"Storying the Unstoried" Experiences of Organisational Change: How can Team Interventions using Story Disruption Change Sensemaking?

Kay Galpin

A thesis submitted in partial fulfilment of the requirements of the University of the West of England, Bristol for the degree of Doctor of Philosophy.

Faculty of Business and Law, University of the West of England, Bristol.

April 2023

Acknowledgements

Abstract

A series of interventions based on storytelling and restorying were used to explore how two teams made sense of their experiences during organisational changes. Seven monthly collaborative interventions were run with each team, facilitating the telling, and retelling of stories about their change experiences to recognise different perspectives and possibilities for the future (Boje, 2014). These were run in person and latterly online from March to September 2020. This empirical material was supplemented through storied conversational interviews (Boje and Rosile, 2020) which invited a different perspective on the collective experiences. Taking a relational and constructionist onto-epistemological position and adopting an interpretive perspective, stories generated in interventions were traced using a framework based on the Unstoryability model of Boje (2014). This was used to understand how the teams collectively developed stories and re-stories about their experiences of change. Reflexive thematic analysis was then used to offer a reading of the material generated across interventions and interviews that complemented these stories (Braun and Clarke, 2022). Six themes were generated; teams storied their own change performances, and social connections within each team were a self-sustaining force that helped teams to make sense of change and to generate other possibilities. Change was reconstructed as appreciative and polyvocal, but the need to be "professional" influenced the teams' decisions about appropriate organisational audiences. Temporality was disrupted to make different sense of team experiences through restorying, and different possibilities for their futures were imagined. This research makes a methodological contribution through using a novel, participative restorying intervention enhanced by creative methods. Its knowledge contribution to the narrative practice change literature is that it provides empirical evidence that restorying supports collective sensemaking and is a mechanism to imagine future change possibilities. This offers the possibility of a more positive perspective on the organisational change process that disrupts the binary of change agent – change recipient, evidencing that change can be instigated and imagined in a more distributed way. Previously "unstoried" change experiences potentially suppressed by a managerial or "professional" view of change can be illuminated. This has implications for practice because organisations and employees might benefit from the creation of relational spaces during organisational change where change can be explored, and future possibilities generated in mutual enquiry through restorying interventions.

Table of Contents

"Storying the Unstoried" Experiences of Organisational Change: How can Team Interventions using Story Disruption Change Sensemaking?

Chapter One: Introductions

Figure 1.1: "Keeping the wolves of readiness, resistance and resilience from the door"

Researcher's Illustration

I will begin by setting the context of what I see as the problem at hand by sharing a story. This is an extract of a participant's summary of the changes they have experienced in a year of organisational change, followed by the first Covid-19 pandemic lockdown:

> *"a bit of last year...round September time...I think moving teams and coming in there....quite a lot was kicking off then...in December quite a lot happened again...the old team manager left, a few other team members left...January to March, earlier this year...the order book decreased in volume...new manager joined...(a country) were to now manage their own order book...that decreased the volume that some of us were managing...the top guy was promoted into the role....in March and then all s**t hits the fan with Covid it affects the world, lockdown begins, travel halted until further notice...April to July we had then been working at home...so people were still in the adjustment phase, cos maybe the first two weeks were like a holiday but it quickly became a bit daunting...a veteran leaving …. (Team member) left the team to join programmes....there's all this talk of the global supply chain and how it may affect our job roles in the future, so we're all sh**tting bricks about that.....July to September you had the summer shutdown, for the whole of August, though you're better off talking to a brick wall. (Leader) has announced that they will be leaving their position...we're still none the wiser on who the replacement will be ummm...there's still concerns around the global supply chain, and you know what the future holds for us...and how we'll be affected..."*

Participant's reflections on previous organisational changes (pre and post Covid lockdown) during session 7- September 2020 - James - Team Blue.

This introduction will discuss how organisational change can be a problematic experience, for example the approach towards changes made by the P & O Ferry Company last year received attention from popular media, government and professional organisations. P & O received harsh criticism for its lack of consultation and communication with affected employees about changes (BBC, 2022). This introduction will reflect upon why, in the light of the problems associated with organisational change, it needs to be considered differently.

More managerial, instrumentalist approaches have tended to view the orchestration of change as a management issue or problem to be solved for the benefit of the organisation (Erwin and Garman, 2010). However, change must be differently understood, moving beyond the notion of change manager, or even change recipient, to begin viewing change as an opportunity for teams to find their own ways of navigating changes to generate and imagine their own future possibilities for changes during organisational life – thinking or acting differently as a result of their own creative processes. This is a more distributed approach to change agency (Buchanan, Addicott, Fitzgerald, Ferlie and Baeza, 2007), recognising that teams can play an active role in their own change process. In this way, I suggest that some of the deleterious effects of change could be averted or ameliorated. I reject the notion that one should be labelled either as ready or resistant to change, as well as the neoliberal obsession with building resilience and suggest that we should be viewing change as the experience of self organising: allowing teams to organise and imagine themselves to act into future possibility.

I will then discuss how, as an HR practitioner of 20 years, I have often been involved with designing and implementing organisational change and how this has led to my personal interests and passions influencing the aims of this research. My aim is to explore alternative approaches to organisational change; what Nord, (1978) described as a more human approach to understanding a change process. This has been embraced more recently by positive organisational scholarship; voicing aspirations that change can be a more compassionate and positive process (Golden –Biddle and Mao, 2012). More specifically, this research aims to explore how a team intervention using restorying can facilitate teams to generate a sense of different future possibilities during their experiences of organisational change, be that to think about change differently, or to behave differently towards themselves and others. Such an approach would recognise that people are more than a role or a job title and that they deserve to be treated with kindness and respect and offered the opportunity to develop themselves and be empowered to find their own ways to navigate

the process on their own terms and to take appropriate action (Boje, 2014). I will discuss why stories are particularly appropriate for this aim, both in terms of their ability to create an open, safe space for discussion and their ability to capture a rich picture of experiences. The significance for both working communities, practitioners and academics will be discussed, as I believe that there are benefits to taking this alternative view that could offer a way that organisations can distribute change agency to their employees through changes. I will conclude this introduction by presenting my research questions and the expected implications of my findings.

1.1 Change as a problem

In some ways the story I have shared at the beginning of this introduction could constitute a typical story of change. Business pressures were keenly felt, and questions were raised about future roles due to environmental changes. Consequently, teams had to restructure, and members of staff moved on to different roles or left the organisation. In addition, consider the fact that this story was told in September 2020, during the Covid-19 pandemic. An additional layer of change emerges, involving home working, personal and organisational challenges, global changes and a sense of foreboding about the future. This story was told by a team member after a group discussion, reflecting upon the changes the team had experienced during the previous year, and contrasting how they felt about changes after six months. The storyteller was speaking for those present at the session, almost telling the history of the team. This was certainly not a story for wider consumption but a story for the team itself.

This story also offers something beyond a recount of change events or processes; it provides a rich description of the emotions, the worries and the concerns experienced by both the individual and their team, an opportunity to acknowledge and share those concerns and feelings, make sense of them together and reflect upon a year of organisational changes.

There was also a sense of validation or legitimisation of those feelings and concerns. Not to gain an answer but to simply acknowledge them and be with those emotions. This story of change was elicited through reflective discussions and storytelling over the previous seven months of interventions. It is a story that cannot always be shared, is not often owned by individuals, and is not always accepted by organisations. Only through encouraging stories and restories in storytelling spaces such as during the storytelling interventions, can a space be found for these untold stories to be told and heard. This sense was shared by the following quote from a participant's reflection as an example:

> *"It was a real good opportunity to sort of step outside of our work, our day-to-day work and talk about things on a personal level maybe...and talk about how we feel"*

Participant's reflection on the interventions during session 7 - September 2020 – Gael-Team Blue

Stories about change experiences can really bring to life the idea that change is very difficult and evokes a range of cognitive and emotional responses. Uncertainty around the future of the organisation, job security and future working relationships (Bordia, Hibman, Jones, Gallois and Callan, 2004) can surface strong emotions. Change can be very "scary" and has been compared with feelings of loss and terror (Bailey and Raelin, 2015). Fugate (2013) unpicks this process, suggesting that cognitive appraisals of change impacts can involve a perception of harm, threat or a challenge and relate to different temporal anticipations, e.g., harm laments past loss, whilst threat anticipates future problems. Challenge is also an anticipation of the future but perhaps an anticipation of gain. These types of very typical responses can take their toll on health and wellbeing and cannot be dismissed as irrational (Sasvik, Tredt, Nytro, Anderson, Anderson, Buvik and Torvatn, 2007).

If change is a fundamental human experience, then human reactions are expected and logical, such as those associated with loss or great peril. These are simply attempts to sustain our existential buffers and to find a way to carry on (Bailey and Raelin, 2015). Loretto, Platt and Popham (2010) even suggest that increased mental well-being could be an alternative

measure of successful organisational change. Unfortunately, there is still a decline in workplace mental well-being and whilst we cannot directly attribute this to increased organisational change, there is evidence of some association. The CIPD / Simply Health's annual surveys of health and well-being, (2019;2020;2021;2022) highlight increased reporting of mental health conditions such as depression and anxiety, as well as increases in work related stress occurrences. The reports suggest that whilst this has potentially been compounded by the impact of the Covid-19 pandemic, in 2022, 1 in 5 organisations are doing nothing to support the health and wellbeing of their workforce. In addition, there has been a dip in focus on this issue from senior managers and managers, and just 68% of employees surveyed felt that workplaces were effective in managing workplace stress. Line managers were also found to play a key role in managing absence and stress but still lacked necessary skills. These findings also relate to my own professional experiences of organisational change in a corporate Human Resources role over the last 20 years.

These reports describe a complex picture of employee wellbeing, surrounding physical health, mental health, working relationships, the quality of work and financial stability where the impacts of organisational change must inevitably play a contributing part (CIPD,2022). As we all intuitively know, organisational changes, and the pace of change are not going away. Prior to the Covid pandemic a brief internet search on the theme of the future of work revealed commentaries from international consulting firms, policymaking organisations and professional bodies focussed on people management. All highlighted similar themes: that increasing automation would change jobs and that employment models were changing. In 20 years, 15% of jobs could disappear and another 32% could radically change because of technical development (OECD,2019). We are all working longer and changing our jobs and careers more frequently (OECD,2019). In the United Kingdom, workplaces are still recovering from the economic effects of the pandemic and the threat of another recession. More UK companies are going into administration (OECD,2019; The Insolvency Service,2019). Change is here to stay, its pace is going to increase, and it dictates the need to be able to learn new skills and ways of working (PWC,2019). Change literature also reflects agreement that

change is an ever-present business imperative. Questions such as how to change in response to changing markets, new technologies and environmental challenges are considered (Salas, Rico and Passmore,2017; West,2017) as well as the increasing demands placed on individuals and teams as a consequence. Teams are becoming more virtual, individuals have multiple team memberships, operate in increasingly complex environments and must deliver increasingly complex tasks (DiazGranados, Shuffler, Wingate and Salas,2017; O'Leary, Mortenson and Woolley,2011).

The Covid pandemic has also had a profound impact on lives and working lives. Economic instability, pressures of working and home responsibilities, changes to working practices and social isolation have all added to pressures upon individuals' mental health (Alzueta, Perrin, Baker, Caffara, Ramos-Usuga, Yuksel and Arango – Lasprilla, 2020). Increased unemployment, workers being furloughed, key workers finding safe ways to travel to work and those continuing to work at home have revealed more inequalities and pressures on working lives (Beck, Fuertes, Kamerāde, Lyonette and Warren, 2020). The "new normal" may yet evolve further in terms of working lives, with more flexible working in terms of locations and hours which may lead to decreased job stability as well as the impacts of increased virtual working on our need to have social contact with others (Beck et. al, 2020). Impacts on ourselves, our teams and our organisations are wide-ranging and from global origins.

Yet, change management literature with a managerial or instrumental focus still relegates the responsibility for change management in organisations to the province of managers or leaders, who must solve the problem at hand. Managers must "manage" resistance to change, leading change implementation, and should communicate appropriately to ensure participation from followers (Allen, Jimmieson, Bordia and Irmer, 2007). They must focus their management competency to deliver planned changes that deliver measurable outcomes for organisations (Battilana, Gilmartin, Sengul, Pache and Alexander, 2010). In turn they are urged to develop the skills of professionalism and empathy in order to repair

situations such as broken trust or loss of faith in the organisation (Kahkonen, 2020). Managers should follow a recommended theory and process to instigate and implement change, for example, that of Kotter's staged model (2014) to build momentum for strategic planned changes in the prescribed way. In this way, change implementation results are predictable and generalisable – follow the prescription for change delivery. Change must be managed from the top of the organisation and implemented upon those below, in order to achieve organisational outcomes.

In return for leadership of change, individuals are required to be ready for change, which might determine whether individuals are both cognitively and emotionally able to embrace change (Rafferty, Jimmieson and Armenakis, 2013). Research has attempted to measure this psychologically such as change readiness (Oreg, 2003), change orientation (Fugate, Prussia and Kinicki, 2012) and psychological capital (Avey, Wernsing and Luthans, 2008). Another perspective on the individual is the need created by organisations and management to develop psychological resilience and adaptability. This involves the use of capabilities and resources to cope with adverse events (Van Hove, Herian, Perez, Harms and Lex, 2016). Resilience training programmes have gained popularity (Van Hove et al., 2016) and if individuals do not display these qualities, they are deemed resistant, a problem to be managed. Burnes and Cooke (2012) comment that Lewin was credited with bringing theories of change into real practice, and that his focus on participative management and leadership evolved into building an understanding of the idea of "resistance to change". This has, however, appeared to become diluted to cast resistance as a problem to be overcome and has perhaps conveniently ignored some of the other aspects of Lewin's seminal work about participation and democratic approaches to change (Burnes et al., 2012).

Given the complex social, economic, technological, and environmental relationships both within and surrounding organisations that drive changes, seeing change as a process driven by management is problematic. I would question whether it is wise to continue talking

about managing change at all and that this creates an illusion of control that simply doesn't exist. In addition, if we consider organisational change as a phenomenon influenced by global political and economic events then if organisational change is managed, whose interests does it serve and who is disenfranchised? Labelling individuals, teams, or organisations as change ready or resilient, could be considered an oversimplification but also the power relations involved in ascribing such a label to others at all should not be ignored. A more critical approach might suggest that labels themselves could be said to not just reflect a reality but to constitute it, (Hardy, Lawrence and Grant, 1998) thus the label change resistance discursively creates resistance as a social idea. The consequences and use of these constructions are important, the practices they engender and the negotiations of who can say what (Hardy et al., 1998). By casting individuals as agents within a system that enables change to happen by taking steps to embrace change and to be resilient in its face, we potentially reduce human endeavours to simply achieving the aims and devices of others (Caldwell, 2005). This perspective can be described as rationalist; change is a planned process that requires the management of change resistance through expert knowledge, diagnosis, and intervention to deliver value or performance.

Even other theoretical perspectives that have defined themselves against these rationalistic assumptions have not managed to fully escape this management trap. Interpretive perspectives have challenged the sequential, top-down process of change. For example, Balogun and Johnson, (2005) describe change as "context dependent, non-linear and unpredictable" (Balogun and Johnson, 2005, p. 1573). This research positions itself as a qualitative, processual, case study where an interpretive approach is taken to understand recipients' responses from the inside. Change recipient interactions are richly described, containing thoughts, reflections and emotions and a full picture of the experience is revealed. However, their level of analysis is focussed on managers, both as recipients of change and as managers or translators of strategic change implemented and directed by the organisation. The outcomes of change are perhaps never quite fully decoupled from

experience, and this leaves individuals still in their place in the hierarchy of the organisation and at the mercy of its' will concerning the management of outcomes.

More critical approaches have used psychoanalytic perspectives and narrative and discourse to consider change experiences but at times still refer to a "management" role. French (2001) suggests that managers can recognise their own inner experiences to respond to the emotional turmoil organisational change creates. However, this is still positioned as informing the role of managers to "manage" the change experience of change recipients, through managing their own emotions. Diefenbach (2017) unpicks the ideologies of top-down management approaches to strategic change management and contrasts "professionalism" and "business-like" behaviour with other political and self-serving behaviours revealing the role of hierarchy and paternalism. The influence of management practices on everyday sensemaking of change has been further described as colonising the individual lifeworld and closing down discourse and reflexivity (Guiette and Vandenbempt, 2015). In an analysis of change at Burger King, fragments of stories that both bolstered or spoke against organisational power revealed how diverse voices could be included in resolutions to sensemaking of change (Boje, Haley and Saylors,2015). These critiques question the balance between individual agency and the influence of power relationships, as well as a neo-liberal positive change narrative. From my perspective and interest in experience, some of these approaches are quite macro, taking a wide view of the organisation and its aims, and whilst this raises questions about power, this misses some of the richness of the day-to-day interaction and experience that has been captured in interpretive or psychoanalytic accounts of change.

New knowledge needs to be created that further understands the potential for collective experience to ameliorate the challenges of change and find a more appreciative way of generating spaces to imagine future possibilities for change from the bottom up of an organisation, thus challenging the management paradigm of change. Experiences are not

just individual, but are social and relational, and seeking to understand this might reveal opportunities for collective learning and understanding not from the analysis of an "expert" but by the team learning to share, reflect and learn for themselves, so that they can position themselves within organising and change on their own terms. Hersted and Øland Madsen, (2018) draw on the ideas of Shotter and describe this relational approach as 'withness' - taking the perspective that as researchers and practitioners we can adopt an approach that encourages dialogue, collaborative reflexivity, and a particular way of listening to others. This research hoped to understand how teams can be supported or facilitated to find a way of understanding their change experiences differently and to explore what difference this might make to their overarching feelings, experiences and behaviours around organisational change.

My reading provides isolated examples: Luscher and Lewis (2008) are very clear when contracting with the Danish Lego company that their interventions are to support employee sensemaking and not focussed on achieving change per se. Emotions and particularly those generated by organisational change, have also been viewed as products of learning, where learning is a liberating process, developing new ideas and perspectives which could stimulate feelings of hope, love and solidarity (Antonacopoulou and Gabriel, 2001). This is an alternative to framing change responses as potentially negative barriers to organisational achievements. Tsoukas and Chia's (2002) ideas about "becoming" suggest that change is about accommodating new experiences and is not about something being managed. This might suggest that co-creation and collaboration is a useful approach to take when considering team experiences of organisational change. New meanings and interpretations of experiences as change develops could represent both learning and creation of possibilities, storytelling and exchange between tellers and listeners could represent a social, collective storytelling process. This process makes sense of experiences as shared and woven together in an individual and collective sensemaking process (Reissner, 2008). Multiple voices create stories, all happening simultaneously and can be seen from different perspectives (Buchanan and Dawson, 2007; Boje,1995). Examining this process in detail has

the potential to reveal something about how teams experiencing organisational change can become empowered to take action to make a workable future for themselves.

1.2 The aim of this research

I will start with a very brief introduction to myself and my motivations for this research project as this sets the aim of the research in context. My career as a practitioner in learning and development and human resources has spanned 20 years in various roles. During this time, I have been involved in the management and design of organisational change and I have often been in the position of making change announcements or orchestrating large change projects. This has led me to have very real experiences of the different impacts that such processes have on people's whole lives, and how organisational change can be problematic for individuals and teams through the uncertainty it can cause. This was also observed by Bordia, Hobman, Jones, Gallois and Callan, (2004) in their survey study of the demerger of a state government department.

This research aims to explore how a team intervention using restorying can facilitate teams to generate a sense of different future possibilities during their experiences of organisational change, be that to think about change differently, or to behave differently towards themselves and others.

This aim can be viewed from three allied perspectives; facilitating an alternative sense of the team change process through intervention, creating a sense of change that is more generative and of future possibility and through taking an appreciative perspective on collective change experiences, creating a basis for joint action.

An alternative perspective to suggesting that teams are ready, or resilient to change and that resistance is a top-down management problem that needs to be overcome to deliver organisational change is needed. This instrumental or managerialist approach cannot capture the constellations of experience of organisational change, nor provide insights that can lead to a greater understanding of the experiences of organisational change for teams and individuals. Taking an interpretivist perspective (Deetz, 1982) it aims to critique the familiar, and to seek opportunities for more liberating action during change (Crotty, 1998; Deetz, 1982; Deetz, 1996). By decoupling change experience from change outcome, I am rejecting the required performance of change resilience and adopting the view that these responses to change are simply human and expected. I seek to explore more appreciative, generative ways of experiencing organisational change.

It will explore how an intervention using stories and restorying can change how teams make sense of organisational change. This involves both telling stories and then deconstructing them, and restorying the experience differently. Teams might tell stories about elements of their experiences that have remained previously unstoried because of concerns about responding to change "professionally". It is focussed upon the development of different possibilities to act rather than upon achievement of organisational outcomes. This involves exploring what participants felt, what they said, the future they embraced and imagined or the accounting that took place when they rationalised an experience of change together.

The interventions aimed to facilitate the sharing of stories and restories and by reflecting differently, those involved were able to reveal different possibilities for change for themselves, and to take a form of comfort in recognising this new perspective (Boje, 2014). This was achieved through the interventions creating a safe space (Edmondson, 1999) and could be described as almost therapeutic and recognises the roots of restorying in narrative therapy (White and Epston, 1990) as well as learning a new skill to cope with change in the

future. However, I will not suggest that the aim of this research is to provide therapy for organisational change. Interventions create a therapeutic space, where participants are given permission to share experiences and to relate to each other with the aim of generating a different sense of future possibilities during the change experience and to consider how to take action together. This has been described by Tollefsen and Gallagher (2017) as shared intention or agency, through sharing stories about what we do and who we are, we build depth and stability of shared intentions that govern our collective actions.

The creation of a safe space through intervention might foster a more positive, generative view of change which is aligned to the aims of positive organisational scholarship – perhaps seeing change beyond the negative aspects (Wellman, 2012). My desire to change perceptions of the change process contrasts with my experiences of the corporate management of change and a recognition that the ethics of care and compassion in organisational life and in academia are important to me (Bal, et.al.,2019; West, 2017). Putting the employee at the centre of the organisation, placing them centre stage, and viewing the organisation as an enabler of their happiness (Bhatnagar, 2017) could be a more compassionate, positive change process (Golden –Biddle and Mao, 2012). In respect of organisational change, is hoping that both organisational objectives and individuals' aspirations can both be fulfilled, even during organisational change too naïve?

My view would be that inevitably imposed change may not reach joint fulfilment of goals, and that as previously discussed, change can be difficult. However, that is not to say that we cannot embrace the ideals of an appreciative change process; to consider the whole person, to listen to and consider and acknowledge their thoughts and feelings and to reflect with them upon the implications of change for themselves. To acknowledge difficulties non-judgementally, to allow them to be heard and to consider alternative ways of viewing and processing those difficulties. Not to label, judge or manage, but to allow the experience to

develop existentially and relationally with others, through making sense of what is happening together. Through intervention in this way, participants are not a problem to be managed through change but are allowed to self-navigate and develop their own strengths and develop through the process to respond in their own ways generating a range of possibilities through the change experience, in a playful, imaginative way. This resonates with the idea of embracing uncertainty and seeking to focus not on outcomes but on inputs and actions - judging those actions on their purpose and ability to enable other actions (Stacey, 2011).

My focus is on teams as a unit because whilst increasingly teams are referred to as a key enabler for organisational change (DiazGranados, Shuffler, Wingate and Salas, 2017) they are also described as a place where our need to belong somewhere can be fulfilled (West, 2017). Given how difficult change processes are, then the aims of my research gravitate towards the sense of a team as the place where we can belong. Macro explanations of the process of change might fail to reveal these more nuanced emotional responses to the experience (Bailey and Raelin, 2015). Individual accounts fail to capture social interactions and cannot witness them "in progress". By using the team as a unit of analysis one can see the relational aspects of team making sense of their collective experiences and getting through change. By witnessing this "in progress" and not retrospectively, a rich picture can be revealed. Not in terms of outcomes or change management but as an organising process that unfolds itself within the team in their changing context as it happens. In this way experience is revealed, as well as the social interactions involved.

The research aim will be addressed by the following research questions:

1. How do teams as collectives use restorying together to make sense of their change experiences?

2. How can the use of restorying facilitate the generation of future collective possibilities for teams during their experiences of organisational change?

3. How can the use of a team intervention over time both facilitate and be a method to explore the shared process of this generative sensemaking?

These questions will allow for a focus on how teams as collectives can use storying and restorying to make sense of their experiences together and can then also consider whether this collective sense allows generativity of different future possibilities. This maintains the distinction between the notion of making sense together and future generativity – this is important because they may be mutually exclusive or contingent upon each other. The final question seeks to explore the value of using a team intervention, both as a facilitator to the storying and restorying process but also as a novel method to explore how this shared sensemaking develops from both mine and the participants' perspectives.

These research questions have potential significance for researchers, practitioners, individuals and teams experiencing change and organisational leaders. I will discuss these briefly in turn. As a research project, the proposal to use storytelling and restorying interventions has the possibility to offer an interesting route to work with an organisation during change, both providing an intervention and gaining insight into change experiences as they develop from a different perspective, as well as a route to imagining the future. It could be a useful alternative to ethnographic methods because it offers more than observation. The creative and collaborative aspects of the interventions themselves also have the potential to demonstrate how as researchers it is possible to create a safe learning environment for participants that also facilitates the collection of rich empirical material.

Intervention as a method to use to research change sets the researcher in a different position, that of involved outsider. Both positioning and reflexivity in the context and time of the

research has been an essential part of the interpretive process and production of my final thesis, revealing how my stories intertwine with my collaborators' stories (Donnely, Gabriel and Özkazanç-Pan, 2012; Lambotte and Meunier, 2013; Özkazanç -Pan, 2012). Whilst conducting research "with" participants as opposed to "on" them, is nothing new, in the context of exploring change experiences it has implications for the positioning of the researcher as non-judgemental regarding the change process itself within the organisation. By simply seeking to understand these experiences involved and not judge or diagnose change in the organisation, there are positive implications for access to organisations. By offering interventions that can guide team reflection and empower them through changes, organisations are potentially favourable to grant access as changes happen rather than retrospectively.

For practitioners, the idea of interventions during change could be significant because there may be an opportunity to reflect upon current practice, rather than treating change as an event, to consider the possibilities for intervening to support and construct future change at the same time. Practitioners could reflect on the value of viewing change as an appreciative, generative process as well as the value of teams as a social resource during change. Consideration could also be given to the time and resources needed to realise other change benefits, by creating generative, future oriented spaces for collective sensemaking in teams and wider groups. The value of bringing in neutral parties to facilitate these spaces could also be an important consideration, to open debate and enable future action.

For individuals and teams, these findings have the potential to reaffirm the importance of the social group to create and act on opportunities, and to recognise one's own self-worth in an organisation. It could question the pervasiveness of more instrumental approaches towards telling the corporate story of organisational change and demonstrate how groups can generate different possibilities for themselves through changes in different ways. For

organisational leaders this is significant because it is an opportunity to consider how change programmes can be conceived of in different ways. I believe that this alternative perspective provides a challenge to organisations to prioritise the ethics of care and compassion in organisational life – giving teams the space to get through organisational change and make sense of it together, and to gain an understanding of what this means for the relationships and futures of those involved on their own terms, not as managed or required by an organisation. Organisational leaders need to recognise that they do not have all the answers and that there is benefit in allowing change to be orchestrated collaboratively. Leaders should also be mindful of the pervasiveness of the corporate "professional" approach to change management and realise that this cannot be taken for granted as the full picture.

The potential of this research is that it contributes to knowledge from a unique perspective; that of a team during a change experience. In this sense, it seeks to create knowledge that sees change as an appreciative, generative process, taking an interpretive perspective (Deetz, 1982). This research contributes to the narrative, practice-based change literature by providing detailed empirical material to offer an insight into how collective sensemaking during change develops to imagine future possibilities and to inform action. It will also demonstrate how illuminating previously "unstoried" change experiences can lead to teams being able to subvert power relations involved and why these experiences remain largely suppressed by a mainstream or "professional" view of change.

It contributes to methodology by using a novel, participative restorying intervention which was enhanced by the use of boundary objects and creative methods. From a research perspective, this has the potential to offer a collaborative way to engage in team research, both acting as a facilitator and researcher to co-create learning and research outcomes. This is potentially a methodology that could bridge further the practice - research divide.

It will contribute to practice by demonstrating a unique approach to intervention. Using a participatory approach, the research also provides evidence that teams can be facilitated to proactively develop these relational spaces for their own benefit, care and understanding during organisational change. This has three key benefits; to develop the skills within the team to continue to engage in collective sensemaking, teams can find ways to generate future possibilities for themselves through change, this allows teams to engage in the change process differently, and teams can leverage the power of the social aspects of the team that can sustain and develop the force to work through and instigate and sustain organisational change. This is a different way of valuing change outcomes.

1.3 The role of stories in this research

This research aims to explore how a team intervention using restorying can facilitate teams to generate a sense of different future possibilities during their experiences of organisational change, be that to think about change differently, or to behave differently towards themselves and others.   But why could this information not be obtained using a focus group or interviews? Why intervene using stories? Storytelling is ideally placed for this type of exploration, as a method of eliciting material about experience. The use of stories is a vehicle; through language that we can attempt to get close to anothers' experience and can use critical assumptions. Stories also generate empirical material whose content can reveal information about the experiences of the storytellers. Telling a story can be viewed as communication and as knowledge, the results of common actions, representing experiences with a particular voice and interpretation. Histories of these stories can reveal their construction and use in relation to power and quests for meaning (Czarniawska, 1997).

Using stories responds to the research aim because stories are representative of organisational realities (Boje, 1991). Stories create understanding and can be used to explore the nuances of team members' experiences of organisational change such as consolations,

solutions and a means of coping (Bruner, 2002; Gabriel, 2000). Stories can rationalise the past (Gabriel, 2000; Martin, Feldman, Hatch and Sitkin,1983), and can place bets on the future. Weick (1995), suggests that storytelling creates "a formal coherence on what otherwise is a flowing soup" (p.128), and that storytelling is a useful framework for making sense of experience and taking cues for action. Therefore, tracing stories can reflect how sensemaking of experiences develops and can illuminate where these have led to different action, thoughts, and frames of reference. Stories told and restoried will unveil how teams become empowered to make different sense of their experiences and to take different actions regarding their experiences of organisational change. By using an intervention to prompt the creation of stories they are not being collected "in-situ" which Gabriel (2000) suggests as one method but invites them in. The researcher becomes the "traveller" as the stories are crafted (Gabriel, 2000, p. 136). This is in potential contrast to an interview or focus group which could risk being, "oppressively structured" (Boje and Rosile, 2020, p.10), locking down living stories of experience or keeping stories untold (Hitchin, 2015). Stories have the potential to reveal a richer understanding of the team experiences of organisational change as stories are fragmented, co-created and recycled (Boje, Haley and Saylors, 2016).

Group stories have been used to examine the interplay of group power relations and identities during change processes and why they might tell stories differently for themselves and for others to make sense of experiences. A sense of a more multiple and dynamic range of stories begins to emerge rather than a converged or singular narrative which are mutually reinforcing enough for the group to behave together (Brown, Stacey and Nandhakumar,2008). Riessman, (2011) states that we cannot ignore issues of power in narrative approaches, that we are inevitably listening to stories and narratives that are situated within discourses and influenced by power inequalities. This is interesting as it establishes an important point, collective narratives can be polyvocal and do not need to be reduced to a single, agreed narrative. In these scenarios, change is viewed as being enacted, maintained and constrained though language (Raelin, 2012). Voices that are excluded from mainstream versions of change can be

revealed (Sinha, 2018). Multiple accounts can also be considered critically, demonstrating evidence of struggle, who is heard, who is silenced. The approach will therefore also seek to be critical of the power relationships invoked during the group change experience, rejecting the notion that either managers "manage" the team response to change or that teams or individuals need to be "ready" to embrace organisational change.

Stories and narratives have been used interchangeably in research as well as there being some debate about whether stories are complete tales used for purposes such as entertainment and coping (Gabriel, 2000), pure linguistic constructions (Polkinghorne, 1988), a narration of our lives and memories (Bruner, 1992) or something more impermanent and partial (Boje, 2008). I use the work of David Boje (2008, 2014) to anchor my sense of what a story is and briefly share the following definitions here for context. The story telling field can be said to contain three main genres. Firstly, narratives which are abstract generalisations of experiences, an empty shell devoid of emotions with a fixed Beginning (B), Middle (M) and End (E). These are referred to as B.M.E. narratives. Secondly, in contrast, living stories are full of life and emotions; these stories unfold as a living story, are partial with no fixed beginning or end in both the linguistic and material perspective of experiencing the performance of the storytelling. Finally, antenarratives, these are 'bets on the future' (Boje, 2014, p. 10) offering different possible courses of action. Antenarratives connect living stories to fixed B.M.E. narratives, operating in the space of possibility in between.

I use stories as empirical material and as method, using an intervention based on restorying to facilitate teams to understand and reflect upon their own storying processes, and to use these processes to recognise and create future and different possibilities for the future through a storying and restorying process. The origins of story disruption can be found in both therapeutic practice (Epston and White, 1990) and in the adult learning literature (Mezirow, 1991) and there has been some application of these ideas to organisational change in dialogic

organisational development and appreciative enquiry (Busche and Marshak,2015; Gilpin – Jackson,2015). These approaches have used the idea that a disruption to a story can be reflected upon critically and then used to question one's assumptions to generate and explore new alternatives (Mezirow,1991). It is only through group discussion, reflection and action that a learning process is acted upon at a group level, and through plurality, all voices included (Edmondson, 1999; Rhodes, Pullen and Clegg, 2010). Webs of meaning must be remade as experiences change, and new worlds emerge (Bosma, Chia, Fouweather, 2016). Restorying collectively gains a diversity of perspectives on problem saturated narratives and builds social recognition of a possible new re-story, thus building the social support for it to emerge (Boje, 2019).

It is this deliberate disruption and subsequent reflection on the direction of a story that creates a safe space not only to consider opportunities and to learn and to conceive of a different frame of reference for current experience but to create new perspectives. Boje (2014) refers to this as an 'unstoryability model'. Experiences previously unspoken about are brought into life through storytelling, and as living stories are shared, and antenarratives explored, different possibilities for future new stories emerge. It is through this process that different futures can be created, negotiated or sustained (Boje, 2014). Teams can be empowered to gain social support for a new story (Boje, 2019) and can take actions to manifest that new story. Boje links this to an emerging, complex, story which is both retrospective and prospective, negotiated, akin to currents of the sea, more irreducible than the language itself, unfinished and unmerged and fluctuating.

Research that examines how groups can use stories and more specifically, story disruption to reflect and respond to their collective sensemaking of the change experience is harder to find. By its very nature, encouraging restorying would require some form of intervention, to facilitate teams to tell stories and then to consider how to restory them. The approach has

been used in leadership development interventions which focus more on a critical view of experience of a phenomenon. Schedlitzki, Jarvis and MacInnes (2015), used stories as a vehicle for individuals to reflect upon leadership practices and to restory given leadership plot lines using different Greek archetypal characters. Boje et al. (2015), used the process of storytelling theatrics to embody a process of restorying, sharing personal stories of injustice, unfairness or oppression in organisational life. Group members deconstructed the scene suggesting alternative understandings. This approach has also been used with war veterans and their families in a different, more therapeutic context, using restorying to reframe past stories to create positive future stories. This ability for restorying to create future possibility has also been explored in other ways, for example using Arendt as a theoretical lens, the notion of spaces for storytelling, can find restorying as a place for new beginnings and collective action (Jørgensen, 2022). Indeed, exploring techniques to make sense of future scenarios through storytelling and understanding more about their influence on practice is a ripe area for new research (Dawson and Sykes, 2019) and as a 'future making practice' represents an important area of enquiry in organisation studies (Wenzel, Krämer, Koch and Reckwitz, 2020). This allows research to explore the possibilities of what could become - potentially the essence of a 'future forming' approach to research (Gergen, 2015).

The onto-epistemology of this research is relational construction. This locates the research questions within a perspective that assumes that change is complex, ongoing, relational, and experienced. Becoming and learning are intrinsically linked to organising which is ongoing and connects multiple pasts, presents and possible futures. This draws on the ideas of Tsoukas and Chia (2002), suggesting that change is a process of incorporating new experiences and organising as a part of everyday organisational life. Storytelling should also be acknowledged as material; it is not purely textual construction but rooted in the discourse and relationships of the author and the audience. Meanings are created through storytelling interactions – which involve performance, hearing and telling, moving beyond words themselves to body language, gestures, gaze, and objects that aid communication (Strand, 2014). Stories are part of the material aspects of our lives, the objects we surround ourselves with (Boje, 2014).

The notion of collective experience and how it is collectively made sense of bridges the individual and the social (Weick, 1995). Boje (2008) describes narrative approaches as a bridge between the ideas of a sensemaking individual and social solidarity and social construction of groups, effectively spanning phenomenology and social psychology. Collective memories can be both self-enclosed, shared and sustained and negotiated by power relations. Through sharing stories of experience, a shared storytelling endeavour reveals pockets of similarity, and through facilitated interventions allows teams to repeat, restory and reflect upon their shared experiences and developing interpretive frameworks and to create new possibilities for action. The story and disruption interventions are a device to reveal the experiences of individuals and to observe how these are negotiated and made sense of in a group context to provide enough "mutuality" for the team to reflect upon the experience and to create new future possibilities for a "workable" future. Described by Boje (2008) as a rich tapestry. It is this rich tapestry I seek to weave together with my collaborators to find a way of being or experiencing change differently, to reveal aspects that have previously been unstoried and to offer to my collaborators an opportunity to imagine a different set of futures during organisational change.

1.4 The plot

I will conclude this introduction with a brief taste of the story to come!

Chapter 2: Navigating Alternatives to Best Practice approaches to Managing Organisational Change: A Literature Review

This chapter will discuss the concepts of organisational change as viewed by managerial instrumental 'best practice' approaches, processual, relational, and narrative perspectives. It

will introduce my conceptual understanding of change as relational, dynamic and non-performative and my positioning as contributing to the narrative practice-based literature of change. It will then review how stories and sensemaking have been used in this corpus of change research, reviewing individual, collective and interventionist approaches that have the potential be both appreciative and generative. It will review where restorying has been researched as an approach to facilitate teams to generate a sense of different future possibilities and identify the gap in the literature where these practices and approaches to intervention can make a contribution to the narrative practice change literature. Both as a mechanism for creating space to restory and imagine the future, and to illuminate the unstoried experiences of change, providing different ways for teams to engage with change processes.

Chapter 3: Creating Spaces to Explore the Storytelling Field Together: Research Methodology

This chapter will provide an introduction to the use of stories as a method and their use in accessing experiences. It will discuss why an intervention approach was used and describe how the interventions were designed both in terms of content and facilitation approach and the way empirical material was collected. It will include a section on how the Covid lockdown affected my plans and the adjustments that were needed to move online. It will introduce an interpretive framework based on Boje's (2014) Unstoryability model and will discuss how the use of thematic analysis (Braun and Clarke, 2013) was an ideal method to construct themes from story content to reflect the antenarrative spirals of sense made of experiences of change and also to understand the teams' own reflections on their experiences of the process.

The intervention sessions were run on two separate occasions with two different teams – I will refer to them as Team Green and Team Blue. The findings from the intervention sessions

for each team are presented as individual chapters to ensure that the distinctiveness of each team's experience and storytelling is preserved. The discussion chapter draws together broader patterns across the whole corpus of empirical material, including interviews.

Chapter 4: Team Blue's Findings: "The World is Ending"

 A narrative interpretation of findings from the interventions using the unstoryability framework of Boje (2014) to trace how organisational changes became storied and subsequently restoried from March to September 2020. This brings to life rich descriptions of the team's experiences of organisational changes and shows how the desire to be professional can change which audiences hear which version of the story as well as the power of restorying experiences to generate different perspectives on a situation and possibilities for different action.

Chapter 5: Team Green's Findings: "Venturing into the Unknown"

A narrative interpretation of findings from the interventions using the unstoryability framework of Boje (2014) traces the team's developing sense of themselves and the recognition that the social support provided by the team environment is an important resource to survive and cope with change. This includes how the team is seen both within itself and to outsiders and the implications this has for how the team copes with change. Organisational changes and team changes develop in tandem as different demands are made of the team.

Chapter 6: Discussion: Restorying to Empower Ourselves to Act

Leading on from the narrative interpretations, a thematic analysis has been used to generate some wider interpretive themes from the wider corpus of empirical material including

dialogue, conversational interviews and stories from the interventions and interviews. This discusses how organisational power dictated what "being professional" looked like and dictated which stories of experience were deemed appropriate for which organisational audiences. It will reveal the incredible support and connection within each team and suggest that this was a self-sustaining force that helped the teams to survive and negotiate the power structures they were involved with. Finally, the overarching content of the empirical material discussed shows that the experience of change is not a linear process but one that stops, starts and reconfigures itself in different directions as time moves inexorably forwards and that sense making of change on a micro level can be conceived of as a spiral, multi directional and poly vocal experience and not a singular curve or staged process. It will conclude with a reflection upon the experience of the interventions, from both the teams' viewpoint and my own. The discussion will respond to the research questions and will consider the relevance of the findings to the literature and to practice. It will consider limitations of the research process and possibilities for future research and a personal reflective note.

Chapter 7: Conclusions: "It's been quite a good few sessions I think" - The Moral of the Story.

An epilogue of sorts. Did the research achieve what it set out to? Has it illuminated anything else? Where does the research journey pause for now? It will debate what an understanding of this micro– level of experience offers to those involved in organisational change and what knowledge has been created in terms of exploring this shared restorying and sensemaking approach. The contributions in terms of knowledge, practice and methodology will be reviewed and reflected upon and its implications considered.

Chapter Two: Navigating Alternatives to Best Practice approaches to Managing Organisational Change: A Literature Review
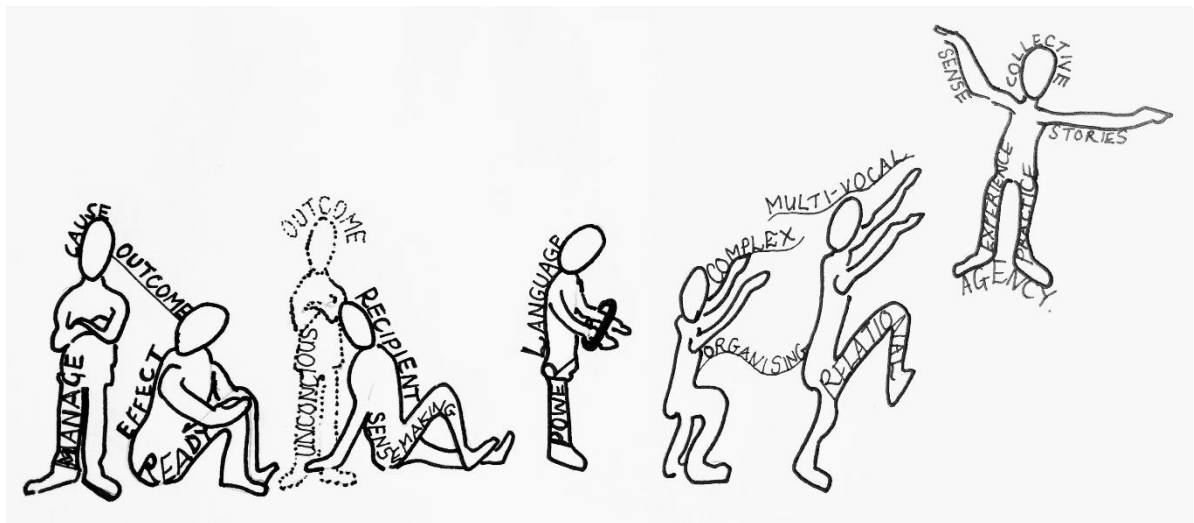
Figure 2.1: "The journey of changing change's perspectives"- Researchers' illustration

Speaker 1: "we had what I view is [sic] a bombshell"

Speaker 2: "that was the big big [sic] change, so that's where we've got the world falling apart...lots more people leaving...a managerial change...finally yeah we've got Coronavirus too right at the end"

Speaker 1: "Taking us up to the epidemic, ...nobody really knows how it's [sic] gonna affect, it could affect absolutely everything. Don't really know what we're looking forward to...."

Extract of participants' joint storytelling of changes previously experienced using a timeline of events compiled by the team in Session 1- March 2020 - Team Blue. Included as context to the discussion.

This literature review will set the context of this research within a narrative praxis. This has been described by Boje (2014) as distinguished from theory and involving the practical application of our storytelling habits to create a better use. Moving beyond practice, it focuses on the past, present and future and takes an ethical and critical viewpoint to challenge assumptions. In their storytelling diamond model, Rosile, Boje, Carlon, Downs and Saylors (2013) suggest that a practice orientation seeks "to identify dominant narratives and to change them in a practical, useful way", (p.562). This is distinct from more instrumental, managerialist approaches offered to change agents and practitioners as "best practice". Referred to by Stacey (2011) as a dominant discourse that is taken for granted, I will begin by discussing the assumptions of an instrumental managerialist approach towards change and comparing it with processual, relational and narrative perspectives. These assumptions tend to view an organisation as a noun, a stable entity that moves or learns through the process of change. Individuals are managed through this process and are required to be resilient and disposed towards organisational change which is visioned and implemented from the top down. Mechanisms of change can be analysed, and hypotheses can be tested (Van de Ven and Poole, 2005).

I will then outline my theoretical and conceptual approach to researching organisational change rooted in a narrative praxis. This views change as unmanageable, non-linear, polyvocal, experiential, and not generalisable. This position views change as a verb, something that is emerging and constructed via multiple, fragmented discourses, that reveals different power relationships (Caldwell, 2005). This moves away from the deficit-based discourses of change management, of problem definition and solution implementation towards a sense of change as something more fragmentary and deconstructed (Boje and Saylors, 2013). This suggests a sense of change as a more complex, dynamic and relational process that is more freely decoupled from any organisational change outcome (Boje, 2014). This will also include an extended discussion on the nature of storytelling, narrative and sensemaking – clarifying the relationships between these

concepts and aligning them to the theoretical position on change I have adopted in this research as well as a clarification of the focus on the collective level of a team and their experiences. This section of the discussion will conclude with a clarification of my novel proposition in the light of the research aim; the nature of intervening during change to facilitate the generation of future possibilities to take action.

I will then discuss research that lies within my chosen narrative praxis perspective and discuss where my research builds upon the work of previous scholars. This will pursue the following themes:

1. Stories as individual experiences of change
2. Experiences as collective during change – organisations and teams
3. Interventions during change – as an approach to facilitate teams to generate a sense of different future possibilities during their experiences of organisational change.

2.1 Assumptions of Instrumental Managerialist approaches – What are the Alternative Perspectives on "Best Practice" Advice to Managers?

In this overview I will discuss instrumental approaches towards change management with alternative perspectives and discuss the impacts this has upon the conceptualisation of change, the organisation, the role of change agents and individuals.

Perspective	The Role of Change and the Organisation	The Role of Change Agents and Individuals
Instrumentalist Managerialist e.g., Kotter (2014)	Organisation as a stable entity. Change as a noun or staged process that is planned, implemented and completed to achieve organisational aims. Generalisability.	Managers must manage the change process and the change response to deliver change outcomes for organisational benefit. Employees should respond and be ready for change.
Processual e.g., Pettigrew (2012)	Organisation as a changing entity. Change as an unplanned, emergent process that is influenced by a range of factors such as culture and context. Situated knowledge with wider application.	The process of change emerging over time is the lens whilst key actors' roles are understood in context. There is a desire to unpick management myths but there is still a focus on organisational outcomes – an implication that they are "managed".
Relational e.g., Tsoukas (2017)	More open approach to organisation and organising. Change as a verb- partial, situated, experienced, dynamic, polyvocal, conscious and unconscious.	Change and organising emerges through social interaction, managers are a part of the interacting system as others are also. Purpose and power shifts.
Narrative e.g., Boje (2014)	Organisation as socially constructed. Changes representative of experiences, multi vocal. Changes representative of power relations, macro, critical who is heard and silenced.	Narratives told and shared are polyvocal and can legitimise or create change. Prospective and retrospective sensemaking of experiences.

Table 2.1 Comparison of Instrumentalist Managerial "Best Practice" and Alternative Perspectives

2.1.1 The Role of Change and the Organisation

Early "scientific management" approaches to organisations have been described as a mechanistic approach to managing human outputs (Stacey, 2011) and these are the approaches I describe here as instrumental and managerialist or focussed on the role of the manager in change. Change is positioned as a noun or a fixed entity (Van de Ven and Poole, 2005) and a generalisable process that is controlled, conscious and explicit is implemented upon the organisation (Mintzberg, Ahlstrand and Lampel, 2009). More contemporary iterations of this approach are numerous. An example is the model of organisational

performance and change by Burke Litwin (1992) which seeks to define "a most likely model describing the causes of organisational performance and change" (Burke Litwin, 1992, p. 523). The model places a significant role and influence for change on the external environment as well as the role of management practices, especially for transformational change requiring new behaviours. This corresponds to Van de Ven and Poole's (2005) conception of change as a noun, that can be studied using a variance approach, viewing change as a dependent variable into which other independent variables can be tested via hypotheses.

Van de Ven and Poole (2005) also discuss a process approach where the organisation is viewed as a fixed entity and change events progress in a sequence or stages. This approach's origins are found in Kurt Lewin's (1947) three–step model of change: unfreezing – change – refreezing, establishing the foundations of the principles and practices of managing planned change (Burnes and Cooke, 2012). Variations on this perspective describe change as a series of smaller changes – logical incrementalism (Quinn, 1980) or as periods of stability followed by change revolutions - a so-called punctuated equilibrium (Gersick and Davis-Sacks, 1991; Romanelli and Tushman, 1994). One of the staple approaches to establishing a change sequence over recent decades is the work of Kotter, (2014) who has identified a contemporary development of his 8-step process to manage organisational transformation involving creating a sense of urgency, establishing a guiding coalition, setting a vision, empowering employees, creating short- and long-term wins and consolidating gains.

There are two challenges with the assumption that change can operate as a sequential process upon a fixed notion of an organisation, moving from stability to change to renewed stability. These processes are performative, generalisable models and prescriptions of change deliver change outcomes for the organisation which in reality are probably shareholders (Stacey, 2011). In addition, by attempting to reduce the change experience to

a series of causes and effects, the social and relational aspects of changes over time are neglected (Erwin and Garman, 2010).

Processual approaches make different assumptions about the process of change itself and how it unfolds (Van der Van and Poole, 2005). This is geared towards "capturing reality in flight" (Pettigrew, 2012, p. 1305) and to understanding the dynamic quality of human relations in organisations. This might involve the flow of events unfolding, different forces interacting, time passing, language used, context and culture, both individuals and collectives (Pettigrew, 1997; Pettigrew, Woodman and Cameron, 2001). This could be viewed as working in contrast to rational planned theories of strategic change (Pettigrew, 2012). The process of learning as organisational change has also been systematised in a similar way; through the idea of the learning organisation (Senge, 1990). The process of learning, both via feedback (single loop learning) and also reflection on learning (double loop learning) has the potential to create change in organisations (Argyris, 1991). This approach looks towards the ability of organisations to respond to, and to create changes, learning lessons from the external environment (Mintzberg et al.,2009)

A processual approach to change makes different assumptions about generalisation, and seeks to infer and iterate theoretical knowledge that can support practice through inductive pattern recognition in case studies, whilst retaining the dimensions of storytelling, imagination and discovery (Pettigrew,2012).   Dawson (1997) describes the processual approach to studying change as an interplay between academic theorising and rich descriptions of themes and topics as concepts as theories are refined and interpretations developed. Dawson (2013) reflects upon a challenge to this perspective; that the explanation and representation of the process risks reducing it and reifying it. This could represent a need to present processes with a sequence, an ending, characters and a frame of reference and a degree of creativity and ingenuity from the researcher to create replicable findings.

