

Informal Learning at Work

A learning theoretical investigation of IT-consultants' stories on the informal learning environment and tacit knowledge

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TABLE OF CONTENT

Title Page	3
Abstract	6
Acknowledgements	7
Reading Guide	8
1 Introduction to the study	10
1.1 Research problem	10
1.1.1 A historical view on workplace learning	10
1.1.2 Tacit knowledge and learning	11
1.1.3 The interest in adult learning – a brief description of motivation	15
1.1.4 Perspectives on the body in knowledge, learning and work	16
1.2 Research question.....	19
1.2.1 Working questions	19
1.3 Delimitations	20
1.4 The field of research.....	21
2 Theoretical Framework.....	23
2.1 Learning theoretical perspective.....	23
2.1.1 Informal learning at work – conditions, processes and logics	25
2.1.2 Summary of informal learning at work	29
2.2 Conceptualization of 'different ways of knowing'	30
2.2.1 Embodied knowing	32
2.3 Operationalization of informal learning & embodied knowing	32
2.4 Critical assessment of the theoretical framework	33
3 Methodology	36
3.1 Methodological progress	36
3.1.1 Initial phase: Pilot empirical data and the interest in bodily performance	36
3.1.2 Secondary phase: Informal learning environment and tacit knowledge.....	37
3.1.3 To conduct individual interviews	39
3.2 Selection of respondents.....	40
3.3 Ethical aspects of an interview	41
3.4 Critical assessment of methodology	41
4 Empirical Data.....	43

4.1 Access to the field	43
4.2 Carrying out the interview	43
4.3 Researcher positionality.....	45
4.4 Managing empirical data	46
4.5 Strategy of analysis	47
4.5.1 Operationalization of the strategy of analysis.....	48
5 Analysis	49
5.1 The learning environment	49
5.2 Time is money	55
5.3 The people side of it	57
5.4 Summary of analysis	60
6 Discussion	62
6.1 The act of balancing - conflicting logics	62
6.2 The tacit knowledge side	63
6.3 Potential underground life of learning.....	65
7 Conclusion.....	68
8 Learning Journey	70
Bibliography.....	72
9 Appendix.....	76
Appendix A: Original danish qoutes and concepts	76
Appendix B: Interview guide (Tom)	77
Appendix C: Interview guide (Lawi, Andy, James)	78
Appendix D: Transcript of explorative interview 1 with Tom.....	81
Appendix E: Transcript of individual interview 2 with Lawi	95
Appendix F: Transcript of individual interview 3 with Andy.....	102
Appendix G: Transcript of indivual interview with James	113
Appendix H: (Preliminary) Observations from a co-working space.....	124
Reflections from a co-working space (pilot study) – original in chapter Introduction	132
Appendix I: Per-Erik Ellström's figure of learning modes.....	133
Appendix J: Debbie Bright's 'different ways of knowing'	133
Article	134

ABSTRACT

Dette speciale tager sit udgangspunkt i den voksende interesse i integrationen af læring og arbejde. Af særlig interesse, er perspektivet på arbejdslæring som et samspil mellem tavs og eksplisit vidensproduktion i voksnes uformelle læringsmiljøer. Denne interesse knytter sig Descartes' berømte sætning *"Jeg tænker, altså er jeg"* ("cogito, ergo sum") ud fra en stillingtagen om at krop-hoved dualismen til stadighed danner grundlag for vores læringsforståelser. Med dette menes, at den basale forståelse af hovedet som hævet over kroppen begrænser vores forståelser og praksisformer knyttet til læring og viden i arbejdslivet. Herudfra blev forsknings målet formuleret til:

Baseret på et læringsteoretisk perspektiv, hvordan indgår potentiel tavs og eksplisit viden i medarbejdernes fortællinger om det uformelle læringsmiljø i organisationen? Og hvad er implikationerne for tilpasningsorienteret- og udviklingsorienteret læring på arbejdspladsen?

Undersøgelsen baserer sig på et læringsteoretisk grundlag, hvor Per-Erik Ellströms teori om 'Læring i spændingsfeltet mellem produktionens og udviklingens logik' placerer sig som den primære analytiske forståelsesramme. Yderligere gør specialet brug af Debbie Brights konceptualisering af 'Legemliggjort viden', som et udvidet perspektiv og sprogligt apparat til at undersøge medarbejdernes implicitte og eksplisitte vidensproduktion.

Det empiriske grundlag tager sit udgangspunkt i fire individuelle interviews med medarbejdere fra en New Zealandsk IT-konsulent virksomhed. Den videnskabelige interesse tillod et kritisk blik på arbejdspladsen læringsmiljø og de dominerende forhold, processer og logikker der gør sig særligt gældende i denne kontekst. Gennem undersøgelsen af medarbejdernes historier fremkom en række paradokser i feltet af hverdagslæring og brugen af forskellige vidensformer. Disse paradokser relaterer sig til hvordan læringsmiljøet på hver side af et kontinuum hæmmer og fremmer medarbejdernes læring på arbejdet.

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Anna Dollerup Lind Larsen

READING GUIDE

The intention is to invite the reader to adopt a learning theoretical perspective on the people included as both knowledgeable and learning workers. This means to partly view them as knowing employees as well as continued learners – who develop their knowledge and skills in and through their work environment. In doing so, it becomes possible to look at the dynamic nature of their work and continuing development of learning and knowledge.

Furthermore, I urge you to read the report bearing in mind the dynamic processual character of the thesis.

Below is a guide to the projects 9 chapters, which intend to give you a general idea of the overall thesis and organizing into chapters:

CHAPTER ONE consists of the thesis' preliminary basis; the problem area will be presented along with the relevance of the issues addressed. This will lead to the research question, where the thesis' specific focus will be stated. Subsequently, a preliminary clarification of terms, the delimitations of the study research and the field of research will be presented.

CHAPTER TWO contains an elaboration of the methodological progress, including an account of the chosen methods as used in different phases, the selection of respondents and ethical considerations. Furthermore, the chapter comprises a critical assessment of the choice of methods.

CHAPTER THREE contains a comprehensive description of the theoretical framework, including an account of Ellström and Bright's concepts, and how they play together in illuminating and answering the research question. Subsequently, an account of the relationship between the theories is included in the operationalization. Finally, a critical assessment of the theoretical chapter is covered.

CHAPTER FOUR consists of a description of the empirical data. Seeking transparency, the managing of the empirical data and the different phases of engaging in the field(s) is included. Hereby, the chapter comprises a description of the field and carrying out of the observations and interviews, followed by the managing of the empirical data. Presenting the analytical strategy of the learning theoretical perspective and operationalization of the strategy of analysis ends the chapter.

CHAPTER FIVE comprises the analysis of the interviews. The analysis is divided into three themes, respectively: *The learning environment*, *Time is money* and *The people side of it*. Based on the empirical data and through the learning theoretical perspective, the analysis revolves around the learning environment and the employees' explicit and tacit knowledge.

CHAPTER SIX displays the thesis' discussion. Based on the analysis the implications for learning is debated. Common features and paradoxes are established and discussed in the three themes: *The act of balancing – Conflicting logics*, *The tacit knowledge side* and *Potential underground life of learning*.

CHAPTER SEVEN contains the final compilation of the report with a conclusion and answer of the statement of intent. Included in this chapter is also suggestion for further studies. After this chapter, there will be a bibliography.

CHAPTER EIGHT presents an excerpt of personal reflections on the learning journey of writing the thesis and addresses some final remarks of critical assessment of the study.

CHAPTER NINE is the reports appendix and consist of relevant documents regarding the transparency of the thesis; observational notes, interview guide and transcript of individual interviews and the original Danish quotes, which for the purpose of the international thesis has been loosely translated into English. Finally, the article is included, which has been constructed on the basis of this report.

In general, this thesis is constructed in accordance with the guidelines of Aalborg University in terms of format and structure (AAU (n.d.)). Should the English writings at times seem challenging, I urge you to bear in mind, that my mother tongue is Danish.

1 INTRODUCTION TO THE STUDY

1.1 Research problem

National and international businesses and organizations no longer experience knowledge as restricted to traditional industrial aspects of factories with its raw materials, machines, workers and routines. Today, knowledge represents a much broader capital, which brings about new standards for work and use of knowledge. As a result, research, education, learning, competence development, creativity and innovation continue to manifest itself as central value sources and resources to most workplaces. Considering knowledge and personal competencies as the key component of any worker, it is no longer sufficient to look at standards and regulations for the execution of a job. (Ritchie, 2007: 1; Kristensen, 2008: 98; Bou tang, 2011: 89). Consequently, employees and organizations are thereby placed in a tension field between executing and developing (Illeris, 2012: 43; Illeris, 2012: 467), which conflicts with traditional understandings of learning processes, where the individual acquire new capabilities and learn to act in accordance with a given set of tasks, in which the preconditions are taken for granted (Ellström, 2012: 468). With today's knowledge economy and the change in demands within work tasks (ref.), the traditional way of understanding learning does no longer apply and despite recent years of attention to the tensions and problems related to the integration of learning and work, there is a growing interest in balance these new demands (Ellström, 2012: 469).

1.1.1 A historical view on workplace learning

In recent decades, learning in work have increasingly become of interest in national and international research (i.e. Boud and Garrick, 1999, Evans et al., 2000, Nijhof and Nieuwenhuis, 2008 in Ellström, 2010: 105; Illeris, 2012: 32) The theoretical field of learning has an older history, but the shift towards workplace learning is said to have been initiated by OECD's redefinition of lifelong learning in the 70s (Andersen, 2014; Illeris, 2012: 573). As a result, the concept of learning to be market-driven favoring businesses needs and demands (ibid.). After the 90s, research (Ellström, 2004) began to direct focus on 'learning in the workplace' because of the need for recognition of competencies and capabilities learned in the workplace and looking at workplaces as learning environments (Andersen, 2014: pp.11; Ellström, 2011). Despite today's broad consensus on the integration of learning and work, diverse understandings of learning continue to influence the theoretical field (Ellström, 2010: 1). Learning in work is therefore termed in many ways, i.e. *workplace learn-*

ing, professional learning, adult learning, non-formal learning, informal learning (and community of practice).

On one hand, the integration of learning and work might give rise to concerns about taking care of both production and the obligation to assure lifelong learning of the employee, but on the other hand this broadened horizon also manifests important gains for businesses (Andersen & Andersen, 2010: 1). These gains include financial savings, and the ability to adjust and fit in time for learning the everyday work rhythm (*ibid.*). This type of flexibility, along with the gain of having the learning situated in the context it is going to be applied in, all speak in the favor of the businesses. (*ibid.*) This duality is also addressed by Per-Erik Ellström (2012), who speaks about the difficulties related to balancing between modes of production and development. Michael Eraut (2000) states that, there has been a tradition for overemphasizing what he terms deliberate learning and challenges dominant understandings of deliberate or formal learning in work environments over non-formal learning and tacit (implicit) knowledge in professional work. This is aligned with Ellström's (2010, 2012) preoccupation with the informal characteristic of learning environments at work.

Quantitative studies show that informal learning (-activities) in work contexts is considered to account for over 90 percent (Grid, 2008 in Ellström, 2010: 106). Other estimates state that between 70-80% accounts for workers' informal learning capability acquisition in the work environment (Gross, (n.d.)). However, these numbers indicate a high amount of tacit and informal aspects being of great significance to the understanding of organizational learning environments and the knowledge produced in the integration of learning and work. Informal learning, in particular, does not only generates intellectual knowledge but also tacit knowledge, which is complicated to put into codes and verbalize, suggesting that the nature of tacit knowledge does not just derive from rational and logical thinking (Ellström, 2012, 2010). This infers other ways of knowing as vital aspect of learning at work. In describing some of the complexities of more inclusive comprehensions of the employees' knowledge and knowledge use, attention is given to tacit knowledge and more experiential and developmental learning modes within the organization (*ibid.*).

1.1.2 Tacit knowledge and learning

If we take a deeper look at the concept of tacit knowledge, Michael Polanyi (1967) was the first to frame the concepts in his theory on '*the tacit dimension*' of knowledge. The tacit dimension refers to the type of knowledge that cannot be verbally expressed and are therefore not easily transferred between two people. Following Polanyi's tacit element, contem-

porary learning theorists have taken an interest in not only the formal explicit elements of learning and knowledge but also the informal and tacit elements (Illeris, 2012, 2015; Ellström, 2012).

The interest in implicit and tacit elements of workplaces is reflected in organizational research inspired by phenomenological notions of the body and *embodiment of the human experience of life* (Küpers, 2012, 2015; Styhre, 2004). Such expressions display the clear phenomenological inspiration from the French philosopher Maurice Merleau-Ponty (1908-1961). Philosophers have long been questioning and theorizing on what constitutes the human life and how we come to know. Ever since the ancient Greeks, mind-body dualism has been placed forefront in various discussions, and the answers continues to be diverse. Descartes believed that knowing and thinking was separate from the body, which is in contrast to the bodily rooting of learning as a whole (Illeris, 2006: 21) However, my interest in the body, knowledge and learning, besides its philosophical notions, lies within the field of everyday work practices, which seems to involve much more, than the brain's cognitive abilities or intellect. Often these aspects "outside" of explicit rationales are grouped as tacit and intangible knowledge (Bright: 2013; Illeris, 2015). Instead, and because of this, most focus and attention are given to the explicit and measurable ... looking at how tacit knowledge is learned from and in practices of work and learning (Andersen, 2014:13)

Within learning theory, the Danish learning theorist, Knud Illeris also draws attention to how the early onset of mind-body dualism continues to challenge the field of learning today (Ritchie, 2007: 1). In his recent book edition, Illeris (2015) relates the heritage of mind-body dualism from Descartes to a lack of bodily aspects in most western learning theories and critiques societies tendency to reverse things, and at most ascribe bodily aspects as:

"The French philosopher René Descartes (1596-1650) who already in the 1600s formulated the famous axiom: "I think, therefore I am "(" cogito, ergo sum ") is often quoted as the classic example of the Western comprehension. What this phrase exactly means has since been widely discussed - for example, the renowned Norwegian philosophy historian Arne Næss (1912-2009) believed, that the translations from Latin rather than "I think" should be "I feel" or "I am aware of something." But the key aspect in this context is, that Descartes refers to the mental as the core of human existence, as raised above the physical and the emotional, and it has been such a basic understanding, that has been dominant in the Western world (cf. Jacobsen 2004)." (My translation, Illeris, 2015: 27 – See appendix A)

In this, Illeris' challenges the long research tradition for emphasizing psychological and rational aspects of learning at the expense of bodily learning (Illeris, 2015: 28). Hence, emphasizes the necessity in overcoming these dominating dualistic views in order to see the many ways in which the dualistic worldview and understanding of knowledge falls short of en-

compassing the entirety of learning (ibid.) Despite many examples of the integration between bodily and mental aspects of learning, such as in phenomenological experience-based foundations or in psychoanalytical foundations, the body is rarely acknowledged for playing a crucial part in learning (ibid.).

Similarly to the mind-body dualism, there has always been a strong relationship between power and knowledge. This is for instance seen in the expression "*Knowledge is power*" commonly known from English philosopher Francis Bacon. Despite being articulated in 1597 (Garcia, 2001) this expression seems to continue to be highly relevant in today's knowledge society and with the accompanied knowledge economy. But what are the everyday truisms related to workers knowledge use and knowledge acquisition and might we overlook important elements of perception, experience and development within the employee's everyday work environment?

Despite the advanced research and practice forms emerging (Illeris, 2012) the platonic notions of knowledge as tied to scientifically and theoretically grounded, continues to dominate today's society (Gustavson, 2001). The mind-body dualism is said to originate from the Greek philosopher Plato's (427-347 BCE) thoughts on episteme as rationally grounded and tied to the intellect (ibid.). This understanding of knowledge has continued to dominate at the expense of other knowledge forms (ibid.; Bright, 2013; Illeris, 2015). With the inherent power relations of knowledge with the dominance of western ways of knowing and the Cartesian notions inherent in rational knowledge (also known as propositional knowing), it is difficult to present the supplementing role of different ways of knowing (Bright, 2013: 19). The Cartesian notions relate to the late philosopher, René Descartes (1596-1650), and his skepticism towards correct knowledge. However, in succeeding to do so, it would be possible to transcend major dualisms such as the mind/body dualism, and possibly alter existing power relations in society, work and education.

The importance of knowledge in most learning theories can be ascribed to the understandings of learning as the process of acquiring knowledge. This means that learning not only occurs formally but also when existing knowledge is combined in new ways or applied in a new context. (Eraut, 2000: 114) In a work context, this implies that when workers within various professions acquire and make use of knowledge, this is a result of non-formal or informal learning. Since these are characteristics of many job descriptions, knowledge and learning are closely linked to everyday work practices of performing tasks and carrying out different jobs.

Before engaging in Illeris' newer work, I had turned to various scholars for notions of the body in learning processes. The following consists of such connections in Debbie Bright's work on different ways of knowing. This choice of theory is due to how her writings are the first I have been presented with which resonated with research interest and provided and extended terminology for verbalizing facets of tacit knowledge and bodily aspects of learning and knowing. The aforementioned implicit knowledge, resulting from implicit learning, can be broadened and put into more distinct language through the use of Bright's (2013) collected terminology. Bright offered an alternative account for human experience and understanding.

Within Danish research settings of education and especially targeting young children, much attention has in recent years been given to the major influence of physical activity and achievement of improved learning outcomes. Such link is amongst others found in the recent report '*Physical activity – learning, wellbeing and health in primary in school*' by the Danish Knowledge Council of Prevention (Bugge et. al., 2016). So why does this link tend to be overlooked, when entering practices or research within settings of human development beyond children and adolescents? In relation to this interest, Mark Johnson (2007) highlights that:

"[...] infants are learning the meaning of things and experiences, even though they are pre-linguistic and are not little proposition-processing machines. Infant experience reveals the crucial role of patterns of felt experience – not just in the baby's world, but equally in adult sense of reality and in our ability to grasp the meaning of what is happening." (Johnson, 2007, p.17)

This prelinguistic notion of learning helps articulate a curiosity towards why learning, tacit knowledge and the body is intertwined in the research interest of adult workers. It is as if, because we acquire knowledge and learning when growing older, we forget to that we are not only conscious, reflecting human beings of thoughts and language, but continuously 'kinetic defined and alive' through movement (Sheets-Johnstone, 1999 in Johnson, 2007: 20). At the same time, these bodily aspects of the learning child can be the basis for including or disqualifying the body in learning theory (Illeris, 2015: 28-29).

Similar to Sheet-Johnstone, Illeris (2015) articulates the natural presence of the body in learning, exemplified by a child's first years of development. However, cognitive theorists, such as Jean Piaget (1896-1980), have had a great influence on the common understanding of the learning adult as formal-logical thinking (Illeris, 2015: 28). This contrast between the sentient child that naturally senses and perceives the world through bodily interaction with

its surrounding world fades into the background of logic sense-making from the age of 11-13 years old and onwards (as proposed by Piaget (published in French in 1964)).

Illeris (2015) does not reject the cognitive changes that occurs in the early puberty, and even later on in life, as indicated by ability to learn to reflect on a metacognitive level (Brookfield 2000 in Illeris, 2015). He even points to further research on the brain in neuroscience (Gregory et al. 2004), and collectively the ability to think on abstract and stringent levels in learning processes (Illeris, 2012: 577).

Nevertheless, importance is given to the initial and basic bodily conditions at all times are relevant to the learning human being despite learning context and throughout life (Illeris, 2015: 30). In continuation of the understandings of bodily aspects and learning, we find questions related to 'the relation between learning and consciousness' (Illeris, 2015: 35). Neuroscience have helped shape new understandings of how learning is not only a conscious process, but that learning in fact can, and do, occur on an unaware level (*ibid.*) This means that we learn without being aware of it, which points to the ideas of informal learning and implicit learning, as will be explained later on.

1.1.3 *The interest in adult learning – a brief description of motivation*

I would briefly like to direct attention where this interest in bodily learning originates. Looking at a curiosity that have accompanied my life and study practice for as long as I can remember, the question "How do we learn the best?" stands out the most. Hence, it is therefore no coincidence that the subject field of this thesis position itself within this interest. By indicating these circumstances that form my position as a research aspirant in the research field, I hope to display my point of departure, and later reflect on potential biases and pre-conceived ideas in the empirical chapter.

