the team is empowered and in which everyone should be encouraged to participate. Any change process or learning should take into account the goals and aspirations of each one of the team in the organisation.

Ego-works are involved in the emergence of one's identity

The person and the environment are the main antecedent variables to the emotions (Lazarus 1994). This means the individuals' most and least important goals considered in light of a relative hierarchy, which is the motivational variable in the process. A self or ego-identity organises these goals in terms of relative importance and regulates which one is to be played in any given situation. Situational meaning structures convey important information. For example if positive, one may accomplish striving and feel joy, but when negative or when there is an absence of a cognitive map, one may experience anxiety, since what is required is not clear. Identity confirming behaviours help to obtain a match between one's behaviour and the cultural meaning of an identity. However, only some identities are expected to be appropriate in the organisational setting. In the organisational settings where 'conditioning of identities' and ideal self are developed, we cannot take experience at face value (Parker 1999), and it should be considered that emotional talk speaks not for the experience but for the discourses surrounding people (Butt 1999). However, to the extent that identity is considered an aspect of ego involvement (Reeve 2001), it is supported by ego-works, which buffers individuals against levels of anxiety originating from identity conflicts. In this case, defences are unconscious and immediate, and then only 'talking' about them involves construction.

Therefore, identifying the defensive mechanisms involved, it might be understood what has to be done in order to contribute positively to 'identity coaching' part of the conceptual framework helping individual's involvement in quality interpersonal relationships.

Participants with rather negative affect have used defensive mechanisms of the ego-involved, while those with positive affect have expressed an integrated ego identity regarding psychological and social attributes, characterised by direction and commitment in their relationships.

The defensive mechanisms involved are depicted in the table:

<i>Participant 2900</i>	<i>Participant 2900</i>	<i>Participant 1100</i>	<i>Participant 1700</i>
Isolation	Repression	Projection	Regression
<i>Participant 1200 and 1700</i>	<i>Participant 2900</i>	<i>Participant 2700</i>	<i>Participant 1100 and 1600</i>
Compensation	Humour	Denial	Rationalisation

These findings might suggest that ego-defences with the purpose of buffering identities mediate and moderate the development of individuals' psychological and social attributes, which allow or do not allow them to align within a 'joint action'. If this is the case, we might say that our third 'hypothesis' is now ready for further 'empirical testing'.

Acknowledge a shared dependency of employee and the organisation

Although theoretically suggested, it might be argued that the new relationship between employees and organisation should be based on reciprocal exchange. This addresses the fourth 'hypothesis' of the thesis.

Given the need for strengthening employee organisation relationship, the recognition of the emotions as sources and generators of positive meaning should be considered a strong alternative to the lost connection of the individual with the organisation. Positive emotions generate a healthy professional identity by positive meaning creation, and seem to strengthen the capacity of the individual for productive positive learning.

It has been shown that people refer to the 'company' as something abstract and vaguely defined, which lives and exists in a non-human fashion. People seem to be compromised in an abstract relationship, in which they have deposited hopes but also expectations for the future. But this is done for attribution purposes of blame; the resulting emotions distance people from the organisation and the uncertain endeavours which create stress. The practices of the organisation with the objective of increasing predictability partly answer the questions of uncertainty, but create ques-

tions of authority. It is expected that submission to the abstract organisation directs people to seek for authorities within, on whom they can lean, for decisions about their future. Leadership style could play a very important role in the development of a psychologically balanced work team, which should not be attached to one authority, and simultaneously should not repudiate every authority.

A new way to look at the business

This distance between the person and the organisation is realised in any circumstantially appropriate situations between people, in 'joint actions'. 'Talk' about 'the way it is around here', about how things currently are, allows for the realisation of possibility or not, and provides 'guidelines' about current action and results. Talk, connects to the background 'ethos', which determines the possibility for action and other things which are not rationally visible to us. Rooted in this background, peoples' actions produce outcomes, which generate 'practical moral settings' - situations between them with a given quality for them. Consider now that thinking comes into existence through worlds and through meaning. Thinking is about an internal negotiation in relation to the point of view of the 'practical moral settings' and the background in which we belong.

Consequently, talking is rooted in this background, and so is thinking and meaning. The background and the non-visible things that determines, seems to have a 'reality' of its own, while it is a product of words. Moreover, this thinking and talking is about the past, it is about things which might not have happened as we talk about them; something happened, but maybe not this. What has happened becomes 'reality' when we argue about it in relation to a specific cultural and historical context. The implication for business is that we only see and hear what we have a previous understanding for. That is to say that in order to hear and see possibility, one has to see first that he/she relates to background, to 'reality' and to right or wrong assessments, as if they are having a quality - a 'nature' of their own. This we define as current thinking, current learning or current business.

By appreciating and understanding that the way things are done is rooted in the past, possibility becomes tangible. By understanding that words construct 'reality', it is possible to author new versions of that 'reality' and change what is considered possible or beyond our control. Positive emotions could play a crucial role, since they provide a degree of openness building valuable resources for the individual. These resources strengthen people to become aware of their current thinking, thus addressing more the possibility to think beyond what is current and to 'go for' the unpredictable.

Therefore, a new environment of possibility that will provide regulation of stress-enforcing factors and create space for individuals to prosper in safety could be evolved. In such an environment, the leadership role is important. A leader should own the ability to infuse everyday events with positive meaning, cope with anxiety and lead the organisation without the 'power' support of traditional bureaucratic structures.

Leadership as the enabler

A leader's role is to ensure that the primary task is constantly reviewed in the light of the changing environment. The primary task is a key element in member-member and leader-member interaction. The leadership task is to ensure that the primary task of the organisation is reviewed continuously, in view of eventual changes in the environment, in order to ensure that the organisation adapts.

As leadership influences followership, especially in a transformational leadership approach - where leaders use emotions in order to create similar states to their subordinates-, it is important to point out that in consequence, leaders' influences upon emotional processes might have an impact on employees' performance. Thus, the leadership role is crucial in developing and maintaining an environment where positive emotions flourish, as they have the ability to influence their subordinate's emotional state. Leaders could create a valuable asset for difficult times by developing resilient individuals who have the ability to bounce back from negative emotions. In line with earlier arguments, it can be argued that leaders' work on the levels of risks or resources that employees have in the organisation, fostering of self-enhancement and developing an honest and trustworthy culture, could result in connection and engagement. Through increased engagement, participation and ownership, the individual's resiliency is expected to increase. Engagement and participation seem to have an impact on the contagiousness and crossover of positive meaning in the organisation.

Alignment is emphasised in the interview extracts as the mediator and moderator of this meaning-making. Alignment has been constructed in the form of direction and participation. Concerning direction, everyone needs to know where he has to go, but he does not want to be alone in this direction. It is participation where all should know the direction. Involvement and participation leads to a type of intrapreneurship. For example if people successfully provide an idea that works, they report a sense of inner satisfaction, and a growing sense of self-esteem. Both issues are influenced by the leadership role.

Distributed leadership and its impact on emotional relations

Apart from the traditional forms of organisations, new forms require greater flexibility and decisions to be taken at the front line. Distributed leadership has been proposed as a response to the question marks and anxiety generated in contemporary non-bureaucratic, flat structured multi-functional teamed organisations. Decisions should be taken not at the top and centre of the organisation, but at the point of contact with customers, collaborators and stakeholders. This calls for a new type of leadership (Huffington 2004).

Participants emphasised the need for a mindset that allows devolution of decision-making, collaboration and integration of leadership activity throughout the organisation; they additionally asked for leadership engagement in different roles and tasks at various levels, as well as for leadership engagement with the emotional challenges, dynamics and implications of people in relation to the organisation's ability to change.

Huffington argues that senior executives are not always ready to accept the notion of distributed leadership. They usually experience feelings of dependency towards the leader *''feelings of dependency, fears of challenging and being challenged by others, -seniors or peers- and the struggle to contain anxiety about exercising one's own authority as a leader on a wider organisational front''* (Huffington 2004, p.71). It has been argued that people have difficulty in understanding that collaborative leadership demands changes in behaviour by everyone in the organisation, and instead, they expect to change only after the leader -who has tried to involve them in taking up distributive leadership roles-, has changed. This is shown in an interview extract, where the participant wants the company and the owners to take the first step and not make it himself [PeterS, line:42].

According to this line of thinking, senior managers are about to challenge the ideas of the leader more heavily than in the traditional structure, because they are now charged with engagement in a collective leadership system which requires them to demonstrate their own leadership capabilities, where each one takes the risk of failure or success, without being protected by the structure of hierarchy (Huffington Clare, 2004). This thread of thinking creates insecurity and anxiety, both among the former traditional leaders, and among the latter senior executives, who should perform responsibly in the new roles.

It might be argued that by the time leadership becomes a personal issue, it is automatically assigned high personal meaning and becomes a psychologically demanding situation, where the prospective leader negotiates his role in relation to the roles of others, and where appraisal is bal-

anced against this relation and future prospects for his welfare. This consequently impacts on one's own emotions and on the emotional relations in the whole organisation. Inability to manage implications and uncertainties comes from the successful-or not-warranting of roles resulting in expressions of personal dynamics, conflicts and tensions.

The findings suggest that in the organisational context, positive emotions stem from, as well as generate, positive meaning, which in turn acts as the enabler for productive positive learning to occur, taking advantage of the interrelated attributes of resiliency and engagement development.

Potential benefits for managerial practice and practical consequences for the organisations

Tasks and responsibilities are intersecting; hierarchy is much more complex than it was in the bureaucratic forms; and authority and power is questionable and negotiable, according to the task and the given situation. This helps uncertainty, and uncertainty helps anxiety. On the other hand, openness seems to create reluctant, pessimistic and strong feelings, since people's roles, authorities and tasks are not developed in a protective environment. Feelings of vulnerability and questions of identity come to the fore. Cooper's (2004) argument about the decline of relationships and the disappearance of depth engagements in the new organisational cultures, focuses on the reasoning that since containment as a relationship and as a precondition of social and psychological solidarity is no longer possible, relatedness is not possible. So the question is how to make employees pursue their engagement with the organisation.

One suggestion is to find ways to experience more positive emotions in our everyday lives. What managers may do impacts on how the practices and procedures feel and create a positive psychology for all. One measure could be to connect those people who would generate more positive emotions in the workplace; and to allow people to connect with others on a human level at work. This would request leadership to allow for possible selves. Possible selves represent the future, directing attention, effort and focus towards planning for advancement (Reeve 2001). In being able to connect and enrol others, leaders should be related. Relatedness is one of the major psycho-cognitive needs which affects and is affected by the quality of interpersonal relationships and results in alignment within 'practical moral settings' towards the organisational purpose.

Another suggestion is that finding ways to make people feel grateful might help in increasing loyalty; as well finding ways to make people feel pride for what they do. By recognising a job well done, people usually feel proud. They are very motivated to achieve something new, in order to feel the same pride again. Pride in accomplishing an endeavour makes people engage in something bigger. Emotional bonding could bring results in many difficult times (Fredrickson 2003b).

Open and honest communication, participation and involvement could develop positive personal meaning. Appreciation for a job well done, as well as positive reappraisal and honest reward practices, helps in the enhancement of people’s professional identity.

The new proposition is that people could cause ‘productive positive’ organisational learning on demand, while positive emotions facilitate this process of participation.

Consider that leadership needs to author a new ‘reality’- realised in organisational purpose and expected outcomes. This is possible when it stands outside the ‘current’ situation, setting a new landscape for the future. This landscape should enable constraints, set rights and duties and should be justifiable to the ‘moral situations’ others share (Shotter 2002), because engagement is required. Words are to construct the new ‘reality’ for the organisation, and it is through them that others will stand for the new possibility. In view of this, leadership should stand by its words and should coach for engagement. Supporting engagement in interpersonal relationships produces participation in ‘moral situations’, where alignment towards the new possibility is realised. This participation - what we have tried to show in this thesis- is ‘productive positive’ organisational learning.

A possible Leadership Relatedness checklist

Positive Re-appraisal	Initiative and choice (challenge)	Clear structures and guidelines	Coaching	Justice and Security	Participation
Goal orientation	Problem Solving	Involvement	Autonomy	Support	Not threatened identities

We suggest working in the checklist findings in view of leadership willingness to ‘be there’ for others understanding the preoccupations and subjectivities of the current ‘realities’ of each person and of the organisation’s background. This could result in relatedness through development of quality interpersonal relationships and consequently to engagement.

Limitations of the thesis

The small number of participants in this research, and of interviews and the role of the researcher as a colleague in the researched organisation represents research limitation. As explained in the methodology, the purposive sampling is another limiting factor. However, what is considered the

biggest limitation in this type of research is that there can never be a completely accurate representation of what was said or meant. The researcher has, so to speak, transmitted the accounts participants gave as textual representations. *“the writer textually represents the subject’s experiences”* (Denzin 1997, p.5).

Future directions for research

Reactive, hierarchically structured and bureaucratic organisations have a way of inducing meaning to employees through practices, roles, accountability and the way that engagement and commitment is instrumentally achieved. In these forms, learning is based on rationality and is the result of control and authority -organisational discourses. But in the new forms of post-bureaucratic conceptions, productive positive learning might be emancipatory. It cannot follow rules, structures, or organisational demands. At the same time, competitive advantage and adaptation is appraised to the extent that individual learning is translated into organisational learning. But as seen earlier in this study, this is not necessarily captured within the organisation. For that reason, post-bureaucracies try to influence employment contexts, by using individualised systems of power, which target individuals’ emotional commitments, modes of thinking and identities. This attempt for control involves emotion-focused coping. Emotion-focused coping is used by people to alter what is a major concern for them. This process of emotion regulation results in emotional dissonance and dissatisfaction. That gives rise to important questions about learning and about the way that positive emotions could contribute to the optimal functioning in the organisations. Moreover, if this could be possible it raises the question, as to how learning sustains as a positive emotions learning experience?

As seen before, leadership willing to author a new ‘reality’ should name it and stand by it. However, we take for granted speaking of organisational values as proper and ethical. We all identify fairness, justice, transparency and teamwork, as ‘socially correct’. However, what happens when a new leader questions the core of an organisation’s values? ; At the same time what is happening when this authoring -grounded though within current values and background, - is supposed to construct a new ‘reality’ independent of the current, without altering the current values? Are then positive emotions enough to facilitate and fuel this transition with positive meaning?

Considering the cultural, and historical limitations of this research, it would be interesting for the future, to researching different private but also public organisations in different sectors, in order to identify the constructions of positive relational meaning in various settings. By asking participants to report about the meaning they inferred by referring to a specific example in the organisation

one could collect rich material and have a more 'direct' connection of the construction of the experience with the reported meaning. Then possible differences or similarities in the constructions could be used to develop a concept and framework for 'model generalisation'.

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APPENDICES

Appendix 1: CONCEPTUAL FRAMEWORK



Appendix 2 : PANAS-X QUESTIONNAIRE

PANAS –X Questionnaire

This scale consists of a number of words and phrases that describe different feelings and emotions. Read each item and then mark the appropriate answer in the scale next to that word. Indicate to what extent you have felt this way during the last week.

Use the following scale to record your answers:

1 = very slightly or not at all 2 = a little 3 = moderately 4 = Quite a bit 5= extremely

Answers are confidential

Use a v or circle your answer

	very slightly or not at all	a little	moderately	Quite a bit	extremely
Cheerful	1	2	3	4	5
Dissatisfied with self	1	2	3	4	5
Attentive	1	2	3	4	5
Daring	1	2	3	4	5
Strong	1	2	3	4	5
Scornful	1	2	3	4	5
Irritable	1	2	3	4	5
Delighted	1	2	3	4	5
Inspired	1	2	3	4	5
Fearless	1	2	3	4	5
Sad	1	2	3	4	5
Afraid	1	2	3	4	5
Shaky	1	2	3	4	5
Happy	1	2	3	4	5
Alone	1	2	3	4	5
Alert	1	2	3	4	5
Upset	1	2	3	4	5
Angry	1	2	3	4	5
Bold	1	2	3	4	5
Blue	1	2	3	4	5

Active	1	2	3	4	5
Joyful	1	2	3	4	5

This scale consists of a number of words and phrases that describe different feelings and emotions. Read each item and then mark the appropriate answer in the scale next to that word. Indicate to what extent you have felt this way during the last week.

Use the following scale to record your answers:

1 = very slightly or not at all 2 = a little 3 = moderately 4 = Quite a bit 5 = extremely

Answers are confidential

Use a v or circle your answer

	very slightly or not at all	a little	moderately	Quite a bit	extremely
Nervous	1	2	3	4	5
Lonely	1	2	3	4	5
Excited	1	2	3	4	5
Hostile	1	2	3	4	5
Proud	1	2	3	4	5
Jittery	1	2	3	4	5
Lively	1	2	3	4	5
Scared	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Downhearted	1	2	3	4	5
Distressed	1	2	3	4	5
Determined	1	2	3	4	5
Frightened	1	2	3	4	5
Guilty	1	2	3	4	5
Ashamed	1	2	3	4	5
Blameworthy	1	2	3	4	5
Angry at self	1	2	3	4	5
Disgusted with self	1	2	3	4	5
Interested	1	2	3	4	5
Loathing	1	2	3	4	5

Confident	1	2	3	4	5
Energetic	1	2	3	4	5
Concentrating	1	2	3	4	5

Appendix 3: DIMENSIONS OF AFFECT

a: HIGHER ORDER SCALE - Positive/Negative

Higher order scale			
No	English Term	Positive Affect	Negative Affect
1	<i>Cheerful</i>		
2	<i>Dissatisfied with self</i>		
3	<i>Attentive</i>		
4	<i>Daring</i>		
5	<i>Strong</i>		
6	<i>Scornful</i>		
7	<i>Irritable</i>		
8	<i>Delighted</i>		
9	<i>Inspired</i>		
10	<i>Fearless</i>		
11	<i>Sad</i>		
12	<i>Afraid</i>		
13	<i>Shaky</i>		
14	<i>Happy</i>		
15	<i>Alone</i>		
16	<i>Alert</i>		
17	<i>Upset</i>		
18	<i>Angry</i>		
19	<i>Bold</i>		
20	<i>Blue</i>		
21	<i>Active</i>		
22	<i>Joyful</i>		
23	<i>Nervous</i>		
24	<i>Lonely</i>		
25	<i>Excited</i>		
26	<i>Hostile</i>		
27	<i>Proud</i>		
28	<i>Jittery</i>		
29	<i>Lively</i>		
30	<i>Scared</i>		
31	<i>Enthusiastic</i>		
32	<i>Downhearted</i>		
33	<i>Distressed</i>		
34	<i>Determined</i>		
35	<i>Frightened</i>		
36	<i>Guilty</i>		
37	<i>Ashamed</i>		
38	<i>Blameworthy</i>		
39	<i>Angry at self</i>		
40	<i>Disgusted with self</i>		
41	<i>Interested</i>		
42	<i>Loathing</i>		
43	<i>Confident</i>		
44	<i>Energetic</i>		
45	<i>Concentrating</i>		
	<i>Items per category</i>	10	10

b: SPECIFIC POSITIVE EMOTIONS

Lower order scale Positive Emotions

No	English Term	Jovialty	Self-Assurance	Attentiveness
1	<i>Cheerful</i>			
2	<i>Dissatisfied with self</i>			
3	<i>Attentive</i>			
4	<i>Daring</i>			
5	<i>Strong</i>			
6	<i>Scornful</i>			
7	<i>Irritable</i>			
8	<i>Delighted</i>			
9	<i>Inspired</i>			
10	<i>Fearless</i>			
11	<i>Sad</i>			
12	<i>Afraid</i>			
13	<i>Shaky</i>			
14	<i>Happy</i>			
15	<i>Alone</i>			
16	<i>Alert</i>			
17	<i>Upset</i>			
18	<i>Angry</i>			
19	<i>Bold</i>			
20	<i>Blue</i>			
21	<i>Active</i>			
22	<i>Joyful</i>			
23	<i>Nervous</i>			
24	<i>Lonely</i>			
25	<i>Excited</i>			
26	<i>Hostile</i>			
27	<i>Proud</i>			
28	<i>Jittery</i>			
29	<i>Lively</i>			
30	<i>Scared</i>			
31	<i>Enthusiastic</i>			
32	<i>Downhearted</i>			
33	<i>Distressed</i>			
34	<i>Determined</i>			
35	<i>Frightened</i>			
36	<i>Guilty</i>			
37	<i>Ashamed</i>			
38	<i>Blameworthy</i>			
39	<i>Angry at self</i>			
40	<i>Disgusted with self</i>			
41	<i>Interested</i>			
42	<i>Loathing</i>			
43	<i>Confident</i>			
44	<i>Energetic</i>			
45	<i>Concentrating</i>			
	<i>Items per Emotion</i>	8	6	4

c: SPECIFIC NEGATIVE EMOTIONS

Lower order scale Negative emotions					
No	English Term	Fear	Hostility	Guilt	Sadness
1	<i>Cheerful</i>				
2	<i>Dissatisfied with self</i>				
3	<i>Attentive</i>				
4	<i>Daring</i>				
5	<i>Strong</i>				
6	<i>Scornful</i>				
7	<i>Irritable</i>				
8	<i>Delighted</i>				
9	<i>Inspired</i>				
10	<i>Fearless</i>				
11	<i>Sad</i>				
12	<i>Afraid</i>				
13	<i>Shaky</i>				
14	<i>Happy</i>				
15	<i>Alone</i>				
16	<i>Alert</i>				
17	<i>Upset</i>				
18	<i>Angry</i>				
19	<i>Bold</i>				
20	<i>Blue</i>				
21	<i>Active</i>				
22	<i>Joyful</i>				
23	<i>Nervous</i>				
24	<i>Lonely</i>				
25	<i>Excited</i>				
26	<i>Hostile</i>				
27	<i>Proud</i>				
28	<i>Jittery</i>				
29	<i>Lively</i>				
30	<i>Scared</i>				
31	<i>Enthusiastic</i>				
32	<i>Downhearted</i>				
33	<i>Distressed</i>				
34	<i>Determined</i>				
35	<i>Frightened</i>				
36	<i>Guilty</i>				
37	<i>Ashamed</i>				
38	<i>Blameworthy</i>				
39	<i>Angry at self</i>				
40	<i>Disgusted with self</i>				
41	<i>Interested</i>				
42	<i>Loathing</i>				
43	<i>Confident</i>				
44	<i>Energetic</i>				
45	<i>Concentrating</i>				
	<i>Items per Emotion</i>	6	5	6	5

Appendix 4: INTERVIEW DISCUSSION FRAMEWORK

I. Could you describe a job {that you could do} that would create meaning to you?

I. What is meaning?

I. Can you tell me what you think you should do in your work? {What are the requirements?}

I. Can you tell me what you do in your work?

I. Can you tell me what gives you meaning in your everyday contacts with:

I. Your supervisor?

I. Your colleagues in other departments?

I Your subordinates?