However, change can also be conceived of as a more complex and relational lived experience rather than a pattern of events - something that is more non-linear and polyvocal. This might take a view of change and the team as a verb, reflecting a reality that is perhaps more dynamic and partial (Einola and Alvesson, 2019; Weick and Quinn, 1999). This approach towards the experience of organisational change is subjective, dynamic and experienced and made sense of in the social context. This understanding of change brings with it an ontology that is open and relational and "in progress" and an epistemology of embodied, active knowing (Tsoukas,2017). It can be active and interactive, conscious, and unconscious, involving social interactions at micro and macro levels of an organisation which interact and impact upon each other. There is a non-linearity of interconnected but independent systems that can shift radically from equilibrium to disequilibrium through all system levels (Boyatzis, 2006). The context of organisational change is not in this sense a stable entity but something more ethereal, and socially constructed, formed by action and interaction in a symbiotic relationship with the actors within it (Dopson, Fitzgerald and Ferlie, 2008; Fitzgerald, Ferlie, Wood, and Hawkins, 2002). Sometimes emotions and social dynamics are influenced by the sub conscious, for example Vince (2019) suggests that "institutional illogics" remain an unexplored terrain, and that the role of the unconscious in influencing structures and practices of organisations has the potential to offer additional unique insight.

Narrative assumptions about change take two contrasting perspectives on organisational change. One more macro, considering issues of power in narrative approaches; stories and narratives are situated within particular discourses (Riessman, 2011). Multiple accounts can also be considered critically, demonstrating evidence of struggle, who is heard, who is silenced (Thurlow and Helms – Mills, 2014 and 2009). Diefenbach (2017) unpicks the ideologies of top-down management approaches to strategic change management and contrasts "professionalism" and "business-like" behaviour with other political and self-serving behaviours revealing the role of hierarchy and paternalism. The influence of management practices on everyday sensemaking of change has been further described as colonising the individual lifeworld and closing down discourse and reflexivity (Guiette and

Vandenbempt, 2015). In an analysis of change at Burger King, fragments of stories that both bolster or speak against organisational power reveal how diverse voices can be included in resolutions to sensemaking of change (Boje, Haley and Saylors,2015). These critiques question the balance between individual agency and the influence of power relationships, as well as a neo-liberal positive change narrative.

The other perspective on narrative is more micro, for example, dialogic organisation development, an approach developed by Bushe and Marshak, (2009;2015) embraces a more socially constructed, multi vocal reality that emerges through social negotiation. Change is viewed as a self-organising process sustained by prevailing narratives, stories, and conversations. Core narratives change and reality is constructed. In this understanding change is stimulated by an "incitation to action" or a generative image of a desired future (Bushe and Marshak, 2015, p,23). However, whilst this form of organisational development seeks to work with shared values, to be democratic and empower and collaborate with individuals (Austen and Bartunek, 2003, Bushe and Marshak, 2015) it has been critiqued as serving the desires of a management elite (Voronov, 2005). Buchanan and Dawson (2007) go a step further by positioning the change experience as a multi-authored process that both reflects backwards on the change and projects forwards in creating the change. Multiple stories should be captured so that they represent developing experiences and perspectives through change. This notion of polyvocality goes against any reductive, instrumental assumptions that a change process is a singular, generalisable, process or prescription for change.

2.1.2 The role of Change Agents and Individuals

Since the beginnings of research into the nature of change, managers have manipulated and controlled variables to develop understanding of the processes of work to promote co-operation, harmony, efficiency and prosperity (Taylor, 1911, in Gutenberg, 2003). The work of Lewin reduces behaviour in the face of change to an equation: $B=f(P, E)$, suggesting that

behaviours, (B) are a function of people, (P) and their environment, (E) and through the idea of force field analysis creates the notion of resistance to change (Lewin, 1943). This sets the idea that managers are responsible for managing change processes on rather than with employees which is a foundation of instrumental managerialist approaches towards change.

The role of preparing employees for change falls to managers, by ensuring that resources are in place prior to change such as a climate of trust, ensuring role satisfaction, and ensuring commitment levels are maintained (Shin, Taylor and Seo, 2012; Vakola, 2014). Consequently, managers need to be trained in "change management" so that they can enhance the process of change by building coalitions, tuning in to employees, spreading ideas and innovating (Kanter, 2000). Managers must have the "right" characteristics to be able to lead and deliver change; developing their professionalism and empathy in order to repair situations such as broken trust or loss of faith in the organisation (Kahkonen, 2020), communicating of changes (Battilana, Gilmartin, Sengul, Pache and Alexander, 2010) and being role models (Fugate, Knicki and Prussia, 2008; Rafferty and Griffin, 2006; Castillo, Fernandez and Sullan, 2018). Individuals are also encouraged to develop psychological resilience and adaptability which is prized by organisations, even suggested to be an effective selection criterion (Pulakos, Arad and Donavan, 2000; Shin et al, 2012) and resilience training programmes have gained popularity (Van Hove et al., 2016).

This deficit-based discourse involves identifying a problem, a cause and then defining a solution and taking action. Boje, (2014) suggests that this can be defined within the realm of management action. These approaches towards the management of change recognise that uncertainty caused by organisational change is an issue, largely because it is a "problem" that is viewed as a risk to outcomes for the organisation. These risks might involve resisting changes, or withdrawing from the organisation altogether (Kiefer, 2005; Vakola, Armenakis and Oreg, 2013). This suggests that the fates of both employees and organisations are entangled in a particular way; as if employees' responses are negative, there will be

implications for the success or outcome of the change itself (Erwin and Garman 2010). Whilst there is an acknowledgement that this interest has partially arisen from an interest in promoting positive functioning and well-being there is also a focus on the organisational costs of change implementation (Van Hove et al, 2016). Stacey, (2011) critiques this "professionalisation" of the management classes, who are trained in operational expertise and function simply to deliver shareholder value.

Oreg (2013) observes that most of the literature about change is focussed at a strategic or management level, but that it is important to consider the change recipients' response, because it could affect organisational outcomes as well as organisational members' lives. However, mainstream literature still cannot seem to avoid systematizing and measuring the change experience. For example, the appraisal model of change is based on an input, process, output model (Lazarus and Folkman, 1984). Individual characteristics and situational features interact and then an individual cognitive appraisal of a situation is made, informing affective, behavioural and psychological responses (Fugate, Prussia and Knicki, 2012). Other models are predictive, using variables such as perceptions of opportunities for employee support and participation to predict accepting or resisting change actively or passively (Oreg, Bartunek, Lee and Do, 2016). Psychological characteristics such as change readiness (Oreg, 2003), change orientation (Fugate, Prussia and Kinicki, 2012) and psychological capital (Avey, Wernsing and Luthans, 2008) can also be measured and thus influenced or managed by managers to facilitate the change response.

Processual perspectives seek to create and understand change events or a dynamic change process in motion – showing how change unfolds (Dawson, 1997). Through this deeper focus on context though observation and interviews there has been attempt to tease out further the notion that one manager leads a change, or that roles change throughout the process (Dawson, 1997). Certainly, there is a desire to understand the intentions of actors in any process as well as a desired link to outcomes of the process itself, such as pace of change or

performance differences (Pettigrew, 1997). Literature on the Learning Organisation puts emphasis on management of the learning process, commenting that if learning organisations are to flourish then a new leadership is required, that of leading a new culture; being a designer, steward and teacher (Senge, 1990). Power and responsibility are still placed in the hands of "management", and it is this approach that I feel lacks an understanding or a focus on the agency of individuals who are not given the power or authority of "management" positions. Stacey (2011) echoes this criticism suggesting that experience in this case has been relegated to a specific kind of participation in a learning system that displaces the role of the everyday conversation and our experiences of direct interactions with each other. Pettigrew (2012) also urges processual scholars to pursue more understanding of how power and legitimacy function in organisations. Does this suggest that the imperative for "managing" change processes has not been fully teased out or understood? In many cases there is still a link to organisational outcomes, or the need to produce "management" knowledge which perhaps still doesn't release us from the habit of "managing" change in some way yet? (Eisenhardt, 2021; Pettigrew, 2012). In following a process, the risk of reification and oversimplification is also evident, as well as aspects such as the operation of power or agency (Pettigrew, 2012).

There remains a tension in processual approaches towards change management, between understanding experiences for their own benefit and informing management action. Whilst questioning whether change can really be managed at all, Balogun and Johnson (2004 & 2005) explore change experiences from the "bottom-up" and do challenge the ability of managers to manage change recipients' interpretations, however, but still mention the role of middle management in achieving organisational outcomes (Balogun and Johnson, 2004). Luscher and Lewis (2008) are very clear when contracting with the Danish Lego company that their group interventions are to support employee sensemaking and not focussed on achieving change per se, even though managers' practice is informed by the discussion groups. This tension alludes to a growing sense that there is a difference between change performance and a social quality or quality of life in group dynamics during change (Einola and Alvesson, 2019).

More relational approaches reject the organisation's right to "manage change", instead, individuals and teams are finding or making direction from within their social connections. Leaders are not "managing change" or standing aside from the system that is changing, they are as engaged as anyone else in creating conversations and interactions. Caldwell (2005) suggests that in the last 50 years ideas about change have developed, from a phenomenon that can be planned and implemented by experts, to a proposition that is more loosely coupled, broader in participation, contextual and social. Teams collectively enact and make sense of their environments, effecting change (Dopson et al., ,2008; Weick, 1995). Tsoukas and Chia (2002) suggest that we should completely change our perspective on organisational change - going not from the perspective of stability looking backwards to change as a fait-accompli, but to examine change in situ as ongoing, how it is happening as a normal condition of organisational life. In this sense, it is somewhat contradictory that change is often positioned as a state of exception, when in fact it is perhaps the only constant! Seeing change as more of a learning process can be achieved through encouraging listening, communication, gestures and increasing awareness (Antonocopoulou and Gabriel, 2001) Emotions themselves could be viewed as products of learning, where learning is a liberating process, developing new ideas and perspectives which could stimulate feelings of hope, love and solidarity (Antonacopoulou and Gabriel, 2001).

The organisation itself can be viewed as emerging out of the context of change through processes of collective organising (Hadjimichael,2017). In this sense organisations could be viewed as constantly in the process of emerging and becoming, stability and change are intertwined. Change can be liberating as old structures become redundant. For example, the ideas about organisations embracing improvisation, using jazz as a metaphor identifies how music is adjusted amongst interactions between both others and the self. In the same way, patterns of behaviour in organisations such as change is top- down and managed, are "unlearned". Instead, there is a focus on ideas and improvisation amongst peers, teams form

as they are needed, uncertainty is embraced (Barrett, 2012). This improvisation suggests that change is more "on the spur of the moment" (Weick,1998, p.544) and can be conceptualised by comparing incremental to transformational change by degrees as interpretation, embellishment, variation and ultimately something more original, improvisation (Berliner 1994, cited in Weick, 1998).   Change emerges from within teams, as they adjust and make sense of what is happening to them. Purpose and power can shift, and mixed perspectives co-exist in real, unique and dynamic environments. (Jacobs, van Witteloostuijn and Christe-Zeyse,2013; Tsoukas,2017). This perspective on change has implications for how stories, experiences and interventions are conceptualised. These will be discussed in the following sections.

Narrative approaches also view change as a social process, created through social interaction which can be viewed as construction, but also as the performance and interaction of telling, listening to and sharing a story. It is both constructive and experiential (Boje ,2014). Through embodied narrative sensemaking, we make sense of our lives in the moment both cognitively and from a sensory perspective as we experience things, weaving complex stories between timespans, and across others' stories which forms a part of who we are (Cunliffe and Coupland, 2012). The collective sensemaking of change has been increasingly interested in relational spaces in which this sensemaking develops (Stensaker, Balogun and Langley, 2021). The sense that collectively, teams can co-create stories and vision opportunities suggests that the focus on the social, collective and material context is important (Boje, Hayley and Saylors, 2015). When viewing change as more polyvocal, voices that are excluded from more managerial versions of change can be revealed (Sinha, 2018). Variability is expected and it is the function of language resources and how they are used that reveal different positionings and relationships, reality is socially constructed through social interaction (Potter and Wetherell, 1987). These polyvocal stories of change can also reveal tensions in creating and resisting change, managers themselves also can embrace and resist change through the co-creation of stories that see positive changes in the future for an organisation but that also suggest that the organisation is not changing (Sonnenshein, 2010).

2.2 My theoretical position on researching change – a narrative praxis.

I have chosen this perspective because I want to understand the diversity of change experiences, and to unpick how stories about experience develop in the context of social interactions during team interventions. Prior to reviewing the change literature related to this perspective, this section will examine key concepts related to the research such as narratives, stories, restorying, future generativity, practical action and collective agency.

This perspective defines change as experienced and relational – co-constructed by teams as they share and retell stories that represent and create possibilities for experiences. Change is experienced; in any story based or narrative enquiry, experience could be described as a key term (Clandinin and Connelly, 2000). Narrative is temporal as is experience, and narrative thinking is a key form of experience (Clandinin and Connelly, 2000). Our "addiction to narrative" (Bruner, 2002, p. 30) allows us to recount, contextualise and make sense of our lives. Stories grow from experience (Gabriel, 2000). Change is also collective and relational.

I use the word, "team", as this was the language used by research participants. It made sense to them within their organisation and was a part of their working identity as "we". The team is an ideal context to capture collective relationships and interactions and can also be viewed in more dynamic terms; from team to teaming (Edmondson, 2012; Einola and Alvesson 2019). Edmondson describes this as an unbounded and dynamic activity, supported by the mindsets and the practices of those collaborators involved who are not restrained by formal team structures (Edmondson, 2012). Einola and Alvesson (2019) characterise this as a "fluid process view" (p.1895), the team itself is not a fixed entity but something fluid and partial, a result of shared meanings and experiences that emerge over time and driven by interactions. This mirrors the framing of change in this research.
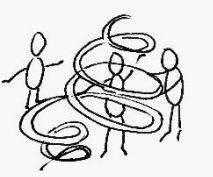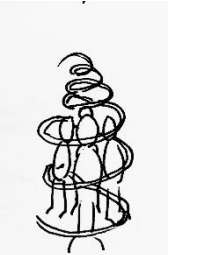
Change	Reweaving webs of belief, accommodating new experiences. Uninstitutionalised ongoing changing and organising, akin to ongoing Brownian motion at a microscopic level. Tsoukas and Chia (2002).
Collective Experience	Narrative thinking is a key form of experience (Clandinin and Connelly, 2000). Our "addiction to narrative" (Bruner, 2002, p. 30) allows us to recount contextualise and make sense of our lives. Stories grow from experience (Gabriel, 2000). Research has found that narratives told about joint projects can build a deeper and more stable sense of the identity of "we" (Tollefsen and Gallagher, 2017).
Team	"Work teams and groups are composed of two or more individuals who exist to perform organisationally relevant tasks, share one or more common goals, interact socially, exhibit task interdependencies, maintain and manage boundaries, and are embedded in an organisational context that sets boundaries, constrains the team, and influences exchanges with other units in the broader entity" Kozlowski and Bell (2003, p.334) Taking this a step further I would subscribe to the notion of "teaming" (Einola and Alvesson, 2019) the process of practicing being a team as a verb in a more dynamic and relational sense.

Table 2.2: Visual Glossary Drawn by Researcher

I see this perspective on change as illuminating ways for teams to generate possibilities together for the future during change experiences. This approach provides an alternative understanding of the change experience and by using narrative as a means to imagine and construct future possibilities together offers a practical praxis – a way of improving change practices. This aligns to the aspirations of positive organisational scholarship – finding new ways of viewing phenomena that are perhaps more traditionally viewed as negative, and instead focussing on strengths, capabilities and possibilities (Gretchen and Spreitzer, 2012).

2.2.1 Narrative vis a vis Storytelling and Sensemaking

Stories and sensemaking are ideally placed to investigate organisational change using a perspective that views change as a relational experience. A story always has an audience and an author. Before examining how stories have been used in change research I will start briefly with some conceptual definitions. If change itself is an iterative relational process, then stories become a device for sensemaking. Stories are described by Weick (1995) as a special case of sensemaking and are particularly pertinent as people think more in narrative or storied terms rather than logical terms. This argument is taken up by Bruner (1990) who suggests that it is narratives that organise experience which he characterises as a sequence of events, mental states and characters, given meaning by a plot which is extracted from its characters both real and imaginary. Stories exist in this sense to give meaning to exceptional behaviours that don't fit with cultural patterns. Our lives, experiences and memories are organised in narrative forms and in this light, meaning making of those events is negotiated and renegotiated, making them comprehensible against the backdrop of everyday life. This is the narrative mode of thinking which we have engaged with since we were born (Bruner, 1986; Polkinghorne, 1988).

Weick (1995) suggests that stories form a plausible frame of reference to make sense of experience, gathering strands into a plot, integrating fact and conjecture, connecting past with present, are memorable, guide action and share values and meaning. Polkinghorne (1988) suggests that if something does not make sense, it is not because it cannot be labelled or categorised, rather we cannot explain it within the terms of an understandable plot. Narratives show explanation. Narratives are a common way of understanding human action, and they can encompass the unpredictability of life (Czarniawska, 1997). Stories and narratives could be described as conversational constructions, which shape individual sensemaking, influence others' understandings and therefore are also part of the collective construction of meaning (Sonnenshein, 2010). Stories exemplify frames of reference and frames of reference imply stories - thus sensemaking relates to storytelling (Weick, 1995).

Sensemaking is also a process of organising circumstances, a springboard into consensually constructed, co-ordinated action (Weick, Sutcliffe, Obstfeld, 2005). The uniqueness of sensemaking is described as both "creation and discovery" (p.8) and suggests that in order to interpret something it must be invented first. By asking what an event means or "what's the story?", an event is forced into existence (Weick et al., 2005). In this sense "reality is an ongoing accomplishment" (p.15) The ongoing flux of life is sorted, differentiated and labelled (Weick et al, 2005). In this sense this process is counter to the rationality of "management" in terms of planning and taking action, rather an ongoing conversation manifests events into actions, through what seems plausible (Weick, et al.,2005). Boje (2014) describes the process's retrospective aspects with concerns and suggests that it can iron out or change some of the living details of the experience. This will be discussed further in the section about types of stories and how Boje overcomes this challenge with a different conceptualisation of story which embraces both present, past and future.

Weick (1995), draws on Wiley, (1988) to describe three levels of sensemaking which go beyond the individual, the first of which is the interactive level. This level bridges the individual and collective sense of meaning. Through intersubjectivity, interaction emerges through "the interchange and synthesis of two or more communicating selves" (Wiley,1988, p. 258). This is a two-way process, individuals affect others, and are in turn affected by the process of interaction. In fact, the social aspect of sensemaking influences what is singled out and paid attention to from the stream of experiences, affected by how the sensemakers are socialised, and their anticipations about audience expectations (Weick,1995). This is termed a "collective induction of meaning" (Weick, et al, 2005, p. 418) and captures the point that sensemaking is social, and that shared meanings can emerge through this process (Maitlis and Sonenshein, 2010). However, there is also the view that when shared sensemaking occurs through storytelling, stories are negotiated (Weick, Sutcliffe and Obstfeld, 2005). Through sharing stories, disagreement and discussion can take place and ideas shared and developed (Ryfe, 2006). By being sensitive to the power relationships during discussions any issues could be noticed when exploring how this negotiation took

place (Loihuis, Sools, van Vuuren and Bohlmeijer, 2016). In fact, sharing and negotiating stories could be seen as a way of identifying a common ground (Weick et al.,2005). This is polyvocal and dynamic and will change and develop dependent on changing social context; sense made develops within a social structure (Husserl, 1989, in Henriques, 2014). Multiple theories exist about what is happening and what action should be taken as people work interdependently (Weick, et al., 2005) and develop shared expectations about what might happen (Mailtlis and Sonenshein, 2010). How sensemaking operates to align or diverge meanings created is a useful lens to view how novel and changing experiences are understood alongside teams being made and unmade and the social nature of the team itself acts as a resource for coping with change (Einola and Alvesson, 2019).

Stories and narrative have been used both interchangeably and viewed as equivalent (Polkinghorne,1988) and also defined separately with a range of different aims ascribed to them from finding a route to understand actions taken (Czarniawska, 1997), getting close to another's experience (Clandinin and Connely, 2000), to organise one's own experience (Bruner, 1992) or build trust and understanding (Auvinen, Aaltio and Blomqvist,2013). Starting with narratives, Gabriel (2001) contrasts narrative and story by using the analogy of narrative as facts as information; story as facts as experience. Narration can also be viewed as communication and as knowledge, the results of common actions, representing experiences with a particular voice and interpretation. In "Narrating the Organisation" Czarniawska, (1997) uses drama as a metaphor which is described as an enacted narrative that is an umbrella metaphor for other things such as enacted stories. These histories of narratives can reveal how narratives are constructed and used in relation to power and quests for meaning (Czarniawska, 1997). Reissner (2010) suggests a more dynamic link between the two, in that narratives are more mature accounts that subsume several stories that share a collective meaning and can be reconstructed from individual stories they relate to. Boje, (1991) defines narrative using Aristotle's poetics - a whole telling with a beginning, middle and end, sorting characters and themes into one convergent plot which he also describes as silencing living stories of experience. There are narratives and counter

narratives all bound up in power and politics of organisations. In this sense then narrative can be viewed as either a broader term for a collection of stories or a device that in some way is more factual or containing of the lived experience of the story itself. The other important point raised in these two latter definitions are that narratives are usually retrospective. Given the aim of this research is to explore how restorying can facilitate teams to generate a sense of different future possibilities during their experiences of organisational change, I will focus on stories and not narratives as outlined here.

And so, what is a story and how does this link to making sense of or understanding experience? Organisational stories are positioned by Gabriel (2000) as a special case of narration and can be categorised in various ways; as myth and legends, stories are used to entertain, or carry some sacred meaning or didactic message. Through sensemaking they are seen to reveal hidden subjective meanings and can explore the nuances of team members' experiences of organisational change such as consolations, solutions and a means of coping (Gabriel, 2000). Their "staying power" in an organisation may reflect further the organisational values at its core, privileging some stories over others, or excluding marginalised voices (Gabriel, 2000; Thurlow and Helms – Mills, 2014 and 2009; Sinha, 2018). Stories about the expected may not be interesting, but stories of the unexpected can inform the reader of the ideologies or subjectivity of the group or storyteller. In the presentation of the story, we can be both author to ourselves, to others and to an audience (Polkinghorne, 1988). Meanings are made and filled in by audiences using their own subjectivity (Bruner, 1990). Interviewees reflect their own experiences by telling a story (Reissner, 2010).

Boje (1991) defines stories differently, casting them as the opposite to narrative: dispersive, unravelling, relying on imagination, and co-construction. They are characterised as polyphonic, combining a range of expressive styles, times, spaces and discourses. These "living stories" are described by Boje (2014) as emergent, unfolding, wave energies that are not finished and may not even have a fixed beginning. They are full of the lived experiences

of the tellers, with emotions, thoughts, hopes and dreams. These stories are the antithesis of fixed, power laden narratives and counter narratives which Boje (2014) refers to as beginning, middle, end narratives. A **B**eginning, **M**iddle, **E**nd narrative (B.M.E.) is the finalised, agreed, version of a series of events which can become dead to experience, the official, sanctified version which emerges out of experience through retrospection and cultural expectations (Boje, 2014). These narratives are abstract and generalised and as such these dominant narratives can silence or "tidy up" (p.4) living stories (Boje, 2014). The influence of management practices – (in this case consolidating fixed narratives) on everyday sensemaking of change has been further described as closing down discourse and reflexivity (Guiette and Vandenbempt, 2015). Boje has also proposed another type of storytelling called ***antenarrative.*** These are described as a bet on the future, linking from living stories to narratives, before they become fixed as a B.M.E. narrative. As there are several possible futures, so there are antenarratives – which ultimately coalesce and make particular futures more probable. In essence they are the spaces of possibility in-between stories (Boje, 2014).
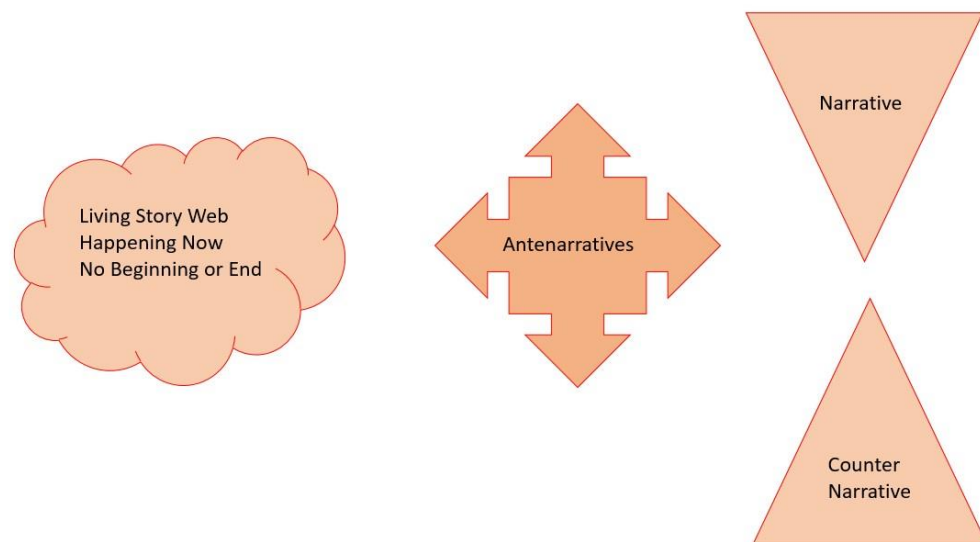

Figure 2.2 Types of storytelling Adapted from Boje (2018)

It is this framework of storytelling that I adopt in this thesis. My interest is focussed on what happens to the "living stories" of organisational change experiences which are full of emotion, experiences, hopes, dreams and possibilities that may emerge as partial accounts, both contested and agreed shared understandings. Full of life, these stories are yet to be crushed or reduced to a formal narrative and are rich representations of the moments of life (Boje, 2014). How do antenarrative stories link to them and create possible futures? Temporality is disrupted as past, present and future weave together in multiple possibilities (Boje, 2014). This approach aligns to the idea that change is complex, multi- faceted, and is inextricably linked to learning and organising. The stories of experience emerge as does organisational change.

This research is based in a team environment and seeks to explore stories from this collective. A collective story is the process by which individuals share the role of author, negotiating and sharing the process of creating the story as it goes along. Sharing and pulling together an account creates a whole that is polyvocal and inclusive, a living story full of energy and emotions making sense of shared experiences, with multiple, unfinalised plot lines (Boje, 2014, Reissner, 2008). In this sense the story is jointly told through social interaction. This contrasts with an alternative perspective where stories can be termed "composite", as pulled together from individual narratives by the researcher retrospectively (Sonenshein, 2010; Reissner, 2010). In my research the former approach will be used and explained in the methodology section. Shared stories can build shared meanings (Goffman, 1959), and can accommodate ambiguity, providing a version of working reality (Boje, 1991; Brown, Colville and Pye 2015; Goffman, 1959). They can accept diversity and paradox, and can build empathy, trust and an understanding of group differences (Auvinen, Aaltio and Blomqvist,2013; Boje et al.,2016; Brown, Gabriel and Gherardi,2009; Schein, 2010). So, my position on sense making and telling stories is that it is a collective endeavour, formed by social interaction. The story that is created is not a finished product with a beginning, middle or end and is perhaps never

finished. It can be multi-voiced, and reflect upon the past, present and the future simultaneously. In this way, my conceptualisations of stories mirror the subject I wish to explore, change. Both are social, iterative and ongoing, formed by many voices, not relying on, or coerced by a single authority.

2.2.2 Restorying as an Intervention to generate future possibilities

Restorying has been used to examine how individuals and teams might rewrite their collective experiences, and negotiate and develop collective memories (Boje, 2014). This involves examining a problem saturated story and retelling the story again deliberately using a different perspective, or character, considering the benefits and disadvantages of the dominant story and using this to find opportunities to tell different stories with different opportunities and advantages. This might involve remembering different aspects of an experience, considering, or imagining different viewpoints, or adding details previously neglected in a particular story. The outcome of the process is for individuals or teams to make a different sense of the past and the present together, and to use this to imagine different possibilities for the future. Through accommodating a more polyphonic approach to retelling a story, stories are less rigid, and can fluctuate and are always unfinished and unmerged, suggesting metaphors of sea currents or weaving and tapestries (Boje, 2014).
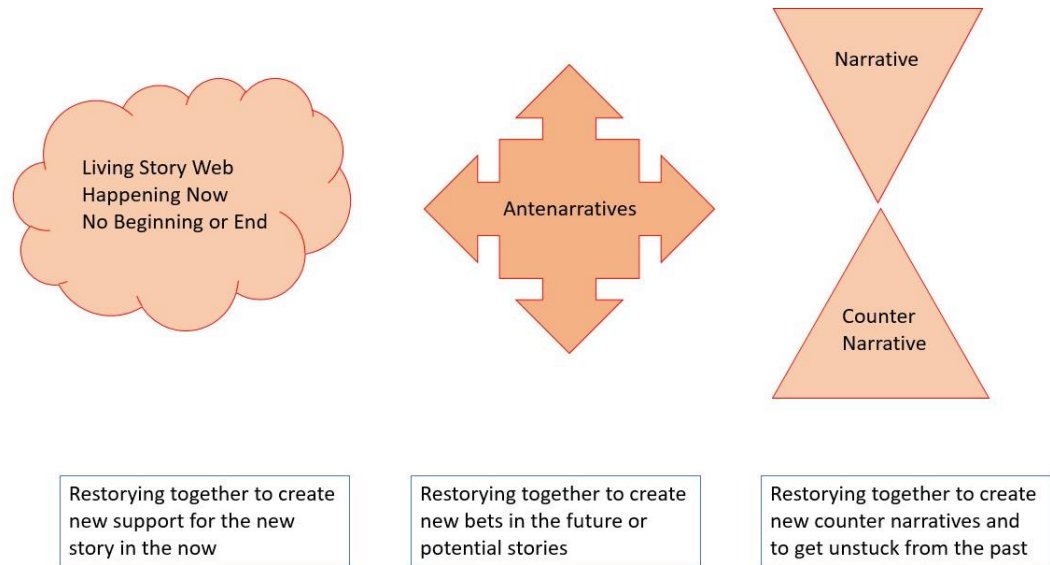
Living Story Web
Happening Now
No Beginning or End

Antenarratives

Narrative

Counter
Narrative

| Restorying together to create new support for the new story in the now | Restorying together to create new bets in the future or potential stories | Restorying together to create new counter narratives and to get unstuck from the past |

Figure 2.3 The Restorying Process from Boje (2014)

The origins of story disruption can be found in both therapeutic practice (White and Epston, 1990) and in the adult learning literature (Mezirow, 1991) and there has been some application of these ideas to organisational change in dialogic organisational development and appreciative enquiry (Busche and Marshak,2015; Gilpin – Jackson,2015). These approaches have all used the idea that a disruption to a story can be reflected upon critically and then used to question one's assumptions to generate and explore new alternatives (Mezirow,1991).

Extending this idea, Boje's (2014) unstoryability, storyability and restorying model suggests that there are elements of experience, which could remain unstoryable.
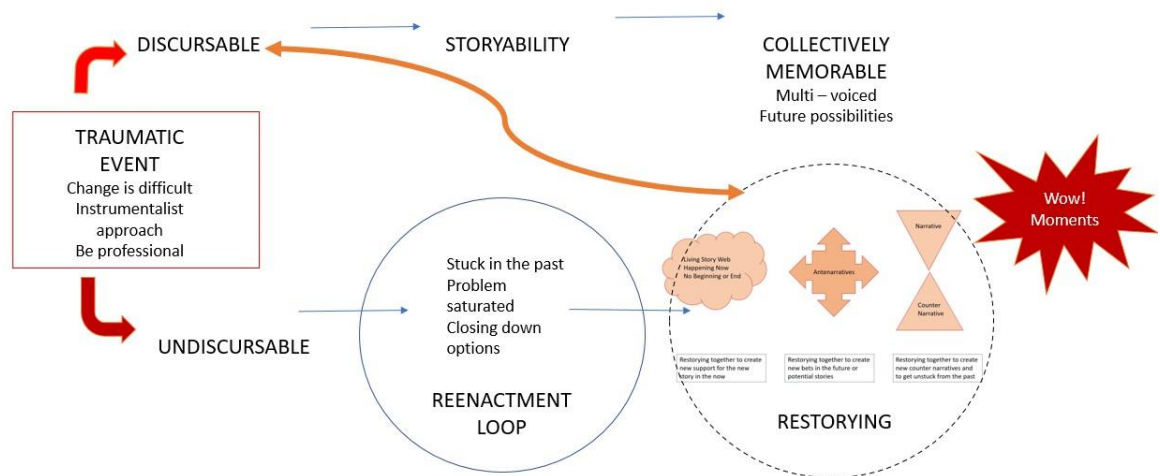
Figure 2.4 Based on the Unstoryability Process from Boje (2014)

In retrospective sensemaking, we tend to undo lived experience, omit parts and sequences, and potentially become stuck in a particular narrative that is frozen or petrified (Czarniawska, 1997). Boje (2014) suggests that this unstoryable nature of a traumatic event (or in this case potentially a difficult experience of change) can lead to re-enacting negative loops repeatedly, disassociating or disconnecting from the event, and a repression of feelings or responses of lived experiences leaving us stuck in the past. This does not allow us to consider alternatives, hence through restorying new possibilities or by finding little "wow" moments (Boje, 2014, p. 216), restorying creates space from dominant narratives for us to enact our preferred stories or imagine new ones allowing development of the self and others (White and Epston, 1990).

These little revelations in our reimagining of stories also have a broader contribution towards offering a methodology for imagining the future. Gümüsay and Reinecke (2022) pose an interesting challenge about how desirable futures can be imagined in response to societal

challenges. They suggest that settings or "future labs" (p. 239) where talk and narratives can make an imagined future accessible and visible would encourage these acts of imagination and thus allow an understanding of how these desirable futures can be achieved. It is the very act of restorying the past and the present that allows us to reimagine the future – building new theories about what might or could become a reality. This informs action. Through making sense of an imagined future reality, we are talking it into reality, and turning events into actions (Weick, et al.,2005). Through generative processes we are imagining people and organisations at their best (Wellman, 2012) and remembering that through self-change, change can flow through wider teams and organisations. This responds to the idea of hope as articulated by Carlsen, Landsverk –Hagen and Mortensen (2011) - hope can be generative, stories of possibilities make new meaning horizons, opening up hope as a future oriented process and as a counter to closed thinking. By believing in "imaginings" (p.297) previously unarticulated horizons can enable different futures (Carlsen et al.,2011).

This changes the idea of practical action and collective agency, by embracing the unpredictability of the future and the fact that we cannot predict what the outcome of our actions might be, we must instead focus on our actions and their motivations - judging from a stance of outputs not outcomes - have actions been made with good intention and do they open up possibility and allow further action to take place? (Stacey, 2011). These agentic mechanisms allow us to be proactive and act and co-create new possibilities in the moment. Actions themselves are not just responses but co-create the change process itself, the importance of "small acts" (p. 765) can lead to change that is internally driven as well as externally influenced and this is overall a more generative approach to examining the experience and process of change (Golden-Biddle and Mao, 2012). Gretchen and Spreitzer (2012) discuss the aims of the last few decades of positive organisational scholarship as finding an affirmative bias and "unlocking latent resources" and perhaps this generative approach does just that. This also responds to the notion of collective agency, through sharing motivations via telling stories, our collective intentions can form a powerful way to rationalise joint action (Tollefsen and Gallagher, 2017). In this way our belief that our

intentions and rationalised actions are efficacious, even if the outcomes are uncertain, we choose to act, maintaining 'the hope that we can make a difference' (Caldwell, 2005, p. 111). This alternative view of change also achieves other outcomes such as finding an adaptation or learning focus which can also lead to more sustainable outcomes (Pfeffer, 2010). Building scope for positive results from negative events is an opportunity that is an alternative to reducing or dismissing change responses as unnecessary noise (Golden- Biddle and Mao, 2012).

This contrasts with the focus in more managerial instrumental literature on the management of change which gives individuals responsibility to be resilient or ready to change and to be the resourceful, ideal worker (Evans and Reid, 2013). Rather than accept change being "done to" teams this approach to intervention offers a possibility that in some way power can be challenged and change made sense of differently. This challenges the internalised or untold story that resilience is required in the name of professionalism (Cicmil, Lindgren and Packendorff (2016). Alternative ideas about resilience have come to prominence in organisational discourse and can be construed as a way of co-ercing employees into accepting the terms of new austerity, overwork and the neoliberal state (Gill and Orgad, 2018). It is concerning that negative emotions or behaviours and attitudes towards change are at times labelled "dysfunctional" (Avey et al., 2008, p. 64) and individual constructs are leveraged purely for organisational benefit (Avey et al, 2008).

An alternative perspective on change is much needed. Pfeffer (2010), lamented that the focus of sustainability literature is on economic and physical factors but not social, human or wellbeing aspects. Considering change differently puts the employee at the centre of the organisation, and views the organisation as an enabler of their happiness (Bhatnagar, 2017). This is what I mean by considering a more positive or compassionate approach to change. Perhaps there is an alternative, where social and psychological well-being is part of a wider sustainability agenda around organisational change which goes beyond organisational

change outcome measures. Other research has suggested that social and economic prosperity should be valued in the round, and that we should remind ourselves that governments and business have a responsibility for public interest, centred on human wellbeing in thriving societies (Lima de Miranda and Snower, 2020).

To intervene in the team process or experience of change we need to move beyond the individual, this builds upon the need to understand change as relational action and translates principles such as those suggested by Drake (2007) in narrative coaching, from a one to one to a more collective context - to generate stories of experiences, allow them to unfold and listen to what has not yet been storied – described as in this context as 'story launching' (p. 292). Interestingly Drake also suggests that coaches should focus on getting clients to recall instances of a desired new story to anchor potential changes in both the present and future. Schein, (1995) makes another important point about the process of intervening in organisations, he advocates what he describes as a clinical process approach in developing an inquiry that prioritises the participants' needs (Schein 1995). In this sense relational approaches to enquiries are collaborative, participatory and based on shared meaning creation (Øland Madsen, Rasmussen, Larsen and Hersted, 2018).

Team interventions have been described as a group process with the aim of improving personal relationships. Klein, DiazGranados, Salas, Le, Burke, Lyons and Goodwin, (2009) suggest that a team intervention is characterised as a team building activity with the aim of goal setting, developing interpersonal relations, clarifying roles, or creating additional capacity for problem solving. Shuffler, DiazGranados and Salas (2011) suggest that a team development intervention follows a general framework for development, driven by learning objectives. This perspective on intervention responds to the research aim because the "restorying process" (Boje, 2019) reveals opportunities for collective learning not from the analysis of an "expert" or input from a change agent or leader but by the team learning to share, reflect and learn for themselves. They can negotiate their own sensemaking and generate alternative futures on their own terms.

2.3 Literature Review of Organisational Change with a Narrative Praxis

2.3.1 Stories as individual experiences of change

This table offers a summary of change literature within this perspective that focuses on how individuals use of stories can illuminate aspects of the individual organisational change experience.

Purpose of Stories	
Stories as defining an ideal experience or a tool for change agents	Kotter and Rathgeber (2005) Rouleau (2005) Rouleau and Balogun (2011) Reissner, Pagan and Smith, (2012) Briody, Pester and Trotter, (2012) Teulier and Rouleau (2013) Van Hulst and Ybema (2020)
Affirming experiences as positive	Whittle, Mueller and Mangan (2009) McMillan and Perron (2019)
Building identity	Bryant and Wolfram-Cox, (2004) Reissner (2010) Reissner (2011) Van Hulst and Ybema (2020) Van Hulst and Tsoukas (2021)

Table 2.3 Overview of narrative practice-based research focussed on individuals

Story-telling research has been used to communicate the ideal change experience or as an approach that allows change agents to understand or influence the experience of change recipients to progress the change process. Even models such as Kotter's 8 step change process (1996) have been represented in story form as a metaphor for recommending how change should be approached, for example, Kotter and Rathgeber (2005) "Our Iceberg is melting". In an interview with Freifeld (2008) Kotter suggests that stories are powerful metaphors that can drive action. However, this has been critiqued by Reissner, Pagan and Smith, (2012) as not quite so straightforward as metaphors as open to interpretation. In this case the story itself could be viewed as a positive prescription for change or a more subversive account that demonstrates the challenges of instrumental approaches to managing change, e.g., everyone has a part to play, or everyone is co-erced whether they

agree or not (Reissner, et. al, 2012). This is a good example of how a performative approach to implementing change *on* others to a standard best practice is not always achievable or representative of experiences. Van Hulst and Ybema (2020) examine individual storytelling in an ethnography of a police station and consider what makes a story tellable and what triggers storytelling - they suggest that dominant practices in the setting might influence what is tellable or entertaining or relevant to others. Whilst they do not mention the specific limitations of needing to be professional about change, they do talk about "tuning stories" (p. 384) and suggest that place has a part to play in influencing the stories told. This sensitivity to setting is important in the context of change and the idea that in some settings there are aspects of experience that might remain "unstoried" as well as perhaps the impossibility of prescribing an ideal experience of change.

Change agents or managers have also been found to use stories or storytelling to influence change recipients' experiences and de facto responses. I use these terms here as represented in the literature, whilst acknowledging that this is not reflective of my own approach which as previously stated suggests that change can potentially be instigated and imagined in a more distributed way. Teulier and Rouleau (2013), examine how middle managers find space to translate and edit change sensemaking to reframe problems during intensive working sessions with colleagues. Managers have also been found to use stories and sensemaking to help change recipients make sense of change. Change agents were found to be translating and making sense of stories from senior managers and sense giving to employees has also been explored, showing how tacit knowledge and shared experiences are key to telling stories that are plausible and credible, effectively selling change to employees (Rouleau, 2005). Discursive practices such as crafting, staging, and performing conversations were found to bring people onboard with change processes (Rouleau and Balogun, 2011). Stories have also been used as a tool to spearhead change, both to analyse existing culture and to drive change and engagement in changes (Briody, Pester and Trotter, 2012). These processes of refining sense made, and sense shared offer a more in-depth understanding of a change experience but are still focussed on informing future

management action in an instrumental sense and potentially overcoming change resistance. This does not consider the resources of individuals or teams to generate sensemaking or possibilities of change themselves.

Some individual storytelling research has however found that stories have also been used as a resource for individuals experiencing change. For example, during failed change, the development of stories portraying individual identities changing from villain to hero allowed an individual to "save face" and position themselves in a way that allowed them to maintain their social positioning in the organisation (Whittle, Mueller and Mangan, 2009). Some benefits were initially unrealised by individuals, McMillan and Perron (2019) take a critical hermeneutic approach to examining how nurses engage with power, voice and politics during organisational restructuring and find through their stories that they had more agency than they realised when telling stories about personal experiences of change in interviews. This is certainly more positive and recognises the resources of an individual change recipient but does not consider the power of the collective and is mainly retrospective as opposed to generating future alternative possibilities for change.

Another body of work which views storytelling as a resource, considers the role that stories can play in identity building. Conversion Stories about personal change transformation can play a positive role in organising, decision making and personal identity building (Bryant and Wolfram-Cox, 2004). A growing sense of self has also been found to offer some sense of support or ability to survive change (Reissner, 2010). In order to preserve a sense of identity, the incoherence of change needs to be socially constructed and negotiated to reflect values and reduce anxiety (Reissner, 2010 & 2011). This might involve reframing interpretive schemas to accommodate changes and incorporating this into or using it to maintain personal identity. However, this research is still primarily at the individual level or represents an aggregated sense of a collective experience through composite stories. Again, this is more retrospective and not generative. Adapting to future requirements of

organisational change is an aspect of taking different actions in response to it. However, the generative ability of change recipients' stories to vision and create new possibilities for change itself, has not yet been fully explored in this approach.

More recent research by Van Hulst and Tsoukas (2021) proposes an understanding of extended narrative sensemaking in interviews with police officers to elicit stories about extreme or critical situations. They proposed three phases of sensemaking and storytelling: enacting situations in the moment where antenarratives may need immediate revision on the spot to resolve a situation, emplotting further retrospectively and elaborating upon emotions felt by using metaphors and descriptions and then reviewing and incorporating new identities and fuelling a quest to improve future practice. This reworking of the life story has a future focussed element, and hints at a generative aspect. However, this has not yet been applied to collective sensemaking.

2.3.2 Experiences as collective during change – organisations and teams
This table summarises literature from a narrative practice perspective that has a more collective focus.

Purpose of Stories	
Poly vocality of change	Dawson and Buchanan, 2007 Dawson 2013 Beech, McPhail and Coupland, 2013
Collective Identities through change	Brown, Stacey and Nandhakumar, 2008 Rodriguez and Belanger,2014
Team as contested	Lohuis, Sools, Van Vuuren and Bohlmeijer, 2016
Power and change "management"	Balogun and Johnson 2005 Merkus, Willems, Schipper, Marrewijk, Koppenjan, Veenswijk and Bakker, 2017
Collective sense of place and change	Stensaker, Balogun and Langley, 2021

Table 2.3 Overview of narrative practice-based research focussed on collectives

Individuals can take part as authors and audiences for different stories which are different versions of the same event, for different purposes (Dawson and Buchanan, 2007). Rather than a converged or singular narrative, a sense of a more multiple and dynamic range of stories begins to emerge which are mutually reinforcing enough for the group to behave together. This establishes an important point, that collective narratives can be polyvocal and do not need to be reduced to a single, agreed narrative. In Dawson (2013), different meanings were ascribed to the same change stories by managers and employees, such as over-nostalgic war stories versus a valuing of the past. In this sense where the power lies, the privileged story might also reside. This has been developed further by critical scholars who acknowledge the polyphony and partiality of experiences. Beech, MacPhail and Coupland, (2009), examine contested stories of an organisational change and find that stories from senior managers, peons and saviours did more than represent three different versions of the same story. In some ways the stories were self-referential, where characters were imagined to allow the plot to proceed, e.g., the saviours needed a character to save. It was suggested that these dialogic resources were used to maintain an identity of the self through change, maintaining boundaries between groups. These "self-sealing" (Beech et al., 2009, p.348) stories interacted very minimally with each other. Whist these polyphonic stories are presented as projective of the past, present and future, there is less a sense of a deliberate intervention aimed at deliberately generating imagined possibilities, perhaps there is some latent ability here which could be released as discussed by Gretchen and Spreitzer (2012) -a potential reality which we cannot yet fully articulate?

The role of sensemaking during change for identity purposes is also revealed by the development of group narratives, but there is also room for manoeuvre to develop individual positions and presentations (Brown, Stacey and Nandhakumar, 2008). For example, a narrative analysis of multiple organisational changes in a healthcare setting found that the story metaphor of a journey supported a team's collective renegotiation of their team identity during change as they created their own itinerary for change. As the journey changed, so did their identity as a group; firstly, as members of the team or, those

leaving, to later on, "change pioneers" (Rodriguez and Belanger,2014). In this sense stories facilitate learning and developing team identity, however, the role of management in using the most salient identities as a change lever is also part of this story and so in this sense stories could be viewed as a management tool as much as a tool for the teams themselves.

There is a potential challenge in considering the social nature of change and the nature of the focus on the team - the fact that the collective or team can be seen as a contested term. In a storytelling study by Lohuis et al., (2016) one of the five teams observed worked more individually and did not share or co-create stories in the same way as others. This darker side of teams cannot be disregarded in terms of the view of collective experience. Aspects such as concertive control, presented by Barker (1993) suggest that teams can form powerful self-control processes by forming and normalising particular values and behaviours. Peer pressure and these self-guided rational rules create even more powerful and yet invisible bonds for team members. This can create reified binaries, for example around gender, where assumptions are made about perceived skills, roles or rules thus perpetuating inequality (Hawkins, 2013). Values and norms created within the team influence social interactions (Barker, 2000). Sinclair (1992) refers to the teamworking ideology as a possible tyranny, whereby there is a simplistic view that confluence is good, conflict is bad, and power and emotions are subversive.

There remains a question as to whether change can really be managed at all in a collective context. Balogun and Johnson (2005), explore change recipient interactions and they are richly described, a full picture of experience is revealed in the context of people creating and maintaining their own intersubjective worlds. Through interactions with others, new understanding and sense is made. Schematas change and these informal processes continue to make unintended, unmanageable outcomes as change emerges. Individuals both receive and give sense made about change. Within a group, interpersonal interactions between change recipients can contribute to sensemaking of change to build continued mutual

understanding (Balogun and Johnson,2005) This shared sense making could be viewed as an accomplishment - creating collectiveness could be perceived as hard work (Merkus, Willems, Schipper, Marrewijk, Koppenjan, Veenswijk and Bakker (2017). It is these shared stories of experience about organisational change that I seek to access via a storytelling intervention btu to build upon this to incorporate the idea of generativity for the future – created by the teams themselves.

In an exploration of the context of this sensemaking, Stensaker et al. (2021) find that the place in which interactions occur, according to physical proximity can affect the intensity of interpersonal interactions and thus the nature of encapsulated and repeated narratives. Whilst this was a retrospective piece of collective storytelling, it is interesting that this resonates with Jørgensen (2022) who stresses the importance of space in creating opportunities for stories to appear. This links to the final discussion on research that uses interventions to facilitate generativity of future possibilities. How can intervention create a space for collective stories to emerge?

2.3.3 Interventions during change – as an approach to facilitate teams to generate a sense of different future possibilities during their experiences of organisational change.

This table summarises literature that extends the notion of a collective perspective on change by introducing particular interventions in the team environment.

Purpose of Stories	
Creative Interventions	Langar and Thorup (2006)
	Trabucchi, Buganza, Bellis, Maganini, Press, Verganti and Zasa (2022)
Sharing Stories	Luscher and Lewis, (2008)
	Simpson (2012)
Learning	Ramsay (2005)
Restorying	Boje, Rosile, Saylors and Saylors (2015)
	Schedlitzki, Jarvis and MacInnes (2015)
	Flora, Boje, Rosile, Hacker (2016)
	Dawson and Sykes (2019)
	Jørgensen (2022)
	Dowsett, Green and Harty (2022)

Table 2.5 Overview of narrative practice-based research focussed on collective interventions

Langer and Thorup (2006) explore experiences of a change programme, wishing to identify the "hopes and dreams" of employees (p.378). In this participatory action research, a bottom-up approach, provided employees with creative ways to express their ideas about the organisational changes at an airline. However, the change itself is described as facilitated by management who have ultimate accountability for the process and outcomes of change which seems to ultimately defer to a more traditional top-down approach to change implementation. Trabucchi et al., (2022) design a series of pragmatic, participatory story making workshops where individuals were encouraged to write and then share their own transformation stories about how they could take action to embrace organisational change. Whilst focussed on generating shared knowledge in a creative way, the interventions were positioned in part as a management tool - creating a commitment to the required behaviours and the sensemaking of change required to achieve organisational transformation. This is

perhaps less generative of possibilities and is more instrumental in its focus on outcomes. The secondary purpose of promoting collective learning was an interesting point though.