The area of learning is a family soft spot, and as a learning individual I grew up surrounded by teachers. Common denominators of the kitchen talks where pedagogical reflections related to learning in school, but as I moved through different educational systems and through the lifespan, my preoccupation with learning followed and moved into the span of adult learning and work environments. It continues to be a curiosity to me and from my previous work, constructing and facilitating learning processes, allowed for new questions to form. In this work, a penchant for physical activity and sensuous learning was almost a must and the general interest in adult learning and how to enhance processes of learning through bodily engagement and brought about new questions of knowledge and internalization of knowledge. But it was not until recent engagement in the writing of this thesis, that I was offered an *extended epistemology* as Debbie Bright (2013) describes the process of re-

defining our understandings of what we know and how we see it. In these writings, a new language was presented to grasp previous tacit, sensuous and intuitive hunches. Most people relate to the experience of "having a gut feeling" but within work practices, it is my belief, that often, that is as far as we get to include bodily sensations and resonating from somewhat implicit knowledge or ideas. But why does so much knowledge remain tacit in learning environments at workplaces today?

1.1.4 Perspectives on the body in knowledge, learning and work

Looking at integrations of learning and work in New Zealand-based¹ research investigations displays similarly tendencies in the struggle to comprehend informal and tacit elements. Karen Vaughan, from The New Zealand Council for Educational Research has investigated the challenges for the integration of work and learning in the working paper "The integration of work and learning in New Zealand" (2012). One of the challenges in succeeding to integrate learning and work, despite interest in doing so, is the:

"[...] lack of proficiency, in recognizing and validating the nonformal and informal learning that occurs outside of educational institutions and often with no learning intent, but which appear to be increasingly significant for building the capabilities of individuals and organisations." (Vaughan, 2012: 9)

The paper points to the difficulties organizations face in 'deliberately constructing rich learning experiences', because building practices of production tends to overlook the gains of also building learning practices. Despite this, "*[...] the authenticity of learning at work is also what makes it tricky to do well.*" (Vaughan, 2012: 15) Again, informal characteristics of learning in work are displayed. The understanding of workplaces as learning environments is linked to how workplaces afford learning opportunities for its workers (ibid.: 16). Nevertheless, Vaughan describes the challenges as related to perspectives on learning at work as just "doing the job" (Vaughan, 2012: 16).

Because of this, more research has recently looked into the connections between learning and work (Ibid.: 16). However, these government-driven initiatives and research projects primarily focus on trainees and apprenticeship, and as such overlook more integrated learning practices within the vast majority of workplaces. Also, the industry specific training research evolves around statistical analysis, and the argument in this thesis is that, these stud-

¹ The masters empirical gathering is based in New Zealand (See The Field of Research). In order to understand work context a scholarly view on learning and work in New Zealand is incorporated.

ies overlook qualitative and tacit elements of employee's knowledge use and learning experiences taking place outside the deliberate practices put in place.

Another recent case study in social work by Gunilla Avby et al. (2015) found that the integration of knowledge in the everyday work was "[...] made possible through the social workers' engagement in both a verbal and a more cognitive (tacit) reasoning activity – processes that fostered learning at work [...] The findings lend support to the notion that the use of different knowledge forms could potentially trigger learning in everyday social work." (Avby, Nilsen and Ellström, 2015: 1) To this the question is formed: 'Could the same be assumed for workers in other industries?'

Eraut also touches upon a distinction between knowledge forms, and thus implies that knowledge is not just one thing. As part of challenging the dominant focus on deliberate learning, Eraut (2000) points to personal tacit knowledge which constitute a person's knowledge. The importance of knowledge in most learning theories can be ascribed to the understandings of learning as the process of acquiring knowledge. This means that learning not only occurs formally but also when existing knowledge is combined in new ways or applied in a new context. (Eraut, 2000: 114) In a work context, this means, that when workers within various professions acquire and make use of knowledge this is a result of non-formal or informal learning. Since these are characteristics of many job descriptions, knowledge and learning are closely linked to everyday work practices of performing tasks and carrying out different jobs (Ritchie, 2007: 1). Muller (2016) states that, "It should come as no surprise that emotional skills are not easily embedded" (Muller, 2016: 1). This suggests that some disciplines instead are learnt tacitly through 'extensive personal contact, experience and observation' (:1). So if we ask the question "How do you teach Authenticity or Facilitation?"

The organizational researcher, Wendelin Küpers, who has taken an interest in communication, contextuality and embodiment, calls for further studies within the field of learning and work, and many ways summarizes the interests in this thesis as well as interconnected areas of learning, organisations, embodiment and stories:

"As embodied communication is intimately linked with implicit and tacit knowing and inter-knowing and processes of organizational learning, respectively inter-learning, these provide further avenues for exploratory and empirical research. Furthermore, bridges to the emergent research on story-telling and narrative in organizations are worthwhile crossing." (Küpers, 2012: 124)

Ellström (2010) calls for further understandings of the reciprocal relation between workplaces as informal learning environments and the individual actions and interactions in shaping the environment and facilitating learning (Ellström, 2010: 106). Furthermore, Ellström (2012) stresses the importance in establishing further studies into the recent phenomena of developmental learning as pushed out to an “underground existence” (Ellström, 2012: 475). This phenomenon is seen as a result of dominating logics and rationales related to a production-oriented mind-set, contributing to the implicit, tacit and hidden aspects of informal learning in work (*ibid.*). These suggestions build on the assumption, that making developmental learning visible is an important part in supporting this type of learning mode as an integrated, visible and official practice in the workplace. In continuation of this, the intention of this thesis is look at the employees’ experience of learning and knowledge acquisition in the informal learning environment, and establish characteristics of a potential “underground existence” of learning in the organization.

Alexandra Michel (2011) has conducted a long ethnography of the body’s role in organizational control and transformation. Based on a phenomenological perspective, a work environment of bankers was investigated, and demonstrating the “use” of ‘knowledge workers’ as the target group in the study and call for further studies into the workers perspective of workplace control (Michel, 2011). However, it seems that, these examples of keeping tacit knowledge in mind as part of informal learning at work, fails to provide more specific understandings of the tacit knowledge dimension in learning at work.

Based on the narrowing of the problem field, the intention of this study is to contribute to the field of research within informal learning practices with explorations of fixed employees’ (unlike trainees) stories regarding their respective learning environment in the organization and alternately contribute to understandings of tacit knowledge in the integration of learning and work. In doing so, this thesis writes itself into the emerging interest in informal learning and tacit knowledge within contemporary theorizing and conceptualization of the integration of work and learning. Similar to the interest in the workers perspective in the case study by Avby et. al. (2015), this thesis investigates the employees’ perspectives on the integration of learning and work. The relevance of adopting a dynamic learning view is linked to the importance of assessing how and where knowledge and learning is adapted but also developed as presented by Ellström (2012).

By investigating an existing work culture through the perspective of the workplace as constituting an informal learning environment, it might be possible to illuminate less acknowledged or less recognized tacit knowledge forms and implications for learning, as they exist in contemporary knowledge work.

1.2 Research question

Based on the broad presentation of the problem area, the definition of the statement of intent has been condensed into the following:

Based on a learning theoretical perspective, how do employee's stories on the informal learning environment at work reflect potential tacit and explicit knowledge acquisition in the organization? And what are the implications for constraining and enabling the employees' learning at work?

1.2.1 Working questions

1. Which learning modes, conditions and organizational logics are expressed in the employees' stories about the informal learning environment at work?
2. How can the employees' stories about knowledge be understood using Debbie Bright's concepts of embodied knowing and what knowledge is reflected as particular valuable?
3. How does the transformation process in the organisation affect the employees' learning?

My intention with the present study is to contribute with an empirical-analytical investigation of the requirements of learning and working employee in the tension between production and development and an exploration of the tacit knowledge that relates to the particular work of the IT-consultants.

The above characterizes the case study, which provides the empirical foundation for the learning theoretical analysis. The inherent critique of power relations of recognizing knowledge- and learning practices will be discussed from the conviction that production rationales dominates many workplaces learning environments, as termed by Ellström (2012). Thus, it is interesting to see whether or not the learning modes within the workplace are limited to adaptive learning and thus limiting the employee's learning potential. However, besides the institutional structures that potentially restrict learning, large propor-

tions of tacit knowledge are developed from informal learning as seen in aforementioned research.

The social constructionist implications in this study are also related to the potential of change in breaking with traditional knowledge views in order to overcome objective understandings of reality. The critical view towards workplace practices seeks to emphasize the constructed nature of learning and learning environments by understanding institutions as norms and values and logics, which guides the actors in the field (Scott, 1995). In this view, learning is a practical and social practice guiding my understanding of knowledge as socially constructed, but without loosing sight tacit elements of the individual and collective knowledge. Aligned with this, are Ellström's conceptualization of informal learning and perspective on learning as mediated by 'individual actions and interactions' in the day-today task performance in work (Ellström, 2010: 105).

1.3 Delimitations

In the process of narrowing down the field of study and defining a concrete interest, I find it necessary to create some limits and boundaries in the choice of theory, research design and main focus.

First of all, I acknowledge the widespread opportunities to apply different theoretical perspectives and from other paradigms, which would have shed light on the field of research, in various others ways. Searching through the field of learning theories, it becomes clear that there are many different themes and approaches available for analysis to this interest (Illeris, 2012, 2015) Furthermore, due the course of action and process of gathering empirical data, the empirical foundation is primarily interviews with four employees. Therefore, this thesis limit itself from generalizing on body-mind learning at work, and instead contributes with a small investigation and exploration of informal learning and tacit knowledge in the context of IT implementing consultants.

As mentioned in the introduction, many former studies have examined characteristics of learning and knowing within organizational work contexts. Though, according to Alexandra Michel (2011), it is important to investigate further into the workers experience. Since the workers are also somewhat restricted by norms and discourses, their various ways of knowing are in the postcolonial and feminist perspective viewed as marginalized and need to be voiced. Though, it can be argued that there is an interdependent relationship between both workers and managers/leaders, and that all actors need to be included in order for change

to happen (Jensen, 2011: 71-72). In this study, it is not the intention to focus on the division made by different cultural backgrounds but to look beyond culture and focus on the different practices as they are learned and utilized in the social context of the workplace and customer relations and as they are experienced by the workers. Based on these factors, the focus on the workers was chosen in order to provide new understandings of the research question.

Furthermore, the theoretical framework in this thesis is a combination of Learning Theory and perspectives from Different Ways of Knowing. Based on the significant terms and perspectives from respectively Ellström and Bright's conceptualizations, it has been chosen to limit the study from another specific outlined theory of science. First of all, the learning theoretical framework and the concept of embodied knowing serve as theoretical instrument. The implications of ontology and epistemology in the learning theoretical framework help define how the world is comprehended and how meaning and knowledge is created in this research. The long tradition of learning theory and the contemporary thoughts of Illeris and Ellström best summarizes the perspective on these questions. This means, that learning and knowledge are continuously developing and affected by many processes – individually, socially, biologically, and from a critical standpoint. Rather than being ascribed to distinct paradigms, learning and knowledge are mediated through the overlapping field of research, i.e. neuroscience, social processes, critical reflection, bodily anchoring etc., which emphasizes the long and manifold tradition(s) of learning theory. Inherent to this perspective, conflicts also arise out of the combination of worldviews. However, the practical/normative implications of striving to foreground a diverse learning definition, is to go beyond singular understandings of knowledge and learning as either-or. Thereby, articulations such as "rather than...", do not disqualify or claim the other scholars to be invalid.

1.4 The field of research

In order to help the reader picture the business context in which the study takes place, the following contains a brief description. The context is described in general terms because of confidentiality.

The field of research is based in an IT-consultancy company located in New Zealand that provides technology solutions, IT services and management consulting. The company is comprised of a total amount of 200+ employees across different offices, of which 20 is located in the office of interest. Collectively the employees in the department have various educational backgrounds, come from all over the world, and their job descriptions vary in

terms of technical skills. Generally speaking a division can be made between programmers and consultants. The target group within the department has been narrowed down to the implementation consultants, to create an alignment with the overall interest in the knowledge worker with customer relations, thus not focusing on the programmers of the specific department.

The company has struggled with profitability, which resulted in a transformation process that was initiated at the end of 2015, which had run for about 12 month when I interviewed the workers. Besides striving to be profitable the company had a desire to create more sustainable practices of learning, innovation, developing intellectual property and sharing- and maintaining knowledge. Through initial engagement with the workers, impressions of the explicit focus on learning and development showed prevailing evidence, that learning implicit to the outspoken was secondary to concerns with revenues and production. Therefore, it became of great interest to learn more about the learning environment and unfold the employees' perspectives and stories on how they experience this division of the explicit and implicit learning focus.

2 THEORETICAL FRAMEWORK

The aim of this chapter is to account for the theoretical framework of the thesis. The framework will consist of two different theoretical perspectives, useable to support the investigation of the study's statement of intent. The first, and main, theoretical perspective is the learning theory of informal learning at work. As mentioned in the introduction, the approach to the issues in questions will be through the view of the employee's workplace as forming an informal learning environment. In this, certain norms and characteristics may be displayed. Using Per-Erik Ellström's theory on 'Learning at Work' and inherent *continuums* of *learning modes*, *environments* and *organizational logics*, it is possible to address the inter-relational aspects of the research interest and, furthermore, the corresponding stories of different ways of knowing. In the attempt to present and comprehend these different ways of knowing, another perspective is brought in. Therefore, the second theoretical perspective comes from Debbie Bright's conceptualization of 'Different various ways of knowing'. Included in this theoretical representation is the concept of *embodied knowing*. This concept is relevant to describing tacit knowledge in order to comprehend the employees' stories. These theoretical contributions will be outlined in the following paragraphs. Lastly, an operationalization and critical assessment of the theoretical framework will end this chapter.

2.1 Learning theoretical perspective

This first theoretical perspective begins with a brief introduction to learning theory, as presented by Illeris² and an excerpt of some of the main themes, that are relevant for further use in this thesis.³ Following these sections will be a deeper presentation of Ellström's theoretical perspective on learning at work, with terms and concepts applicable for analysis.

In general, learning is a manifold concept, and has been theorized upon for centuries. Ranging from understandings of learning in school as acquiring new knowledge, to more recent understandings of critical reflection and the notion of competence development. (Illeris, 2012: 11-13)

² This section draws on Knud Illeris' collection of learning theories in '49 texts about learning' and other theorists included in his comprehensive collection and Tom Ritchie's understanding and "translation" of Illeris.

³ These are to be seen as an outline of a few key concepts that I perceive to carry valuable insights on how adults learn at work. Bearing in mind that these are just a selection, and that the extract could have been made differently. In doing so i highlight my incentives for bringing the perspective and describe it's understandings, terms and concepts and it's implications for the present study.

What is interesting about Illeris' work, is his refusal to settle with notions of learning as restricted to a limited field of simple phenomena⁴ (Ritchie, 2007: 1). Illeris (2012) defines learning as "any process in the living organism that leads to lasting change in capacity, and not only due to oblivion, biological maturation or aging." (My translation: Illeris, 2006: 15 in Illeris, 2012: 17). Converted into the context of this study, it is possible to distinguish learning from just work, based on, whether or not a lasting change in capacity is gained. Although learning is understood as integrated in work, not all work implies learning. At all times, for learning to take place, *interaction* and *acquisition* needs to be present (Illeris, 2012: 21). Furthermore, there is always a *subject* and an *object* – meaning that *someone* learns *something* (Ritchie, 2007: 5). In my understanding, however, this *something* does not only imply explicit or visible knowledge. This is also addressed by Illeris, when he incorporates Polanyi's tacit dimension of knowledge (See Introduction) and unconscious learning (Illeris, 2015: 36). Furthermore, Illeris has recently adopted a greater focus on the body, such as seen in this statement:

"When learning is studied as a psychological phenomenon, the body can easily come to appear as some kind of holster, which is only included, if the thing, that is to be learned, is of full or partly bodily character, such as when you learn to walk, to swim or to ride a bike." (My translation: Illeris, 2015: 26 – See Appendix A).

Illeris' early description of learning, unfolds it to be held in "humans everyday lives, worklife and in school and education" (My translation, Illeris, 2012:12). This implies, that learning is seen as a complicated whole –here his holistic understanding, of what human learning embraces, is brought forward (Illeris, 2012:15). In other words, learning is a condition of life, and goes beyond the field of the educational sectors (Illeris, 2012:33). Likewise, the Swedish professor and specialist in learning and worklife, Per-Erik Ellström highlights the many theorists⁵ who support the understanding of 'learning as highly integrated in daily work' (Ellström, 2012 in Illeris, 2012: 468).

As stated in the introduction, learning within worklife has since the 1970s and onwards been developed as a theme, of special interest, parallel to the theme of learning in schools (Illeris, 2012: 421). Illeris explains, how there are obvious coincidences between worklife

⁴ Such as he argues the American behavioral learning theories from 1900-1980 have done (Illeris, 2012: 12).

⁵ Evans et al., 2002, Nijhof & Nieuwenhuis, 2008 in Ellström, 2010: 1

learning, organizational theory and theories on leadership (Illeris, 2012). However, worklife learning seems to be more delimited, despite its strong relation to adult learning and adult education theories (Ellström, 2001: 421).

In order to gain operationalization of everyday learning at work, the following section outlines the theoretical contribution of Ellström's theory on informal learning environments. Ellström's theory, and concepts of informal learning provide an analytical framework, for investigating the existing informal learning in a workplace, as well as the organization's learning potential (Ellström, 2010: 105). Aligned with Illeris' view on learning, Ellström operates with a definition of learning as *mediated*, in order to overcome reductionist approaches and understandings (ibid.).