I. Can you tell me what you believe gives them meaning?

I. To your supervisor?

I. To your colleagues in other departments?

I. To your subordinates?

I. Whose responsibility is it to have meaning from the work you do?

I. Can you elaborate more on that?

I. What do you think the organisation should do in the future in relation to that (meaning)?

I. Can you say more about that?

I. What could have been done? / What should the organisation do now?

I. How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?

I. How do you think everybody feels about the 'repositioning in the market project?'

I. Why?

I. What is the main reason for that?

I. What do you believe could be done now?

I. Can you tell me more about that?

I. What are those difficulties?

I. What do you believe could be done now?

Appendix 5 : DESCRIPTIVE STATISTICS

WITHIN-SUBJECTS ANALYSIS

HIGHER ORDER SCALES: POSITIVE AFFECT

		<i>Mean</i>	<i>Median</i>	<i>Variance</i>	<i>St.Deviation</i>
1 Code3600	<i>Week1</i>	3,900	4,000	1,211	1,101
	<i>Week2</i>	3,700	4,000	1,344	1,160
	<i>Week3</i>	3,900	4,000	1,197	1,433
	<i>Week4</i>	3,700	4,000	1,059	1,122
	<i>Week5</i>	3,600	4,000	0,966	0,933
2 Code1100	<i>Week1</i>	3,800	4,000	1,067	1,033
	<i>Week2</i>	3,500	4,000	0,500	0,707
	<i>Week3</i>	3,500	4,000	0,500	0,707
	<i>Week4</i>	3,600	4,000	0,933	0,966
	<i>Week5</i>	3,400	4,000	0,933	0,966
3 Code2900	<i>Week1</i>	3,300	4,000	1,789	1,337
	<i>Week2</i>	4,400	5,000	0,933	0,966
	<i>Week3</i>	3,800	4,000	1,067	1,033
	<i>Week4</i>	4,200	4,500	1,511	1,229
	<i>Week5</i>	3,900	4,500	2,544	1,595
4 Code1600	<i>Week1</i>	4,000	4,000	1,333	1,155
	<i>Week2</i>	3,500	3,000	2,056	1,434
	<i>Week3</i>	3,500	4,000	1,611	1,269
	<i>Week4</i>	3,400	4,000	0,933	0,966
	<i>Week5</i>	4,000	4,000	1,556	1,247
5 Code1300	<i>Week1</i>	2,800	3,000	0,400	0,632
	<i>Week2</i>	3,200	3,000	0,622	0,789
	<i>Week3</i>	3,400	4,000	0,711	0,843
	<i>Week4</i>	3,500	4,000	0,500	0,707
	<i>Week5</i>	3,900	4,000	0,767	0,876
6 Code1200	<i>Week1</i>	3,000	3,000	1,333	1,155
	<i>Week2</i>	3,300	3,000	0,456	0,675
	<i>Week3</i>	2,900	3,000	0,767	0,876
	<i>Week4</i>	3,500	3,000	0,500	0,707
	<i>Week5</i>	3,500	4,000	0,500	0,707
7 Code1700	<i>Week1</i>	4,000	4,000	0,222	0,471
	<i>Week2</i>	3,800	4,000	1,067	1,033
	<i>Week3</i>	3,700	4,000	0,900	0,949
	<i>Week4</i>	3,700	4,000	1,122	1,059
	<i>Week5</i>	3,700	4,000	0,900	0,949
8 Code2700	<i>Week1</i>	3,600	4,000	0,267	0,516
	<i>Week2</i>	3,800	4,000	0,178	0,422
	<i>Week3</i>	3,400	3,000	0,267	0,516
	<i>Week4</i>	3,700	4,000	0,456	0,675
	<i>Week5</i>	2,800	3,000	0,400	0,632

HIGHER ORDER SCALES: NEGATIVE AFFECT

		<i>Mean</i>	<i>Median</i>	<i>Variance</i>	<i>St.Deviation</i>
1 Code3600	<i>Week1</i>	1,300	1,000	0,233	0,483
	<i>Week2</i>	1,200	1,000	0,178	0,422
	<i>Week3</i>	1,400	1,000	0,267	0,516
	<i>Week4</i>	1,600	1,500	0,489	0,699
	<i>Week5</i>	1,100	1,000	0,100	0,316
2 Code1100	<i>Week1</i>	3,300	3,000	0,456	0,675
	<i>Week2</i>	2,900	3,000	0,544	0,738
	<i>Week3</i>	2,400	2,000	0,267	0,516
	<i>Week4</i>	1,800	2,000	0,400	0,632
	<i>Week5</i>	2,000	2,000	0,899	0,943
3 Code2900	<i>Week1</i>	1,200	1,000	0,178	0,422
	<i>Week2</i>	1,100	1,000	0,100	0,316
	<i>Week3</i>	1,100	1,000	0,100	0,316
	<i>Week4</i>	1,200	1,000	0,400	0,632
	<i>Week5</i>	1,200	1,000	0,400	0,632
4 Code1600	<i>Week1</i>	2,000	1,500	1,556	1,247
	<i>Week2</i>	2,500	3,000	1,833	1,354
	<i>Week3</i>	2,300	2,000	2,011	1,418
	<i>Week4</i>	1,500	1,000	0,500	0,707
	<i>Week5</i>	1,200	1,000	0,178	0,422
5 Code1300	<i>Week1</i>	2,000	2,000	0,667	0,816
	<i>Week2</i>	1,500	1,000	0,500	0,707
	<i>Week3</i>	1,600	1,000	0,711	0,843
	<i>Week4</i>	1,400	1,000	0,267	0,516
	<i>Week5</i>	1,400	1,000	0,933	0,966
6 Code1200	<i>Week1</i>	2,100	1,500	1,878	1,370
	<i>Week2</i>	2,300	2,000	0,900	0,949
	<i>Week3</i>	1,700	1,500	0,678	0,823
	<i>Week4</i>	1,800	2,000	0,844	0,919
	<i>Week5</i>	2,200	2,000	1,067	1,033
7 Code1700	<i>Week1</i>	2,400	2,500	1,822	1,350
	<i>Week2</i>	1,800	1,500	0,844	0,919
	<i>Week3</i>	1,400	1,000	0,489	0,699
	<i>Week4</i>	1,500	1,500	0,278	0,527
	<i>Week5</i>	1,600	1,500	0,489	0,699
8 Code2700	<i>Week1</i>	1,800	1,500	1,067	1,033
	<i>Week2</i>	1,100	1,000	0,100	0,316
	<i>Week3</i>	1,000	1,000	0,000	0,000
	<i>Week4</i>	1,400	1,000	0,267	0,516
	<i>Week5</i>	1,200	1,000	0,178	0,422

C3600

POSITIVE AFFECT - Descriptives

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
1	Statistic	3,90	3,11	4,69	4,00	4,00	1,21	1,10	1,00	5,00	4,00	0,25	-2,26	6,62
	Std. Error	0,35											0,69	1,33
2	Statistic	3,70	2,87	4,53	3,78	4,00	1,34	1,16	1,00	5,00	4,00	1,25	-1,41	2,83
	Std. Error	0,37											0,69	1,33
3	Statistic	3,90	3,04	4,76	4,00	4,00	1,43	1,20	1,00	5,00	4,00	1,25	-1,71	3,71
	Std. Error	0,38											0,69	1,33
4	Statistic	3,70	2,94	4,46	3,78	4,00	1,12	1,06	1,00	5,00	4,00	0,25	-2,06	5,42
	Std. Error	0,33											0,69	1,33
5	Statistic	3,60	2,91	4,29	3,72	4,00	0,93	0,97	1,00	4,00	3,00	0,25	-2,66	7,19
	Std. Error	0,31											0,69	1,33

C3600

NEGATIVE AFFECT - Descriptives

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
1	Statistic	1,30	0,95	1,65	1,28	1,00	0,23	0,48	1,00	2,00	1,00	1,00	1,04	-1,22
	Std. Error	0,15											0,69	1,33
2	Statistic	1,20	0,90	1,50	1,17	1,00	0,18	0,42	1,00	2,00	1,00	0,25	1,78	1,41
	Std. Error	0,13											0,69	1,33
3	Statistic	1,40	1,03	1,77	1,39	1,00	0,27	0,52	1,00	2,00	1,00	1,00	0,48	-2,28
	Std. Error	0,16											0,69	1,33
4	Statistic	1,60	1,10	2,10	1,56	1,50	0,49	0,70	1,00	3,00	2,00	1,00	0,78	-0,15
	Std. Error	0,22											0,69	1,33
5	Statistic	1,10	0,87	1,33	1,06	1,00	0,10	0,32	1,00	2,00	1,00	0,00	3,16	10,00
	Std. Error	0,10											0,69	1,33

C1100

POSITIVE AFFECT - Descriptives

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
1	Statistic	3,80	3,06	4,54	3,83	4,00	1,07	1,03	2,00	5,00	3,00	2,00	-0,27	-0,90
	Std. Error	0,33											0,69	1,33
2	Statistic	3,50	2,99	4,01	3,56	4,00	0,50	0,71	2,00	4,00	2,00	1,00	-1,18	0,57
	Std. Error	0,22											0,69	1,33
3	Statistic	3,50	2,99	4,01	3,56	4,00	0,50	0,71	2,00	4,00	2,00	1,00	-1,18	0,57
	Std. Error	0,22											0,69	1,33
4	Statistic	3,60	2,91	4,29	3,72	4,00	0,93	0,97	1,00	4,00	3,00	0,25	-2,66	7,19
	Std. Error	0,31											0,69	1,33
5	Statistic	3,40	2,71	4,09	3,50	4,00	0,93	0,97	1,00	4,00	3,00	1,00	-1,96	4,19
	Std. Error	0,31											0,69	1,33

C1100

NEGATIVE AFFECT - Descriptives

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
1	Statistic	3,30	2,82	3,78	3,33	3,00	0,46	0,67	2,00	4,00	2,00	1,00	-0,43	-0,28
	Std. Error	0,21											0,69	1,33
2	Statistic	2,90	2,37	3,43	2,89	3,00	0,54	0,74	2,00	4,00	2,00	1,25	0,17	-0,73
	Std. Error	0,23											0,69	1,33
3	Statistic	2,40	2,03	2,77	2,39	2,00	0,27	0,52	2,00	3,00	1,00	1,00	0,48	-2,28
	Std. Error	0,16											0,69	1,33
4	Statistic	1,80	1,35	2,25	1,78	2,00	0,40	0,63	1,00	3,00	2,00	1,00	0,13	0,18
	Std. Error	0,20											0,69	1,33
5	Statistic	2,00	1,33	2,67	1,94	2,00	0,89	0,94	1,00	4,00	3,00	1,25	0,99	1,19
	Std. Error	0,30											0,69	1,33

POSITIVE AFFECT - Descriptives

C2900

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
1	Statistic	3,30	2,34	4,26	3,33	4,00	1,79	1,34	1,00	5,00	4,00	1,50	-1,03	0,13
	Std. Error	0,42											0,69	1,33
2	Statistic	4,40	3,71	5,09	4,50	5,00	0,93	0,97	2,00	5,00	3,00	1,00	-1,96	4,19
	Std. Error	0,31											0,69	1,33
3	Statistic	3,80	3,06	4,54	3,89	4,00	1,07	1,03	1,00	5,00	4,00	0,00	-2,54	7,85
	Std. Error	0,33											0,69	1,33
4	Statistic	4,20	3,32	5,08	4,33	4,50	1,51	1,23	1,00	5,00	4,00	1,00	-2,26	5,88
	Std. Error	0,39											0,69	1,33
5	Statistic	3,90	2,76	5,04	4,00	4,50	2,54	1,60	1,00	5,00	4,00	1,75	-1,44	0,68
	Std. Error	0,50											0,69	1,33

NEGATIVE AFFECT - Descriptives

C2900

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
1	Statistic	1,20	0,90	1,50	1,17	1,00	0,18	0,42	1,00	2,00	1,00	0,25	1,78	1,41
	Std. Error	0,13											0,69	1,33
2	Statistic	1,10	0,87	1,33	1,06	1,00	0,10	0,32	1,00	2,00	1,00	0,00	3,16	10,00
	Std. Error	0,10											0,69	1,33
3	Statistic	1,10	0,87	1,33	1,06	1,00	0,10	0,32	1,00	2,00	1,00	0,00	3,16	10,00
	Std. Error	0,10											0,69	1,33
4	Statistic	1,20	0,75	1,65	1,11	1,00	0,40	0,63	1,00	3,00	2,00	0,00	3,16	10,00
	Std. Error	0,20											0,69	1,33
5	Statistic	1,20	0,75	1,65	1,11	1,00	0,40	0,63	1,00	3,00	2,00	0,00	3,16	10,00
	Std. Error	0,20											0,69	1,33

POSITIVE AFFECT - Descriptives

C1600

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
1	Statistic	4,00	3,17	4,83	4,06	4,00	1,33	1,15	2,00	5,00	3,00	1,50	-1,08	0,08
	Std. Error	0,37											0,69	1,33
2	Statistic	3,50	2,47	4,53	3,56	3,00	2,06	1,43	1,00	5,00	4,00	2,25	-0,28	-1,00
	Std. Error	0,45											0,69	1,33
3	Statistic	3,50	2,59	4,41	3,56	4,00	1,61	1,27	1,00	5,00	4,00	1,50	-0,82	0,25
	Std. Error	0,40											0,69	1,33
4	Statistic	3,40	2,71	4,09	3,44	4,00	0,93	0,97	2,00	4,00	2,00	2,00	-1,04	-1,22
	Std. Error	0,31											0,69	1,33
5	Statistic	4,00	3,11	4,89	4,11	4,00	1,56	1,25	1,00	5,00	4,00	1,25	-1,72	3,42
	Std. Error	0,39											0,69	1,33

C1600

NEGATIVE AFFECT - Descriptives

TIME/WEEK	Statistic Std. Error	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
		Lower Bound	Upper Bound										
1	Statistic Std. Error	2,00 0,39	1,11 2,89	1,94	1,50	1,56	1,25	1,00	4,00	3,00	2,25	0,86 0,69	-0,91 1,33
2	Statistic Std. Error	2,50 0,43	1,53 3,47	2,50	3,00	1,83	1,35	1,00	4,00	3,00	3,00	-0,17 0,69	-2,03 1,33
3	Statistic Std. Error	2,30 0,45	1,29 3,31	2,28	2,00	2,01	1,42	1,00	4,00	3,00	3,00	0,22 0,69	-2,19 1,33
4	Statistic Std. Error	1,50 0,22	0,99 2,01	1,44	1,00	0,50	0,71	1,00	3,00	2,00	1,00	1,18 0,69	0,57 1,33
5	Statistic Std. Error	1,20 0,13	0,90 1,50	1,17	1,00	0,18	0,42	1,00	2,00	1,00	0,25	1,78 0,69	1,41 1,33

C1300

POSITIVE AFFECT - Descriptives

TIME/WEEK	Statistic Std. Error	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
		Lower Bound	Upper Bound										
1	Statistic Std. Error	2,80 0,20	2,35 3,25	2,78	3,00	0,40	0,63	2,00	4,00	2,00	1,00	0,13 0,69	0,18 1,33
2	Statistic Std. Error	3,20 0,25	2,64 3,76	3,22	3,00	0,62	0,79	2,00	4,00	2,00	1,25	-0,41 0,69	-1,07 1,33
3	Statistic Std. Error	3,40 0,27	2,80 4,00	3,44	4,00	0,71	0,84	2,00	4,00	2,00	1,25	-1,00 0,69	-0,67 1,33
4	Statistic Std. Error	3,50 0,22	2,99 4,01	3,56	4,00	0,50	0,71	2,00	4,00	2,00	1,00	-1,18 0,69	0,57 1,33
5	Statistic Std. Error	3,90 0,28	3,27 4,53	3,89	4,00	0,77	0,88	3,00	5,00	2,00	2,00	0,22 0,69	-1,73 1,33

C1300

TIME/WEEK	Statistic Std. Error	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
		Lower Bound	Upper Bound										
1	Statistic Std. Error	2,00 0,26	1,42 2,58	1,94	2,00	0,67	0,82	1,00	4,00	3,00	0,25	1,53 0,69	4,50 1,33
2	Statistic Std. Error	1,50 0,22	0,99 2,01	1,44	1,00	0,50	0,71	1,00	3,00	2,00	1,00	1,18 0,69	0,57 1,33
3	Statistic Std. Error	1,60 0,27	1,00 2,20	1,56	1,00	0,71	0,84	1,00	3,00	2,00	1,25	1,00 0,69	-0,67 1,33
4	Statistic Std. Error	1,40 0,16	1,03 1,77	1,39	1,00	0,27	0,52	1,00	2,00	1,00	1,00	0,48 0,69	-2,28 1,33
5	Statistic Std. Error	1,40 0,31	0,71 2,09	1,28	1,00	0,93	0,97	1,00	4,00	3,00	0,25	2,66 0,69	7,19 1,33

C1200 POSITIVE AFFECT - Descriptives

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range		Skewness	Kurtosis
			Lower Bound	Upper Bound								Lower Bound	Upper Bound		
1	Statistic	3,00	2,17	3,83	3,00	3,00	1,33	1,15	1,00	5,00	4,00	2,00	0,00	0,08	
	Std. Error	0,37											0,69	1,33	
2	Statistic	3,30	2,82	3,78	3,33	3,00	0,46	0,67	2,00	4,00	2,00	1,00	-0,43	-0,28	
	Std. Error	0,21											0,69	1,33	
3	Statistic	2,90	2,27	3,53	2,89	3,00	0,77	0,88	2,00	4,00	2,00	2,00	0,22	-1,73	
	Std. Error	0,28											0,69	1,33	
4	Statistic	3,50	2,99	4,01	3,44	3,00	0,50	0,71	3,00	5,00	2,00	1,00	1,18	0,57	
	Std. Error	0,22											0,69	1,33	
5	Statistic	3,50	2,99	4,01	3,56	4,00	0,50	0,71	2,00	4,00	2,00	1,00	-1,18	0,57	
	Std. Error	0,22											0,69	1,33	

C1200 NEGATIVE AFFECT - Descriptives

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range		Skewness	Kurtosis
			Lower Bound	Upper Bound								Lower Bound	Upper Bound		
1	Statistic	2,10	1,12	3,08	2,06	1,50	1,88	1,37	1,00	4,00	3,00	3,00	0,75	-1,47	
	Std. Error	0,43											0,69	1,33	
2	Statistic	2,30	1,62	2,98	2,28	2,00	0,90	0,95	1,00	4,00	3,00	1,25	0,23	-0,35	
	Std. Error	0,30											0,69	1,33	
3	Statistic	1,70	1,11	2,29	1,67	1,50	0,68	0,82	1,00	3,00	2,00	1,25	0,69	-1,04	
	Std. Error	0,26											0,69	1,33	
4	Statistic	1,80	1,14	2,46	1,72	2,00	0,84	0,92	1,00	4,00	3,00	1,00	1,55	3,33	
	Std. Error	0,29											0,69	1,33	
5	Statistic	2,20	1,46	2,94	2,17	2,00	1,07	1,03	1,00	4,00	3,00	2,00	0,27	-0,90	
	Std. Error	0,33											0,69	1,33	

C1700 POSITIVE AFFECT - Descriptives

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range		Skewness	Kurtosis
			Lower Bound	Upper Bound								Lower Bound	Upper Bound		
1	Statistic	4,00	3,66	4,34	4,00	4,00	0,22	0,47	3,00	5,00	2,00	0,00	0,00	4,50	
	Std. Error	0,15											0,69	1,33	
2	Statistic	3,80	3,06	4,54	3,89	4,00	1,07	1,03	1,00	5,00	4,00	0,00	-2,54	7,85	
	Std. Error	0,33											0,69	1,33	
3	Statistic	3,70	3,02	4,38	3,83	4,00	0,90	0,95	1,00	4,00	3,00	0,00	-3,16	10,00	
	Std. Error	0,30											0,69	1,33	
4	Statistic	3,70	2,94	4,46	3,78	4,00	1,12	1,06	1,00	5,00	4,00	0,25	-2,06	5,42	
	Std. Error	0,33											0,69	1,33	
5	Statistic	3,70	3,02	4,38	3,83	4,00	0,90	0,95	1,00	4,00	3,00	0,00	-3,16	10,00	
	Std. Error	0,30											0,69	1,33	

C1700 NEGATIVE AFFECT - Descriptives

TIME/WEEK		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range		Skewness	Kurtosis
			Lower Bound	Upper Bound								Lower Bound	Upper Bound		
1	Statistic	2,40	1,43	3,37	2,39	2,50	1,82	1,35	1,00	4,00	3,00	3,00	0,09	-2,02	
	Std. Error	0,43											0,69	1,33	
2	Statistic	1,80	1,14	2,46	1,78	1,50	0,84	0,92	1,00	3,00	2,00	2,00	0,47	-1,81	
	Std. Error	0,29											0,69	1,33	
3	Statistic	1,40	0,90	1,90	1,33	1,00	0,49	0,70	1,00	3,00	2,00	1,00	1,66	2,05	
	Std. Error	0,22											0,69	1,33	
4	Statistic	1,50	1,12	1,88	1,50	1,50	0,28	0,53	1,00	2,00	1,00	1,00	0,00	-2,57	
	Std. Error	0,17											0,69	1,33	
5	Statistic	1,60	1,10	2,10	1,56	1,50	0,49	0,70	1,00	3,00	2,00	1,00	0,78	-0,15	
	Std. Error	0,22											0,69	1,33	

C2700

POSITIVE AFFECT - Descriptives

TIME/WEEK		95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis	
		Mean	Lower Bound	Upper Bound										
1	Statistic	3,60	3,23	3,97	3,61	4,00	0,27	0,52	3,00	4,00	1,00	1,00	-0,48	-2,28
	Std. Error	0,16											0,69	1,33
2	Statistic	3,80	3,50	4,10	3,83	4,00	0,18	0,42	3,00	4,00	1,00	0,25	-1,78	1,41
	Std. Error	0,13											0,69	1,33
3	Statistic	3,40	3,03	3,77	3,39	3,00	0,27	0,52	3,00	4,00	1,00	1,00	0,48	-2,28
	Std. Error	0,16											0,69	1,33
4	Statistic	3,70	3,22	4,18	3,78	4,00	0,46	0,67	2,00	4,00	2,00	0,25	-2,28	4,77
	Std. Error	0,21											0,69	1,33
5	Statistic	2,80	2,35	3,25	2,89	3,00	0,40	0,63	1,00	3,00	2,00	0,00	-3,16	10,00
	Std. Error	0,20											0,69	1,33