Luscher and Lewis, (2008), used collaborative sparring sessions with managers, in which issues regarding change management were debated as a group and alternatives considered. This supported the development of the groups' understandings of their own sensemaking of the paradoxes of change which they could then reflect upon and use in their management practice. Simpson (2012) uses complexity theory to explore how leaders engage with "not knowing" about the exact future of an organisational change and suggests that this capability might contribute towards effective change management. His examination of a group of six church leaders revealed that they developed narratives about change over time through collective conversation and reflection about real situations where they were in a position of "not knowing". By using a framework based on complex responsive processes of relating, further examination positioned change as a change in conversations - change is seen to emerge. Themes and patterns form and reform, emerging themes may not emerge in the managers' expected direction and the different nuances of informal or unconscious emerging themes may be challenging to engage with.

Perhaps more future focussed, storytelling has also been used to research organisational change, demonstrating that stories can be used as a learning and reflective way of understanding change, which can naturally accommodate a more polyvocal account of change experiences revealing how some stories take hold in organisations and for what purpose. Ramsay (2005) refigures Kolb's experiential learning cycle as a narrative reflective cycle, revealing opportunities for action but also allowing multiple versions of narrative reality rather than a singular concrete experience of it. Hearing others' stories and then re-narrating them, combining them in some way or appreciating both in a mutual way, rather than one story gaining power over another gives opportunity to see possibilities and to take action (Ramsay, 2005). It is through this reflection that learning takes place and action is

developed in the light of others' stories and this is the process of change (Ramsay, 2005). Whilst this process is not explicitly linked to change management, it facilitates team level change and learning.

Restorying has been used as an intervention to enable reflection on leadership practices, both in a classroom setting (Schedlitzki et al., 2015) and in a theatre-based setting to embody the restorying process Boje et al. (2015). In both cases, restorying was used as a vehicle for individuals to reflect upon leadership practices and to engage in sensemaking in both the past, present and future. Groups were encouraged to share stories around leadership practices and to restory alternatives so that different understandings of leadership situations were revealed including the nature of power dynamics at play. Flora, Boje, Rosile and Hacker (2016) extend this process into an embodied restorying intervention aimed with a therapeutic intent at families of war veterans. This approach facilitated veterans and their families to use restorying to change unstoryable experiences into storyable aspects – creating liberation from problem saturated or stuck narratives to move forwards to create future oriented stories that could gain social support in their context.

Jørgensen (2022) questions how the link between space and storytelling has the potential to open up possibilities for intervening in organisational practices. By linking stories as both place and space using an Arendtian definition of storytelling that locates it in the spaces between people where action can happen and create something new – the act of restorying can both inspire new beginnings and offer future potential for collective action (Jørgensen, 2022). By calling for wider spaces for others to enter to create collective stories there is an invitation for an affirmative interventionist approach such as the series of interventions used in my methodology. This will provide empirical material in support of this approach. The examination of time and temporality in storytelling also supports an interventionist approach regarding emerging events and how sense is made of future scenarios - suggesting a future direction of research should be to explore techniques for exploring different

temporal modalities in this light and to reflect on how practices are reconstituted and rewoven in time (Dawson and Sykes 2019).

Dowsett, Green and Harty (2022) take futurity a step further using foresight-based storytelling – where artefacts are used in participatory workshops to promote storytelling about potential technological futures, to build imagination, and to exchange experiences. Whilst not explicitly labelled as restorying, scenarios were commented upon, discussed, and reworked in the light of advantages, disadvantages and possible changes needed in the organisation and industry to make the changes happen. This could be viewed as a form of restorying to achieve or imagine future change possibilities using the experience and expertise of practitioners in the field. This has also been considered in strategy as practice - story based techniques can contribute to an organisation's goals – linking to potential in strategic futures (Fischer-Appelt and Dernbach, 2022).

Restorying as a 'future making practice' represents an important area of enquiry in organisation studies as these have been positioned as a phenomenon in themselves (Wenzel et al., 2020). By exploring an intervention that seeks to guide teams to generate possibilities together for the future during change experiences an alternative understanding of the change experience offers a practical praxis – a way of improving change practices. This aligns to a more appreciative view of organisational change (Golden –Biddle and Mao, 2012) and responds to a gap in the literature by offering empirical evidence of how restorying can generate future possibilities during a change process through a novel intervention method.

This chapter has set the context of my chosen perspective of a narrative praxis, offering an alternative view of organisational change as complex, dynamic and relational, whereby teams themselves are a social resource to make sense of change on their own terms. Through discussing conceptual definitions of narrative and story, the role of sensemaking as

a collective, negotiated process of meaning making is evident. By using Boje's (2014) terminology, narratives are the fixed Beginning, Middle End (B.M.E.) accounts that are finalised and devoid of emotions whereas living stories and antenarratives are more partial, experience filled, and polyvocal, always offering different opportunities for a new storied plot line or possibility to come to life. Through the process of restorying, consciously recreating alternative plot lines from power laden narratives, a more appreciative, positive position can be taken upon generating multiple possibilities for the future during the change process. As collective sensemaking is explored and negotiated, so comes shared intention to act, building a framework for shared agency and taking action upon the teams' own terms, not enacting the directives of others.

By exploring the use of stories in the change literature, the importance of experience for individuals, and teams as collectives and the use of team interventions, my contribution is made clear. Using a team intervention that aims to explore how restorying can facilitate teams to generate a sense of different future possibilities during their experiences of organisational change is my novel methodological contribution. My knowledge contribution to the narrative practice change literature is to generate empirical knowledge that demonstrates how agentic mechanisms such as restorying can generate more positive and hopeful possibilities for change processes and allow teams to imagine different possibilities for future change and also different possibilities for change processes. This contributes to practice by demonstrating how it might be helpful for employees to explore change possibilities in relational spaces during times of change, and that through a restorying intervention, employers could facilitate this exploration.

The next chapter in the story will introduce the use of stories as method and its use in accessing experience. It will discuss why an intervention approach was used and describe how the interventions were designed both in terms of content and facilitation approach and the way empirical material was collected. It will include a section on how the Covid-19

lockdown affected my plans and the adjustments that were needed to move online. It will discuss how the use of thematic analysis (Braun and Clarke, 2013) was an ideal method of analysis to construct themes from story content and participants' dialogue to reflect the Unstoryability theoretical framework (Boje, 2014) and to explore the relationships between narratives, living stories and antenarratives revealed by participants during the interventions.

Chapter Three: Creating Places to Explore the Storytelling Field Together: Methodology

Figure 3.1: Researcher's Illustration capturing an idea of the space available for exploration as a collaborative endeavour

The storytelling field is rich and complex: dynamic interactions between grand narratives, living stories and antenarratives form and reform across time and space, between and in-between people (Boje, 2014). It can be explored to understand teams' experiences of organisational change through their storytelling practices. The ontology of the change experience is as a nonlinear flux of happenings in our consciousness that stops, starts and reconfigures itself in different directions as we stop and reflect, and make sense and bring these moments into being. As time moves forwards that sensemaking of change on a micro, team level, can be conceived of as relational and polyvocal experience, made sense of in the practice of storytelling (Weick, 1995, Wiley, 1982).

This research aims to explore how a team intervention using restorying can facilitate teams to generate a sense of different future possibilities during their experiences of organisational change, be that to think about change differently, or to behave differently towards themselves and others. This exploration of the "storytelling field" seeks to respond to the following questions:

1. How do teams as collectives use restorying together to make sense of their change experiences?
2. How can the use of restorying facilitate the generation of future collective possibilities for teams during their experiences of organisational change?
3. How can the use of a team intervention over time both facilitate and be a method to explore the shared process of this generative sensemaking?

Starting with a story of my own, this chapter begins with an introduction to my participants and of my initial encounters with them prior to starting the research. I will then consider my philosophical stance towards answering my research questions, providing an overview of the

idea of interpretive and critical research and how my methodology can be positioned as both interpretive and critical - a clarification of my assumptions if you will. I will then discuss narrative and storytelling in action methodology as a perspective to understand how sense is made of experience through the practice of storytelling and will discuss why a collaborative approach is important. I then suggest that an intervention approach is uniquely placed in this exploration of change to facilitate the storytelling process.

Having set the context for the research design I discuss three aspects in turn: the design of the research; methods used to collect the empirical material and the approach taken towards the interpretation of the material. The design section will describe how the interventions were designed both in terms of content and facilitation approach as well as conversational interviews (Boje and Rosile,2020). This discussion will also include a section on how the Covid lockdown affected my plans and the adjustments that were needed to move the research online. A discussion about collection of material will review how stories and other empirical materials were collected, during interventions and supplementary interviews. Finally, I will discuss how stories were traced and mapped (Braun and Clarke, 2006; Hitchin, 2015) to explore the relationships between narratives, living stories and antenarratives constructed by participants. Additionally, the use of thematic analysis (Braun and Clarke, 2013) was an ideal method of interpretation to construct themes from story content and participants' dialogue to reflect the Unstoryability theoretical framework (Boje,2014). I will conclude by discussing the key ethical considerations.

3.1 The context for this storytelling field- from field notes and journal reflections.

My fellow travellers were members of an engineering organisation which is part of a larger, international corporate group. The organisation has been owned by different company groups during its long history. The local site has approximately 3000 employees, performing

a range of technical, management and manufacturing roles. In 2019, the UK organisation undertook a transformation programme which was focussed on changing ways of working, moving to more matrix management structures, and improving performance including product delivery and customer service. In 2020 the organisation was also affected by Covid – 19 restrictions, moving many staff to homeworking and changing production working to ensure Covid safety. Some sites abroad were in virus hot spots which involved relocation of UK staff back to the UK.

The two participating teams were based in a procurement department. I will refer to these as "Team Blue" and "Team Green". Both teams were quite small, consisting of 6 – 7 people and some team members had worked in the organisation for a number of years, and some were relatively new. Some team members joined the organisation during the period of the intervention sessions and one team member left the organisation. Team members had also worked in other areas of the business before joining this particular department. Team Green was all male, except for one team member, Team Blue had two female members. Both teams performed roles that involved liaising with other departments, within and outside of the immediate organisation, to ensure delivery to tight timescales. Some members of Team Blue were based abroad.

 These teams had experienced ongoing departmental, and team change during 2019 and 2020 which had included teams merging, new management, changes to portfolios of responsibility, new members joining and some relocating to sites abroad, taking part in a development programme, and an aspiration to work in an increasingly customer and supplier focussed way. During the 1st Covid lockdown, teams were all moved to home working and assignments abroad were located back to the UK. The head of department did not attend intervention sessions and did not ask for detailed feedback about issues discussed, the intention being that each team was free to discuss issues as they wished for

their own benefit. Each team had a supervisor, and they attended each session as part of the team. Therefore, the client and participants for each session was each participating team, not the head of department or the organisation, this was significant because the focus of the research was on understanding the non-performative aspects of change.

I gained access to these teams by meeting with a senior manager several times to discuss the research, this was arranged through personal contact. I was deliberately quite reflective of my role from the beginning of the process:

> *"Will they be like me? I don't want to be too HR-ish and want to take time to hear and listen as well as share my ideas"*

> *"Seemed like there was a lot of synergy – wanting to change ways of working, learn new skills.... quite focussed on results, will need to highlight the benefits....tried not to be the HR person but the researcher...."*

My journal extracts before and after the meeting – December 2019

 I ran a short pilot session for interested team managers based on Schedlitzki, Jarvis and MacInnes (2015), and participants spent time telling a change leadership story using different Greek characters, and then reflected on character choices. There were some interesting learning points from the pilot session and discussion around building trust; there was a feeling that the organisation was being brave in revealing their issues, which demonstrates in part the dominance of mainstream rhetoric about change – that it should be "managed" for successful organisational outcomes. One of the key aspects here was to reiterate that this process was not about judging whether change was implemented successfully or not but focussed on the storytelling interventions and the teams' experiences. Another aspect was to recognise the importance of acknowledging what the teams have already experienced in relation to change, as well as the need to be flexible to accommodate what was happening already, particularly how the interventions might work

at the edges of teams, interfacing with customers and other temporary or matrix team members.

> *"the question of power seems particularly relevant – I'm not a "manager" or the "establishment". I think positioning the benefits / ownership and being non-critical will be key"*

> *"point was made by sponsor that the organisation is being brave engaging with this – discussing mistakes, issues. I made a point about collaboration..the research is also a learning journey"*

My journal extracts before and after the pilot – January 2020

After the pilot session the head of procurement agreed with their teams to take part in the sessions and an overview of seven potential sessions and learning objectives were discussed. The manager was happy that the sessions were group led. This approach was important because the idea was for the sessions to be owned and led by the teams themselves and to engage directly through me, not to be mediated by "management" or "the establishment." The department head wanted the sessions to be for the teams as a self-development opportunity. We both agreed that this way there was a greater possibility for honest and open conversations that could be productive for the teams. Attendance was also completely voluntary, participants could come to as many or few sessions as they liked, as well as making decisions about content and focus of sessions. See Appendix 1 for attendance numbers at each session.

After the first session in March 2020 the Covid-19 pandemic meant that a national lockdown started in the UK - all team members moved to working remotely from home. Those who were based internationally were recalled back to the UK due to international restrictions. The whole country and the world waited to see what would happen next.......

3.2 Interpretivism

Having set the scene, I will now reflect on my philosophical and theoretical assumptions in progressing this exploration. Crotty (1988) suggests that whilst methods are the techniques and procedures to collect data or empirical material (and we will come to this) the methodology itself is the strategy and the plan of action - the process used to design the research which links to the desired outcomes. Guiding this, a theoretical perspective is the philosophical context for this strategy which the theory of knowledge or epistemology is embedded within. Ontology is another informant of the theoretical perspective and Lincoln and Guba (1994) suggest that there is almost a fusion of ontology and epistemology in interpretivist approaches because of the entanglement between the researcher and the interaction or creation of knowledge. In viewing change as relational, polyvocal, and constructed through material storytelling in the social realm my ontological assumption is relational– but also not neglecting that stories are socio-material. There is a materiality to the storytelling in the telling and listening to stories, in terms of the physical emotions expressed and felt (Frank, 1985), as well as through body language, gestures, gaze, and objects that aid communication (Strand, 2014). Stories are part of the material aspects of our lives, the objects we surround ourselves with (Boje, 2014) – e.g. in theatrical restorying, playing out the dramas of our physical lives (Boje et al., 2015). Boje (2019), describes this as *spacetimematerialisms.* Stories are also plural, negotiated and formed collectively, and in this sense my onto- epistemological assumptions are relational and constructionist as storytelling practices form subjective experiences through interaction.

My methods are informed by an interpretivist stance, both wishing to unpick how sensemaking develops through storytelling about experiences of "change management" practice and to provide a route for teams to reject the management of their own change, and to manage and make sense of it on their own terms. Stories can remain elusive in naturalistic settings and the decision was made to collect them via an intervention and not "in-situ" (Gabriel, 2000). Teams spent a few hours together and I facilitated intervention

sessions using various creative methods to tell and retell stories together about their experiences. This has been explored using a narrative and storytelling in action methodology, one that sees stories as a vehicle for sensemaking and creation of experiences often imbued with values, interests and ideologies (Riessman, 2011). This concerns not just the content and language of the story but also the way in which it was told (Riessman, 2011).

epistemology → theoretical perspective → methodology → methods	Epistemology/ Ontology Ontology is relational - formed through interaction and is ongoing. Epistemology is constructionist meanings are co-created through interaction - subjective.
	Interpretive, interpreting and revealing meanings made of experiences and providing a route to take different action.
	Narrative and practice focussed methodology - storytelling in action (Boje, 2019) driven by experience using stories to understand meanings made (not exclusive of other dialogue).
	Methods – constructing material storytelling interventions and supplementary storied conversational interviews.

Table 3.1: Justification of philosophical and theoretical position -framework based on Crotty (1988)

 Taking an interpretive perspective might be construed as defining oneself in contrast to more rationalist assumptions; viewing reality not as absolute but as constructed and holistic. Local meanings and practices are created through interaction (Lincoln and Guba, 1994). The notion of cause and effect is rejected in place of the idea of a working hypothesis that is provisional and bound to the context in which it is situated (Guba and Lincoln, 1985). In this sense the knower and knowledge created are inseparable and value bound through our engagement with the world (Crotty, 1988). This also assumes more of a constructionist epistemology, that of creating meaning and knowledge as we go along, dependent on the

interactions between teams and researcher in the context. Ontology is also relational, socially and experientially based within those groups that have created the meanings constructed (Lincoln and Guba, 1994). Thus, reality can change as constructions are negotiated. Riessman (2011) discusses that narrative methodologies are inescapably interpretivist, as we are witnessing the tellers' interpretation and then interpreting it ourselves. In inviting teams to tell stories about experience, I am using these stories to get close to their experiences of change, but they remain interpretations of experience.

I think my positionality comes to play here. My experience in my roles previously played in organisations as the HR person or implementer and designer of change led me in the past, to adopt a more instrumental managerialist view of managing change. In many ways I am acting against that previous role of representing organisational interests, wishing to understand the experiences invoked during organisational change and striving to find a method that closes the gap between change efficiency and giving people meaning, exploring the balance between micro and macro power (Boje,2019). This links directly with aspirations about a more positive approach to change, where it is not an automatic assumption that managers "manage" the change process. Through restorying, the intervention provides a means to reveal, question and change perceptions of the change experience and to reveal new possibilities for action and different imagined futures.

The self-reflexive researchers' role in weaving together such accounts is described as key to ensuring that polyvocality is maintained. This positions an interpretive perspective as accessing experience, expecting differences and showing how multiple accounts socially construct change. Multiple accounts can also be considered critically, demonstrating evidence of struggle, who is heard, and who is silenced.

To summarise, I suggest that in order to explore the research questions I have taken a view that the nature of reality is relational to the meanings created through collaborative storytelling whilst acknowledging the socio material aspects of the storytelling act. There is also a materiality to this process. Through adopting an interpretive perspective my research seeks to reveal and explain how teams make subjective sense of their change experience. The next section will discuss how aspects of narrative methodologies combined with a focus on storytelling practices have been used as a methodological approach to exploring the research questions.

3.3 Collaborative storytelling interventions as a methodology to explore change experiences

Here, storytelling and interventions are discussed as a methodology to generate empirical material for interpretation and to facilitate the team to make sense of their experiences and generate future possibilities through the practice of storytelling and restorying. I will discuss what an intervention is in the context of this research and why it was used in relation to the research aim as well as why in particular storytelling in action is a suitable methodology to explore team sensemaking of organisational change.

A useful model to understand the purpose of an intervention is provided by DiazGranados, Shuffler, Wingate and Salas (2017), see figure 3.2. Whilst this model represents a potentially more structured team intervention, with specific learning outcomes for team members it can be used to explain the intervention approach as a research methodology. The intervention becomes the bringing together of people at a time and place to share an experience. Training objectives become less directive and more aspirational, for example to practice the concept of restorying or to consider how restorying can empower the team as it experiences organisational change. The storytelling prompted during sessions effectively becomes the tool or device allowing participants to share and reflect on experience, and these can be elicited using different creative methods. The content is the story produced.

Figure 3.2 A model of intervention (based on DiazGranados et al.,(2017)

There are also some key benefits to using collaborative research; especially in the context of exploring collective sensemaking. A diversity of voices and expertise can be included in the research process (Burns, Hyde, Killett, Poland and Grey, 2014), all strengths and weaknesses can be used towards the aim of mutual enquiry (Ospina, Dodge, Goodsoe, Minieri, Reza and Schall, 2004), data is richer and multi-perspectival, learning is facilitated amongst group members (Trullen and Bartunek, 2017) and knowledge is produced in practice (Ospina et al., 2004, Reason, 1979). Situating collaborative research as a perspective which is concerned with positive impacts at the individual and collective level through experiences and action, and a democratic desire to research "with", not "on" participants reflects the positioning of my research aim, wanting to understand how telling and disrupting stories can facilitate teams to generate a sense of different future possibilities during their experiences of organisational change, be that to think about change differently, or to behave differently towards themselves and others. This co-constructive, participatory approach allowed

everyone to contribute ideas and aimed to facilitate storytelling activity to happen, not directly collecting or observing stories or dialogue in-situ but eliciting it in a safe and therapeutic space where teams could reflect and learn about their own sense making of experience (Edmondson, 1999).

Collaborative interventions have the unique ability to capture some conversation and storytelling in the moment of the team being together as well as capturing aspects of the context of the story as performance materiality (antenarrative.com). Like focus groups, the opportunity to have a group discussion can be experienced as empowering, as others realise they are facing similar challenges (Braun and Clarke, 2013). Unlike focus groups, which are also opportunities to see social processes in a relatively natural and supportive environment (Braun and Clarke, 2013), there is an opportunity to act beyond the role of a moderator, and to engage with the team and to facilitate discussions. As a group led process – there was an opportunity for the participants to set the agenda for each session, focusing enquiry on their chosen experiences – this has been described as 'inside - out' perspective (Hersted and Øland Madsen, 2018).

However, we should also be aware that this approach is not without its disadvantages, intervention is never neutral (Law and Singleton, 2013), carefully managing interpersonal differences, and power relations is essential to ensure marginalised voices are included (Burns et al.,2014; Ospina et al., 2004). Personal interests and perspectives can potentially conflict in collaborative research, for example the needs of my research versus the needs of the organisation and it has been key not to merge perspectives and also to be clear about the basis for negotiating the shared approach jointly (Bartunek and Louis, 1996).

Ongoing reflection and agreement about the group-led approach to intervention was important and these issues as well as ethics around confidentiality were carefully managed.

This will be discussed in full later in this chapter. I have also reflected on an ongoing basis about my impact in the field through journal entries; my identities as researcher and HR person could have supported or constrained the relationships with my participants. In addition, reading Greenwood, (2018) who suggests that skills or conditions in the groups may also change, I anticipated that some groups might have found it easier or more difficult to respond to the interventions or to tell and restory stories – this was the case, and I was sensitive to this during the facilitation of sessions.

Narrative methodology puts experience first, "people live stories, reaffirm them, modify them and create new ones" (Clandinin and Connelly, 2000, p. xxvi). From an individual perspective on experience, narrative research positions narratives and stories as the main vehicle, through language that we can attempt to get close to others' experience. We represent experience at differing levels, attending to it ourselves, telling others, as a researcher transcribing, interpreting and then as a reader, reading others' stories (Reissman, 2012). We aim to understand how participants impose order on their experiences, both what they have told and why they have told the story in a particular way (Reissman, 2011). Weick (1995) suggests that retrospection is key in sensemaking of experience and goes back to Schutz's (1967) analysis of the lived experience. He suggests that we can only understand our experiences if we step outside the living stream of being and attend to it. This can be from an individual perspective, inviting participants to narrate themselves and to place events and experiences into their own structure or making sense of their lives or identities in narrative form (Bruner, 1990). If narratives are a device for imposing order on the world, then it is not just enough to collect stories but to study the production of narratives and how the narrative itself makes sense of the whole (Czarniawska, 1998,2011). The narrative enquiry space is temporal, looking backwards and forwards and connecting to the present. Narratives from researcher and researched entangle and the researcher tells the story of these relationships in their own research story (Clandinin and Connelly, 2000). We have no direct access to experience, and meaning is created through the interaction with participants, and readers of our constructions. Experience is represented imperfectly, and

the risks are that language and meaning is reified, the stories lose their life and are represented as narratives that are used to generalise across other cases (Reissman, 2012).

This enquiry wants to understand the construction and reconstruction of stories in motion, as they emerge and change and to examine not just experience as represented by a story but the experience being formed by the story through social interaction. So, something more relational and collective is needed. Experience is both social and collective. Berger and Luckman's treaty (1991) suggests that reality is socially constructed, influenced by ideology, interaction, interpretation, language and experiences and is taken for granted. If we reduce experience to a textual phenomenon, we can examine the interpretive resources available to story authors and use macro analyses of power to understand whose stories are heard and whose are repressed during change, what identities are given power, and which are silenced (Diefenbach, 2017; Boje et al., 2016). I am interested in questioning and revealing the power relationships involved in the organisational change experience but cannot view this as a purely linguistic construction. I do not wish to crush the "living stories" of my participants and wish to explore how these live and breathe and feel as changes develop over time - this is not fragmentary, and incoherent from an experience perspective (Buchanan and Dawson, 2007) it "feels" real.

So, if experience is social then can it also be collective and material? Schein (2010) suggests that if a group has enough shared history and experience, it will develop a culture which is a process of social learning driven by our need to make sense of our world. Research has found that narratives told about joint projects can build a deeper and more stable sense of the identity of "we" (Tollefsen and Gallagher, 2017). This has implications for the notion of a fully collective experience. Individuals have experiences as members of a group which are shared, but still private (Szanto and Moran, 2015). However, though intersubjectivity, these can also transcend the private to an experience that is shared and then ultimately experienced in the name of the community. Whilst there may still be aspects which are

private and personal these individual streams of experience can coalesce over time into "we-mode" experiences which are lived in-common with each other (Stein,1998,2000, in Burns, 2015; Szanto and Moran, 2015; Thonhauser,2018). This is where Boje's (2019) Storying in Action plays in and builds on narrative methodologies. It is both material and interpretive of the stories produced, examining the what and the why of stories and encompassing grander contextual narratives. The relationships between stories are both experienced and constructive of experience. Through examining the relationships between living stories, grand BME narratives and antenarratives, the stories are captured in motion, exploring what history lies beneath grand narratives, and using abduction to make guesses or bets beyond into the future as both past and future coalesce in the now moments of being. This way of thinking about stories also gives room to consider what remains untold, and to trace or follow stories and situations on the move through embodied, sociomaterial interactions (Hitchin, 2014).

Research has attempted to access the reality of group experiences of organisational change by using detailed case studies and ethnographic approaches, for example; Bechky and Okhuysen (2011) explore reactions to change and surprise. These richer pictures represent a reality that is complex and holistic. However, Alvesson and Deetz (2011) suggest that ethnography also has potential issues: that researchers go native, and fail to make the familiar strange, hence missing key aspects. The process of narrating the story of the research might make the world and not reflect it (Van Maanen, 1995). The purpose of this research is to understand how a collaborative storytelling intervention facilitates the telling of stories about change experiences; participants won't necessarily be telling and retelling stories naturally "in-situ" so an ethnographic method is not suitable, stories will be collected via an intervention session. Gabriel (2000) also suggests that ethnographic approaches can be both time consuming and costly as well as raising certain ethical and methodological challenges such as being clear on the fact that stories themselves are being recorded for analysis and indeed how those stories are recorded in the first place, either through a direct method or researchers' or participants' recollections. Either way, the capture of these

elusive stories or unstoried stories could still be difficult and contaminated in some way by the values and perceptions of the researcher, especially if derived from field notes. In addition, this method was not chosen because prolonged access was not possible and, by delivering a collaborative storytelling intervention every 4 weeks, only intermittent access was required. However, Gabriel (2000) notes from Boje (1991) that a broad understanding of the context is needed, especially if stories are to be interpreted beyond their textual value, and more as a performance. As interventions were delivered over a series of months, I had the opportunity to spend time with teams on multiple occasions and to get to know them during that time. In this sense the research is influenced by ethnographic principles of immersion in the field but is not directly ethnographic.

3.4 "Storied conversational interviews" (Boje and Rosile, 2020) as a secondary methodology

Alvesson (2010) talks about romanticism or emotionalism in interviews, where the aim is to create a rapport between the interviewer and interviewee so that feelings and emotions and meanings are discussed. Empathy and interactivity almost allow the interviewed to become a collaborator in the research to co-create shared meanings. The power relations between the researcher and researched are minimised (Alvesson, 2010). Kvale, (2007) discusses the metaphors of miner versus traveller. An approach to mining knowledge from an interview could mean hard facts or participants' meanings, the point here being that the researcher must uncover them, untainted for use. Alternatively, the traveller sees the process of knowledge creation as a conversation, that is mutually constructed and interactive, with analysis and collection entwined. In this sense interviews are an exchange of views, conversation and discourse construct meanings (Kvale, 2007). Researchers regard their participants as having rich experiences and interpretive possibilities and are activated into considering the how and what of their own practices (Holstein and Gubrium, 1995). This approach has been described by Holstein and Gubrium (1995) as active interviewing and it can include one or more participants, or groups together to understand multiple voices and perspectives and links across a range of rich meanings (Holstein and Gubrium, 1995). Boje

and Rosile (2020) describe this as "conversational interviewing", suggesting that the opposite, (in their words the semi –structured interview) is a cultural invasion and is oppressive (Boje and Rosile, 2020). Alternatively, through conversational interviewing, meaning builds and expands in a co-operative "back and forth" manner (Boje and Rosile, 2020, p .11) and in this manner, co-enquiry, and co-creation can build knowledge. Interviewing in this way can be a useful approach towards understanding conceptions, perceptions and construction (Braun and Clarke, 2008).

Reissner (2008) suggests that narrative interviews aim to elicit participants' stories of their own experiences. Chase (1992) suggests that as interviewers we need to invite the interviewee to take on the responsibility of being the storyteller, through inviting others to tell their stories. By asking questions rooted in everyday experience we can listen and continue to reiterate our invitation to encourage fuller narration of stories, continually shifting the responsibility of telling the story to our participant. One challenge that Czarniawska (2004) shares is that participants might revert to account or rationalisation when we start to ask, "why did this happen?" questions, as if we are assumed to be seeking some form of cause and effect. In order to keep the focus on stories one might be best not to actually mention the word "story" at all (Reissner, 2008) and to follow more general guidance such as pulling on memories or to then steer the conversation towards stories by asking - "what did this mean for you?" (Gabriel, 2000) At any rate, some form of improvisation is inevitably needed to keep the stories coming (Czarniawska, 2004).

However, interviews also been critiqued as a retrospective snapshot of reality (Alvesson and Deetz, 2011). They cannot carry the responsibility of reporting a truthful sense of meanings (Alvesson, 2010). In research, Konlechner, Latzke, Guttel and Hofferer (2019) use extensive semi structured interviews to understand prospective sensemaking during change, but they suggest that interviews had limitations in terms of understanding and accessing experience. Idiosyncratic discussions might be more or less the same, but will inevitably be inconsistent

(Potter and Wetherall, 1987). Meanings themselves may never coalesce or stablise (Alvesson, 2010). Power relationships are delicate; a "professional conversation" questioning and listening, giving something of oneself in order to create a safe space for the participant to speak, without transgressing the line into friendship or conversation (Kvale, 2011). Henriques (2014) suggests that in order to overcome some of these challenges, using a phenomenological approach centred on participants' experiences is key and that this should be listened to, and heard uncritically. Participants should be encouraged to reflect on wider experiences than the work situation alone, recalling important experiences to them and making meanings of them in the moment of the conversation. The structure recommended is that trust is built slowly by asking about important and meaningful experiences before asking about work-related aspects, and the interview closes by requesting feedback from the participant on the process (Henriques, 2014). This is not dissimilar to Boje and Rosile (2020) who suggest that conversational storytelling should be progressively building sets of ideas, co-developing meaning and co-enquiring, using abduction to test out ideas.

Alvesson (2010) suggests that combining interviews with some form of ethnographic observation or intervention or experiment (Boje and Rosile, 2020) could be beneficial because the familiarity with participants might demystify the situation, avoid any form of impression management, and generally facilitate better communication. Czarniawska (2004) concurs with this position, suggesting that it is perhaps "common sense" (p.49) so that both interviewer and interviewee have some shared experience and understanding of the context. This combined approach allows a more flexible process of abduction, induction, deduction described by Boje and Rosile (2020) as the "Aid triad" (p. 14). This allows a series of self-correcting phases where ideas are abducted, tested, inducted and deducted from theory through the exploration and analysis and is based on the work of Peirce (Boje and Rosile, 2020).

I have chosen to combine a series of team interventions and voluntary individual interviews. This is because whilst primarily my research aim is to explore how a team intervention can facilitate teams to generate a sense of future possibilities during change, I am also interested in exploring the perspective of individual participants on the team intervention and the impact they have experienced as part of a team. This approach will offer two different perspectives on the same phenomenon, not to be reductive to a single reality, or to suggest that findings will converge, but to crystallise the data: "to open up a more complex, in-depth, but still thoroughly partial, understanding of the issue." (Tracy, 2010).

3.5 The Research Design and Methods used to generate Empirical Material
3.5.1 Material Storytelling interventions
In this research, the principal method of collecting empirical material was to run collaborative storytelling intervention sessions. These were run initially face to face, but then had to move online due to the lockdown restrictions put in place in March 2020. These sessions directly responded to the research aim of exploring how an intervention could support teams to generate future possibilities during a change experience as this was the shared purpose of the sessions themselves. It was provisionally agreed that each team would experience seven sessions, in part because this was the time available to me as a researcher and also to the teams within the organisation. Additionally, examining the potential objectives of the series of sessions which would involve; knowledge input on the use of stories in organisations and the restorying process, practicing restorying skills, applying them to change experiences and then reflecting upon the process, seven sessions offered a reasonable opportunity to share this knowledge and to practice these skills on several occasions. It was acknowledged that teams may not already be familiar or confident with the practice of storytelling and so prior to encouraging teams to restory their stories, storytelling must be progressively introduced and practiced.

Teams were guided through the seven group-led interventions that encouraged the group to story and restory their collective experiences of organisational change. The overarching aims of the series of interventions were articulated to the teams as follows in table 3.2. They are loosely based on Boje's (2019) steps of embodied restorying process but with the addition of encouraging the teams to use reflective practice to recognise when they are following, or when they could follow this process as a team in the future. As a reminder Boje defines restorying as helping individuals to, "overcome a dominant story that is hegemonic and invent a new story if it becomes supportable by an individual's circle of relationships" (Boje, 2014, p. 158). The idea of restorying a problem saturated story will create different possibilities or antenarrative for the future. Unfolding, emergent living stories and antenarrative bets on the future can connect both prospective and retrospective sensemaking of the future and the past and include emotions, feelings, and the living experience (Boje, 2014). Boje (2014) commends us to consider the connections between living stories, narratives and antenarratives and more particularly in this case the ways that living stories are transformed by antenarrative possibilities. In turn we can then consider how these antenarratives are linked to or counter, grand narratives (Boje,2014, p. 78).

This column from Embodied Restorying Process (Boje, 2019, p.259)	Intervention objectives
Recharacterize (received Organization identity) from how other organizations are telling it.	To recognise and understand the powerful impacts that stories can have in organisations and teams.
Externalize (re-label)—make the Problem the Problem, not the Person the problem.	
Sympathize (benefits)—of old story of or your organization has its payoffs.	
Revise (consequences)—What are the negative consequences, including the stereotypes of received organization identities being applied to you?	To practice telling and recognising stories within your team context and understand how limiting or empowering they can be for both individuals, working relationships and the team.
Strategize ("Little Wow" Moments of exception to Others' dominant master narratives)—These are also known as 'anchoring points' that contradict the crystallized traumatic narrative of traumatic experience.	To practice the concept of re-storying; learning to disrupt and change dominant stories and to consider alternatives for the future or different ways of understanding the past.
Restory (rehistoricizes the old dominant narratives by collecting "Little Wow" Moments into a 'New Story' of you several possible futures), to not be stuck in the past, reliving one event.	Learn to apply re-storying with purpose, to consider team challenges and obstacles to change.
Publicize (support networking)—e.g., letter writing, social media, celebratory events with supporters of your 'New Story' of future and potentiality, to stay in the 'new world.'	Start to use reflective practice, learn to step back and consider the impact of choices made and your role and impact in team stories.

Table 3.2: Embodied Restorying Process from Boje (2019) aligned to intervention objectives written by the

researcher

These intervention objectives were developed in order to give clear information to

participants about what they were getting involved with and as an aid to keep the process in

mind when attending interventions. They relate to the research questions as the sessions

were designed to give teams several opportunities to use restorying together in the context of their own change experiences (RQ1 – Sessions 1 & 2), to practice generating new future possibilities through this change (RQ2 – Sessions 3-6) and to reflect upon the process as a team at the end of the series of interventions (RQ3 – Session 7).

Anticipated benefits were also outlined and discussed with each team prior to them agreeing to take part and were an extension of using the embodied restorying process (Boje, 2019) in terms of the benefits of a team creating and living a new story possibility as organisational change happens. Gabriel (2000) has also articulated stories as being a way of coping, and as change can be challenging to individuals and teams in so many ways then this was also appropriate. These anticipated benefits were also strongly motivated by my desire to create a more positive and compassionate approach to change and to provide participants with the skills to recognise opportunities through change on their own terms and to be able to use these skills with confidence in the future. Figure 3.3 below is a copy of a Powerpoint slide that was shared with participants at the beginning of the first session in March 2020.

- Consideration of stories can support and guide thinking in safe and creative way to consider different perspectives on team challenges such as – new ways of working, matrix management, relationships with the past, new teams, proactive change, culture change.
- Learning skills of storytelling / recycling and reflection creates skills to use in future change scenarios - sustainable change experiences.
- Positive team and individual experiences / new perspectives – can support individual wellbeing and coping with change
- Listening to team stories can create a more inclusive climate where all voices are heard

Figure 3.3 Anticipated benefits of interventions (shared with participants)

The materiality of the storytelling interventions responds to the idea that 'matter matters' (Strand, 2014, p. 7). Both linguistic and material practices associated with storytelling, such as artefacts used during the intervention sessions, can prompt memories, enhance learning

and guide sensemaking (Strand, 2014). This material aspect to practices and thus the development of knowledge during learning interventions has been described by Sørensen (2009) in a classroom situation, describing interactions between pens, papers and rulers in the learning process. These objects have also been described as 'boundary spanning'; an object that can create a shared language to represent knowledge, and that can facilitate learning about differences between knowledge states (spanning boundaries) thus allowing individuals to jointly transform their knowledge (Carlile, 2002). Using such objects can locate knowledge generation in practice and can contribute to shared knowledge within and across different contexts (Carlile, 2002).

In this research this material link with storytelling offered an opportunity to consider and elaborate upon how the intersection of these practices can enhance the generative potential of restorying. Boje (2014) suggests that 'storytelling and materiality mingle' (p.91) and in this sense the role of material objects was important in the design of interventions - in their role as interacting with participants and creating a resource for sensemaking, memory and knowledge creation. By using artefacts as boundary spanning objects, collective knowledge was co-produced, mediated through stories told about the objects used and also played an important part as a generative resource for discussion. This has previously been described in research by Carlsen, Rudningen and Mortensen, (2014), who used playing cards in a participatory intervention to engage participants in dealing, drawing on and exchanging cards to represent ideas to improve knowledge around idea generation practices in the workplace. This playful approach involved participants differently, generating rich discussion and the use of objects in this intervention had the aim of achieving the same effect.

In addition to generating and mediating discussion, an innovative ethnographic study of a mountaineering expedition found that key objects also prompted a new collective sensemaking process when sense had collapsed, and adaptation was required. These micro practices surrounding objects triggered shifting of frames of reference but also triggered

actions (Musca, Rouleau, Mellet, Sitri and de Vogue, 2018). This sense was also reflected in the evolution of the participants' change responses over time during the series of interventions. Such objects have also bene found to have symbolic and social value in case studies, in a study of innovation, (Swan, Bresnan, Newell and Robertson, 2007) find that objects not only provided semantic boundaries and a common language but a symbolic commitment to joint working and values in relation to social practices. These objects could be relatively simple artifacts such as an Excel project workbook (Cacciatori, 2008), and be represented in both the physical and digital domain via objects such as apps and digital images (Corsaro, 2018).

In my research, the use of boundary objects was intended to allow teams to transform their knowledge and ideas about their change experiences together, and also to allow the objects to prompt collective sensemaking – given that the change was ongoing, the use of creative objects aimed to elicit stories and discussions. The initial design of sessions and the first face to face session made use of pens, papers, stickers and post-it notes to provide a physical and sensory connection to the stories created that could act as boundary spanning objects across sessions as well as a prompt to sensemaking and discussions. After moving online, the experiences of rolling dice, drawing and enacting tableaux with figures were complemented by encouraging participants to draw and write and share their creations via the video screen to achieve as close as possible to the same effect. This is discussed in further in a later section about the move to online.

Each session design was based on a piece of research as described in figure 3.4 and will be outlined in detail after this short overview. It should also be noted that each team was fully in charge of the direction the sessions took, including whether to continue, defer or change the subject matter of the session dependent on what was happening at the time. This was negotiated at the end of each session in preparation for the next.

Session One
Team Timeline
Based on **Sheridan, Chamberlain and Dupuis, (2011).**
Using timelining as a method to elicit rich narratives from the teams about their experiences of change.

Session Two
Story Cubes
Based on **Schedlitzki, Jarvis and MacInnes, (2015).** Restory fictitious plot lines using different characters.
Based on **Langer and Thorup (2006).** Using postcards to prompt retrospective sensemaking.

Session Three
Story Roles
Based on **Schedlitzki, Jarvis and MacInnes, (2015).** Using real change stories to restory given plot lines using different characters.

Session Four
Appreciative / Quantum Storytelling
Using **Boje's (2014) adaptation of Appreciative Enquiry** to restory team narratives - making new sense of team experiences of change.

Session Five
Team Timeline revised
Based on **Sheridan, Chamberlain and Dupuis, (2011).**
Restoried timeline from session 1.

Session Six
Theatrics
Based on **Boje, Rosile, Saylors and Saylors, (2015)** which uses the process of storytelling theatrics to embody the process of restorying. Also Based on **Ramsay (2005)** Reflection in action cycle.

Session Seven
Future Story
Based on **Boje (2019) Future or new story and possibilities.**

Figure 3.4 Overview of interventions

97

Each team completed a slightly different series of sessions, and these deviated slightly from the initial plan. If a topic was deemed difficult by a team member, a traffic light system allowed it to be flagged as "red" as not available for discussion. In addition, slight modifications were made in order to move the training from face to face to online delivery. The move to online will be fully discussed in a later session in this chapter.

Seven sessions were designed and delivered, lasting 1-2 hours each, they were delivered to each team once a month. Teams agreed that a monthly intervention would suit them best in terms of other commitments and the time available for each session was agreed by each team. Seven sessions were planned in line with the restorying process (Boje, 2019) to give adequate time to cover each objective area. Full materials are included in Appendix 1. Sessions were audio recorded and transcribed for interpretation. Paper copies of flip charts and exercises were retained and anonymised as part of the corpus of empirical material.

Session One: Face to Face – Retrospective and Here and Now Sensemaking

Session One
Team Timeline
Based on
Sheridan, Chamberlain and Dupuis, (2011).
Using timelining as a method to elicit rich narratives from the teams about their experiences of change.

The first session in March 2020 was designed to allow time to introduce the project and to ensure that each team was fully aware of ethics and confidentiality to ensure a safe space was created. Teams then used flip charts and pens to draw a timeline of their experiences of change over the previous year and also considered how the story might be different for different audiences and how it made them feel.
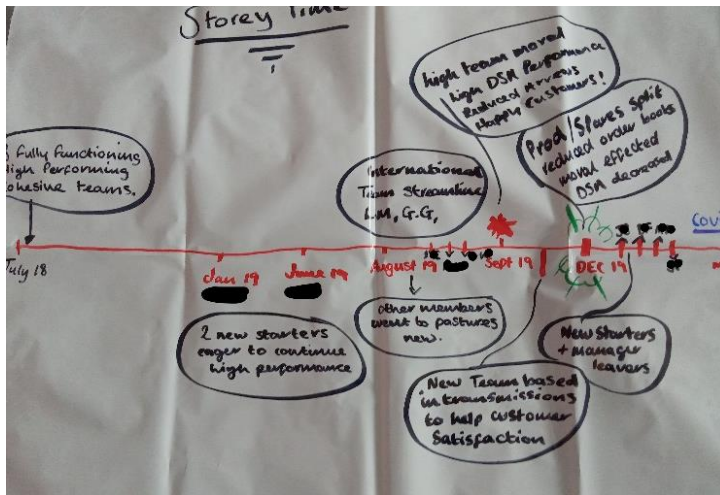
Figure 3.5: Photograph from Session 1 March 2020: An example of a timeline of change events written for a senior audience.

Timelines are a way of eliciting stories, focussing memories of experience and capturing the temporal aspects of stories of experience (Sheridan et al., 2011). Teams were given freedom to draw and write to construct their team timelines as they wished. Each group told their story using the timeline as a prompt and then reflected as two groups together on similarities and differences. Drawing has been found to aid reflection and critical thinking, especially to elicit difficult aspects of change experiences (Renaud, Comeau-Vallee and Rouleau, 2021).

Session Two: Online – Retrospective and Here and Now Sensemaking

Session Two
Story Cubes
Based on **Schedlitzki, Jarvis and MacInnes, (2015)**. Restory fictitious plot lines using different characters.
Based on **Langer and Thorup (2006)**. Using postcards to prompt retrospective sensemaking.

The second session (April 2020) comprised three main activities practicing storytelling using story dice, a session where participants practiced restorying a fictional work scenario written by myself using different characters based on Schedlitzki et al., (2015) and writing a postcard to their past selves with some advice on surviving the change process to come based on Langar et al, (2006). The aim of this was to encourage confidence in participants in telling and sharing stories and recognising that stories can be polyvocal. Through encouraging participants to make retrospective sense of their change experiences - the aim was that team members begin to recognise how different sense has been made of essentially the same events in the team. In addition, team members considered how different sense was made across time, contrasting how the change felt *then* compared to *now*.

Figure 3.6 Researcher's Photograph of Story Dice used during session 2 April 2020.

Story Dice are based on the idea that an image can spark creativity, emotions and imagination for shared storytelling. The idea is to roll the dice and to use the random images as a prompt to create a story.

Session Three: Online – Retrospective, Here and Now and Prospective Sensemaking

Session three (May 2020) was designed to focus on restorying real stories and to consider how empowering or limiting these stories could be for the teams and was based on Schedlitzki et al., (2015). The aim of this design was to encourage reflection upon different roles played by team members, and through retrospective and prospective sensemaking to see how alternative plot lines could emerge from change events that has happened, thus seeing the potential for new

Session Three
Story Roles
Based on **Schedlitzki, Jarvis and MacInnes, (2015).** Using real change stories to restory given plot lines using different characters.

endings to emerge and to critically reflect on their roles in bringing those endings to action (Schedlitzki et al., 2015). These alternative endings might connect to "little wow" moments, spotting moments of opportunity (Boje, 2019)

ATHENA	HERMES	ZEUS	HERA
Strategic thinker - wise, brave, inspiring but fair.	Witty, intelligent, quick thinking, innovative, takes risks, plays tricks.	Global thinker. Can be imposing, and a bit unpredictable.	Can be jealous, serious and unforgiving.

Figure 3.7 Character visuals used for restorying in session 3 May 2020

Session Four: Online – Retrospective, Here and Now and Prospective Sensemaking

Session Four
Appreciative / Quantum
Storytelling
Using **Boje's (2014) adaptation
of Appreciative Enquiry**
to restory team narratives -
making new sense of
team experiences of change.

Session four (June 2020) was based on Boje's (2014) critique of appreciative enquiry interventions (Cooperrider and Witney, 2000). Using Boje's adaptation of Appreciative Enquiry to restory team narratives - teams were making new sense of team experiences of change. By exploring the 'shadow-side' of stories and taking a more critical view, the consequences of problem saturated narratives were made clear, leading the way to elicit the unstoried moments around the dominant narrative and to spot opportunities to restory. Rather than pursue a 'deficit narrative' where problems were analysed and causes solved, new possibilities were construed via exploring the potentials of different futures.

Session Five: Online – Retrospective, Here and Now and Prospective Sensemaking

Session five (July 2020) was based on Schedlitzki et al., (2015). The design of this session was based on the assumption that by this stage teams had developed an understanding of restorying both fictional and work-based stories. By using the change stories generated through the timeline exercise in session 1, the original change story was restoried using different characters. The group engaged in sensemaking, both retrospectively, reflection on choices, here and now, and prospectively in terms of the implications for the process in the future. This was supported by the introduction of the reflection cycle by Ramsay (2005) that uses stories as an approach to reflecting and taking joint action.

Session Five
Team Timeline revised
Based on **Sheridan, Chamberlain and Dupuis, (2011).**
Restoried timeline from session 1.

Session six: Online – Retrospective, Here and Now and Prospective Sensemaking

Session Six

Theatrics

Based on **Boje, Rosile, Saylors and Saylors, (2015)** which uses the process of storytelling theatrics to embody the process of restorying. Also based on **Ramsay (2005)**, Reflection in action cycle.

Session six (August 2020) was designed based on Boje, Rosile, Saylors and Saylors, (2015) using the process of storytelling theatrics to embody the process of restorying. This enabled teams to recognise key power relationships and to use this as a springboard for the group to collectively restory the dramatic scenes produced to reflect different power relations, thus providing some material agency to the process which could then be reflected upon for future restorying work.

Additionally, this session made use of the reflection cycle (Ramsay, 2005) and a postcard exercise based on Langar and Thorup (2006), this time encouraging participants to story the future through prospective sensemaking.

Figure 3.8 Visuals used for restorying in session 6 August 2020

Session seven: Online – Retrospective, Here and Now and Prospective Sensemaking

Session seven (September 2020) was designed as a final session to pull together thoughts and reflections about the interventions and to give each team an opportunity to reflect upon whether there was a new team story, and what it might look like in the future and how that might be supported. This was based on restorying (Boje, 2019).

Session Seven
Future Story
Based on Boje (2019) Future or new story and possibilities.
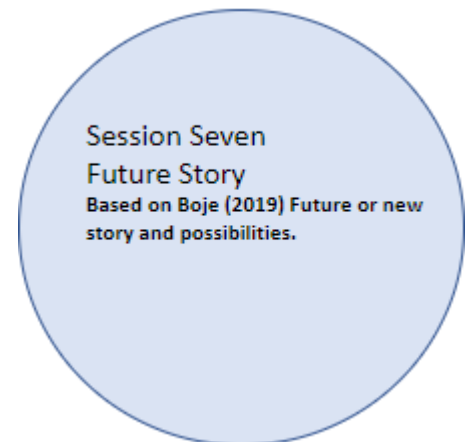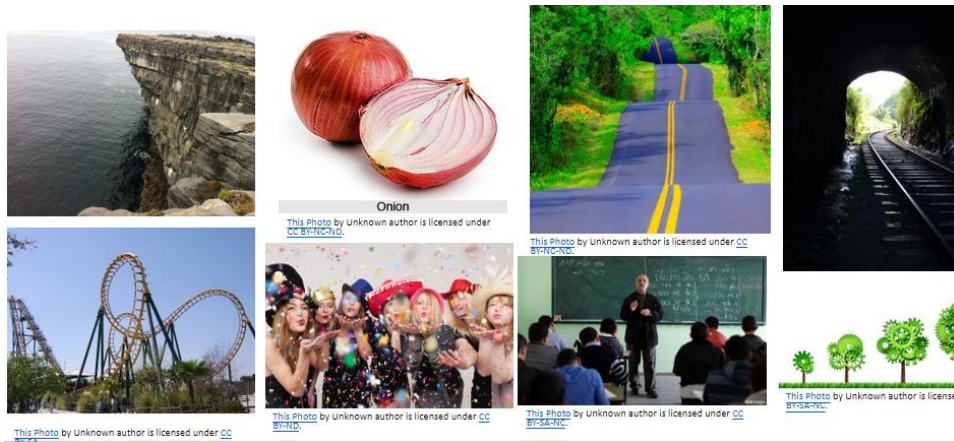
Figure 3.9 Visuals used for restorying in session 7 September 2020

These sessions provided opportunities for teams to learn and practice restorying in a number of different ways to respond to the research questions. Sessions 1 and 2 offered an opportunity to explore sensemaking and restorying both retrospectively and in the present, by retelling the stories of the changes the teams had experienced over the previous year on several occasions and also using fictional work scenarios. These two sessions respond to RQ1 as they offered the opportunity to view teams in the process of restorying their change experiences. Sessions 3,4,5 and 6 offered the teams an opportunity to use retrospective and present sense making to restory to prospective sensemaking, attempting to generate future change possibilities and scenarios using fictional characters, appreciative / quantum enquiry, objects in theatrical settings and the timeline material previously created in session 1. These sessions respond to RQ2 as they seek to experiment with various approaches to explore how restorying interventions facilitate generative visions of future change opportunities. Session 7 was designed as a pulling together of ideas, an opportunity to reflect upon the previous sessions and also to practice a final restorying of the future next steps after the interventions had concluded. This responds to RQ 3 as there is opportunity to reflect upon the process as a whole and how successful the experience was for the teams in view of its aim to facilitate future generative imagination.