2.1.1 *Informal learning at work - conditions, processes and logics*

If we look at learning environments, it is possible to distinguish between formal and informal learning environments (Ellström, 2012: 468). For instance, employees are learning within a formal educational setting, when taking new certifications. Thereby, for most workers, the majority of learning at work takes place informally. However, if we look at when the adult worker learns, then there is much taking place during daily work practices. For instance, facilitating a workshop, where the employee are learning at a client-site and develop new knowledge, in the form of relational capabilities (ibid.). Or when the worker acquires greater awareness, of his or hers own bodily reactions, when doing a presentation. This type of informal learning, at work, is of special interest in this study. With the text "*Learning in the field of tension between productive- and developmental logic*", Ellström (2012) contributed to Illeris' anthology (2012), with a summary of the key concepts of his theories on learning in work. The text summarizes Ellström's general thoughts on workplaces as informal learning environments, and displays, how he perceives differences, in practices and organizational logics, to shape the learning environment (Ellström, 2010: 106; Ellström, 2012: 470). He presents his understanding of learning, as the following:

"However, contrary to much current research in this field, learning in work is conceptualized neither as a social process inseparable from work practices nor as a purely cognitive process. Rather, learning is viewed as mediated by individual actions and interactions in dealing with different tasks and situations at work." (Ellström, 2010: 105-106)

Ellström supports the widespread belief, of 'the importance of integrating learning and work' but he also highlights the importance of gaining greater insight, on what promotes this integration at work (Ellström, 2001: 1). Learning at work is described as 'a matter of design', which refers to the organization's ability to structure work and at the same time

support learning: “[...] a workplace is designed for learning – has a learning readiness – to the extent that it affords opportunities for individuals to engage in and be supported for learning.” (Ellström, 2010: 107)

In his theorization, of informal learning at work, Ellström operates with a set of different terms and concepts of learning, all of which spans the continuum, from constraining to enabling manifestations in the workplace. At first sight, these might resemble dualities, and imply oppositional characteristics i.e. that learning environments either constrain or enable learning. However, in practice, these categories represent distension between poles on a continuum, where one is not preferred over the other (See Figure 1 below). Though, bearing in mind those different implications follow from the known or unknown dominance. (Ellström, 2012: 468-470)

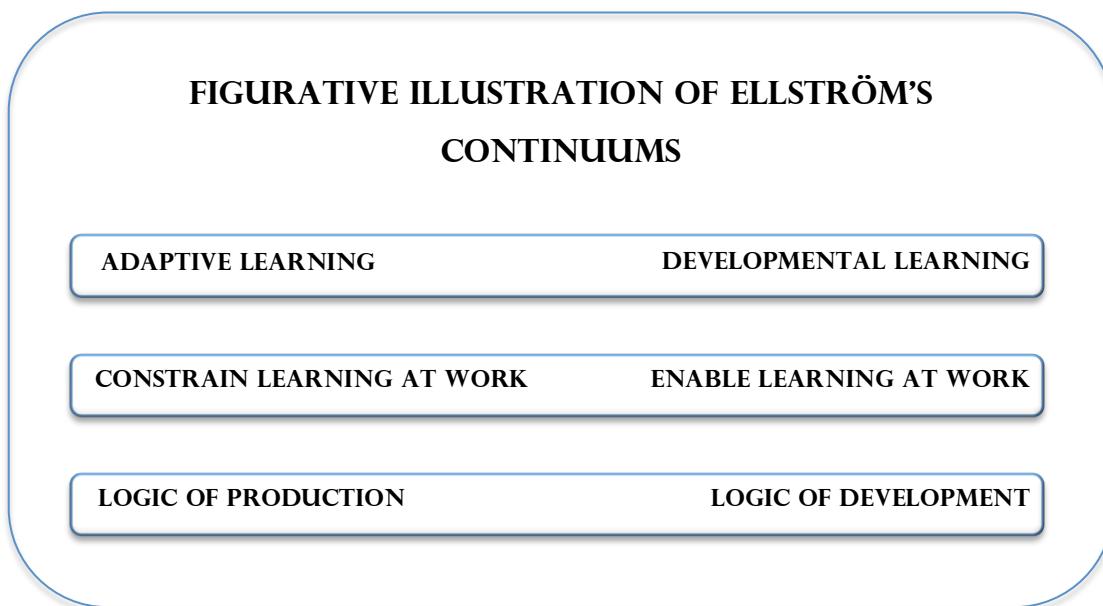


Figure 1: Ellström's Continuums (created on the basis of the text from 2010)

Modes of informal learning

When looking at informal learning at work, it is possible to identify two main modes of learning: *adaptive* and *developmental* (Ellström, 2010: 106). On the continuum of learning at work, we find adaptive and developmental learning on each end (Ellström, 2012: 469), which means, that other modes of learning could also be defined within the line of this continuum. These are known as *middle forms* (Ellström, 2010: 107). An example of such middle form is *productive learning* (Ellström, 2010: 107; Ellström, 2012: 469) Therefore, importance, is given to understanding adaptive- and developmental modes of learning as 'co-existing' (Ellström, 2012: 469) and not 'mutually exclusive' (Ellström, 2010: 107). As Ellström (2012), further describes, "[...] one or the other of these modes can be dominant or relatively inconspicuous depending on the conditions that prevail in a specific situation."

(Ellström, 2010: 107). This means, that the mode of learning within an organization is not just adaptive or developmental, but can be characterized by both modes of learning. The two modes are 'qualitatively different' but at the same time 'complementary', and it is argued, that there is a need for both adaptive and developmental learning at work. (Ellström, 2010: 106-107; Ellström, 2012: 469) The interesting aspect lies in looking at which mode dominates the learning environment at the suspense of the other.

The first mode, *Adaptive Learning*, becomes handy when someone has to learn specific things, master certain tasks, or standardize more routine-based handling of recurring problems and tasks (Ellström, 2010: 106). Problem-solving, within an adaptive learning mode, is done through exceptions or adaption to a set of known rules or standards (Ellström, 2012: 471). Though, the known negative connotations of adaption, in learning theory, are not to be accepted without question. The gains from some degree of adaptive learning within a learning environment, is its ability to create security and stability (*ibid.*). Furthermore, situations, such as entering a new work environment may require the ability to adapt to the social norms, as well as work routines. (Fenwick, 2003 in Ellström, 2010: 107)

The second mode, *Developmental Learning*, has a focus on both individual and collective development and on 'radical changes of prevailing situations' (Ellström, 2010: 106-107). Autonomy and participation are essential to developmental learning (Ellström, 2012: 469), and this type of learning occurs when existing conditions and predefined mechanisms are questioned and explored in new ways (Ellström, 2010: 107). This type of learning is also related to when workers investigate and develop solutions to complex problems (Ellström, 2010: 107). This is aligned with many of the IT-consultants work tasks, related to diverse problem solving, in constant changing settings. Seeking more radical changes within an organization, or the daily work by organizational members, also involves developmental learning (Ellström, 2012: 107). However, as for adaptive learning, developmental learning should not be seen as purely positive. Examples of negative impact of developmental learning are exemplified as situations of stress and anxiety due to a too high demand on flexibility and development. (Ellström, 2010: 107) Despite this clarification, it is argued, that most organizations need to adapt, to a greater proportion of developmental learning. This is reasoned, because of the demand of creative problem-solving, in both known and unknown situations, which cannot be learned through adaptive learning modes. (Ellström, 2010: 107; Ellström, 2012: 469, 471).

Learning Environments and Conditions

Moving on to conceptualizing 'learning readiness', Ellström presents two learning environments: *Constraining* and *Enabling*. As insinuated, in the terminology, constraining learning environments, constrain learning, whereas enabling learning environments enable learning at work. He explains how enabling learning environments are "[...] likely to promote a balance between adaptive and developmental learning, i.e. an environment where individuals are able to alternate between these two modes of learning." (Ellström, 2010: 107)

Important factors to account for when optimizing, or merely understanding the learning environment, are both *structural conditions* and *subjective conditions*. These relate to how, 'learning opportunities are not homogeneous' within a group of workers in an organization and that the relationship between the conditions affects the learning environment (Ellström, 2010: 108-109).

Previous research⁶ demonstrates, how differences in learning opportunities, are often linked with 'occupational status, roles and differences along lines of job position' (Ellström, 2010: 108). These are understood as structural conditions within the learning environment, that constitutes the learning opportunities afforded. This leads to the finding, that not only subjective structures, but also structural conditions, cause heterogeneous learning potentials and outcomes (ibid.) Important subjective conditions are the awareness of spotting learning opportunities wherever they present themselves at work. Ellström relates this self-awareness to the notion of *learning readiness* (ibid.). Subjective conditions also account for other relational and individual factors, such as motivation, education, family etc. However, these are not elaborated further (ibid.), why this study is also limited from investigating these conditions in depth, but merely touch upon them when relevant in the analysis.

Organizational Logics

Moving on to the final aspect of the theory of informal learning at work, we find the two organizational logics. Ellström (2012) points out, the dominating type of learning is dependent on the organizational logic. At each end of the continuum, we have: *logic of production* and *logic of developmental*. Both types, illustrate institutionalized patterns of practice, which shape the learning environment in the organization. Ellström (2010) describes, how this distinction was inspired by March (1991), who distinguished between activities of 'exploitation' and 'exploration' (Ellström, 2010: 113).

⁶ Rubensen, 2006; Relstead et al., 2000 in Ellström, 2010: 108

The logic of production is the most well known in organizations, and focuses on optimizing production, no matter if the industry produces objects or knowledge. Such rationale is reflected in exploitation-based activities, characterized by the ‘use and refinement of established knowledge’ (ibid.).

The logic of development requires willingness to take risks, because it can take longer to see the benefit of such rationale. Learning activities reflecting this logic is based on exploring new knowledge and innovation (ibid.).

Additionally, the logic of production can be used to create space for more creative tasks, by rearranging time and responsibilities. Thereby, the presence of some sort of productive logic, can be seen as a necessity, for creating the needed degree of freedom and creativity for developmental oriented learning. Overall, it is argued, that these two types of logic can be linked to short term and long term perspectives. (Ellström, 2012: 470-474; Ellström, 2010: 113)

Through the stories articulated by the respondents, it becomes interesting to investigate potential clashes or coexistence between the two organizational logics. Illuminations of predominant learning modes and characteristics of the learning environment can help shed light on the underlying organizational logic present at the workplace.

2.1.2 Summary of informal learning at work

Learning is viewed as mediated by individual actions, and interactions, in dealing with different tasks and situations at work, which shapes the informal learning environment. Different constellations of learning modes, environments, conditions and logics, have implications for workers' informal learning at work. Despite obvious positive and negative connotations, there are no correct answer to which constellation may prove to be the most beneficial in practice. However, emphasis is given to ensuring an enabling learning environment, in order to allow for both adaptive- and developmental learning modes, and to balance between the organizational logics of production and development. (Ellström, 2012: 470) Ensuring a long-term perspective, to be routed in the everyday practices, calls for the logic of development to be adopted. Short- and middle term perspectives do often not factor for developmental logics and thus under-emphasizes the need for time and resources to allow the workers to reach an everyday developmental learning mode. (Ellström, 2010, 2012)

Looking into the knowledge side of informal learning, implies, that knowledge is not only explicit. In order to explain this in more details, a second theoretical perspective is brought in. The following sections, of Bright's conceptualization of *different ways of knowing*, provide

a language to understand the tacit side of knowledge in more terms. This perspective is brought in, to help create a combined framework for analyzing the employees' stories.

2.2 Conceptualization of 'different ways of knowing'

The aim of this paragraph is to introduce the knowledge conceptualization of 'Different ways of knowing' by Debbie Bright (2013(b)). Thereby, the intention is to clarify the secondary theoretical perspective, by which the employees' knowledge and learning is examined. By accounting for Bright's theoretical perspective, in particular the concept *embodied knowing*, the aim is to present an extended perspective on explicit and tacit knowledge. Included in the first sections, is an initial introduction to Bright's research and brief presentation of her worldview. This is in order to give context to the research traditions her conceptualization is affected by. Finally, this will be accompanied by an elucidation of the concept of embodied knowing, which is central to the investigation in this thesis.

The New Zealand PhD. Debbie Bright (or Deborah A Bright) has specialized in understanding human experience, as seen in her research and publications (Bright (n.d.)). The different contributions, to the book series "An interwoven knowing" (2013 (a,b), 2014, 2015) build on Bright's dissertation, as part of becoming a doctor of philosophy from Waikato University, New Zealand (2010). Collectively, this book series form a conceptualization of knowledge. Bright has a background in teaching and adult education, as well as creative and Performance Arts (especially dance), which plays a crucial role in encouraging *diverse ways of knowing* within the human experience of life:

"I see knowing as occurring in many ways, in many different situations and contexts, and often on several levels at the same time. [...] as I consider knowing and how it occurs, I think about the intersections between different ways of knowing, the multi-layering, the interactions and how one way of knowing informs, enhances and intertwines with another way of knowing" (Bright (n.d.))

As seen in the quote, Bright operates with the notion of adopting a *diverse knowledge view*, which means the suspension, or removal, of singular understandings, of all knowledge as rational. Bright directs attention to several different types of knowledge and dedicates her work to investigating "how humans know" (Bright, 2013(b)). By experimenting with different ways of knowing, in collaborative work and art-based approaches, she has established a great deal of insight, on the different ways of knowing. In total, Bright counts 17 different ways of knowing (See Appendix J), which have been collected, from the interweaving, of what she calls *An interweaving of Feminist-, Participatory-, and Indigenous People's worldview* (FPI's worldview).

The perspective, from a FPI's worldview, challenges the dominance of *procedural* and *declarative knowledge*. These dominating knowledge forms, are seen as a reflection of the *racialized power relatings*, which continues to exist in the world today (ibid. 6-7; 2015: 3). *Interweaving ways of knowing* both denotes the interweaving of scholarly paradigms and the practical implications, of knowing, by means of various ways of knowing, in our daily life. Bright draws attention to the fact, that an interweaving of worldviews as such is not a new practice (Bright, 2013 (b): 6). The link, between many of these different traditions, is in a joint force of action, because of the many parallels and similarities across the research traditions. Furthermore, interweaving of worldviews is emphasized as a key component in the pursuit of justice in questions of marginalization, knowledge, education, power and resource distribution. (Ibid 6-7) Drawing on a FPI's worldview, Bright (2013(b)) presents different ways of knowing, as they are valued in these traditions⁷.

She presents 'multiple ways of knowing, beyond just propositional knowledge'⁸, through reflections and inquiry on different epistemological contributions, to validate different forms of knowledge (Bright, 2013(a,b), 2014, 2015). Subsequently, she interweaves Barbour's perspective to state: "Thus, "experience, along with intuition and subjective understanding" are considered useful, reliable and valid ways of knowing." (Barbour, 2002: 19 in Bright, 2013(a): 19) Particularly emphasized of the many ways of knowing, are: 1) *Cultural, spiritual, gendered and collaborative ways of knowing*, 2) *Embodying knowing* and 3) *Art-making as a way of knowing*.

Since the focus in this study is on embodied knowing, the following section contains a brief outline of this type. This particular concept has been chosen, because of its ability to challenge the normative way of understanding knowledge as purely rational.

⁷ Mentionable is Bright's strong inspiration from indigenous peoples worldviews, since these perspectives help her shed light on the historical and traditional culture of Maori people of Aotearoa, New Zealand, as she engages in research with people with an indigenous history (Bright, 2013(a,b); 2014; 2015).

⁸ Propositional knowledge, also known as formal or rational knowledge, is the type of knowledge that can be described as intellectual, public and codified. This means that it can be verified and put into explicit language. These characteristics have helped give status to this knowledge form, and in some ways dominate our general view on what knowledge is. (Eraut, 2000: 114; Heron & Reason in Bright 2013(a), 2015)

2.2.1 **Embodied knowing**

In the notion of 'extending epistemology', we know not only by means of rationales and cognition, but also *by means of the human body* (Barbour, 2006, Grosz, 1994, Sheets-Johnstone, 1999, Young 2005 in Bright, 2015: 8). Barbour (2009) addresses the issue overlooking the influence of knowing through the body, and states that:

"In critique of knowledge/experience dualism, feminists and phenomenologists have suggested that 'knowing' could be based on lived experience. From lived experience, knowledge could be constructed by individuals and communities, rather than being universal and resulting strictly from rational argument" (Barbour, 2009: 1 in Bright, 2015: 8)

Of significant impact, on these contemporary thoughts, is Merleau-Ponty's phenomenology and notions, of "the lived human experience of life" and overcoming Decartes' mind/body dualism (cf. Introduction) (*ibid.*). Bright states, that the traditional western academic literature has been influenced by the mind/body dualism, resulting in marginalization of knowing by means of the body (*ibid.*). Embodied knowing is "a kind of knowledge that is grounded in bodily cues and experiences." (Bright, 2015: 9) The physical aspect of embodied knowing is related, to how we at the earliest onset as human beings, 'emerge as a result of our movements' (Sheets-Johnstone, 1999 in Bright, 2015: 9). This resonates, with the examples Illeris' uses, to direct attention the importance of bodily aspects in learning and tacit knowledge (cf. Introduction). Likewise, Bright states that embodied knowing can be challenging to identify and verbalize – because we overlook *bodily cues* of knowing (Bright, 2015: 8). Embodied knowing is often characterized by difficulties, in articulating this type of knowing, which is described by its *non-verbal* and *non-verbalizable* elements (Bright, 2015: 9). Overall, the concept, of embodied knowing, helps us understand how knowledge sources, can be bodily rooted – and in general serve the purpose, of presenting a broader definition of knowing, than the commonly accepted 'cognitive approach' and explicit knowledge (*ibid.*). Thereby, embodied knowing can be seen as tacit knowledge.

2.3 Operationalization of informal learning & embodied knowing

Exploring the employees' tacit knowledge is related to investigating the various ways in which they know and learn at work. In order to this, a wide epistemological assumption is adopted. Moving outside many normalized ways of understanding knowledge, the learning theoretical perspective is supplemented with the concept of embodied knowing, to show diversity in the possible ways in which the workers know. This, in order to overcome reductionist approaches, to knowledge and learning practices, as restricted to formal education, logical thinking and propositional knowledge. Ellström's informal learning perspectives, is

understood, as displaying both constructivist and social constructivist traits. This is seen in the definition, where informal learning falls outside strict research scientific views on learning, as either social practices or purely cognition. The common critique, of the idea of "objective" knowledge and data, within the quantitative research paradigm, is used to create alignment, between the two theoretical contributions, by Ellström and Bright. By applying the principles of recognizing diversity, included in this thesis, are the stories of less identified aspects, of the workers knowledge base. Furthermore, in favor of the formal and easier recognizable learning environments, the intention is to shed light, on the tacit and informal aspects of their learning environment, which are often overlooked (Illeris, 2015: 36; Ellström, 2012: 468). Bright's conceptualization, of different ways of knowing, is a usable lens, to challenge the dominance of propositional knowledge, over diverse ways of knowing, such as embodied knowing. This type of knowing is based on bodily cues and is not always easily verbalized, nor can it always be verbalized. Therefore other forms of expressions can be necessary, in order to present embodied knowing.

2.4 Critical assessment of the theoretical framework

In order to maintain a reflected perspective, and a critical view of the choices made throughout the thesis, a critical assessment of the entire theoretical framework, is included below.

A critique regarding Ellström's theory, on learning in work, points towards the missing definition of what learning in relation to knowledge is. The distinction is made between formal and informal learning, and various examples, indirectly, points to what learning is at work. However, we have to gaze toward other theorists, such as Illeris, to find more collective definitions of what constitutes learning. Furthermore, trying to dissect the underlying research scientific understandings in his theory, it seems as if the relational aspect, of the learning environment, falls in the background of the subjective conditions. This could point towards knowledge as predominantly individually constructed. Such possible post modernistic traits could be argued to overlook important aspects of relational conditions, as equally influential to the structural- and subjective conditions. In general, Ellström's theory is seen as moving on a structural level and, thus, do not further investigate dynamics of the actual learning processes. However, being informed by Illeris' holistic understanding of learning – in which various aspects of adult and work learning is factored in – the knowledge generation in this thesis draws on the contributions of different learning theoretical traditions.

Furthermore, the terminology of ‘informal’ has previously been criticized for its residual notions, which means that the critique stemmed from seeing informal learning as everything else besides what takes place in formal learning. This critique arose out of the belief that human learning primarily does not take place in or follow learning that has been formally organized. Alternative language use is exemplified as non-formal learning in order to overcome this problem. (Eraut, 2000: 114)

In the search for an extended language-use, on knowledge and different ways of knowing, the thesis moved through different theoretical perspectives. For many reasons, the choice fell on Bright’s conceptualization, of different ways of knowing, but first and foremost, the readings of her work resonated most strongly, with the inherent and intuitive interest in this thesis. This is seen in how she questions the paradoxes of mind-body dualisms, the dominance of propositional knowledge (explicit over tacit), unfair power relations and reductionist, as well as constraining aspects of the lived human experience and aspects of adult learners. Simpler put, takes the complexities of integrated knowledge forms into account, and presents an alternate normative to the existing.

She does not only describe the problems in question in broad terms, but describes them in all their multilayered aspects. Furthermore, she offers alternative ways “to go about it” and how to practically work with recognizing diverse knowledge forms, in arts as well as within educational settings and in organizations. Her normative statements express a force of action, and value assessment, applicable to the scope of informal learning environments at work. However, two important conflicts related to applying Bright’s conceptualization needs to be addressed: First of all, the collective different ways of knowing, in the FPI’s worldview, is not directly transferable to this study’s research. However, the generic implication, of striving to ‘maintain multiple perspectives of knowing’ is seen as valuable. This resonates well, with the interest in investigating the employees’ explicit and tacit knowledge. Therefore, these different worldviews was not unfolded further. Secondly, Bright’s predominantly view on differences between genders, as seen in ‘a certain way of knowing as woman’ (Bright, 2013(a): 19), is also inconsistent with this thesis standpoint. The intention is not to limit the perspective of different ways of knowing, to distinguish between genders.