C2700

NEGATIVE AFFECT - Descriptives

TIME/WEEK		95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis	
		Mean	Lower Bound	Upper Bound										
1	Statistic	1,80	1,06	2,54	1,72	1,50	1,07	1,03	1,00	4,00	3,00	1,25	1,24	0,95
	Std. Error	0,33											0,69	1,33
2	Statistic	1,10	0,87	1,33	1,06	1,00	0,10	0,32	1,00	2,00	1,00	0,00	3,16	10,00
	Std. Error	0,10											0,69	1,33
3	Statistic													
	Std. Error													
4	Statistic	1,40	1,03	1,77	1,39	1,00	0,27	0,52	1,00	2,00	1,00	1,00	0,48	-2,28
	Std. Error	0,16											0,69	1,33
5	Statistic	1,20	0,90	1,50	1,17	1,00	0,18	0,42	1,00	2,00	1,00	0,25	1,78	1,41
	Std. Error	0,13											0,69	1,33

Kolmogorov-Smirnov Tests of Normality

HIGHER ORDER SCALES POSITIVE / NEGATIVE

HIGHER ORDER SCALES: POSITIVE AFFECT

Subject Code

3600 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	1	0,436	10	0,000	0,632	10	0,000
Week 2	1	0,302	10	0,010	0,829	10	0,033
Week 3	1	0,333	10	0,002	0,778	10	0,008
Week 4	1	0,411	10	0,000	0,682	10	0,001
Week 5	1	0,461	10	0,000	0,500	10	0,000

a Lilliefors Significance Correction

1100 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	1	0,181	10	0,2*	0,895	10	0,191
Week 2	1	0,360	10	0,001	0,731	10	0,002
Week 3	1	0,360	10	0,001	0,731	10	0,002
Week 4	1	0,461	10	0,000	0,500	10	0,000
Week 5	1	0,333	10	0,002	0,678	10	0,000

* This is a lower bound of the true significance.

a Lilliefors Significance Correction

2900 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	1	0,300	10	0,011	0,813	10	0,021
Week 2	1	0,333	10	0,002	0,678	10	0,000
Week 3	1	0,477	10	0,000	0,549	10	0,000
Week 4	1	0,335	10	0,002	0,662	10	0,000
Week 5	1	0,325	10	0,004	0,694	10	0,001

a Lilliefors Significance Correction

1600 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	1	0,300	10	0,011	0,773	10	0,007
Week 2	1	0,252	10	0,071	0,846	10	0,052
Week 3	1	0,253	10	0,069	0,903	10	0,238
Week 4	1	0,433	10	0,000	0,594	10	0,000
Week 5	1	0,300	10	0,011	0,773	10	0,007

a Lilliefors Significance Correction

1300 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	1	0,324	10	0,004	0,794	10	0,012
Week 2	1	0,245	10	0,091	0,820	10	0,025
Week 3	1	0,362	10	0,001	0,717	10	0,001
Week 4	1	0,360	10	0,001	0,731	10	0,002
Week 5	1	0,248	10	0,082	0,805	10	0,017

a Lilliefors Significance Correction

HIGHER ORDER SCALES: POSITIVE AFFECT

1200 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	1	0,200	10	0,2*	0,953	10	0,703
Week 2	1	0,272	10	0,035	0,802	10	0,015
Week 3	1	0,248	10	0,082	0,805	10	0,017
Week 4	1	0,360	10	0,001	0,731	10	0,002
Week 5	1	0,360	10	0,001	0,731	10	0,002

* This is a lower bound of the true significance.

a Lilliefors Significance Correction

1700 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	1	0,400	10	0,000	0,658	10	0,000
Week 2	1	0,477	10	0,000	0,549	10	0,000
Week 3	1	0,524	10	0,000	0,366	10	0,000
Week 4	1	0,411	10	0,000	0,682	10	0,001
Week 5	1	0,524	10	0,000	0,366	10	0,000

a Lilliefors Significance Correction

Tests of Normality

2700

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	1	0,381	10	0,000	0,640	10	0,000
Week 2	1	0,482	10	0,000	0,509	10	0,000
Week 3	1	0,381	10	0,000	0,640	10	0,000
Week 4	1	0,472	10	0,000	0,532	10	0,000
Week 5	1	0,524	10	0,000	0,366	10	0,000

a Lilliefors Significance Correction

HIGHER ORDER SCALES : NEGATIVE AFFECT

Subject Code

3600 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	2	0,433	10	0,000	0,594	10	0,000
Week 2	2	0,482	10	0,000	0,509	10	0,000
Week 3	2	0,381	10	0,000	0,640	10	0,000
Week 4	2	0,305	10	0,009	0,781	10	0,008
Week 5	2	0,524	10	0,000	0,366	10	0,000

a Lilliefors Significance Correction

1100 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	2	0,272	10	0,035	0,802	10	0,015
Week 2	2	0,254	10	0,067	0,833	10	0,036
Week 3	2	0,381	10	0,000	0,640	10	0,000
Week 4	2	0,324	10	0,004	0,794	10	0,012
Week 5	2	0,300	10	0,011	0,841	10	0,045

a Lilliefors Significance Correction

2900 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	2	0,482	10	0,000	0,509	10	0,000
Week 2	2	0,524	10	0,000	0,366	10	0,000
Week 3	2	0,524	10	0,000	0,366	10	0,000
Week 4	2	0,524	10	0,000	0,366	10	0,000
Week 5	2	0,524	10	0,000	0,366	10	0,000

a Lilliefors Significance Correction

1600 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	2	0,289	10	0,018	0,778	10	0,008
Week 2	2	0,266	10	0,043	0,784	10	0,009
Week 3	2	0,320	10	0,004	0,747	10	0,003
Week 4	2	0,360	10	0,001	0,731	10	0,002
Week 5	2	0,482	10	0,000	0,509	10	0,000

a Lilliefors Significance Correction

1300 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	2	0,400	10	0,000	0,700	10	0,001
Week 2	2	0,360	10	0,001	0,731	10	0,002
Week 3	2	0,362	10	0,001	0,717	10	0,001
Week 4	2	0,381	10	0,000	0,640	10	0,000
Week 5	2	0,461	10	0,000	0,500	10	0,000

a Lilliefors Significance Correction

HIGHER ORDER SCALES : NEGATIVE AFFECT

1200 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	2	0,289	10	0,018	0,731	10	0,002
Week 2	2	0,224	10	0,168	0,911	10	0,287
Week 3	2	0,302	10	0,010	0,781	10	0,008
Week 4	2	0,314	10	0,006	0,750	10	0,004
Week 5	2	0,181	10	0,2*	0,895	10	0,191

* This is a lower bound of the true significance.

a Lilliefors Significance Correction

1700 Tests of Normality

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	2	0,250	10	0,076	0,806	10	0,017
Week 2	2	0,308	10	0,008	0,756	10	0,004
Week 3	2	0,416	10	0,000	0,650	10	0,000
Week 4	2	0,329	10	0,003	0,655	10	0,000
Week 5	2	0,305	10	0,009	0,781	10	0,008

a Lilliefors Significance Correction

Tests of Normality

2700

GEN_DIM		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Week 1	2	0,281	10	0,025	0,791	10	0,011
Week 2	2	0,524	10	0,000	0,366	10	0,000
Week 4	2	0,381	10	0,000	0,640	10	0,000
Week 5	2	0,482	10	0,000	0,509	10	0,000

a Lilliefors Significance Correction

b Week 3 is constant when GEN_DIM = 2,00. It has been omitted.

Appendix 6 : DESCRIPTIVE STATISTICS

BETWEEN-SUBJECTS ANALYSIS

HIGHER ORDER SCALES POSITIVE / NEGATIVE AFFECT

POSITIVE AFFECT - Descriptives

Participant		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
3600	Statistic	3,76	3,46	4,06	3,84	4,00	1,12	1,06	1,00	5,00	4,00	0,00	-1,63	2,4734562
	Std. Error	0,15											0,34	0,6619084
1100	Statistic	3,56	3,32	3,80	3,61	4,00	0,74	0,86	1,00	5,00	4,00	1,00	-1,19	1,80
	Std. Error	0,12											0,34	0,66
2900	Statistic	3,92	3,56	4,28	4,02	4,00	1,59	1,26	1,00	5,00	4,00	1,00	-1,44	1,17
	Std. Error	0,18											0,34	0,66
1600	Statistic	3,68	3,34	4,02	3,76	4,00	1,45	1,20	1,00	5,00	4,00	2,00	-0,74	-0,38
	Std. Error	0,17											0,34	0,66
1300	Statistic	3,36	3,12	3,60	3,34	3,00	0,68	0,83	2,00	5,00	3,00	1,00	-0,10	-0,59
	Std. Error	0,12											0,34	0,66
1200	Statistic	3,24	3,00	3,48	3,24	3,00	0,72	0,85	1,00	5,00	4,00	1,00	-0,28	-0,08
	Std. Error	0,12											0,34	0,66
1700	Statistic	3,78	3,53	4,03	3,87	4,00	0,79	0,89	1,00	5,00	4,00	0,00	-2,46	5,98
	Std. Error	0,13											0,34	0,66
2700	Statistic	3,46	3,28	3,64	3,52	4,00	0,42	0,65	1,00	4,00	3,00	1,00	-1,27	2,70
	Std. Error	0,09											0,34	0,66

NEGATIVE AFFECT - Descriptives

Participant		Mean	95% Confidence Interval for Mean		5% Trimmed Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	Interquartile Range	Skewness	Kurtosis
			Lower Bound	Upper Bound										
3600	Statistic	1,32	1,17	1,47	1,28	1,00	0,26	0,51	1,00	3,00	2,00	1,00	1,26	0,5886005
	Std. Error	0,07											0,34	0,6619084
1100	Statistic	2,48	2,23	2,73	2,48	2,00	0,79	0,89	1,00	4,00	3,00	1,00	0,15	-0,63
	Std. Error	0,13											0,34	0,66
2900	Statistic	1,16	1,03	1,29	1,08	1,00	0,22	0,47	1,00	3,00	2,00	0,00	3,04	8,83
	Std. Error	0,07											0,34	0,66
1600	Statistic	1,90	1,57	2,23	1,83	1,00	1,36	1,16	1,00	4,00	3,00	2,00	0,85	-0,89
	Std. Error	0,16											0,34	0,66
1300	Statistic	1,58	1,36	1,80	1,49	1,00	0,62	0,78	1,00	4,00	3,00	1,00	1,44	1,94
	Std. Error	0,11											0,34	0,66
1200	Statistic	2,02	1,73	2,31	1,97	2,00	1,04	1,02	1,00	4,00	3,00	2,00	0,68	-0,63
	Std. Error	0,14											0,34	0,66
1700	Statistic	1,74	1,48	2,00	1,66	1,00	0,85	0,92	1,00	4,00	3,00	1,00	1,04	0,12
	Std. Error	0,13											0,34	0,66

Appendix 7 : RESULTS

WITHIN-SUBJECTS ANALYSIS / FRIEDMAN TESTS

Higher Order Scale / POSITIVE AFFECT

<i>Participant:</i>	3600	1100	2900	1600	1300	1200	1700	2700
	Mean Rank							
<i>Ranks</i>								
<i>Week1</i>	3,35	3,60	1,95	3,65	1,90	2,60	3,35	3,20
<i>Week2</i>	2,85	2,85	3,90	2,70	2,70	3,10	3,10	3,80
<i>Week3</i>	3,35	2,85	2,50	2,60	3,20	2,30	2,85	2,80
<i>Week4</i>	2,85	3,10	3,45	2,45	3,20	3,45	2,85	3,65
<i>Week5</i>	2,60	2,60	3,20	3,60	4,00	3,55	2,85	1,55
<i>Test Statistics^a</i>								
<i>N</i>	10	10	10	10	10	10	10	10
<i>Chi-Square</i>	3,600	7,077	15,150	7,120	14,000	7,225	3,556	17,423
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig.</i>	0,463	0,132	0,004	0,13	0,007	0,124	0,469	0,002
a. Friedman Test								
p.	46,30%	13,20%	0,40%	13,00%	0,70%	12,40%	46,90%	0,20%

Higher Order Scale / NEGATIVE AFFECT

<i>Participant:</i>	3600	1100	2900	1600	1300	1200	1700	2700
	Mean Rank							
<i>Ranks</i>								
<i>Week1</i>	2,95	4,55	3,10	3,20	3,95	3,10	4,10	3,85
<i>Week2</i>	2,70	3,95	2,85	3,80	2,85	3,25	3,15	2,65
<i>Week3</i>	3,20	2,80	2,85	3,55	3,05	2,60	2,45	2,40
<i>Week4</i>	3,70	1,70	3,10	2,40	2,65	2,75	2,55	3,30
<i>Week5</i>	2,45	2,00	3,10	2,05	2,50	3,30	2,75	2,80
<i>Test Statistics^a</i>								
<i>N</i>	10	10	10	10	10	10	10	10
<i>Chi-Square</i>	11,385	29,261	2,400	19,312	11,064	2,406	12,308	12,419
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig.</i>	0,023	0,000	0,663	0,001	0,026	0,661	0,015	0,014
a. Friedman Test								
p.	2,30%	0,00%	66,30%	0,10%	2,60%	66,10%	1,50%	1,40%

JOVIALITY

Participant:	3600	1100	2900	1600	1300	1200	1700	2700
Mean Rank								
Ranks								
<i>Week 1</i>	4,13	2,31	2,25	3,75	1,63	3,13	2,69	3,13
<i>Week 2</i>	2,50	2,81	3,44	1,31	3,06	2,50	3,31	3,88
<i>Week 3</i>	3,69	2,88	1,94	2,88	3,19	2,06	2,69	2,63
<i>Week 4</i>	2,06	3,88	3,69	2,88	2,75	3,00	3,00	3,69
<i>Week 5</i>	2,63	3,13	3,69	4,19	4,38	4,31	3,31	1,69
Test Statistics								
<i>N</i>	8	8	8	8	8	8	8	8
<i>Chi-Square</i>	16,559	7,506	12,483	17,617	19,683	10,874	3,636	14,000
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig. a.Friedman</i>	0,002	0,111	0,014	0,001	0,001	0,028	0,457	0,007
p.	0,24%	11,15%	1,41%	0,15%	0,06%	2,80%	45,74%	0,73%

SELF ASSURANCE

Participant:	3600	1100	2900	1600	1300	1200	1700	2700
Mean Rank								
Ranks								
<i>Week 1</i>	2,95	4,55	3,10	3,20	3,95	3,10	4,10	3,85
<i>Week 2</i>	2,70	3,95	2,85	3,80	2,85	3,25	3,15	2,65
<i>Week 3</i>	3,20	2,80	2,85	3,55	3,05	2,60	2,45	2,40
<i>Week 4</i>	3,70	1,70	3,10	2,40	2,65	2,75	2,55	3,30
<i>Week 5</i>	2,45	2,00	3,10	2,05	2,50	3,30	2,75	2,80
Test Statistics								
<i>N</i>	10	10	10	10	10	10	10	10
<i>Chi-Square</i>	11,385	29,261	2,400	19,312	11,064	2,406	12,308	12,419
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig. a.Friedman Test</i>	0,023	0,000	0,663	0,001	0,026	0,661	0,015	0,014
p.	2,26%	0,00%	66,26%	0,07%	2,59%	66,15%	1,52%	1,45%

ATTENTIVENESS

Participant:	3600	1100	2900	1600	1300	1200	1700	2700
Mean Rank								
Ranks								
<i>Week 1</i>	2,75	3,63	2,25	3,50	2,13	3,38	2,88	4,13
<i>Week 2</i>	3,38	3,00	3,50	2,88	3,38	3,88	2,88	3,50
<i>Week 3</i>	3,38	2,38	2,88	2,88	4,00	2,25	2,88	2,25
<i>Week 4</i>	2,75	3,00	2,88	2,88	2,75	2,13	3,50	3,50
<i>Week 5</i>	2,75	3,00	3,50	2,88	2,75	3,38	2,88	1,63
Test Statistics								
<i>N</i>	4	4	4	4	4	4	4	4
<i>Chi-Square</i>	1,714	5,000	2,545	0,667	5,778	5,961	4,000	9,000
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig. a.Friedman Test</i>	0,788	0,287	0,637	0,955	0,216	0,202	0,406	0,061
p.	78,81%	28,73%	63,65%	95,54%	21,64%	20,21%	40,60%	6,11%

FEAR

Participant:	3600	1100	2900	1600	1300	1200	1700	2700
Mean Rank								
Ranks								
<i>Week 1</i>	3,00	4,42	2,75	3,33	3,50	3,42	3,83	3,42
<i>Week 2</i>	2,58	3,83	3,17	3,33	2,83	2,67	3,50	3,25
<i>Week 3</i>	3,42	2,75	2,75	3,67	3,17	3,50	2,67	2,42
<i>Week 4</i>	3,42	1,25	3,17	2,67	2,50	2,33	2,67	3,17
<i>Week 5</i>	2,58	2,75	3,17	2,00	3,00	3,08	2,33	2,75
Test Statistics								
<i>N</i>	6	6	6	6	6	6	6	6
<i>Chi-Square</i>	5,714	18,237	2,400	9,846	2,857	3,121	6,444	3,623
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig. a.Friedman</i>	0,222	0,001	0,663	0,043	0,582	0,538	0,168	0,459
p.	22,15%	0,11%	66,26%	4,31%	58,20%	53,78%	16,83%	45,95%

HOSTILITY

Participant:	3600	1100	2900	1600	1300	1200	1700	2700
Mean Rank								
Ranks								
<i>Week 1</i>	2,90	4,20	3,90	3,20	4,60	2,90	4,20	4,50
<i>Week 2</i>	2,40	3,90	3,30	4,00	2,10	3,50	2,80	2,30
<i>Week 3</i>	3,30	2,40	2,70	4,40	3,00	2,40	2,30	2,30
<i>Week 4</i>	4,00	1,90	2,80	1,80	2,20	3,20	2,50	3,20
<i>Week 5</i>	2,40	2,60	2,30	1,60	3,10	3,00	3,20	2,70
Test Statistics								
<i>N</i>	5	5	5	5	5	5	5	5
<i>Chi-Square</i>	7,137	10,757	5,961	15,802	11,167	2,809	10,044	11,586
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig. a.Friedman</i>	0,129	0,029	0,202	0,003	0,025	0,590	0,040	0,021
p.	12,88%	2,94%	20,21%	0,33%	2,48%	59,04%	3,97%	2,07%

GUILT

Participant:	3600	1100	2900	1600	1300	1200	1700	2700
Mean Rank								
Ranks								
<i>Week 1</i>	2,67	4,33	3,33	3,08	4,00	3,17	3,58	2,92
<i>Week 2</i>	3,08	3,67	2,92	3,50	2,75	3,75	3,00	3,33
<i>Week 3</i>	3,08	3,33	2,92	2,67	2,75	2,50	2,33	2,92
<i>Week 4</i>	3,50	2,17	2,92	3,08	2,75	3,25	2,67	2,92
<i>Week 5</i>	2,67	1,50	2,92	2,67	2,75	2,33	3,42	2,92
Test Statistics								
<i>N</i>	6	6	6	6	6	6	6	6
<i>Chi-Square</i>	4,667	16,889	4,000	4,667	12,000	5,623	7,000	4,000
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig. a.Friedman</i>	0,323	0,002	0,406	0,323	0,017	0,229	0,136	0,406
p.	32,32%	0,20%	40,60%	32,32%	1,74%	22,91%	13,59%	40,60%

SADNESS

Participant:	3600	1100	2900	1600	1300	1200	1700	2700
	Mean Rank							
Ranks								
<i>Week 1</i>	2,30	4,70	3,10	2,70	4,30	4,40	4,00	3,90
<i>Week 2</i>	3,30	4,00	3,60	4,10	1,60	3,30	2,30	3,40
<i>Week 3</i>	1,90	2,10	2,60	3,40	4,00	3,20	3,20	2,40
<i>Week 4</i>	4,30	1,40	2,60	2,70	3,10	2,20	2,30	2,40
<i>Week 5</i>	3,20	2,80	3,10	2,10	2,00	1,90	3,20	2,90
Test Statistics								
<i>N</i>	5	5	5	5	5	5	5	5
<i>Chi-Square</i>	10,667	17,176	4,000	6,743	13,639	8,565	5,722	8,500
<i>df</i>	4	4	4	4	4	4	4	4
<i>Asymp. Sig.</i>	0,031	0,002	0,406	0,150	0,009	0,073	0,221	0,075
<i>a.Friedman</i>								
p.	3,06%	0,18%	40,60%	15,01%	0,85%	7,29%	22,09%	7,49%

Appendix 8 : RESULTS

BETWEEN-SUBJECTS ANALYSIS KRUSKAL-WALLIS TESTS

HIGHER ORDER SCALES POSITIVE / NEGATIVE AFFECT

In Box-plots, individuals are identified with numbers.