3.5.2 Storied conversational interviews

Storied conversational interviews (Boje and Rosile, 2020) were conducted as a complementary source of empirical material to interventions. I am interested in the collective experience; and in the interviews the individuals reflected upon that collective experience but were engaging differently to during the interventions. This individual perspective on the team experience, both as experienced as a team member but also observing others offered a more multi-faceted view of the sessions – this material was significant for two reasons, firstly in relation RQ 3 - to establish a different perspective upon the ability of the interventions to facilitate a generative approach to future possibilities around the team change experience. Secondly to inform my thematic interpretation of the patterns across the material – interviews offered another dimension – opening up the data and offering another retrospective voice to the corpus of material thus offering an opportunity for crystallisation (Tracy, 2010).

Interviews were requested on a purely voluntary basis as an opportunity to have a further conversation about change and the storytelling interventions. These were conducted during the latter stages of the interventions when I was already familiar with participants and some of the context we were working with. This was advantageous timing as it reduced some of the artificiality of the interview situation and enabled it to become more of a conversation. However, I was also minded that participants might have wanted to "please" with their responses or that we may have made mutual (incorrect) assumptions based on our perceived understanding of each other. Four participants agreed to have a conversation, and these were balanced across the two teams I was working with. Interviews lasted for approximately one hour and were designed using approaches suggested by Henriques (2014) and Boje and Rosile (2020) and aimed to access a collective experience and meaning. Participants were encouraged to reflect on what was experienced and how it was experienced to potentially reveal the individual's sense of the interpersonal or collective sense made of changes both during sessions and outside of them. This offered a contrast

from "in the moment" sensemaking during interventions to a position of a reflection of sensemaking which may shed some light on how reflection is an aspect of ongoing sensemaking of change over time.

Participants were invited to discuss their general experience of working in the organisation to date, including its high and low points and then to outline their understanding of the organisational changes that had happened in the previous year. In a very conversational way (Boje and Rosile, 2020) participants engaged in a conversation of their responses to these changes through a series of considerations such as shared understandings, cultural changes, connections to the past, as well as whether this had made a material impact to the ways in which they were working in their team. The conversation then considered the present moments and their sense of current change and their understandings of current dominant stories about any changes taking place. The concluding discussion was future focussed and discussed opportunities and challenges around change in the future as well as feedback on the interview conversation. The interview guide can be found in Appendix 2. Interviews were audio recorded and transcribed for interpretation.

3.6 Generation of Empirical Material and the move to online

The Covid-19 pandemic led to a national lockdown in March 2020, just a few weeks after I had completed my first intervention session. This meant that the research had to move online or pause. A discussion was held with each team online, seeking to understand which option was best for each team's wellbeing and context. I was very clear that this was each teams' choice, and that whichever option suited them was also preferable to me. We agreed that we would continue with sessions in an online format as each team were keen to continue and to keep some continuity to the sessions.

This posed several practical and ethical challenges. An ethical amendment was submitted after changes were planned and will be discussed in the next section – this largely focussed on the fact that continuing the sessions was mutually agreed, and the data collection and protection issues related to the move online. In terms of design of the sessions, there were some challenges in moving sessions to an online format. Each session was reviewed to ensure that the aim could still be fulfilled in an online environment, the appropriate length of an online session, the way a supportive environment could be created and that any material aspects to the sessions could be successfully transferred online.

This involved the following changes to each session – timings of around 2 hours each were maintained although there were regular check-ins to ensure team members were happy to continue with the session or whether they needed screen breaks. Participants were familiar with using online technology as they were accustomed to interacting remotely from overseas locations, which was a big advantage – more so for one team than the other. This was also a personal challenge for me, who had to quite quickly get used to running sessions online instead of in person. This involved a clearer focus on my facilitation skills to ensure a supportive and engaging environment was maintained.

Session	Specific Amendments
2	Materials sent in advance to participants – fictional stories to restory, dice combinations as pictures to replace the act of rolling story dice.
3	Material circulated in advance. Pens and paper used at home by participants.
4	Material circulated in advance. Pens and paper used at home by participants.
5	Timeline produced in Session 1 shared as a photograph.
6	Toy figures photographed in different tableaux settings as a prompt to discussion.
7	None needed.

Table 3.3: Amendments to move sessions online

Participants were also asked to bring pen and paper to each session so that any warmup exercises could be completed by drawing and then shared via the computer camera. This maintained some of the material aspects of sessions, through drawing and writing albeit in individual spaces. In all sessions, slides were shared on screen to aid discussion in the same way as they would have been in a face-to-face session.

For session 6, the amendments changed the session slightly as rather than an embodied retelling, the session was more of a virtual sand box exercise -in this sense the participants took on the role of director of the objects and deciding which issues they would represent and use for further discussion or exploration (Fleet, Rees, Burden and DasGupta, 2021). Sand tray work is used extensively in therapeutic interventions with trauma experienced clients to achieve distance from the traumatic event through objects, and to bring the unconscious into consciousness (Kosanke, Puls, Feather and Smith, 2016). Whilst not intended to be solely therapeutic, this approach, as with the original adaptation of "storytelling theatrics" (Boje et al, 2015) does allow for participants to step back, reflect and interpret different power relationships through their own discussions, as well as to gain some agency in noticing opportunities for telling different stories.

The move to online inevitably changed the material aspects of the sessions and potentially created different learning outcomes   - this has been discussed extensively in an ethnographic study of virtual and real-life classrooms by Sørensen (2009). However, given the situation these compromises had to be made to continue with the research and given that participants wanted to continue with sessions, this was deemed to be an acceptable compromise on my part. The use of pens and paper in each participants' own context may have acted in a small way as a boundary object and offered resources for sensemaking through the process of drawing and writing and then sharing the results.

We agreed that each session would be audio recorded, even though video was used as a means of interaction between us. At times communication was made via telephone call when there were technical problems. The learning environment was managed carefully, addressing any need for breaks or clarification of exercises and the group led nature of the sessions allowed teams to control timings of sessions and to leave the session if they needed to. Woodyatt, Finneran and Stephenson (2016) conducted a comparison of online (audio only) and in person focus groups, in health research and found that the data generated was largely similar. Similarly, Moore, McKee, and McLoughlin (2015) found that rich data was generated, but that users' ability to use the technology was at times a limiting factor. In this case this was not too much of an issue as participants were already familiar with online technology.

From both my own reflections and observations and comments made during sessions, participants found they could engage with sessions well. There seemed to be no issue with sharing stories which contained aspects both positive and negative in terms of change experiences. This could be explained by the fact that a detailed ethical briefing was conducted at the outset of the sessions which was clear on the confidential nature of the sessions. In addition, I had already met the teams face to face prior to starting the sessions online which I think was an advantage in terms of continuing, rather than starting a conversation. Being together in person for the first session had given us an opportunity to get to know each other and to make a connection, which from my perspective made the online meetings easier. However, there were also new team members who joined partway through the series of interventions, and they had not met each other or the rest of team in person. Everyone was gradually becoming accustomed to life "online" during this period but had acknowledged the challenges of building new relationships online. The interventions provided an opportunity for less work focussed and more informal conversation between the team and new members. The activities involved were a useful prompt to make conversation involving old and new team members.

An additional perspective on why participants felt so safe to contribute and engage with the sessions might be explained by the online environment itself – Paulus (2021) suggests that participants may simply be more comfortable in the online environment. Abrams and Gaiser (2017) suggest that in comparison to face to face focus groups, in online groups, participants tend to speak for longer, possibly due to an enhanced awareness of taking turns in conversation. Additionally, they suggest that the use of warm up exercises such as were used in each intervention session have been found to enhance the connection between a group in order to support the group to bond. Given the group's prior familiarity with each other, and the working context, perhaps the impact of the setting enhanced this feeling of mutual support and trust. From my perspective the online setting made me feel more of an equal participant in the process which may also have had an impact.

3.6 Ethics

Ethical approval was obtained for these sessions, as well as an ethical amendment when the research had to move online – this largely focussed on the fact that continuing the sessions was mutually agreed during a potentially challenging time for everyone, and the data collection and protection issues related to the move online such as recording information. General details as well as those specific to the online environment are discussed below.

Consent forms, participant information, a guide containing areas to be discussed in interventions and interviews, recruitment strategy and a data management plan are included in Appendix 3. Clear inclusion and exclusion criteria for the study protected participants from unnecessary harm. Informed consent was collected from each participant at the outset of the study via a written consent form and information briefing sheet containing key information about the study, as well as a GDPR compliant privacy notice. This was explained at some length and was important to ensure that the group felt safe to discuss issues. Consent was verified on an ongoing basis, via a traffic light system during

sessions and at the start of each session, and gave participants control over which aspects of the workshop would be recorded or used as part of the research material. Some team members did stop attending sessions after the first few sessions, two did not wish to participate. No-one requested to withdraw information, although provision was made for this scenario. These procedures ensured that sessions continued to be group led, and that the environment was a confidential and safe space to discuss issues as well as ensuring that each participant was able to fully exercise their own choice as to whether to participate or not. This kept the focus on change driven by the team and not as part of a management directive.

The topic of the study was about team working and change and questions which were explored in sessions were potentially emotive. However, these subjects covered aspects that might reasonably be discussed during working life. Each workshop session gave an opportunity for reflection and a discussion about what could be covered or discussed next, which served as a debrief and agreement for the next intervention session. This was agreed by all as a group. I am an experienced HR practitioner and business psychologist and am well used to dealing with emotive issues at work, as well as being bound by professional conduct and research guidelines; the BPS (2014) Code of Human Research Ethics and CIPD Code of Professional Conduct. These both include ethics in terms of protection of participants from harm and confidentiality as well as being treated with integrity. Organisational specific options for further support, such as referral through company support structures such as HR or other occupational support was also made clear in the initial information briefing. It was also important to note that the research was not capturing details or critiquing any specific changes to teams, rather the focus was on the experiences as the team went through the process.

The move to online did change the nature of the empirical material collected. Sessions were audio recorded ready for anonymous transcription. Whole sessions and interviews were

recorded and then the intention was to examine both stories and dialogue. Video was used to maintain a rapport with participants but in order to collect the minimum data required, and to preserve anonymity in the data – audio recordings only were used, and voices were referred to by pseudonyms. In respect of the challenging nature of the time (the 1st Covid lockdown 2020), a number of ethical considerations were made, which did not materially differ from the original study but perhaps enhanced them. The voluntary nature of participation continued, and the system for pausing recording or curtailing uncomfortable discussion points remained. As a facilitator, my role was more focussed on picking up on interactions from participants, to ensure that any issues reflected in body language or demeanour were noticed and consent continued to be checked throughout the sessions. The role as facilitator of the sessions became even more important to ensure that all contributions were invited, and that the sessions were inclusive for all to contribute. This has been noted by (Abrams and Gaiser, 2017) as one of the challenges of conducting group research online and the benefit of my experience in facilitation greatly supported keeping the online environment as a safe and interactive space.

3.7 Methods of Interpretation of Empirical Material

	Boje (2014) suggests that the unstoryable nature of a traumatic event can lead to re-enacting negative loops repeatedly, disassociating or disconnecting from the event, and repression of feelings or responses of lived experiences. In a change context this could manifest in repeating loops of problem saturated narratives, where certain voices are permanently silenced or excluded, or the weight of the organisational expectation becomes insurmountable. The tension between expectation and reality could lead to a separation from what is really happening versus what ought to happen.
	Boje (2014) describes "beginning, middle, end "stories to characterise how these narratives are formulaic, complete, and devoid of experience. He suggests these are the end points of stories that become laden with power in organisations and become the voice that surpasses others – towing the corporate line. These are narratives that are often about the past and are repetitive and represent an energy that is stuck. It can be abstract and can generalise where there are unstoryable gaps.
	A living story is described by Boje (2014) as emergent, unfolding, wave energies that are not finished and may not even have a fixed beginning. They are full of the lived experiences of the tellers, with emotions, thoughts, hopes and dreams. They can be linear, cyclic, spiral or rhizomic in the way they pattern themselves. In this thesis the pattern of the spiral antenarrative was particularly evident in the ways that teams made sense of their experiences, moving in different directions at different times, flowing from the same sense of experience.
	In this sense a story fragment tests the definition of "story". Whilst in Boje's terms (2014) a recount of events can be considered a story, a fragment of speech or a symbolic gesture (2008). Others would disagree, for example Gabriel (2000) would suggest that a story has a particular purpose, to entertain and has a more complete plot and range of characters. For the purposes of this research, a fragment constitutes a small phrase which is part of a living story.
	Restorying is the process by which a new story is told of events and experiences, a counter story, a living story of something that was either previously unstoryable or stuck or problem saturated. Restorying explores around these narratives, eliciting unique moments of experience, revelations or "wow!" moments that can build into a new story that replaces the previous one with vibrancy and energy (Boje, 2014).
	Boje (2014) describes antenarratives as bets on the future, expectations, probabilities, and possibilities. They connect living stories to future BME narratives and can be retrospective and prospective.
	In the same way that sensemaking can be both individual and collective, a collective story is the process by which individuals share the role of teller, negotiating and sharing the process of creating the story as it goes along. Sharing and pulling together an account creates a whole that is polyvocal and inclusive, a living story full of energy and emotions making sense of shared experiences (Boje, 2014, Reissner, 2008).

Table 3.3: Visual Glossary Drawn by Researcher used to guide interpretation of Empirical Material

Empirical material is categorised as follows according to source and to type and is represented in the following way in the corresponding findings chapters:

Data Collection Method	Interventions	Interviews
Type of Material		
Stories	Chapter 4 / Chapter 5/ Chapter 6	Chapter 6
Dialogue / Conversation	Chapter 6	Chapter 6

Table 3.4 Location of each type of empirical material in the findings chapters

There were two aspects to interpreting the empirical material, one was to examine how through intervention, unstoried experiences of change became available for storying and restorying through sharing fragments of stories, reflections, antenarratives and living stories. The second was to create a thematic analysis of both stories and discussions to build an understanding of the patterns of experience of change illuminated through participation in the interventions.

The first part of the interpretation focussed on material collected during the intervention sessions only and was focussed specifically on stories generated by the teams. This involved exploring how the unstoried became storied; mapping out the contents of stories as they developed across intervention sessions with each team or following the relationships between beginning middle end stories, living stories and antenarratives as described by Boje (2014). This was mapped out visually for clarity, as suggested by Braun and Clarke's "story maps" (Braun and Clarke, 2006, p. 245). The process involved selecting out the BME narratives / counter narratives / living stories / antenarratives and restories from the transcriptions for each intervention session and printing them onto paper. This then allowed physical arrangement and visualisation of how the stories connected and reconnected. An example from the first session is captured in figure 3.10.

This part of the interpretation was guided by David Boje's (2014) unstoryability, storyability and restorying model. This theory suggests that general narratives reduce living stories, fragments of antenarratives and unstoryable experiences. Boje seeks to restore this complex, "field of storytelling" (Boje, 2014, p. 156) to its full energy and movement. Grand narratives of organisational change can represent stuck or petrified narratives (Czarnaiwska, 2004) whereas unfolding, emergent living stories and antenarrative bets on the future can connect both prospective and retrospective sensemaking of the future and the past (Boje, 2014). This gave a very complex picture of the interconnections between story types within each team as well as allowing a comparison of the similarities and differences between how

sensemaking developed through stories between Team Green and Team Blue. A more detailed account of the process follows.

By examining the transcripts from each session; B.M.E. narratives, living stories, antenarratives, restories and any story fragments were isolated from the scripts. These were printed out on pieces of paper and arranged according to the Unstoryability model (Boje, 2014). This process of arranging and examining stories allowed me to make comparisons across the stories shared, comparing and contrasting the content of each, and rearranging the stories as my thoughts developed. This was quite a physical and embodied experience, both recollecting the stories told, reading them aloud again and reflecting on where they could be positioned in my interpretation using the model. This allowed me to trace the progress of unstoryable experiences, becoming storied through intervention into fragments and living stories. They could also be compared or contrasted to the team's own B.M.E. narratives - those which they had rationalised, finalised and had become a fixed narrative about themselves or their situation, or other corporate narratives about the team or organisation. Where B.M.E. corporate narratives were shared these were also noted where they were counter to living story recounts. As stories were restoried, these were also noted and compared to previous living stories or B.M.E. narratives. As stories accumulated both within sessions and then subsequently across sessions, a growing pattern of stories developed, which was a physical representation of my interpretation.

STORY > > >   EXPERIENCE >>

March

1.
Retrospective living stories from the group - were these previously unstoryable? timeline exercise
p. 2 54 It doesn't seem too many changes as such ...up until Summer of last year....morale -wise everything was good and then there had been hints of changes, but nothing had come to fruition, up until pretty much December, then we had what I view is a bombshell
p. 3 80 that was the big big change, so that's where we've got the world falling apart...lots more people leaving...a managerial change...finally yeah we've got Corona virus too right at the end

Benefits / Reflections
p. 11 I think its good to understand it being similar cos you might be thinking its very much in your own head, but you're not going through it alone

It surprised me

You're just trying to cope the best you can, to not show weakness

Turns to antenarrative
Taking us up to the epidemic. ...nobody really knows how its gonna affect, it could affect absolutely everything. Don't really know what we're looking forward to

ANTENARRA

UNSTORIED ———————→ LIVING STORY

the BME narrative might look like different audience p. 5 174 much more professional. less emotional, facts and figures. not showing it as a weakness so framing it positive. focus on the positive things more...we're all happy

Group BME Narrative for a senior audience timeline / restory p. 8 There was three fully functioning, high performing, cohesive teams...eager to continue the high performance.....intern ational teams were streamlined. shortly after that was a high team performance, morale, reduced arrears, equals happy customers ...(then December it all went tits up) Responsibilities were split, the moral was

2.
affected, the performance decreased, then

CORPORATE NARRATIVE

BME them not us p. 6 226 There's a whole transformation project on this...I don't know much about it personally...there seems to be a lot of change happening, not just within our team within the whole company, they've even got a management instruction now, where there is change within that, quite senior managers, the MD as well

3.
COUNTER NARRATIVE
"THEM' NOT 'US"

"TRUTH AND REALITY"

truth? p. 6 240 Stories change as they get told by different people, if you get the official one...whispers.....she might tell us one thing...you might speak to somebody in the team or another team ...they bring up the juicer bits

4.

REFLECTION / RESTORY

Reflects on values of BME corporate narrative in the organisation but also the differences between this and the living story p. 9

Its more professional, like what we would present to others. Second one wasn't so emotional, it was less of a story you could feel or get involved in....If you were joining the business you would want to hear the second one but if you were in the business

5.

you would want to hear the first one

MARCH

Figure 3.10 A photograph of the interpretation of stories in progress session 1 – October 2020

For example, from Team Blue's session in March 2020 is pictured in figure 3.10, I have numbered the stages of my thought process and interpretation using this approach as follows in October 2020.

1. A change experience was shared as a story, "we had what I view as a bombshell".

   This showed how an unstoried aspect was brought forth via the timeline intervention into a living story and shared within the team. There was then uncertainty around the future, communicated using an antenarrative, "don't know what we're looking forward to".

2. The team then told a more corporate narrative, a sanitised version for a senior audience – more beginning, middle and end story without the living story components - "teams were streamlined".

3. This corporate narrative is developed further, a story of a transformation programme is told but owned by "them". This could mean the organisation or senior managers; the meaning is implied but not made clear.

4. Making sense in the here and now of these two versions of the story of changes, the difference between truth and reality of these stories was discussed – the "official" version versus the "juicier bits". This is a story created in the session itself about why the differences might exist

5. The value of each story version is retold again, or restoried, reflecting upon the corporate narrative as value to those outside or joining the business, and the living story version for those within the business.

My thought processes were generated as I arranged and rearranged the stories printed from the transcripts of the first intervention session held in March 2020.

After interpreting the stories produced in each session for each team, the connections between stories could then be mapped across sessions to see how different stories developed and were connected. This example in figure 3.11 examines the connections between Team Blue's March and April 2020 sessions, continuing the numbered sequence of my interpretive thinking in stages:
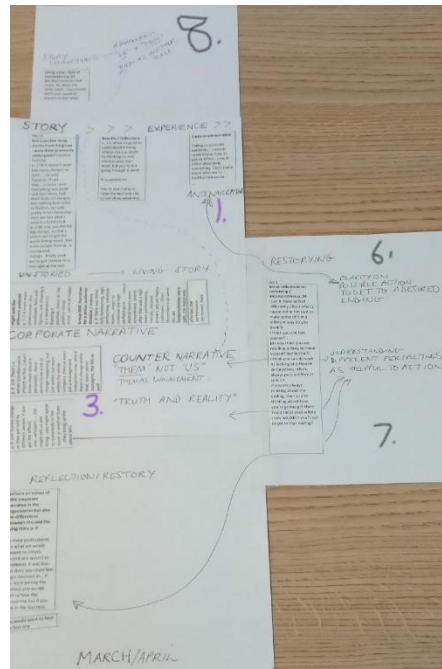
Figure 3.11: A photograph of the interpretation of stories in progress – session 1 and 2 – October 2020

6. This fragment of a story links to the antenarrative future in 1. "we don't know what we're looking forward to" through restorying becomes a story about how the future can be shaped by specific actions. Different perspectives to take a different view of future possibilities or antenarratives.

7. This story continues with more fragments and links these different perspectives to different actions aiming for different antenarrative story endings. These are linked - represented in figure 3.11 using arrows to living stories and Beginning, Middle End narratives told in session 1.

8. Another restory of the team's original living story describes a different "them" and "us" in contrast to stories shared in 2. and 3. This time it is another team in the same department rather than a senior manager or the organisation.

The second part of the interpretation took a broader view of the empirical material collected, including stories and dialogue generated during intervention sessions and interviews. This interpretation used reflexive thematic analysis as described by Braun and Clarke (2021). Thematic analysis approaches can accommodate data and theory driven interpretations, as well as latent and semantic meanings (Braun and Clarke, 2021). This consists of an extensive process of interpretation by the researcher, who undertakes a recursive process of generating codes from their developing understanding of the data. This is an organic process that is mediated by the researcher's reflexivity. These in turn are developed into themes from across the whole corpus of empirical material which have central organising concepts that reflect patterns across the empirical material. (Braun and Clarke, 2021). Themes generated are not summaries of a particular domain, nor a summary of a research question but a pattern of shared meaning that is cohesive around an organising concept (Braun and Clarke, 2019). In this case, this part of the thematic interpretation was based from within, and driven by the empirical material collected, it did not follow the theoretical framework outlined by Boje (2014) to trace story spirals. Meanings were made sense of in both specific but increasingly latent terms, underlying meanings became more apparent during the interpretation of the materials. Participants were discussing their experiences, and understandings and so the interpretation was primarily focussed on peoples' perspectives and understandings although critical inferences will be made during the subsequent discussion about these. Realities were constructionist and were created through interaction with participants. This explanation was based on a typology discussed by Braun and Clarke (2022).

Thematic analysis was chosen because there is an alignment with the positioning of the research. Braun and Clarke (2021) suggest that a qualitative sensibility is required for reflexive thematic analysis which they describe as an interest in process and meaning over cause and effect, an awareness of the situatedness of an analysis, and an ability to

accommodate complexity, contradiction, and uncertainty. This aligns to my wish to reject the mainstream, rationalistic accounts of the causes and effects of change and my desire to explore how meanings and practices develop during the interventions. From an ontologically relativist position, reflexive thematic analysis can offer a reading of the material that reveals what sorts of realities are constructed by participants as they tell stories and restories, effectively how they bring different realities into being (Braun and Clarke, 2021). This is quite different to approaching thematic analysis with a generic process or set of instructions, or pre-determined codes. Braun and Clarke (2021) have described thematic analysis as a 'big Q' approach, using the description of Kidder and Fine (1987), in contrast to 'small Q', coding reliability or 'medium Q', code book analysis approaches to thematic coding. Reflexive thematic analysis offers the most creative opportunity to develop themes, rather than to discover them somehow within the text (Ryan and Bernard, 2003) and to engage in the data and the research activity with the participants.

The aim of an interpretation in this sense was to demonstrate a convincing account of the meanings of the stories and to explain why these were important (Braun and Clarke, 2021). This aligns to the research goal of exploring meaning in context, where both researcher and researched, collaborate to co-create meanings (Braun and Clarke, 2021). It was suitable for the analysis of a large numbers of stories and restories and allowed the possibility of an inductive analysis, as whilst a conceptual framework guided how the restorying process itself might move and spiral through the story field, in more of a deductive approach, the themes and meanings within the stories themselves were not previously theorised as part of a change process. Descriptive and interpretive accounts could be developed with this method and allowed an exploration of how the restorying process affected the sense made of participants' change experiences. Generating semantic and latent meanings allowed the analysis to develop further, to gain a richer picture of the meanings of the content of the stories themselves. This process was one that was creative and inevitably reflexive, creating stories about the stories and my meaning making developing as I explored with the teams involved their developing sense making of change (Braun and Clarke, 2019). This "bending

back on oneself" (Braun and Clarke, 2019, p.594) was essential to continually be clear and to engage actively in the creation of the inductive part of the analysis. For me this resonates with my desire to be collaborative, and to fully embrace the creativity and polyvocality of the stories as they are developing through the intervention sessions.

Each session was fully transcribed and then I spent a long time reading immersing myself in the material, becoming very familiar with the discussions and stories in each session. Latent and semantic codes were added to the material, and these were then recorded summarised and used to generate themes across the data set. This was mediated by my own experiences of organisational change. As a brief example, themes generated responded broadly to the research questions by reflecting how teams made sense of experiences collectively, how they generated different future possibilities and how the intervention itself facilitated this process of generative sensemaking. This is represented by the diagram below, although it is acknowledged in later discussions that this is perhaps an oversimplification; it is presented in this way for simplicity.

Figure 3.12: Themes constructed to respond the research questions

- How do teams as collectives use restorying together to make sense of their change experiences?

- **We can story our own performance of change** – by being our own producer, director, performer, and audience we can tell our own stories about the change experience. This can be humorous, emotional, and uncensored - human interaction based on our relationships. We make sense of change on our own terms. Being professional about change is one thing but there is more to tell in our story, and it should not be left unsaid. *Managers or organisations don't do or manage our change experiences – we are accountable.*

- **We will get through this together –** whilst both teams had a different sense of themselves during the research journey – there was a sense of team membership being the anchoring point of the change experiences. Whether this was about an appropriate audience, the challenges they faced, or the relationships with others, everything linked back to the identity of team membership. *Each team's experience and journey together was entirely unique and yet similar at the same time, the team change experience is unavoidably social and collective and this cannot be ignored.*

- **Different realities are all valid** - we know and value different stories about the same changes and we can see where there are differences between the dominant story and our realities. This won't stop us filling in the gaps with our own experiences and we value a diversity of voices when telling and hearing stories about change. We reject the prioritisation of one story over another. *There is no sequence or process of change that can be prescribed to achieve success – change is polyvocal, non-linear and non-sequential and resists modelling.*

- How can the use of restorying facilitate the generation of future collective possibilities for teams during their experiences of organisational change?

– **We create, recreate, pause, and dismantle our storied worlds** - as the creators of our storied performances we can suspend our belief and move it in ways we decide, either consciously or subconsciously. The world can fall apart, be recreated or reach a dramatic pause dependent on how we story and restory. This does not follow a plan or design and is subject to change at any time. *Change is as much about internal energy as it is external energy, and the logic of cause and effect doesn't always apply. We can both converge and diverge simultaneously; the change experience is accommodating of contradictions through this approach to storying.*

– **We choose our audiences to build possibilities –** we choose who we see as insiders or outsiders to our experience, and we reveal stories accordingly. We can be who we want to be and story our own experiences for our own agency and purpose, being chameleons and defining our experiences as always changing over time, place and relationships. This will shift as the story changes and develops. *The change experience is not definitive, it is micro contextual and complex. Our focus is getting through this in a liveable, do-able way – measurement and outcomes focus are not necessarily following our human logic. Organisational logic and roles such as change agent and change manager, don't necessarily apply here.*

- How can the use of a team intervention over time both facilitate and be a method to explore the shared process of this generative sensemaking?

- **We can develop new perspectives –** there was a pragmatic sense that the change experience would have been a whole lot worse without the opportunity to join the intervention sessions. From therapy to learning, team members identified their own personal learning journeys and reflected upon how that might have affected the group.

Narrative analysis and thematic analysis have been combined in other research (Palomaki, Laakasuo and Salmela, 2013), using themes to construct a grander metanarrative of a sequence of events. In this research the opposite is tested, sequences of events are identified as sequences or spirals of stories and restories, and this facilitates a more inductive, interpretive analysis of themes contained within the stories which capture the impacts of the restorying intervention on the change experiences of participants. This has a more critical focus rather than a purely experiential approach to creating themes, unpacking the meanings and changes in the sense made of experience through the process.

This chapter started with a story about context; describing the teams involved in the research and how the process started. I have then unpicked and defended my philosophical stance towards answering my research questions. I am of the firm conviction that in understanding how teams make sense of change experiences through storying, there is an opportunity to be both interpretive and critical - revealing opportunities for agency that the participants themselves enacted through the research process. I then discussed the research design, and collection of empirical material including the compromises I had to make during the move online. In the end I don't believe that the materiality of the sessions

was unduly affected as there was a digital material connection between us all, facilitated by the stories themselves and so I would not rule out this type of online approach in the future. I am also so grateful to my participants throughout the intervention process - their engagement and enthusiasm to experiment with my ideas was appreciated and in fact was essential to the success of the research. I am aware that this approach may not suit all organisations or teams and so this research offers this understanding as one method of accessing a different aspect of the change experience using stories. Creative collaborative methods need to be suited to the context and the participants. I hope that storying and restorying interventions are another addition to those options for understanding and supporting change experiences in organisations.

3.8 Researcher's Reflection

The following is a short reflection at this stage from my perspective as a researcher. The interpretation has been challenging, both to embrace the messy complexity of the stories told, and to ensure that there is coherence and simplicity in presenting the findings. By using both narrative analyses to trace story development as well as a thematic analysis – I hope I have done justice to both approaches. I share the extract from my research diary at this stage, simply to reflect that this was not a straightforward process and one that I had to continually challenge myself to ensure that there was a clear logic and purpose in my approach as I revisited the empirical material. Inevitably there was far more than I can do justice to in this thesis and so I hope to highlight future possibilities in my later discussion.

Figure 3.13: Researcher's diary illustration October 2020: Analysis paralysis

Figure 3.14: Researcher's illustration of the interaction between stories, sensemaking, experience and change

The process of illustration has been key to my own sensemaking of these concepts and of their interaction in terms of the theoretical framework for this thesis and so I share this final illustration here as a visual summary. This represents teams working together to make sense of their experiences of ongoing change, with support from an intervention that prompts them to identify both BME narratives and their own living stories and then through sharing these create their own multiple antenarratives to create new restories of these BME narratives to realise alternative possibilities for surviving the change process.

3.9 The context for the findings

Finally, as a segue into the findings I want to briefly set some context as I now hope to craft the messiness of my findings (Donnely, Gabriel and Özkazanç -Pan, 2012) and in doing so have the challenge of preserving a balance between my voice and my participants' voices. There is inevitably an element of interpretation as I have chosen the two stories to share and am retelling the stories as I have interpreted them. Therefore, there is some reflexivity as I acknowledge power dynamics and as I both retell the story and notice connections to literature. I will keep this debate to a minimum in the retelling of these stories. Throughout this process I position myself as an "involved outsider", conducting research "with" participants as opposed to "on" them, trying to stand in their place.

I am also aware that I have mentioned the desire to capture rich descriptions and that it may be helpful to clarify this in the light of my research. In many ways I can use the analogy of stories to explain – as Boje (2014) describes a Beginning, Middle, End story as one that has somehow been crushed and is devoid of life, a living story is one that fully encapsulates hopes, dreams, expectations and emotions and is full of life. Therefore, I would suggest a similar distinction for empirical material from participants – gaining stories that move beyond accounts of events and finding those which share those hopes and dreams. In a similar way, during the interpretation, I would agree that a rich or thick description is one that has been contextualised and where the significance of any interpretation is made clear (Braun and Clarke, 2022).

My findings will include two story spirals (Chapters 4 and 5) which are traced using Boje's (2014) Unstoryability Framework and the purpose of these chapters is to bring the participants' voices to the fore, to hear directly what they said; to follow the stories (Hitchin, 2014) and be "a fellow traveller" (Gabriel, 2000). I deliberately use the word story spiral here as it best represents the shape of the stories and restories I "followed" through the

material. It has similarities to Boje's (2014) descriptions of antenarratives as linear, cyclic, spiral or rhizomatic. Both linear and cyclic antenarratives are described by Boje (2014) as commonly used in management and based on the organisational life cycle. From my perspective this aligns to more mainstream approaches to change as a managed process and did not link to the stories in the material or my notions of the change experience. Boje (2014) characterises the spiral antenarrative as one with three-dimensional momentum, upwards, downwards and sideways, with space moving without any fixed framework. This captured something of the dynamics of the stories I found, not following any fixed path, as stories were told and retold, and reframed - and so I have used story spiral to capture not just the antenarrative bets on the future, but the shape of the stories and restories about change experiences. This offers a useful alternative to considering change as a fixed process. I did not explore the idea of antenarratives as rhizomes – which have been described as subterranean, with unseen roots, that move in all directions emerging when resource is obtained (Boje, 2014), as I did not feel this captured the overall sense of stories and restories – however there was some applicability to the notion of "professionalism" which will be discussed later.

The story spirals will follow two key aspects; Team Blue's journey through organisational changes as they trace their reflections and re-stories through each intervention session and Team Green's journey through the development of the social aspects of their team and how they come to recognise the support they have for each other as essential to making sense of changes together. There were many other stories shared and different paths traced through the experiences of each team, but these were chosen as interesting examples. Team Blue's story moved in a circular fashion between feeling more positive about change and feeling as if they had agency to feeling as if this agency diminished again. It was interesting that this sense of agency seemed to come from within the team as well as being linked to events surrounding them. Team Green's story started from a different position in that their sense of cohesiveness of a team was minimal, and many new members joined throughout the intervention process. New team members provided some of the impetus to thinking about

change differently but also to the team recognising the team itself as a means of social support.

This will be mainly a descriptive analysis with some semantic inferences made about meanings. Echoing Dawson (2013); it is important to consider how stories link past, present and future and in a chronological presentation there is a risk of presenting accounts as overly linear. Whilst this maintains simplicity, I will reflect on the links to previous and future sessions through my descriptions. Thinking of the emergence and entanglement of the story plots can accommodate the messy experiences of these changes. Stories emerge, are restoried and then are sucked back into the vortex as other experiences and hopes are shared in a constant process of creating webs of meaning as experiences develop (Bosma, Chia, Fouweather, 2016). By mapping the stories (Braun and Clarke, 2013) this can be represented visually, making the complexity easier to follow. I now end this chapter and hope I have prepared you as a reader for the main plot of the story to come, the findings about how unstoried aspects of the team change experience came into being...

Chapter Four: Team Blue's Findings: "The World is Ending"
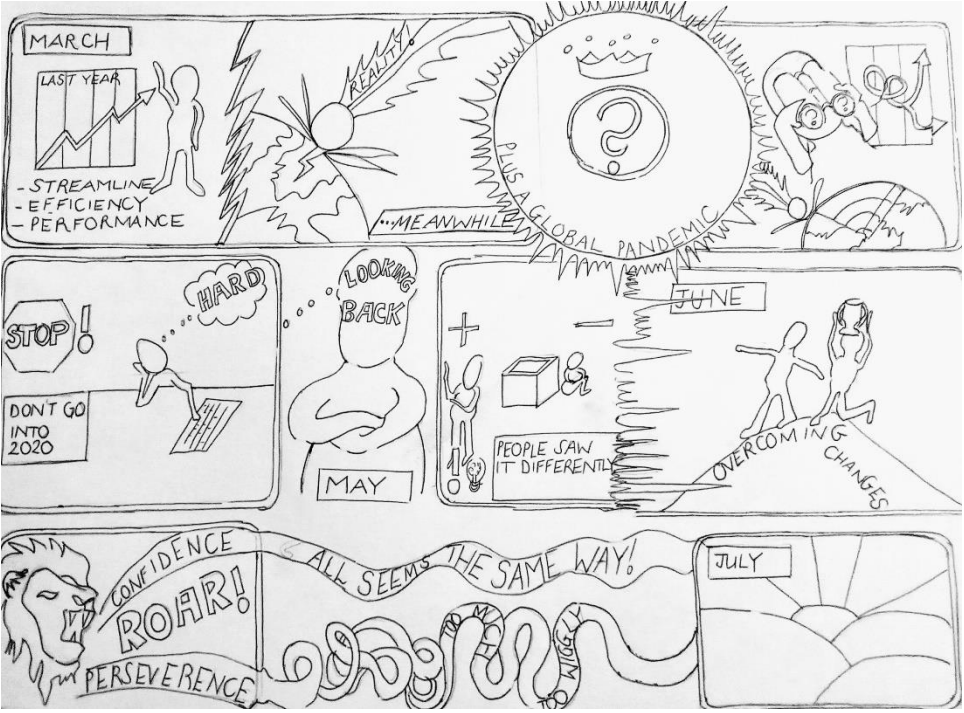
Figure 4.1: Researcher's Illustration of "The World is Ending Story Spiral" - Team Blue

"The World is Ending" - a narrative analysis using the unstoryability framework of Boje (2014) to trace how organisational changes became storied and subsequently restoried from March to September 2020 during intervention sessions with Team Blue. This brings to life rich descriptions of their experiences of organisational changes and shows how the desire to be professional can change which audiences hear which version of the story as well as the power of restorying experiences to generate different perspectives on a situation and possibilities for different action.

Stories about Team Blue's experiences of organisational changes emerged through the restorying interventions, starting as almost "unstoryable" and developed through a plot I have described as "the world is ending". This contrasted with "the corporate story" which was discussed as one that looked professional and was suitable for audiences outside the team. As the team discussed and restoried "the world is ending" story there was a growing recognition of the strengths that the team had shown during the changes and there was a new story of 'reclaiming some agency around change'. This was somewhat of a revelation and a new perspective in terms of viewing the original changes in a different, more self-affirming way. However, the experiences were not so straightforward, as there was a sense of discomfort when nothing further changed during the lockdown period, but organisational changes were not resolved. By September 2020 as more organisational changes were on the horizon the story of the world ending again emerged, but this time retaining some of the pragmatism and wider consideration discussed during the intervention sessions. In a sense the storying process was never static, and it was this recognition that allowed a more nuanced understanding of impending changes.
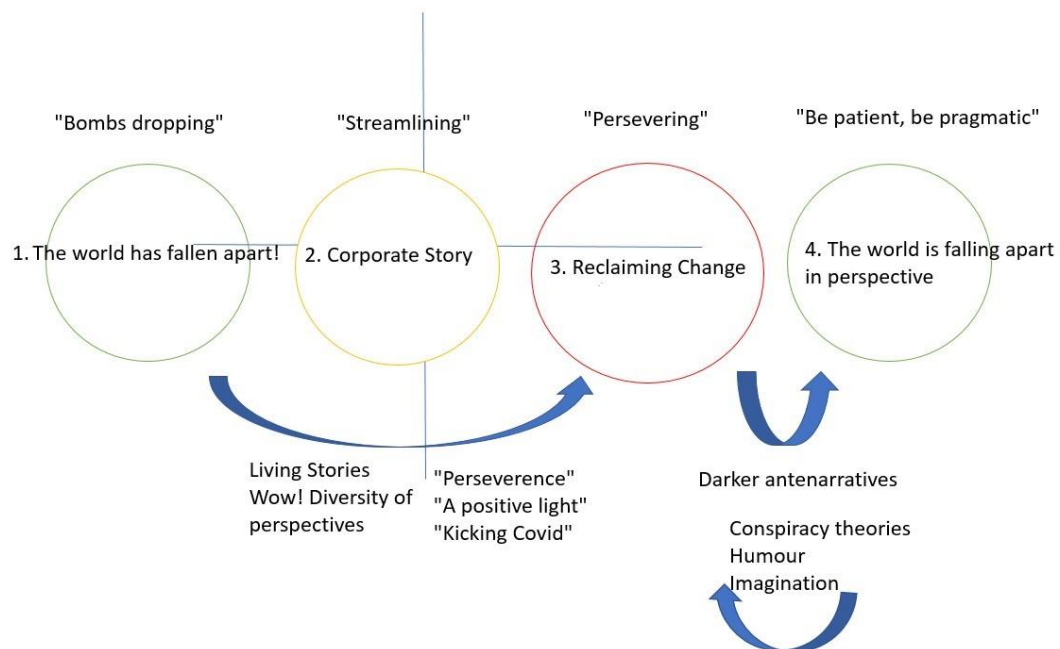
Figure 4.2: A visual overview of three main re-stories

I will now delve more deeply into the Team Blue's storying and restorying process to capture a little of the chaos, and to represent how the storylines move to be restoried, through the sharing of story fragments, antenarratives and living stories, and where the "wow!" moments or opportunities to view things differently emerged.

A note on presentation of empirical material. When contributions were made by several different team members in sequence, they are numbered. This is not intended to identify specific team members. This approach is taken so as not to detract from the sense of stories unfolding. Where a team member is identified, a pseudonym will be used against specific contributions to make a more detailed point.
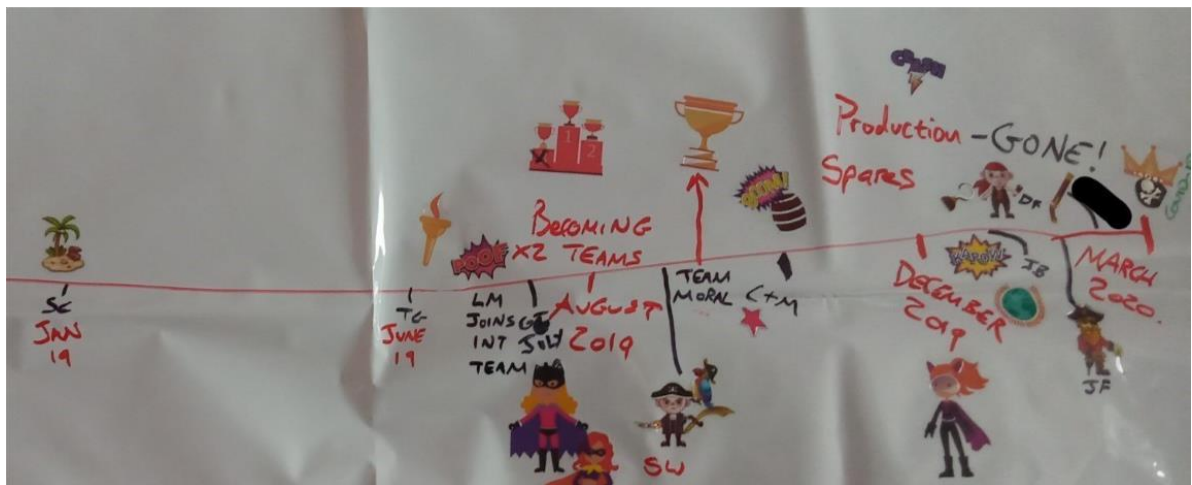
Figure 4.3: Picture captured of timeline produced in March Session (taken by the researcher)

The initial change event was described in retrospect and involved a team restructure and a reallocation of responsibilities including new management of the team. This happened prior to the Covid-19 lockdown. In the context of the team intervention, this was the first time the teams had been together with the explicit purpose of discussing changes. They had been through a comprehensive ethics briefing which was explicit about confidentiality and the fact

that sessions were for the teams themselves. Hence, the sessions were positioned as wishing to explore the teams' perspectives on change from a more "bottom-up" or insider perspective with an emphasis on discussion to enable sense to be made of changes together. Teams were asked to draw a timeline of the changes they felt their team had experienced and were given no specific guidance on how far back in time to start their story or when to end it. They were given a blank sheet of paper, pens and some stickers and were given the freedom to discuss and draw or compile a timeline that they felt collectively captured their experiences. They were advised that this did not have to be summarised into a single timeline if there was no agreement on a version of events from the team members.

From this perspective the reflection upon this event immediately threw some lived experiences into the discussion space or story field offered by multiple participants.

>   *1. "we had what I view is a bombshell"*
>
>   *2. "that was the big big [sic] change, so that's where we've got the world falling apart...lots more people leaving...a managerial change...finally yeah, we've got Corona virus too right at the end"*
>
>   *3. "Taking us up to the epidemic, ...nobody really knows how its gonna affect, it could affect absolutely everything"*
>
>   *4. "Don't really know what we're looking forward to...."*

Session 1 - March 2020 – Team Blue

The metaphors of bombshells and worlds falling apart echoes what we already understand – the "obviously stressful" nature of change (Di Fonzo and Bordia, 1998, p. 295). The addition of the Coronavirus lockdown, which was just starting, prompted some uncertain antenarratives, at this point, the future was uncertain, so this is perhaps a bet on uncertainty as much as anything else. This initial reflection on the changes experienced was emotional, dynamic and all encompassing, changes were presumed to have a global effect. What is interesting though is that there is not an automatic resistance to change from these negative emotions. Drawing and discussing these events together as teams encouraged sharing of

these emotions and the formation of the powerful world falling apart metaphor which emerged. Perhaps due to the positioning of the intervention session this effectively gave permission for these feelings to be shared, these feelings had previously remained unspoken or unstoried and it was only in this context where they were invited that they came to light.

There was also a counter narrative elicited through the intervention process. Participants were invited to step back and restory "the world is ending" story for different audiences.

> *"There was three fully functioning, high performing, cohesive teams....eager to continue the high performance........international teams were streamlined, shortly after that was a high team performance, morale, reduced arrears, equals happy customers …....."*

Session 1 - March 2020 – Team Blue

This was powerful as in considering audiences outside of the team, the pressures of the unstoryable nature of change pulled the story back towards a more dominant corporate narrative, although this is recounted by the team as "theirs" - perhaps driven by their own requirements to "be professional". Living stories were suppressed, revelations and possibilities were now untapped and the team's own expectations of how change should be experienced were influenced again by dominant B.M.E. narratives (Boje, 2014).

> *"It's more professional, like what we would present to others. Second one wasn't so emotional; it was less of a story you could feel or get involved in....If you were joining the business you would want to hear the second one but if you were in the business you would want to hear the first one"*

Session 1 - March 2020 – Corey – Team Blue

Emotions are removed, and almost regarded as "dysfunctional" for a change experience. Not only are these negative emotions not acceptable, but they are also equated with a lack of professionalism, almost as if the requirement to be resilient in the face of change has been internalised and accepted. This is interesting, even after the previous disclosures in "the world ending" story of their existence!

The ideologies of "business – like" behaviour and "professionalism" are intrinsically a part of the top-down management of change (Diefenbach, 2017). The team has succinctly attached a value to each story, both "world ending" and "corporate" dependent on audience and context, although they are both deemed valuable.

> *"Stories change as they get told by different people, if you get the official one...she might tell us one thing ...you might speak to somebody in the team or another team...they bring up the juicier bits"*

Session 1 - March 2020 – Gael- Team Blue

Later these stories become a vehicle for the team to recognise the value of their team, both as professional and as emotive and supportive, and make their change experiences work on their own terms.

In the subsequent three sessions (May, June, July 2020) the team was invited to restory again "the world is ending" story. These stories were elicited by creative interventions, in May 2020 writing postcards to advise past selves of the future (Langar and Thorup 2006). This advice initially facilitated more storying of "the world is ending" story.

> *1. "I would rather give myself a heads up – don't go into 2020!"*
>
> *2. "just a heads up – you'll be working from home this time next year; you'll find it difficult and challenging"*

Session 3 - May 2020 – Team Blue

Then, reflecting upon these postcard messages, a "wow" moment emerges - recognising that people see things differently. Boje (2014) describes these moments as a kind of personal agency where a new possibility is discovered. This "collective induction of meaning" (Weick, Sutcliffe and Obstfeld, 2005, p. 418) captures the point that sensemaking is social, and that shared meanings can be made and discovered through this process (Maitlis and Sonenshein, 2010). In this sense the acceptance that everyone sees things differently is also accepting of multiple representations of experience; that not everyone may experience change in the same way.

3. "When I started there was like so many items and stress from both sides and actually when the split happened, I was like yes, like get rid of that big chunk you know...stress to worry about and I'm like focus it on this...so I think I saw that positively but then other people...they probably saw it negatively..."

By June 2020, the team were then able to respond to their experiences in a completely different way by restorying "the world is ending" story using a holistic appreciative / quantum storytelling enquiry (Boje, 2014).

4. "the greatest goal so far...confidence and perseverance the image of a lion"

5. "This is walking up a mountain to the top...I feel like we've overcome all the changes from like management changes, team changes, ...so as a trophy and a mountain"

6. "the thing we've dealt with worst or most it's the changes, one day it all seems the same way, the next day it's all a bit wiggly and it's too much to deal"

Through informal, social processes, the team had liberated themselves from their own corporate narratives. Stuck or fossilised narratives (Czarniawska, 2004) are being unfrozen through sharing lived experiences, and an awareness of something different began to emerge. Through using storytelling and restorying the "corporate" story, these exceptions to the dominant narrative began to build possibilities for an alternative story (Boje, 2014). This gave rise to the opportunity to continue a new story, the original "world is ending" story was restoried. A new story stopped the team being stuck in the past with a problematic or negative view of their change experiences, so they could see different possibilities. Organisational change was described using the metaphor of a mountain, and a lion, reclaiming change as a positive, as a new story for the team. The team were almost giving themselves permission to use another story and in this sense the story became almost celebratory. Group stories were being told for themselves and for others to make sense of their experiences.

By the session in July 2020 the team further restoried the original "world is ending" story quite differently, using the original timeline produced in March 2020 as a prompt for their thinking. I articulate these voices here in full:

1. I think I'd see it as a more positive thing instead of us being sort of stuck here I guess like maybe the ending would be slightly different cos I remember all the endings, both the endings for the timelines were quite like shut down stuck in England.