Likewise, Bright’s investigating into indigenous people’s ways of knowing (Ibid.: 12-15), is not of interest in this study. Instead the aim of this study is to broaden the scope of the *language-use*, related to understanding tacit knowledge, and implicit elements of learning. This

is done, by applying Bright's diverse knowledge view to knowledge as it is reflected in the employees' stories. Hereby, the aim is to challenge reductionist understandings of "correct knowledge" i.e. explicit-, rational- and propositional- knowledge. The aim is to display implications, of a "correct way of knowing" in the employees' work field, and explore how their stories reflect nuances in ways of knowing.

3 METHODOLOGY

In the following section I present the methodological progress and the methods used in this thesis. Due to the subject in question and the nature of the study, qualitative methods in form of initial observations and various interviews have been conducted. The method of observation and the different methods of interviewing are explained and contextualized in the subsequent paragraphs in accordance with the work in progress. The chapter also comprises the criteria of and considerations behind the selection of respondents. Furthermore, a brief section on ethical considerations and finally, a critical assessment of the study's methodology is included.

3.1 Methodological progress

The in depth knowledge about a theme, problem or broader field is possible to reach through the use of qualitative methods and approaches in a way that allow for diverse presentation of details, facets and nuances. Therefore, importance is given to reflect upon which knowledge any given study wishes to generate before choosing a method. (Brinkmann & Tanggaard, 2010: 17, 20) Based on the employees' stories, the research objective is to investigate their experiences of the informal learning environment within the IT-company and how these reflected tacit and explicit knowledge. Through this, the investigation draws on a number of different methodologies, such as observations, informal interviews and formal interviews. The research project's empirical pivotal point consists of in-depth interviews with adult employees within an IT-consultancy firm in New Zealand. Furthermore, initial observations and informal interviews amongst various workers within the New Zealand labor market took part in forming the pilot empirical data. Therefore, the thorough methodological presentation will be the method of interviewing and the method of observation will only briefly be accounted for. In order to help the reader keep track of the respective methods used, the following are reflections tied to the chosen methods divided, respectively, into an initial phase and a secondary phase.

3.1.1 *Initial phase: Pilot empirical data and the interest in bodily performance*

The initial gathering of empirical data (pilot empirical data) was through engagement and observations in the field of a collaborative workspace in Auckland. Initially, the thesis interest' in mind-body dualism formed an explorative interest in bodily performances within workplace practices, inspired by such theorists as Iris Marion Young and in particular her text collection "On female body experience: "Throwing like a girl" and other essays" (2005)

which contributed to the understanding of how sexes are not fixed sizes but instead something we *do*. ‘Throwing like a girl’ draws a clear picture of the differences in how boys and girls throw a ball. Young does not relate this to biological difference; instead she suggests that it is something we learn to do differently – a construction (Young, 2005). Applying this perspective to my observational lens was an attempt to explore how the workers possibly learn to engage differently in the learning environment with each other, in respect to bodily constructions in their professional practices. Therefore, the method of observation was useful because of the study’s interest in revealing human action in a certain context (Raudaskoski, 2010: 82-83). Especially, the observed interactions in the social environment are a main focus in this method (*ibid.*) and how the experience of speech and expression, both verbally and non-verbally was of particular interest (Hastrup in Brinkmann & Tanggaard, 2015: 55).

The later change in focus and altered theoretical perspective was, among other reasons, chosen due to the difficulties in observing and making sense of bodily physicality, because the field in which I had access to observations was a co-working space, where people would come and go. Despite longer durations of observations and engagement in the work environment, it was too difficult to make consecutive observations of recurrent workers. Despite this, the initial observations allowed for informal interviews to take place. Overall, these initial observations and informal interviews took part in opening up the field and allowing for further narrowing of the research question to take place (Szulevicz in Brinkmann & Tanggaard, 2015: 86-93).

Although there are clear differences between a co-working space, and the case study of the IT-consultancy, i.e. in terms of consistency, practices and norms, this initial gathering of empirical data created the foundation of an important learning-path. For the sake of transparency a selection of these initial observations have been included as observational notes and are partially presented in the appendix according to their relevance (See Appendix H).

3.1.2 Secondary phase: Informal learning environment and tacit knowledge

In relation to the above-mentioned practical experiences of gathering data, the change in course made a re-considering of the field of interest possible. Struggling to articulate a clear focus for long durations of the process of writing this thesis, the secondary phase of gathering empirical data had moved closer to the final focus, but still contained questions on physical aspects. Seeking understandings of informal learning environments and alternative ways of accessing and creating knowledge, from the perspective of different workers, the method of interview was chosen in order to target the stories and experiences of different employees. Through the use of this qualitative method the opportunity was created for re-

vealing respondents' experiences regarding the subject (Brinkmann & Tanggaard, 2010: 20-21). With the participatory observations as initial empirical method, the individual interviews became a way of creating space for further qualification and in depth exploration. Qualification is meant here as a precision of what had stood out in the observations, such as a lack of the otherwise known formal tone in a workplace. Instead the co-workers were very caring with one another and responded to the body's need for physicality, such as dance or extra breaks. These characteristics were observed in the co-working space and articulated by many workers as a distinct feature of that particular place and different from "the corporate world". This made me curious to investigate further into the learning environment of such workplace as the co-workers had left. The qualitative method of interviews created the opportunity to illuminate the employee's experiences regarding their learning environment and different knowledge sources. Since the interest of the study was the individual's view on their life world stories related to felt experiences and not the interactions, it was most suitable to conduct individual interview rather than focus group interviews. (Halkier, 2010: 121-123) Utilizing the individual interview method the aim is if possible to identify important aspects of the respondents' experiences of the workplace and possible tacit knowledge in the form diverse knowing. Furthermore, the stories of the respondents aimed at making it possible to uncover conditions, processes and logics that dominate the learning environment. Stories and articulations of experiences carry a lot of meaning, in which the method of individual interviews supports the choice of theory.

On this basis, four individual interviews with workers within the IT-company were conducted:

- Interview 1, Explorative: Consultant, Tom
- Interview 2, Semi-structured: Consultant, Lawi
- Interview 3, Semi-structured: Consultant and Project Manager, Andy
- Interview 4, Semi-structured: Consultant and Manager, James

With this distribution, differences and nuances in the stories and experiences of being a knowing worker and employee within the informal learning environment is pursued. Further information of the respondents will be presented in the section 'Selection of respondents'.

Furthermore, the method of observation was used on occasion within the case study field of the IT-consultancy. Due to the advanced time of the process of writing and the busy time a year for the company, there were no opportunities to supplement the in-depth interviews with observations of the daily interactions of the employees within the workplace. Alterna-

tively, some minor observations in the office were conducted on casual occasions and subsequently the individual interviews that took place in the office building. Those observations will not be used as empirical data for analysis, but help form a general impression of the field in which the respondents work and in which the study is conducted. As these observations are not used for empirical data, they will not be presented as observational notes or described in greater detail, besides what is included in the previous paragraph of the field of research in the introductory chapter.

3.1.3 To conduct individual interviews

The first interview was carried out as an explorative interview, which means the structure was more loose (Brinkmann & Tanggaard, 2010: 34, 498) This means, that the interview was not based on a more or less strict interview guide, but instead had its starting point in some themes surrounding the research interest. These characteristics resonated well with the intention of exploring the field and subject in matter and allowing it to form the following interview guides. The explorative interview provided for various stories to be unfolded and further helped set the relevance of the study within the companies work context.

The three subsequent interviews in the investigation were methodologically carried out based on a semi-structured interview guide. Through the semi-structured interviewing form, it is possible to stay within the thesis' interest, but at the same time leave room to reveal aspects that weren't part of the prepared interview guide. (Brinkmann & Tanggaard, 2015: 37-38) This means, that it will be possible to engage in a more dialogical conversation with the respondents and follow potentially interesting stories. Furthermore, the opportunity arises to ask follow-up questions on unclear answers and thus ensuring a meaningful condensation during the interviews by allowing the respondents to correct or verify the knowledge understanding. (*ibid.*) The interview guide for all three interviews was based on the thesis' statement of intent and the explorative interview and was constructed with different themes (See appendix). In particular, the interview guide revolves around themes and aspects of everyday learning and characteristics of the environment as well as target perspectives on knowledge forms. Collectively, the intention of the different questions was to reach reflections, experiences and descriptions of the individual workers practices in the daily life within the organization. With the everyday perspective, questions targeted 'here and now' practices, routines, structures but also more abstract ideas and thoughts on the topic, i.e. questions like "Do you think about how you present your body at work or in meetings with clients?" The interview guide was structured with research questions and interview questions, which differentiate from one another by how direct and colloquial they are

(Brinkmann & Tanggaard, 2015: 40), as seen in the below extract (see Appendix for full interview guide):

Themes	Research Question	Interview Question	Follow up Questions
Knowledge	What are the different ways of knowing?	<i>What is knowledge to you?</i>	How do you develop new knowledge? What is tacit knowledge to you?
Body at work	Are the employees limited in their ability to make use of physical expressions and behavior as work?	<i>Do you think about how you present your body at work or in meetings with clients?</i>	Is there a certain way of being professional?

Hereby, the interview questions were the ones being asked to the respondents, since the language of interview questions compared to research questions are more used in ordinary and familiar conversations. Furthermore, drawing on Professor Bente Halkier's description of focus group interviews, the individual interview structure adopted the progression of the 'funnel-model'. This structure combines different ways of asking question, beginning with broader questions and moving towards more specific questions. (Halkier, 2010: 126) Such different way of asking is demonstrated in these three examples from the interview guide:

- 1) *How do you experience the learning culture in the IT service Team?*
- 2) *Do you feel valued for who you are and for the resources you bring to the company?*
- 3) *In your team, do you work with making use of your different competencies?*

Halkier (2010) describes how an interview constitutes a social context affected by the interaction between interviewer and respondents. Therefore, observational notes past interview conductions followed the gathering of empirical data in order to capture possible elements besides verbal language, which could be of interest in the studies further investigation (Halkier, 2010: 126). Such elements contained notes on my interaction with the respondent, body-language, tone of voice, movement and energy will accompany the chosen semi-structured interview.

3.2 Selection of respondents

As mentioned in the introductory chapter, knowledge workers constitute the globalization tendencies of most countries. In order to minimize context variations and danger of generalizing in the field of body-mind learning, this thesis will focus case of the IT-consultancy and the employees' point of view in this context. Thus, the individual interviews consist of

workers, and not higher hierarchical positions. Despite differences in the employees' titles, the respondents all carry out a function as a consultant, but some also hold managerial tasks and positions. The four chosen participants in the individual interviews are all employees in the same department within the IT-company in Auckland, New Zealand. In order to create variation between the respondents, besides the previously mentioned, three of them are males and one is female. They all have different backgrounds and nationalities, which is rather symptomatic for the workplace. Also, their ages differ between 30 and 42 and they do not have the same educational backgrounds.

The production of knowledge through individual interviews depends, amongst other things, on the respondent's familiarity with the subject in matter. Predicting, that some of the reflective questions regarding different ways of knowing, might be more difficult to comprehend and explain. However, given that the research interest is in their everyday work practices, the respondents are assumed in general to be familiar with the subject in matter.

3.3 Ethical aspects of an interview

The main ethical aspect that will be presented here revolves around the confidentiality in the thesis' qualitative research. Informed consent (Bernard, 2011: 143) was gained from the respondents, and pseudonyms of the respondents, as well as anonymization of sensitive information, were used to protect the confidentiality of the respondents and the workplace. The respondents had the opportunity to read the transcripts and provide comments, but none chose to do so. Since this thesis is not fully confidential, approval will be sought from the participants before and if the data is used in a public sphere.

3.4 Critical assessment of methodology

In this section, an outline of possible critique points will presented whereas further areas have been scrutinized in the final chapter Learning Journey.

Despite the interest in different ways of knowing the intrinsic knowledge form and way of knowing in this thesis are predominantly propositional, interpretive representational ways of knowing and writing as a way of knowing demonstrated by my arguments, reflections, incorporation of articulations from transcripts and the overall representation of the study. Bright (2014) would argue that the research methodology, ethics and methods should resemble the research interest and an FPI's worldview. That would have meant to "find out" more about the topic through diverse methods both in terms of participation and in gathering of the empirical data. However breaking with the academic tradition is a whole other thesis or research project in itself.

Another area to touch upon is silence during the interviews. Silence is generally seen to imply passive behavior and a 'static-self' because it is derived from 'oppression and disconnection' and thus connected to feeling 'voiceless and powerless' (Belenky et al. in Bright, 2013: 20). However, silence can also be seen as a way to demonstrate 'respect' and 'wisdom' to the speaker through listening and abstaining from talk in which the silence is "the most intense intellectual engagement". (Schweikart in Bright, 2013: 20) In the realm of the interviewing taking place in this thesis, I understand silence in accordance with the latter explanation, because the questions related to tacit knowledge and reflecting on how you know, were rather abstract elements to present to- and ask the employees about. Also, the respondent's displayed a great interest in my research field and wanted to hear more about possible practical implications for improving their learning environment. Silence thereby implies development of thoughts and views by choosing to listen but can at the same time also mean that the knower lacks the knowledge or chooses to abstain from sharing personal opinions. These perspectives on silence, situates it as a way of knowing but also links it with other ways of knowing such as 'received, connected and cultural ways of knowing' (Bright, 2013: 20). As such, looking into the situations of silence in the interviews and as shown in the transcripts, has not been of greater interest in this project. Therefore, this could have been elaborated on further.

Furthermore, this thesis has taken an interest in the informal learning environments at work, but as such do not look into processes of learning. Instead, the methods chosen could have stemmed from a desire to partake in the processes of everyday and informal learning at work, through ethnographic approaches such as participatory observation. Subsequently, through the use of alternative methods such as focus group interviews, the research field could have been comprised of the social negotiations between the colleagues and further have adopted an interest in the relational aspects of the workers' way of knowing and informal learning environment. Therefore, by cutting off empirical data gathered through focus groups interviews, it will not be possible to make findings regarding the creation of for instance norms through the social interaction nor investigating the group dynamics of the workers and their challenging of each others statements (Halkier, 2010: 123).

However, my interest was not in comparison and evaluation of the respondents' articulations but to gain insights in some knowledge workers life worlds and creation of meaning and practices.

4 EMPIRICAL DATA

The purpose of this chapter is to provide the reader with a transparent understanding of the empirical data of this thesis. Through substantiated reflections on the empirical data and the process of collecting it, I aim to create transparency and engage in a critical assessment of the entire study's design. In the following section the empirical data in the thesis are presented. First, the access to the field will be described, followed by an outline of the procedure and conduct of observations and interviews. Subsequently, a presentation of reflections regarding the interview processes will be described and the researcher positionality will be discussed. Finally, the management of the empirical data will be described, followed by a presentation of the strategy of analysis.

4.1 Access to the field

Since the thesis moved towards the interest in organizational knowledge workers learning and experience of tacit and explicit knowledge, the access to the field that will be described is the one from the second phase of gathering empirical data. The primary empirical data is, as mentioned before, collected in the IT-consultancy. Firstly, an implementation consultant was contacted to establish an exploratory interview to gain further insight of the field. After this initial interview, contact was made to the broader department and access was established for further collection of data. I explained the purpose of the study and invited the workers to participate in individual interviews. Afterwards, time and place was agreed upon via email with those who had offered to participate, entirely based on the respondent's wishes. All but one interview was conducted in the workspace in closed meeting rooms, during work hours as wished for by the respondents. My initial aim was to find between five and six respondents in order to attempt establishing diverse stories. In the beginning, five workers volunteered, however, due to work pressure it was not possible to meet this number. Therefore, because of practical circumstances and advanced timeframe I was obliged to conduct the three interviews. Even though this was not my original intention the four interviews counting the exploratory and the three semi-structured interviews turned out to provide extensive empirical data and showcase diverse stories on the organization's learning environment and preferred knowledge forms.

4.2 Carrying out the interview

For many reasons, I chose to offer the respondents to pick the setting for their interview, whether that was to be in the workspace, my apartment, in their homes or a fourth neutral

place. Firstly, I wanted to create the basis for a trustworthy relationship determined by their conditions and preferences. Trust is important for a number of reasons, for example because of the ethical aspects of the relationship to the respondents, and as a basis for the employees to share their stories and experiences with me (Perry, 2016: 187-190).

The conduction within the workplace allowed for a look into their everyday workspace and the opportunity to meet several of their coworkers and managers.

For most cases the interviews followed an ordinary interview procedure with questions and answers. However, the interviews often revolved like a conversation between us and I was surprised by the amount of knowledge they shared in their stories. This also meant that unforeseen experiences and stories led the interviews to take unexpected turns, as hoped for with semi-structured format. When this happened we would investigate that topic or experience further by asking follow up questions, and afterwards try to get the interview back on track without erupting the conversation flow too much. Some questions was not asked because they had already been brought up in previous sayings, but most often I would ask all questions and revisit previous examples and stories that had been brought up or might give rise to further exploration. The interviews took approximately one hour each (besides the exploratory two hour interview). The variations in length were determined by the respondent's speech flow and their need to get back to work.

In continuation of each interview, I wrote down reflections regarding the process. These (as described in the methodological chapter) included aspects related to interaction, conversation flow, energy and other reflections that had come into mind during the interview or right after. I came to the conclusion that each interview sampled a fine flow in the conversation and that most questions was answered straightforward besides the more loyalty sensitive questions. Overall, each respondent's answers seemed very honest, despite sometimes answering in more general terms instead of articulating specific frictions between the people in the office. Perhaps it would have been possible to gain more colorful descriptions illuminating otherwise implicit knowledge aspects if I had engaged in their work environment for a longer period of time or had allowed for the interviews to span over a longer time. However, my intention was to conduct shorter and sharp interviews to target immediate thoughts and reflections. Besides, the exploratory interview had created substantial data to make the semi-structured interviews shorter.

What continued to challenge my gathering of empirical data were articulations and reflections on their tacit knowledge and implicit learning activities and overall I experienced greater engagement and presentation of stories related to the formal- and informal elements of the learning environment. Often the stories were less widespread and explanatory

when it came to bodily notions and on occasions I had to engage more in the dialogue to help the employees unfold their stories of felt bodily sensations at work.

Overall, the respondents represented different point of views, which was also characterized by their different work positions and titles. This created a nuanced set of empirical data. Also, the respondent showed great interest in the subject and was eager to learn more about my future findings. This shows that the research is of great relevance and a subject the workers automatically connected to.

4.3 Researcher positionality

My knowledge view can be described through the understanding of my own position as researcher as a *point of somewhere* (Dahler-Larsen, 2010: 27). This means, that as a researcher aspirant I view my position as co-constructing knowledge. This co-constructed knowledge both contains the theoretical knowledge interest of the investigation and my experience-based understandings and prejudices. Collectively, these constitute an active influence on the interviews and the findings, as they are produced within this thesis.

My point of somewhere or research positionality, as inspired by Fitzgerald (2012) is shaped by my experience in the field of Sport Science and hence learning processes of physical character. Furthermore, the lifelong interest in "how do we learn?" and my previous position as a consultant facilitating adult learning and change are embedded in the discourses around work, learning and diverse knowledge understandings in this thesis. Despite not having experience with navigating within the field of IT, I have experience with the practices related to consultancy work. Therefore, I recognize some of the dilemmas between production and development, which will become evident in the analysis. Finally, I have bodily experience with facilitating such workshops as described by the respondents in their daily work.

Throughout the gathering of empirical data, there has been a focus on these experiences and resulting perceptions in order to remain aware of what Niels Christian Nichelsen (2009) describes as *the danger of seduction* (Nichelsen, 2009: 61). This seduction refers to the potential alliance or intuitive loyalty with the respondents and their stories due to my background. The type of seduction described is subtle and of great influence on how one carries out his or her research in practice. (Ibid.: 62) Though, I have strived to be aware of such potential seduction and embedding through ongoing relating to what formed the different views and through reflective notes. In general, I have endeavored to wonder about the described practices and experiences, as they were unfolded in the respondent's stories.

However, I have not aimed at objectivity, nor do I believe that it is possible. As researcher, interviewer and observer I have partaken in co-constructing the meaning and knowledge brought about by this investigation.