The number –code equivalence is shown in the table below:

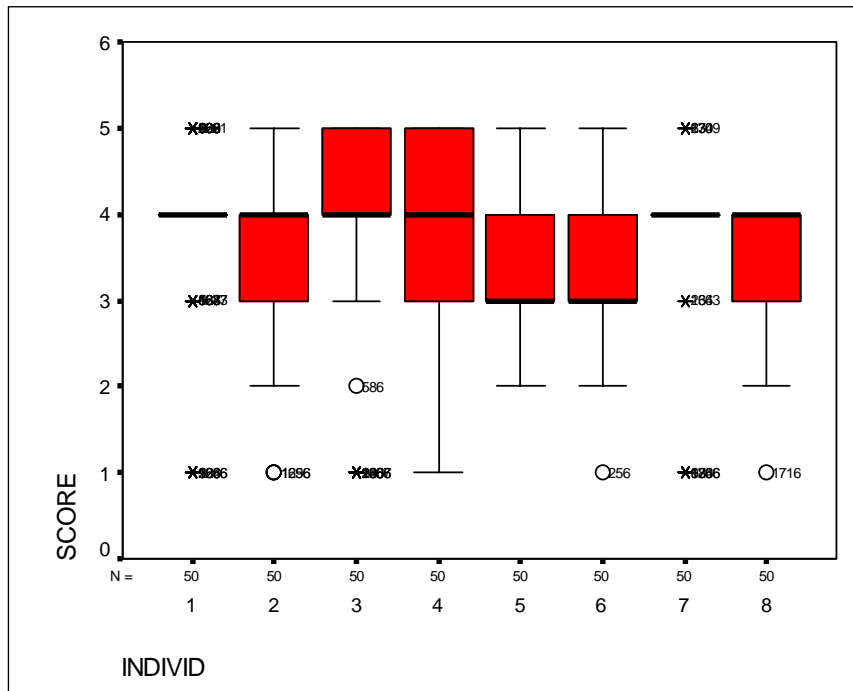
Participant	Participant's code
1	3600
2	1100
3	2900
4	1600
5	1300
6	1200
7	1700
8	2700

HIGH ORDER SCALES POSITIVE AFFECT

Tests of Normality

INDIVID	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,390	50	,000	,695	50	,000
2	,335	50	,000	,789	50	,000
3	,345	50	,000	,723	50	,000
4	,265	50	,000	,858	50	,000
5	,240	50	,000	,862	50	,000
6	,215	50	,000	,879	50	,000
7	,478	50	,000	,496	50	,000
8	,319	50	,000	,702	50	,000

a. Lilliefors Significance Correction



Ranks

INDIVID	N	Mean Rank
SCORE 1	3600	50
2	1100	50
3	2900	50
4	1600	50
5	1300	50
6	1200	50
7	1700	50
8	2700	50
Total	400	

Test Statistics

	SCORE
Chi-Square	42,4833
df	7,00
Asymp. Sig.	0,0000

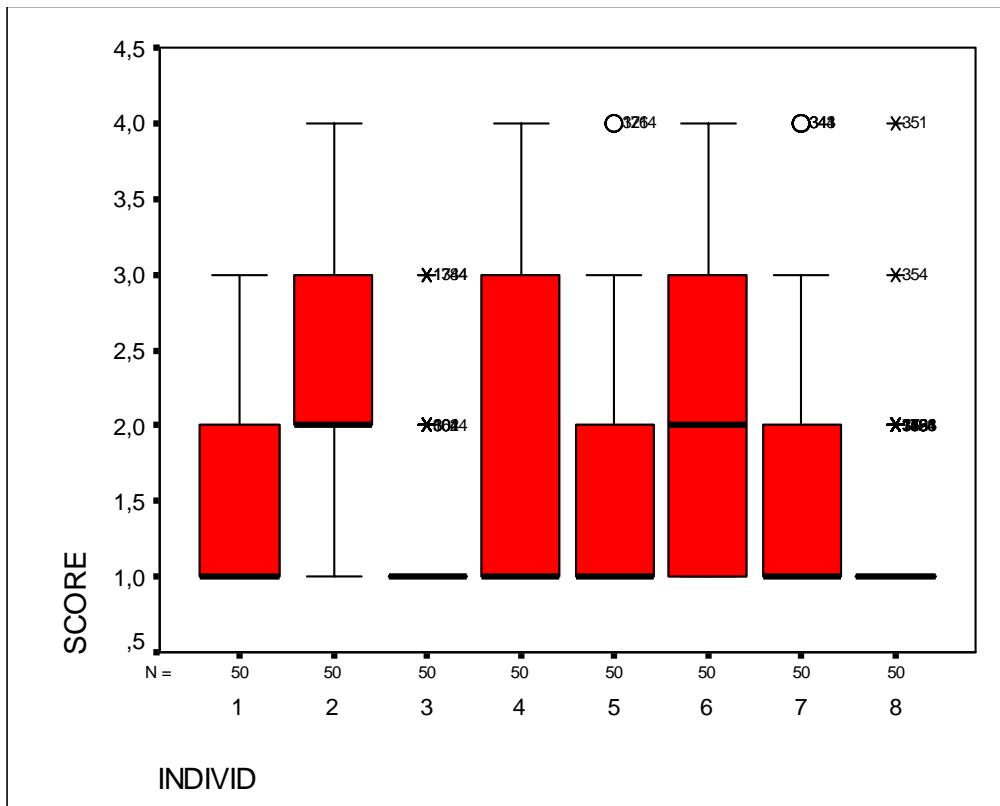
a Kruskal Wallis Test
b Grouping Variable: INDIVID

HIGH ORDER SCALES NEGATIVE AFFECT

Tests of Normality

INDIVID	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,434	50	,000	,613	50	,000
2	,246	50	,000	,874	50	,000
3	,514	50	,000	,386	50	,000
4	,340	50	,000	,731	50	,000
5	,330	50	,000	,717	50	,000
6	,228	50	,000	,826	50	,000
7	,309	50	,000	,766	50	,000
8	,447	50	,000	,542	50	,000

a. Lilliefors Significance Correction



Ranks			
SCORE	INDIVID	N	Mean Rank
	3600	50	163,19
	1100	50	296,13
	2900	50	135,16
	1600	50	212,77
	1300	50	193,55
	1200	50	239,36
	1700	50	208,28
	2700	50	155,56
	Total	400	

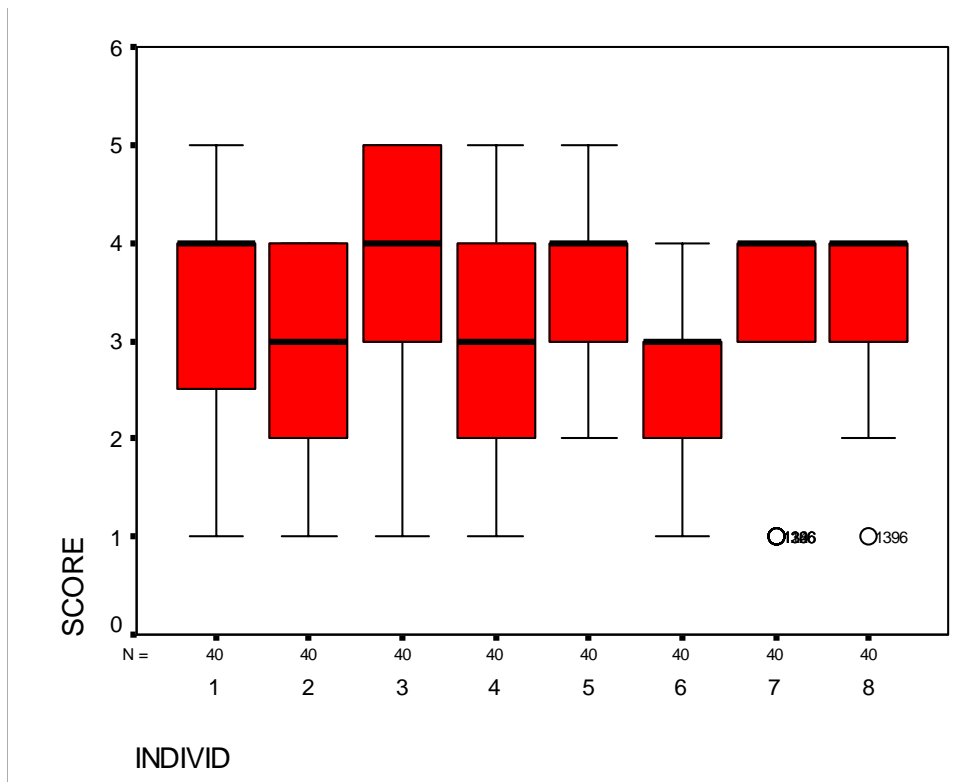
Test Statistics	
SCORE	
Chi-Square	86,400
df	7,00
Asymp. Sig.	0,000
a	Kruskal Wallis Test
b	Grouping Variable: INDIVID

JOVIALITY

Tests of Normality

INDIVID	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,296	40	,000	,798	40	,000
2	,202	40	,000	,853	40	,000
3	,243	40	,000	,823	40	,000
4	,182	40	,002	,911	40	,004
5	,300	40	,000	,832	40	,000
6	,229	40	,000	,868	40	,000
7	,420	40	,000	,554	40	,000
8	,344	40	,000	,688	40	,000

a. Lilliefors Significance Correction



Ranks

INDIVID	N	Mean Rank
SCORE 3600	40	156,34
1100	40	130,30
2900	40	208,04
1600	40	139,18
1300	40	173,43
1200	40	109,59
1700	40	188,98
2700	40	178,16
Total	320	

Test Statistics

SCORE	
Chi-Square	39,299
df	7,00
Asymp. Sig.	0,000

a Kruskal Wallis Test

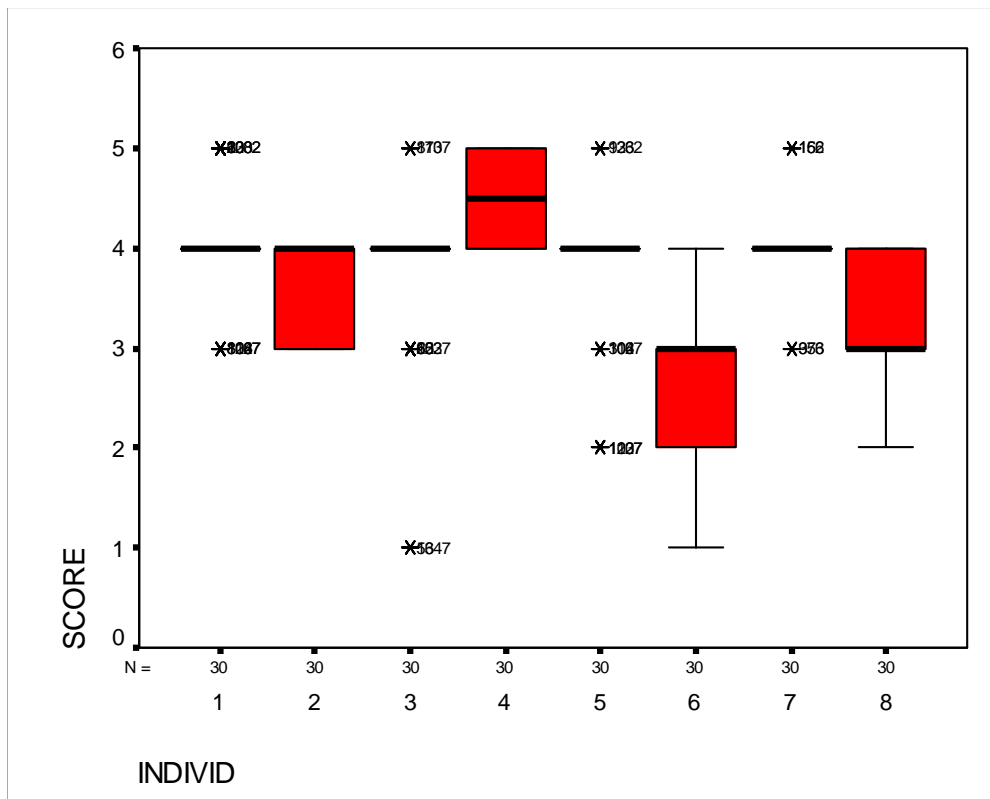
b Grouping Variable: INDIVID

SELF-ASSURANCE

Tests of Normality

INDIVID	Kolmogorov-Smimov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,345	30	,000	,750	30	,000
2	,440	30	,000	,577	30	,000
3	,421	30	,000	,622	30	,000
4	,337	30	,000	,638	30	,000
5	,426	30	,000	,675	30	,000
6	,380	30	,000	,757	30	,000
7	,433	30	,000	,514	30	,000
8	,362	30	,000	,710	30	,000

a. Lilliefors Significance Correction



Ranks			
SCORE	INDIVID	N	Mean Rank
3600		30	146,93
1100		30	113,65
2900		30	126,50
1600		30	185,25
1300		30	125,87
1200		30	43,98
1700		30	142,43
2700		30	79,38
Total		240	

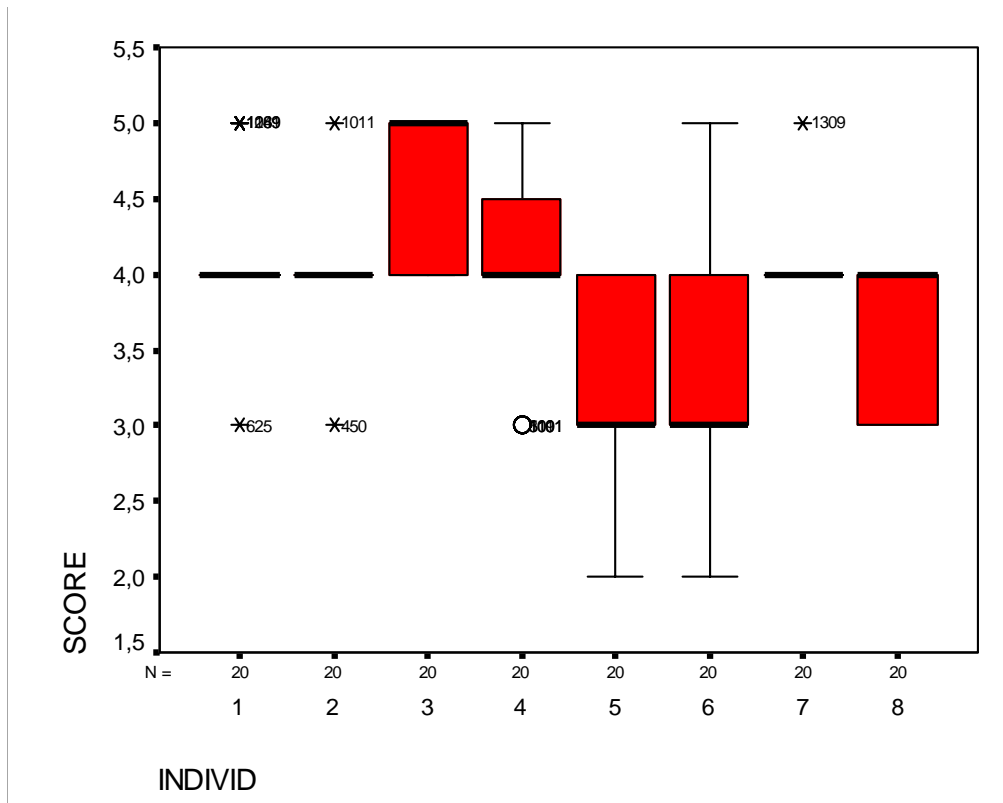
Test Statistics	
	SCORE
Chi-Square	103,283
df	7,00
Asymp. Sig.	0,000
a	Kruskal Wallis Test
b	Grouping Variable: INDIVID

ATTENTIVENESS

Tests of Normality

INDIVID	Kolmogorov-Smimov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,438	20	,000	,611	20	,000
2	,450	20	,000	,448	20	,000
3	,361	20	,000	,637	20	,000
4	,279	20	,000	,807	20	,001
5	,324	20	,000	,744	20	,000
6	,281	20	,000	,855	20	,006
7	,538	20	,000	,236	20	,000
8	,361	20	,000	,637	20	,000

a. Lilliefors Significance Correction



Ranks

INDIVID	N	Mean Rank
SCORE 3600	20	94,70
1100	20	88,65
2900	20	122,28
1600	20	90,63
1300	20	47,53
1200	20	49,58
1700	20	92,03
2700	20	58,63
Total	160	

Test Statistics

	SCORE
Chi-Square	59,332
df	7,00
Asymp. Sig.	0,000

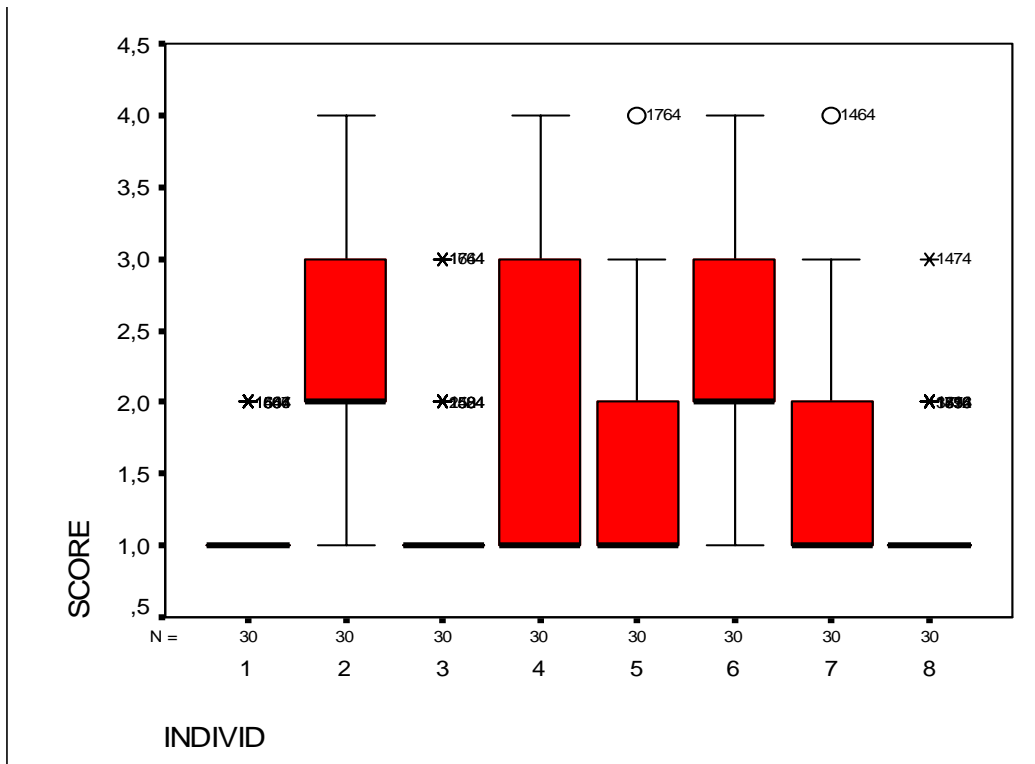
a Kruskal Wallis Test
b Grouping Variable: INDIVID

FEAR

Tests of Normality

INDIVID	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,503	30	,000	,452	30	,000
2	,293	30	,000	,854	30	,001
3	,476	30	,000	,515	30	,000
4	,338	30	,000	,721	30	,000
5	,336	30	,000	,736	30	,000
6	,328	30	,000	,827	30	,000
7	,318	30	,000	,762	30	,000
8	,462	30	,000	,559	30	,000

a. Lilliefors Significance Correction



Ranks

INDIVID	N	Mean Rank
SCORE	3600	81,00
	1100	176,00
	2900	87,57
	1600	123,97
	1300	114,63
	1200	172,03
	1700	119,57
	2700	89,23
Total	240	

Test Statistics

	SCORE
Chi-Square	71,244
df	7,00
Asymp. Sig.	0,000

a Kruskal Wallis Test

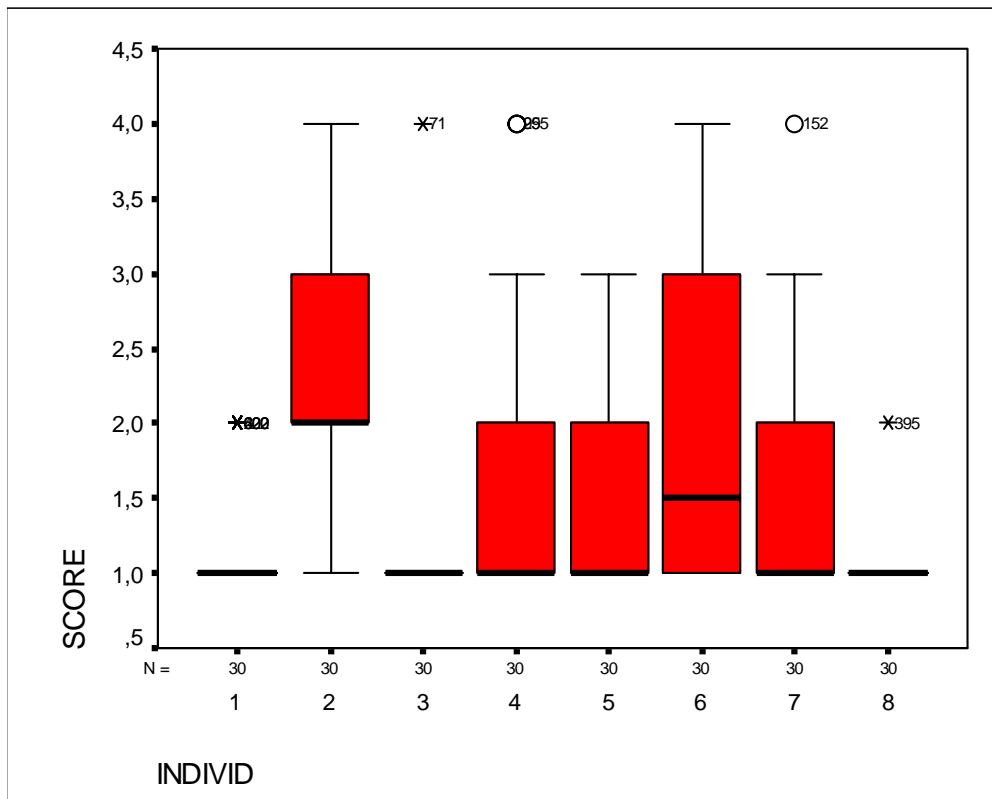
b Grouping Variable: INDIVID

GUILT

Tests of Normality

INDIVID	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,517	30	,000	,404	30	,000
2	,231	30	,000	,859	30	,001
3	,539	30	,000	,180	30	,000
4	,390	30	,000	,647	30	,000
5	,377	30	,000	,686	30	,000
6	,299	30	,000	,777	30	,000
7	,428	30	,000	,576	30	,000
8	,539	30	,000	,180	30	,000

a. Lilliefors Significance Correction



Ranks			
SCORE	INDIVID	N	Mean Rank
3600		30	97,13
1100		30	180,37
2900		30	88,10
1600		30	123,67
1300		30	126,50
1200		30	147,77
1700		30	113,93
2700		30	86,53
Total		240	