2. It's listing here how we dealt with change.....you can see on the graph when and where it has had a massive effect

3. Now I'd probably speak about that positively because obviously we've got this big change going on (Covid)......thank God we haven't got that extra workload at the moment...... it's kind of like a blessing in disguise ...now it's like oh actually it's made us re-evaluate this and reassess this and de de de de [sic]

4. very very [sic] different to then, isn't it wasn't the world ended ...I no longer think that the world has ended...slightly more positive about that

5. Everyone was going like mental at work like, why are you here, why are you not getting sent home, like we almost felt like aliens at work...especially as we'd come back from (a virus hot spot)...the whole atmosphere at work was like so so tense

6. And then everybody got asked what day they came back....and we were filling out forms to work out whether we were high risk....it was crazy

7. I don't really know how I feel, because (pause) I don't know, ..unless this is part of it.... and now because you know I've probably suppressed all of the feelings that happened back then when I look back at it, I look back at it in rose tinted glasses so I don't really associate with the original feelings

8. It's weird to think how much we're not in control of either...looking at that we're not in control of any of that...we just had to go along with what happened

9. actually the changes have shown in a positive light what the team can deal with so actually you would change the whole thing around and be like well look how strong that team is...how well they've dealt with all that change

Session 5 - July 2020 – Team Blue

This restory and consequent emerging story becomes a possibility for "reclaiming change". Rather than a negative, finalised ending of a BME narrative, the possibility of a different ending is articulated which recognises different antenarrative possibilites. The world has no longer ended! A few interesting points to note about this new story are that the idea of

learning features in the change experience. The idea of "re-evaluation and re-assessment" sounds quite formal but almost reflects the conscious awareness of the restorying process, but this is not learning at an organisational level, this is learning enabled through the expression of emotions, leading in this sense to hope and optimism. Story as a coping mechanism seems to hold true (Gabriel, 2000). Feelings being suppressed and looked at through "rose tinted" spectacles reinforces again how important the sub-conscious aspects of emotion are in considering how experiences are understood.   The challenges of the original change event have been somewhat dramatised as suggested by the descriptions of "feeling like aliens" although this is a powerful vision of a sense of feeling outside of oneself, or outside to another part of the organisation or world as "things just happened". This suggests that the team were in perhaps a more traditional position of change being done to them, although in this case it was the events of the pandemic and not the actions of the organisation or management that caused this change.

The sense made of the change as an opportunity to show positive aspects and strength as a team is interesting because it was a powerful contrast to the ideas that the world was ending for this team. This story continued through a powerful association with visual artefacts in the session in August 2020. These stories were elicited by offering different visual tableaux of objects and inviting teams to story their change experiences using objects arranged as they had chosen.

Figure 4.4: Photograph of visual aids in session July 2020

> ***"The one with the chicks on the spider...that's like overcoming Covid 19, so the spider is like this big scary thing and it's got no face so it's actually really scary...all the chicks are like jumping on it like "yeah we got this" and SpongeBob ...pointing and "you don't scare us" and you can do this and that's like manager being... and you're still going and the chicks are like us and we're just like yeah we keep going! ...that's us kicking Covid and continuing with our jobs...bravely despite this thing being there"***

Session 6 - July 2020 – Gael- Team Blue

"Us kicking Covid" is an extension of the power and agency realised within the team that has expanded beyond the organisation towards the world (or the pandemic) at large. This contrasts with the antenarratives of "it could affect absolutely everything" expressed during the initial session. This agency has come from within the team, from their own storytelling process. The creation of the future comes from the spontaneity of the storytelling interactions with each other - alternatives and opportunities were recognised and supported as a team. In a sense this change has been created from within regardless of where changes originated. "Continuing with our jobs" is also an interesting statement as it suggests that the team continued with their job on their own terms, not for the organisation – again almost reclaiming the management of change outcomes from "management" and taking ownership themselves, on their own terms. The "world is ending" and the "corporate story", are not

forgotten but put to one side. Different antenarrative possibilities have emerged and have engaged the team in a different view of both the future and of the past in this current powerful, visual moment. There is a new story of the future with potentiality (Boje, 2019).

However, this was not the ending. This story had not become fully supported and the "reclaiming change" story hadn't emerged fully as a new alternative BME story (Boje,2019). During the same session in August 2020, the loop of storying and restorying took a different turn. The stories collapsed upon themselves and coalesced into a living story of feeling stuck - as if the energy and motion and time were paused. The momentum from the team as an internal force diminished.

> *"I feel like lots has changed....and also like nothing has changed at all...we've just been um stagnant for ages....we were just talking about our experiences, but it feels like our experiences, but it feels like our experiences have been like not changed....it's weird we've gone through such a big change and to just a plateau of nothing...so it's almost like there was a big explosion and then it's just silence..."*

Session 6 - August 2020 – David- Team Blue

The contrasts of "explosion and silence" and "lots has changed, and nothing has changed" was described as weird. This was quite a sudden change from "reclaiming change" to a different feeling, prompted by the reflection of one team member. Perhaps this was simply another enactment of the change experience, another story to add to the polyvocality of the stories told. It also suggests that stories of experience are ethereal and impermanent. Boje (2019) talks about the need for support and networks to consolidate or support a "new" story and in this case a living story and emotion has pushed the story spiral in a different direction, another antenarrative possibility which was unfinished and unfolding, in another unpredictable pattern.

As the trajectory of the plot changed in August with a reflection, a pending company announcement during the final reflection session in September 2020 generated different antenarrative possibilities again through sharing living stories.

"it is extremely up and down, at the minute...without trying to be too negative...it's quite down at the minute...there's just lots of stuff going on....so there's things going on with our jobs, but there's also things going on, on a much wider scale that are going on with the company ummm and Covid related, as well as what's going on in the world, greater..."

"The tectonic plates are moving...there will be a break soon, the fallout from it"

"The uncertainty and not knowing and how long this is gonna go on for you know you've got to be mentally strong to get through it...just as you think ahh things might be going back to normal you know like two more bombshells get dropped.."

The "world is ending" story was potentially re- emerging through the beginnings of these antenarratives. The sense made of change positioned it as happening to the team through events such as bombs dropping. In this sense these antenarrative possibilities were not immediately liberating. Things happening were not instigated by any particular entity, they were just happening, which could be viewed as showing a certain lack of agency in terms of influencing what happens next. This emergent "world is ending" story represented the teams as looking outwards at the world changing around them, their unit of safety being inside the team. The initial "world is ending" story was being restoried and repeated; heralding a new set of changes for the team. However, this time, with a different perspective which offered both a sense of stability with the familiar feelings around change previously experienced, as well as measured concerns about what was on the horizon next.

The team was also quite reflective about the wider context for changes, telling stories about the organisation and the world as a whole and setting this context as part of the story of the change they were experiencing. So, the world was ending but it was set in the context of 'this is the way things are' in a way that they can continue and find some sense of stability through changes. These reflections almost set change as the typical state of their working lives, accepting and not directly challenging the situation.

"It sort of seems to happen around every six months....it's a massive change....It's almost like ...somebody new comes in who'll have a new idea or wants to shake it all up....that decision is gonna affect a lot of people, and when you don't know the details behind it, you

> *know the worst-case scenario, the best-case scenario..and then you think of everything in between..catastrophising or something...but you have to because hopefully it will be better and then it'll feel better, you know"*

There was a sense of realism in these statements, and acceptance which wasn't there at the beginning of the series of interventions. And, although not attempting to challenge the organisation's power or legitimacy to make changes, there was a sense of having created the stories of 'reclaiming change' this was something the team could maintain for their own purposes at least within the team. A sense of a shared experience was gained through the story and restorying process. And yet there was still room for humour and alternative antenarratives as the plot moved on in imaginative directions, but this had a fragility to it as the team worked to hold onto their pragmatic perspective.

> *"I'm sure that you've been sent from the future you, you knew this was gonna happen as we needed the support...(laughing) it's a conspiracy innit [sic]?"*

This series of stories and restories were elicited during the intervention sessions by creating a safe space where teams felt able to interact, away from the confines of the demands of being professional in the workplace. It was also interesting to note that this corporate or professional story of change was not one imposed from without, but very much imposed from within. Teams made clear choices about which audiences were appropriate for which stories, allowing the unstoried aspects of their change experiences to be storied and available for reflection within the confines of their team environment. Only once initial feelings and concerns were revealed and shared openly, teams were then able to move forwards to recognise different aspects and restories of their organisational change experiences which viewed the positive aspects of their ability to keep going through change. However, this was fragile, and it only took the threat of more change on the horizon to bring concerns to light again. However, at this time changes were perhaps seen in a different light, set in a context wider than just how this change is happening to us within this organisation. Team members were able to think more widely about the context for changes and to

acknowledge that there were both positive and negative aspects to the change experience and that changes were experienced differently for everyone. In this sense the team were not starting from the same place as they did when they first considered the impact of organisational change upon the team's experiences. Recognition of their strengths and achievements as well as different perspectives upon organisational change allowed them to reflect differently upon potential changes in the future.

Chapter Five: Team Green's Findings

"Venturing into the Unknown"
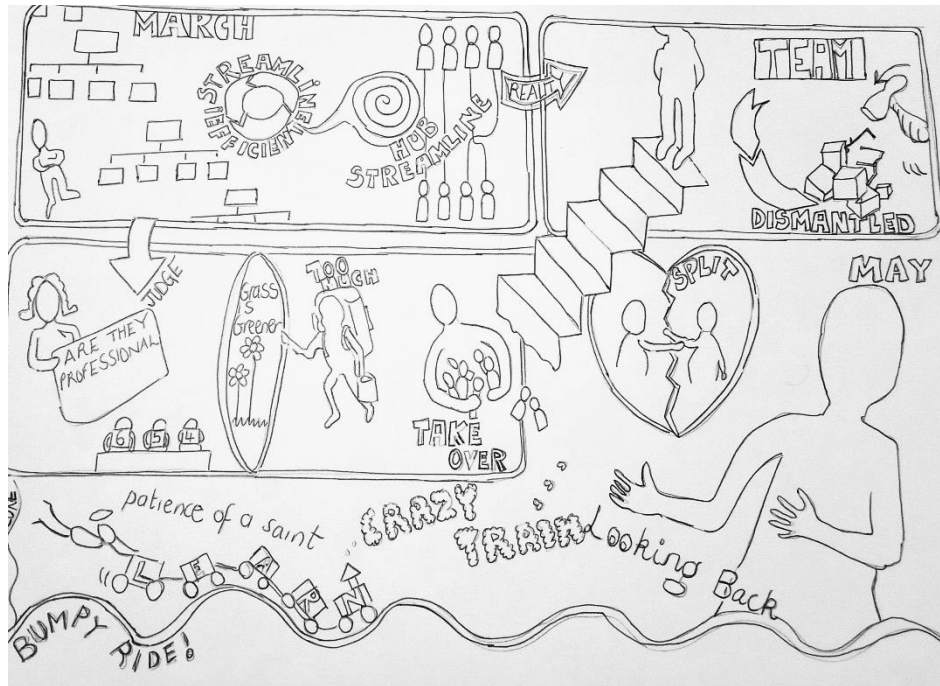
Figure 5.1: Researcher's Illustration of "Venturing into the Unknown" story spiral- Team Green

"Venturing into the Unknown" - a narrative analysis of empirical material generated during intervention sessions with Team Green using the unstoryability framework of Boje (2014) to trace how the team's sense of itself as a support through organisational change became storied and subsequently restoried from March to September 2020. There was a growing recognition that the social support provided by the team environment was an important resource to cope with change. This included how the team was seen both within itself and to outsiders, as well as the implications this had for how the team coped with change. Organisational changes and team changes developed in tandem as different demands were made of the team. This brings to life rich descriptions of Team Green's experiences of themselves together and shows how a sense of the social nature of the team can provide essential support through changes

Team Green started in a position where their conception of themselves as a team was a series of structural statements or changes which very much represented a corporate, top-down objectified version of a team undergoing change and reacting to it. As individuals started to reveal alternative perspectives and their own emotions about changes a new sense of story around the team identity began to develop. This gave the team impetus and energy to drive change from within, for their own purposes, whilst using this as a resource to support themselves through the changes imposed from outside. The team's own story was in constant tension with the objectified, storied by someone else's version of the team; particularly when frustrations with external barriers were realised. This 'corporate story' was never fully extinguished, and the team's alternative team story existed and developed as a constant contrast to it, as if one story fuelled the creation of another.
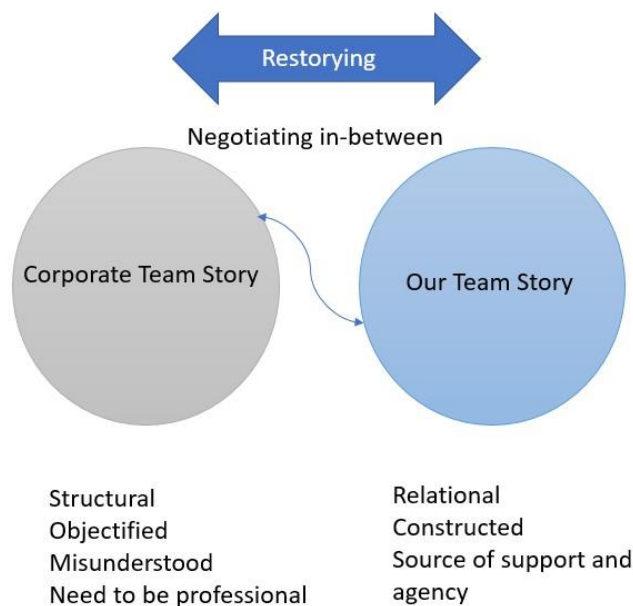
Figure 5.2 An overview of two main re-stories in tension with each other.

Team Green's restorying process is now explored through the empirical material. As previously, when contributions are made by several different team members in sequence, they are numbered. This is not intended to identify specific team members. This approach is taken so as not to detract from the sense of stories unfolding. Where a team member is identified, a pseudonym will be used against specific contributions to make a more detailed point.
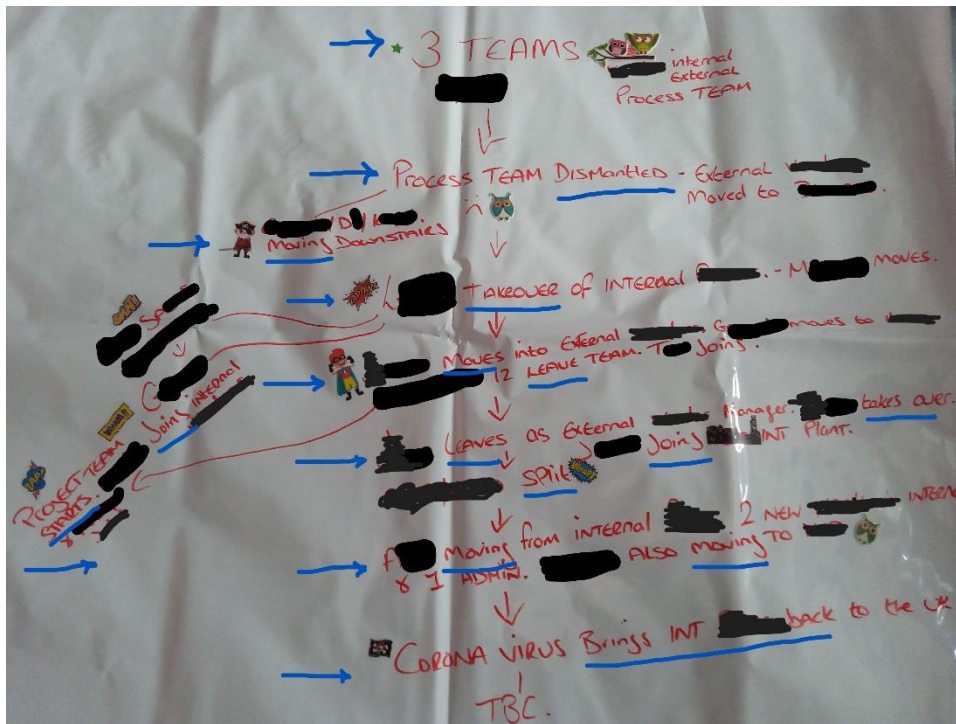
Figure 5.3 Picture captured of timeline produced in March Session (taken by the researcher)

Note: More personal details were shared in this timeline and so there has been more redaction.

When invited to describe the changes the team had experienced over the last year, the team retrospectively drew the timeline above. Parts of the photograph have been edited for confidentiality but the main points to note are the blue lines. Each blue arrow represents a structural change. These changes formed the subject of the description of the team's experiences and were described using active verbs such as, "dismantled", "moving",

"leaving", "split" "joining". The team's experience of change is construed as describing all of the structural changes that took place. This perhaps demonstrates the pervasiveness of the need to describe change "professionally" - in terms of the process itself – the goals, outcomes or structure of the business. The team and the change are very objectified, and changes are "done" to them, echoing a top-down, management led approach towards the implementation of change. People are mentioned only to identify the job roles they played, and there is no mention of emotion, resistance or acceptance. That being said, the verbs used could connote a level of unexpressed negativity. When an individual was describing the timeline, some emotion was expressed from a personal perspective,

> *"I used the term disseminated (decimated? [sic]) um bit harsh but it felt a bit um that was how it felt at the time, so I had two teams under me they were both going into separate, separate new teams, which left me on my own, so what happens to me?"*

Session 1 – March 2020-Lex – Team Green

This brings some of the latent negative emotion suppressed in the verbs to light, in the moment of the telling of the story. And this was acknowledged in September by the same participant:

> *"It brought up quite a lot of um emotion I think it was quite quite [sic] a lot of emotional discussion around it...."*

Session 7 – September 2020-Lex – Team Green

It's almost as if retrospectively the emotion and negative feelings can be acknowledged but at the time, they were still very much suppressed by the requirements of the corporate story. The dominant, rational, version of the change story persists and remains inescapable in March 2020 and is very similar to the story told by Team Blue:

> *"we consolidated into two teams, due to business need, the process team was then absorbed into the hub to streamline the department, and then around the same time the project, team was created to support and increase plant efficiency, the international plants team was expanded, several members relocated to improve communication from the plant and then we had the workload reallocated and then we had managerial changes across both teams, um we had new members joining both teams "*

Session 1 – March 2020 – Team Green

This story was prompted by asking the team to reconsider how their change story might be re-storied for a more senior audience – the dominant 'corporate story' based on structure and outputs develops further but is re-storied in even more positive terms. The active verbs are replaced with less emotive and more technical jargon such as, "consolidated", "streamlined" and "efficiency". This is very much in line with mainstream change models, the change agent, designs and plans change and executes it in the right way in the context. What is even more interesting, is that the team also appear to "own" this corporate story, as if some of the pressures to conform are from within their own expectations about change.

Even when questioned about how others (not change agents) might see change happening in the team, there was a sense that outsiders would latch onto surface aspects of a change they observe (perhaps this could be the case for "management too?") or aspects that directly impacted individuals. For example, seeing "disorganisation".

> *"they'd see it as quite frantic, quite disorganised, and that there's a massive turnover of staff ….what they can relate to...."*

Session 1 – March 2020-Greg –Team Green

This reinforces the assumption that a "professional" approach to change should not be disorganised. This perception is offered as a contrast to the expected planned and prescriptive approach to smooth change implementation The manager's role and the process of change is a BME narrative that creates the common ground and the hegemonic understanding of how change should proceed – planned and organised from the top down. This sense of comparison continues with the team comparing itself to others, "people don't seem to have as much change" which sounds like a justification for their perception of "disorganisation" This is also a story told about other teams to serve the teams' own purpose and sense of identity from within, even if they feel they are disorganised it is justifiable (Reissner, 2010).

In May 2020, team experiences are storied, through imagining writing a postcard a year ago advising future selves of the changes to come. This creative exercise appears to suspend the expectations of the "corporate story" and the conversation turns more towards emotions of the team experience during the changes.

> *"When you first move in, it's going to push you out of your confidence zone, but you will learn more in the next twelve months than you have in your career so far"*

This creative exercise represents somewhat of a watershed moment, where the invitation to write the postcard encouraged reflection on the last 12 months, and it is through this reflection that individuals were released from corporate expectations and invited to share their own experiences through a story. Sharing these stories potentially started to build a collective sense of "we" (Tollefsen and Gallagher, 2017). Through the creative exercise, private reflections were then shared, and then experienced in the team as the story was shared together.

In June, through further invitation to reflect on the team experience of change and what aspects of the team were important when change was experienced, fragments of stories were discussed for the first time. As the corporate story was put to one side, the team started to focus on the collaborative nature of the change experience. Firstly, team members underwent a creative exercise to consider different contributions to the team, based on the headings of what I bring, what I need, our challenges and our successes.
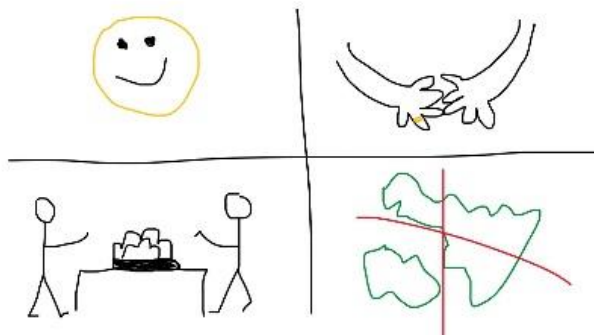
Figure 5.4: Researcher drawing: Re-created visual example of drawings shared in Session 4- June 2020

1. "I bring energy"

2. "I'm a good chatter"

2. "I need commitment"

4. "I need people to listen"

5. "our success is our team chemistry, this person's laughing, this is food in the middle"

<u>Session 4 – June 2020 – Team Green</u>

This then prompted a more elaborate retelling of the team story:

1. I think we've all got, like as a team varying degrees of um experience which work quite well together... we still have quite, and we have a few people that have been with the business for a number of years which has helped with that others that are although new to the business have brought something in from outside of the business, or a different department

1. we're all very different personalities Um but I think they, most of the time work quite well together? Which is why I think as a team especially when it comes to just sort of sitting around talking and sort of when we have our quiet moments it works quite well that we are all so different... I think it's probably one of our main positives that we are all very different people but we do still somehow manage to bounce off each other most of the time.....

2. I think um, I think each of us brings out something different in everybody else..., just in terms of relationships like, all of us, ... that's one of our strengths actually is we do recognise when someone is having a bad day, they need a bit of a pick me up....

3. I think as a whole team we sort of gel together enough that we, sort of feed off each other when it comes to even those experiences we've got the rest of our team.. when we're in the office you can say by our pod its usually quite active with people coming and chatting and I think that says a lot about our team as a whole ... so I think we have a good team dynamic that allows, that allows that to show to our customers as a whole....

<u>Session 4 – June 2020-Team Green</u>

This almost stories the team into being as previously its sense had remained unstoried. It was crushed by the dominant corporate story about teams being required to change and to embrace the top-down model of objective change. These fragments gained impetus through the session in June to form an acknowledged team story. This 'team story' was quite different to the 'corporate story' in that it didn't talk about structures but relationships. This supports understandings of change as social, stories as representing values or for entertainment purposes (Gabriel, 2000); stories jointly told through social interaction (Boje, 2014). There was a sense in this story that being sociable and approachable was an

important aspect of creating a "good team atmosphere" and this joint "project" story built a deeper and more stable sense of the identity of "we" (Tollefsen and Gallagher, 2017).

Moving from the story of a team being changed structurally to a team that has an identity and has an emotional shared existence during change, offered possibilities for the team beyond structural change. And these changes were not part of the top-down implemented change by others, but changes that the team instigated from within, as a result of its own reflections on responses to change. Through telling this story together in June, there was consequently a "wow! moment": that the team itself is accountable for some of its own feelings:

> *"I think there can be times from all of us where we do come across quite negative and that like when I say feed off each other I think we feed off that as well quite a lot as a team"*

Session 4 – June 2020-Alex – Team Green

The presence of negativity was accepted as an opportunity to change and develop as the team were going through change:

> *1.I think it will be good if, you know a couple of us start to maybe, not be mindful of it but if you start noticing it becoming this sort of sort of like this vicious whirlpool of negativity just try and just break it up, just like break it up, have a ten-minute chat or something*
>
> *2. you know you just want to get the vibe you know where everyone's got that positive vibe because it just gives off a better working atmosphere....*

Session 4 – June 2020 - Team Green

This then led to a further elaboration of the team story as social but also as values based:

> *1.We're more than willing to share on our knowledge and experience ....we go that extra mile sometimes, and as individuals you know we don't just do the daily activity we're paid to do; we go out of our, not out of our comfort zone, we just go out of our way that little bit more to provide a better service...*
>
> *2. I think so I think definitely it's all about, service, at the end of the day it's all about customer service*
>
> *3. Possibly a little of pride you know in the work*

Session 4 – June 2020 – Team Green

The idea of nurturing this positivity and recognising that it is a resource for team members' experiences further demonstrates the expressed value of this collective feeling experience – potentially linked to feelings of positive identity for team members (Reissner,2008). Viewed as an internal story, everyone understood the value of being able to talk and express feelings safely. This demonstrates how values and expectations about what "work" and "professionalism" are, in part, influenced by the teams themselves and not just "others or "management". It is only through group discussion, reflection and action that a learning process is acted upon at a group level and this highlights the importance of trust, psychological safety, and human connection. Through building a positive team story, the team can almost separate themselves from the BME narrative of structural change, alongside organisational change and see opportunities for the team as separate from the changes they are experiencing – thus building more agency to enact change on their own terms (Boje,2014). This is also reinforced in July 2020 when new starters join the team,

> *"the fact we've got them up and running...is nothing short of a miracle"*
>
> *"we've got teamwork here"*

Session 5 – July 2020-Lex – Team Green

Self-directed changes from within the team, and a recognition of team connections has enabled the team to respond to external changes. A social resource has supported the enactment of changes.

It is interesting that the 'team story' becomes problematic when an external audience is considered which reinforces the importance of a perspective of the team:

> *1. "It can feel at times they don't take; well they take for granted what we do, or they just don't appreciate it"*
>
> *2. "We've tried in the past to sort of explain our department"*
>
> *3. "We've had the good intention..we just haven't done it..we'll. All live happily ever after, it just doesn't come to fruition...it can bring the team spirit down"*

Session 5 – July 2020– Team Green

What Boje (2014) would term a "problem saturated narrative" persists as the team feels misunderstood by the wider organisation. Perhaps this reinforces the dominance of the corporate story of change which is only interested in team structure in this sense – the story isn't being heard more widely. However, through having been able to articulate an alternative team story, the sense of possibility is not entirely extinguished. At this stage the team focuses on what is within their agency - the internal team story.

> *"we can make changes that will benefit us even if it's just within our team"*
>
> *"when we seek opportunities, it is to improve our own working life isn't it?"*
>
> *"It's all in our hands....try to get it back to some sort of normality"*

Session 5 – July 2020– Team Green

These statements represent a partial restorying of a problem by using a positive team story, taking agency from doing what you can for your own benefit. Through choosing their own audience, the team takes agency to make changes on their own terms. These reflections were continued in September 2020 by different team members, for example:

> *"Not as negative as when we did it last time that's a big change yeah last time it was all negative like A says and now it's you know we've completely turned that around"*
>
> *"We focussed a lot more in the previous one on individuals this one its more been about the team as a whole"*

Session 7 – September 2020– Team Green

This story spiral about the team shows the contrast with a view of change as a simply a structural change that is planned and orchestrated by managers, and that disregards the social element. The alternative is allowing a team to build their own team story, which acts as a resource for them to use internally for their own identities and reassurances and also to counter any feelings of being under an "organisational gaze". Stories evolving around sense made of change itself and sense made of the team are intrinsically linked as change is a social process. The impetus for change, changes, and the driving force becomes more central to the team and its identity, and this is used as a resource to respond to external changes.

Chapter Six: Discussion: Restorying to Empower Ourselves to Act.

Figure 6.1: Researcher's Illustration of themes in the findings

> **"Biggest challenge is survival"**

Session 4 – June 2020–Alex Team Green

> **"It's the not knowing...it does seem like nobody knows anything but at the same time, with other changes – it seems like OK, you might have known that for a while, you've just not said anything and now you're dropping it on us"**

Session 5 – July 2020– Gael-Team Blue

The examples shared previously have demonstrated the power of following the stories (Hitchin, 2014) as they move from unspoken events, through to glimpsing tiny fragments of living story that coalesce into new stories and opportunities, that sometimes exist temporarily, ethereally, before being sucked back into the vortex. I have examined two story spirals in detail; exploring the changing perspectives and sensemaking of change by Team Blue and Team Green. Team Blue was moving from a sense of the world ending to a restoried sense of the world ending yet again but which brought both wider appreciation and understanding or reclaiming of change. In a sense there was also acceptance and acknowledgement of the inevitability of change and their place within it. Almost as if they were saying the phrase, 'twas ever thus' but that they will continue, and their sense of team will persist. Team Green had an awakening of their sense of team identity and the importance of this as a social support to both surviving change but also creating more change as they continued to "venture into the unknown". My sense is that they are perhaps more content with this role and whilst continually wrestling between the need to be professional and the self-recognition of their social supports, they will endure change differently.

This first set of findings resonates with the aims of the interventions as a process to learn the skills of restorying and learning to generate future possibilities for change, both Team Blue and Team Green were able to shift perspectives using stories and restorying to see change differently and to see themselves as a team in a different light. They were able to take different action as a result to manifest this different view, for example Team Green wanted to build on the social aspects of their team as new members joined and they reflected upon their team story. This goes beyond using identity as a resource for coping with change (Reissner, 2010,2011) and is oriented towards developing a team identity or relationship with change as experience develops. This is a collective approach to the research by Van Hulst and Tsoukas (2021), whereby identities and stories are reworked to focus on improving practice in the future. This is a narrative reflective cycle (Ramsay, 2005), hearing others'

stories and then restorying them together gives opportunity to see possibilities and to take action (Ramsay, 2005). The restorying process allowed the group to engage in sensemaking in the past, present and future and through changing perspectives to consider alternative futures - considering different relationships to one another and to others outside of the team. This builds upon the research by (Schedlitzki et al., 2015) and (Boje et al., 2015), as through the reflective process, prospective sensemaking actually became reality over the intervention period. This provides empirical evidence of how sharing and restorying has created shared intention to take action, and how the depth of meaning in the stories has created a sense of collective agency (Tollefsen and Gallagher, 2017).

The sense of unstoryability in these stories was evident, the team appeared to have internalised the need to be professional, aligning initial responses to more instrumental expectations of organisational change management such as being ready for change and possessing psychological characteristics such as change readiness (Oreg, 2003), internalising the need to be change resilient (Cicmil, Lindgren and Packendorff, 2016).Only through the storying and restorying process were the teams able to let go of this supposition and open up the space to conceive of the future differently. This responds to Jorgenson (2022), demonstrating that intervention can create a space where action can happen and create something new through restorying experience. The boundary objects used in the interventions promoted this opportunity to imagine in a playful way, a different future, in a similar way to playing cards in research by Carlsen, Rudningen and Mortensen, (2014) even though these objects were at times imagined in the virtual environment - e.g. rolling dice the effect was maintained, as suggested by (Corsaro, 2018). These findings offer important empirical evidence of restorying as a 'future making practice' (Wenzel et al., 2020) By using this type of appreciative intervention, an alternative understanding of the change experience offers a practical praxis – a way of improving change practices and experiences. This aligns to a more appreciative view of organisational change (Golden –Biddle and Mao, 2012) and supports the idea that a distributed approach to considering change agency can be positive and support hope through change (Buchanan et al., 2007).

I now take a broader view of these stories shared, examining material collected during intervention sessions and from the storied conversational interviews (Boje and Rosile, 2020). In addition to stories told and retold, I also turn my gaze towards the conversations between participants during sessions and interviews. Section 6.1 will be a presentation of a thematic interpretation based on Braun and Clarke, (2021) which will be discussed in the light of the change literature reviewed in Chapter 2. Sections 6.2 onwards will draw out links from the interpretations and the story spirals to the research questions and will reflect on learning points and future possibilites of the research.

The overarching sense I took from all the stories I heard and engaged with was the pervasive nature of the rational interpretation of organisational change; we must be ready for it; we need to build resilience to achieve it and we must not resist it. Change is designed, planned and executed by senior leaders of the organisation (Mintzberg, Ahlstrand and Lampel, 2009). Stories told via official routes and those deemed acceptable influenced what remained unstoried. The need to be "professional" by the teams' own standards influenced their decisions about which stories of experience were deemed appropriate for different organisational audiences.

However, this exploration has revealed that counter to managerialist conceptualisations of change, emotions are valid, both positive and negative and such accounts are not dysfunctional and do not need to be managed. They can exist alongside more sanitised or instrumental accounts of change which have a different focus or purpose. Through discussing these more emotional aspects it is clear that teams can liberate themselves from restrictive corporate stories and recognise their internal capacity to learn and develop their own impetus for change, building their own agency and engaging with a range of stories about change experiences. The team context itself becomes a self-sustaining force to keep making sense of these experiences. This will not follow a logic of cause and effect and will be

directed by the teams themselves as teams restory their stories and use them for their own purposes to their chosen audiences in order to carry on and continue through organisational change on their own terms – this is their collective agency they story, create and rationalise who they are and their intended actions. Through the team interventions, teams were empowered to restory their experiences and were able to generate workable possibilities for their futures in the organisation, driven by their own momentum and motivations.

The following wider thematic perspective on the corpus of empirical material can show us patterns that were similar across the stories and teams, even though their experiences were not identical. Whilst there may not be a universal experience of change, there is perhaps a more universal pattern of reflecting and coping with it and allowing it to be. These themes are generated to capture broader patterns across team stories and discussions during the sessions. The premise here is not the content of the stories themselves, but rather what the telling of stories enabled, both in talking about unstoried experience but also through wider dialogue and reflection. They are informed by the previous and other interpretations of the stories as they developed through the restorying framework (Boje, 2014). This embraces a situated and contextual understanding of change but also is aspirational in reflecting these patterns that some practical knowledge is also created to inform future practices.

6.1 Themes Under Discussion

Figure 6.2 A reminder of the 6 main themes

I will now discuss the six themes in turn, starting the discussion of each theme with an overview, that I constructed as a composite team story as described by Reissner, (2010). This was guided by my own interpretation and used the content of the empirical material as a source as well as my own interpretations to create the composite story that I felt reflected the theme.

We can story our own performance of change – by being our own producer, director, and audience we can tell our own stories about the change experience. This can be humorous, emotional and uncensored – human interaction based on our relationships. We make sense of change on our own terms without intervention from management. Being professional about change is one thing but there is so much more to tell in our story, and it should not be left unsaid. However much of what we say or think acknowledges or pushes against this requirement to be professional and we are acutely aware of this. Managers or organisations want to manage our change experiences and there is pressure about how the experiences should conform. However, we begin to recognise that we are also accountable for how we experience change together and by talking about it we can discover untold stories that release us from the expectation of professionalism or at least allow us to recognise how there is more to the story.

Figure 6.3 Composite story theme 1

This theme captures how the team through storying and making sense of their experiences of change have become aware that there is a tension between being "professional" and making sense of change on their own terms and taking ownership of their own experiences. However, this isn't quite as simple as a rejection of the "management" of change; much of the challenge to conform comes from the teams themselves almost akin to a concertive control relationship (Barker,1993) – as explained in the first session.

"we don't want to be giving the impression that we can't adapt at all"

Session 1 – March 2020– Lex-Team Green

"much more professional...less emotional, facts and figures...not showing it as a weakness so framing it positive...focus on the positive things more...we're all happy"

Session 1 – March 2020– Theo-Team Blue

There was a strong sense that showing weakness was not acceptable, such as being emotional, showing that you cannot adapt or being negative. This was contrasted with statements that suggested that the teams' understanding of "professional" would be to be less emotional, to be factual and to focus purely on positive aspects. The focus of change is

to improve organisational performance as reflected again in this story told with a senior manager in mind as the audience:

> *"There was three fully functioning, high performing, cohesive teams....eager to continue the high performance........international teams were streamlined"*

Session 1 – March 2020– Theo-Team Blue

The idealised notion of a response to organisational change initially influenced the teams' expectations of how they should make sense of the change experience and suggested that perhaps the teams accepted and internalised that the organisation held all the power around how change was enacted. This focussed particularly on what stories were *not* acceptable and seemed driven by a desire to give the *right* impression or make the *right* sense of the changes. This was particularly pertinent when teams considered how the story could be told to outsiders of the teams and ideas revolved around being "professional".

In contrast by facilitating teams tell stories of their change experiences, encouraging sharing of stories of lived experiences and pondering on different antenarratives teams began to emerge as their own authors. In this sense they were telling stories about experiences previously "unstoried" and also moving away from the "professional" frame of reference. The censorship involved in being "professional" about change was reflected upon as perhaps inadequate quite early on in the sessions:

> *"being able to vent is just as important as being positive, otherwise you become falsely positive and you just keep everything inside until you have like a breakdown"*

Session 3 – May 2020– Gael-Team Blue

This censorship was almost reclaimed by the teams themselves, not in the name of being professional, but in the name of achieving team-based benefits and this censorship was suggested at both individual and team level.

> *"we do need a bit more positivity within the team...I think actually I'm partly to blame for that cos if I come in in a real foul mood, everyone keeps quiet don't they? ….. but you know you just want to get the vibe you know where everyone's got that positive vibe because it just gives off a better working atmosphere....*

Session 4 – June 2020– Lex-Team Green

The benefit of this censorship in this case was affirmative, to achieve a better team atmosphere rather than punitive, the fear of appearing to be inflexible from a management perspective.

There were several aspects that facilitated the storytelling of the "unstoried" to emerge; through humour, the free expression of emotion and the feeling that the discussion was safe from a management gaze. This humorous story was told after inviting team members to write to themselves in the past, based on their current understanding, offering a postcard providing advice about how to cope with the previous year. This encouraged participants to reflect on the last year of changes and to retrospectively make sense of it for the benefit of their past selves. The format of the traditional postcard greeting has been used to convey mixed emotions, a sense of lack of control, good things, bad things, lessons learned and the need to be patient.

> *"Welcome aboard the crazy train (laughing) Hope you're ready for a bumpy ride (others laugh) Hope you're ready for a bumpy ride, lots to do, lots to learn, lots to see. Not all good, not all bad, but you're going to need the patience of a saint (others laugh) If you've got that you'll be fine. Wish you were here"*

Session 3 – May 2020– Lex-Team Green

The invitation to tell stories in this creative way invited the expression of emotion in an entertaining way using the train and the bumpy ride as a metaphor. This brought another aspect of the change experience into discussion that was not restricted or censored by the need to be "professional". The use of humour was also a way for the team to reveal both positive and negative emotions that remained partly unspoken, whether this was deliberate or not is unclear:

> *"We've got some serious levels of integrity in this team that really aren't matched elsewhere...we're really lucky....very loyal....we're building a cult..brainwashed!...we're gonna be drinking what is it? Powerade or something!"*

Session 5 – July 2020– David-Team Blue

> *"We're all homeless! Not eaten for years, living in a doorstep (laughs)"*

Session 7– September 2020– James-Team Blue

This humour appeared to allow the group to share feelings in a way that perhaps saved face, making light of the seriousness of some of their feelings as a group. This perhaps is where stories have a purpose in both entertainment and coping (Gabriel, 2000).

Emotions, particularly the negative emotions surrounding the change experience were expressed quite candidly at times:

> *"...It can feel at times that they don't take, well they take for granted what we do, or they just don't appreciate it.."*

> *"yeah we must get people together, get people to understand what we do and then we'll all be, we'll all live happily ever after , it just doesn't come to fruition so yeah so it's a difficult kind of scenario - I think it does you know and it can bring the you know the team spirit down as if you're thinking that someone else is bypassing you you're thinking what have I done wrong..."*

The feelings of being undervalued or being misunderstood by others in the organisation, "they" and "people" are not directly named but there is sense that this is perhaps a disembodied "manager" or the "organisation" that is assumed to be making these requests.

> *"you've got to be mentally strong to get through it...just as you think ahh things might be going back to normal you know like two more bombshells get dropped.."*

These "people" or "others" seems to assail the very core of this individual, the reference to needing to be mentally strong does bring forward again the idea of being able to carry on through change or perhaps, in extremis, to survive the experience intact – perhaps keeping one's job or one's well-being.

None of these ideas would have been expressed had it not been for the feelings of safety during the sessions which removed the gaze of "management".

> *"You are a neutral..you're a neutral ground and you've already said we can be as open and honest and it's a ...we know we're on a level playing field when discussing it with you not you know, we're not (organisation) or anything like that, its directly with you..."*

However, the management gaze never quite disappears, to the point where even the sessions themselves form part of a humorous conspiracy theory about the organisation knowing that difficult change is coming,

> *"to show you where my mind was at..I actually thought of a bit of a conspiracy theory uh, with everything going on this year, that um the company knew how much change was gonna happen, and therefore they asked you to do these sessions with us to prepare ourselves.."*

The sense of being judged was also still present:

> *"I just want to learn by doing it and I only ever learn by doing it wrong I guess, instead of being told how to do it right."*

And so ultimately, the teams find a medium between the desire to be "professional" and the opportunity to express themselves differently through stories, acknowledging a different aspect of their change experience. The sessions were referred to as therapy on many occasions and whilst these were not intended to be therapeutic in terms of a therapeutic relationship that seeks to address specific goals, I believe the participants were referring to a sense of support during sessions.

> *"so, I I may have joked when I said counselling but genuinely over the weeks that we've had it or months that we've had it "*

This support came in part from the opportunity to liberate themselves through telling stories about their experiences.

In sessions humorous and emotional aspects expressed during storytelling sessions were perhaps a way that the team released themselves from the notion that they had to conform

to professional expectations about change experiences. This could be about admitting difficulties and negative feelings, using humour and entertainment and contrasting the idea of professionalism with these stories to find a "middle ground". These could be linked to entertainment or coping (Gabriel, 2000). Perhaps we need to allow discussions and reflection of these ranges of stories to be understood in context – both those deemed acceptable as "professional" but also those that through interactions with others, create new understanding and sense to be made of change.

This theme resonates with the idea that healthy change can benefit employees and organisations, (Sasvik, Tredt, Nytro, Anderson, Anderson, Buvik and Torvatn, 2007), and that if their fates are somehow entwined then we must find better ways to understand how we can achieve a more positive approach to organisational change (Lima de Miranda and Snower, 2020). This echoes a challenge made to mainstream organisation development, that interventions should not serve the means of a management "elite" (Voronov, 2005). Through collective storytelling and sensemaking stories become a route to liberation from mainstream "professional" change rhetoric allowing teams to express both positive and negative emotions, using humour and creativity to overcome the internalisation of the requirement of the management gaze to be the ideal change recipient.

Using stories to prompt collective sensemaking could be a route to liberation from the hegemonic narratives we are told about how we should experience change. We know that change is fundamentally problematic, offering an existential threat to our working lives and identities (Bailey et al., 2015) from our own experiences. Instrumental change rhetoric attempts to quell this uncertainty by providing clear roles and responsibilities, suggesting that perhaps our instincts are wrong and that we should be ready for, and resilient to change. This is a deficit-based approach (Boje, 2014) which positions the management role as the solution to the problem of change. Collective sensemaking focusses on the collective experiences of teams – more aligned to the idea that change response or resistance could be

viewed as more of a resource - not just for managers (Ford, Ford and D'Amelio, 2008) but for the teams themselves. This aligns to the sense of collective intention and agency can be developed and sustained through sharing stories (Tollefsen and Gallagher, 2017).

The influence of management practices on everyday sensemaking of change is potentially oppressive and could be all consuming (Guiette and Vandenbempt, 2015). This pervasive nature of a more instrumental rhetoric of change management was reflected through the repeated use of the word "professional" during stories and conversations. When thinking of a management audience outside of the team, business-oriented language repertoires featured words such as "functioning, "high performance, and "streamlining" and these echo a metaphor of developing and building performance during change (Marshak, 1985). Fineman (2006) also comments upon this as a normative version of positivity and suggests that it is restrictive to Western cultural expectations - negative or resisting behaviours are viewed as "dysfunctional" (Avey et.al., 2008).

It was interesting that the need to be professional was also driven by the teams' own requirements to communicate with certain audiences. This could be explained in a number of ways, perhaps some form of peer-to-peer concertive control to maintain a smooth professional reputation where conflict is not revealed (Wright and Barker 2000). Alternatively, this could be a representative of a need to maintain an agreed version of a consistent working reality that is understood by all (Goffman, 1959), or simply to provide some coherent sense of reality and identity for the team as change proceeds (Reissner, 2010). This sense of being professional was a strong barrier to sharing previously "unstoried" change accounts and this antenarrative could be described as rhizomatous (Boje, 2014), both at times obvious and at others subterranean, the pressure of being professional emerged in unpredictable ways and times, when other resources were lower, for example when the team was threatened with further change, or when they felt "stuck"; the pressure to be professional emerged again.

Collective sensemaking through storytelling created times when the pressure of being professional was alleviated. It is interesting that the term psychological safety was coined in relation to team learning and trust (Edmondson, 1999) but is perhaps less associated with the conditions required for change to happen which has more of a focus on change readiness (Rafferty, Jimmieson and Armenakis, 2013). In this research, safety was achieved by a collective team context itself as a route to creating a safe, therapeutic space in which to tell stories and also encouraging teams themselves to find routes around the power laden stories that they encountered, through comedy and sharing emotions and the use of boundary objects such as postcard writing. Communication and storytelling between peers during these interventions achieved a more liberated and different sense of the change experience outside of being professional. By embracing the role of storytellers and authors of their own destinies, team members created a sense of freedom, where humour and emotion could be shared freely. This lack of censorship allowed stories about experiences to emerge, overcoming dominant stories about changes and inventing new stories (Boje, 2014). This was a strong counter to the teams' own requirements to be "professional". This created the space for alternative 'story appearances' (Jørgensen, 2022, p. 56), illuminating an alternative perspective of change.

We will get through this together - whilst both teams had a different sense of themselves during the research journey – there was a sense of the anchoring point of the change experiences: team membership. Whether this was about appropriate audience, the challenges they faced, or the relationships with others, everything linked back to the identity of team membership. Each team's experience and journey was entirely unique and yet similar at the same time, the team change experience is unavoidably social and collective, and this cannot be ignored.

Figure 6.4 Composite story theme 2

Statements from Team Blue reflect a deep value for the team and reaffirmation of the relationships of the team to each other. This takes the understanding of experiences beyond the change experience itself to the experience of being and working in the team:

> *"you don't just see them as like a colleague that you have to help, you see them as a friend ahhh!"*

Session 3 – May 2020– Gael-Team Blue

> *"you're doing certain things that aren't um or certainly for myself were out of um comfort zone and with the support and knowledge, …..seriously helped me um when when I was there so, oh an also trust what we, we seem to all trust each other"*

Session 4 – June 2020– Theo-Team Blue

Sharing living stories and affirming the value of the team environment to each other gave the team a sense of pride and wellbeing:

> *"Now we're obviously all in contact with each other a lot, even prior to working from home so there's a definite team atmosphere "*

Session 3 – May 2020– Clive-Team Blue

Being in contact with each other created "a nice team atmosphere" and this was repeatedly mentioned as an asset and resource for team members. Change experiences and team development almost need to be considered hand in hand, one as a resource for the other:

> *"Obviously you have to support each other, as in, inside and outside of work in terms of like our colleagues cos like we might all have a chat and then someone might have had a rough weekend or be having it hard at home ..and like everything you said its affecting the whole world and everybody all at the same time, very very differently...so we have to be supportive in that sense...we're unsure of what's, you know coming or going so coaching and development is also a good thing...we're probably all very clued up on different things as well so it's nice to be able to help each other"*

Session 5 – July 2020– Gael-Team Blue

Team Green started in a slightly different position as team membership was changing; and their identity was described more as a benefit of differences (my words)

> *"I think um, I think each of us brings out something different in everybody else..."*

Session 6 – August 2020– Gary-Team Green

This was described as having both positive and challenging aspects in terms of getting the team to work together through changes:

> *"We need to do something otherwise its soul destroying for the team, it doesn't do much for the team's dynamic....…. I think I want to make it a lot more open, but everyone's got to be up for it"*

Session 6 – August 2020– Lex-Team Green

In this sense the team identity existed almost as a nostalgic past story that had now also changed as part of organisational changes with an uncertain future. However, after one more session when new members joined the sessions,

> *"it's a change for the better because it's a new dynamic but we did we are venturing into the unknown"*

Session 6 – August 2020– Lex-Team Green

This team changed alongside the organisation and recognition of that development was a positive experience alongside organisational changes. However, there was still a sense of the

need to be a "team player" which in a conversation during an interview is equated with "being professional":

> *"Everyone does react differently, some really don't like it – they do resist, others don't like it but will be a team player...we need to keep a good reputation, we change because we have to".*

<u>Interview – July 2020 – Lex – Team Green</u>

This reflects two aspects – that there is still an underlying sense of the need to be professional and to accept change – and in this sense the pressure comes from within the team, being equated with "team player".

The team as a social resource for collective sensemaking can be used to move beyond coping with change to generating change from within. Telling stories and restorying them also effectively story the team into existence, releasing the capacity for the team to emerge from the changes, accommodating new experiences and emerging out of the context of storying and changing (Hadjimichael, 2017). At a team level this idea of accommodating new experiences can view the idea of a team as somewhat more dynamic, teaming and emerging into new experiences not limited by being professional (Tsoukas and Chia, 2002; Einola and Alvesson, 2019). This suggests that the team develops its identity as a resource to work through and adapt to change (Reissner, 2010,2011) but also to invent and generate new experiences and opportunities, somewhat akin to improvising (Barrett, 2012) or developing negative capability as a team to manage the future for themselves without the need for management (Simpson, 2012). This is where from collectives sensemaking, generativity starts to emerge. These ongoing circumstances could be viewed as "creation and discovery" (p.8, Weick, Sutcliffe, Obstfeld, 2005) as stories were told, team stories developed, for example, "being professional" becomes "being a strong team" or "being successful". These group stories are not monovocal and leave room for manoeuvre to develop individual positions and presentations (Brown, Stacey, and Nandhakumar, 2008). They build trust and understanding (Auvinen, Aaltio and Blomqvist,2013). Change itself could be viewed as a

constructive learning process owned by the team and not by managers (Antonacopoulou and Gabriel, 2001).

In this research, the main benefits did appear to be that teams recognised the value of their own social supports through the team and so in a sense more mutual understanding was created, and the sense that things would be even worse without considering this approach reinforces the fact that there was a difference in the quality of life or sense of it during the sessions. Given the context of the picture painted by the CIPD / Simply Health reports (2019 - 2022) about declining mental health; stress and the challenges of maintaining wellbeing at work, combined with the current economic and environmental crisis this benefit is important.

> **Different realities are all valid -** we know and value different stories about the same changes and we can see where there are differences between the dominant story and our realities. This won't stop us filling in the gaps with our own experiences and we value a diversity of voices when telling and hearing stories about change. We reject the prioritisation of one story over another. By airing and sharing the teams' alternative stories about the change experience, and the way the team came to make sense of the organisation, themselves and each other in terms of different experiences of change there was a growing recognition that different perspectives exist, interact and are all valid at different times in different contexts as well as a resource for coping with change together. This directly challenges the mainstream staged model approach as there is no sequence or process of change that can be prescribed to achieve success – change is polyvocal, non-linear and non-sequential and resists modelling. We can learn about and develop these perspectives.

Figure 6. 5 Composite story theme 3

The implications of collective sensemaking and the focus on the team and change as a relational process is that change must also be also polyvocal and not represent a singular fixed reality. From the outset of sessions in March 2020 by inviting teams to tell stories of experiences perhaps previously unstoried, there was a growing recognition that stories in their telling and interpretation can be different for different authors and that this is influenced by different perspectives,

> *"we'll all have a different point of view to how we tell the story anyway, …...We'll all have a different perspective." "so I think I saw that positively but then other people...they probably saw it negatively..."*

Session 1 – March 2020– Gael-Team Blue

Once the team can recognise their own power as story tellers, then they see how stories can be told differently and the impact this has. This is both empowering for individuals and helps to set change experiences in a different context, as something impermanent and open to different and developing ways of making sense of it.

> *"was gonna say, with time, the story and how you feel about it will change"*

> ***"the way we turn it around and say OK well we've got a someone new gonna come in and there'll be a new way if working potentially, again the dynamic will change and it's not necessarily a bad thing..."***

Session 6 – August 2020– Lex-Team Green

It is also empowering for the teams - perhaps the essence of reflecting on the restorying brings this point home that the version of *the* story will never be static. Stories can be restoried to discover different opportunities (Boje, 2019). Acknowledging this multi-dimensional aspect of change allows the team to make a different sense of change that is different to the mainstream narrative of something immutable and fixed and more linear. The focus on mindset is interesting as it doesn't suggest that the speaker is necessarily adopting a "professional" mindset but is choosing to adopt a particular perspective on their change experiences.