4.4 Managing empirical data

The primary empirical data in this thesis are as earlier mentioned the individual interviews. The process of transcribing an interview is viewed as a process of interpretation and part of the analysis. The human aspect of spoken language in an interview is transformed into writings in the transcription. This creates some practical and principal implication, why the following consists of an outline of the applied guidelines and markings. (Kvale & Brinkmann, 2009: 199-200)

The interviews conducted in this study were recorded via the program audio files on a mobile device. The reasoning behind this was to allow myself as interviewer the opportunity to fully concentrate on the respondent's stories and dynamics of the interview. I have transcribed the material myself, and preferably it would have been possible to have another set of eyes running through the audio files and transcribing as well. In order to create consistency in the process of transcribing a set of ground rules was established. Since no universal approach to the process of transcription exist, the ground rules was adopted from standard approaches. (Kvale & Brinkmann, 2009: 203)

The transcription of the individual interviews of this study, had the following guidelines:

- Time and place of interview is marked at the top of the appendix
- The full length of adio recordings is marked at the beginning of the transcription
- There will be a line break every time a new question is initiated
- The questions and comments of the interviewer are written in italic
- The respondents are anonymized to different names, i.e. Tom, Lawi, Andy and James.
- Names and references sensitive to the company and respondents are also anonymized and placed in square bracket, for instance [team leader]

The following list of simple transcription codes will be used in the individual interviews and are inspired by Halkier "Focus groups and social enactments" (2010) and consists of the following markings:

[] Overlap in speech	[laughter]	Other verbal expressions
0 Incomprehensible speech	...	Shorter breaks
- When the speaker emphasizes something	[pause]	Longer breaks
NO Loud outbreaks		

Regarding the readability of the text are all words written out which means the endings with more are not left out, as they often are in a spoken language. This is done for the sake of legibility.

4.5 Strategy of analysis

In the following section I briefly describe the construction of the analytical strategy of the thesis. This includes a brief description of the storytelling view on the empirical data to support the use of the theoretical framework on the empirical data.

As stated earlier, the learning theoretical perspective, especially as presented by Ellström's conceptualization of informal learning at work, and additionally Bright's terminology of embodied knowing, form the analytical approach in order to investigate body-mind learning.

The strategy of analysis draws on more classic analytical strategies of coding and meaning condensation. Both tools are useful for structuring and grasping comprehensive transcripts of multiple interviews. To help ease the process of analysis, comparison and contextualization, coding is especially useful. To code the transcripts means to attach one or several keywords to various sections in each transcript. Establishing or condensing meaning within the coded section or paragraph follows this step. (Kvale & Brinkmann, 2009: 223) While inductively creating codes while reading the material, a data controlled coding was established which made it possible to create immediate and brief definitions of the respondents' stories and articulated experiences. Subsequently, meaning condensation led to a rephrase of the keywords (codes) into short sentences. Afterwards, a deductive approach was used to comprehend the main themes as will be seen in the theoretical analysis. (Kvale & Brinkmann, 2009: 227-228) Through the use of these methods and overview of the thesis' primary empirical data was created in order to establish some prerequisites for presenting the most central and relevant themes in regard to the thesis' statement of intent.

Furthermore, drawing on perspectives from narratology, the empirical data is viewed, not only as articulations, but also stories (Czarniawska, 1999 in Brinkmann & Tanggaard, 2010:

242). In a brief description, this means to collect- and encourage story-telling, through which, the workplace as a context is seen as a practice with narrative production. Furthermore, narratology invite the researcher to read the stories of the practice field, which can be done in different ways, i.e. *retell* what the people say, *analyze* how they say it and *dissect* the stories (*ibid.*). The present analysis will draw inspiration from all of these. The interest in stories lies in the notions of sharing stories of experiences and reflections, which is said to have certain qualities, such as displaying everyday truisms - which the respondents themselves might be blind to, such as conflicts, norms and values (Dispuk (n.d.)). Researchers, such as Küpers (2012) have suggested that the narrative approach allows for locating both implicit and tacit knowledge through story-telling and within narratives (Küpers, 2012: 124), and hereby possibly outlining diverse ways of knowing. Moreover through the use of stories, tacit knowledge is more likely to be revealed.

Through the elements of narrative questioning in the interview and looking at the empirical data as stories, the intention is therefore to present the tacit elements of the employees' knowing through the captured knowledge in the interviews. This in order to contribute to new understandings of how the employees within the IT-company are informed by diverse knowledge forms in doing their job and rely on the workplace's informal learning environment to ensure development and the use of these knowledge sources.

4.5.1 Operationalization of the strategy of analysis

The process of going through the empirical data has been carried out in steps. First, the transcript of the explorative interview was read inductively. I did not look for any specific statements in regard to the terminologies from the theoretical framework nor had a specific goal in mind. While reading the transcript, first impressions of the text were wrote down in various codes. The next step was to follow the same methodology with the three other transcripts and what followed were numerous codes from all four interviews. These codes, such as professionalism, bodily sensations, learning activities, tacit knowledge, knowledge sharing, learning styles, revenues, slack, self-learning, client-facing job etc., were then compiled into specific themes. The third step was to perform minor descriptions through meaning condensation of the quotes relevant to the themes. Concurrently, a broader understanding of the interviews was attempted by taking some of the 'unspoken' dimensions in the interviews into account. Finally, the collection of theme-specific condensations was organized. In this manner the empirical data determined the preliminary themes thus creating an inductive basis for the analysis. The next step and construction of the following chapter of analysis bare deductive characteristics where the understanding of the informal learning environment and knowledge forms will be applied.

5 ANALYSIS

The following analysis consists of three inductively driven analytical themes, which elucidate the thesis' statement of intent. Through the four interviews and the subsequent processing of the empirical data, a number of experiences and paradoxes stood out in the respondents' stories.

The analytical tool of this analysis is key concepts related to informal learning at work and different ways of knowing. Furthermore, these tools will be illuminated through a narrative approach emphasizing the stories of the workers lived human experience. The narratives are not to be seen as isolated events, but are intertwined through the many stories, and points towards the interrelatedness of the workers practices. Therefore, the analytical subdivisions are partially artificial constructed and do not factor in the complexity of the collectiveness of lived human experiences. The specific themes that will be examined in the following sections are presented and analyzed because they represent stories that were dominant in the narratives of the workers. These include: *The learning environment*, *Time is money*, *The people side of it*. Regarding each theme, the stories of the employees will be related to the learning theoretical perspective of Ellström's framework. Furthermore, Bright's perspectives and the concept of embodied knowing will be brought in when relevant. By applying the perspectives from the theoretical framework, the analysis will revolve around the learning environment in the consultancy and the employees' explicit and tacit knowledge.

5.1 The learning environment

When investigating the practice of enabling learning in the daily workplace, it is interesting to look at a variety of components regarding the experience of the informal learning environment, in the empirical data, from the different individual interviews.

When analyzing the respondents' stories, regarding their experiences of learning practices, within the work environment, it appears as if, it is not something that is given much consideration in everyday worklife. For instance, James articulates: "*[Mmh] How do I learn the best? [Pause] I have never thought about it.*" (Interview 4 James, 2016: l.1463). Similarly, Tom neither experiences a focus on learning in the work environment: "*No. [Øh] ... No, I don't think so.*" (Interview 1 Tom, 2016: l.86). Tom's reply was brought forward, as response to whether there exists an open talk about learning potential, amongst the workers or in the teams. The hesitation in his answer may illustrate, that the primary focus is not on learning and development, but perhaps instead on production. However, in some cases, conversa-

tions on learning and individual desires to develop, and set goals, occur on a one-to-one level: *"That is for instance between me and my team leader. There we talk about what I, for instance, wish to learn."* (Interview Tom, 2016: l.83) It is also displayed in Lawi's articulation, of how the experience of everyday learning, is something they seek themselves more than a formalized matter:

"This place is pretty much self-learning. You need to be proactive and also no one is going to push you to do anything and even if you ask a question to learn you have to shout and you have to read by yourself. And when you get the certification you need to proactively apply and study yourself for the exam part." (Interview 2 Lawi, 2016: l.729)

Implicit in this saying, Lawi articulates, that the learning processes given most attention are the more formal ones of certifications, and demonstrates, that the informal everyday learning practices are not normally given any significance. This is aligned with what Ellström coins to constrain learning at work, which then leads to a primarily adaptive learning environment, which is the most traditional form. Implicit to this saying, might be a tendency to focus on production within the company, leaving learning to take place outside the official work arena. Lawi further emphasizes the individual worker's ability to seek learning themselves: *"So in a professional space, the employee has to... off course in a company the best way is to send them to a training course, but if they can't they need to know how to learn things themselves."* (Interview 2 Lawi, 2016: l.741) In this, Lawi explains the importance of the ability, and willingness, to learn on your own. However, she also emphasizes the self-learning environment as a sort of life condition for a smaller business, such as the IT-consultancy. A structural condition closely tied to the company's economy and size, which does not necessarily reflect the preferred learning environment. This might relate to her previous experience base, and a forming of the generalization of "how most smaller companies work". The concept of subjective conditions, as influential to workers learning, can also help shed light on this saying. Lawi's words of 'know how to learn things themselves' are almost identical with Ellström's description. Hereby, learning is also a matter of seeing the learning opportunities if and when they are afforded by the workplace.

However, for learning to occur, important structural conditions also need to be put in place. Seeing knowledge in various forms, as the main resource of their work, knowledge sharing is in Ellström's terminology necessary, for both adaptive and developmental learning. Despite this, Lawi describes a self-learning culture and not a collaborative- or sharing culture. Likewise, Tom does not see the environment as characterized by a knowledge sharing culture:

"[Øh], No. We don't do that a lot [pause] We have ... It is the fewest. And then I think it comes down to, that if one is interested in it, then it is actually possible to actively ask someone if they would like to share some of their experiences or tools or instruments or just their recent experiences from their last project or something else." (Interview 1 Tom, 2016: 60)

Again, the notion of self-learning stands out, as a characteristic of the learning culture: The possibilities and limitations of individually seeking learning, is expressed by Tom as something, that characterizes the learning environment and resonates with Lawi's notion of self-learning. Tom does not see the environment as demonstrating a lot of knowledge sharing, though it is possible to seek the knowledge of others, by actively engaging in talks and being interested in others knowledge and experience. Here, it is also seen, how knowledge can refer to a number of aspects, though a distinction is made between knowledge and experience. In the terminology of Bright, this demonstrates the Cartesian notions of mind/body dualism whereby the knowledge is likely to originate from rational, propositional, knowing. Furthermore the story unfolds how, "if they most" seek help, in relation to performing a task, you as a subject can actively search for learning or the passing of knowledge. This can both imply adaptive and developmental learning, though, the majority of stories unfold these typical "seeking help" with problem-solving, to relate to more experienced consultants or managers knowledge about rules and standards.

Out of the four respondents Andy is the one who explicitly talks about the learning environment, as something that is given considerations. He unfolds this awareness, in relation to his role, as responsible for overseeing the development and learning, as part of the ongoing transformation process in the organization:

"And part of my role in that is to drive innovation, learning and capability development within the IT service practice and what I basically do is to implement innovation disciplines, principles, frameworks to drive intellectual property, something that has a direct impact on customers or to improve internal processes, frameworks and stuff like that." (Interview 3 Andy, 2016: l.769)

As seen in the saying, the many components that take part in forming his role, besides being a service-delivering manager, targets development on both an internal and external level. Thereby a story is formed about the organization and department, as a workplace that affords learning activities. It may also be indicated, that the many components which take part in the structuring of the transformation process, is linked to both propositional knowledge, and combinations of practice-based and theoretical-based initiatives, but also more creative forms related to innovation. Without further inside on each of these components, an interweaving of knowledge sources is displayed. Despite being articulated as a type of rational

thinking and knowledge, that can be put into codes and steps – innovating and driving intellectual property are less easy to codify or act on.

When asked more directly to his experience of the learning environment, and targeting his reflections on possible paradoxes, between taking care of learning internally and also being profitable, Andy unfolded the following:

"It is possible to do both. Learning and capability development is part of the transformation [...] And the idea around building a team that drives the change is developing those people's capabilities and during that journey, yes you are achieving some short-term goals that are measurable and all that sort of stuff. But at the end of the day, it is all about learning and capability and empowering people and building their knowledge and creating that energy that people can actually learn. And rather than the traditional way of thinking that you just come here and you build you time as a consultant and then you go home, it is actually that empowerment and letting people learn themselves and finding the areas that they are really good at and then letting that sort of change stick. And most importantly, driving a culture and a diversified culture, where change is continuous. Not that in three years time we have to go through a transformation all over again. So it is "how do you make it stick?" and you do that by learning and learning is done through conversations and sharing knowledge and exploring ideas, collecting data, having arguments, making decisions and moving forward. Once you have that circle of learning developed within your company culture you don't need transformation big projects, you continuously adapt to your external and internal factors that force you to change and against the changes as well. So I believe it is a combination of the two and that in the transformation, learning is a big part of it." (Interview Andy, 2016: l.779)

Andy sees the potential in having an eye for both production and development, and explains both as vital aspects of driving good change and business. In highlighting different research material, he situates his understanding and stories based on theoretical and in some ways propositional knowledge. However, paying attention to expressions such as *journey, empowerment, diversified culture* and in particular *energy*, Andy demonstrates an interweaving of ways of knowing, with notions of embodiment, spirituality and culture. It seems as if this particular topic is something he has given a lot of thought, and that the learning environment within the workplace, on paper, is thought into daily practices. He also presents examples on how this is carried out in practice. These involve developmental learning modes such as *exploring ideas* and *moving forward*. The explicit meaning, of the latter, might be related to developing new knowledge in a rational, logical sense. Though, it might also be an indication implicit learning by the tacit feeling of change and bodily notions of movement, inherent these choices of words. Overall this story paints the picture of a highly enabling learning environment, with few constraining elements, and instead a focus on supporting development, also in the long run. This long-term perspective can be seen as an example of the logic of development.

Furthermore, Andy believes that the culture has changed a lot, and that some of the new initiatives are characterized by a sharing culture: *"Everyone shares new articles and new things and new books, so everyone reads them and shows up like "hey, I found this new concept, let's talk about this" and someone will talk about something else."* (Interview 3 Andy, 2016: l.820) This is an example of an activity that displays developmental elements, both in its condition, process and organizational logic. Subsequently, it can be seen as an activity, that allows for diverse knowledge to be shared and explored. However, looking at the collective empirical data, this does not seem to be the general situation. Throughout the transcripts, articulations detailed, *"They don't want to share"*, *"Those Lone wolves"*, *"Selfishness, which is created by recognition"* *"Holding on to your advantage"*, *"I don't share everything"*, *"Self-learning"* (Interview 1,2,3,4, 2016). These examples show tendencies, of the environment predominantly not being a knowledge-sharing environment. This constrains the learning environment, which by the look of the examples have to do with both structural- and subjective conditions. In line with this tendency, Andy later describes the possibilities and limitations of the learning environment:

"To put that in context [...] it has been the first year of the change and [...] most of the change that has been achieved is by the correlation team. [...] In my view, the next step of change is the middle managers [...] And they broke people who wanted to learn and move forward. Lots of good people come and leave because the middle managers block all that things. The leaders have a lot of good things to say but that is not translated through the middle managers to these people who need to listen to what the leaders have to say." (Interview 3 Andy, 2016: l.1068)

In this, Andy puts the transformation process into perspective and refers to the time that has passed so far. The time perspective is used to argue, for why the practices within the work environment, does not yet reflect the desired developmental- and innovative learning mode. Emphasis is put on the position of managers, and how they translate and execute desires, to connect practices with developmental logics. This is in line with Ellström's description of how, the structural condition of occupational status and differences along lines of job positions, affects the learning opportunities. How the managers translate, and execute the outspoken organizational logic of development, is shown to constrain informal learning in the consultancy. Subsequently, looking at the different stories being told in the interviews, it becomes evident, that differences in methodologies exist within each different team in the IT department. It seems as if the team managers' approach, is of significant matter, to how the meetings take place – and how learning is formalized or captured from their everyday experiences in and out of the office. Stories about tacit and explicit knowledge, also indicate the significance of the managers' initiative, in enabling the employees to share tacit

knowledge within the teams, and in general learn to draw on diverse knowledge sources.

Such example is seen in the following:

"Our team manager, again [name of manager], has mentioned that she don't think there is enough focus on workshop and business analysis. So in her team meetings, we have the opportunity to choose to make a small presentation, where you can actually go ahead and fail and try different things because it is a safe place to do it. And to get a bit of training in doing presentations. She is one of the few who puts focus on it, and actually as learning. But she is only a team manager, and not manager-manager, which means she doesn't have the authority to make decisions for the entire department, she doesn't have the mandate to say 'this is the way it should be in the company'." (Interview 1 Tom, 2016: l.472)

In this story, Tom articulates how his team manager plays a crucial role in promoting a focus on learning and development, from sharing knowledge and experience within the team. Tom and Lawi are in the same team, and their stories resemble the similar traits of developmental learning mode, for instance the monthly meetings put into place by their manager, in order to create a safe and developing learning space. Tacit knowledge and embodied knowing can give meaning to the above quote. It is okay 'to give something a go', based on tacit knowledge of the importance of something, or learn to read the bodily cues from becoming aware of ones body when doing a presentation. In Bright's words, it is probably not necessary to try out propositional or logical knowledge, because such ways of knowing builds on rational thinking. However, to "try different things because it is safe" resonates with insecurities and tacit elements, as well as the bodily anchoring particular present when standing on the floor in front of people. Such activity might be a way to maintain multiple knowledge forms and validate different ways of knowing. Combined with Ellström's continuums, such example of a learning activity reflects the logic of development, and helps enable the employees learning. It might be hard to guess, how differences in subjective conditions play a crucial part in the learning outcome of engaging in such processes. However – coming back to the quote – another perspective on the learning activities afforded by the team-manager, is to see a possible adaptive character, of making them better at conducting the implementation practices. Hereby both organizational logics are present. However, as stated earlier, and by paying attention to the differences along the lines of positions, it is interesting to counter in the absence of similar developmental learning activities (that target tacit knowledge) in James and Andy's team, though James briefly touches upon the importance of *creating a safe environment where it is easy to express who you are without judgement*.

5.2 Time is money

Throughout all four interviews, the storyteller often incorporates aspects of the company's concern with revenues and utilization to dominate their practices. This structural condition can be seen as constraining learning at work, because the main focus is on adapting to already known best practices or to make what is possible within the given budget and timeframe.

Tom expresses that, "*The problem is that time is money*" (Follow-up interview 2017, Tom) and James says that, "*You are pressured to do and you have got to make money for your time* and "*Everything we do is about utilization*" (Interview 4 James, 2016: l.1419+830). Looking into how this focus on revenues construct different practices and saying, James elaborates on the notion of 'flock the willing' as seen in this quote:

"We are pushed here. For example [name] he is being flunked by [name] because he is so willing to do the work but it is all about if you do it then it looks good. I'll do it, so we will all get the 'flock the willing' they call it, where you work people that are willing to work hard. You keep on taking work because you think that is what you need to do but actually, you are getting very stressed out and have got too much going on so can't do a very good job. [...] Your boss won't recognize the stress because then... and her [course speaker] exact words were; "Some people can handle it and others can't". You will push those who can. It is a weird thing, so do you then... what kind of people do you want in your organization? Do you want the ones that can handle stress very well or do you want the once the one that doesn't necessarily handle stress very well and who can't do as much?" (Interview 4 James, 2016: l.1369)

Pushing those who are willing to do the work indicates that the individual workers have to be the ones to know when enough is enough and that the workers perform their job under production oriented logics. The logic behind this predominantly seems to be related to production rather than to the best of the worker and his/her learning. Interestingly, James exhibits different standpoints to how to handle people who are stressed. On the one side he draws on relational knowledge received by the psychology speaker from the half-day course in stress management, stating that getting stressed is a matter of personality and some individuals are easier stressed than others. This has implications for what type of employee is more attractive than others. On the other hand, he expresses importance in creating an environment where it is allowed and maybe even preferable to voice out concerns with stress and resonate from for example embodied knowing in order to do something about it, both on a personal level but also on a collective level. This points to stress as not only understood as an individual characteristic, but something of relational character, possibly something anyone risk experiencing, but thereby also something that is not just there as a fixed matter but can be dealt with. Furthermore they might become aware of diverse knowledge interpretation and recognition from learning what bodily signs, silence, changed personality and

so on can mean and thereby experiencing another knowledge form to help recognize and support future coworkers experiencing the same, or even come to learn their own bodily signals. The relational aspect of learning here becomes of great importance to the collective knowledge base in the organization and not only as a passive measure or form, but as actionable knowledge. Furthermore, all four interviews displays how being aware of bodily signs of stress and resonating from their bodies within the work environment for instance in relation to emotions, is something very new to their practices.