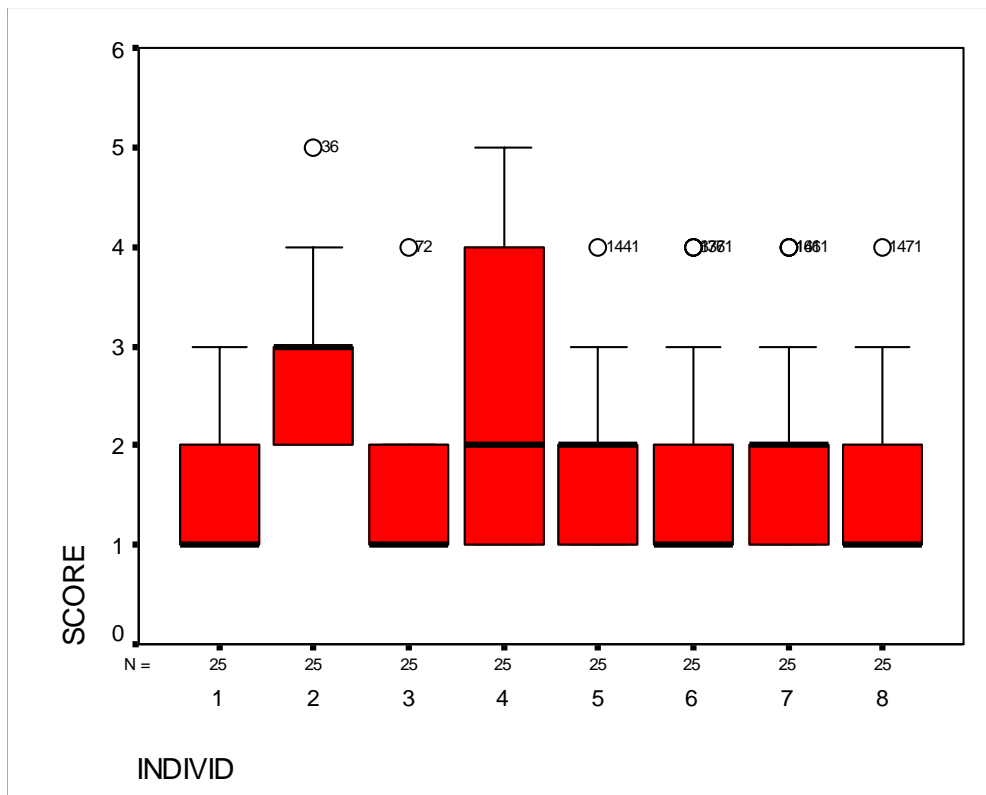
Test Statistics	
	SCORE
Chi-Square	66,870
df	7,00
Asymp. Sig.	0,000
a	Kruskal Wallis Test
b	Grouping Variable: INDIVID

HOSTILITY

Tests of Normality

INDIVID	Kolmogorov-Smimov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,369	25	,000	,706	25	,000
2	,262	25	,000	,812	25	,000
3	,416	25	,000	,562	25	,000
4	,222	25	,003	,839	25	,001
5	,277	25	,000	,789	25	,000
6	,369	25	,000	,655	25	,000
7	,249	25	,000	,812	25	,000
8	,327	25	,000	,710	25	,000

a. Lilliefors Significance Correction



Ranks

INDIVID	N	Mean Rank
SCORE	3600	25
	1100	25
	2900	25
	1600	25
	1300	25
	1200	25
	1700	25
	2700	25
Total	200	

Test Statistics

	SCORE
Chi-Square	45,483
df	7,00
Asymp. Sig.	0,000

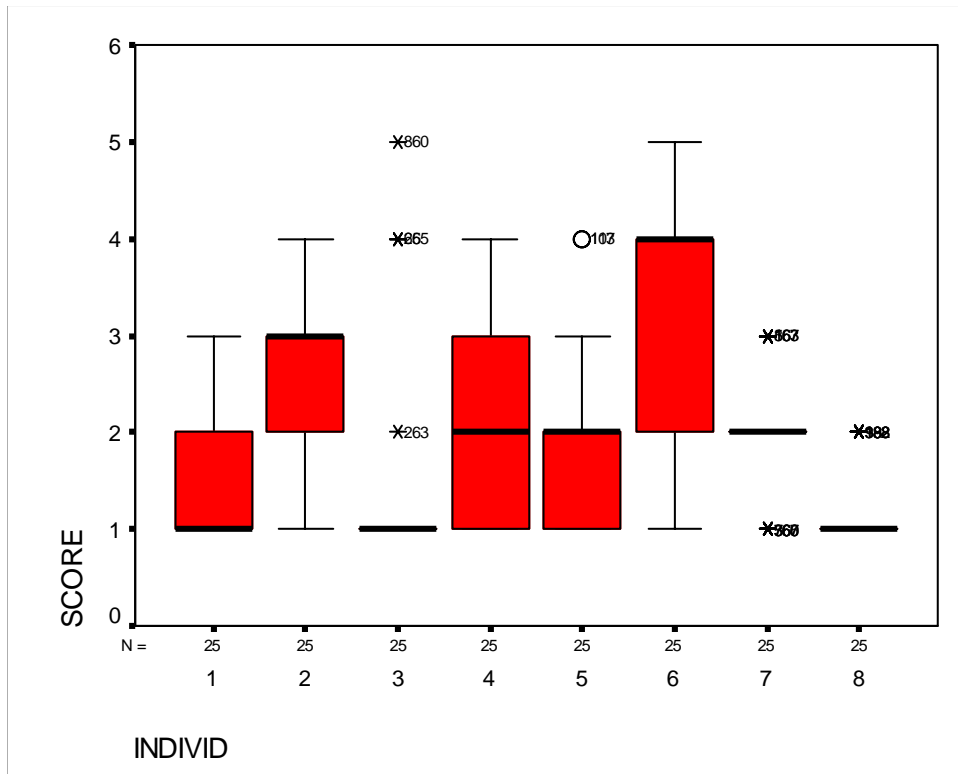
a Kruskal Wallis Test
b Grouping Variable: INDIVID

SADNESS

Tests of Normality

INDIVID	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE 1	,354	25	,000	,710	25	,000
2	,237	25	,001	,865	25	,003
3	,493	25	,000	,449	25	,000
4	,284	25	,000	,790	25	,000
5	,260	25	,000	,842	25	,001
6	,258	25	,000	,887	25	,010
7	,310	25	,000	,786	25	,000
8	,469	25	,000	,533	25	,000

a. Lilliefors Significance Correction



Ranks

SCORE	INDIVID	N	Mean Rank
3600	1	25	74,98
1100	2	25	147,34
2900	3	25	62,04
1600	4	25	94,60
1300	5	25	103,30
1200	6	25	159,54
1700	7	25	103,42
2700	8	25	58,78
Total		200	

Test Statistics

	SCORE
Chi-Square	79,881
df	7,00
Asymp. Sig.	0,000

a Kruskal Wallis Test
b Grouping Variable: INDIVID

Appendix 9 : RESULTS – COMBINED TABLES

Mean Rank

<i>Participants</i>	<i>P.A</i>	<i>N.A</i>	<i>Joviality</i>	<i>Self Assurance</i>	<i>Attentiveness</i>	<i>Fear</i>	<i>Hostility</i>	<i>Guilt</i>	<i>Sadness</i>
3600	<u>227,87</u>	163,19	156,34	<u>146,93</u>	<u>94,70</u>	81,00	81,56	97,13	74,98
1100	192,50	<u>296,13</u>	130,30	113,65	88,65	<u>176,00</u>	<u>155,02</u>	<u>180,37</u>	<u>147,34</u>
2900	<u>253,88</u>	135,16	<u>208,04</u>	126,50	<u>122,28</u>	87,57	70,92	88,10	62,04
1600	217,53	<u>212,77</u>	139,18	<u>185,25</u>	90,63	<u>123,97</u>	<u>121,72</u>	123,67	94,60
1300	163,02	193,55	173,43	125,87	47,53	114,63	103,28	<u>126,50</u>	103,30
1200	149,77	<u>239,36</u>	109,59	43,98	49,58	<u>172,03</u>	81,62	<u>147,77</u>	<u>159,54</u>
1700	<u>228,57</u>	208,28	<u>188,98</u>	<u>142,43</u>	<u>92,03</u>	119,57	<u>104,38</u>	113,93	<u>103,42</u>
2700	170,86	155,56	<u>178,16</u>	79,38	58,63	89,23	85,50	86,53	58,78

Kruskal-Wallis Mean Ranks - with significant results from Friedman's test outside bordered / coloured

<i>Participants</i>	<i>P.A</i>	<i>N.A</i>	<i>Joviality</i>	<i>Self Assurance</i>	<i>Attentiveness</i>	<i>Fear</i>	<i>Hostility</i>	<i>Guilt</i>	<i>Sadness</i>
3600	<u>227,87</u>	163,19	156,34	<u>146,93</u>	<u>94,70</u>	81,00	81,56	97,13	74,98
1100	192,50	<u>296,13</u>	130,30	113,65	88,65	<u>176,00</u>	<u>155,02</u>	<u>180,37</u>	<u>147,34</u>
2900	<u>253,88</u>	135,16	<u>208,04</u>	126,50	<u>122,28</u>	87,57	70,92	88,10	62,04
1600	217,53	<u>212,77</u>	139,18	<u>185,25</u>	90,63	<u>123,97</u>	<u>121,72</u>	123,67	94,60
1300	163,02	193,55	173,43	125,87	47,53	114,63	103,28	<u>126,50</u>	103,30
1200	149,77	<u>239,36</u>	109,59	43,98	49,58	<u>172,03</u>	81,62	<u>147,77</u>	<u>159,54</u>
1700	<u>228,57</u>	208,28	<u>188,98</u>	<u>142,43</u>	<u>92,03</u>	119,57	<u>104,38</u>	113,93	<u>103,42</u>
2700	170,86	155,56	<u>178,16</u>	79,38	58,63	89,23	85,50	86,53	58,78

Kruskal-Wallis Mean Ranks - with significant results from Friedman's test outside bordered & P/N Ratio - List sorted by P/N

<i>Participants</i>	<i>P.A</i>	<i>N.A</i>	<i>P/N</i>	<i>Joviality</i>	<i>Self Assurance</i>	<i>Attentiveness</i>	<i>Fear</i>	<i>Hostility</i>	<i>Guilt</i>	<i>Sadness</i>
2900	<u>253,88</u>	135,16	<u>1,88</u>	<u>208,04</u>	126,50	<u>122,28</u>	87,57	70,92	88,10	62,04
3600	<u>227,87</u>	163,19	<u>1,40</u>	156,34	<u>146,93</u>	<u>94,70</u>	81,00	81,56	97,13	74,98
2700	170,86	155,56	<u>1,10</u>	<u>178,16</u>	79,38	58,63	89,23	85,50	86,53	58,78
1700	<u>228,57</u>	208,28	<u>1,10</u>	<u>188,98</u>	<u>142,43</u>	<u>92,03</u>	119,57	<u>104,38</u>	113,93	<u>103,42</u>
1600	217,53	<u>212,77</u>	1,02	139,18	<u>185,25</u>	90,63	<u>123,97</u>	<u>121,72</u>	123,67	94,60
1300	163,02	193,55	0,84	173,43	125,87	47,53	114,63	103,28	<u>126,50</u>	103,30
1100	192,50	<u>296,13</u>	0,65	130,30	113,65	88,65	<u>176,00</u>	<u>155,02</u>	<u>180,37</u>	<u>147,34</u>
1200	149,77	<u>239,36</u>	0,63	109,59	43,98	49,58	<u>172,03</u>	81,62	<u>147,77</u>	<u>159,54</u>

Appendix 10: *Participants' top ten reported-transcribed constructions of meaning*

Chart in Mekko graphics drawn from table below

Source: N-VIVO Output -cross-table

	WHO IS = 3600	WHO IS = 1100	WHO IS = 2900	WHO IS = 1600	WHO IS = 1300	WHO IS = 1200	WHO IS = 1700	WHO IS = 2700
Leadership	1	2	2	2	1	5	3	1
Emotional Climate related components	1	2	0	3	4	4	2	0
Directions - Goal orientation	3	0	3	2	1	1	2	3
Alignment of task (existential=normative primary)	1	1	2	0	2	2	2	2
Career path - Personal Development	1	4	0	3	1	1	2	3
Professional Identity - face saving	3	1	0	2	0	1	3	3
Feelings of Justice	1	2	0	4	2	0	3	0
Structure, processes, rules, regulations, procedures	2	2	0	0	3	0	2	1
Reward	1	1	0	3	0	3	1	1
Participation	1	1	1	0	2	2	0	3
Reappraisal	0	1	1	0	3	1	3	0

Appendix 11 : Constructions of Meaning for participant 3600

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>3600 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total References(Like to Like)</i>
	17	28	16%		179
Communication	4	36%	Line 4: and to be possible to communicate with others, line13: What I would like is to be able to communicate and talk the same language at work, line17: To have someone [with whom] you can communicate;, line19: There is the problem of communication	0	11
Achievement - Results	3	27%	Line 2: What is the satisfaction that you receive from your work? Results; reward; advancement!, line 4: to receive satisfaction from the accomplishments, from the results, line 17: ..the internal personal satisfaction that the achievement of your objectives gives you	0,5	11
Professional Identity - face saving	3	23%	Line 2: To do what I like and what I know; a job that creates meaning to me, it is clear the achievement of targets the management of people and doing quality tasks, line10: [Do]they not have a professional or corporate [...] identity? . they are lost, they need guidance, coaching and direction,line13:That we speak about the same thing presupposes knowledge of the subject and knowledge of the subordinate.	1,5	13
Directions - Goal orientation	3	20%	Line 4: to have the resources and the means to do them, line 13: clear directions do not exist at the company,.. line 14: I am trying to keep up, be clear, prioritise and do my job, line 16: I believe for my subordinates ...they need guidance, coaching and direction [...] clear direction	2,0	15
Roles - Job Description	2	33%	Line 4: clear things to do, line 13: clear directions do not exist	0,5	6
Structure, processes, rules, regulations, procedures	2	20%	Line 19: it is the environment, the company, also the businessman as well as the structure and the targets, line 19: there is the problem of communication, of bureaucracy..	1,5	10
Interest	1	25%		0,5	4
Personal goals	1	20%	Line 2: to do what I like and what I know;	1	5
Knowledge of the Job - good job	1	20%	Line 13: if we speak for the same thing, it presupposes knowledge of the subject and knowledge of the subordinate	0,5	5
Responsibility	1	14%	Line 4: clear things to do [implies that then one is being responsible]	0,5	7
Reward	1	10%	Line 2: What is the satisfaction that you receive from your work? Results; reward; advancement!	1	10
Participation	1	10%	Line 2: .. the management of people and doing quality tasks	1	10
Alignment of task (existential=normative primary)	1	8%	Line 4: to do things that seem right, that you believe	2	12
Feelings of Justice	1	8%	Line 16: ..[...] important[...] fair and equal treatment.	1,5	12
Career path - Personal Development	1	7%	Line 2: What is the satisfaction that you receive from your work? Results; reward; advancement!	1,5	15
Emotional Climate related components	1	6%	Line 4: to do things that do not making you bored	2	16
Leadership	1	6%	Line 19: it is the environment, the company, also the businessman	2	17

Appendix 12: Constructions of Meaning for participant 1100

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1100 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total References(Like to Like)</i>
	20	31	16%		193
Career path - Personal Development	4	27%	Line 2: A creative one with future and potential, line11: and a clear picture for the personal prospective and potentials, line21: The same as above and to feel that they develop professionally, line23: The same with me towards my supervisor; to feel that they develop and grow as professionals.	1,5	15
Consistency	3	43%	Line8: There is inconsistency between theory and practice, between those things that are transferred (communicated) and you agree when you hear them and those that are practiced, line11: consistency in the relation, line 35: to remain stable and consistent, towards all of my collaborations.	0,5	7
Cohesiveness - Essence	2	33%	Line 13: Mutual respect in needs, understanding the needs of others, and common -mutual business ethics in the approach to cooperation and to be able to approach the issues with common language and a common understanding in a common way, line 4: it is to share with others, principles, targets and business ethics.	1	6
Fellowship	2	29%	Line 13: Mutual respect in the needs, understanding of the needs of the other and common – mutual business ethics in the approach of cooperation and line 13: to be able to approach the issues with common language and a common understanding a common way	0	7
Structure, processes, rules, regulations, procedures	2	20%	Line 25: The company culture, the non-productive procedures, difficulties in implementation, line 33: The second is to change the criteria of hiring new employees	1,5	10
Feelings of Justice	2	17%	Line 11: honesty, consistency in the relation, line 25 cont. in 27: The company culture, the non-productive procedures, difficulties in implementation, behaviours from colleagues, imbalances within hierarchical levels [the subject's reply with face expressions, implied injustice] .. [Imbalances] either in rewards or in behavioural treatment, issues that start always from the general management	1,5	12
Emotional Climate related components	2	13%	Line 13: Mutual respect in the needs, understanding of the needs of the other and common – mutual business ethics in the approach of cooperation and to be able to approach the issues with common language and a common understanding a common way, line 16: to feel that they are motivated from the collaboration holistically	2	16
Leadership	2	12%	Line8: This is also an issue of the top management, line27: issues that always start from the general management. If the general management does not do it in a proper way, or if does certain things bad, these go through the lower hierarchical levels in all departments), and as a result of social arrangement (line13: mutual business ethics in the approach of cooperation ... common language and a common understanding,	2	17
Interest	1	25%		0,5	4
Knowledge of the Job - good job	1	20%	Line 8 : Methodology for planning, ...allocation and delegation of tasks, follow up the issues, all They are simply not in the level I would like them to be;	0,5	5
Involvement	1	17%	Line 16: To be able to transfer to them everything what I am required to do from my supervisor and to feel that they are motivated from the collaboration holistically	0,5	6
Blame and Credit (climate)	1	14%	Line 14: blame is implied on others [Communicate clearly what they mean and follow a business methodology] [Not something different depending on stakes in relation to every situation]	1	7
Learning - Learning transfer - coping	1	14%	Line 19: to add value in our collaboration, by transferring new systems and new application in my job.	0,5	7
Reappraisal (Positive)	1	11%	Line 11: Because I am a human, I take many initiatives (at least I think so), and I would like to know if those [initiatives] are aligned with the demands and the expectations of my supervisor. Do they give added value? Meaning that, to have a feedback in the initiative I take	1	9
Social relationships	1	11%	Line 13: understanding of the needs of the other	1	9
Reward	1	10%	Line 2: ..and potential, high rewards [financial] that could cover your needs [satisfactory] .	1	10
Participation	1	10%	Line 4: it is to share with others, principles, targets and business ethics	1	10
Achievement - Results	1	9%	Line 19: . Besides of the achievement of mutual objectives and targets (quantitative and qualitative) to be able to add value in our collaboration	0,5	11
Alignment of task (existential=normative primary)	1	8%	Line 8 : I am not doing it in the extend that I would like to, due to the different perceptions- conceptions rather in the way of managing and handling ...this is done due to a lack of a methodology and a correct approach towards the various topics.	2	12
Professional Identity - face saving	1	8%	Line 4:To have good cooperation with other people and to have similar perspective in viewing business and everyday work. ...; these things are enough form me; I don't need bigger office space or new furniture [he is referring to the latest renovation of his office furniture with indifference], it is to share with others, principles, targets and business ethics	1,5	13

Appendix 13: Constructions of Meaning for participant 2900

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>2900 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total References(Like to Like)</i>
11	17	17%			102
Directions - Goal orientation	3	20%	Line18:To decide what the company wants to do; and then what I have to do, line20: This is changing every week and every month! there have been five changes up to now, line22: I might have helped, maybe; let them tell me what they want and we all see!	2,0	15
Problem solving - Decision making	2	33%	Line 2: To have an essence and not a surface, not being like a show-case, to end somewhere, to do the right things, line 14: another [finds meaning] from solving his problems	1	6
Roles - Job Description	2	33%	Line 18: ..what is that I have to do , line 22: let them tell me what they want and we see!	0,5	6
Alignment of task (existential=normative primary)	2	17%	Line 6: Your basic task is the one that it is requested from you to do; and what I am expected to do is not known to me, and line 14: [implies the need for alignment]	2	12
Leadership	2	12%	Line16: The one that defines the subject of your work, and I don't know who he is, line 18: to decide what they want [leadership] the company to do..	2	17
Personal goals	1	20%	Line14: One finds meaning from his relations with some others, another finds meaning from fulfilling his personal objectives, no matter which are the company's objectives, the other from his motives for power, another from solving his problems, another from showing-off as expert, etc.	1	5
Cohesiveness - Essence	1	17%	Line 2: To have an essence and not a surface	1	6
Blame and Credit (climate)	1	14%	Line 4: to duck and keep low profile [laughing]	1	7
Reappraisal (Positive)	1	11%	Line 9: [importance of reappraisal is implied in the absense of supervisor] I don't have a contact, besides I have two or three supervisors	1	9
Social relationships	1	11%	Line 14: One finds meaning from his relations with some others	1	9
Participation	1	10%	Line 11: Daily human discussions with them [my colleagues], since I do not have subordinates, it is only to force discussions with colleagues to do my job	1	10

Appendix 14: Constructions of Meaning for participant 1600

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1600 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total Reference s(Like to Like)</i>
16	35	23%			152
Feelings of Justice	4	33%	(line 9: to have a feeling of justice and to see that my supervisor has knowledge of the 'subject' (knows the job), line 11: ...concerning me to have dignity and pride, to know what they have to do and how to do it, to recognise their responsibilities, line 24: Meritocracy, and production of knowledge, line 26: With that, meritocracy and production of knowledge).	1,5	12
Responsibility	3	43%	line 11	0,5	7
Learning - Learning transfer - coping	3	43%	(line 18: ...these are exceptions, they like to obtain knowledge and learn, they like what they do, line 24: and production of knowledge, line 26: production of knowledge).	0,5	7
Recognition from peers - Acceptance	3	43%	(line 2: ...social recognition..., line 16: Knowledge, money and social recognition, line 11: and to feel recognised)	0	7
Reward	3	30%	(line 2: money, line 16: Knowledge, money ..., line 18: money)	1	10
Career path - Personal Development	3	20%	(line 18:but some have ambitions; these are exceptions, they like to obtain knowledge and learn, they like what they do. line 20: fulfilment of their ambitions, line 26: Development of people helps in the harmonious functioning of the company).	1,5	15
Emotional Climate related components	3	19%	(line 2: Money, social recognition, no routine, a job that would give me excitement, line 18: money, friendly known environment, good climate, line 20: Acquisition of knowledge, good atmosphere – climate, money and the fulfilment of their ambitions).	2	16
Knowledge of the Job - good job	2	40%	(line 9: ..to see that my supervisor has knowledge of the 'subject' (knows the job), line 11: ... to know what they have to do and how to do it)	0,5	5
Professional Identity - face saving	2	15%	(line 18: there are of course some that like what they do...but some have ambitions)	1,5	13
Directions - Goal orientation	2	13%	(line 22: this presupposes that certain things be done; if it remains only in words then it is not a direction. If action is taken then it is a direction)	2,0	15
Leadership	2	12%	(line 22: Firstly, the supervisor and the direction of the company)	2	17
Interest	1	25%		0,5	4
Personal goals	1	20%	line 20 ...the fulfilment of their ambitions	1	5
Problem solving - Decision making	1	17%	(line 22: If action is taken then it is a direction)	1	6
Appreciation for the Job Well done	1	17%	(line 11: and to feel recognised).	0,5	6
Consistency	1	14%	(line 22: this presupposes that certain things be done; if it remains only in words then it is not a direction. If action is taken then it is a direction)	0,5	7