> ***"Change is like a group photograph, there's always going to be someone who doesn't like something about it....for example, in a small group or whatever, in a team or for yourself, you might see it in a positive mindset, someone else might see it in a negative mindset or you might deal with it completely differently to how somebody else deals with it"***

Session 7 – September 2020– Gael-Team Blue

By releasing this agency of choice, and opening up the diverse ways of making sense of change, agency is released, and the link was made to action and opportunity:

> ***"You take on how you'll either explain that to somebody or how you're gonna process that yourself, and what you can do for yourself with that information...a chain of events that you sort of just have to be a part of really"***

Session 7 – September 2020– Gael-Team Blue

There is also a sense that through storying and restorying, subsequent versions of the same organisational change story can also represent change as learning and development:

> ***"I think um, just on the actual general thing I think um I definitely would have portrayed it a bit more positive back then like, there was a like and then this happened and then oh no there was and then happened and then all this but at the end of the day it's not affected a lot, we're all still in similar positions... it is a bit more positive , cos I think back then we all***

sort of like oh you know look at all these changes we've had to put up with...In reality , it's not, it's not the end of the world..."

Again, reflecting upon the differences between successive restories of the same event, not just between different perspectives of the same event allows the group to release themselves from any particular dominant or hegemonic ongoing narrative and find opportunities and agency to take action in other ways (Boje, 2019). This was also reflected in interviews, where other opportunities about changes were recognised:

"...(it was) drawing focus to things we didn't realise mattered as much, it's given us a kick.....we've been given these new reforms, people have really taken to it, let's push and prove we are good at what we can do"

However, there is also a sense that plural stories can also be disempowering, especially when there is a sense of need for a "truth". In this case this is when there are material factors that will impact individuals in relation to jobs or working patterns.

"well, there's lots of rumours like going about about [sic] what's going to happen and, how its gonna happen, but nothing fixed its set in stone yet.."

"so you know being told ahh no, everything's fine, mm yeah going away thinking ,well it's not f***ing fine, is it? ...it's difficult isn't because yeah, information like that can't be shared with certain people, and we're right...at the bottom of the food chain...we're gonna find out last, just how it is"

The contradictions of a reality of experience versus corporate narrative are particularly pertinent when there is just less space to maneouvre, when things such as job security are involved. This leads to frustration and lack of empowerment, reaffirming powerlessness, lack of agency and depletion of trust. This takes us back to the experience of change being less negotiable. The use of the metaphor food chain connotes predators and prey and in this sense being at the bottom is a helpless position and "just how it is". Information can't be shared but the reason is not clear - perhaps this links again to the requirements of

professionalism or an unseen "other" who is really in control. In some cases, perhaps this is inescapable?

In this research team storytelling allowed teams to tell stories for themselves and in doing so, different stories emerged. This is similar to research by Dawson (2013) where stories about change were found to be told differently by managers and those affected by change, for example, misplaced nostalgia compared to a value placed on the past. Different stories told during interventions did serve a purpose for the team as perhaps self-referential to give a purpose to their role in change, e.g., needing to continue delivering which was similar to stories researched by (Beech et al.,2009). However, in contrast to Beech et al (2009) stories were not self-sealed and connections between team stories and other priviledged narratives were explored. For example, when James discusses the need for "truth" about change impacts.

This finding goes beyond Trabucchi et al., (2022) where transformation stories were focussed on generating shared knowledge in a creative way. Instead of the interventions creating a commitment to the required behaviours and the sensemaking of change required to achieve organisational transformation the more generative of possibilities are polyvocal and not reductive

We create, recreate, pause and dismantle our storied worlds - as the creators of our storied performances we can suspend our belief and move it in ways we decide, either consciously or subconsciously. The world can fall apart, be recreated or reach a dramatic pause dependent on how we story and restory. This does not follow a plan or design and is subject to change at any time. Change is as much about internal energy as it is external energy, and the logic of cause and effect doesn't always apply. We can both converge and diverge simultaneously; the change experience is perhaps accommodating of contradictions through this approach to storying. This is perhaps a wider theme which follows the exploration of the stories and the paths they take. As well as teams being authors of their own stories it is interesting to consider the illogical aspects of this narration, and not so much about directing our storied worlds but what leads to the paths they take and where they pause or stagnate and how they then move forwards again.

Figure 6.6 Composite story theme 4

This theme reflects the partiality and impermanence of experiences and less about teams owning and directing 'reified' or 'fossilised' (Czarniawska, 2004) their stories but more about how they act to change them in a social and developmental process that is driven by the teams themselves as they adjust and accommodate changes. Teams were reassured that accounts being sought were not polished, finished pieces of leadership speak, instead, moments in time of shared lived experience, or ponderings on the future possibilities that the experience of organisational change may have evoked (Boje, 2019). Interventions were happening whilst more organisational change was happening, and so teams were reflecting both on past and current events. I will highlight a few examples of these impasse points and consider how this compares to our understandings of the mainstream change experience.

In earlier interpretations I have referred to this as feeling stuck, which was a reality of a point in time for the teams' experiences. When invited to restory the organisational change stories mid-way through the sessions in June 2020 there was a sense of fatigue from both teams:

> *"I think it would be interesting to see, I don't think it would to be honest there'd be much else we'd add to the bottom of it after that Corona bringing them back it'd be Corona bringing em back and then sending us home and and [sic] then that's pretty much it working from home and here we are.."*

As the external energy of change pauses, and in this case, this was linked to an impasse in the Coronavirus lockdown the energy of the team also slows down. There is a sense of change and a "new reality" coming but it is yet unknown and consigned to "rumours". In Team Blue, there was also a sense of energy slowing down, emotions being attenuated and relinquished to the past:

> *"I don't really know how I feel, because (pause) I don't know, ..unless this is part of it.... and now because you know I've probably suppressed all of the feelings that happened back then when I look back at it, I look back at it in rose tinted glasses, so I don't really associate with the original feelings"*

This raises an interesting question about momentum for change at these pause points, and how the teams gain direction and momentum again. Given time to reflect, momentum has actually emerged from two different sources. One was changes to team membership, and the second was reflecting on the benefits of storying the "unstoried" in a team environment. The commitment that Team Green had to welcoming new members led to an increased reflection on the importance of the team dynamics:

> *"I would definitely be looking at how we implemented, you know with D coming into the team at that same time, how what we were doing and what he was contributing and what sort of the new dynamic in the team, that's a better way of putting it again at the time I came in the dynamic would have changed"*

This is interesting because this potentially reiterates the need for social interaction to keep a momentum of a change. Through interactions with others, new understanding and sense is made. Schemata change and these informal processes continue to make unintended, unmanageable outcomes as change emerges. Individuals both receive and give sense made about change. Some participants had a very strong vision of an ideal future through the

changes, however, at the same time, comments in interviews suggested that not so much momentum was required from "higher up" but that recognition was important:

> *"In terms of we have the shared vision of good stats, good feedback, it would just be lush to be singled out as a really great job...to get some sort of recognition from higher up. We're aware we're a really important part of the chain, I think higher up forget that sometimes..it would be a nice pinpoint for the future"*

Interview – July 2020 – Gael-Team Blue

This is interesting because the vision of the future is brought to life by the team members themselves, not by a change agent or manager, but there is a desire for this to be recognised by management. This suggests a different relationship between managers and employees during change, that teams do know what is required, but that a more collaborative approach is needed perhaps?

The second source of impetus was from more group reflection:

> *" being able to talk about it in a group with someone non-biased, non (organisation), helps you maybe deal with it at that moment or deal with the changes a little bit better...or being able to express yourself better about it ….I don't think we would ever have this conversation without you or your input I don't think we'd ever have an open conversation about this without you so that's a big thing isn't it"*

Session 7 – September 2020– David-Team Blue

> *"Definitely not to the level we've gone into things and the uh stance of viewing it you know ...outside looking in sort of thing"*

Session 7 – September 2020– James-Team Blue

This is interesting because again the team themselves and the process of social interaction and reflection has allowed the team to generate its own momentum and move forwards. The source of energy comes from within. Change can be viewed as an ongoing interactive process. This leads to the other important consideration that the team change experience is inescapably social.

Through inviting teams to restory their change experiences over a period of time, two major things happened. One was that the experiences of the changes themselves began to spiral in different directions, first setting a change in context, reflecting upon it from a distance and emerging again in a plateau of silence, feeling stuck or almost paralysed before the sense of movement resumed again. This impetus was driven partly by external events but also by the thinking processes of the teams themselves as they identified opportunities and possibilities. By reflecting or acting upon them, they created new possibilities and questions, dismantling or developing older stories and authoring new ones. Sharing and reflecting on their experiences as a team helped them to collaborate to tell different stories about their experiences. Boje (2014) discusses these notions of collective memory through storying using the metaphor of the tapestry, as variegated and polyphonic, something that is unfinished and unmerged, reflecting and encompassing a myriad of conceptions of times and places. This is an important insight into temporality of change and the mechanisms involved in understanding how collectives might use this to facilitate different sensemaking – the intervention as mode of exploring these modalities towards time and how sense is incrementally made during the process of creating future scenarios adds a new dimension to practice and aligns with the research suggestion of (Dawson and Sykes, 2019).

The restorying process takes this further, towards possibilities for generativity for the future. This is not just viewing different stories of the same events used for different purposes or self-referential means, e.g., needed someone to complain about, "us versus them" (Beech, MacPhail and Coupland, 2009), restorying creates another new possibility which can empower the team to take different actions (Boje, 2014). When facilitated to restory change stories, teams moved from "world's exploding" to "climbing a mountain" seeing a totally new possibility for working together through changes. This moves beyond meaning emerging through induction (Weick, et al, 2005, p. 418) or being negotiated (Loihuis et al., 2016) to creating and rewriting new possibilities for action, creating new antenarratives or bets on the future (Boje, 2014). Moving from understanding human action, (Czarniawska, 1997) or building a frame of reference (Weick, 1995), restorying can create a different

opportunity. By creating a new story, the constraints of a problem filled narrative can be removed or ameliorated, a new future can be generated, and action taken to support and nurture new future actions to keep the possibility alive (Boje, 2014). Perhaps there is more of the "reality in flight" of processual approaches to understanding the change experience in this way (Pettigrew, 1997), continually inventing and reinventing possible futures, nurturing new living stories and not allowing any life to crushed out of these experiences. Changes are living and developing further, not along a single processual line but into something more multi- directional and active which encompasses past, present and future simultaneously (Boje, 2014).

 Through restorying, the notion of any linearity of a change experience is questioned, for example, during discussion in Team Blue when David suggests that he feels stuck and that he has suppressed some of his original feelings about change and is looking through rose-tinted spectacles, or when James talks about more bombs dropping from unresolved questions about change. Theo is quite sanguine by the end of the sessions, suggesting that everything is all up and down but just a bit down at the moment. There is no sense from these discussions that change is linear and progressive, but rather through sharing experiences there is the beginnings of understanding change as a much more complex and social process where they can find ways to make things work for themselves as teams through the generation of alternative possibilities. Teams found a way of being themselves through the changes, by making sense of change on their own terms, and acting accordingly, be that simply reconciling mutual dissatisfaction or understanding the limits of "professionalism" and in certain cases finding new hopes about how the team could work together through change. Reflecting on this new knowledge and understanding was a learning process, for both myself and the teams involved, and one that brought with it a certain sense of possibility from team members, although this was not absolute, and was at times ethereal.

To do this in the moments of change offers a more dynamic and active approach through restorying than coping with change (Gabriel, 2000). Change can instead be viewed as a process of becoming - weaving and reweaving experiences, accommodating new experiences, and generating new habits of meaning, beliefs, and values (Tsoukas and Chia, 2002), in order to we might all be able to make sense of organisational change in a way that is more sustainable to our wellbeing. Having alternative, positive stories or visions about the future gave the teams a sense of their own agency or destiny (Caldwell, 2005). In some ways this supports the idea that Tsoukas and Chia (2002) suggest that we should completely change our perspective on organisational changing, that we examine changes in situ as ongoing, how they are happening and a part of organisational life. This view of stories contrasts with those earlier studies critiqued by Czarniawska (1997) as fossilised stories ready for excavating, something more static and passive.

Using restorying interventions with teams resonates with Balogun and Johnson's (2005) exploration of change experiences from the "bottom-up" or Luscher and Lewis (2008) who when contracting with the Danish Lego company suggested that that their group interventions are to support employee sensemaking. However, both of these pieces of research still mention management decision making, either interventions were delivered to managers who were treated as change recipients but then their role as managers were implicated in the management actions taken after the intervention, or that understanding individuals was a route to reflecting upon whether certain actions can be managed at all as well as building mutual understanding. They are also generative; stories discussed a sense of movement of both feeling stuck and then gaining momentum but was not always prompted by external events, they came from thoughts and reflection from within the team. The jazz metaphor of Barrett, (2012) conceptualises how music is adjusted amongst interactions between both others and the self. In the same way change is improvised and comes from within regardless of where it is originated, the team almost has to unlearn its own expectations of change (Barrett, 2012).

> **We choose our audience to build our agency –** we choose who we see as insiders or outsiders to our experiences, and we reveal stories accordingly. We can be who we want to be and story our own experiences for our own agency and purpose; being chameleons and defining our experiences as always changing over time place and relationships. This will shift as the story changes and develops. The change experience is not definitive, it is micro contextual and complex. Our focus is on getting through change in a liveable, doable way. Measurement and outcomes focus are not necessary when using a positive approach. Organisational rationality and roles such as change agent and change manager don't necessarily apply here.

Figure 6.7 Composite story theme 5

Even when some sense of a need for the "truth" exists there is still another sense of liberation that comes from within the team – that of choosing your audience for certain stories. So, we can direct and author our own experiences of change and we can acknowledge that there are multiple versions of reality. How does choosing an audience help us to survive change and to reconcile some of the differences between stories? How can teams use this polyvocality and multiple audiences to generate and imagine numerous possibilites for the future?

What experiences are storyable was recognised by the teams to depend on the audience:

> *"If you were joining the business you would want to hear the second one but if you were in the business you would want to hear the first one cos you'd like want all the, all of it"*

Session 1 – March 2020– Gael-Team Blue

These boundaries about what version of events is suitable for an inside or outside audience in this sense is based on the audience needs; this in the sense of inside or outside the team or the wider organisation. There was an acknowledgement that there are some real limits to how change can be made sense of within wider performative expectations of resilience and agility and that this also limited what experiences were available for storying outside the team. It's notable that these responses are rationalised :

> *"they'll have their own ways of working won't they and..everyone is stuck in their ways and not really willing to change. Yeah, cos a lot of people have been there quite a while and are very much set in their ways..."*

Session 4 – June 2020– Alex-Team Green

> *" you know cos someone trying to do something different and then people can take it the wrong way sometimes...."*

Session 5 – July 2020– Gary-Team Green

This perhaps puts more onus on the team to navigate change, by accepting and almost negotiating others' responses. What is storyable is dependent on how others will react. However, this is also paradoxical as whilst being unwilling to change could be seen as a negative, from a performative sense of change, the sense that everyone has their own ways of working is more accommodating of a plural and perhaps less performative approach to change management. This negotiation of self and others' approaches and understandings of change is further expanded in understanding that the responsibility is a collective one, both people making sense of something but also others' being mindful of their position and responses. This is not without opportunity though, recognised by mention of what the team can do without causing upset – even if this is limited to within team "changes that will benefit us". This demonstrates a sense of agency which Boje discusses as the ability to "bring potentiality into being" (Boje, 2014, p. 156). The team can recognise their own opportunities to influence changes.

As a researcher, being viewed as an insider to the team itself led the team to feel as if we were co-operating as a cohesive group:

> *"we know we're on a level playing field when discussing it with you not you know, we're not (organisation) or anything like that, it's directly with you..."*

Session 7 – September 2020– Theo-Team Blue

However, there was also a sense of me being an outsider to the team, and this being seen as an advantage; effectively suspending any judgement from organisational expectations about how the team should deal with change. The language used was quite powerful in its sense of the power of the organisation to make a judgement although what judgement it would make was not specified:

> *"talking about these things that have changed or are affecting us...with a non-biased, non (organisation) person in the room has actually helped us not to get too paranoid by it"*

Session 7 – September 2020– Theo-Team Blue

Teams felt that they had stepped outside of their work role and joined me in a different, more neutral place. This again suggested a form of escapism from corporate expectations around change responses.

> *"yeah, like I think I said before it was a real good opportunity to sort if step outside of our work our day-to-day work and talk about things on a personal level...instead of having to think about things in the background all the time, and talk about how we feel about how things are going"*

Session 7 – September 2020– David-Team Blue

The team developed a sense of choosing an audience for their stories - and it is this choice that gave them possibility in the change experience and the change to imagine different future scenarios. Different audiences prompted different stories and discussion much in the way that Dowsett, Green and Harty (2022) used foresight-based storytelling, different scenarios or audiences were commented upon, discussed and reworked in the light of advantages, disadvantages and possible changes needed in the team and the organisation to make the changes happen. This could be viewed as a form of restorying to achieve or imagine future change possibilites.

However, certain events might also remain unstoryable to certain audiences because of the self-imposed requirements of being "professional". In the context of this research this is an important practitioner point, because any observer of a change process may not be aware of which version of events or experience, they are accessing. It might depend on whether they are viewed as an insider or an outsider to the team at any given time or what the teller of the story perceives their needs to be. As a researcher in this context, creating a space where participants felt psychologically safe, where they could share experiences was an aspect that was reflected upon more towards the end of the programme. The relationship between myself as the researcher and the group was independent of the organisation as a whole. However, I was viewed as both an insider and an outsider simultaneously in terms of relationships to the teams, and this dynamic revealed different aspects of how my position and identity interacted with discussions.

Perhaps to understand change experiences in a team an observer needs to be on the inside or have the insider perspective? Only the team is privy to what is really happening and so hence has agency to make sense of the change differently? This has important implications for the positioning of any "change management" approach to intervention. As in their exploration of the context in which this sensemaking that affects change response takes place, Stensaker, Balogun and Langley, (2021), found that the context of the place in which interactions take place, according to physical proximity can affect the intensity of interpersonal interactions and thus the nature of encapsulated and repeated narratives. The sense of place in the online space where most of the interventions were delivered during this research was partly removed from the workplace and this may have also facilitated stories to be told differently. Perhaps the notion of inside out as well as outside in research is relevent here, Hersted and Oland Madsen (2018) use both a project management and client direction as well as leading from the bottom up in a participatory collaborative intervention with NGOs. In the digital space this was morphed into team and home for
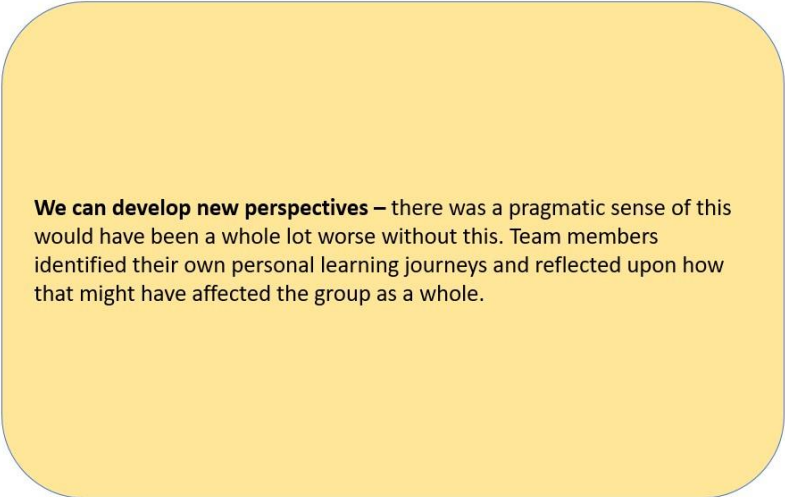
participants - changing the responses and audiences again. This is relevant for the findings produced as they may have been different in real life (Abrams and Gaiser, 2017).

In these stories a sense of change was being made within the group on their own terms. Reflection on these storied creations led to an identification of reality gaps in others' storylines and the opportunity or willingness to fill in those gaps themselves with different possibilities (Boje, 2014). They were the creators of their own different realities, not those imposed upon them by others, although there were times when a diversity of stories also disempowered teams, as there was a sense of wanting a resolved" reality". However, through being an audience to each other's stories and reflecting upon the process of being both author and audience, teams were able to bring to light their sense of safe and unsafe audiences and to flip the perspective that it wasn't that the story that was appropriate or not, but they had the power to choose the perceived appropriate audiences for their own creations. This allowed some sense of agency, even if it was simply the freedom to express discontent in a safe environment. It was through this process that social bonds were reaffirmed and possibilites or perspectives could be evaluated.

Having found a way to make change feel safer through sharing stories, perhaps as a means of coping (Gabriel, 2000) teams also subverted the power of managerialism, by choosing their audiences and directing their own performances. This builds on research that finds that stories about change are polyvocal (Dawson et al, 2007; Dawson, 2013) by finding that teams used this to present their own working realities to whom they choose. This goes beyond "saving face" (Whittle et al., 2009) to develop their own identity as a group (Rodriguez and Belanger, 2014) to present to others outside the team. Therefore, stories were shared within the team to offer a sense of growing identity and support (Reissner, 2010) but also shared externally to show that they were delivering and succeeding through change, perhaps a sense of working reality (Brown et al., 2015). As the team storied and restoried, there was a real sense of creation and discovery (Weick et al, 2005), the team

talked their successes and growing identities into existence as well as generating opportunities to take action together (Boje, 2019) e.g.by not slipping into negative spirals. In this sense, providing the resources for teams to liberate themselves from the hegemony of change "management" and being "professional" is essential to revealing other opportunities and experiences.

The use of audience as a way to subvert the power relations of change being "done to" a team also raises an interesting idea about how sense is made of any change. "From the outside looking in" gives a particular sense of a change, in one case described as "disorganised" (Gary – Team Green) but from an insider perspective there is more mitigation against these expectations "other people don't seem to have as much change" (Andrew – Team Green). This raises an important question around more managerialist change management rhetoric, which assumes a bird's eye view which is objective which neglects some of the nuances of this social positioning (Erwin and Garman, 2010). As change agents, managers or practitioners how are we to know where and when we are positioned? Or are we both, for example Isabella (1990) examines experiences of managers as change recipients. If positionality is essential, then knowledge will be more situated and nuanced as experiences change and positionality changes. I was described as "neutral" (Theo – Team Blue) and "non - judgemental" (David – Team Blue) by team members at the end of the sessions in September 2020 and there was a sense that I was both an insider experiencing the sessions and Covid lockdown with the teams as things developed but also an outsider as someone not connected with the workplace "we're discussing it with you" (Theo – Team Blue).

We can develop new perspectives – there was a pragmatic sense of this would have been a whole lot worse without this. Team members identified their own personal learning journeys and reflected upon how that might have affected the group as a whole.

Figure 6.8 Composite story theme 6

This final theme from the findings reflects the expected practice-based benefits of the research; that participants would learn the practice of storying, restorying and reflection upon their experiences of organisational change and that it would have a positive impact, encouraging teams to recognise other possibilities during change, include different voices, and to increase a sense of their own agency. These reflections formed a part of the final session in September 2020.

The aim of the restorying process is to liberate experience stuck in a problem saturated narrative and to generate alternative future possibilities through discovery and imagination (Boje, 2019). An increased awareness of how particular ways of telling a story could influence their thinking or behaviour led to an increased awareness of their own possibilities within the storytelling process:

> *"when we started it a lot of the stuff that we were coming out with was on the more negative side and what was going and went wrong and maybe a bit apprehensive to change whereas sort of as we've been going along its now how we can adapt to it more*

more than anything and what we can and what its gonna look like in the future and what sort of parts we'll play in that really..."

However, there was an opposite perspective discussed in one interview:

"I'm not sure everyone wants to be empowered – they are set in their ways, tell me what to do and I'll do it"

This is a reality check, reminding me that everyone has their own perspective, and that agency and empowerment may not be a universal goal, this plays also to the idea that simply being able find a workable future through change is also a viable alternative.

I think without this, things may have seemed a bit more dire, you know going through this whilst times are tough has been um beneficial, I'm sure to everybody involved in it...but...these are just unprecedented times

"The honesty, umm across the board the board, from every single um member, including (manager) it was really refreshing to hear...it just shows you know; your worries don't necessarily stop change isn't just not necessarily just affecting you it goes up and up and up, honesty that was the biggest thing I've got out of this from within the team"

Discussions in interviews also revealed a positive cultural dimension around learning which although not directly related to the restorying sessions, does show a frame of reference oriented towards learning and recognition of some agency:

"We have mutual respect....we're listened to"

"We're having monthly meetings with our boss, our boss' boss, and our boss', boss' boss – I've never spoken to these people before!"

It's interesting that management structure is still mentioned in these discussions, even as a reference point for learning and new opportunities. Although this participant goes on to say:

> *"I try to think this has happened, it's happened for a reason, someone else has thought about this, a chain reaction almost...at the end of the day its always gonna happen. As long as I think about how I tackle the change rather than change that hasn't happened yet, it's probably more beneficial for me rather than what if? Once I've processed it"*

Interview – July 2020 – Gael – Team Blue

Again, perhaps the new perspective here is that the individual is thinking about what they can do, and how they can take action in the here and now, rather than worrying about the future. In this sense perhaps the idea of restorying different potential futures has been less helpful, but at the same time, offers opportunities to see where action can be taken in the present. Another interview discussed this balance between being insignificant but significant at the same time:

> *"You can feel a little bit of pride, even though you literally are a digit in a huge multinational company"*

Interview – July 2020 – Theo – Team Blue

And perhaps this is the answer, acceptance but also finding ways to carry on:

> *"it's been testing, but you battle on"*

Interview – July 2020 – Theo – Team Blue

Perhaps linking change to the idea of quality of life or quality of team dynamics during changes (Einola and Alvesson, 2019), Team Blue viewing changes at the end of the series of interventions were seeing change in a different context and thinking more holistically about the world and more general economics and cycles of organisational change "these times are unprecedented" (Team Blue – Theo) but also "you get on the bus or get left behind" (Rebecca – Team Blue). This is not managers using stories to bring people on board with change (Rouleau and Balogun, 2011) but teams using stories themselves to consider their thoughts and feelings about organisational changes. Whilst the intervention process encouraged teams to feel liberated to describe themselves as "lions roaring" (David – Team

Blue) and "kicking Covid" (Gael – Team Blue) this may have begun in a somewhat idealised but liberating manner, (Driver,2019). Thus, then the idea of the "failed fantasy" of change as more change looms on the horizon and job security is threatened and the team's position in the organisation is articulated as a loss, this potential negative doesn't resist change but accepts the status quo perhaps. It could also be viewed as demonstrating the complexity of power relations involved in change, as with an analysis of change at Burger King, fragments of stories that both bolster or speak against organisational power reveal how diverse voices can be included in resolutions to sensemaking of change (Boje, Haley and Saylors,2015). In this case there was a sense of "we're always at the bottom of the food chain just how it is" (James - Team Blue) but that also "it is not fine is it?" (James - Team Blue). Both views can be accommodated in the stories told as Gael – Team Blue said, "You've got to be a part of that chain".

This process could be said to build self-esteem and self-efficacy through creating stories that support expectations about change (Reissner, 2010, 2011). Through the performance and interaction of telling, listening to and sharing stories, change is both constructed and experienced (Boje ,2014). The stories shared both create the change experiences and who we are and how we respond (Cunliffe and Coupland, 2012). This is different to group identity developing through a more linear change process seeing themselves as "change pioneers" (Rodriguez and Belanger,2014). It seems more fundamental as the way of seeing the change itself has changed. As a side theme and perhaps one that could be explored further in future research, it was interesting that teams described the interventions as therapy on several occasions. The restorying approach (Boje, 2019) is rooted in the origins of the narrative therapy approach of White and Epston, (1990). Restorying creates space from dominant narratives for us to enact our preferred stories allowing development of the self. The purpose of this research was not to offer therapy but rather to offer a therapeutic or safe space (Edmondson, 1999) where learning and reflection could develop based on mutual trust of team members. It is interesting that the teams used these words in their reflections about the sessions, and this could be further explored through further research.

Value for the teams was realised by simply letting the teams direct their own performances of change together. Through revealing multiple stories, the view of possibilities of change was gained through understanding how different audiences could be viewed to different stories serving different purposes and stories were paused and recreated accordingly. The teams themselves created the knowledge and understanding of their own experiences and took action to make changes from within their teams. In this way, teams survived on their own terms, using and developing their own resources. Interventions owned and directed by the teams themselves created the right environment for the storytelling field to emerge in its own wonderful way. Restorying as a 'future making practice' represents an important area of enquiry in organisation studies as a phenomenon (Wenzel et al., 2020). This has huge potential to create a more appreciative view of organisational change (Golden –Biddle and Mao, 2012) and responds to a gap in the literature by offering empirical evidence of how restorying can generate future possibilities during a change process through a novel intervention method.

6.2 Contribution of the Interpretation to the Research Aim and Research Questions

The aim of this research was to explore how a team intervention using restorying could facilitate teams to generate a sense of different future possibilities during their experiences of organisational change, be that to think about change differently, or to behave differently towards themselves and others. The findings of this exploration are, I believe, incontrovertible; and present an experience and meaning that offers an alternative to the instrumental notion of readiness, resilience or resistance to change.

Tracing story spirals in Chapters 4 and 5, provides empirical evidence that there is not a sequential pattern of change experience that proceeds temporally. The mechanism of restorying has enabled the past to inform the present and future, the imagined future to inform views of the past and possibilities for action in the present. As temporality is disrupted, an appreciative view of the change process can emerge which is more compassionate in perspective. Reflecting upon the past, present and future teams can collaborate to get back in touch with their humanity, their humour, and their relational connections with each other to understand ways to act or make sense of change differently and to open up alternative imagined possibilities. The development of their collective agency can be traced through the meaning they make through storying and restorying.

The team as social resource is affirmed and the ability of team identity to develop and instigate more changes from within the team is generative, and prospective. This widens the instrumental notion that change agents are responsible for making change happen. Change might be *done to* others in terms of management initiatives but there is so much more than this. Real change experiences that happen at a team level on a day to day, hour to hour micro basis are much more complex. They represent the making of relationships, the recognition of group and personal truths, the hopes, dreams and aspirations of teams for the future, for themselves. Simply with a view to carrying on, in whatever tenable way they can. By facilitating an intervention that allows teams to tell different stories, or to restory their

own stories they find alternatives. This changing sense of change - both temporally, and socially and appreciatively allows teams to undergo a learning or transformation process themselves, change becomes a learning process.

These findings also evidence the methodological contribution of this research; storying and restorying interventions can access rich experience that is less restrained by conceptions of professionalism. Its contribution to knowledge is through demonstrating that storying interventions can develop team skills and social aspects that can sustain momentum through organisational change and has the potential to ameliorate some of the negative impacts of change. It also suggests that whilst managerial conceptualisations of being "professional" can perpetuate power inequalities this can be partially subverted through supporting teams to story and restory their experiences. The intervention as a novel method enabled teams to experience an appreciative, generative, imaginative place when experiencing change. This was successful, enhanced by the use of restorying, and boundary objects to share knowledge and to promote imagination and creativity. This playful, trustful space allowed everyone to suspend their beliefs about being at work or being professional to find a more neutral, relational space which allowed ideas to flourish and build.

This doesn't make the imperative of change management disappear, and there are very real consequences of some of those changes which might have real impacts on job security, or the nature of the work required. However, by exploring and bringing to light previously unstoried thoughts and perspectives, it is with a wider knowledge and view of an alternative and perhaps a more holistic perspective that helps teams to find their own niche, or home and a sense of anchoring amongst the chaotic flux of ongoing change. It is this that gives them some inspiration to carry on and to keep imagining different future possibilities. And it is only through making time to undergo reflection, open and honest conversation, that this sense of connection, learning and the desire to keep going can be kindled and nurtured into a spark of hope. This illuminates the possibilities of appreciating the change experience in

different ways, removing the instrumental pressure of being 'professional' and reminds us to recognise the way that this perceived responsibility can influence what we see, and how we act.

The wider thematic interpretation of dialogue and stories across the interventions and interviews reaffirm these findings - telling stories and retelling stories about change can liberate us from hegemonic narratives about what we should be experiencing. There is an alternative to being oppressed by the rhetoric of mainstream change management practices and expectations (Guiette and Vandenbempt, 2015), and the constant need to maintain "professionalism".   By being our own directors and producers of our stories, we can pause, recreate, and dismantle them, disrupting temporality to give a space to create different meanings of our experiences. We can choose our audiences for the stories we decide to share and together through the social bond of telling, sharing, and listening we can survive together and generate possibilities for a way forward. We are reminded that stories are plural, and that we can see how stories are born, how they develop, what constrains and empowers them and how in the flux of conversation a story takes hold or is fragmented and overtaken by another. Like an astronomer we are witnessing universes and constellations of stars being born and dying in the overwhelming cycle of life itself! We also see the shadow and pervasiveness of the myth of readiness and resilience and how it overbears upon us and has the potential to paralyse and stifle our imagination. Through storying and restorying together we create and negotiate a shared basis for practical action that releases our change agency and allows us to take part as change agents in a more distributed way than the more instrumental binary or change agent – change recipient.

More specifically the findings respond to the research questions as follows:

1. How do teams as collectives use restorying together to make sense of their change experiences?

Research Question	Themes Ch 6	Story Spiral Elements Ch 4 & 5
How do teams as collectives use restorying together to make sense of their change experiences?	**We can story our own performance of change** **We will get through this together** **Different realities are all valid**	Teams shifting perspectives to see change differently and to see themselves as a team in a different light. Temporality of the experience is disrupted and allows past, present and future to inform sensemaking (Dawson and Sykes, 2019). Going beyond using identity as a resource for coping with change (Reissner, 2010,2011) identities and stories are reworked to focus on improving practice- a collective approach to the research by Van Hulst and Tsoukas (2021). This is a narrative reflective cycle (Ramsay, 2005), hearing others' stories and then restorying them together gives opportunity to see possibilities. Unstoryability becomes storyable (Boje,2014)

Table 6.1 Mapping of themes to the research question 1

The findings from tracing the story spirals and the wider thematic analysis provides empirical evidence of teams shifting perspectives to see change differently – by storying their own performances of change they move from viewing changes in deficit terms to seeing strength and resources, they see themselves as a team in a different light with new possibility. Stories of change experiences became storyable through allowing teams to practice telling stories

for entertainment value and then linking them to experiences. This relates to the idea that stories can both entertain but also be a method of coping (Gabriel, 2000). Through creating a different space for intervention to take place in, which was perceived as outside of the expectations of the working space and also an environment that felt psychologically safe (Edmondson, 1999), aspects of the change experience revealed through stories went beyond the typical, allowing emotions and humour to be shared more openly. Unstoryability becomes storyable (Boje,2014).

This allowed teams to tell their own stories for their own purposes, moving away from a management-based deficit discourse of change: provide a diagnosis, provide a management solution (Boje, 2014). Both living stories of experience and hopes or possible antenarratives for the future began to be discussed between team members in non –judgemental ways, using richer, more descriptive language which moved away from a repertoire of "change management" where managers place in the stories was diminished. This led to the formation of collective stories which reflected the team's experiences which were more unfinished, plural and constantly emerging and evolving. This released teams from the idea that change stories should be monological through restorying, the plurality and complementarity of different change stories were recognised. This embracing of a more plural perspective gave more freedom to imagine more opportunities and stories – reflecting upon problems to discover "wow moments" of opportunity to tell different stories (Boje, 2019). In some ways this is a self-reinforcing circle and a learning process. A virtuous circle is created, where expectations can be storied and restoried. As expectations are either exceeded or disappointed; identities and expectations are rewritten and moderated accordingly (Reissner,2008). This process of affirmation and reaffirmation was facilitated through the telling and sharing of stories. Noticing and embracing both positive and negative feelings about the change experience through telling and retelling stories echoes Boje's (2014) discussions about the benefits of a quantum storytelling approach to change experiences, suggesting that both positive and negative aspects need to be considered to achieve an understanding of experience. As the temporality of the experience was disrupted

sensemaking was informed by past, present and future oriented sensemaking – this moves beyond coping with change to learning to see change differently, as something that is team led – driven by telling their own stories relationally. A sense of 'we' is created (Tollefsen and Gallagher, 2017).

Through eliciting living stories and facilitating the generation of antenarrative possibilities through restorying change experiences (Boje, 2019) teams have created an alternative, more appreciative understanding of their change experiences. Through discussing and recognising alternative storylines, teams can begin to recognise the difference between restrictive corporate stories and their own stories and how some stories are silenced or unheard by others. However, this was not always a negative, through restorying, different plot lines emerged, and these served the teams' own purposes.   This was at times an opportunity to recognise their internal capacity to learn and develop their own impetus for change, from finding new opportunities from "problem saturated stories" (Boje, 2019) but also allowed them to reflect more widely on the reasons that their stories were different, and the possible motivations behind change. This did not follow a logic of cause and effect and was very focussed on the need to carry on through change on their own terms – developing their collective change agency.

2. How can the use of restorying facilitate the generation of future collective possibilities for teams during their experiences of organisational change?

| How can the use of restorying facilitate the generation of future collective possibilities for teams during their experiences of organisational change? | **We create, recreate, pause and dismantle our storied worlds**

We choose our audiences to build possibilities | The restorying process allowed the team to consider alternative futures - considering different relationships to one another and to others outside of the team. This builds upon the research by (Schedlitzki et al., 2015) and (Boje et al., 2015), as through the reflective process – prospective sensemaking actually became reality over the intervention period.

This aligns to a more appreciative, change recipient driven view of organisational change (Golden – Biddle and Mao, 2012).

These findings offer important empirical evidence of restorying as a 'future making practice' (Wenzel et al., 2020) By using this type of appreciative intervention, an alternative understanding of the change experience offers a practical praxis – a way of improving change practices. |

Table 6.2 Mapping of themes to the research question 2

Examining the story spirals and wider thematic analysis has demonstrated that the restorying process also allowed the team to consider and move on to generate alternative futures - by considering different relationships to one another and to others outside of the team. – prospective sensemaking actually became reality over the intervention period.

Through recognising and understanding dominant corporate narratives better, teams could more fully separate their own experiences and perspectives on their change experiences together. This opened up possibility, experience was not bound by "professionalism" and opportunities to create belief in alternative stories were created (Boje, 2019). The value of the restorying process was realised by simply letting the teams direct their own performances of change together. Through revealing multiple stories and understanding how different audiences could view different stories serving different purposes, stories of the future were imagined, paused and recreated accordingly. These were improvised, at first lightheartedly, with a sense of fun and entertainment, (Gabriel, 2000) but by stepping away from the problem saturated narratives, something else emerged; limiting beliefs could be considered differently. Everyone joined in and had a chance to contribute to the picture of new possibilites, gaining social support for a new story (Boje, 2019). The teams themselves created the knowledge and understanding of their own experiences and took action to make changes from within their teams, creating more opportunities. For example, Team Green were increasingly recognising the value of the team atmosphere as a resource for surviving but also making changes. In this way, teams continued on their own terms, using and developing their own resources. Interventions owned and directed by the teams themselves created the right environment for the storytelling field to emerge in its own wonderful way. These findings offer important empirical evidence of restorying as a 'future making practice' (Wenzel et al., 2020) By using this type of appreciative intervention, an alternative understanding of the change experience offers a practical praxis – a way of improving change practices.

3. How can the use of a team intervention over time both facilitate and be a method to explore the shared process of this generative sensemaking?

| How can the use of a team intervention over time both facilitate and be a method to explore the shared process of this generative sensemaking? | **We can develop new perspectives** | This responds to Jorgenson (2022), demonstrating that a restorying intervention can create a space where generative thinking can happen and create new possibilities for the change experience.

Objects used in the interventions promoted this opportunity to imagine in a playful way, a different future, in a similar way to Carlsen, Rudningen and Mortensen, (2014) even though these objects were at times imagined in the virtual environment (Corsaro, 2018). |

Table 6.3 Mapping of themes to the research question 3

Discussions from interviews and during the final intervention suggested that each team felt that there was both a learning and awareness development happening, of how stories both shape them and influence them as well as the opportunities to use stories as a resource or coping mechanism. The teams both reaffirmed their sense of identity as a team during change through the sessions and perhaps the sense of possibility they gained was actually to carry on and also to understand and enact aspects of the change experience they hadn't previously considered, both for themselves and for others.

It's interesting that recent research uses interviews to examine how sense making can inform or extend to future practice in research by Van Hulst and Tsoukas (2021) and perhaps a collective approach to intervention is the next step to capture a more collective, in progress perspective. This responds to Jørgensen (2022), demonstrating that a restorying intervention can create a space where generative thinking can happen and create new

possibilities for the change experience. This combined with the longitudinal study design allows practices and imagination to unfold over time. The methodology was enhanced by the use of boundary objects and made the discussions more playful – in many ways this released expectations of 'professionalism' and so did open up discussions further.

As a summary, the findings of this research offer an alternative exploration of change – stories as a route to liberation from mainstream "professional" change rhetoric; the team as a social resource to move beyond coping, to generate change from within and restorying to make more positive change experiences. Team storytelling and restorying revealed unstoried aspects of the organisational change experience and allowed teams to subvert some of their own internalised ideas as well as others' ideas about professionalism which suggests that change recipients should be ready and resilient to change, accepting and unemotional. The notion of insider and outsider witnesses to change experiences was also important from two aspects; differentiating between teams being able to do things just for themselves and not others, unfettered by the links to change outcomes but also to ensure criticality and reflexivity in terms of any observations on the change process itself.

In liberating themselves from the control of being "professional" teams were able to create, improvise and learn different ways of experiencing change processes together which led the team to discover themselves as a resource for both initiating change, imagining future possibilites and moving forwards through it together. Restorying has had a beneficial effect on teams from allowing them to recognise themselves as a team, building social support for themselves and to set changes in a wider context. This has allowed teams to make sense of change differently, and to recognise different opportunities for change as well as find some acceptance of some of the less palatable aspects. The interventions have also left teams with a different way of thinking about and acting during future changes.

My research has added a different dimension to the narrative practice change literature as it is not only viewing change as an opportunity to develop identity as a resource through storytelling, or to navigate and accept changes but to create opportunities to change further from the impetus generated by their own storytelling and restorying. Using a novel intervention based on restorying, creativity and imagination can be utilised to create a space to generate the future. Whilst these interventions have been delivered for the benefit of the teams themselves, there is a wider implication. Restorying the change literature itself, not as a process that is managed and where individuals and teams are required to be ready and resilient, but as an exploration that can be guided more from within a team or individual. The human potential to change and develop through change – to release imagination, to recognise possibility and to take action is illuminated and encapsulates a more positive and compassionate approach towards organisational change.

6.3 Personal Reflections

Figure 6.9 Researcher's self-portraits during the research process

I once heard a colleague say that completing such an endeavour as a PhD is a process of learning so that next time the project could be orchestrated differently. And as such, a thesis is never truly finished. I have taken much time reflecting on both my own journey and the successes and challenges of this project.

Whilst not wishing to be overly self-indulgent I think it is right to be proud of what this project has achieved in challenging times and personal circumstances. What was a surprise to me was the level of commitment, honesty, and engagement in the sessions. Not a surprise from the perspective that I didn't think participants would engage, but the genuine connection and conversation that developed during our time together, despite much of our interactions being online. I think it is fair to say this was a space in which I felt very comfortable, that of running interventions and having conversations with a group. I have spent most of my professional life doing this and am also really motivated and inspired when I am operating in this space. Whilst at times this may have made me forget my role of

researcher, I hope that my natural curiosity carried me through. This has really represented me in happy practitioner mode where I can use my skills and creative talents.

Moving away from the role of practitioner to researcher, the lessons have been harder, and I must say that many of my decisions and insightful moments have perhaps been reached by a happy accident rather than planned design. This iterative approach is not necessarily *wrong,* and there is merit in adopting this approach but for someone less experienced in research methodology, in fact, in articulating all the –ologies (!) it has been less than straightforward. I have wrestled with my positioning as critical and interpretive and gone back and forth between feeling that I should be more deconstructive and postmodern. I think holding onto the stories has really provided an anchor in this sense and the tales and the tellers' voices have been preserved and the experiences placed front and centre. This is what has steered me away from more linguistic construction on this occasion. Consequently, my methods and methodology have been harder to articulate, although they made perfect sense to me, locating them within a narrative and thematic framework has felt at times like wrestling! I have gained a huge amount of experience and knowledge as I have vacillated around various perspectives such as case study research, action research and organisational development. I feel I am now more confident in their ambiguities and more confident about where I position this research. I think for the future I would now be more able to confidently articulate my research within a framework more from the outset, being aware of the territories and "borderlands" (Clandinin and Connely, 2000). Having been trained as a psychologist and as an HR practitioner, I have been grounded in positivist, more mainstream research and taking on board wider perspectives has been liberating! The final learning point has been to become more literate and competent at interacting online. At the end of these sessions, I have a better idea of how I might improve the sessions further with the use of tools such as electronic whiteboards, and breakout rooms, which at the time were totally beyond my abilities. That said, I think my collaborators also had to learn the same skills as me, so perhaps at the time we were all more or less in the same place!

This project has also led to some personal revelations, certainly one about the way I may have viewed change management. This research has kindled an even greater commitment in the future to embracing how all management activities can be more human and supportive of people in the workplace. Having been part of some of those power structures in the past I think I am more acutely aware of them and more actively reject them in all my interactions in my working life as well as outside of it. I hope this has allowed me to become more equitable and open-minded in my approach generally when working with others. It has also allowed me to fully embrace my creative side, particularly through drawing to communicate my research and as a tool for personal reflection – something I want to continue to weave into my work. I feel that both aspects allow me to be authentic to myself as a person.
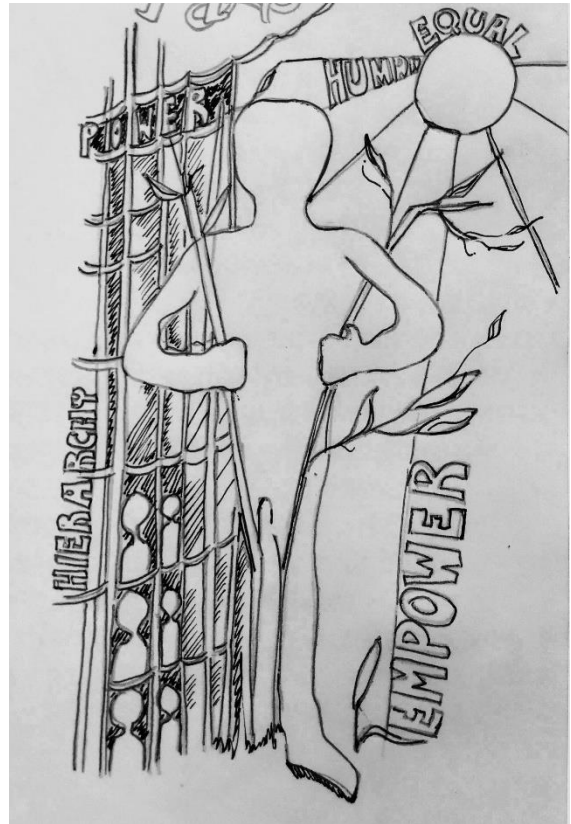
Figure 6.10 Researcher's Self Reflective Illustration

The pervasiveness of the corporate view can be damaging and perpetuate power inequalities. I have reflected upon questions posed by Chavez (2008), in this respect; "How like / unlike participants am I? How can my social identity advantage or complicate the process? How is the insider (or outsider) role shaped by the context and through interactions

with organisational members?" In many ways I had a great similarity with the teams I worked with, as we were all professionals used to working in an office environment. I was at ease in the role of facilitator as this was a role I played previously throughout my Human Resources career. I was mindful however, that in this sense I was playing a different role, in that I was not there to advise or solve the "problems ", of change or to coach teams towards a solution. I was also conscious of the fact that I was viewed as an external professional, one who had a relationship with senior managers and their department head, and that I was visiting from an academic institution. These power relations were present, and I was mindful of them throughout, seeking not to reinforce those aspects of the roles and to focus on building a sense of trust and mutual endeavour. Teams were constantly asked where they'd like to go next, what they'd like to discuss, and the team took that responsibility and guided the group in the direction they wished throughout the sessions. Over time I got to know team members and so in a sense I was both an outsider that could be confided in and trusted, but at the same time an insider in the sense that I was collaborating in the conversations. A participant reflected in September 2020 that I was a neutral person. In a sense as the researcher I was not *the* organisation, and so did not represent the managerial power relations associated with the management of change to the team members. This sense of neutrality was referred to by several participants and this developed over time throughout the sessions.

The intervention approach was one that was successful because of time available to participants, and in some ways, by maximising the repeated opportunities for shorter access, a more developed view of the teams and their experiences was revealed which may not have been achieved by a shorter mini ethnographical observation. In any case this kind of access would not have been possible in the circumstances, nor did the organisation have the appetite for further time involved. Interventions also played to my strengths and experience as a facilitator, and my enjoyment of the sessions helped to create that participatory environment that provided such rich, open and honest material.

6.4 Limitations

The storying interventions were delivered mainly online due to Coronavirus lockdown restrictions. It would have been interesting to see how sessions would have developed with more face-to-face interaction. In some ways sessions were limited by technical constraints and my ability to facilitate engaging sessions via online means. I am not naïve enough not to realise that this approach may not work for all organisations, and that there are myriad reasons why or why not this series of interventions worked in these particular circumstances. Interventions would have to be scoped as relevant to the team participating. However, I am of the firm belief that unless you scope out and offer alternatives, none will be considered. The additional benefit of relatively low time investment makes this potentially lower risk to organisations who retain some scepticism about the approach. However, there is value in representing here a story that shows what might be possible. A gift if you like, of feedback on our current change management conundrum, which is offered freely with positive intentions.

6.5 Future Possibilities for Research

Inevitably one must select, and one must decide upon a clear focus and in doing so, one actively deselects other things. This research has focussed closely on two particular story spirals, one from each team about change experiences and developing team dynamics. There were many others, for example about corporate behaviour, corporate culture, and the experience of the first Covid-19 lockdown. Each of these stories and development deserves separate attention and I hope that I will be able to do this in the future. This could be focussed on a similar narrative and thematic interpretation or could take a deconstructive / discourse approach. Stories could be examined as metaphors, through the lens of diverse groups, individually or collectively using the conscious or the sub conscious.

I am also interested in the notion of this intervention as a generative resource for imagining different futures, both at organisational and societal levels and how this might be positioned in a broad change agenda. There are also interesting avenues that could be explored around narrative coaching or therapy in a team environment for change. This would involve learning more about the premise of narrative therapy and coaching. In addition, this was one organisation, two teams at a specific and unique time in the world. This material was a unique snapshot of our conversations, thoughts and worries as the world entered "Lockdown 1". This is as much an experiential historical record of the process as well that deserves to be shared further. This idea of change and stories and experiences being told as interconnected with a sense of place is interesting and this could be a place in time, the company history or story or a wider economic or social story.

So much to do, even with the existing material I have collected. It is tempting not to plan further ahead than that as there is so much possibility. However, the practitioner in me wants to get out in the field, to spark some new ideas and to collect some newer, different material in a new context. This would allow the enriching and development of a greater story about change. I would also be interested in the possibilities for pursuing more creative methods to build more humanity and agency into our working lives. As a practitioner, I would be interested in comparing this approach alongside other more traditional change management activities such as communication briefings, consultation processes, change implementation processes and career transition and outplacement to see where storytelling could be used to further teams' input and agency into management driven change.