"I was thinking that actually if we reduce the amount of work we are doing there are value in improving the system and working it and that actually might generate more wealth for us in the long run. [...] You can't prove that it has a revenue impact or at least it is hard to do that. But I think that would reduce stress... if we track the amount of work and if we had a better way of doing that." (Interview 4 James, 2016: l.1333)

James puts emphasis on the difficulty in promoting new work practices if they do not have an intuitive revenue impact, despite the fact that they might increase learning and well-being. What challenges new understandings of knowledge, can thereby be analyzed as related to a time-perspective and the ability to see and hear the impact of new practices. In Ellström's terminology this is a classic example, of how structural condition needs to support developmental learning, and how optimizing adaptive learning modes is a necessity for developmental learning modes.

Subsequently, James talks about the need for slack within the schedule of an IT-consultant, and possibly as an overall characteristic of any work environment. Ellström draws attention to the research (March, 1991 in Ellström, 2012: 473) that found evidence of the effects of 'slack'. The meaning of 'slack' is often translated into a kind of surplus or excess energy, which is crucial in order to establish developmental learning. As indicated in the notions of creating 'slack' focus might be taken away from the production-oriented mode by allowing the workers to have time off to engage in other forms of development. Despite not immediately paying off, knowingly investing time and resources in this type of 'time off' is often what allows the worker to come up with those desirable creative solutions, ideas or otherwise learn new things that will be of benefit to the company in the long run.

5.3 The people side of it

Curiously, all respondents articulate the client-facing aspect of their job function besides the technical aspect, but very little are articulated about how knowledge is acquired from this and provide useful practical experiences worth sharing between the different employees or teams. This is seen in following correspondence:

"That [knowledge sharing about interaction with clients] is something we have less of. But there is someone who is trying to increase the attention on these areas and on such tools to for instance facilitate a workshop and make a business analysis. But as so it is not something there has been written down as "this is something we should remember to educate our employees in/on". It is something people bring to the company from different places and from different experiences and some don't even do it because they lack the experience. And nobody teaches them these things, which means they are not allowed to do it." (Interview 1 Tom, 2016: l.68)

In this, Tom articulates how his manager has started to incorporate aspects of this type of knowledge and experiences to bring forward in the team meetings. This points to some degree of developmental learning and diverse knowledge sharing, which reflects tacit aspects. The type of knowledge described as 'something people bring' indicates embodied and tacit knowledge to the organization factor in an interweaving of knowledge forms in order to carry out their job while at clients. This is a very interesting aspect and will be elaborated on in the following section, as well as undergo further investigation in the discussion.

Uneven opportunities are displayed in Tom's final saying of how the knowledge distribution or sharing of this more alternative type of knowledge is not systematized. Those who do not possess it are not allowed to facilitate – simple as that. If you have not had experience in standing on the floor in front of people and facilitating workshops, you will neither be put in that situation. This infer that the embedding of tacit knowledge, related to customer relations, play a crucial part in forming the "whole consultant" who can manage projects out by clients. Adaptive learning cannot target this type of knowledge or allow for the employees to learn, because it cannot be adapted. Developmental learning activities seems more qualified at enabling processes related to learning (through) those alternative and experimental modes. However, more could indicate that even the developmental learning mode of targeting and distributing the tacit knowledge falls short in some areas, because the people-side-of-it are not easily transferable knowledge, from one worker or manager to another. Or in other terms, how especially the employees' jobs consist of both important explicit knowledge (technical) and tacit knowledge (embedding of good people-relations and facilitation skills). This is seen in this saying:

"I would be very questioning and curious, to begin with, but I would also be very quick at stepping away from the scene and invite people to participate. And as soon as they would discuss something I would let them finish their talk and finish the discussion and not interrupt until I would find it appropriate to interrupt and take notes on the useful elements they come up with." (Interview 1 Tom, 2016: l.50)

In this description, Tom makes an effort to describe the tacit knowledge side of facing clients, and put the somewhat diffuse size of tacit knowledge into manuscript-like explanation. However, looking at these suggestions of how to approach certain type of exploratory meetings with clients, the understandings from the introduction and theoretical framework highlight how this type of knowledge might be possible to articulate, but that does not mean others can go out and execute on it based on a program. The things that happens when people meets people, are hard to deduce into manuscripts. Good reminders and basic baseline can be constructed. Other aspects of 'the people side' of the job are touched upon through stories of acting and the importance of authenticity. Noteworthy is how James connects acting with authenticity and the usefulness of this in their everyday work practices:

"Just being yourself. Trying to be authentic. Not being presentational but being present. Because what they say is, if you are already acting, then you can't act. So if you are already presenting an image of who you think you are, people won't believe you. Whereas if you are just authentic, and then you start to act. It is a strange thing because when someone is authentic you are kind of drawn to them because they are just themselves. Like [name] is probably a good example of. He is very authentic." (Interview 4 James, 2016: l.1495)

In some cases acting can have negative connotations, because it often resonates with *not* being yourself, and instead trying to be someone you are not. But in this case, James opens up to a great learning discovery he experienced from his previous acting classes. How touching in to your true self and authentic self is a way of connecting not only with an audience, but also with people in general. And no matter what role you play or perform within, authenticity is a key to knowing how to do your job: *"So for me, that is the element of acting – the authenticity. To be present and not presentational with your colleagues, and just be yourself."* (Interview 4 James, 2016: l.1523) James draws on previous experiences and embodied knowing as interwoven to present and connect himself with the others in the learning environment and he continues by saying, *It [acting] definitely made me more confident in the office environment and more confident in front of clients.* (Interview 4 James, 2016: l.) The embedding of confidence, is connected to being authentic Furthermore, in this James reflects upon his own intuitive use of and background in acting and how it contributes to his daily work. But what is this confidence made of? And is it related to tacit knowledge and skills needed for facing clients? Through the use of Bright's terminology,

confidence can be understood to arise from embedded knowledge from a variety of ways of knowing, such as an interweaving of embodied-, and experienced based knowledge. James knows what he brings to client and can be confident in knowing he is being himself and not trying to be presumptuous. Perhaps this is because the embedding of knowledge from his lived experiences back up this knowledge base. As an opposite to being transferred between people through deducing into explanatory format – which might not mean you will be able to live it. It can be analyzed that this form of “performance” and way of being originates from different ways of knowing that are not easily transferred from one person to another. Perhaps, unlocking the workers knowledge has to do with allowing for tacit knowledge to be a valid resource or important attribute from a diverse knowledge view is key when trying to abide the outspoken logic of development.

As previously seen, the employee's stories display tacit elements of the client-facing aspect of their job, which is not easily adopted from one person to another since the incorporated, interwoven and embedded characteristics of these abilities to unite the technical skills with communicative and interrelational human aspects of their job. This is for instance seen in the following where Tom articulates embodied knowing and more common tacit aspects of the job:

“Tom: I am aware of my body when I am out by a client especially if am holding a workshop or have to make a presentation or demo [=demonstration] that is where I sense my body the most in terms of feeling the adrenaline pumping a bit more [I: Mhh] [Øh] In order to... which is good so that you can feel particular sharp in such situation because you then feel that you are on... I often feel that I learn a lot in those situations...”

I: And why do think that is?

Tom: [Pause] [Øhm] Because when I am together with other people in those type of situations, then... Then I am... Then I am extra aware and extra on my toes [I: Mhh] [Pause]”
(Interview 1 Tom, 2016, l.140)

It is interesting to see how Tom emphasizes bodily cues as providing him with useful knowledge of how he is experiencing situations at client-sites but also how it provides knowledge for how to read the process and how to proceed in a given situation. In this, it becomes evident that the questions cause some degree of reflection, and shows how the facets are not easily expressed. This might indicate tacit elements as highlighted by the pauses and it can be hypothesized that those lived human and bodily experiences are less explored in the informal learning environment in the office. Furthermore, Tom's experience indicates that this type of knowledge is not a product of adaptive learning processes at the office, but instead calls for developmental approaches to target these aspects of learning to become a productive worker or even develops through experiencing the bodily sensation of being in front of a client. Whether this can be mimicked in developmental work in the

organization or calls for other processes, it stands to argue that there is a need for promoting different learning modes.

Other bodily cues was mentioned by Andy who brought the area of energy and passion forward, Andy moved further in over the table, talked faster, increased the intensity in his voice and was hard to cut off. His hands also became a vital part in explaining and supporting his spoken language. If we view these diffuse terms such as energy and passion it in a knowledge perspective and through Bright's terminology, it might insinuate a way of knowing what you are driven towards, which resembles elements of embodied knowing. Indeed passion as term, feeling and way of knowing touches upon the tacit and intangible elements of working with human beings as the main force behind productivity and performance within a business. Despite the interweaving of all these aspects and embodiment underlying his articulations, much about this passion remains tacit. However, it was evident that for Andy, an authenticity stemmed from talking about how passion and energy in general are vital aspects of his worldview, and from talking about what specific areas and content in a work perspective he personally was passionate about. Coming to an end of this analysis, without going into further detail, this section will end with Andy's elaboration on his experience and understanding of energy. Though the embodied knowing in some instances seemed difficult apply, much is still to be said and acknowledged about the possibility of incorporating and making sense of tacit knowledge through the use of stories:

"I think that everything we do is about energy. It is all about the energy [...] So, you feel the energy from people's mood, attitudes towards you, the way they talk to you and the way they way they interact with you from nonverbal way." (Interview 3 Andy, 2016: 1.852)

5.4 Summary of analysis

Foregrounded in the analysis is both adaptive- and developmental aspects of the informal learning environment. The adaptive mode of learning is displayed through the many examples of how learning is often a matter of ensuring that all employees have the requisite knowledge and skills to enable them to effectively deliver on organizational objectives. This is a classic example of logic of production. Though, some findings also showed prevailing development activities such as team meetings intentions of ensuring practices of sharing ideas and articles. Differences exist between the respondents' stories and experiences of the work- and learning environment. In general, tendencies of learning and development were articulated as less important compared to profitability, revenues and productiveness. This

despite of the organization's ongoing transformation both related to profitability as well as learning and development.

The use of Bright's concept of embodied knowing was an attempt to present perspectives of tacit knowledge as part of the employees' broader knowledge base. Interestingly, the analysis found embodied knowing to be of significant matter in carrying out the job of an IT-consultant out by clients – a knowledge source that allows those with previous experience in these client-facing processes to engage and develop, but restricts those workers who have no previous bodily experience of standing on the floor and facilitating

However, embedding the knowledge and practicing it "on the stage" is a very different thing, which is where the experience comes into play. As seen in the four respondents' stories, they all have that experience and thus interact on client-sites, and when asked in different and more narratives ways, they display nuances and embodied knowledge as crucial elements of the otherwise tacit side to performing in front of clients.

Enabling learning around those lived human experiences are only limited supported in the work environment.

6 DISCUSSION

Based on the results of the analysis the discussion will attempt to debate the implications for learning and establish some common features and paradoxes. This involves looking at how the learning environment on each side of the continuum constrain and enable the employees learning at work and how tacit knowledge is present. In the following the analytically driven themes: *The act of balancing – Conflicting logics*, *The tacit knowledge side* and *Potential life underground learning* will be discussed.

6.1 The act of balancing - conflicting logics

Looking into the stories of the four respondents, a division between the employees perception of the learning environment can be made. On the one hand Lawi, James and Tom all emphasize how production outranks development, because of dominating attention to revenues and utilization. This is emphasised by the need for self-learning if and when there is time. On the other hand Andy articulates a positive discourse with the vision and ambition of balancing between modes of learning and production. Looking further into this perception there seems to be an inherent tension in Andy's stories. These can be discussed based on the contradictory statements related to when he is speaking of intended practices and actual practices. Contrary, Lawi, John and Tom all relate their stories to practice experiences. Andy shifted between articulating the underlying reasoning for developmental learning, to talking about how the practices showed a need for targeting the middle managers because the organization "was not quite there yet" in terms of having secured sustainable developmental learning modes. Through the analysis it was shown, that the respondent's told an overall story of conflicting organisational logics.

Developmental learning is characterized as a favorable mode of learning in times of change, because of its ability to be a "[...] driving force of change and innovation in an organization." (Ellström, 2010: 107) Engaging in the talk with Andy and listening to his stories, presented information about the company's ongoing transformation process (which had been undergoing for the last 12 month) (see Andy interview, 2016). However, sampling the different stories of the workers, insinuate dichotomies between the outspoken and desired process of change and the actual practices within their everyday work.

In a broader institutional perspective, Ellström's conceptualize points to the fact that the mode of organizational logic presented at the workplace determines the learning environment. Looking at the overall tendency in the employees' stories, the analysis discovered differences in what was intended and what was practiced. The differences, between the in-

tended learning environment and the experienced workplace, manifest itself as a paradox between conflicting logics. The findings of the analysis, gave importance to revenues and utilization as seen in the theme and saying of 'time is money' as indicated many times by Lawi, John and Tom. By applying Ellström's perspective it is interesting to look at Andy's initial stories of the positive description to the learning site of organization. In many ways his expressions speaks the case for the importance of work-based learning for supporting the transformation process. However, later on Andy articulate how there is still a long way to go, and that the next step will be to target the middle managers, in order to create alignment between intentional organizational logic of development and corresponding practices to develop and enabling a learning environment.

Based on this, it can be argued that the logic of production dominates since the organization has not succeeded in accommodating the necessary structures and activities to encourage developmental learning within the official learning arena. Hence not allowing for the newer developmental ideas and logics to flourish in the everyday practices. However, as stated by Ellström, the long-term gains of investing time and money in developmental learning have not only been shown to enhance productivity and competitiveness, but also reduce stress and increase wellbeing at work.

As seen in the analysis and discussed in the latter, it is important to consider practical implications of creating a balanced informal learning environment. The informal environment is the employes' "learning playground" which determines how learning can be enabled or constrained based on organizational logic and conditions. Therefore, important conflicts have been established in regard to the balance between profitability and learning. As often stated by Ellström, it is of great significance for organizations to learn to balance between the two modes, because both logics are necessary in the long run in order to secure the organization's survival as well as the potential development (Ellström, 2012: 470). However, a final remark is necessary in order to state that the finding of dominating organizational logic of production does not mean that there are no signs of developmental logics and that learning at all times are constrained.

6.2 The tacit knowledge side

The people-side of their work creates a paradox with the dominating organizational logic of production. It can be argued that the tacit and embedded aspects of the consultant are necessary in being productive. The analysis found embodied knowing to be of significant matter in carrying out the job of an IT-consultant - a knowledge source that allows those with previous experience in these client-facing processes to engage and develop, but restricts those workers who have no previous bodily experience of standing on the floor and facilitating.

The stories showed, how knowing how to relate and make sense of your body in client meetings, was a crucial part in actually being able to do the job. However, the different employees found little or no activities afforded to this learning arena. Therefore, the learning environment was primarily dominated by adaptive learning mode, because the consultancy job consists of aspects that cannot be adopted or transferred as learning from one individual to another. Here the tacit notions of knowledge and learning come into play. The implicit knowledge and job performance can be linked to the interrelational aspects of humans meeting humans, which further points to what Bright addresses, in the various ways in which humans know, but not necessarily are able to explain and put into formals.

Few developmental learning processes were put into place to spread this type of knowledge, and since adaptive learning processes are definition do not target this tacit knowledge implicit to informal learning. This is because the knowledge type is not easily shared or expressed and because purely adaptive learning environments do not create space to develop learning and think differently about problems. Therefore, importance is given to investigating further into these diverse and tacit elements related to the interrelated human aspects of the job as an IT-consultant, and perhaps different knowledge work industries.

The tacit knowledge also serve as distinct features of each worker, and could be argued to be immediate resources that could be activated and exploited for the greater use of the teams and department within the company. Moreover such idea draws on disrupting the dominating Cartesian notions of "correct" knowledge as an opposite to exploring and to justifying other forms. By legitimizing bodily expressions and diverse knowledge forms, hidden barriers in daily interaction are to be challenged. Since Bright's theory take a critical standpoint towards dominating knowledge forms and challenge the suppression of alternative ways, it can be discussed to what degree such ideas can be united with organizational demands for profitability. It can be argued that the ideas are very idealistic and thereby not sustainable in everyday business life. However, as argued by Ellström (2012) there is a need for balancing between different learning modes and organizational logics. It is to this act of balancing productiveness and development that Bright contributes with norm critical views and speaks for the less broadened view and practice for incorporating diverse ways of knowing.

This links back to why there is a need for alternative learning approaches within organizations, because the current adaptive ones due not target or help to reach, verbalize and activate tacit knowledge. So new knowledge sides demand new ways of targeting and exploiting it. It can be discussed to what extent the organization enables the employees to utilize their tacit knowledge. There is no one size fits all to this, because it comes down to the people present within the organization who all draw on each of their own and collective

knowledge. But one thing is sure, the current way does not target it – because if it did, 70 % would not still remain tacit. And as pragmatics we have to look at what works, and if something isn't providing the outcome we intended we have to try something new. As Ellström (2010) points out, 'learning opportunities are not homogeneous' within a group of workers in an organization (Ellström, 2010: 108). This is seen in the respondents' stories, where the consultants are invited to participate in different learning activities and demonstrate different levels of participation. In general, as seen in the empirical data, the type and amount of learning activities are related to the IT service practice and is depended on the management of each different team. James illuminates fewer activities and learning focuses put into structure versus the stories from Tom and Lawi who are on the same team, with monthly meetings. Ellström demonstrates how this is often linked with 'occupational status, roles and differences along the lines of job position'. These are understood as structural conditions within the learning environment that constitutes the learning opportunities afforded, leading to the finding that not only subjective structures, but also structural conditions cause heterogeneous learning potentials and outcomes.

Despite the innate critique in the various stories of the learning environment, it can be discussed whether the study counted in the importance of the subjective conditions. Because of the limited use of this concept, there is a need for further investigation in how the subjective conditions play a part in mediating learning at work through the ability to 'disrupt, engage and reconcile' with the workplace's practices. As seen in the analysis, organizational logics and structural conditions are not the only aspects that lead to either enabling or constraining learning at work. The subjective conditions are also of great importance to how the individual's manage to tackle constraining environments and dominating adaptive learning modes (Ellström, 2012).

6.3 Potential underground life of learning

In order to learn from what we do, Bright states that it can be beneficial, or in fact important to reflect in a number of different ways. This links to the learning theoretical perspective, in which Ellström states, that we limit the employees' and organisation's potential learning and usage of the resources, by not "tackling" the tacit side of knowledge. This other side can be described as the tacit knowledge in itself or sometimes as interlinked to explicit knowledge.

It can be discussed whether there is a need for acknowledging the employees development of valuable knowledge through experiences of learning – characterized by interaction with the external environment and the use of the body to 'make sense of external experiences

and the self.' The understanding of the workplace as a learning environment is tied to how the workplace or organization affords learning opportunities. On one hand it seems that the work practices are full of repetitions and formalized ways of seeking help and that the consultants perform tasks based on organisational standards. On the other hand it seems as if the employees learn and work through responses to the experience of the surrounding demands, which at times call for creative problem-solving. These skills acquired through learning processes on client-sites can be understood to hold great knowledge.

This is supported by the importance of prevailing tacit and embodied knowledge as seen in the analysis. This suggests that the IT-consultancy discipline is not something that are easily codified, written down or learnt by explicit and adaptive learning modes. It can be discussed whether the employees' client-facing job sets high demands for embedding knowledge and learning. Perhaps, this discipline is learnt tacitly through extensive personal contact with people and through experience and observation. This calls for a developmental learning mode because the knowledge apparently 'is there' but is only utilized by and shared amongst a few. The relates to the classic paradox of the need for experience in order to gain competencies, but not being allowed the opportunity to gain it because of the lack of experience and competencies. One way to view this would be that you deprive those people without previous experience the opportunity to 'enter that scene'.