Appendix 15: Constructions of Meaning for participant 1300

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1300 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'-Median</i>	<i>Total Reference s(Like to Like)</i>
20	45	23%			197
Achievement - Results	6	55%	(line2: visible results coming fast, that creates good mood in my colleagues and myself, while simultaneously increasing the basic size of the company, line14: efficiency , line16: personal efficiency and team efficiency, line21: and efficiency as I said before, line29: To seek for more efficiency)	0,5	11
Communication	5	45%	(line14: transparency in communication, line19: ...to have quality in communication, line29: ...to work in the information flow, line 31 work in balancing formal and informal communication..., line 35: multiply informal contacts and build personal networks...)	0	11
Emotional Climate related components	4	25%	(line2: that creates good mood in my colleagues and myself, line 4: fun, line 19: fun, nice atmosphere – climate that creates a good working environment and positive attitudes, line 21 and (line 27: Quality of people, for example nice presence helps in the environment, the quality of the human resources (people) gives meaning ...)	2	16
Empowerment	3	50%	(line 12: Support in general, coaching, clear instructions, continuous challenge, and motivation to exceed my potential, line 23:space to advance and enrich their responsibilities, variety in job content, line31: empowerment).	0	6
Reappraisal (Positive)	3	33%	(line12: coaching, line16: timely feedback line33: And appraisal development)	1	9
Structure, processes, rules, regulations, procedures	3	30%	(line29: To seek for more efficiency, to avoid replication, to avoid multiplication, to streamline hierarchy levels, for example., to work in the information flow), (line 33: Basically I see all these as a part of efficiency, and I could say that some processes should become more standardised., (line 35: ..in order to facilitate day-to-day business issues, design and propose process improvements with specific focus in benefits to the stakeholders..)	1,5	10
Involvement	2	33%	(Line 4 and line 14)	0,5	6
Responsibility	2	29%	(line19)	0,5	7
Consistency	2	29%	(line21: Consistency between colleagues, and top management; (...) something between consistency and accountability)	0,5	7
Social relationships	2	22%		1	9
Participation	2	20%	(Line 4: the participation of people in results, the satisfaction of the team – of every team- the personal satisfaction of everyone), (line 14: Fun, cross-functional work)	1	10
Alignment of task (existential=normative primary)	2	17%	Line 6: I was expecting something else [laughing], lines7and 9.	2	12
Feelings of Justice	2	17%	(line14: transparency in communication, line 16: honesty)	1,5	12
Personal goals	1	20%	line 4	1	5
Problem solving - Decision making	1	17%	(line31: improve decision-making process)	1	6
Cohesiveness - Essence	1	17%		1	6
Blame and Credit (climate)	1	14%	(line19: Accountability, to value the effort of the guidelines given)	1	7
Directions - Goal orientation	1	7%	(line 12: Support in general, coaching, clear instructions)	2,0	15
Career path - Personal Development	1	7%	(line23: Should I have in my mind specific persons? [Beckoning yes] , yes, so career expectations, to see that they have space to advance and enrich their responsibilities)	1,5	15
Leadership	1	6%	(line 26: Simultaneously the organisation and individual. The organisation is reflected in every supervisor and each one has a marginal manoeuvre in order to have personal meaning).	2	17

Appendix 16: Constructions of Meaning for participant 1200

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1200 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'-Median</i>	<i>Total Reference s(Like to Like)</i>
	21	34	17%		197
Leadership	5	29%	(line17: To have the freedom to work comfortably (psychologically), see me as a fellow-worker, line26: The fish stinks from the head, line30: the 'family' should not be detached from the company, line34: It's not only me who is able to give solutions, line34: To participate in a team that will change things and put things into action),	2	17
Emotional Climate related components	4	25%	(line4: so that misery doesn't exist in the environment, line6: This, has consequences for all, I mean the environment, it is important not to have misery around, for people not to feel fear because they expect to be punished for not working if they take a lunch break, line28: it's only the accusations that are personal, line34: to change the mentality of the company, for example: you leave at seven o'clock in the afternoon and they tell you that it is a half-day holiday !)	2	16
Reward	3	30%	Line 24: reward (acknowledgement), line28: Nobody has properly rewarded anyone, [publicly acknowledge one's performance, contribution],, line30: To reward, not only through the bonuses, but also in different ways	1	10
Learning - Learning transfer - coping	2	29%	Line 13: To be possible to tell, that he solves the issues, work is moving, he is covered (informed); a demand that you have (is)that he should transfer knowledge - generally or specifically to your subject, line 24: ..they want to learn..	0,5	7
Fellowship	2	29%	(line2: What I am interested in is that the environment and the people around me move in the framework that they have mutually developed, line 17: see me as a fellow-worker, imperviousness should not exist, respect instead of fear, [...] things that go beyond the frame of responsibilities)	0	7
Participation	2	20%	Line28: the middle management level is totally amputated, they are not associates of the decisions, line2: they have mutually developed	1	10
Alignment of task (existential=normative primary)	2	17%	Line 2: To deal with sales [...] but not now [...] what I am doing now, line 10: . I do what I am expected to do, the same things I told you before. [He believes that is aligned]	2	12
Knowledge of the Job - good job	1	20%	Line 13: a demand that you have (is)that he should transfer knowledge - generally or specifically to your subject	0,5	5
Problem solving - Decision making	1	17%	(line13)	1	6
Cohesiveness - Essence	1	17%	(line34: To participate in a team that will change things and put things into action)	1	6
Appreciation for the Job Well done	1	17%	Line 24: reward [in the sense of (acknowledgement)]	0,5	6
Involvement	1	17%	Line 28: the middle management level is totally amputated, they are not associates of the decisions	0,5	6
Blame and Credit (climate)	1	14%		1	7
Responsibility	1	14%	Line 34: Development and modulation of my subordinates and collaborators. It's not only me that is able to give solutions	0,5	7
Consistency	1	14%	Line30 :To deal with people, to do what it promises [speaks about the company].	0,5	7
Recognition from peers - Acceptance	1	14%	Line 15: The primary thing that I want is my acceptance as a professional, common view (perspective), collaboration, understanding and help in the subject that everyone is involved.	0	7
Reappraisal (Positive)	1	11%	(line24)	1	9
Social relationships	1	11%		1	9
Professional Identity - face saving	1	8%	Line 8: ...involvement in sales, besides theory and marketing, especially here where we implement plans ASAP and without budget	1,5	13
Directions - Goal orientation	1	7%	Line24 : They want freedom, control, guidance, stable and continuous guidance, they want to learn, pleasant environment, reward [acknowledgement]	2,0	15
Career path - Personal Development	1	7%	Line34: Development and modulation of my subordinates and collaborators	1,5	15

Appendix 17: Constructions of Meaning for participant 1700

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>1700 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total Reference s(Like to Like)</i>
	18	39	21%		189
Social relationships	4	44%	Line 12: the response, mutual respect, right judgements, line 14: mutual understanding, line 14: see the needs of other departments, line 16: ..whatever I am asking I should also give to my subordinates	1	9
Recognition from peers - Acceptance	3	43%	Line25: to get the respect from the rest of the team, is important. It is different to say that, being from outside, but carrying the specific role you can understand, line32: Everyone knows and does not know who I am!, line38: We have an issue with the other departments, how to show my work.	0	7
Fellowship	3	43%	Line 12: being together in bad and good things, line 14: to respect the job of others, and not annihilate the job of other, this is not a good fellowship and 32 : ..I was protecting him and the team..they have never shielded me.	0	7
Reappraisal (Positive)	3	33%	Line 12: the response, mutual respect, right judgements, ..job description, mutual support.. Being together in bad and good things, Line 27: to teach me, an evaluation should take place .. With clarity that would say: you have these advantages and these disadvantages, in order for you to improve you should do..., Line 32 : .. I have not done this conversation with my supervisor, or with his supervisor, why?	1	9
Feelings of Justice	3	25%	(Line 12: the response, mutual respect, right judgements, line 12: to know what I am saying goes through the management as mine...., line 32: everyone knows ...)	1,5	12
Professional Identity - face saving	3	23%	(lines7 -12), (line 25: but carrying the specific role you can understand), and lines 32-34.	1,5	13
Leadership	3	18%	(line5, line 30 and line54:everything starts from the top: it is responsible for making this culture work)	2	17
Appreciation for the Job Well done	2	33%	Lines 27 and 32	0,5	6
Structure, processes, rules, regulations, procedures	2	20%	Line 25: so I mean myself I am not covered by the job , line 30: HR function; that plays very important role in the company...the roles and the organisational laws,	1,5	10
Alignment of task (existential=normative primary)	2	17%	line 25: ..So I mean if myself I am not covered by the job I have and the work I do then it is my fault, and the company's also..	2	12
Directions - Goal orientation	2	13%	lines 2 and 3: ...to have tangible realistic targets [the subject implies target setting and direction]	2,0	15
Career path - Personal Development	2	13%	(line7: Something very important that the company has not developed is training. We had it in the past; it was the objective of 20% of people in every team to be ready for a promotion, line28: Clear career path, line23: I also have people who want prospects, have ambitions and want to develop fast).	1,5	15
Emotional Climate related components	2	13%	(Line2: To wake up in the morning in high spirits, not saying 'I m going there again' ...to have tangible-realistic targets, line3:To have relative [to targets] appropriate reward, prospects, and motives).	2	16
Roles - Job Description	1	17%	Line 12: ...clear roles and very important: job description	0,5	6
Blame and Credit (climate)	1	14%	line 54: everything starts from the head; is responsible to make this culture pass through, not to search for victims [these are the ones responsible]	1	7
Learning - Learning transfer - coping	1	14%	Line 36: I think I am doing that [contribute for meaning creation for everyone in the company]; I might have to improve my communication with other departments, for example I am getting nervous with you sometimes, but now there is nothing that I have to share so I should not be getting nervous.	0,5	7
Reward	1	10%	line 3: appropriate reward, prospects and motives	1	10
Achievement - Results	1	9%	line 25: the results, to reach the targets, to get the respect from the rest of the team..	0,5	11

Appendix 18: Constructions of Meaning for participant 2700

<i>Constructions of Meaning</i>	<i>No of References</i>	<i>% Coverage</i>	<i>2700 - Participant's 'replies' quoted from the Interview extract</i>	<i>Total - Participants'- Median</i>	<i>Total Reference s(Like to Like)</i>
18	33	20%			165
Empowerment	3	50%	Line 10: I should develop and support with my department an infrastructure of systems and sales administrative support,i.e. productivity solutions ..., line 13:developing and creating a basis [infrastructure] on which we should step on and continue to do our job is a way that might create meaning to me, line 23: ..give the whole picture of what they are supposed to do..to make them feel important..	0	6
Participation	3	30%	Line 7: engage in more refined projects, to have open communications, good team spirit, in the working environment, common culture, processes that would support team spirit and teamwork, Line 17: to have the whole picture of the things I am about to implement, line 23:I am also trying to give them always the whole picture of what they are supposed to do and why they have to do it, in order to make them feel important for what they do, for what they are contributing.	1	10
Professional Identity - face saving	3	23%	Implied in lines 4, 23 and 42	1,5	13
Directions - Goal orientation	3	20%	Line 17: To have the whole picture for the things I am about to implement, line 23: . I am also trying to give them always the whole picture of what they are supposed to do and why they have to do it, line 39: The basic step should be to have very clear the where you want to go!	2,0	15
Career path - Personal Development	3	20%	Line 4: the job as such, the working environment ,the prospect[potential] for progress, line 23: to be able to personally contribute to their personal as well as professional advancement, ... I feel satisfied when they are progressing in personal level also, line33: To feel that there is a perspective for personal growth. Their performance is linked to the ability to progress further in the organisation.	1,5	15
Appreciation for the Job Well done	2	33%	Line 23: ..in order to make them feel important for what they do, for what they are contributing, line 33: To feel that there is a perspective for personal growth.	0,5	6
Involvement	2	33%	Line 17 and line 23, [constructed the same as participation]	0,5	6
Blame and Credit (climate)	2	29%	Line 27: To be always ok with deadlines and not be exposed to others (departments, other supervisors) in the organization, line 30: Their primary objective is to have things (priorities and tasks) done	1	7
Communication	2	18%	Line 7: ..to have open communications.., line 20: to be able to communicate properly..	0	11
Alignment of task (existential=normative primary)	2	17%	Line 36: You cannot make a personification. It is a matter of substructures in view of the primary task = what we have to do?= On top of that ..., line 39: the change of culture should be done ... very clear the where you want to go!	2	12
Interest	1	25%	Line 4: A job that could make me happy is the interesting one.	0,5	4
Personal goals	1	20%	Line 30: ..to have [their] things (priorities and tasks) done	1	5
Problem solving - Decision making	1	17%	Line 20: to have things we decide moving and not getting stucked	1	6
Cohesiveness - Essence	1	17%	Line 23: ..in order to make them feel important for what they do, for what they are contributing	1	6
Roles - Job Description	1	17%	Line 39: The basic step should be to have very clear the where you want to go.	0,5	6
Structure, processes, rules, regulations, procedures	1	10%	Line 7: engage in more refined projects, to have open communications, good team spirit, in the working environment, common culture, processes that would support team spirit and teamwork	1,5	10
Reward	1	10%	Line 33: Their performance is linked with the ability to progress further in the organization.	1	10
Leadership	1	6%	Line 36: You cannot make a personification. It is a matter of substructures in view of the primary task = what we have to do?= On top of that the new commercial director has much more demands in the mentality 'part' and the way of working	2	17

Appendix 19: INTERVIEW EXTRACTS – NVIVO7

Name: Interviews\RayK

Description: Code 3600

¶1: *I. Could you describe a job {that you could do} that would create meaning to you?*

¶2: R. To do what I like and what I know; a job that creates meaning to me, it is clear: the achievement of targets, the management of people and doing quality tasks. What is the satisfaction that you receive from your work? Results; reward; advancement!

¶3: *I. What is meaning?*

¶4: R. Clear things to do, to have the resources and the means to do them [...] to receive satisfaction for the accomplishments, from the results, and to be able to communicate with others. To do things that are not making you bored, to do things that seem right, that you believe.

¶5: *I. Can you tell me what you think you should do in your work? {What it is required to do?}*

¶6: R. Change of the company image in the market, management of people, achievement of targets, identification and exploitation of opportunities

¶7: *I. Can you tell me what you do in your work?*

¶8: R. The things I just said. [...] The main thing [most important] is to teach people to work properly!

¶9: *I. What do you mean by that?*

¶10: R. They do not have a professional or corporate [...] identity? , they are lost, they need guidance, coaching and direction [...] clear direction

¶11: *I. Can you tell me what gives you meaning in your everyday contacts with:*

¶12: *I. Your supervisor and colleagues?*

¶13: R. Nothing very specific in particular. What I would like is to be able to communicate and talk the same language at work. That we speak for the same thing presupposes knowledge of the subject and knowledge of the subordinate. Clear directions do not exist at the company; however this is not affecting me.

¶14: I am trying to keep up, be clear, prioritise and do my job.

¶15: *I. Your subordinates?*

¶16: R. I believe that for my subordinates the same with me is true [...] prioritisation of goals, clear guidelines and [...] important [...] fair and equal treatment.

¶17: To have someone with whom you can communicate; and with the internal personal satisfaction that the achievement of your objectives gives you. The same is true of my supervisor.

¶18: *I. Whose responsibility is it to have meaning from the work you do?*

¶19: R. It is the environment, the company also, the business man as well as the structure and the targets. There is the problem of communication, of bureaucracy, things that also came out from the last personnel satisfaction research.

¶20: *Change process*

¶21: *I. How do you think everybody feels about the repositioning in the market project?*

¶22: R. Very few have an opinion about that, because they do not know. In order to have an opinion you should know what the competition is doing; what the customers are doing; what the trends are; what happens in other countries; what is happening to the economy, etc. Who can give answers for all of these?

¶23: And also they don't feel it, not because some people consider that this is not needed, but because they have become used to a status, especially the older, many years of routine and objective difficulties. Most have not tried to understand or to become conscious of the need for change; even the supervisors have not tried to change the mentality and the attitude of their people; that is happening throughout the company.

¶24: *I. How do you feel in general?*

¶25: R. You feel blocked up, there is so much bureaucracy [...], things [...] etc.

Name: **Interviews\Paul**

Description: **Code 1100**

¶1: *I. Could you describe a job {that you could do} that would create meaning to you?*

¶2: R. A creative one with future and potential, high rewards [financial] that could satisfactorily cover your needs

¶3: *I. What is meaning?*

¶4: R. To have good cooperation with other people and to have similar perspective in viewing business and everyday work. ...; these things are enough for me; I don't need bigger office space or new furniture [he is referring to the latest renovation of his office furniture with indifference], it is to share with others, principles, targets and business ethics.

¶5: *I. Can you tell me what you think you should do in your work? {What it is required to do?}*

¶6: R. To follow for implementation the common agreed company objectives and to develop people; my team.

¶7: *I. Can you tell me what you do in your work?*

¶8: R. I am not doing it in the extend that I would like to, due to the different perceptions- conceptions rather in the way of managing and handling of things between upper management and middle level management. My way, my approach, my perception of managing day to day issues is not keeping pace with the way that the higher level of management is practicing it. [By it, he means the management of the every day working issues]. [And explains:] Methodology for planning, allocation and delegation of tasks, follow up of the issues, all. They are simply not in the level that I would like them to be; they don't go with the needs of the middle management and with the needs of the upper management. [There is no alignment]. There is inconsistency between theory and

practice between those things that are transferred (communicated) and you agree when you hear them and those that they are practiced this is done due to a lackness of a methodology and a correct approach towards the various topics. This is also an issue of the top management.

¶9: *I. Can you tell me what gives you meaning in your every day contacts with:*

¶10: *I. Your supervisor?*

¶11: R. Because I am a human, I take many initiatives (at least I think so), and I would like to know if those [initiatives] are aligned with the demands and the expectations of my supervisor. Do they give added value? Meaning that, *to have* a feedback in the initiative I take, honesty, consistency in the relation, namely in the behaviour, and a clear picture for the personal prospective and potentials. [Considering his answers later we might say that he wants to feel that is developing as a professional]

¶12: *I. Your colleagues in other departments?*

¶13: R. Mutual respect in the needs, understanding of the needs of the other and common – mutual business ethics in the approach of cooperation and to be able to approach the issues with common language and a common understanding a common way.

¶14: [Communicate clearly what they mean and follow a business methodology] [Not something different depending on stakes in relation to every situation]

¶15: *I. Your subordinates?*

¶16: R. To be able to transfer to them everything what I am required to do from my supervisor and to feel that they are motivated from the collaboration holistically.

¶17: *I. Can you tell me what you believe it is that gives them meaning?*

¶18: *I. To your supervisor?*

¶19: R. Besides of the achievement of mutual objectives and targets (quantitative and qualitative) to be able to add value in our collaboration, by transferring new systems and new application in my job.

¶20: *I. To your colleagues in other departments?*

¶21: R. The same as above and to feel that they develop professionally.

¶22: *I. To your subordinates?*

¶23: R. The same with me towards my supervisor; to feel that they develop and grow as professionals.

¶24: *I. Whose responsibility is it to have meaning from the work you do?*

¶25: R. The company culture, the non-productive procedures, difficulties in implementation, behaviours from colleagues, imbalances within hierarchical levels..

¶26: *I. Can you {tell} elaborate more on that?*

¶27: R. [Imbalances] either in rewards or in behavioural treatment, issues that start always from the general management. If the general management does not do it in a proper way, or if does certain things badly, these go through the lower hierarchical levels in all departments

¶28: *I. What do you think the organisation should do in the future in relation to that (meaning)?*

¶29: R. All things are not doing correctly.

¶30: *I. Can you tell more about that?*

¶31: R. I would like that a common company culture could exist and developed, which presupposes two things.

¶32: *I. What is that, that could have been done? / What should the organisation do now?*

¶33: R. The first is to have a direct clearing up of personnel, not so much in terms of experience and knowledge but in the level of the way of thinking and approaching of topics and everyday working issues; and of collaborations. The second is to change the criteria of hiring new employees.

¶34: *I. How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?*

¶35: R. To pass the same mentality and approach to my people, to remain stable and consistent, towards all of my collaborations (with my supervisor, my subordinates, cross – departmentally, as far as concerns the way of approaching all these collaborations, based on the corporate culture that we would like to be developed.

¶36: **Change process**

¶37: *I. How do you think everybody feels about the repositioning in the market project?*

¶38: R. Deeply within, I believe that they want it, but one is waiting for the other; few are those that can be drivers in that attempt. All want to be followers; that is why this cannot succeed easily. There is not self motivation, because there is not methodology; *nobody knows how to do it*. Repositioning in the market means change of attitude and approach. Most people wait something to be given (tools, approach, framework, outline), in order to move, in order for us to do it. Deeply within, none is looking to what [he/she] can do to contribute alone [himself/herself].

¶39: *I. Why?*

¶40: R. Because what we say ‘soul’ is been vanished; [the company] has acquired a vague image of ‘the company’; when a party of salesmen or executives comes and dissociate themselves from the company by saying: ‘*what does the company say, what the company wants?*’ then what is the future of this company? This gives me the impression of apostatization [distancing] of us from the organisation, which [organisation] we ourselves compose of; therefore, it is like looking at the company as something neutral to us, as something separate for which we are working for; it is like the company is an invisible employer, from whom we request and demand everything, without showing to him our face, forgetting that the face of the employer is us *ourselves*; the face is the management, the supportive departments, everyone has a role in the organisation. When we say that it is the company’s fault it is not something impersonal, nevertheless, we are us, ourselves.

¶41: ...This has been vanished.

¶42: I strongly believe that it existed in the past. Now there is this distancing from the company which [company] we consider as something immaterial, that there is but doesn’t have a form and a shape; you can not direct responsibility to something that is ideal, immaterial; with the sense of responsibility, responsibility can only be addressed to people. [But none is addressing issues to

something specific but instead to the company hazily] The organisation and the company is not an abstract; most people are confronting the company as an abstract concept.