Chapter Seven: Conclusions: "It's been quite a good few sessions I think".

Figure 7.1: Researcher's Illustration – based on "Woman with her Head thrown Back" - Man Ray

This chapter will reflect upon the moral of the story – perhaps this is rather a grandiose term, but I believe there is a moral imperative here about how we should be viewing organisational change as a more appreciative, generative, relational process. I come back to my main concern that managerialist, instrumental literature has perhaps forced upon us; that we need to be ready and resilient for organisational change, or that we will be judged as resistant -a force to be overcome and reckoned with. In my introduction to this research, I suggested that I wanted to find a more positive way of managing change, where individuals are encouraged to learn, develop and reach their potential. I have reflected upon the fact that the notion of safety and learning are less associated with change in mainstream change literature. This sense of safety and liberation from the hegemony of the need to deal with change in a **_professional_** manner was essential to realising the research aim of exploring how a team intervention using restorying could facilitate teams to generate a sense of different future possibilities during their experiences of organisational change, be that to think about change differently, or to behave differently towards themselves and others. In this final chapter, I will summarise my findings and evaluate whether I have answered my research questions, and how I collaborated with participating teams through a research process. Finally, I will outline the contributions of my research as well as its wider implications.

7.1 Findings and research questions

There were three research questions:

1. How do teams as collectives use restorying together to make sense of their change experiences?

2. How can the use of restorying facilitate the generation of future collective possibilities for teams during their experiences of organisational change?

3. How can the use of a team intervention over time both facilitate and be a method to explore the shared process of this generative sensemaking?

I have answered my research question through the findings of the research as follows:

1. Analysis of selected story spirals and an overall thematic interpretation of the stories and dialogue generated in the interventions and the interviews has provided empirical evidence that the restorying process has liberated participants from the perceived need to be professional about change – so revealing an alternative, polyvocal, unstoried experience of change. Through disrupting the temporality of sensemaking using restorying, different sense of the change experience was made, allowing teams to see both the change and themselves in a different light which offers a more positive, appreciative view of the change experience. Teams went through a learning process and were able to apply the restorying process to their experiences which allowed the team to become an alternative resource to a change "manager or expert" to sustain and generate possible changes. The team were able to re-orientate themselves from the constraints of change being implemented upon them and their context, to taking some responsibility as a collective in responding to changes around them on their own terms. This moves beyond coping with change to taking an agentic learning approach which puts a focus on teams themselves not just to receive change but to create it.

2. The restorying process allowed the teams to imagine alternative futures – once the team recognised that change experiences could be polyvocal and driven by themselves, they were able to then open up to considering different relationships to one another and to others outside of the team. This form of prospective sensemaking actually became reality over the intervention period and led to some of the future being realised during the intervention sessions such as possible changes of behaviour or thinking. For example, Team Green in recognising the value of the team context, and imagining a different team environment in a possible future, undertook a very different process to welcome new starters to the team, and to engage them in weekly team meetings focussed on relationships as well as team actions. Having started to think about change in a more positive way and recognising their own roles and potential agency in the process, the restorying process allowed teams to posit multiple ideas about the future and to share and refine them together. This ongoing improvisation, was very much with the aim of trying to improve the teams' situation and

practices and so in this sense the imagination of the future was also linked to imagining improved practices in imagined future scenarios.

3. By creating an environment using a restorying team intervention, teams felt psychologically safe enough to reveal aspects of their change experiences. This demonstrates that restorying in the context of an intervention can create a space where generative thinking can happen and create new possibilities for the change experience. This was enhanced by the use of creative methods and objects which served both as boundary spanning objects to share knowledge and create a common language but had symbolic meaning about changing perspectives upon the change experience and also representative of the need to think differently in a more playful or imaginative way. It was acknowledged that this space was somewhat unique both because of the time teams had during the Covid lockdown, but also interacting with someone from outside the organisation.

7.2 The Research Process

The research process consisted of conducting storying and restorying interventions with 2 teams over 7 months. Each team attended firstly face to face then latterly online 2-hour sessions where they were facilitated through a range of creative interventions to tell stories about their collective experiences of change. Each session design was based on a piece of story-based research with the aim of facilitating teams to story and restory their experiences of organisational change to generate different possibilities for the future during their change experiences. These included creative methods such as post card writing, story completion tasks based on popular fairy tales, use of Greek characters to understand roles in change, storytelling theatrics where objects were storied to represent change experiences and quantum storytelling enquiry where teams visioned their collective futures and told stories about the past present and future and how they interconnected. These material storytelling interventions were team led, each team was fully in charge of the direction the sessions took, including whether to continue, defer or change the subject matter of the session

dependent on what was happening at the time. This was negotiated at the end of each session in preparation for the next.

Findings were developed in two parts. Stories were traced through sessions and two stories were related here, following the path of storying and restorying experiences of change that of Team Blue – whose story moved from a description of the world ending, to contrasting this experience with a "professional story" to reclaiming change through recognising team achievements. Team Green followed a path that storied their team into existence, from a team having change done to it, to a team that is a social support and resource for each other.

A wider thematic interpretation examined both conversations, storytelling interviews and stories generated in the sessions. Themes generated were focussed on how, through storytelling, teams were able to achieve a sense of releasing their agency to take action and to recognise different opportunities during change. They realised that they could have the power to tell their own stories about their change experiences and that different realities were valid. These differing realities were presented to different audiences as a way of subverting the power relations during change, teams chose the audiences that they felt were appropriate at the time. Stories did not follow a logical sequential order, but were paused, stopped, and recreated at the team's own will, suggesting that they found their own impetus for changes. This disrupted temporality in sensemaking of the experiences. The social support of the team context was reognised as increasingly important, as was the fact that team realised they could learn and develop new perspectives through change.

7.3 Contributions

I wanted to understand the following:

- How do teams as collectives use restorying together to make sense of their change experiences?
- How can the use of restorying facilitate the generation of future collective possibilities for teams during their experiences of organisational change?
- How can the use of a team intervention over time both facilitate and be a method to explore the shared process of this generative sensemaking?

This thesis contributes in three ways; to knowledge of the literature of organisational change with a narrative, practice orientation; to methodology by using a novel restorying intervention and to practice by demonstrating how the creation of relational spaces can ameliorate the negative effects of organisational change. I will now discuss these in further detail.

It contributes to knowledge in the narrative, practice-based change literature from a unique perspective; that of a team in the moments of change. In this sense, it seeks to create knowledge that sees change as an appreciative, generative process, taking an interpretive perspective (Deetz, 1982). This is potentially a more sustainable way of thinking about change and offers the opportunity to reinforce the connections between change experiences and learning. This research provides detailed empirical material to offer an insight into how collective sensemaking during change develops to imagine future possibilites and to inform action. It also illuminates previously "unstoried" change experiences that had remained largely suppressed by a mainstream or "professional" view of change offering the possibility of a more positive perspective on the organisational change process which recognises social value. Restorying as a mechanism to disrupt temporality in sensemaking and to create a space for possible futures to emerge is an important aspect of a phenomenon in organisation studies that is of current interest.

The relational approach disrupts the binary of change agent – change recipient evidencing that change and change agency can be instigated and imagined in a more distributed way. Teams can learn to leverage the power of the social aspects of sharing and restorying stories of experience that can develop the force to work through and instigate and sustain organisational change. These skills can build collective agency as teams can use storying and restorying to partially subvert the power relations associated with more instrumental forms of change management. This is a different way of valuing change outcomes and evidences a different way to engage in a change process which has the potential to reframe the concept of change leadership and agency as a more distributed, relational, dynamic and future focussed process.

It contributes to methodology by using a novel, participative restorying intervention which was enhanced by the use of boundary objects and creative methods. This created an agentic, relational space that was a mechanism to imagine future possibilites and to build collective agency to enact those imagined possibilities without being restrained by the pervasive influence of the need to be professional during change processes. From a research perspective, this offers a different way to engage in research with teams, acting as a facilitator and researcher to co-create both learning and research outcomes. This is potentially a methodology that can bridge further the practice - research divide. The detail of the findings demonstrates how the use of creative methods and boundary objects in both real life and the digital space can build the relational collaborative approach between researcher and researched and can open up a space that is supportive, and creative to both explore and generate organisational phenomena. This engaged participants in the research for their own learning benefits as well as creating a space for mutual enquiry.

This thesis also contributes to practice by demonstrating evidence of a unique approach to intervention that is appreciative, generative and participatory. By the generation of rich empirical material, the research provides evidence that teams can be facilitated to

proactively develop these relational spaces for their own benefit, care and understanding during organisational change. This has implications for the way that organisations might seek to ameliorate some of the negative aspects of change management - through creating relational spaces during a change process, there is possibility to enrich the debate about change possibilites beyond traditional consultation methods. In this way the agency and experience of teams and individuals can be included as part of the change making process.

An additional important practice point to note is that these interventions were delivered under challenging circumstances, online and with a minimal time investment per month. This also casts a fresh light on the nature of and the resources required for interventions that could support organisations during change.

7.4 Implications

This research has potential significance for both researchers and practitioners. As a research project, the proposal to use storytelling and restorying interventions as a method of enquiry has the possibility to offer an interesting route to work with an organisation during change, both providing an intervention for the organisations' benefit and gaining insight into change experiences as they develop from a different perspective. This might have useful implications for accessing organisations and working in a more collaborative way between research and practice. It could be a useful alternative to ethnographic methods because it offers more than observation. There are also theoretical implications on the areas of literature such as narrative coaching, strategy as practice and futurity practices.

For practitioners, the idea of interventions during change could be significant because there may be an opportunity to reflect upon current practice, rather than treating change as an event, to consider the possibilities for intervening to support and construct future change at the same time. Practitioners could reflect on the value of viewing change as an appreciative, generative process as well as the value of teams as a social resource during change. Perhaps consideration should be given to the time and resources needed to realise these benefits, which in this research was minimal over a time period. By creating generative, future oriented spaces for collective sensemaking in teams and wider groups changes could be facilitated and generated on an ongoing basis – not even linked to particular change initiatives. This perhaps links to the idea of strategy as practice. The value in bringing in neutral parties to facilitate these processes is also an important consideration, to open up debate and enable future action. This could offer scope for organisations to consider involving other collaborators to facilitate a change process, such as independent coaches who are focussed on working in the organisational context – broadening the scope of the change agent – change recipient binary to take a more holistic approach. These individuals would need to be mindful of contracting with the organisation clearly to ensure maintenance of a neutral stance for all involved. These

could also be suitably skilled individuals from within the organisation, perhaps from different areas who could act as change mentors or facilitators of thinking and imagination.

For organisational leaders this research is significant because it is an opportunity to consider how change programmes can be conceived of in different ways. I believe that this alternative perspective provides a challenge to organisations to prioritise the ethics of care and compassion in organisational life – giving teams the space to get through organisational change and make sense of it together, and to gain an understanding of what this means for the relationships and futures of those involved on their own terms, not as managed or required by an organisation. Organisational leaders need to recognise that they do not have all the answers and that there is benefit in allowing change to be orchestrated collaboratively. Leaders should also be mindful of the pervasiveness of the corporate "professional" approach to change management and realise that this cannot be taken for granted as the full picture.

Lastly, but certainly not least, for individuals and teams, this research has the potential to reaffirm the importance of the social group to create and act on opportunities, and to recognise one's own self-worth in an organisation. It questions the pervasiveness of more instrumental approaches towards telling the corporate story of organisational change and demonstrates how groups can generate different possibilities for themselves through changes in different ways. It is perhaps a reminder for us all to appreciate the positive potential of change processes and our own ability to generate and imagine alternative futures for ourselves. This has implications for ameliorating some of the detrimental impacts that organisational change can have on teams, and how restorying and other generative mechanisms can be learned and practiced by teams for the future.

And so, the story ends – although I would hesitate to call this a beginning, middle and end narrative and prefer to think of it as a pause for reflection until more stories about change are imagined and told!

References.

Abrams, K. and Gaiser, T., 2017. *The SAGE Handbook of Online Research Methods*. London: SAGE. Available at: <https://dx.doi.org/10.4135/9781473957992> [Accessed 25 Feb 2023]

Allen, J., Jimmieson, N., Bordia, P. and Irmer, B. (2007) Uncertainty during Organisational Change: Managing Perceptions through Communication. *Journal of Change Management.* 7 (2), pp. 187-210.

Alvesson, M. (2010) *Interpreting Interviews.* London. Sage.

Alvesson, M. and Deetz, S. (2011) Critical Overview of Quantitative and Conventional Qualitative Methodology, in *Doing Critical Management Research.* London. Sage.

Alvesson, M. (2019) Waiting for Godot: 8 Major Problems in the Odd Field of Leadership Studies. *Leadership.* 15(1), pp. 27-43.

Alzueta, E., Perrin, P., Baker, F.C., Caffarra, S., Ramos-Usuga, D., Yuksel, D. and Arango-Lasprilla, J.C. (2020) How the COVID-19 pandemic has changed our lives: A study of psychological correlates across59 countries. *Journal of Clinical Psychology*. 77, pp. 556–570.

Antonocopoulou, E.P. (1999) Individuals' Responses to Change: The Relationship Between Learning and Knowledge. *Creativity and Innovation Management.* 8 (2), pp. 130-139.

Antonocopoulou, E.P. and Gabriel, Y. (2001) Emotion, learning and organisational change towards an integration of psychoanalytic and other perspectives. *Journal of Organisational Change Management.* 14 (5), pp. 435 – 451.

Argyris, C. (1991) The Use of Knowledge as a Test for Theory: The Case of Public Administration. *Journal of Public Administration Research and Theory.* 1(3), pp. 337 – 354.

Argyris, C. (1994) Initiating Change that Perseveres. *Journal of Public Administration Research and Theory.* 4(3), pp. 343-355.

Argyris, C. (2003) A Life Full of Learning. *Organisation Studies.* 24(7), pp.1178–1192.

Austin, J. and Bartunek, J. M. (2003) Theories and practices of Organisational Development in Borman, W.C., Ilgen, D.R. and Klimoski, R.J. (2003) *Handbook of Psychology: Volume 12 Industrial and Organisational Psychology.* Hoboken. Wiley.

Auvinen, T., Aaltio, I. and Blomqvist, K. (2013) Constructing Leadership by storytelling: the meaning of trust and narratives. *Leadership and Organisation Development Journal*. 34 (6), pp. 496-514.

Avey, J., Wernsing, T., and Luthans, F. (2008) Can positive employees help positive organisational change? Impact of psychological capital and emotions on relevant attitudes and behaviors. *Journal of Applied Behavioural Science.* 44 (1), pp. 48-70.

Bailey, J.R. and Raelin, J.D. (2015) Organisations Don' t Resist Change, People Do: Modeling Individual Reactions to Organisational Change Through Loss and Terror Management. *Organisation Management Journal.* 12 (3), pp. 125 – 138.

Bal, P. M., Doci, E., Lub, X., Van Rossenberg, Y. G. T., Nijs, S., Achnak, S., … Van Zelst, M. (2019). Manifesto for the future of work and organisational psychology. *The European Journal of Work and Organisational Psychology,* 28(3), pp. 289-299. https://doi.org/10.1080/1359432X.2019.160204.

Balogun, J. and G. Johnson (2004) Organisational Restructuring and Middel manager Sensemaking. *Academy of Management Journal.* 47(4), pp. 523-549.

Balogun, J. and G. Johnson (2005) From Unintended Strategies to Unintended Outcomes: The Impact of Change Recipient Sensemaking. *Organisation Studies.* 26 (11), pp. 1573 – 1601.

Bamberger, S.G., Vinding, A.L., Larsen, A., Nielsen, P., Fonager, K., Nielsen, R.N., Ryom, P. & Omland, Ø. 2012 Impact of organisational change on mental health: a systematic review. *Occupational and Environmental Medicine.* 69 (8), pp. 592-116.

Barker, J. (1993) Tightening the iron cage: Concertive control in self-managing teams. *Administrative Science Quarterly.* 39(3), p. 408.

Bartlett, F. C. (1932). *Remembering: A study in experimental and social psychology.* Cambridge. Cambridge University Press.

Bartunek, J.M. and Louis, M.R. (1996) Insider/Outsider Team Research. The Development of the Approach and its Meanings. *Qualitative Research Methods.* Vol 40.

Bartunek, J., Rousseau, D., Rudolph, J. and Dapalma, J. (2006) On the receiving end: Sensemaking, emotion, and assessments of an organisational change initiated by others. *Journal of Applied Behavioural Science.* 42(2), pp. 182-206.

Barrett, F. (2012) *Say Yes to the Mess.* Harvard. Harvard Business Review Press.

Bassanini A., Broecke, S. and Falco, P. (2019) *The Future of Work OECD Employment Outlook 2019*, OECD.

Battilana, J., Gilmartin, M., Sengul, M., Pache, A. and Alexander, J.A. (2010) Leadership competencies for implementing planned organisational change. *Leadership Quarterly.* 21(3), pp. 422 – 438. Bauer, J.J., McAdams, D.P. and Pals, J.L. (2008) Narrative Identity and Eudaimonic Well Being. *Journal of Happiness Studies* 9, pp. 81-104.

BBC News (2022) "New Ferry Pay Rules Won't Work" business-60929670 (accessed, May 2022)

Bechky, B.A. and Okhuysen G.A. (2011) Expecting the Unexpected. How SWAT Officers and Film Crews Handle Surprises. *Academy of Management Journal.* 54 (2), pp. 239 – 261.

Beech, N., MacPhail, S.A., and Coupland, C. (2009) Anti-dialogic Positioning in Change Stories: Bank Robers, Saviours and Peons. *Organisation.* 16 (3) pp. 335 – 352.

Berger, P.L. and Luckmann, T. (1991) *The social construction of reality: a treatise in the sociology of knowledge*. London. Penguin.

Bhatnagar, V. (2017) Viewing Organisations as Enablers of Happiness, in Bhatnagar, V. (2017) *Exploring Morgan's Metaphors: Theory, Research, and Practice in Organisational Studies.* Thousand Oaks. Sage.

Bohm, D. (1980) *Wholeness and the Implicate Order.* London. Routledge.

Boje, D.M. (1991) The storytelling organisation: A study of story performance in an office supply form. *Administrative Science Quarterly.* 36, pp. 106-126.

Boje, D.M. (1995) Stories of the Storytelling Organisation: a Postmodern Analysis of Disney as Tamara-land. *Academy of Management Journal*. 38 (4), pp. 997-1035.

Boje, D.M. (2008) *Storytelling Organisations.* London. Sage.

Boje, D.M. (2014) Storytelling *Organisational Practices: Managing in the Quantum Age.* Abingdon. Routledge.

Boje, D.M., Rosile, G.A., Saylors, J. and Saylors, R. (2015) Using Storytelling Theatrics for Leadership Training. *Advances in Developing Human Resources.* 17 (3), pp. 348-362.

Boje, D.M., Haley, U.C.V. and Saylors, R. (2016) Antenarratives of Organisational Change: The Microstoria of Burger King's Storytelling in Space, Time, and Strategic Context. *Human Relations* 69 (2), pp 391-418.

Boje, D.M. (2019) *Organisational Research – Storytelling in Action.* New York. Routledge.

Boje, D.M. and Rosile, G.A. (2020) *How to Use Conversational Storytelling Interviews for your Dissertation.* Cheltenham. Edward Elgar.

Booker, C. (2004) *The Seven Basic Plots. Why we Tell Stories.* London. Bloomsbury.

Bordia, P.,Hobman, E., Jones, E., Gallois, C. and Callan, V.J. (2004) Uncertainty during Organisational Change: Types, Consequences, and Management Strategies. *Journal of Business and Psychology*. 18 (4), pp. 507-532.

Bosma, B., Chia, R., and Fouweather, I. (2016) Radical Learning through Semantic Transformation: Capitalising on Novelty. *Management Learning.* 47 (1), pp. 14 – 27.

Boyatzis, R. (2006) An overview of intentional change from a complexity perspective. *Journal of Management Development.* 25(7), pp. 607 – 623.

Bradbury, H. (2015) *The Sage Handbook of Action Research.* London. Sage.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.

Braun, V. and Clarke, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners*. London. Sage.

Braun, V. and Clarke, V. (2019) Reflecting on Reflexive Thematic Analysis. *Qualitative Research in Sport Exercise and Health.* 11(4), pp. 589 – 597.

Braun, V. and Clarke, V. (2020) Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. Counselling and Psychotherapy Research. 21 (1), pp. 37-47.

Braun, V. and Clarke, V. (2022) *Thematic Analysis. A Practical Guide.* London. Sage.

Briody, E., Pester, T., and Trotter, R. (2012) A Story's Impact on Organisational Culture Change. *Journal of Organisational Change Management. 25 (1), pp. 67 – 87.*

Brown, A.D., Colville, I. and Pye, A. (2015) Making sense of sensemaking in organisation studies. *Organisation Studies*. 36 (2), pp. 265-277.

Brown, A.D., Gabriel, Y. and Gherardi, S. (2009) Storytelling and Change: An unfolding story. *Organisation*. 16 (3), pp. 323 – 333.

Brown, A.D., Stacey, P. and Nandhakumar, J. (2008) Making Sense of Sensemaking Narratives. *Human Relations.* 61 (8), pp. 1035 – 1062.

Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge. Harvard University Press.

Bruner, J. (1992). *Acts of Meaning*. Harvard. Harvard University Press.

Bruner, J. (2002) *Making Stories, Law, Literature, Life.* Cambs, Harvard University Press.

Bryant, M., and Wolfram –Cox, J. (2004) Conversion stories as shifting narratives of organisational change. *Journal of Change Management.* 17 (6), pp. 578-592.

Buchanan, D.A. and Bryman, A. (2007) Contextualising Methods Choice in Organisational Research. *Organisational Research Methods.* 10 (3), pp. 483 – 501.

Buchanan, D. and Dawson, P. (2007) Discourse and Audience: Organisational Change as a Multi-Story Process. *Journal of Management Studies.* 44 (5).

Buchanan, D., Addicott, R., Fitzgerald, L., Ferlie, E. and Baeza, J.I. Nobody in charge: Distributed change agency in healthcare. *Human Relations. 60 (7), pp. 1065 – 1089.*

Burke, W. and Litwin, G. (1992) A Causal Model of Organisational Performance and Change. *Journal of Management.* 18(3), pp. 523-545.

Burns, D., Hyde, P., Killett, A., Poland, F., and Grey, R. (2014) Participatory Organisational Research: Examining Voice in the Co-Production of Knowledge. *British Journal of Management. 25, pp. 133-144.*

Burns, T. (2015) On Being a 'We': Edith Stein's contribution to the Intentionalism Debate. *Human Studies.* 38 (4), pp. 529-547.

Burnes, B. and Cooke, B. (2012) Review Article: The past, present and future of organisation development: Taking the long view. *Human Relations.* 65 (11), pp. 1395 – 1429.

Burrell, G. and Morgan, G. (1979) *Sociological Paradigms and Organisational Analysis.* London: Routledge.

Bushe, G.R. and Marshak, R.J. (2009) Revisioning organisation development: Diagnostic and dialogic premises and patterns of practice. *Journal of Applied Behavioural Science.* 45(3), pp. 348-368.

Bushe, G.R. & Marshak, R.J. (2015) The Dialogic Organisation Development Approach to Transformation and Change in Stravros, J., Rothwell, W. & Sullivan R. (eds.) *Practicing Organisation Development 4th Ed.* San Francisco, Wiley.

Butterworth, T., Friedman, S.D., Kahn, W.A. and Wood, J.D. (1990) Detroit String Quartet in Hackman, J.R. Ed (1990) *Groups That Work (and Those That Don't) Creating Conditions for Effective Teamwork*. Oxford. Jossey Bass.

Cacciatore, E. (2008) Memory objects in project environments: Storing, retrieving and adapting learning in project-based firms. *Research Policy.* 37 (9) pp. 1591 - 1601.

Caldwell, R. (2005) Things Fall Apart? Discourses on Agency and Change in Organisations. *Human Relations.* 58 (1), pp. 83 – 114.

Carlile, P.R., (2002). A pragmatic view of knowledge and boundaries: boundary objects in new product development. Organization Science, 13(4), pp.442–455.

Carlsen, A., G. Rudningen and T. F. Mortensen (2014). 'Playing the Cards: Using Collaborative Artifacts with thin Categories to Make Research Co-generative', Journal of Management Studies, 23, pp. 294-313.

Castillo, C., Fernandez, V. and Sallan, J (2013) The six emotional stages of organisational change. *Journal of Organisational Change Management.* 31(3), pp. *468-493.*

Cassell, C. (2018) Knowing and Changing in Organisational Contexts. London. Sage.

Cicmil, S., Lindgren, M. and Packendorff, J. (2016) The project (management) discourse and its consequences: on vulnerability and unsustainability in project-based work. *New Technology, Work and Employment.* 31(1).

CIPD (2020) 'Impact of Covid 19 on working lives', London, CIPD. https://www.cipd.co.uk/knowledge/work/trends/goodwork/covid-impact#gref (accessed Feb 2021)

CIPD / Simply Health (2019) 'Health and Well Being at Work', London, CIPD. https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work (accessed September 2022)

CIPD / Simply Health (2020) 'Health and Well Being at Work', London, CIPD. https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work (accessed September 2022)

CIPD / Simply Health (2021) 'Health and Well Being at Work', London, CIPD. https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work (accessed September 2022)

CIPD / Simply Health (2022) 'Health and Well Being at Work', London, CIPD. https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work (accessed September 2022)

Chavez, C. (2008) Conceptualizing from the Inside: Advantages, Complications, and Demands on Insider Positionality. *The Qualitative Report.* 13(3), pp.474-494.

Clandinin, D.J. and Connelly, F. (2000) *Narrative Inquiry: Experience and Story in Qualitative Research.* Hoboken*.* Jossey – Bass.

Cooperrider, D.L. and Whitney, D. (2000) 'A Positive Revolution in Change: Appreciative Enquiry' in Cooperrider, D.L., Sorenson, P.F., Whitney, D. and Yaeger, T.F. (Eds) *Appreciative*

Enquiry: Rethinking Human Organisation Toward a Positive Theory of Change. Champaign, Il. Stipes Publishing.

Corsaro, D. (2018) Crossing the boundary between physical and digital: the role of boundary objects. *IMP Journal.* 12 (2) pp. 216 – 236.

Crotty, M. (1998) *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage.

Cunliffe, A. and Coupland, C. (2014) From hero to villain to hero: Making experience sensible through embodied narrative sensemaking. *Human Relations.* 65(1), pp. 63-88.

Czarnaiwska, B. (1997) *Narrating the Organisation. Dramas of Organisational Identity.* Chicago. Chicago University Press.

Czarniawska, B. (2004) *Narratives in Social Science Research.* London. Sage.

Dailey S.L. and Browning, L. (2014) Retelling Stories in Organisations: Understanding the functions of narrative repetition. *Academy of Management Review*. 39 (1).

Dawson, P. (1997) In at the Deep end: Conducting Processual Research on Organisational Change. *Scandinavian Journal of Management*.13 (4), pp. 389-405.

Dawson, P. and McLean, P. (2013) Miners' Tales: Stories and the Storying Process for Understanding the Collective Sensemaking of Employees During Contested Change. Group and Organisation management. 38 (2), pp. 198-229.

Dawson, P. and Sykes, C. (2019) Concepts of Time and Temporality in the Storytelling and Sensemaking Literatures: A Review and Critique. *International Journal of Management Reviews.* 21 pp. 97-114.

De Dreu, C.K.W. and Weingart, L.R. (2003) Task Versus Relationship Conflict, Team Performance and Team Member Satisfaction. A Meta Analysis. *Journal of Applied Psychology*, 88 (4), pp. 741–749.

Deetz, S. (1982) Critical Interpretive Research in Organisational Communication. *The Western Journal of Speech Communication.* 46, pp. 131-149.

Deetz, S, (1996) Describing Differences in Approaches to Organisation Science: Rethinking Burrell and Morgan and their Legacy. *Organisation Science.* 7 (2), pp. 191 – 207.

DiazGranados,D., Shuffler, M.L., Wingate, J.A. and Salas,E. (2017) Team Development Interventions, in Salas, E., Rico, R. and Passmore, J. (Eds) (2017) *The Wiley Blackwell Handbook of the Psychology of Teamwork and Collaborative Processes.* Chichester. Wiley Blackwell.

Diefenbach, T. (2017) The Managerialistic Ideology of Organisational Change Management. *Journal of Organisational Change Management.* 20 (1), pp.126-144.

Donaldson, L. (1995) Following the Scientific Method: How I Became a Committed Functionalist and Positivist. *Organisation Studies.* 26 (7), pp. 1071–1088.

Donnelly, P., Gabriel, Y. and Özkazanç-Pan, B. (2012) Untold stories of the field and beyond: narrating the chaos. *Qualitative Research in Organisations and Management: An International Journal.* 8 (1), pp: 4-15.

Dopson, S., Fitzgerald, E. and Ferlie, L. (2008) Understanding Change and Innovation in Healthcare Settings: Reconceptualising the Active Role of Context. *Journal of Change Management.* 8 (3-4), pp. 213-231.

Dowsett, R., Green. M. and Harty, C. (2022) Speculation Beyond technology: Building Scenarios Through Storytelling. *Building and Cities.* (1) pp. 334-353.

Drake, D.B., (2007) The art of thinking narratively: Implications for coaching psychology and practice *Australian Psychologist.* 42(4) pp. 283 – 294.

Driver, M. 2009, Struggling with Lack: A Lacanian Perspective on Organisational Identity. *Organisation studies.* 30(1), pp. 55-72.

Dupret,K. (2019) Performative Silences: Potentiality of Organisational Change. *Organisation Studies.* 40(5), pp. 681 –703.

Dweck, C. S. (2017) *Mindset*. London. Robinson.

Edmondson, A. (1999) Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44, pp. 350-383.

Edmondson, A. and Schein, E. (2012) *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy.* San Francisco. Jossey Bass.

Einola, K. and Alvesson,M .(2019) The Making and Unmaking of Teams. *Human Relations.* 72 (12), pp. 1891 – 1919.

Eisenhardt, K. (2021) What is the Eisenhardt Method, really? *Strategic Organisation.* 19(1), pp. 147-160.

Erwin, D. and Garman, A. (2010) Resistance to Organisational Change: Linking Research and Practice. *Leadership and Organisation Development Journal. 31(1), pp. 39-56.*

Evans, B. and Reid, J. (2013) Dangerously exposed: the life and death of the resilient subject. *Resilience.* 1(3) pp, 83-98.

Fineman, S. (2006) On Being Positive: Concerns and Counterpoints. *Academy of Management Review.* 31(2), pp. 270–291.

Fischer- Appelt, B. and Dernbach, R. (2022) Exploring Narrative Strategy: The Role of Narratives in the Strategic Positioning of Organisational Change. *Innovation: The European Journal of Social Science Research.*

Fitzgerald,L., Ferlie, E.,Wood,M., and Hawkins, C. (2002) Interlocking Interactions, The Diffusions of Innovation in Healthcare. *Human Relations.* 55 (12), pp. 1429 – 1449.

Fleet, D., Reeves, A.,Burton, A. and DasGupta, M. (2021) Transformation Hidden in the Sand; a Pluralistic Theoretical Framework Using Sand-Tray with Adult Clients. *Journal of Creativity in Mental Health.*

Flora ,J. Boje, D.M. , Rosile, G. A. and Hacker, K. (2016) A Theoretical and Applied Review of Embodied Restorying for Post-Deployment Family Reintegration *Journal of Veterans Studies* Issue 1.

Foldy, E. and Buckley, Y. (2017) Reimagining Cultural Competence: Bringing Buried Dynamics into the Light. *Journal of Applied Behavioral Science. 53(2), pp. 264-289.*

Ford, J.D. and Ford, L.W. (1994) Logics of Identity, Contradiction, and Attraction in Change Critical Path Consulting. *Academy of Management Review.* 19 (4), pp. 756 – 785.

Ford, J.D., Ford, L.W. and d'Amelio, A. (2008) Resistance to Change: The Rest of the Story. *Academy of Management Review.* 33 (2), pp. 362–377.

Fournier, V. and Grey, C. (2000) At the Critical Moment: Conditions and Prospects for Critical Management Studies', *Human Relations.* 53(1), pp. 7–32. doi: 10.1177/0018726700531002.

Freifeld, L. (2008) Change with penguins: Harvard guru John Kotter's penguin fable and training program to teach organisations how to Lead Bold Change. *Training,*24,8.

French, R. (2001) Negative capability'': managing the confusing uncertainties of change. *Journal of Organisational Change Management*. 14 (5), pp. 480-492.

Foucault, M. (1986). Politics and ethics: An interview. In P. Rabinow (Ed.), *The Foucault Reader*. New York: Penguin Books.

Fugate, M., Prussia, G.E., and Kinicki, A.J. (2010) Managing Employee Withdrawal During Organisational Change: The Role of Threat Appraisal. *Journal of Management.* 38 (3), pp. 890-914.

Fugate, M. (2013) Capturing the positive experience of change: antecedents, processes, and consequences, in Oreg, S., Michel, A., and By, R. T. (eds) *The Psychology of Organisational Change: Viewing Change from the Employee's Perspective.* Cambridge: Cambridge University Press.

Gabriel, Y. (2000) *Storytelling in Organisations - Facts, Fictions, Fantasies.* Oxford, OUP.

Gergen, K.J. (2015) From Mirroring to World-Making: Research as Future Forming. *Journal for the Theory of Social Behaviour.* 45 (3) pp. 287 – 310.

Gersick, C.J.G. and Davis-Sacks, M.L. (1990) Team Task Force in (ed) J.R. Hackman (1990) *Groups that work and Those That Don't: Creating Conditions for Effective Teamwork.* Oxford, Jossey Bass.

Gerstenblatt, P. (2013) Collage Portraits as a Method of Analysis in Qualitative Research, International Journal of Qualitative Methods, 12, pp. 294-309.

Gill, R. And Orgad, S. (2018) The amazing bounce-backable woman: Resilience and the psychological turn in neoliberalism. *Sociological Research Online.* 23(2), pp. 477-495.

Gilpin-Jackson, Y. (2015) Transformative Learning during Dialogic OD in Change eds G.R. Bushe and M.J. Marshak 2015 *The Theory and Practice of Transformational OD* Oakland, Berret – Koehler.

Glynn, M.A. and Watkiss, L. (2020) Of Organizing and Sensemaking: From Action to Meaning and Back Again in a Half-Century of Weick's Theorizing. Journal of Management Studies. 57 (7), pp. 1331 – 1354.

Goffman, E. (1954) *The Presentation of Self in Everyday Life.* London, Penguin.

Golden-Biddle, K. and Mao J. (2012) What Makes an Organizational Change Process Positive? in Spreitzer, G.M. and Cameron, K.S. (Eds.) (2012) *The Oxford Handbook of Positive Organizational Scholarship* Oxford. Oxford University Press.

Greenwood, D. (2018) Action Research in Ciesielska, M. and Jemielniak, D. (2018) (Eds) Qualitative *Methodologies in Organisation Studies (Vol 1).* Cham. Palgrave McMillan.

Spreitzer, G.M. and Cameron, K.S. (2012) *The Oxford Handbook of Positive Organizational Scholarship* Oxford. Oxford University Press.

Guba, Y.S. and Lincoln, E.G. (1985) *Naturalistic Enquiry.* Atlanta*.* Sage.

Guba, E.G. and Lincoln, Y.S. (1994) Competing Paradigms in Qualitative Research, in Denzin, N.K. and Lincoln, Y.S. (1994), (Eds.), *Handbook of Qualitative Research,* Thousand Oaks*.* Sage.

Guiette, A. and Vandenbempt, K. (2015) Change managerialism and micro-processes of sensemaking during change implementation. *Scandinavian Journal of Management. 33(2), pp. 65-81.*

Gümüsay, A and Reinecke, J (2022), Researching for Desirable Futures: From Real Utopias to Imagining Alternatives, Journal of Management Studies, 59 (1), pp. 236-242.

Hadjimichael, D. and Tsoukas, H. (2017): Understanding Organisational Change via Philosophy and Complexity in Szabla D.B., Pasmore, W.A., Gipson, A.N. and Barnes, M.A. (Eds) (2017) *The Palgrave Handbook of Organisational Change Thinkers.* Cham. Palgrave-MacMillan.

Hardy, C., Lawrence, T.B. and Grant, D. (1998) Discourse and Collaboration: The Role of Conversations and Collective Identity. *Academy of Management Review.* 30 (1), pp. 58-77.

Harrison, D.A., Price, K.H., Gavin, J.H. and Florey, A.T. (2002) *Academy of Management Journal.* 45 (5), pp. 1029 – 1045.

Hassard, J. (2012) Rethinking the Hawthorne Studies: The Western Electric research in its social, political and historical. *Human Relations.*65(11), pp. 1431 – 1461.

Hassard, J. and Wolfram – Cox, J. (2013) Can Sociological Paradigms Still Inform Organisational Analysis? *Organisation Studies.* 34 (1) pp. 1701 – 1728.

Hawkins, B. 2013, Gendering the Eye of the Norm: Exploring Gendered Concertive Control Processes in Two Self-Managing Teams. *Gender, work, and organisation.*20 (1), pp. 113-126.

Henriques, G. (2014) In Search of Collective Experience and Meaning: A Transcendental Phenomenological Methodology for Organisational Research. *Human Studies.* 37, pp. 451 – 468.

Hersted, L. and Øland Madsen, C. (2018) Polyphonic Inquiry for Team Development, Learning, and Knowledge Production in Øland Madsen, C., Vinther Larsen, M., Hersted, L. Gulddahl Rasmussen, J. (Eds.) *Relational Research and Organisation Studies.* London. Routledge.

Hitchin, L. (2014) Fabricating Methods: Untold connections in story network. *Tamara.* 12 (1), pp. 59-73.

Hitchin, L. (2015) Method and Story Fragments. In M. Izak, L. Hitchin, and D. Anderson (eds) (2015) *Untold Stories in Organisations.* London. Routledge.

Holstein, J.A. and Gubrium, J.F. (2011) Multivocality and Multiple Respondents, in Holstein, J.A. and Gubrium, J.F. (2011) *The Active Interview.* London. Sage.

Humphries, M. and Brown, A.D. (2008) An analysis of corporate social responsibility at Credit Line: A narrative approach. *Journal of Business Ethics,* 80, pp. 403-18.

Ilgen, D.R., Hollenbeck, J.R., Johnson, M. and Jundt, D. (2005) From Input-Process-Output Models to IMOI. *Annual Review of Psychology.* 56.

Isabella, L.A. (1990) Evolving Interpretations as a Change Unfolds: How Managers Construe Key Organisational Events. *Academy of Management Journal.* 33 (1), pp. 7-41.

Jacobs, G., van Witteloostuijn, A., and Christe-Zeyse, J. (2013) A theoretical framework of organisational change. *Journal of Organisational Change Management*. 26 (5), pp.772-792.

Jacobs, G. and Keegan, J. (2018) Ethical Considerations and Change Recipients' Reactions: 'It's Not All About Me'. *Journal of Business Ethics.* 152(1), pp. 73-90.

Johnson, P. and Duberley, J. (2015) Inductive Praxis and Management Research: Towards a Reflexive Framework. *British Journal of Management.* 26(4), pp. 760 – 776.

Josselson, R. and Lieblich, A. (1995) *Interpreting Experience. The Narrative Study of Lives.* Thousand Oaks. Sage.

Jørgensen, K.M. (2022) Storytelling, Space and Power: An Arendtian Account of Subjectivity in Organisations. *Organisation.* 29 (1) pp. 51-66.

Kähkönen, T. 2020, Employee trust repair after organisational change. *Journal of organisational change management.* 33 (6), pp. 1143-1161.

Kanter, R. M. (2000) The Enduring Skills of Change Leaders. *Leader to Leader. 13.* (Reprinted in *Ivey Business Journal*, May-June 2000, pp. 1-6.)

Kiefer, T. (2005) Feeling bad: Antecedents and consequences of negative emotions in ongoing change. *The Journal of Organisational Behaviour.* 26(8), pp. 875 – 897.

Klein, C., DiazGranados, D., Salas, E., Le, H., Burke, C.S., Lyons, R. and Goodwin, G.F. (2009) Does Team Building Work? *Small Group Research.* 40 (2) pp. 181-222.

Konlechner, S.,Latzke,M., Guttel, W.H. and Hofferer, E. (2019) Prospective sensemaking, frames and planned change interventions: A comparison of change trajectories in Two Hospital Units. *Human Relations* 72(4) , pp. 706 –732.

Kosanke, C., Puls, B., Feather, J. and Smith, J. (2016) Minimizing Intense Relational Dynamics to Enhance Safety: A Thematic Analysis of Literature on Sandtray Work with Adult Trauma Survivors. *British Journal of Psychotherapy.*32(4), pp. 502–516.

Kotter, J. P. (2014) *XLR8.* HBR Press Boston.

Kotter, J.P. and Cohen, D. (2002) Creative ways to empower action to change the organisation: Cases in point. *Journal of Organisational Excellence.* 22(1), pp. 73-82.

Kotter, J., and H. Rathgeber (2005) *Our iceberg is melting: Changing and succeeding under any conditions.* Basingstoke. Pan Macmillan.

Kozlowski, S. W. J., & Bell, B. S. (2003). Work groups and teams in organisations. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organisational psychology,* 12, pp. 333–375). Hoboken. Wiley.

Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organisations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organisations: Foundations, extensions, and new directions*. San Francisco. Jossey-Bass.

Kvale, S. (2011) *Doing Interviews.* London. Sage.

Lambotte, F. and Meunier, D. (2013) From bricolage to thickness: making the most of the messiness of research narratives. *Qualitative Research in Organisations and Management: An International Journal.* 8(1), pp. 85-100.

Langer, R., & Thorup, S. (2006). Building trust in times of crisis: Storytelling and change communication in an airline company. *Corporate Communications: An International Journal.* 11(4), pp. 371-39.

Larson, G. and Tompkins, P. (2005) Ambivalence and resistance: A study of management in a concertive control system. *Communication Monographs.* 72(1), pp. 1-21.

Law, J. and Singleton, V. (2013) ANT and Politics: Working in and on the World. *Qualitative Sociology.* 36 (4), pp. 485 – 502.

Lazarus, R., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer.

Leonard, H.S. (2013) Eds. *The Wiley-Blackwell Handbook of the Psychology of Leadership, Change and Organisational Development.* Hoboken. Wiley-Backwell.

Lewin, K (1943,2004) *Resolving social conflicts and field theory in social science.* American Psychological Association.

Lima de Miranda, K. and Snower, D. (2020) Recoupling economic and Social Prosperity. *CESifo Working Paper* 8133 http://dx.doi.org/10.2139/ssrn.3548365 (Accessed January 2022).

Lohuis, A., Sools, A., van Vuuren, M. and Bohlmeijer, E. (2016) Narrative Reflection as a Means to Explore Team Effectiveness. *Small Group Research.* 47(4), pp. 406-437.

Loretto, W., Platt, S. and Popham, F. (2010) Workplace change and employee mental health: results from a longitudinal study. *British Journal of Management.* 21(2), pp. 526-540.

Luhman, J. and Boje, D. (2001) What Is Complexity Science? A Possible Answer from Narrative Research. *Emergence*, 3(1), pp. 158–68.

Luscher, L. and Lewis, M.W. (2008) Organisational Change and Managerial Sensemaking: Working Through Paradox. *Academy of Management Journal.* 51 (2) , pp. 221 – 240.

Macleod, L. (2011), Avoiding "groupthink" A manager's challenge. *Nursing management.* 42(10), pp. 44-48.

Marks, M.A., Mathieu, J.E and Zaccaro, S.J. (2001) A Temporally Based Framework and Taxonomy of Team Processes. *Academy of Management Review*. 26(3), pp. 356 – 376.

Marshak, R.J., Grant, D.S. and Floris, M. (2015) Discourse and Dialogic Organisation Development, in R. Bushe and M.J. Marshak (Eds) (2015) *The Theory and Practice of Transformational OD* Oakland, Berret – Koehler.

Marshall, J. (2011) Images of changing practice through reflective action research. *Journal of Organisational Change Management.* 24(2), pp. 244-256.

Martin, J., Feldman, M. S., Hatch, M. J., & Sitkin, S. B. (1983). The uniqueness paradox in organisational stories. *Administrative Science Quarterly.* pp.438-453.

Mathieu, J., Maynard, M.T., Rapp, T. and Gilson, L. (2008) Team Effectiveness: A Review of Recent Advancements and a Glimpse into the Future. *Journal of Management*. 34(3), pp. 410-476.

McMillan, K. and Perron, A. (2019) Nurses' engagement with power, voice and politics amidst restructuring efforts. *Nursing Enquiry.*

Merkus, S., Willems, T, Schipper, D., Van Marrewijk, A., Koppenjan, J, Veenswijk, M. and Bakker, H. (2017) A storm is coming? Collective sensemaking and ambiguity in an inter-organisational team managing railway system disruptions. *Journal of Change Management.* 17(3), pp. 228 – 248.

Mezirow, J. (1991) *Transformational Dimensions of Adult Learning* San Francisco, Jossey Bass.

Mintzberg, H., Ahlstrand, B. and Lampel, J.B. (2009) *Strategy Safari.* New Jersey. FT Publishing International.

Moore, T. (2021) Complex and conscious. Case study of a change programme in a UK local authority adult care service through a complexity and psychoanalytical lens. *Journal of Social Work Practice.* 35(1), pp. 39-50.

Moore, T., McKee, K. and McCoughlin, P. (2015) Online focus groups and qualitative research in the social sciences: their merits and limitations in a study of housing and youth. *People, Place and Policy.* 9(1), pp. 17-28.

Musca, G., Rouleau, L., Mellet, C., Sitri, F., and de Vogüé, S. (2018) From boat to bags: The role of material chronotopes in adaptive sensemaking. *M@n@gement.* 21, pp.705 -737.

Nord, W. R. (1978). Dreams of humanization and the realities of power. *Academy of Management Review*, 3(3), pp. 674–679.

Oates, J. (2021) *BPS Code of Human Research Ethics.* Leicester. British Psychological Society.

Oldham, G.R. and Hackman, J.R. (2010) Not what it was and not what it will be: The future of job design research. *Journal of Organisational Behavior.* 31, pp. 463–479.

O'Leary, M.B., Mortenson, M. and Woolley, A.W. (2011) Multiple Team Membership: A Theoretical Model of its Effects on Productivity and Learning for Individuals and Teams. *Academy of Management Review.* 36 (3), pp.461–478.

Ospina, S., Dodge, J., Godsoe, B., Minieri, J., Reza, S. and Schall, E. (2004) From Consent to Mutual Inquiry: Balancing Democracy and Authority in Action Research. *Action Research.* 2 (1), pp. 47-69.

Oreg, S., Michel, A., and By, R. T. (2013) *The Psychology of Organisational Change: Viewing Change from the Employee's Perspective.* Cambridge: Cambridge University Press.

Oreg, S, Vakola, M. and Armenakis, A. (2011) Change Recipients' Reactions to Organisational Change: A 60-Year Review of Quantitative Studies. *Journal of Applied Behavioural Sciences.* 47 (4), pp. 461-524.

Oreg, S., Michel, A. and Todnem, By, R. (2013) *The Psychology of Organisational Change.* Cambridge. Cambridge University Press.

Oreg,S., Bartunek,J.M., Lee,G. and Do,B. (2016) An Affect Based Model of Organisational Change Recipients' Responses to Organisational Change Events. *Academy of Management Review.* 43 (1), pp. 65-86.

Ospina, S, Dodge, J., Godsoe, B.,Minieri, J., Reza, S. and Schall, E. (2004) From Consent to Mutual Inquiry: Balancing Democracy and Authority in Action Research. *Action Research.* 2 (1), pp. 47-69.

Özkazanç-Pan, B. (2012) Publishing without betrayal: Critical scholarship meets mainstream journals. *Scandinavian Journal of Management.* 28(3), pp. 209-217.

Packer, D. (2009) Avoiding groupthink: Whereas weakly identified members remain silent, strongly identified members dissent about collective problems: Short report. Psychological Science. 20(5), pp. 546-548.

Palomaki ,J., Laakasuo, M. and Salmela, M. (2013) 'This is just so unfair!': A qualitative analysis of loss-induced emotions and tilting in on-line poker. *International Gambling Studies.* 13 (2), pp. 255-270.

Paulus, T.M. (2021) *Doing Qualitative Research in a Digital World.* London. SAGE Publishing

Pettigrew, A.M. (1997) What is a Processual Analysis? *Scandinavian Journal of Management.* 13 (4), pp. 337 – 348.

Pettigrew, A.M. (2012) Context and Action in the Transformation of the Firm: A Reprise. *Journal of Management Studies.* 49 (7), pp. 1304-1328.

Pettigrew, A.M., Woodman, R.W., and Cameron, K.S. (2001) Studying Organisational Change: Challenges for Future Research. *Academy of Management Journal.* 44(4), pp. 697 – 713.

Pfeffer, J. (2010) Building Sustainable Organisations: The Human Factor. *Research paper Series. Stanford Graduate School of Business.* Stanford.

Pinnegar, S. and Daynes, J.G. (2012) Locating Narrative Inquiry Historically: Thematics in the Turn to Narrative, in Clandenin, D.J. (2012) *Handbook of Narrative Inquiry: Mapping a Methodology. Thousand* Oaks. Sage.

Polkinghorne, D.E. (1988) *Narrative Knowing and the Human Sciences.* Albany. State University of New York Press.

Potter, J. and Wetherell, M. (1987). *Discourse and Social Psychology: Beyond Attitudes and Behaviour.* London. Sage.

Pulakos, E., Arad, S., Donovan, M.A. and Plamondon, K.E. (2000) Adaptability in the workplace: Development of a taxonomy of adaptive performance. *Journal of Applied Psychology.* 85(4), pp. 612-624.

PWC (2018) Workforce of the future: The competing forces shaping 2030. PWC. https://www.pwc.com/gx/en/services/people-organisation/publications/workforce-of-the-future.html (accessed, May 2019).

Quinn, J.B. (1980) *Strategies for Change: Logical Incrementalism*. Irwin, Homewood.

Raelin, J. (2012) Dialogue and deliberation as expressions of democratic leadership in participatory organisational change. *Journal of Organisational change Management.* 25(1), pp. 7-23.

Rafferty, A. and Griffin, M. (2006) Perceptions of organisational change: A stress and coping perspective. *Journal of Applied Psychology.* 91 (5), pp. 1154-1162.

Rafferty, A., Jimmieson, N. and Armenakis, A. (2013) Change Readiness: A Multilevel Review. *Journal of Management.* 39 (1), pp. 110 – 135.

Ramsay, C. (2005) Narrative: From learning in reflection to learning in performance. *Management Learning.* 36 (2), pp. 219-235.

Reason, P. (1979) New Paradigm Research Group www.peterreason.eu/Paper/New_Paradigm_Manifesto.pdf (accessed September 2019)

Reissman, C.K. (2011) Narrative Analysis in Jupp, V. (2011) (Eds.) *The SAGE Dictionary of Social Research Methods.* London. Sage.

Reissman, C.K. (2012) Narrative Analysis in Huberman, A.M. and Miles, M.B. (2012) (Eds.) *The Qualitative Researchers' Companion.* Thousand Oaks. Sage.

Reissner, S.C. (2008) *Narratives of Organisational Change and Learning.* Cheltenham. Edward Elgar.