The developmental activities afforded by the workplace, did for some teams result in initiatives with a focus on standing on the floor and coming to learn and experience both through body and mind. However, uneven opportunities are displayed in Tom's final saying of how the knowledge distribution or sharing of this more alternative type of knowledge is not systematized. Those who do not have had experience in standing on the floor and facilitating workshops will not be put in those (learning) situations. This infer that the embedding of tacit knowledge, related to customer relationship, play a crucial part in forming the "whole consultant" who can manage projects out by clients. Adaptive learning cannot target this type of knowledge or allow for the employees to learn, because it cannot be adapted. Developmental learning activities seems more qualified at enabling processes related to learning in those alternative and experimental modes. However, looking into Ellström's definitions of learning modes indicates that even the adaptive learning mode falls short in this regard. This is because the people-side-of-it are not easily transferable knowledge from one worker to another. In other terms: especially the client-facing stories displayed the relevance of felt experience from the actual work context. There knowledge is shared between parties who engage in a co-construction of meaning and exploration of the IT-solutions that are being made. As showed in Tom and James' stories, good reminders and basic baseline can be con-

structed, but that does not mean that such knowledge can be transferred between workers. When people meet people, particular embodied and tacit knowledge helps support the transferal or engagement around explicit, propositional knowledge.

Paradoxical the knowledge is not shared or explored as a possible asset. Instead the consultants with the needed knowledge (both tacit and explicit) are being brought into the company instead of trained from within. Few processes are put in place to utilize the presence of the tacit knowledge inherent in their everyday workplaces. But this might point to the non-verbal aspect of the knowledge or less legitimized when put into language i.e. because it does not resonate with propositional, codified knowledge.

Of particular importance is the tacit embedding of tacit knowledge and bodily awareness. Such abilities or knowledge sources are accessed or constructed through informal learning from experience. James mentions the importance of confidence and authenticity and Andy talks about passion, energy and continuous cyclic learning at work by engaging in various forms of activities. Lawi and Tom are part of the same team, where their team-manager has put specific learning activities into play, which display some sort of acknowledgement of important learning to be derived from "being on the floor". In the example by Tom we are also presented with an elaboration of bodily cues such as feeling the adrenalin pumping. Being familiar with and knowing such bodily cues can be argued to be of great importance to "being allowed" to carry out such job tasks. The analysis showcased how it is a common belief that great capabilities come from experience and the building of tacit knowledge. It can be discussed whether the workplace allow for the employees to learn it, since the learning activities afforded in the informal learning environment are not homogenous. But common denominator is that those who engage in developmental learning activities with embedding of practice and distribution of tacit knowledge already participate in or run tasks at client sites. Again this leaves those without the experiences to be constrained from reaching such learning, despite Lawi emphasise on how she percieve learning from experience is the best kind.

Based on the discussion it can be argued, that the strong tacit knowledge acquisition takes place during informal learning on "real" tasks with clients, with whom the workers would integrate technical knowledge and skills with bodily cues within themselves and from the people around them. Thereby, important learning moved out of the official learning practice within the workplace into a so-called underground existence.

7 CONCLUSION

Based on the increasing interest in the integration of learning and work, the study took a special interest in the perspective of worklife learning and the interplay of explicit and tacit knowledge. Based on interviews with employees from an IT-consultancy, the intention was to explore and understand the informal learning environment and the knowledge production from everyday practices. The investigation applied a learning theoretical perspective through Per-Erik Ellström's analytical framework of informal learning at work. Additionally, the concept of embodied knowing was used to locate tacit knowledge.

The analysis displayed a number of paradoxes and common features related to everyday practices within the learning environment and the employees' use and acquisition of knowledge daily work. The first paradox relates to the explicit focus on learning and development, as part of a larger ongoing transformation process within the company. Yet, the employees predominantly did not experience a particular focus on learning. This was seen in the employee's stories on how revenues, utilization and lack of time dominated the informal learning environment – leading to the experience of having to self-learn and not feeling valued for their knowledge.

Secondly, the client-facing job displayed nuanced facets of valuable tacit and embodied knowledge necessary to carry out relational tasks. Paradoxical, little significance was given to the body in play, although experience was a necessity in order to enter client-relationships. This led to the conviction, that a strong tacit knowledge acquisition takes place during informal learning on "real" tasks with clients. Here the workers would integrate technical explicit knowledge with tacit and embodied knowledge. Hence, informal learning was discussed to have moved outside the official learning practice of the workplace and into a so-called 'underground existence'. Overall, the circumstances within the informal learning environment were found to be of great importance to the employees' stories and experiences of learning and knowing. In conclusion, the notion of balancing developmental and adaptive logics, this study found the latter to dominate the learning environment and thus constraining the employees' development and learning, because of a predominantly focus on production.

In consideration of the small case study further research is needed to establish and complement understandings of the research field and context, such as:

- Looking at how the learning environment (on each side of the continuum constrain and enable the employees learning at work) is affected by both structural and subjective conditions. Especially the subjective conditions could need further elaboration.
- Investigate further into the different stories of the effects of managers as translators of the organizational logic into structural conditions and learning activities. Since the analysis discovered unclear management approaches, this is recommended.
- Further studies are needed for exploring 'those middle forms' of the organizational learning mode such as productive learning. Hence, broadening the horizon of practices in which the organization balances between logics of production and development.

8 LEARNING JOURNEY

Here, at the end of the writing of the thesis, I find it appropriate to include some final reflections on the choice and use of theory, as well as the research design.

At first, the idea was to incorporate many of Bright's concepts of ways of knowing, since these provided a detailed language to talk about tacit knowledge. However, in the analysis it became evident, that only the concept of embodied knowing was utilized. This resulted in a cut down in the theoretical perspective of Bright's work. This was partly due to the conflicts between the learning theoretical perspective and her FPI's worldview (as described in Critical Assessment of Theory) and partly due to the narrowing of themes in the analysis. For instance, passion, energy and collegial talks could have been included and elaborated on, using other of Bright's concepts of knowing.

Alternatively, a different choice in theory could have supported the interest in tacit knowledge from "within" the learning theoretical field. Different theories on tacit and explicit knowledge (Wackerhausen, 2005 or Vedfeldt 2002 in Illeris, 2015: 36-37) as well as newer work supporting the tacit and implicit elements of human learning and knowledge (Illeris, 2015), could have been placed at the center of the thesis. In doing so, the theoretical framework would have been constructed on basic corresponding assumptions, and thus overcoming the problems related to the divergent epistemologies and ontologies.

In relation to looking at the employees' stories, I could have chosen a more in-depth narrative approach, and accompanied the interviews with short vignette sets, extended descriptions of the scene of the interview with small observations of facets, senses, noises, bodily movements and energy in the room. This could have allowed for a richer ethnographic portrayal of the respondents lived experience, heightened the authenticity and revealed a higher degree of my own self-reflexivity. (Czarniawska in Brinkmann & Tanggaard, 2010: 239) Despite not fully engaging in the narrative presentational form, journal notes were scribbled after each of the interviews, which allowed for immediate thoughts and reflections on how the interview went and how I experienced the meeting with the different respondents. These journal notes made it possible, for me to embed pre-theoretical discussion points and commentaries, which could be applied in the analytical chapter.

Furthermore, another approach could have been to includ a higher degree of 'bringing myself into the process'. i.e. through a restructuring of the design, I could have brought my own body into the investigation, which perhaps would have made it possible to reflect on other bodily cues and tacit elements of learning and knowing.

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9 APPENDIX

Appendix A: Original danish qoutes and concepts

The entire project is kept in English, thus English translations of quotes and concepts appear in the thesis' chapters. Knowing that important understandings can be lost in translations, below samples the original quotes and concepts in Danish:

In the introduction

"Som det klassiske eksempel på denne vestlige forståelse nævnes ofte den franske filosof René Descartes (1596-1650), der allerede i 1600-tallet formulerede den berømte grundsætning: "Jeg tænker, altså er jeg til" ("cogito, ergo sum"). Hvad denne sætning helt præcist indebærer, er siden blevet diskuteret vidt og bredt – fx mente den kendte norske filosofihistoriker Arne Næss (1912-2009), at oversættelsen fra latin snarere end "jeg tænker" skulle være "jeg oplever" eller "jeg er mig noget bevidst". Men det afgørende er i denne forbindelse, at Descartes henviser til det mentale som det centrale for menneskets eksistens, hævet over det kropslige og det følelsesmæssige, og det har netop været en sådan basal forståelse, der har været dominerende i den vestlige verden (jf. Jacobsen 2004)" (Illeris, 2015: 27)

In the theoretical framework

"enhver process, der hos levende organismer fører til en varig kapacitetsændring, og som ikke kun skyldes glemsel, biologiske modnind eller aldring. (Illeris, 2006: 15)" (Illeris, 2012: 17)

"Når læring studeres som et psykologisk fænomen, kommer kroppen let til at fremstå som et slags hylster, der kun inddrages, hvis det, der skal læres, er af hel eller delvis kropslig karakter, som fx når man lærer at gå, at svømme eller at cykle." (Illeris, 2015: 26)

"Men faktisk forholder det sig nærmest omvendt: Læring er som andre psykiske processer noget, der udgår fra kroppen" (Illeris, 2015: 26.)

Appendix B: Interview guide (Tom)

Organizing

The interview is organized as an open explorative interview and lasted close to 2 hours. The interview was recorded via the program 'voice recorder' on the interviewers phone.

Focus person

The focus person is a male IT-consultant with focus on implementation and has worked within the company for a year.

Information to FP about the master thesis

- *Studying at Aalborg University, Copenhagen, Denmark.*
- *Master education Learning and Innovative Change.*
- *The master thesis is about workplace learning and of their experiences of mind and body at work.*

Briefing about todays interview (consent also made prior to interview)

- *The interview is about your experiences with and perspectives on your workplace culture and how everyday learning takes place. I am interested in hearing more about what is the normal way of behaving within your work context, and on what signals inform you about how to act. Especially I have taken an interest in the physical aspect of being a human being at work with lots of lived experiences, not only centered in the mind. Often knowledge perspectives forget to take bodily rooted knowledge and the whole human being into account, when investigating adult learning and work, knowledge management and relations.*
- *The interview is explorative in nature, so I have some questions in mind, but other than that, our dialogue will determine which direction the interview goes.*

Anonymity: Yours and other names, you might mention during the interview, will be kept fully confidential. The report will only be shared outside the educational context if consent is made upon this in future prospect.

Recording: The interview will be recorded on my phone and transcribed. Should you wish to go through the transcript, this can easily be arranged. Additionally you will occasionally see me taking notes to help me capture potential paths of directing our talk against

Time: The interview is estimated to approximately 30 minutes.

Concerns: You are at any point most welcomed to ask me to reformulate the question or help explain uncertainties and raise any concerns you might hold during and afterwards.

Themes

1. Learning environment
2. Bodily cues at work
3. Knowing and knowledge acquisition and use
4. Development versus production

Appendix C: Interview guide (Lawi, Andy, James)

Organizing

The interview guide below is constructed for the three interviews that followed the first eksplorative interview. The interviews are organized as sem-structured interviews. The interviews were recorded via the program 'voice recorder' on the interviewers phone.

Focus persons

Lawi is a female IT consultant with focus on business analysis and has worked in the company for two years.

Andy is a male Project manager and IT-consultant and has been in the company for almost a year.

James is a male senior consultant and has worked in the company for five years.

Information to FP about the master thesis			
<ul style="list-style-type: none"> • <i>Studying at Aalborg University, Copenhagen, Denmark.</i> • <i>Master education Learning and Innovative Change.</i> • <i>The master thesis is about workplace learning and of their experiences of mind and body at work.</i> 			
Briefing about todays interview (consent also made prior to interview)			
<ul style="list-style-type: none"> • <i>The interview is about your experiences with and perspectives on your workplace culture and how everyday learning takes place. I am interested in hearing more about what is the normal way of behaving within your work context, and on what signals inform you about how to act. Especially I have taken an interest in the <u>physical</u> aspect of being a human being at work with lots of lived experiences, not only centered in the <u>mind</u>. Often knowledge perspectives forget to take bodily rooted knowledge and the whole human being into account, when investigating adult learning and work, knowledge management and relations.</i> • <i>I have prepared a short interview guide aiming at hearing your stories and learning more about your experiences as a knowledge worker.</i> • <i>The interview is divided into three themes, and I have put of approximately 10 minutes to engage in a dialogue about each theme. The themes are: knowledge, work culture and the body.</i> 			
<p><u>Anonymity:</u> Yours and other names, you might mention during the interview, will be kept fully confidential. The report will only be shared outside the educational context if consent is made upon this in future prospect.</p> <p><u>Recording:</u> The interview will be recorded on my phone and transcribed. Should you wish to go through the transcript, this can easily be arranged. Additionally you will occasionally see me taking notes to help me capture potential paths of directing our talk against</p> <p><u>Time:</u> The interview is estimated to approximately 30 minutes.</p> <p><u>Concerns:</u> You are at any point most welcomed to ask me to reformulate the question or help explain uncertainties and raise any concerns you might hold during and afterwards.</p>			
Themes	Research Question	Interview Question	Follow up Questions
Preliminary		Can you briefly describe what do at the company and what is special about your job?	What are your competencies?
The community of practice		How do you experience the learning culture in your team?	Do you knowledge share? Do you learn from each other?
Knowledge	What are the different ways of knowing?	What is knowledge to you?	How do you develop new knowledge?

			What is tacit knowledge to you?
Different ways of knowing	Do you make use of for instance intuition in workshops or meetings?	(Research shows that we as human are often unaware of the many different ways we make use of mind and body when at work – culture, school, tacit knowledge) Can you describe what you experience as different types of knowledge	(I make use of energy, silence, tension in the room, eye contact, present myself in a particular way)
Knowledge from sensations	What is the influence of your body?	Do you experience physical sensations when you are at work?	Do you make decisions based intuition, a feeling of something being wrong, stomachache?
	Are the employees limited in their ability to make use of physical expressions and behavior as work?	Do you think about how you present your body at work or in meetings with clients?	Is there a certain way of being professional?
The community of practice	What are the dominant ways of knowing in the organization?	What is the best ways of getting the managers' attention?	(Measurability?) What competencies are in particular valued?
Recognition	What does it mean to be a professional in the company and business in general? What are the physical norms related to being professional?	Do you feel valued for who you are and for the resources you bring to the company?	(... for developing your people skills)
	Do the employees talk open about their mind and body at work? How does people react if the workers resonate from emotions or felt bodily experiences versus reflective thoughts?	Did you attend the stress management course? What are your thoughts on the course?	Did it help create an attention towards aspects that normally are not talked about at work? Are you normally good at expressing feelings and physical sensations?
	Is there a focus on different resources and ways of knowing?	In your team, do you work with making use of your different competencies?	Which?
Cultural ways of knowing	Are there special aspects of your cultural/ethnic background that has shaped the way the workers think and act?	Is the social work environment characterized by the many nationalities present?	Are there things at work you do in a different way from some of your colleagues
Embodied knowing	Are the workers aware of when and how they make use of physical sensations?	Do you experience acting on what we could call a gut feeling?	Can you give an example of a recent incident?
	Is there coherence between what the company	What is important to you in order to feel	

	strives to do and what the workers experience and need in order to develop?	creative and innovative?	
	Wh	How do you experience the possibilities and limitations for learning and development within the company?	
		Any final reflections or thought on the topic here at the end? Do you have any questions for me?	

1 Appendix D: Transcript of explorative interview 1 with Tom

2 Explorative Interview, Tom

3 Company office – meeting room – after work hours

4 Thursday 01th of December from 5.00 pm – 7.00 pm

5

6 00:00 – 01:48:24

7 **I: When you are going out to that client in next week, which things are you going to pay attention to in
8 the relation to the clients?**

9 Tom: Which things? Can you explain that? Today I contacted the client by mail and I have mentioned that I'm
10 going to be there at the meeting and that I will be leading the meeting. And then I have asked them to invite
11 those who have valuable knowledge on the different areas. So I have told them that I also expect them to be
12 presenting something; organizational structure, strategy, their sales process. And based on that I will try to
13 map their business processes because it is important that I understand them because otherwise, I cannot do
14 my job ... as their project leader.

15 **I: That is all connected to professional terminology, in terms of some knowledge you need from them. But
16 on the day, what is going to help you to know which ways to act and when to do what and how you will go
17 about it? Is that solely based on what they say or?**

18 Tom: I need them to... If it is going to go really well, it is because I invite them to participate actively in the
19 discussion and that I will be saying less and instead succeed in putting them on the stage.

20 **I: But when you are going stand in front of them and are aware of them, what is it then you are going to
21 be aware of by them?**

22 Tom: hmm...

23 **I: What are you paying attention to from them? And how will you know when to what as a facilitator?**

24 Tom: [pause]

25 **I: Is your attention or awareness directed towards whether or not they are focused, has there eyes di-
26 rected at you, if their hands are working on something else, how their body is directed/turning towards
27 you or away?**

28 Tom: Well, no that is more on an unaware level. I am paying attention to especially that they are engaged and
29 that they participate in the discussion and for instance are not sitting with their mobile phone and laptop. But
30 I do not even think that is going to happen because they know that we have limited time together and they are
31 interested in getting the best out of it. So what I hopefully will see is that they move around in the room, that
32 they will use post-its, that they will write on the whiteboard and come with inputs, so that I won't have to
33 "pull it" out of them.

34 **I: [Mmh] And why do you make use of those methods? Why is it important to have them standing up, us-
35 ing post-it's and make use of the room?**

36 Tom: That is... Because... That is the best way of getting them to talk and stay outgoing and discuss. [Øhm] To
37 seem motivated... and to contribute to the workshop-

38 **I: And do you say that based on experience or based on education, information [overlap]**

39 Tom: From experience and from some educational background as well.

40 **I: Some moments ago you mentioned this aspect with unintentional awareness. I often think that we are**
41 **so focused on the language because there is such big amounts of knowledge in that and usable infor-**
42 **mation, that we tend to tend to overlook the bodily aspect which is as big a part of it, but is just some-**
43 **thing we do without thinking about it - Intuitively, and as an integrated part of the whole. So it is some-**
44 **thing about being better at putting the spot on that so that we can become better at understanding in**
45 **and being more aware of it because it might not be all who does on an unaware level in an appropriate**
46 **way or enter into relations in a preferable way.**

47 Tom: [mmh] No

48 **I: So if you were to reflect upon what those unconscious things that are just the backbone, what would**
49 **other people spot if they came in and saw how you were running a meeting like that?**

50 Tom: ... That would probably be that I would be very questioning and curious, to begin with, but I would also
51 be very quick at stepping away from the scene and invite people to participate. And as soon as they would dis-
52 cuss something I would let them finish their talk and finish the discussion and not interrupt until I would find
53 it appropriate to interrupt and take notes on the useful elements they come up with. It should preferably be
54 something we find out together instead of something I just come up with how their processes are. That is not
55 the way it should be. They should be involved and explain me the processes they have, and what goals they
56 have and what their criteria of success are.

57 06:35

58 **I: How about when you are then back at the office. Do you knowledge-share amongst the colleagues**
59 **about how days like that went with such meeting, and about what experiences you have had?**

60 Tom: [Øh], No. We don't do that a lot [pause] We have ... It is the fewest. And then I think it comes down to,
61 that if one is interested in it, then it is actually possible to actively ask someone if they would like to share
62 some of their experiences or tools or instruments or just their recent experiences from their last project or
63 something else.