¶43: **I. What is the main reason for that?**

¶44: R. It is a matter of professional education in terms of paidia, and matter of gaps between the levels of collaborations; understanding, interaction in transferring and communicating with same standards of mentality and attitude, thought, approach towards the everyday collaboration topics.

¶45: **I. What you believe could be done now?**

¶46: R. The levels should come closer;

¶47: **I. Can you tell me more about that?**

¶48: R. Closer with change of the corporate culture; and in order to do this change half of the personnel should be fired, *at that moment!* ; Everyone involved should *understand; and should it should be clear to all what should be the role and ones contribution in a company!* ; People think that procedures, profit, turnover, organisation, are abstract concepts!, they believe that the salary is being donated; is a present of favour; that their relation with the company is something for granted. But it is not!

¶49: **I. Why you think is this happening?**

¶50: R. Maybe it originates from the lack of information and participation (practically and actually) of all the levels in the various questionings and issues of the company

¶51: **I. What you believe could be done now?**

¶52: R. Ultimately all are issues of the management, the ways that things the management says are transferred; a top down push approach is not enough; I am telling you and you should tell those things to your subordinates is not enough; I would expect that the top management could tell directly those things downwards. ; Stability doesn't help also; the big employee turnover we have is not helping the last years; many see the company as an opportunistic step and not as an organisation where they could have a developing career.

Name: Interviews\PeterN

Description: Code 2900

¶1: **I. Could you describe a job {that you could do} that would create meaning to you?**

¶2: R. To have an essence and not a surface, not to be like a show-case, to end somewhere, to do the right things

¶3: **I. What is meaning?**

¶4: R. To do the duck, keep low profile! [Laughing]

¶5: **I. Can you tell me what you think you should do in your work? {What is required to do?}**

¶6: R. Your basic task is the one that it is requested from you to do; and what I am expected to do is not known to me. Today something happened that is revolutionary, which I cannot discuss, but how many of these things could happen because the company does not take a position.

¶7: *I. Can you tell me what gives you meaning in your every day contacts with:*

¶8: I. Your supervisor?

¶9: R. I don't have a contact, besides I have two or three supervisors.

¶10: *I. Your colleagues in other departments?*

¶11: R. Daily human discussions with them, since I do not have subordinates, it is only to force discussions with colleagues to do my job

¶12: *I. Can you tell me what you believe it is that gives them meaning?*

¶13: I. To your colleagues in other departments?

¶14: R. One finds meaning from his relations with some others, another finds meaning from fulfilling his personal objectives no matter which are the company's objectives, the other from his motives for power, another from solving his problems, another from showing-off as expert, etc.

¶15: *I. Whose responsibility is it to have meaning from the work you do?*

¶16: R. The one that defines the subject of your work that I don't know who he is.

¶17: *I. What do you think the organisation should do in the future in relation to that (meaning)?*

¶18: R. To decide what is that the company wants to do; and then what is that I have to do

¶19: *I. Can you tell more about that?*

¶20: R. This is changing every week and every month! There have been 5 changes up to now.

¶21: *I. How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?*

¶22: R. I might have helped, maybe; let them tell me what they want and we see!

¶23: **Change process**

¶24: *I. How do you think everybody feels about the repositioning in the market project?*

¶25: R. They do not feel like aligned; because each is moving around where his mind is able to-necessarily. A triangle will be seen differently from each one from a different angle; so an analytical plan of repositioning should be done; everyone should understand it with the same way; have a precise and mutual definition; you should describe what you are.

¶26: [The respondent seemed very preoccupied from specific issues that exist between himself and the company, and **it was decided** not to insist in following the semi-structured format, **and not to move with** a free floating conversation which was about to misdirect with details of certain incidents].

Name: Interviews\James

Description: Code 1600

¶1: *I. Could you describe a job {that you could do} that would create meaning to you?*

¶2: R. Money, social recognition, no routine, a job that would give me excitement [this is also defined as meaning by the respondent]

¶3: *I. What is meaning?*

¶4: R. What I have told,

¶5: *I. Can you tell me what you think you should do in your work? {What is required to do?}*

¶6: R. Guardian, trustee, the blending of the requests of marketing and logistics with the needs of sales department

¶7: *I. Can you tell me what gives you meaning in your every day contacts with:*

¶8: *I. Your supervisor?*

¶9: R. to have a feeling of justice and to see that my supervisor has knowledge of the 'subject' [knows the job]

¶10: *I. Your colleagues in other departments?*

¶11: R. The same with above, and to feel recognised, concerning me to have dignity and pride, to know what they have to do and how to do it, to recognise their responsibilities.

¶12: *I. Your subordinates?*

¶13: R. I believe the same with my colleagues

¶14: *I. Can you tell me what you believe it is that gives them meaning?*

¶15: *I. To your supervisor?*

¶16: R. Knowledge, money and social recognition

¶17: *I. To your colleagues in other departments?*

¶18: R. money, friendly known environment, good climate, there are of course some that like what they do. Some are here looking the former I said, but some have ambitions; these are exceptions, they like to obtain knowledge and learn, they like what they do.

¶19: *I. To your subordinates?*

¶20: R. Acquisition of knowledge, good atmosphere – climate, money and the fulfilment of their ambitions

¶21: *I. Whose responsibility is it to have meaning from the work you do?*

¶22: R. Firstly the supervisor and the direction of the company. For example the direction might be to develop new managers; this presupposes certain things to be done; if it remains only in words then it is not a direction, if action is taken then it is a direction; if the manager is not implementing things towards this direction then it is his fault.

¶23: *I. What do you think the organisation should do in the future in relation to that (meaning)?*

¶24: R. Meritocracy, and production of knowledge.

¶25: *I. How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?*

¶26: R. With that, meritocracy and production of knowledge. Development of people helps in the harmonious functioning of the company.

¶27: **Change process**

¶28: *I. How do you think everybody feels about the repositioning in the market project?*

¶29: R. There are some that want and some look like they want but it is indifferent to them.

¶30: *I. Why?*

¶31: R. To want to improve some things is normal for those that are interested; some are not professionals, they live in comfort, they see the company like a step for something else; these know that they have an expiration date; and another category exists, those that either do not understand what that change means, or they are not capable to help towards this direction, they do not have the knowledge.

Name: Interviews\Max

Description: Code 1300

¶1: *I. Could you describe a job {that you could do} that would create meaning to you?*

¶2: R. With visible results fast, that creates good mood in my colleagues and myself, while simultaneously increases the basic sizes of the company.

¶3: *I. What is meaning?*

¶4: R. The participation of people in results, the satisfaction of the team – of every team- the personal satisfaction of everyone.

¶5: *I. Can you tell me what you think you should do in your work? {What is required to do?}*

¶6: R. I was expecting something else!! [Laughing]

¶7: Considering that I am new at work, and I am still discovering things, [I could say] that there is an issue of how it has been communicated to me what I am expected to do; especially in relation to soft issues like for example: what is the weight of the position and my role to how business is directed.; to tell you for example the work that has to be done towards the coming renewal of our contracts with the principal, in relation to the total negotiation and the general direction for the strategic role to partnership.

¶8: *I. So what is that you do in your work?*

¶9: R. To promote cooperation with the principal – customer, in the level of results but also in practices and procedures, and to improve the relationship, - as this improvement could be understood by each party involved.

¶10: *I. Can you tell me what gives you meaning in your every day contacts with:*

¶11: *I. Your supervisor?*

¶12: R. Support in general, coaching, clear instructions, continuous challenge, and motivation to exceed my potential

¶13: *I. Your colleagues in other departments?*

¶14: R. Fun, cross functional work, transparency in communication and efficiency (which whenever exists creates meaning)

¶15: *I. Your subordinates?*

¶16: R. Fun, personal efficiency and team efficiency - (many things from what I have told you before) - honesty and timely feedback.

¶17: *I. Can you tell me what you believe it is that gives them meaning?*

¶18: *I. To your supervisor?*

¶19: R. Accountability, to worth the effort of the guidelines given, to have an active listening , from my side to as a subordinate to have quality in communication, commitment and personal accountability, fun, nice atmosphere – climate that creates a good working environment and positive attitudes.

¶20: *I. To your colleagues in other departments?*

¶21: R. Consistency between colleagues, and top management; [...] something between consistency and accountability. Fun and efficiency I told before, I think that everyone wants that, but everyone blames the others for not having that. That is why discussions about rewards are focused only in monetary rewards, and not in intrinsic benefits.

¶22: *I. To your subordinates?*

¶23: R. Should I have in my mind specific persons? [Beckoning yes] , yes, so career expectations, to see that they have space to advance and enrich their responsibilities, variety in job content, efficiency of the organisation and other departments,- of the internal clients of the company.

¶24: (might speak about his own role in his subordinates meaning development)

¶25: *I. Whose responsibility is it to have meaning from the work you do?*

¶26: R. Simultaneously the organisation and individual. The organisation is reflected in every supervisor and each one has a marginal manoeuvre in order to have personal meaning.

¶27: Quality of people, for example nice presence helps in the environment, the quality of the human resources [people] gives meaning ,which has to do with culture, and finally with fit in the organisation

¶28: *I. What do you think the organisation should do in the future in relation to that (meaning)?*

¶29: R. To seek for more efficiency, to avoid replication, to avoid multiplication, to streamline hierarchy levels (for example field sales force), to work in the information flow.

¶30: *I. Can you tell more about that?*

¶31: R. Basically work on balancing formal and informal communication, empowerment, improve decision making process, simplify things.

¶32: *I. What could be done? / What should the organisation do now?*

¶33: R. Basically I see all these as a part of efficiency I told, and I could say that some processes should become more standardised. For example HR; should become established with: succession planning, objectives setting, monitoring, and appraisal development. Maybe it is the most relevant part and more operational but also it is helping in organisational efficiency and in the corporate identity.

¶34: *I. How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?*

¶35: R. Multiply informal contacts and build personal networks, in order to facilitate day to day business issues, design and propose process improvements with specific focus in benefits to the stakeholders (this is important in order to sell it), to portray the examples, meaning to personally demonstrate.

¶36: **Change process**

¶37: *I. How do you think everybody feels about the repositioning in the market project?*

¶38: R. Not very satisfactorily

¶39: *I. Why?*

¶40: R. If there was a better way..., I would try a bigger crisis which would address a big change, like: unfreeze something, analysis, freeze again. I would have done more conferences, I would invested more in communication of this attempt, I would have tried to make it an umbrella concept for company many processes around it; more intense, frequent and powerful with variety.

¶41: *I. What is the main reason for that?*

¶42: R. No the reason that people are not aligned can be thrashed out very hard; it is resistance to change, there is mistrust; they see change with half an eye, in the sense it is not a big deal! And they might also extrapolate that the situation can continue to be as it is and each one will remain individually intact.

¶43: *I. What you believe could be done now?*

¶44: R. It has to do with how much the critical mass has been impregnated with what I was telling before. When the mass is in that clime I said, it is more difficult to change; if there are some agents spread they might possibly help. But I feel that most are not in a good climate.

¶45: *I. Why you think is this happening?*

¶46: R. Mistrust as I said in the consistency of the organisation; how this has been developed I don't know! Possibly from multiple events.

¶47: Moreover, an element of the culture of the organisation (the tolerance), the human face with its bad interpretation, also contributes. It might be also the performance standards which are not aggressively defined; consequently as a result we are moving again in basic processes!

Name: Interviews\Antony

Description: Code 1200

¶1: *I. Could you describe a job {that you could do} that would create meaning to you?*

¶2: R. To deal with sales [...] but not now [...] what I am doing now in working with marketing issues; this doesn't interest me, I am not interested in the subject. What I am interested for is that the environment and the people around me to move in the framework that they have mutually developed.

¶3: *I. Can you tell more about that?*

¶4: R. The environment [working environment] is interesting, however the company premises should have been somewhere else. Somewhere with more people around [he talks for the physical location as the explanation of 'however' and he implies a more populated and commercial environment in terms of area - place], so as that you would be able to take a launch break, so that misery doesn't exist in the environment [now he talks for the psychological environment]

¶5: *I. What is meaning?*

¶6: R. *This*, has consequences for all, I mean the environment, is important not to have misery around, people not to carry fear because they expect to be punished because they are not working if they take a launch break, conditions that people should understand that even if they make a mistake it is ok, they should learn something and move ahead.

¶7: *I. Can you tell me what you think you should do in your work? {What is required to do?}*

¶8: R I was always a 'pass partu'; two are my basic jobs: Support and development of chilled products division, 'baby sitting' in the difficult clients [he refers to this client service jokingly], internally involvement in sales, besides theory and marketing, especially here where we implement plans ASAP and without budget, and the part of sales operation, with main task the modeling of communications between sales and marketing in order to prepare means. [Commercial resources and support].

¶9: *I. Can you tell me what you do in your work?*

¶10: R. I do what I am expected to do, the same things I told you before. [He believes that is aligned]

¶11: *I. Can you tell me what gives you meaning in your every day contacts with:*

¶12: *I. Your supervisor?*

¶13: R. To be possible to tell, that he solves the issues, work is moving, he is covered (informed); a demand that you have (is)that he should transfer knowledge - generally or specifically to your subject.

¶14: *I. Your colleagues in other departments?*

¶15: R. The primary thing that I want is my acceptance as a professional, common view (perspective), collaboration, understanding and help in the subject that everyone is involved.

¶16: *I. Your subordinates?*

¶17: R. To have the freedom to work comfortably [psychologically], see me as a fellow-worker, imperviousness should not exist, respect instead of fear, [...] things that go beyond the frame of responsibilities.

¶18: *I. Can you tell me what you believe it is that gives them meaning?*

¶19: *I. To your supervisor?*

¶20: R. He is calling the people he has into question [face expression that explains that that means challenge and discredit], cannibalization and a stance: ‘*finally do this!*’, imposition of view, which is a confirmation of his personality. However myself [...] he has helped me.

¶21: *I. To your colleagues in other departments?*

¶22: R. Whatever concerns me, [in relation to my stakes] maybe there are some, who do not want people working in autonomy, possibly with the fear of losing their ‘chair’; and they define more narrow frames of collaboration with people, than I do. [He is referring to his supervisor in the past?]

¶23: *I. To your subordinates?*

¶24: R. To see me and to find me. I do not have time. They want freedom, control, guidance, stable and continuous guidance, they want to learn, pleasant environment, reward [acknowledgement].

¶25: *I. Whose responsibility is it to have meaning from the work you do?*

¶26: R. *The fish stinks from the head.*

¶27: *I. Can you {tell} elaborate more on that?*

¶28: R. What is *fault*, is the anger that exists in the company, which we want because you find an alibi. The very frequent changes in the management levels; everyone has a different mentality. The courtiers of the boss – due to his character, - that moves in very frequent changes, his mind is always in front [He tries to excuse and find supportive positive elements on the face of the boss versus his weakness to have courtiers], the middle management level is totally amputated, they are not associates of the decisions. When new businesses are announced there is no pleasure [...] is it enough? Nobody has properly rewarded someone (acknowledge publicly one’s performance, contribution, etc) it’s only the accusations that are personal. In this way you lose the personality and the climate of the family. [he believes that the company is the family, or that it should be expected to be the family]

¶29: *I. What do you think the organisation should do in the future in relation to that (meaning)?*

¶30: R. To deal with people, to do what it promises [speaks about the company]. To reward, not only through the bonuses, but also with different ways, the ‘family’ should not be detached from the company.

¶31: *I. Can you tell more about that?*

¶32: R. Because we sent people in seminars and flowers in the families, these are *nonsense* [he has actually used a ‘heavier word’], I don’t know how feasible is for example, to have also families in the annual gathering for the New Years’ cake cutting!

¶33: *I. How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?*

¶34: R. Development and modulation of my subordinates and collaborators. It's not only me that is able to give solutions; everyone should be aligned towards this direction [...] to change the mentality of the company, for example: you leave at seven o'clock in the afternoon and they tell you that it is a half-holiday day! It is a philosophy that has been cultivated by the company. To participate in a team that will change things and put things into action.

¶35: **Change process**

¶36: *I. How do you think everybody feels about the repositioning in the market project?*

¶37: R. In words maybe all seem aligned! In essence no, because we say that we are the management team, but we are one man show. We are towards the customer like we are towards our subordinates. We call them and they think that a problem has come out! Stress non productive non constructive, which is transferred downwards and has made us such as our people do not have a relation with the market (contacts, relationships with other colleagues) [...] the most constructive time of a salesman is the coffee time!

¶38: *I. What is the main reason for that?*

¶39: R. The transfer of things downwards. For example: an issue of sales in order to change the image towards the market is discussed in words like x and in action like y. [...] I don't know, this cannot be done with this working load.

¶40: *I. What you believe could be done now?*

¶41: R. To pass this philosophy from one man to all the others downwards and not from one to the other [he means not from one hierarchical level to the other – top down]

¶42: *I. What could the management team do in relation to that?*

¶43: R. it can pass through the management team, *but only if you have trained* the whole team better... because it demonstrates a different gravity (importance). Of course some direct top-down guidelines are needed, but to train people, so as to be certain that everyone will understand the same.

¶44: *I. Is there something else which doesn't allow people to understand the same?*

¶45: R. It starts from the person himself and the culture that he has. For example x is not able to motivate people because he is 18 years in an environment that has learned to transfer unproductively 'the' from the top, downwards. The frequent changes or the gaps in management, are contributing in the problem. They magnify it.

¶46: They do not have been properly trained in managing people; more due to the culture, and less due to knowledge that someone has acquired; and of course the absence of planning and programming.

¶47: *I. What you believe could be done now?*

¶48: R. People should change their mind; they are not changing in relation to the evolution in the market, and in technical knowledge. More are self-taught; no one has told them if what they do is correct or wrong. What if they have learned it wrong? They have not been trained! The seminars they have followed are funny! The last one regarding negotiation was good, it did not strain them. [...]

¶49: [From that point the conversation reached a saturation point as the respondent was repeating prior positions].

Name: Interviews\PeterS

Description: Code 1700

¶1: *I. Could you describe a job {that you could do} that would create meaning to you?*

¶2: R. To wake up in the morning in high spirits, not saying 'I m going there again', to have tangible- realistic targets. I am after a target and I am getting passionate about that, if it is not something that you feel passion for then [...]

¶3: To have relative [to targets] appropriate reward, prospective, and motives.

¶4: *I. What is meaning?*

¶5: R. Instigation, motivation, and leadership

¶6: *I. Can you tell me what you think you should do in your work? {What is required to do?}*

¶7: R. The basic. To reach the target. Something very important that the company has not developed is training. We had it in the past; it was the objective of 20% of people in every team to be ready for a promotion meaning: how many people have you developed ready in your team? A salesman ready for key account, a merchandiser ready for salesman, [...] I mean a carer path. We are not having this, and we have not done a development plan. It is a matter of culture; I am not saying that theoretically, I do not feel that I am endangered by my subordinates, on the contrary, they should have prospective to develop. We should have 3 types of people, the ones that are ready for promotion, the ones that are stable, productive and are doing the job well and the ones that follow and have the potential to move in the other two categories. The thing that distressed me more is that we were obliged to hire from outside, as we do not have people from within!

¶8: *I. Can you tell me what you do in your work?*

¶9: R. What I have said [it seems that the respondent is not sure giving a reply; as he did in the previous question; he started to negotiate on his professional identity]

¶10: *I. Can you tell me what gives you meaning in your every day contacts with:*

¶11: *I. Your supervisor?*

¶12: R. The response, mutual respect, right judgements, clear roles, and very important: job description, mutual support not with the meaning of covering up your colleagues, but being together in bad and in good things. To know that what I am saying go through to the top management as mine (ideas, proposals) and they are not changed, to feel that he feels secure and certain, and to think and propose him things for my team.

¶13: *I. Your colleagues in other departments?*

¶14: R. Same things, mutual understanding; in that my experience in trade marketing helped me a lot,; to see the needs of the other departments, it is not important only to sell!. To respect the job of the others, and not annihilate the job of the other, this is not a good-fellowship.

¶15: *I. Your subordinates?*

¶16: R. Clear communication, whatever I am thinking for my supervisor, whatever I am asking I should also give to my subordinates.

¶17: *I. Can you tell me what you believe it is that gives them meaning?*

¶18: *I. To your supervisor?*

¶19: R.

¶20: *I. To your colleagues in other departments?*

¶21: R.

¶22: *I. To your subordinates?*

¶23: R. In the team I have -and the same it was in my previous team- I had people that besides prospective were saying that this is the job I do, up to this point I am doing it very good, I do not know if I go higher and develop further; but I have also people who want prospective, have ambitions and want to develop fast, etc.,

¶24: *I. Whose responsibility is it to have meaning from the work you do?*

¶25: R. For all, the results, to reach the targets, to get the respect from the rest of the team, is important, it is different to tell that being from outside but carrying the specific role you can understand. So I mean if myself I am not covered by the job I have and the work I do then it is my fault, and the company also, [...] but I have chosen also the company [...], the most important thing is to be ok with myself; I put meaning the same as vision.

¶26: *I. What do you think the organisation should do in the future in relation to that (meaning)?*

¶27: R. To teach me [...] that [...] an evaluation should take place clear with clarity that would say: you have these advantages and these disadvantages, in order to improve you should do 1-2-3 things, if you want to reach that target.

¶28: Clear career path, after an evaluation which is not figurative and is done only for saying that there is an evaluation; and not to say that you got 6 out of seven so you do well and tomorrow they say you do not fit in the organisation!

¶29: *I. Can you tell more about that?*

¶30: R. This is not done because we do not have a proper HR function; that plays very important role in a company, 'it takes up the slack', the roles and the organisational 'laws'; is the trustee of the things; because apart of our work someone should remind to all that there are 'laws' and things that should be in a certain order.

¶31: *I. What could be done? / What should the organisation do now?*

¶32: R. Everyone knows and they do not know who I am! For example I have not done this conversation with my supervisor or with his supervisor, why? My supervisor was not communicating anything from me upwards. He was afraid that I was looking to his position he thought that I was sabotaging work, since I have been the only one bringing contradiction in the team. But this was due to my experience, he couldn't understand that I was protecting him and the team since what I was saying was guided by my experience and not by something else.

¶33: They have never shielded me.

¶34: If you listen someone in your team and you do not bring contradiction when you have reason to believe that what he says is not right, is the worst thing you might do; you put everyone in the team and your supervisor in risk ,in danger; and at the end, the result was like I had told.