Reissner, S. C. (2010) Change, meaning and identity at the workplace. *Journal of Organisational Change Management.* 23 (3), pp. 287 – 299.

Reissner, S.C. (2011) Patterns of stories of organisational change. *Journal of Organizational Change Management.* 24 (5), pp.593-609.

Reissner, S, Pagan, V. and Smith, C. (2012) Our iceberg is melting': Story, metaphor and the management of organisational change. *Culture and Organisation.* 17(5), pp. 417-433.

Rhodes, C., Pullen, A., and Clegg, S. (2010) 'If I Should Fall from Gael...' Stories of Change and Organisational Ethics. *Journal of Business Ethics.* 91 (4), pp. 535 – 551.

Rodríguez, C. and Bélanger, E. (2014) Stories and metaphors in the sensemaking of multiple primary health care organisational identities *BMC Family Practice (*accessed, Jan 2020http://www.biomedcentral.com/1471-2296/15/41).

Romanelli, E. and Tushman M.L., (1994) Organisational Transformation as Punctuated Equilibrium: An Empirical Test. *Academy of Management Journal.*37(5), pp. 1141-1166.

Rosile, G. A. (1998). Restorying and the Case of the Sci-Fi Organisation. *Academy of Management Meeting.* Published in proceedings.

Rosile, G.A, Boje, D.M., Carlon, D., Downs, A. and Saylors, R. (2013) Storytelling Diamond: An Antenarrative Integration of the Six Facets of Storytelling in Organisation Research Design. *Organisational Research Methods.* 14(6), pp. 557-580.

Rouleau, L. (2005) Micro-Practices of Strategic Sensemaking and Sensegiving: How Middle Managers Interpret and Sell Change Every Day. *Journal of Management Studies*. 42 (7).

Rouleau, L. and Balogun, J. (2011) Middle managers, strategic sensemaking, and discursive competence. *Journal of Management Studies. 48(5), pp. 953-983.*

Ryfe, D. (2006) Narrative and deliberation in small group forums. *Journal of Applied* Communication *Research. 34(1), pp. 72-93.*

Saksvik, P., Tvedt, S., Nytro, K., Andersen, G., Andersen, T., Buvik, M. and Torvatn, H. (2007) Developing criteria for healthy organisational change. *Work and Stress.* 21(3), pp. 243-263.

Salas, E., Rico, R. and Passmore, J. (Eds) (2017) *The Wiley Blackwell Handbook of the Psychology of Teamwork and Collaborative Processes.* Chichester, Wiley Blackwell.

Sandberg J. and Tsoukas, H.(2015) Making sense of the sensemaking perspective: Its constituents, limitations and opportunities for further development. *Journal of Behaviour.* 36

Schedlitzki, D., Jarvis, C., & MacInnes, J. (2015). Leadership development: A place for storytelling and Greek mythology? *Management Learning*, 46(4), pp.412-426.

Schein, E.H. (2010) *Organisational Culture and Leadership* (4th edition). San Francisco: Jossey Bass.

Schein, E.H. (1995) Process consultation, action research and clinical inquiry: Are they the same? *Journal of Managerial Psychology* 6 pp. 14-20.

Shuffler, M.L. DiazGranados, D. and Salas, E. (2011) There's a Science for That: Team Development Interventions in Organisations. *Current Directions in Psychological Science.* 20(6), pp. 365–372.

Schütz, A. (1967). *The Phenomenology of the Social World*. Evanston. Northwestern University Press.

Scott, P.R. and Wildman, J.L. (2017) in, Salas, E., Rico, R. and Passmore, J. (Eds) (2017) *The Wiley Blackwell Handbook of the Psychology of Teamwork and Collaborative Processes* Wiley Chichester, Blackwell.

Seligman, M., Peterson, C., Park, H. and Hale, N. (2009) Zest and Work. *Journal of Organisational Behaviour* 30 (2) 161-172.

Senge, P. (1990) *The Fifth Discipline.* London. Random House.

Sheridan, J, Chamberlain, K. Dupuis, A (2011) Timelining: Visualising Experience Qualitative Research 11(5) 552 –569.

Shin, J., Taylor, M. and Seo, M. (2012) Resources for Change: The relationships of organisational inducements and psychological resilience to employees' attitudes and

behaviors toward organisational change. *Academy of Management Journal.* 55(3), pp. 727-748.

Simpson, P. (2008) 'Stories' in Broussine, M. (Ed) (2008) *Creative Methods in Organisational Research.* London. Sage.

Simpson, P.(2012) Complexity and change management: Analyzing church leaders' narratives. *Journal of Organisational Change Management.* 25(2), pp. 283-296.

Sinclair, A. (1992) The Tyranny of a Team Ideology. *Organisation Studies.* 13 (4), pp. 611-626.

Sinha, C. (2018) Discovering critical-subaltern voices: an interpretive approach for transforming OD. *Journal of Organisational Change Management*. 31 (6) pp, 1295-1314.

Smith, J.A., Flowers, P. and Larkin, M. (2009) *Interpretative Phenomenological Analysis, Theory Method and Research*. London. Sage.

Smollan, R.K., Sayers, J.G., and Matheny, J.A., (2010) Emotional Responses to the Speed, Frequency and Timing of Organisational Change. *Time and Society.* 19 (1), pp. 28-53.

Smollan, R.K. (2015) Causes of stress before, during and after organisational change: A qualitative study. *Journal of Organisational Change Management.* 28(2), pp. 301-314.

Sonenshein, S. (2010). We're changing—Or are we? Untangling the role of progressive, regressive, and stability narratives during strategic change implementation. *Academy of Management Journal, 53*(3), 477–512.

Sonnenfeld, J. (1985) Shedding light on the Hawthorne studies. *Journal of Occupational Behaviour.* 6, pp. 111-130.

Sørensen, E. (2009) "Forms of Knowledge," in *The Materiality of Learning: Technology and Knowledge in Educational Practice*. Cambridge: Cambridge University Press (Learning in Doing: Social, Cognitive and Computational Perspectives).

Stacey, R. (2007) The challenge of human interdependence: Consequences for thinking about the day to day practice of management in organisations. *European Business Review.* 19(4), pp. 292-302.

Stacey, R. (2011) (6th Edition) *Strategic Management and Organisational Dynamics: The challenge of complexity to ways of thinking about organisations.* Harlowe. FT/Prentice Hall.

Stensaker, I, Balogun, J. and Langley, A. (2021) The Power of the Platform: Place and Employee Responses to Organisational Change. *Journal of Applied Behavioural Science.* 57(2), pp. 174-203.

Strand, A.M.C. (2014) Introduction to the First Part of the Issue on Materiality & Storytelling. *Tamara. 12 (6), pp. 5-8.*

Swan, J., Bresnan, M., Newell, S. and Robertson, M. (2007) The Role of Objects in Biomedical Innovation. *Human Relations.* 60 (12) pp. 1809 – 1837.

Szanto, T. and Moran, D. (2015) Introduction: Empathy and Collective Intentionality – The Social Philosophy of Edith Stein. *Human Studies.* 38 (4) pp. 445-461.

Taylor, F.W. (1911) *The Principles of Scientific Management.* (https://www.gutenberg.org/ebooks/6435 accessed January 2022).

Teulier, R. and Rouleau, L. (2013) Middle Managers' Sensemaking and Interorganisational Change Initiation: Translation Spaces and Editing Practices. *Journal of Change Management.* 13(3), pp.308-337.

The Insolvency Service (2019) Insolvency Service Annual Report 19/20 (https://www.gov.uk/government/publications/the-insolvency-service-annual-report-and-accounts-2019-2020/insolvency-service-annual-report-2019-2020 accessed, December 2020)

Thonhauser, G. (2018) Shared Emotions: A Steinien Proposal. *Phenomenology and the Cognitive Sciences.* 17 (5), pp. 997 – 1015.

Thurlow, A. and Helms – Mills, J. (2014) Telling Tales Out of School: Sensemaking and Narratives of Legitimacy during and Organisational Change. *Journal of Scandinavian Management.* 31, pp. 246 – 254.

Thurlow, A. and Helms – Mills, J. (2009) Change, talk and sensemaking. *Journal of Organisational Change Management.* 22 (5), pp.459-479.

Teulier, R. and Rouleau, L. (2013) Middle Managers' Sensemaking and Interorganisational Change Initiation: Translation Spaces and Editing Practices. *Journal of Change Management.* 13(3), pp.308-337.

Tollefsen, D. and Gallagher, S. (2017) We-Narratives and the Stability and Depth of Shared Agency. *Philosophy of the Social Sciences.* 47 (2), pp. 95-110.

Toy-Cronin, B. (2019) 'Ethical Issues in Insider / Outsider Research'. In Iphofen, R. and Tolich, M. (2019) (Eds) *The Sage Handbook of Qualitative Research Ethics.* London: Sage.

Trabucchi, D., Buganza, T., Bellis, P., Maganini, S., Press, J., Verganti, R. and Zasa, F.P. (2022) Story-Making to Nurture Change: Creating a Journey to Make Transformation Happen. *Journal of Knowledge Management.* 26 (11) pp. 427 – 460.

Tracy, S..J. (2010) Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry.* 16 (10), pp. 837-851.

Trullen, J. and Bartunek, J.M. (2007) What a design approach offers to organisation development. *Journal of Applied Behavioral Science.* 43 (1), pp. 23-40.

Tsoukas, H. (2017) Don't Simplify, Complexify: From Disjunctive to Conjunctive Theorizing in Organisation and Management Studies. *Journal of Management Studies.* 54 (2).

Tsoukas, H. and Chia, R. (2002) On Organisational Becoming: Rethinking Organisational Change. *Organisation Science.* 13 (12), pp. 567 – 582.

Vakola, M. (2014) What's in there for me? Individual readiness to change and the perceived impact of organisational change. *Leadership and Organisation Development Journal.* 35(3), pp. 195-209.

Van de Ven, A. and Poole, M.S. (2005) Alternative Approaches to Studying Organisational Change. *Organisation Studies.* 26 (9), pp. 1377 – 1404.

Van Maanen, J. (1995) Style as Theory. *Organisation Science.* 6 (1), pp. 133 – 143.

Van Hove, A., Herian, M., Perez, A., Harms, P. and Lex, P. (2013) Can resilience be developed at work? A meta-analytic review of resilience-building programme effectiveness. *Journal of Occupational and Organisational Psychology.* 89, pp. 278 – 307.

Van Hulst, M., and Ybema, S. (2020) From what to where: A Setting Sensitive Approach to organisational Storytelling. *Organisation Studies*. 41 (3) pp. 365 – 391.

Van Hulst, M., and Tsoukas, H. (2021) Understanding Extended Narrative Sensemaking: How Police Officers Accomplish Story Work. *Organisation. 1-24.*

Vince, R. (2019) Institutional Illogics: The Unconscious and Institutional Analysis. *Organisation studies.* 40(7), pp. 953-973.

Voronov, M. (2005) Should Critical Management Studies and Organisation Development Collaborate? Invitation to a Contemplation. *Organisation Management Journal: Linking Theory and Practice.* 2(1), pp. 4-26.

Von Lehm, D. (2019) Phenomenology-Based Ethnography for Management Studies and Organisational Analysis. *British Journal of Management.* 30 (1), pp. 188-202.

Weick, K.E. (1995) *Sensemaking in Organisations*. London. Sage.

Weick, K.E. (1998) Improvisation as a Mindset for Organizational Analysis. *Organization Science.* 9 (5), pp. 543-555.

Weick, K.E. and Quinn, R.E. (1999) Organisational Change and Development. *Annual Review of Psychology.* 50, pp. 361.

Weick, K.E., Sutcliffe, K. and Obstfeld, D. (2005) *Organisation Science.* 16(4), pp. 409-421.

Wellman, N., (2012) Seeing and Acting Differently in in Spreitzer, G.M. and Cameron, K.S. (Eds.) (2012) *The Oxford Handbook of Positive Organizational Scholarship* Oxford. Oxford University Press.

Wenzel, M., Kramer, H., Köch, J. and Reckwitz, A. (2020) The Future and Organisation Studies: On the Rediscovery of a Problematic Temporal Category in Organizations, *Organisation Studies* 4(10) pp. 1441-1445.

Wiley, N. (1988) The Micro-Macro Problem in Social Theory. *Sociological Theory.* 6(2), pp. 254 – 261.

Wilson, A. (2019) The role of storytelling in navigating through the storm of change. *Journal of Organisational Change Management.* 32(3), pp. 385-395.

White, M. and Epston, D. (1990) *Narrative Means to Therapeutic Ends*. New York. W. W. Norton.

Whittle, A., Mueller, F. and Mangan, A. (2009) Storytelling 'Character': Victims, Villains and Heroes in a Case of Technological Change. Organisation. 16 (3), pp. 445 – 442.

Wiley, N. (1988) The Micro-Macro Problem in Social Theory. *Sociological Theory.* 6 (2), pp. 254-261.

West, M. (2017) The Future of Teams in Salas, E., Rico, R. and Passmore, J. (Eds) (2017) *The Wiley Blackwell Handbook of the Psychology of Teamwork and Collaborative Processes.* Chichester, Wiley Blackwell.

Willcocks, S.G. and Rees, C.J. (1995) A Psychoanalytic Perspective on Organisational Change. *Leadership and Organisation Development Journal.* 16(5), pp. 32-37.

Wright, B. and Barker, J. (2000) Assessing concertive control in the term environment. *Journal of Occupational and Organisational Psychology.*73, pp. 345 – 361.

Woods, S.A. and West, M.A. (2010) *The Psychology of Work and Organisations. Boston.* Cengage.

Woodyatt, C., Finneran, C. and Stephenson, R. (2016) In-Person Versus Online Focus Group Discussions: A Comparative Analysis of Data Quality. *Qualitative Health Research.* 26(6), pp. 741-749.

Zelenski, J, Murphy, S. and Jenkins, D. (2008) The happy-productive worker thesis revisited. *The Journal of Happiness Studies.* 9(4), pp. 521-537.

Appendices.

1. Intervention Session Materials

2. Storied Conversational Interview Guide

3. Ethics Application and Documentation

4. Comic Strip drawn by the researcher – Change Stories from Chapters 4 and 5

Overview of sessions

Stories of Team Change
How can these affect our experiences

UWE Bristol | University of the West of England

This Photo by Unknown Author is licensed under CC BY-SA

Learning Objectives

- To recognise and understand the powerful impacts that stories can have in organisations and teams.
- To practice telling and recognising stories within your team context and understand how limiting or empowering they can be for both individuals, working relationships and the team.
- To practice the concept of story recycling; learning to disrupt and change dominant stories and to consider alternatives for the future or different ways of understanding the past.
- Learn to apply story recycling with purpose, to consider team challenges and obstacles to change.
- Start to use reflective practice, learn to step back and consider the impact of choices made and your role and impact in team stories.

Potential Benefits

- Consideration of stories can support and guide thinking in safe and creative way to consider different perspectives on team challenges such as – new ways of working, matrix management, relationships with the past, new teams, proactive change, culture change.
- Learning skills of storytelling / recycling and reflection creates skills to use in future change scenarios - sustainable change experiences.
- Positive team and individual experiences / new perspectives – can support individual wellbeing and coping with change**
- Listening to team stories can create a more inclusive climate where all voices are heard**

** These aspects can be measured / tracked via various measures e.g. PsyCap, Dolphin Index Climate for Innovation

Stories of Team Change

UWE Bristol | University of the West of England

- To **recognise** powerful impacts of stories.
- To **practice** telling stories.
- To practice the concept of **story recycling.**
- Learn to apply story recycling with **purpose.**
- Start to use **reflective practice.**

Free photo 102642650 © Publicdomainphotos - DreamsTime.com

Session One: Team Timeline
- Introduce Project
- Ways of Working
- Practice skills in familiar context

Recognise, Tell, Recycle, Reflect

Session Two: Story Cubes
- Share specific stories about team changes
- Recycle stories
- Practice skills

Tell, Recycle, Reflect

Session Three: Story Roles
- Bring real stories
- Do they empower or restrict?
- Recycle with purpose

Recognise, Recycle, Purpose, Reflect

Complete Online Qu'airre   Diary / photo activity

Session Four: Appreciative Enquiry
- Focus on an area of interest
- Discover, Dream, Design, Destiny

Tell, Recycle, Purpose

Session Five: Team CV
- How is the team set up to deliver change?
- Use characters, stories, previous sessions

Tell, Purpose, Reflect

Session Six: Team / Other teams
- Tell stories about key team relationships
- Recycle with purpose

Recognise, Tell, Recycle, Purpose, Reflect

Interviews   Bring stories about teamworking with other teams

Session 1 March 2020

Attendance: Team Blue – 2 female, 4 male. Team Green- 1 female, 3 male.

Slide 1: Reflection

Reflection

What opportunities are there for joint action?

Why are we telling this story?
What power relations does it reveal?
Who is the audience?
Other potential audiences?

Narrative

Joint action — Other narratives

How would someone else tell this story?
Could there be a different main character?
Sub stories?
Parallel stories?
What values are revealed?
How does it feel?

How does this story join with other stories in this organization? Elsewhere?

Coordination

Caroline Ramsay 2005

Slide 2: Recycle it

Recycle it

Use your group reflection to create a different timeline/s

Can you retell the past differently?

Can you tell a different future?

https://www.flickr.com/photos/126015850@N02/15128683288 South Bend Voice

Slide 3: Reflection

Reflection

What opportunities are there for joint action?

Why are we telling this story?
What power relations does it reveal?
Who is the audience?
Other potential audiences?

Narrative

Joint action — Other narratives

How would someone else tell this story?
Could there be a different main character?
Sub stories?
Parallel stories?
What values are revealed?
How does it feel?

How does this story join with other stories in this organization? Elsewhere?

Coordination

Caroline Ramsay 2005

Slide 4: Where next?

Where next?

- What things might you take with you as a team from today?
- Anything significant coming up?
- Next time?
- Online questionnaires?

© Copyright Nicholas Mutton https://www.geograph.org.uk/photo/558151

Session 2 April 2020

Attendance: Team Blue – 1 female, 3 male. Team Green- 1 female, 4 male.

Stories of Team Change
How can these affect our experiences?

Learning Objectives

To recap on session 1

To practice telling stories in a light-hearted way using story dice

To practice recycling some fictitious stories about change

To discuss and reflect on how recycling a story can change our experiences

To discuss how this approach might apply to your team

Working together

- Consent
- Confidential
- Traffic lights
- Consider use of mute
- Start with video but could switch to audio depending on internet

Quick Recap of Session One

- Drew some timelines of our team story of change
- Reflected that there has been a lot of change over the last 6 months or so
- There were some different perspectives and understandings of what happened in the room and these were shared
- Told a version two of the story for a different audience – the language was pretty different!
- More than one version of truth, influenced by expectations, culture
- The future was unknown but expected to change more!

Warm Up!

Caught Red Handed

I thought it would be harmless fun, I just couldn't resist listening to them, I didn't think they'd go and come storming out of the room, and throw the book at me! I was so ashamed. I had to get out of there so I ran away over the bridge, but the fastest one cast a spell on me and it hit me like an arrow. I slowly turned into a tree.....

You are going to make up a mini story using story cubes.

It will work like the example on the left, it doesn't have to based on anything real or linked to work but it can be if you want it to be.

On the slides provided I have rolled the dice for you! Pick a theme and a set of dice that you like and use these images in any order to inspire a story. Take just 5 minutes to do this.

Write it down on a piece of paper – be prepared to share it.

You can make up a title if you like.

Great stories!
You are all storytellers!

Now we are going to use the dice to recycle some stories about change!

Activity One! – Look both ways
The objective is to think about the impact of changing or retelling the story

- First read the story and retell it using some of the images from the dice as inspiration. It doesn't have to be rooted in total reality, this is not a real situation.
- Choose either to:

Tell the story from the perspective of the new team member or the person who predicted disaster.

Or.

Tell the story as a comedy, tragedy or romance.

- Second, continue the story, what happens in the future? Is it a good or bad ending? For who?

Stories about change

Our team were very close to each other and spent a lot of work and leisure time together. Our jobs were hard and took us a long way from home but we did a good job. A new starter arrived quite suddenly, everyone was suspicious at first, a bit scared and mistrustful even. However they soon got stuck in with tasks that really supported the team in the back office. We came to value their contribution, and rely on it. Then suddenly they didn't show up for work and we didn't understand why. We were all a bit heartbroken as we'd come to rely on them and were rather fond of them. We got on with our work though because it was important. Then suddenly some senior person turned up, with our team mate who had reappeared but then they informed us that our team mate had been promoted and was now going to work at head office........

Our team was a high functioning team, we were delivering against targets, and achieving our goals. We are all highly engaged in our work. Someone in the insight team suggested that things were perhaps not as they seemed and that our team was heading for a big failure. We found this quite threatening and it really changed the tone of the team. Everyone felt a bit scared and disheartened. We were quite shocked and we all worked desperately hard to change our ways of working and avoid the problem and we felt we'd done everything we could possibly do. Then disaster struck, the project fell to pieces and everything ground to a halt, nothing was happening, things were stuck and it felt as if everything we had worked for was just ebbing away in front of our eyes. We were powerless......

Changes to how we tell the past

- Can telling ourselves a different story about the past make us or others see it in a different way, or feel differently about it?
- Can it help us make sense of what has happened?

Changes to how we tell the future

- Can telling ourselves a different story about the future make us or others have different expectations, or feel differently about it?
- Can it help us make sense of what might happen?

Why could this be important?

Looking at the past through rose tinted spectacles can make the present seem worse or the future seem threatening

Looking at the past in a nostalgic way might help us to cope with present or future realities

Imagining a different future might help us to make it happen or cope with the present

The future and the present can affect how we make sense of the past

Retelling or recycling our stories about the past might help us to see different possibilities about the present or future

Retelling or recycling our stories about the future might make us have a different sense of our experiences and allow us to see different opportunities

Retelling or Recycling Stories

If we have some control over how we tell stories about our experiences of change, can recycling those stories affect how we experience change in the past, present or future?

What could be the implications for this team?

What next ?

Collect some stories to recycle
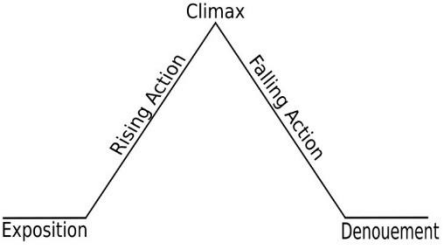
Spend some time thinking about the experiences of team changes over the coming 4 weeks and record some

The idea is to have some real life stories to recycle next time and to reflect on the impact of changing the story

Session 3 May 2020

Attendance: Team Blue- 2 female, 4 male. Team Green- 1 female, 3 male.

What is a story?

- Story has a common etymology with History

- Histos - web
- Histanai – to stand
- Eidenai – to know well

This Photo by Unknown author is licensed under CC BY-SA-NC

Gabriel 2000

What do stories achieve?

Entertainment

Inspiration

Explanation

Persuade

Education

Note: This implies you have an audience! Think about who this is when you are writing

Gabriel 2000

Beginning, Middle and End

Climax

Rising Action

Falling Action

Exposition

Denouement

This Photo by Unknown author is licensed under CC BY.

Story Telling Arcs

This is how the action develops and there are 7 general paths that apply to almost any story!

- **Overcoming the monster**. Example: *Dracula* by Bram Stoker.
- **Rags to riches**. Example: *Great Expectations* by Charles Dickens.
- **The quest**. Example: *The Lord of the Rings* by J.R.R. Tolkien.
- **Voyage and return**. Example: *Alice in Wonderland* by Lewis Carroll.
- **Comedy**. . Example: *A Midsummer Night's Dream* by Shakespeare.
- **Tragedy**. Example: *Romeo and Juliet* by Shakespeare.
- **Rebirth**. Example: *A Christmas Carol* by Charles Dickens.

Credit https://www.masterclass.com/articles/what-are-the-elements-of-a-narrative-arc-and-how-do-you-create-one-in-writing#7-archetypal-narrative-arcs-and-literary-examples (From Christopher Booker, 2004)

Other suggestions?

- Planning the story starting with the takeaway message (purpose)
- A clear structure
- Simple
- Focused
- Challenge or conflict?

+

Creativity
Using analogies and metaphors
Etc.

10 INGREDIENTS FOR SUCCESSFUL STORYTELLING
RACHEL MILLER @ALLEKMUSIC

Real	Timely
Emotional	Memorable
Visual	Personalised
Powerful	Simple
Consistent	Relevant

Six Storytelling Tips
1 Make It Visual
2 Make It Emotional
3 Make It Accessible
4 Make It Human
5 Make It Interactive
6 Use a Call-to-Action

Watch the Video.......

MORAL OF THE STORY

Session 4 June 2020

Attendance: Team Blue- 2 female, 3 male. Team Green- 3 male.

Session 5 July 2020

Attendance: Team Blue- 2 female, 3 male. Team Green- 3 male.

Session Five: Team CV

- How is the team set up to cope with change?
- Review strengths and positive core
- Review stories you've told so far in sessions
- Recycling stories
- A model for reflection
- Team CV!

Warm Up

The Power of Three

1. Think of three things that went really well from your perspective for the team last week.

2. Why?

3. What strengths or positive qualities or team qualities did you or others use?

viacharacter.org 2020

Recycle some of these stories

- These are things you have all said about the team in sessions!
- Do these help or hinder you?
- How do they play out in reality?
- How does the team core or strength help?
- How could they be changed?

Story One:
Your timeline!

- Do these help or hinder you?
- How do they play out in reality?
- How does the team core help?
- How could they be changed?

Strength or Quality

Story Two:
Under the radar

Using like things that people have experienced from their other roles and bringing them to our team and bringing that through further to our customer teams - it becomes a case of everyone being on the same page. Using the rapport that we have with each other and trust, we're going to be more than happy to support and bring ideas forward. I guess, we're already secretly, you know under the radar doing that as as as a team- some of the things we're working on we believe will improve the data and measurement. But there's still so much more to be reminded of and learn and then we can see how you can take that and put into your daily working to satisfy your own KPIs and customers as well.

Anyone whose got any ideas will, you know openly, share it with the rest of the team, to get the feedback, see if they believe they could use the same concept in their plan for the team, you know a greater goal. I think if anybody's got an idea no one's shy to put their hand up and say guys I've got this idea -what d'you think? That's the best way isn't it, to discuss it. So if anyone's got anything to talk about then we just will crack on with it.

- Do these help or hinder you?
- How do they play out in reality?
- How does the team core help?
- How could they be changed?

Story Three:

Shared Values

I think one of the core things of this team is we all share the same values as in we all come to work to do the best we can and exceed that and we don't just turn up, rock in, sit on our asses all day. We all want to affect and improve the business and to get to that I think everyone as individuals has strengths and weaknesses, so they excel in their strengths and then others help each other on the weaker side of things. That plays in quite nicely with a continual, well coaching and training and then through that you know the trust in the relationship builds and actually it forms ultimately a stronger team bond and sense of making a difference and achieving because we're a very small team yet our impact to the business is massive.

- Do these help or hinder you?
- How do they play out in reality?
- How does the team core help?
- How could they be changed?

Reflection

What opportunities are there for joint action?

Narrative

Why are we telling this story? What power relations does it reveal? Who is the audience? Other potential audiences?

Joint action

Other narratives

How would someone else tell this story? Could there be a different main character? Sub stories? Parallel stories? What values are revealed? How does it feel?

How does this story join with other stories in this organization? Elsewhere?

Coordination

Caroline Ramsay 2005

Team CV!

Achievements   Values

Skills

Objective   Summary   References

Team Picture
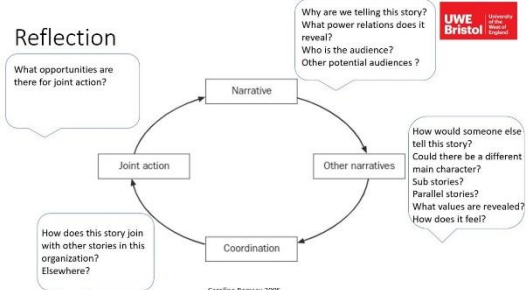
Interests

Experience

257
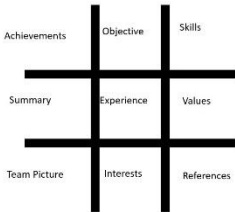
Next Time

- We are going to try and tell stories through theatre – but virtually! We may use Lego mini figures, dice and other visual aids! I will supply these.
- We are going to explore issues around aspects of the team experiences of change through real situations including customer relationships
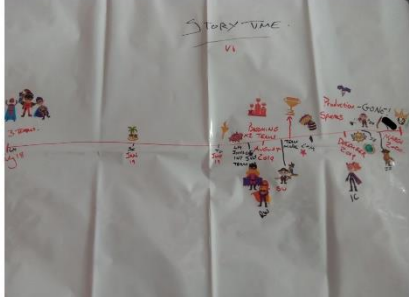
Session 6 August 2020

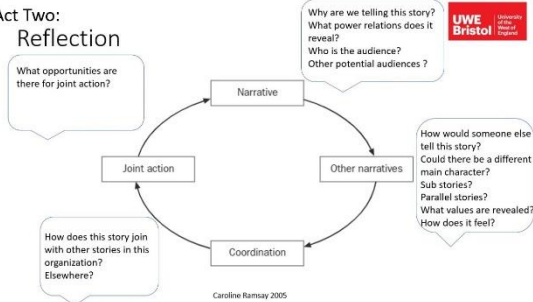Attendance: Team Blue- 1 female, 3 male. Team Green- 6 male.

Session 7 September 2020

Attendance: Team Blue- 2 female, 3 male. Team Green- 6 male.

Act Two:
Reflection

What opportunities are there for joint action?

Why are we telling this story?
What power relations does it reveal?
Who is the audience?
Other potential audiences ?

How would someone else tell this story?
Could there be a different main character?
Sub stories?
Parallel stories?
What values are revealed?
How does it feel?

How does this story join with other stories in this organization?
Elsewhere?

Narrative — Other narratives — Coordination — Joint action

Caroline Ramsay 2005

Act Three:
Objectives

- Stories are powerful in organisations

- We've told our own stories, reflected on them and considered alternatives

- We've considered how stories can change the way we feel about the past, present and future, especially linked to change and our roles in it

Act Three:
Objectives

- To recognise and understand the powerful impacts that stories can have in organisations and teams.
- To practice telling and recognising stories within your team context and understand how limiting or empowering they can be for both individuals, working relationships and the team.
- To practice the concept of story recycling; learning to disrupt and change dominant stories and to consider alternatives for the future or different ways of understanding the past.
- Learn to apply story recycling with purpose, to consider team challenges and obstacles to change.
- Start to use reflective practice, learn to step back and consider the impact of choices made and your role and impact in team stories.

Benefits

- Consideration of stories can support and guide thinking in safe and creative way to consider different perspectives on team challenges such as – new ways of working, matrix management, relationships with the past, new teams, proactive change, culture change.
- Learning skills of storytelling / recycling and reflection creates skills to use in future change scenarios - sustainable change experiences.
- Positive team and individual experiences / new perspectives – can support individual wellbeing and coping with change
- Listening to team stories can create a more inclusive climate where all voices are heard

Epilogue

- Anything to add?
- Thanks and farewell!
- The story goes on and you are all the authors of what happens next!

Appendix 2: Storied Conversational Interview Guide

Interview Guide (Approach in part based on Henriques 2014) How collectives "mean" their work context – in this sense how collectives make sense of change. Also based on Boje and Rosile (2020) therefore these areas were covered as part of a conversation rather than as a semi structured interview guide and so there was natural variation between conversations.

- Objective of the research – exploring how stories and story disruption or recycling can support how teams make sense of organisational change. I am keen to understand the experiences and narratives of those involved in the organisational changes, both inside and outside of the teams I've been working with.
- Confidentiality issues – Interview is recorded and transcribed and held anonymously according to GDPR (on information sheet) Responses may be quoted in anonymous format and in this case referred to as experiences / narratives of those outside of the team to further protect confidentiality.
- Permission to record (and to stop whenever requested)
- Informal just a conversation really, just say if you want to stop or not answer a question, you are in charge.   We'll aim to speak for about an hour but it's flexible.
- I was just wondering if you could describe briefly your history of working for (organisation) to date?
- High points?
- Low points?
- What would be your sense of the changes that have happened over the last year or so?
- Do you think there is a shared understanding of what happened? Are there contradictions?
- Do you think the values or culture has changed? Examples?
- Have people still got a connection to the past? What has been remembered?
- Is this helpful/ unhelpful?
- How has this affected you?
- How does it feel different?
- Are you working differently?
- Are people working together differently? How have the teams been affected?
- How is the relationship with the wider organisation / external partners or stakeholders changing?
- What do you feel is changing now?
- What is important now to you? To the organisation do you think?
- Is everyone going in the same direction?
- Who is leading/following / resisting the changes? Why? Where are you?
- What are the dominant narratives? What's not heard or being listened to?

- What's going to happen in the future? Is there a clear view?
- Is everyone invested in the same future or are there differences do you think?
- What motivations do people have for changing?
- Do you think that people are active in changes or passive? Why? Where do you think you sit on that spectrum? Can you give some examples?
- How does this feel about this notion of the future?
- What opportunities are there for the team? How can they be taken advantage of?
- What is within the team's current power to change? Who else has the power to change the team?
- What could the team gain? / lose?
- How was the interview for you?

Appendix 3: Ethics Information

3.1 Participant Information

Repeat, restory, reflect - empowering groups' lived experiences of organisational change through story recycling

You are invited to take part in my research taking place at the University of the West of England, Bristol. It is funded by Bristol Business School. Before you decide whether to take part, it is important for you to understand why the study is being done and what it will involve. Please read the following information carefully and if you have any queries or would like more information please contact Kay Galpin, Faculty of Finance, Business and Law, University of the West of England, Bristol - kay.galpin@uwe.ac.uk.

Who is organising the research?

I am a post graduate researcher at UWE and this research is for my PhD. My Director of Studies is Professor Carol Jarvis https://people.uwe.ac.uk/Person/Carol4Jarvis and my Supervisor is Dr Neil Sutherland https://people.uwe.ac.uk/Person/NeilSutherland. They are supporting me and supervising my work.

What is the aim of the research?

The research is looking at how teams' lived experiences of change are influenced by reflecting on the stories told about team changes and how they can be retold or recycled to reveal alternative possibilities or future outcomes than perhaps at first anticipated. The research questions are: What does group storytelling reveal about the group experiences of organisational change? What happens to their experiences if they disrupt, recycle and change those stories? How might a group benefit from this approach to storying their experiences?

To help answer these questions I will be running team workshops, conducting interviews and asking you to complete online surveys over a period of 6-9 months. The aim of these sessions will be to collect information about your group's experiences that will be made anonymous which can inform how you have experienced the process of change.

It is important to note that this research will not be capturing details or critiquing any specific changes to your team, rather the focus is on the experiences as you go through the process.

The results of the study will be analysed and used in my PhD thesis which once completed will be available on the University of the West of England's open-access research repository.

The anonymised results may also be used in conference papers, other publications, digital media, presentations to participants or other groups and peer-reviewed academic papers.

Why have I been invited to take part?

Your organisation has shown an interest in taking part in this study and has suggested that the changes in your group might be useful to my research.

I'm interested in gaining information about your experiences of change so the purpose of any interviews, workshops and surveys will be to understand your experiences in more detail. I am interested in all experiences in relation to team changes, both negative and positive and there is no right or wrong answer in response to questions or discussions.

All participants will need to be over 18 years of age and self-identify as working in this team environment (paid or unpaid) to be included in the study. Groups should consist of 4 or more people and be able to physically meet at least every 6-8 weeks to take part in the workshop sessions. In order to protect your well-being you will not be eligible to take part in the study if you are currently absent from work on long term sickness or if you are currently receiving treatment for ongoing work-related stress. This is because the workshops will explore both positive and negative experiences of your group's changes.

Do I have to take part?

You do not have to take part in this research. It is up to you to decide whether or not you want to be involved. If you do decide to take part, you will be given a copy of this information sheet to keep and will be asked to sign a consent form. **If you do decide to take part, you are able to withdraw from the research without giving a reason by not continuing to attend workshops or complete survey activities. In respect of data already collected from your team or yourself, data can be withdrawn up to 4 weeks after it has been collected, either from a workshop, interview or survey.** After this point the data will have been transcribed and anonymised and not specifically traced back to you. If you want to withdraw from the study within this period, please write to kay.galpin@uwe.ac.uk. Deciding not to take part or to withdrawal from the study does not have any penalty and will not affect your role or organisation in any way.

What will happen to me if I take part and what do I have to do?

If you agree to take part you will be asked to take part in a range of workshops with your group, interviews and to complete online surveys. This will be conducted by myself, Kay Galpin. I have 20 years' experience of working in HR as a business partner and am experienced in delivering workshops and facilitating change as well as supporting teams through these processes. As a member of both the Chartered Institute of Personnel and Development and the British Psychological Society I am also bound by ethical and professional standards.

Workshops will take approximately 2 hours and will be held at your organisation's premises as a part of your working day. The subject and focus of discussions and activities will be group experiences, stories and reflections of change using stories and story recycling. Your answers and inputs will be fully anonymised. All participants will be given a pseudonym to use in any written exercises, part of the sessions will be voice recorded using a voice recorder with the group's consent, but the use of names will be avoided if possible. All recordings will be transferred to a secure drive and deleted from any recording device straight after the workshop. Data will be fully anonymised by transcribing any recorded materials; however, recordings will be retained, on a secure system for future reference until my thesis or associated papers are published. Hard copy data such as flip charts or visual or written outputs will be checked for anonymity, (for example removing references to any other people in the organisation by name and specific references that are company specific e.g. particular jargon or processes) photographed and stored digitally on a secure system for future reference until my thesis or associated papers are published. Hard copies of information will also be stored securely and be destroyed after my thesis and associated papers are published. Dates of workshops will be recorded and any data linked to a specific workshop recorded with the date so that data can be identified should you wish to withdraw your data from the study within the 4-week period.

Interviews will be recorded on a voice recorder, but the recording will not contain your name. A unique identifier will be generated and used to re-identify you if you choose to withdraw from the study within the 4-week time period. Recordings will be transferred to a secure drive immediately after the interviews and deleted from a recording device. At the point of transcription, your data will be fully anonymised, I.e., translated to text only and will be analysed with other interview data from other anonymised participants. Original recordings will be retained, on a secure system for future reference until my thesis or associated papers are published.

Surveys will be held on a Qualtrics database which is compliant with GDPR legislation, all participants will generate a unique identifier that can be used should a participant wish to withdraw their data. This will only be known to the participant and not the researcher, thus identities on the survey will be automatically anonymous. Data will be retained, on a secure system for future reference until my thesis or associated papers are published.

What are the benefits of taking part?

It is hoped that this research will add to knowledge and will have the potential to influence current practice for organisations managing groups through change. There is also an opportunity to build understanding of the method of story recycling / disruption as a facilitator for revealing tacit experience and how the value of this experience can be made accessible and useful to organisations, **This might make future group research more useful to organisations managing change, as well as current organisational challenges of understanding experiences and maintaining wellbeing in teams through constant change.**

What are the possible risks of taking part?

I do not foresee or anticipate any significant risk to you in taking part in this study. If, however, you feel uncomfortable at any time you can leave the workshop or terminate the interview. **If you need any support during or after workshops or interviews, then the I will put you in touch with your HR contact who is: XYZ   and who can provide you with support and further contacts if necessary.** I am experienced in conducting team workshops and am sensitive to the challenges that team changes can bring. The activities have been designed with these considerations in mind.

What will happen to your information?

All the information we receive from you will be treated in the strictest confidence. Information that you give will be kept confidential and fully anonymised when data is transcribed which will be up to 4 weeks after the event has taken place. The only circumstance when I may not be able to keep your information confidential is if there is evidence of a risk to well-being of an individual or a criminal offence has been committed.

Hard copy research material will be kept in a locked and secure setting to which only the researchers will have access in accordance with the University's and the Data Protection Act 2018 and General Data Protection Regulation requirements. Data such as flip charts or visual or written outputs will be anonymised fully and also be photographed and stored digitally on a secure system for future reference. Visual data will also be stored in hard copy until my thesis and associated papers are published when it will be securely destroyed and soft copies will also be retained until my thesis or associated papers are published. Consent forms will be retained, locked securely as described above in hard copy only until my thesis and associated papers are published.

Workshop and voice recordings from interviews and workshop discussions will be transcribed and anonymised. Your anonymised data will be analysed together with other interview and discussion data, and I will ensure that there is no possibility of identification or re-identification from this point. Original recordings will be stored digitally on a secure system until my thesis or associated papers are published.

Surveys will be held on a Qualtrics database which is compliant with GDPR legislation, all participants will generate a unique identifier that can be used should a participant wish to

withdraw their data. This data will include some basic demographic data as well as responses to qualitative questions. The unique identifier will only be known to the participant and not the researcher, thus identities on the survey will be automatically anonymous. E.g., first 2 letters of first name plus year of birth and number of siblings, therefore KAY GALPIN born in 1972 with 2 siblings would become KA19722. Data will be retained, on a secure system for future reference until my thesis or associated papers are published.

Where will the results of the research study be published?

My thesis will be written containing my research findings. This Report will be available on the University of the West of England's open-access Research Repository. A hard copy of the Report will be made available to all research participants if you would like to see it. Key findings will also be shared both within and outside the University of the West of England via conference presentations, social media, other publications and peer-reviewed journal papers. Anonymous and non-identifying direct quotes may be used for publication and presentation purposes.

Who has ethically approved this research?

The project has been reviewed and approved by the Faculty/University of the West of England University Research Ethics Committee. Any comments, questions or complaints about the ethical conduct of this study can be addressed to the Research Ethics Committee at the University of the West of England at:

Researchethics@uwe.ac.uk

What if something goes wrong?

I**f you have any concerns, queries or complaints about the way in which this research is being conducted, in the first instance please contact my Director of Studies, Professor Carol Jarvis on Carol4.jarvis@uwe.ac.uk 0117 32 83487.**

What if I have more questions or do not understand something?

If you would like any further information about the research, please contact in the first instance:

Kay Galpin kay.galpin@uwe.ac.uk

Thank you for agreeing to take part in this study.

You will be given a copy of this Participant Information Sheet, Privacy notice and your signed Consent Form to keep.

3.2 Consent Form

Repeat, restory, reflect - empowering groups' lived experiences of organisational change through story recycling

This consent form will have been given to you with the Participant Information Sheet and Privacy Notice. Please ensure that you have read and understood the information and asked any questions before you sign this form. If you have any questions please contact a member of the research team, whose details are set out on the Participant Information Sheet

If you are happy to take part in workshops, interviews and online surveys, please sign and date the form. You will be given a copy to keep for your records.

- I am over 18 years of age
- I am not currently absent from work on long term sickness or receiving treatment for ongoing work-related stress.
- I have read and understood the information in the Participant Information Sheet and Privacy Notice which I have been given to read before asked to sign this form;
- I have been given the opportunity to ask questions about the study;
- I have had my questions answered satisfactorily by the research team;
- I agree that anonymised quotes may be used in the final Report of this study;
- I understand that my participation is voluntary and that I am free to withdraw up to 4 weeks after each workshop, interview or survey without giving a reason;
- I agree to take part in the research

Name (Printed)………………………………………………………………………….

Signature…………………………………………………… Date……………………

3.3 Privacy Notice

Repeat, restory, reflect - empowering groups' lived experiences of organisational change through story recycling

Purpose of the Privacy Notice

This privacy notice explains how the University of the West of England, Bristol (UWE) collects, manages and uses your personal data before, during and after you participate in the above research project, which seeks to understand teams' lived experiences of change using stories and story recycling. 'Personal data' means any information relating to an identified or identifiable natural person (the data subject). An 'identifiable natural person' is one who can be identified, directly or indirectly, including by reference to an identifier such as a name, an identification number, location data, an online identifier, or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.

This privacy notice adheres to the General Data Protection Regulation (GDPR) principle of transparency. This means it gives information about:

- How and why your data will be used for the research;
- What your rights are under GDPR; and
- How to contact UWE Bristol and the project lead in relation to questions, concerns or exercising your rights regarding the use of your personal data.

This Privacy Notice should be read in conjunction with the Participant Information Sheet and Consent Form provided to you before you agree to take part in the research.

Why are we processing your personal data?

UWE Bristol undertakes research under its public function to provide research for the benefit of society. As a data controller we are committed to protecting the privacy and security of your personal data in accordance with the (EU (European Union)) 2016/679 the General Data Protection Regulation (GDPR), the Data Protection Act 2018 (or any successor legislation) and any other legislation directly relating to privacy laws that apply (together "the Data Protection Legislation"). General information on Data Protection law is available from the Information Commissioner's Office (https://ico.org.uk/).

How do we use your personal data?

We use your personal data for research with appropriate safeguards in place on the lawful bases of fulfilling tasks in the public interest, and for archiving purposes in the public interest, for scientific or historical research purposes.

We will always tell you about the information we wish to collect from you and how we will use it.

We will not use your personal data for automated decision making about you or for profiling purposes.

Our research is governed by robust policies and procedures and, where human participants are involved, is subject to ethical approval from either UWE Bristol's Faculty or University Research Ethics Committees. This research has been approved by the Finance, Business and Law ethics Committee, Application Number: **FBL.19.07.040**   For any queries, concerns or complaints please contact Leigh Taylor who can be contacted by email at Leigh.Taylor@uwe.ac.uk. The research team adhere to the **Ethical guidelines of the British Educational Research Association (and/or the principles of the Declaration of Helsinki, 2013) and the principles of the General Data Protection Regulation (GDPR).**

For more information about UWE Bristol's research ethics approval process please see our Research Ethics webpages at:

www1.uwe.ac.uk/research/researchethics

What data do we collect?

The data we collect will vary from project to project. Researchers will only collect data that is essential for their project. The specific categories of personal data processed are described in the Participant Information Sheet provided to you with this Privacy Notice.

Consent Forms

Hard copy research material from workshops

Soft copy copies of research material from workshops

Voice recordings from interviews and workshop discussions

Qualitative electronic survey data (on Qualtrics) including basic demographic information

Who do we share your data with?

Your personal data will not be shared with any other third parties and will be transcribed and anonymised by the researcher, Kay Galpin, members of the supervision team may also see extracts of the data.

How do we keep your data secure?

We take a robust approach to protecting your information with secure electronic and physical storage areas for research data with controlled access. If you are participating in a particularly sensitive project UWE Bristol puts into place additional layers of security. UWE Bristol has Cyber Essentials information security certification.

Alongside these technical measures there are comprehensive and effective policies and processes in place to ensure that users and administrators of information are aware of their obligations and responsibilities for the data they have access to. By default, people are only granted access to the information they require to perform their duties. Mandatory data protection and information security training is provided to staff and expert advice available if needed.

How long do we keep your data for?

Your personal data will only be retained for as long as is necessary to fulfil the cited purpose of the research. The length of time we keep your personal data will depend on several factors including the significance of the data, funder requirements, and the nature of the study. Specific details are provided in the attached Participant Information Sheet

Until thesis and associated papers publication

Consent Forms

Hard copy research material from workshops

Soft copy copies of research material from workshops

Voice recordings from interviews and workshop discussions

Qualitative electronic survey data (on Qualtrics) including basic team demographic information

Anonymised data that falls outside the scope of data protection legislation as it contains no identifying or identifiable information may be stored in UWE Bristol's research data archive or another carefully selected appropriate data archive.

Your Rights and how to exercise them

Under the Data Protection legislation you have the following **qualified** rights:

(1) The right to access your personal data held by or on behalf of the University;
(2) The right to rectification if the information is inaccurate or incomplete;
(3) The right to restrict processing and/or erasure of your personal data;
(4) The right to data portability;
(5) The right to object to processing;
(6) The right to object to automated decision making and profiling;
(7) The right to complain to the Information Commissioner's Office (ICO).

Please note, however, that some of these rights do not apply when the data is being used for research purposes if appropriate safeguards have been put in place.

We will always respond to concerns or queries you may have. If you wish to exercise your rights or have any other general data protection queries, please contact UWE Bristol's Data Protection Officer (dataprotection@uwe.ac.uk).

If you have any complaints or queries relating to the research in which you are taking part please contact either the research project lead, whose details are in the attached Participant Information Sheet, UWE Bristol's Research Ethics Committees (research.ethics@uwe.ac.uk) or UWE Bristol's research governance manager (Ros.Rouse@uwe.ac.uk)

v.1: This Privacy Notice was issued in April 2019 and will be subject to regular review/update.

3.4 Ethical Amendment

Amendment to Existing Research Ethics Approval

Please complete this form if you wish to make an alteration or amendment to a study that has already been scrutinised and approved by the Faculty Research Ethics Committee and forward it electronically to the Officer of FREC (researchethics@uwe.ac.uk)

UWE research ethics reference number:	UWE REC REF No: FBL.19.07.040
Title of project:	Repeat, Restory, Reflect - empowering groups' lived experiences of organisational change through storytelling and story recycling.
Date of original approval:	20th August 2019
Researcher:	Kay Galpin
Supervisor (if applicable)	*Professor Carol Jarvis; Dr Neil Sutherland*

1. Proposed amendment: Please outline the proposed amendment to the existing approved proposal.

> **1. Moving to Skype based intervention sessions instead of face-to-face delivery. The change is to the delivery of the intervention only, objectives remain the same, type of data collected does not change, this will be an audio recording of the session. This will continue for the foreseeable future until Government restrictions are lifted and the organisation involved is allowing visitors onsite again.**

2. Reason for amendment. Please state the reason for the proposed amendment.

> **The measures announced by the government regarding COVID 19 requires non essential travel and face to face contact to be avoided.**

3. Ethical issues. Please outline any ethical issues that arise from the amendment that have not already addressed in the original ethical approval. Please also state how these will be addressed.

> **Use of video in Skype – what data is being collected?**
> **I confirm that only audio data will be recorded, I have no additional programmes on my laptop to enable video capture of Skype sessions. This is the same as the original application.**

Participants may feel unwell or unable to participate.
All participants have confirmed that they are keen to participate in the next session, and do not want to cancel. Consent has already been obtained. Consent will be checked verbally again at the outset of the session as agreed in the original application. This check will form part of the audio recording. It has been made clear (as with previous sessions) that participation is voluntary.

Participants may be unable to engage in the technology.
It has been confirmed to me that participants are familiar with the technology as they regularly work between (country) and UK so this is not an issue for them in terms of access or familiarity. After the first online session on 7ᵗʰ April the success of the session will be reviewed in the debrief and should a significant number of the group agree not to proceed, sessions will be paused until restrictions are lifted.

To be completed by supervisor/ Lead researcher:

Signature:	
Date:	*24ᵗʰ March 2020*

To be completed by Research Ethics Chair:

Send out for review:	*Yes* *No*
Comments:	
Outcome:	*Approve* *Approve subject to conditions* *Refer to Research Ethics Committee*
Date approved:	
Signature:	

Guidance on notifying UREC/FREC of an amendment.

Your study was approved based on the information provided at the time of application. If the study design changes significantly, for example a new population is to be recruited, a different method of recruitment is planned, new or different methods of data collection are planned then you need to inform the REC and explain what the ethical implications might be. Significant changes in participant information sheets, consent forms should be notified to the REC for review with an explanation of the need for changes. Any other significant changes to the protocol with ethical implications should be submitted as substantial amendments to the original application. If you are unsure about whether or not notification of an amendment is necessary, please consult your departmental ethics lead or Chair of FREC.

3.5 Ethical approval

(This appendix has been redacted as it contains personal information and is held privately by the Research Repository)

KNOWLEDGE IS POWER

BE PATIENT + PRAGMATIC