¶35: *I. How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?*

¶36: R. I think I am doing that; I might have to improve my communication with other departments, for example I am getting nervous with you sometimes, but now there is nothing that I have to share so I should not be getting nervous.

¶37: [...] Training, to develop my people is a kind of self evaluation for me; since I came I do it every year. I build a team; we used to have a very good team.

¶38: We have an issue with the other departments, how to show my work. [He believes that this is the result of the past experience] because [...] I was telling something to my supervisor and he was presenting that as his own! What could I say that this was my idea? I simply lost my confidence to him.

¶39: **Change process**

¶40: *I. How do you think everybody feels about the repositioning in the market project?*

¶41: R. I believe that they do not believe much; no because they have been through many similar processes.

¶42: The company should make the first step, not the employee. The owners should believe that, the management committee should believe that and then the next level down should pass it further downwards. I am not pulling myself out!

¶43: This moment, if we make specific steps and consistent [...] it will be enough to change. We need theory to what to do specifically and responsibly, implementation, what I do right and what I do wrong.

¶44: It was very helpful that I had 3 weeks abroad and had the chance to discuss with people working in other companies, these are good experiences to know what others do, how they did some things to make things better. There are many things [...] it is a science, no one knows everything nowadays!

¶45: Some people believe that we can change but they can't.

¶46: *I. Why?*

¶47: R. They find difficulties in escaping; change is a difficult lesson, in order to change you should change the way you think, philosophy, culture; always one that does not want to change says : ok come on now , what is this we do it now , etc...

¶48: My involvement in the trade marketing last year made a lot of good to me. It has passed through in the company culture another way of thinking and mentality; a part might not have been done properly but another has developed a culture thus we have moved on developing a new structure; we also had time limitations and we couldn't do everything at once.

¶49: *I. What you believe could be done now?*

¶50: R. When someone is in comfort, mind does not change; to do something is different; it like your mother she says ok I do it this way, but she does it her own way! She is not changing with any means. You should however change.

¶51: *I. Can you tell me more about that?*

¶52: R. This... with the clear roles is very important; from one side it helps as far as concerns learning new things, but from the other side it misdirects you from your route.

¶53: *I. Can you tell more about that?*

¶54: R. Everything starts from the head; it is responsible to make this culture pass through, not to search for victims (these are the ones that are responsible), [...] proper evaluations of people you've got, with respect, etc...

¶55: When you have people in 80% of effectiveness and you also have someone that has moved from 40% to 60% this is good because it is a big improvement, but it is not enough, you should get 80%.

¶56: *I. What you believe could be done now?*

¶57: R. We do not fit all in the philosophy of the company; much less when there is an issue in the culture. Some are adapted, some not; the company should accept you (the company with the sense of people); we are a difficult company.

Name: Interviews\ Tom

Description: Code 2700

¶3: *I. Could you describe a job {that you could do} that would create meaning to you?*

¶4: R. The job as such, the working environment, the perspective {potential} for progress. A job that could make me happy is the one that has an interesting task to do.

¶6: *I. What is meaning?*

¶7: R. To engage in more refined projects, to have open communications, good team spirit, in the working environment, common culture, processes that would support team spirit and teamwork.

¶9: *I. Can you tell me what you think you should do in your work? {What is required to do?}*

¶10: R. I should develop and support with my department an infrastructure of systems and sales administrative support, i.e. productivity solutions, statistics reports, forecast tools, and many others, so as in order to support the implementation of our strategy to the market and customers.

¶12: *I. Can you tell me what you do in your work?*

¶13: R. Developing and making reports. = However, it is not very clearly defined what exactly I am supposed to do. By developing and creating a basis (infrastructure) on which we should step on and continue to do our job is a way that might create meaning to me.

¶15: *I. Can you tell me what gives you meaning in your every day contacts with:*

¶16: *I. Your supervisor?*

¶17: R. To have the whole picture for the things I am about to implement.

¶19: ***I. Your colleagues in other departments?***

¶20: R. To be able to communicate properly and to have things we decide on move on and not get stuck

¶22: ***I. Your subordinates?***

¶23: R. To be able to personally contribute to their personal as well as professional advancement, by improving their communication skills, and their professional presentation in the organisation. I feel satisfied when they are progressing in personal level also. I am also trying to give them always the whole picture of what they are supposed to do and why they have to do it, in order to make them feel important for what they do, for what they are contributing.

¶25: ***I. Can you tell me what you believe it is that gives them meaning?***

¶26: ***I. To your supervisor?***

¶27: R. To be always ok with deadlines and not be exposed to others (departments, other supervisors) in the organisation.

¶29: ***I. To your colleagues in other departments?***

¶30: R. Their primary objective of each one is to have his things (priorities and tasks) done

¶32: ***I. To your subordinates?***

¶33: R. To feel that there is a perspective for personal growth. Their performance is linked with the ability to progress further in the organisation.

¶35: ***I. Whose responsibility is it to have meaning from the work you do?***

¶36: R. *You cannot make a personification.* It is a matter of substructures in view of the primary task = what we have to do? = On top of that the new commercial director has much more demands in the mentality 'part' and the way of working.

¶38: ***I. Can you tell more about that?***

¶39: R. The change of culture should be done with many sub steps. The basic step should be to have very clear the where you want to go!

¶41: ***I. How do you think you could help in the development of an environment with meaning for everyone involved in the organisation?***

¶42: R. I feel that I might could but I don't know how!

¶44: **Change process**

¶45: ***I. How do you think everybody feels about the repositioning in the market project?***

¶46: R. I don't believe that everybody believes that ... *No not at all.*

¶48: ***I. Why?***

¶49: R. I feel that an invisible battle between old and new exists. There are people in posts (Greek: posta) that they don't ungluing to think something new=and at the same time from the other side whatever is new is trying to disregard the old at definition without first looking at it.

¶51: *I. What is the main reason for that?*

¶52: R. We don't have a clear picture of where we are and where we want to go=the changes in strategy, in plans, and many other things, have helped in that situation

¶54: *I. What you believe could be done now?*

¶55: R. Communicate with open communication and dialogue, or with top down decisions and method in actions, with constant and continuous communication from top to the bottom and continuous feedback to correct and fine-tune. Hmm...I think it is preferable to have the second (from top to bottom) at least for the next one year.

¶57: *I. Can you tell me more about that?*

¶58: R. Look there are some that believe a change can be done...but others have difficulties.

¶60: *I. What are those difficulties?*

¶61: R. The basic role is in [paidia] - meaning culture (education in a way that the mind is open to think something more) and the age, those two factors are determining ones stance. The way we work gives security (we work in assurance) = when this changes one comes confronted with insecurity and feels vulnerable.

¶63: *I. What you believe could be done now?*

¶64: R. I believe with continuous training (further education) (επιμορφωση) and extroversion in the variables that we consider as very important and crucial. by teaching extroversion people can then contribute by themselves in the change process.

DOCUMENT VI

A DISCUSSION ON PERSONAL DEVELOPMENT OVER THE DURATION OF THE PROGRAMME

POSITIVE EMOTIONS & LEARNING IN ORGANISATIONS

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Paper submitted in part of fulfillment of the requirements of the Nottingham
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‘A DISCUSSION ON PERSONAL DEVELOPMENT OVER THE DURATION OF THE PROGRAMME’

INTRODUCTION

This paper is a discussion about the process of conducting research as part of a doctorate of business administration programme. Specific attention is given to the influence of the chosen topic of positive emotions and learning, in the writing of my study, which raised questions about the practicability of being a professional manager and a researcher. Out of the usual management practices, and not very commonly seen in the instrumental rational concepts and theories of the classic business administration area, topic and context have seriously influenced the write up of the study and elicited ambivalent emotions.

It is usual for even an unrestrained discussion which highlights some of the dilemmas and issues about personal development and learning that emerged during my experiences, to take place, although these dilemmas can either neglect a profound image of my life’s meaning at that moment or be at least non- representative. This is because meaning is relative, and all this discussion about personal development and learning approximates with a psychotherapy process, where the patient is free to discuss any commitment of concern.

This paper also reflects upon and raises questions about the liberating nature of learning in organisations, and the challenges we might have to respond to, in order to regard learning as a positive liberating experience.

HOW THE TOPIC WAS CHOSEN

I have sixteen years’ working experience and have been in an executive position for the last seven years. My experiences as a professional influenced me to search for the missing answer: through what can people connect with the organisation? Why does nobody report connection? Why when the organisation seeks for loyal employees, loyalty stand for a simple negotiation technique between individual and organisational agendas? In most cases, this hides a compromise on the part of the employee, who is revealing the sense of contentment, while he or she is at the same time considering withdrawal? I presume that loyalty is negotiation that brings one gain or loss, and is part of the total appraisal of one’s

position in relation to the organisation at the time of the appraisal, and authenticated when one appraises positively his position in the organisation. But being involved in dialogues with subordinates and colleagues, most discourses were implicated in a continuous exploration of identity and meanings; and engagement was out of the question.

In 2002, before embarking on this programme, I was at the office around seven in the evening, having a discussion with a friend of mine, who is a clinical psychologist and university professor. The topic was about children's cognitive development. Our discussion about intellectual development brought to light the social context in which this development takes place. This was the reason to wonder about what was the cause of individual's lost engagement with the organisation and why effective learning was so difficult in this organisational context. Discussion led to the role of emotions and the theme interested me. This discussion provoked me into thinking if a linkage between emotions and learning could exist, and I started examining this premise. This led towards the psychological concepts of emotions and learning, and was very soon inspired and enriched by Fredrickson's theory of positive emotions(Fredrickson 1998a), (Fredrickson and Levenson 1998b), (Fredrickson 2000), (Fredrickson 2003b), (Fredrickson et al 2003a), (Fredrickson and Branigan 2005), which served as a point of reference for my thesis throughout my research.

WORRIES

When I began, there was nothing written about the ability of positive emotions to facilitate learning in organisations. A theory had not been developed about positive emotions and learning in an organisational context. Although there had been some attempts to correlate these constructs in academic settings, no work appeared to have been done in the strictly organisational context. As the construct is newly developed, my orientation had to be more practical than theoretical, and I had to address constructs as inductive summaries, based partly on peripheral theory, and partly on observational dimensions. This, I might say, influenced my thinking about what reality is and how knowledge is created.

REALITY AND KNOWLEDGE

Changing my beliefs about reality and what is there to know caused an upset, which still remains. Reading about emotions and learning, I went through concepts of the latter which –as I can understand now- were rational, while organisations are not rational in any single way. My understanding went to a flux, when I was trying to get the picture of the role of human resources management activity in organisations, in relation to policies, procedures, and the outcomes of this activity for learning. Having grown up with an educational system which emphasised logical positivism, my work experiences have been adherently evaluated from a similar perspective. Very fast, it became clear to me that knowledge cannot be only derived from sensory experience, which seeks repetitive patterns and generalisations of particular observations. It was not possible to know about the world objectively. This provoked a more ‘relativist’ stance in my writing.

At a certain point, I had conceptualised emotions and learning from a critical realist perspective, and had claimed that organisational context creates desired approaches to learning and emotions. In my critical realist conceptual framework, I proposed that hidden mechanisms of power give content to some of the discourses developed in the organisation, just as they influence the relationship of the individual with the organisation in a whole range of factors.

Soon it came out that social structures are non- identified as existing without the activities of the participants within a community. They are products of social interaction existing independently of certain rules. It is this interaction which ‘exists’ formulating structure and not , rules thus ‘structure’ that exists independently of people’s interaction. These views have moved me from critical realism towards social constructionism.

At this stage, my previous knowledge had to be completely revised, not simply augmented. A transformation came through the effort to ground concepts in everyday practices trying to understand the organisational ‘reality’ that I had been experiencing, in relation to the ‘realities’ my colleagues have been experiencing. The attempt to work with discourse analysis and text extracted from surveying my colleagues was the first confrontation with language.

The question was about how language works within the organisation. What were the implications for me as a leader? The major finding, which until then had remained

unobserved, was that people could only hear and see whatever of which they had a past 'file' [understanding]. In the same meeting, one could hear something and another something else. Depending on time, perspective and culture colleagues had varying views about what has happened in the same meeting. In various business situations, it seemed that 'reality' was the product of shared 'file' systems, of the people within the situation. Nevertheless, there was a kind of construction but in order to become a new 'reality' agreement from what was made up had to be established. Nevertheless, in all instances, we were reaching agreement not only based on words but on persuasive arguments, which involved a kind of theory, emotions, grounded at the background – the way things were done in the organisation.

These experiences have influenced me to think and see things differently. The discursive constructions were not simply deployed when required, but they were implicated in the ways my colleagues experienced themselves. People related to their assessments like been 'true' or 'real'. This finding had implications to the way I was viewing my possibilities in relation to the organisation, in relation to the important others around me, and in relation to the DBA programme. This has resulted in focusing more to the 'social constructionism' relation of words to world "*Grammar (theory) → World (facts)*" (Harre 2004, p.1451). Participants in my research were involved in discursive worlds. These worlds were implicating the possible and non-possible ways of being for them, the imaginary and the fictional, but they equally did the same for me. Assessments of what has happened in dealing with business problems were affecting the actions we were taking. Consequently, these actions were confirming of our assessments. Words allowed for action.

However, as I said, language in the organisation was not referring to itself. This conceptualisation has explicitly distanced me from relativism and post-modernism. Talking served to defend participant's goals as well as to describe the structure of the background organisational world.

Therefore, I have ended up adopting a more reflexive realist position of social constructionism, acknowledging that social constructionism could provide an explanatory framework to examine the 'nature' of the world, capturing the essence of a phenomenon. This is what makes social constructionism itself an ontology (Nightingale and Cromby 2002). So to speak, things being researched are 'real' but our understanding of them is mediated through our subjectivities.

WORK AND STUDY

In the beginning, like everybody, I suppose, I thought that I would be able to cope simultaneously with job requirements and study demands. Time passed, and one document followed the other, up to the point where everything stopped! It was a time just after summer, with cooler weather for reading, but with increased demands at work. The rest of my life ran smoothly, kids were as kids usually are, destructive but happy, and friends were patiently excusing my peculiar – as they explained afterwards- behaviour. So what was the cause of this delay?

Time seems to be the obvious cause, but it is not. It is true that lack of time reaches a saturation level. Especially in a demanding programme like this one, time is never sufficient, especially due to work commitments. But time really was a strain, because I had limited exposure to the theories on the topic I wanted desperately to research – despite my colleagues' contrary advice, and reading new material was particularly time consuming. Having studied marketing and later been through an MBA course, my knowledge on emotions and psychology was limited to the 'Introduction to Psychology' courses during the distanced from practice college years. The matching of the requirements of the job in relation to those of study proven to be the main influence for the main goal incongruence for me. Lack of time was aggravated by increased identity pressure from work. A new C.E.O had just acclimatised, covering his sixth month at work, and it was about time to start running. And like elsewhere in change, I presume all the team should have run as well. But the incongruence developed, -apart of the demands of the research, the emerged new context of the organisation, and the new leadership style- from the fact that my position changed as well. Therefore, I had to work as a strategy and business development associate to my new supervisor- a change in role which implied enrichment of responsibilities - but at the same time brought me explicitly into role and identity confrontation as a researcher, with my subordinates, and colleagues.

The unfortunate consequence was that the sample and the method had to change, only a few months before the deadline. I was looking for construct validity in correlations of emotional experiences, and responses to learning in the organisation, and I was unable collecting evidence from different sources like conventions, seminars, introductions of new technologies and innovative practices. In view of that objective, I had obtained

support and agreement throughout my research stages, from colleagues and subordinates in the organisation. But with the new role the first projects came, and guess what, it was about a major change in process and structure, which required work on how practices, procedures and reward feel, as well as rethinking the way things work, and it was about to affect everyone.

I believe now that I experienced anger and hostility, because I felt that my identity as a friend, fellow worker and researcher was at stake. I remember that I had attributed blame to my supervisor for this goal incongruence, but I had to realise that this change was not intended to harm my identity; and as a result of this rational thought, my anger was muted and many often directed elsewhere.

But I decided to start the research again, from scratch. At least I had managed to bring to document four to completion. It was easier to continue working with my colleagues, instead of working with a wider sample, which was now reluctant and uneasy to participate, because of my new role and authority.

EMOTIONS

As a result, the increased anxiety of not having enough time for completion of the study was evident. It made me organise work patterns in a defensive manner, in an attempt to maximise psychic defence mechanisms around the task at hand -which was to finish the study- and not in the service of this task. As Lazarus (1991) and Lazarus (1994) suggests, at this stage the connection with the study was through a continuous evaluation of my strengths and weaknesses in relation to the requirements of the programme.

Anxiety resulted in withdrawal and avoidance of the anxiety generating events the job as it has been formulated, and the research project. (At that time it looked like I was the perfect candidate to be interviewed for 'attachment' with an emotional/behavioural self report scale, on the dimensions of anxiety and avoidance).

Another distressing factor was that time was never sufficient for reflection on the writings and the expression of ideas and concepts. This influenced different approaches towards reading and writing. First of all, I learned to read and write everywhere where I could have access to a computer. For that purpose I carried a mobile disk all the time with me.. I had to introduce "electronic" mobility and flexibility in my life. Apart from my office at

work, I decided to equip three working places, so that I could work anytime, depending on the situation. As a result, I increasingly stressed my defence mechanisms, and became unable to react.

DILEMMAS OF PERSONAL DEVELOPMENT AND LEARNING THEORIES

What has been a valuable experience was not so much the acquiring of knowledge from reading, as I thought at the beginning of the programme, as the learning I acquired through re-evaluation of my past experiences. Reading of fresh material -especially in the area of emotions- was something which, together with my management experience in the organisation, made me reconsider past experiences in the light of the alternative courses of behaviour and action, something that opened up new perspectives for behavioural change. And truly, the way in which I deal with the same things has completely changed. This is living proof of the power and the impact of experiential learning (Rogers and Freiberg 1993), supported by a phenomenography framework (Marton et al 1984), which established that the content and setting –were predicted on those actually involved in the learning.

However, work and reading very soon provoked the surfacing of a dissonance between attitudes and behaviours: beliefs and actions at work, simply became incompatible with those beliefs and actions incorporated as a result of a deeper conceptualisation of the concepts of my study. I started to see people, meetings, socialisation, practices and communication in a different way. In the past I believed that most practices in organisations revolved around the following: like human resources training programmes, performance appraisal policies and satisfaction surveys, which seemed to me at that time merely to be unethical practices on behalf of the organisation, since they incorporated motives of power. My situation required attitude formation and change, and for this reason resembles a cognitive dissonance framework (Festinger 1957).

I might say that learning has been rather goal directed for me . For that reason I sought meaningful behaviour and signs which could show that I was on the right path. In the sense that the relationship of the stimuli was more important for me than the stimuli response relation, one could define this as sign learning framework (Tolman 1932), which however was closer to a connectionist framework (Thorndike 1928), rather than a

behaviourist one. But this was not satisfying for me, because learning could not be adequately explained without referring to unobservable internal states and emotions.

THE USE OF A CREATIVE JOURNAL

The programme (of learning) has been an active and creative process, during which new ideas about emotions and learning had to be captured in a notebook, as a requirement of the programme. Many colleagues have used the term log file, learning log or creative journal. NBS uses the term personal log or diary.

But I prefer to refer to it as a creative journal, because for me this notebook – now two – has captured much of the broadening and narrowing of those years. The creative journal has been used to capture bits and pieces of knowledge, as they were emerging: comments on theories, thoughts and feelings, other commitments of importance not directly relevant to the research context, but indirectly influencing it at the time, and self-rewarding targets. Being a technology ‘maniac’, I have through this process ended up with a huge amount of gadgets which are unnecessary, and with controversies about the conceptualisation at various stages of the research.

The creative journal was for me a way of provoking thinking on the concepts of learning and emotions, which are very abstract in nature, and of clarifying, rather deductively sometimes, and inconsistent with my beliefs, the possible connection between them. So I used the creative journal as a reflection tool, reading and re-reading, trying to correct or to rewrite previous standpoints, and this, I might say, helped in learning and changing in perspectives. Overall, I think even the most valuable use of the creative journal was its use as a therapeutic tool, where feelings and commitments were logged on and used as a point of reference between experiences and outcomes at certain times. The journal was catering a useful way of letting off steam, and freeing my mind.

Lateral thinking (DeBono 1991) was a kind of liberation. I had to conceptualise learning from a different alternative, not so rational but also not so emotional in the sense of the specific action tendencies which the negative emotions carry. So based on a constructivist learning framework (Bruner 1996), I was involved in a process in which construction of new ideas and concepts were based on current knowledge, and fortified by the centrality of discourses. I relied on a cognitive structure which provided meaning and organisation

to my experiences, resulting in a new conceptualization of learning. This was developed independently of the traditional concepts of repetitive routine single loop learning (Argyris 1999) and (Argyris 2003) of implicit rationality and instrumental functionality. The concept was developed as such, influenced by the plausible effects of positive emotions on people's well-being. Productive positive learning stems from and creates positive relational meanings for the learner. Although simple in conception, the productive positive learning concept incorporates the effects of broadening, and develops psychological and social resources for the learner.

Learning for me was positive, because I have managed to imagine the unimaginable side of moving through a demanding programme of study which irrespectively of the final outcome, has built increased resilience, and new perspectives from which to see the world. Despite the difficulties and anxieties of the process, research for me has worked like a four-year session of tentative psychotherapy, although whether or not the patient has been fully cured is still open to debate. But does perfecting exist?

FAILURE AND CHOICE

I have finally understood what choice means. Something I am suggesting to colleagues at work for years but have never done it for myself. Everyone is free to choose his or her career-path, work content, working hours, targets, free time, whatever you may name concerning the strictly organisational or one's personal life. In order to do this, one should think about it first. The choices we make are not independent of motivation for a certain action, and action brings results, which are often socially consequential. Results' expectancy and perceived importance for self also involving others, should affect one's ways of acting. That is to say, when I failed the examination, I chose the option of failing. This was not done because I was not persistent to the task involved. Maybe, the effort was at a low rate. The non-confirming feedback from the examiners was one of the few things in my life that helped me really understand that the choice depended on me. Therefore, I decided to invent a new 'reality'. I had a feeling of enjoyment dealing with the re-working of the thesis. I have never thought about failure as incompetence or lack of control. I did not also care about others around who were expecting me to finish my degree. However, it is true, in the beginning, I felt anger, which was directed at the lost goal and something else was to blame. However, irrespective of my perceptions of any obstacles, the goal still

existed. Anger, did not derail me from the goal, and instead gave me hope for keeping a meaningful fight. Something was still there to be accomplished.

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