64 **I: So the entire interaction-based part, the contact with the clients that is not something you talk about?**

65 Tom: Øhm

66 **I: How to present oneself, how one might experience a relation to a client being a bit complicated or not**
67 **knowing how to get the participants to open up, or?**

68 Tom: No that is something we have less of. But there is someone who is trying to increase the attention on
69 these areas and on such tools to for instance facilitate a workshop and make a business analysis. But as so it is
70 not something there has been written down as "this is something we should remember to educate our em-
71 ployees in/on". It is something people bring to the company from different places and from different experi-
72 ences and some don't even do it because they lack the experience. And nobody teaches them these things,
73 which means they are not allowed to do it. [Ehm] [pause]

- 74 **I: That is also some kind of paradox, that the knowledge apparently is there, but are not being shared.**
75 **One way to view this would be that you deprive those people without previous experience the opportunity**
76 **to 'enter that scene'.**
- 77 Tom: Yes, because it is shared with some. [Pause]
- 78
- 79 09:22
- 80 **I: Would you say that there is an open talk about learning goals and learning outcomes at work?**
- 81 Tom: Øh
- 82 **I: Or is it only between for instance you and your manager?**
- 83 Tom: That is for instance between me and my team leader. There we talk about what I, for instance, wish to learn.
- 84
- 85 **I: But do you talk about the learning potential of the team throughout your everyday practices?**
- 86 Tom: No. [Øh] ... No, I don't think so.
- 87 **I: And you don't talk to each other about the formal learning goals each of you has?**
- 88 Tom: ...
- 89 **I: Would you approach someone and ask to get a new certification?**
- 90 Tom: Yes, that we do talk about because it is very measurable for people and something we as partners of the
91 firm have to have those certifications. So regarding that, we do sometimes talk about how to help each other
92 to investigate something so that we can get these certifications. There is also a focus on it from the leadership
93 because if we, for instance, want to be a marketing automation partner, then we need to have the certifications
94 that count in terms of getting the customer and even get the projects from [it service]. So that is a type of
95 learning goal we have put so that we can win the projects. Amongst other examples, I was sent to Sydney to
96 learn something about a product, I should learn that in order for us to even be able to start that aspect of the
97 business.
- 98
- 99 **I: Would you say that a general characteristic of the company is the measurability? Is it important that**
100 **something is measurable?**
- 101 Tom: [Øhm] Yes because to our customers we sell ourselves as experts in these and these areas and it is kind
102 of the same as saying that we are the expert within a field but if you don't have you exam papers to prove it,
103 then you can loose some credibility. So in that way, it is very relevant to have the formal aspects in good order
104 for the company... [I: Mmh] So it is a necessity from some our business partners that we have them.
- 105 **I: But is it not possible to say that there in some way are something contradictory in internally working a**
106 **lot with certifications but also under the headlines of 'agile' and thus with learning and change as more**
107 **changeable and something that not necessarily can be categorized or boxed into groups. Would you**
108 **think that it is possible to say that these two things work against each other; one the one hand measura-**
109 **bility and certifications and on the other hand agile approaches and changing worldviews?**
- 110 Tom: I think that one in both situations should be allowed to... Because formally speaking they need to have
111 the certifications because it is a demand from our partners, we would be out of business and our competitors

112 would do better than us. But what you can do is to say that you have competent consultants that are not only
113 certified but also understand how to manage a workshop. Personally, I would find are just as big a part if not
114 more important. Besides you would also... it would easier for your resources that you would feel that you
115 could put your resources out to way more customers and in different functions, so that the company wouldn't
116 be limited by only having that and that person to send out because they are the only ones who have experi-
117 ence from a previous company where they were taught these things. That is actually really interesting. [I: Yes]
118

119 15:05

120 **I: That is what is interesting if we were to look critically at our society in which we have certain discourses that dictate measurability is important and we need to know that we chose the best and often that is just the easiest way to do that by saying 'who has the best certifications?'**

123 Tom: [Yes] But you can say that there despite this are important practical experiences that come into play as
124 well, where my thought is that the practical experiences to a higher extend involve more than our heads. It is
125 off course part of boosting something to reflect upon and to critically view and analyze and so forth. Some-
126 thing cognitive. But 'doing something in practice' involves way more than our heads. There we enter the set-
127 ting as a whole human being and make experiences on our body and we sense different things and put your-
128 selves into play and put your knowledge into play which we have through our head, but you are also being
129 measured on other than your what comes out of your mouth. [Ehm] So it is interesting because words are
130 often valued when looking at what we have to show on paper, but still there is so much more to take into con-
131 sideration.

132

133 16:25

134 **I: When are you aware of your body in a work context?**

135 Tom: I am aware of my body when I am out by a client especially if am holding a workshop or have to make a
136 presentation or demo [=demonstration] that is where I sense my body the most in terms of feeling the adrena-
137 line pumping a bit more [I: Mhh] [Øh] In order to... which is good so that you can feel particular sharp in such
138 situation because you then feel that you are on... I often feel that I learn a lot in those situations....

139 **I: And why do think that is?**

140 Tom: [Pause] [Øhm] Because when I am together with other people in those type of situations, then... Then I
141 am... Then I am extra aware and extra on my toes [I: Mhh] [Pause]

142

143 18:19

144 **I: I am also aware that I am somewhat of a word perfectionist right now, but it is just to try and under-
145 stand where you come from. So what does it mean that you are 'extra on your toes'? How would you de-
146 scribe that?**

147 Tom: That means that the days I am going out to a client I know that I often have prepared myself more than if
148 I was just going to the office and don't have any meetings. So I would have prepared myself more for specific
149 things or have considered wearing a bit more formal outfit so that I would be presentable in every possible

150 way, both my own appearance, my outfit, my preparation is put up to help me perform to someone. Does that
151 make sense?*I: Yes*

152 ***I: What would you say to a hypothesis I have, for instance in relation to the example you just made, that***
153 ***you learn more the days where you are out for a client, and where the adrenalin pumps, where my***
154 ***thought is that it has to do with the fact that you are being stimulated in way more senses, and receives***
155 ***impressions and knowledge way more places than strictly cognitive, which is part of giving you a greater***
156 ***learning experience and change? What do think about that statement?***

157 Tom: That makes a lot of sense to me and if I think about it, I remember certain things better when I have
158 actually done something or have been out somewhere or have travelled to some place new. That gives me so
159 much and I can almost in detail remember what has happened.

160 ***I: So you can recall the feeling of being there and what you have talked about?***

161 Tom: Yes.

162 ***I: Can you then in the light of the example you just made also say that the days where you are in the office***
163 ***for 8 hours without any disruption that you don't learn as much or don't feel that you move as much as or***
164 ***are less able to reach a state of flow because you are under stimulated?***

165 Tom: Yes.

166 ***I: What do you think about the programmers then, who are also knowledge-workers, but not necessarily***
167 ***are out at a client or have the same amount of contact with your clients?***

168 Tom: No, but they do still shift environment sometimes. But if I were to say what motivated them, then it is
169 actually to solve some problems or tasks and that motivates them because they can and know where to look
170 for the answer and are able to work together [ehm] and they are often good at it, so they know a lot. So when I
171 sometimes are sitting and have to become wiser in an area or even have to come up with something, then I
172 feel that it is easier for them, and that they experience a greater satisfaction, because it for them is the same as
173 solving a crossword, they get a bit of dopamine in the brain every time they put some of their codes and lines
174 together and things going up to a higher level and they execute and can see their code being verified and boom
175 then they have solved that, and then they can relax, because then they have solved that task either before time,
176 to quickly or have spent too long time on it because it was more difficult than anticipated, but that is okay. But
177 something that is also reoccurring is that there is a specific stereotype about programmers as introvert and
178 closed off persons, and at our company that is spot on for some and that they are bit more security addicts
179 than the rest and the opposite of our salesmen personality type both in terms of what they show and how the
180 act and interact socially and so forth. I actually think that is a big part of it.

181

182 24:02

183 ***I: How can you tell the difference between the coders and those who are something else?***

184 Tom. Yes. Well, purely... You can see it, often, in the way people are dressed because one is dressed client
185 friendly perhaps in a white shirt and in a blazer and a developer was not expecting to go out to a client so they
186 may sit in a t-shirt with a print on it and sneakers.

187

- 188 **I: And are there other aspects than cloth that stands out? Ways to walk, gestures, or other signals besides
189 their dressing/clothing?**
- 190 Tom: [Øh]... Yes, but I am also having trouble saying it because it feels like my personal stereotypical impres-
191 sion being expressed, and I don't necessarily think that is true, because...
- 192 **I: No. But what would that stereotype be?**
- 193 Tom: That would be less sporty, and... and do not care as much about health. It is a bit nerdier. [I: And are
194 there certain ways?] And that is just a lie because then we have [anonymous, a female] who is the number one
195 action girl at the office, who is a developer, so it is not true what I am saying.
- 196
- 197 **I: Are there certain ways you expect yourself to perform or act in the office?**
- 198 Tom: There is at so no expectations to me. I have put out some expectations and have had expectations to
199 myself in ways of acting, and that has just rubbed off on me.
- 200 **I: Can you elaborate a bit more on that?**
- 201 Tom: [Øhm]...
- 202 **I: Which expectations have you had on yourself and how have they affected the others?**
- 203 Tom: That... For starters, I have gone from being in a graduate position with some experience to suddenly
204 being a senior consultant and are being viewed at as a senior consultant with a lot of experience, and with
205 international experience and who comes from a big consultancy firm. So hierarchical I have placed higher than
206 others in the firm, which has put an expectation on myself, that I had to act professionally and as... as a kind of
207 role model for others and be helpful and guide others, because that is what I have been used to being able to
208 do with those senior consultants in my previous work.
- 209 **I: So your previous work culture experience has created the basis for what you have brought into [com-
210 pany name anonymous]?**
- 211 Tom: Yes and in some ways that have been new to me, but I do also feel that it has been natural for me, and
212 now I feel that it is the way it is and I have gotten used to that people come to me with questions and ask me
213 for advice in the firm. [Pause] And I think I have differentiated myself a bit by... for instance by not... having
214 fooled as much around at the office or taken as many breaks at the office, coffee breaks and such. But more
215 have acted as someone who wanted to prioritize the work a lot.
- 216 **I: What I am hearing you say, is that there is a type of uniformity in the way of being in the office and
217 what separates you from others has also something to do with how you use your body, your movements
218 and placing in the office, which informs you about when somehow is taking a break again and aren't
219 working as determined and focused because they are standing and talking to the person next to them.**
- 220 Tom: Yes.
- 221 **I: Would you say that that is information you receive via the people's position and physical presence?**
- 222 Tom: Yes. [Pause] Sie.
- 223
- 224 30:50

225 ***I: It sounds like there is a certain way of acting at work, which resonates better, with being 'professional'.***

226 ***A type of norm in the way of being that may recur in a lot of workplaces.***

227 Tom: [Øh] Yes. I think that is true that there is a certain way of professional.

228 ***I: Do you experience that as positive or do you think it is limiting?***

229 Tom: I think of it as positive to me. In our firm and in different organizations I sometimes feel that it is being
230 looked at as something somewhat negative and the same as not being as innovative but more being old fashion-
231 ion, but I think... I feel really well in working in that way. It is a bit difficult to explain. Can you ask again?

232 ***I: Maybe that is not necessary because it is very interesting what you are saying. But do you think that
233 you feel comfortable because it is easier to decode what is expected of you? Is it because it is easier to
234 know what it means to be professional or why do you feel more comfortable in that way of being and
235 acting? à the professional normalized way of acting and suiting him***

236 Tom: [Øhm] Well... That is a good input. I actually really like what you just mentioned, because yes I think I fell
237 comfortable when I am able to decode it. [I: the predictability] Yes and I often feel that I am being taken more
238 serious maybe just because of my appearance and udstråling where I come to or comes from. But other times I
239 also feel that it can be annoying to enter the office, because in the prospect of going to client meeting later that
240 day, and someone in the office not wearing a shirt may pinpoint that you are wearing a shirt and ask why that
241 is or why you are 'that dressed up...' which seems a bit negative. And then again when answering that I am
242 going out to a client you are kind of excused and then you are suddenly allowed to wear that outfit because
243 then it is suddenly how you act and how you should look. To me, that is sometimes curious because I actually
244 feel really fine in the white shirt and it is simple in the morning when I know that it is just what I am going to
245 wear plus it is comfortable to wear. In that way, I feel fine wearing it and I feel like wearing work cloth and feel
246 professional. [øhm] [Pause] And I am also ready in those situations where I unpredictably am being pulled
247 into a meeting with a client where you have to professional and that has happened multiple times and I have
248 felt happy, because I can sometimes hide my insecurity by looking professional, or at least that is what I feel...
249 Or in general of how to feel, then I have always been told that I do not look very old, and I know that other
250 people rarely believe that I am in the late 20's, more often they think I am in the start 20'. So in that way, it is
251 comfortable for me to dress in an older fashion and to know that they are seeing some authority in my dress-
252 ing. Because if I wear a sweater and a pair of sneakers, then they are at least completely sure that I am in my
253 early 20's and inexperienced. Therefore, it is important to me.

254 ***I: So what you are saying is that there are various considerations to take into account because firstly how
255 you like be received be the clients and secondly how you are being met by your fellow workers who also
256 have an opinion about what you wear.***

257 Tom: Yes to some extent... but because I often have to perform and most often are out by the clients it has kind
258 of become okay, but I have previously experienced it.

259 ***I: Do you think it more often is articulated at [current company name anonymous] compared to at [pre-
260 vious company name anonymous] because it the previous company was more strict about it?***

261 Tom: Yes. The Danish [previous company name anonymous] in itself tried to work against the work cultures
262 dressing.

263 **I: Why?**

264 Tom: Because they wanted to work towards it being looser and so that everyone didn't have to wear a suit.

265

266 **I: Do you remember why they strived to work towards that?**

267 Tom: [Mmh] It was in order to soften the culture a bit, but at the same time it was still cultivated. When I, for
268 instance, worked with the international departments and was in London and lots of other places, you wouldn't
269 feel comfortable around them, because everybody was wearing suits. It would be the same as if you joined the
270 military and was the only one who was wearing a white outfit and everybody else was wearing green. Then
271 you quickly stand out and feel as an outsider to the community.

272

273 **I: But what has that got to do with the knowledge you bring with you and the expert knowledge you bring
274 with you in a cognitive manner? Why is that being changed because you stand out?**

275 Tom: [Hmm] ... I think, that perhaps... Sometimes I feel... It is mainly in the first impressions where there is a
276 lot... I know that I develop a lot of meaning about someone in a short amount of time, so I assume that it is the
277 same that others do to me. [Øhm] And I am also likely to say that if I have some clients that I visit a lot who
278 have a more loose culture, then I adapt to that. And when I feel more safe with someone and I know that they
279 know what I can deliver and feel confident about what I can vouch for, then I feel I can act more relaxed with
280 that client and not have to feel that I have to over perform all the time and demonstrate to be an expert and be
281 a lot wiser than them all the time. But it has a lot to do with the role we have as consultants where we are the
282 experts and we know that we are being paid to be the experts when they ask us for advice, so the clients are
283 also expecting that it is someone who is professional and take the task seriously and know what they are talk-
284 ing about and you don't want to stand in the first meeting and know that they think "what is it we have bought
285 and what does he actually know?" or "That one don't look like someone who knows what he is talking about."

286 That is not a situation you want to be in. At least I don't want to be in that situation. **I: No.**

287 But I have also experienced regardless of what cloth I have worn or how one appear or who you are talking to.
288 In that way, I have met someone who has an attitude of not really buying in on that you know what you are
289 talking about and in those cases it comes down to in an intellectual manner... facing resistance in your work.

290

291 41:14

292 **I: You mentioned earlier on, that you have intentionally chosen to enter this work with some expectations
293 to yourself in terms of how you are in order to be more professional, which imply a more sedentary de-
294 spite the fact that you know it sometimes makes you bored because you are under stimulated. Would you
295 say that it in some ways are a bit of a shame, because these specific choices sometimes makes you learn
296 less and sometimes goes a bit in circles, because you prioritize the potential impressions other have of
297 you based on the bodily choices you make, instead of listening to body which says 'we have to move or
298 mix things up in order for me to be stimulated enough and do something'?**

299 Tom: It may be true.

300 **I: Feel free to argue against me.**

301 Tom: Well, yes it sometimes works against what I feel fun. à fun is an interesting choice of word; further investigate what is fun at work and what is boring, and does the boring stuff have to be done in the specific way it is
302 always done, or can it be stirred up?
303

304
305 **I: I know that you have talked about how to organize the company and the work structure in a different manner. For instance by working fewer hours, with more breaks throughout the day, with inlaid space to grow your interests, based on a philosophy that the workers actually would do more when they actually worked. So would you not be able to produce the same amount of work on your computer if your 8 hours working day had some elements which help to shift your focus or stimulated you in another way?**
306
307
308
309

310 Tom: Yes, I think that I would.

311 **I: Is that because [...] Only perceived as working when sitting in front of a computer.**

312 Tom: Yes... and...

313

314 **I: That is an extremely limited perspective on it.**

315 Tom: Yes and I think that it is. Then one might say that 'yes we do also have initiatives where it is good that we
316 together make a few physical exercises on the floor and we do it in the office and together, and that is bit fun',
317 but the thing about it is that the management and leaders, hierarchical speaking, then it becomes evident that
318 those ones at the top of the pyramid are too busy to participate and that it is a bit too unserious that they have
319 to lie on the floor. But they think it is such a good idea that everybody else does it [sarcastic tone], and they are
320 perhaps even spokesmen for saying "that is good, we need more of that", but they are not the one doing it. And
321 if you as me are in between the role of actually enjoying it and thinking the physical break would be really fun
322 to do but also are being viewed as someone who is working towards the manager position, then it is difficult
323 to indulge [I: Indulge in...] Yeah, because you can stand watching how fun it is and then those one who are
324 assessing how serious I am at work and so it is not strange that you somehow copy the once, it might seem a
325 bit wrong in this sense when I am talking a bit negative about it, but those you look up to or once own role
326 models, that you then mimic them in some way or imitate some of the ways you want to abide by in order to
327 reach the goals you want to achieve. And that rubs off in such culture. So you can say that if it were okay our
328 CEO should for instance also be lying down on the floor. And I actually have an example of that happening,
329 because the one I had in [company name anonymous], [name of the previous CEO], sympathetic, really kind...
330 He sat down at the tables he wanted to eat at, and he acted as a normal human being and he participated in the
331 running races and he installed something in his office so that he could do pull ups and such. By the way, he
332 also made sure not to distance himself from others, he would just talk to you in a very curious and questioning
333 manner, a bit coach like, also to the lowest "ranked" in the firm. He was a huge part of softening some of that
334 stuff. But then again he would always walk around in his suit at work and was the director he needed to be
335 and was part of forcing all the other managers also wore the director liked close. So it is sort of the same as I
336 am saying now about [current company name anonymous] that back there they tried to change the work cul-
337 ture in terms of being able to wear whatever close you wanted to wear, but the managers need to wear pre-
338 sentable close. Thereby those who want to join the management team, therefore, try to look like the managers,

339 and then you again end up with a situation where those who engage in it, for instance, wear jogging close, they
340 are in some ways being looked down at or not perceived to be serious, at least not like the others.

341
342 48:44

343 ***I: But for instance, the adaption of the physical activities during the workday, is that being looked at as***
344 ***something that is only fun?***

345 Tom: No. ... both yes and no. It is because... the positive thing about it is that is starting to become a norm
346 which means no one no longer says anything about it or looks down at it...

347 ***I: Why do you think that it is no longer being looked down upon? Is it because it has been conducted***
348 ***enough time now?***

349 Tom: Yes, now it is just something that is there.

350 ***I: But is it looked at as a type of indifferent fun feature or something that actually increases your...***

351 Tom: It is more looked at as something enabling a bit of a break from work. [...] And I think of it as fine, be-
352 cause I think it is necessary to have that kind of thing, and if I didn't... sometimes I participate if I feel like it,
353 and other times instead I just walk outside to get some fresh air. Because if I think about what I learned in
354 university about how it is important - at least in a double class – here and there to have small breaks of 5-10
355 minutes because you learn the best in 45 minutes at a time. There is a reason for why the classes are con-
356 structed in the way they are. And if you think about that, then that is the way you learn really well at work. But
357 then you enter a workplace, and then you have to work all you can between 8.30 am and 12:30 am and then
358 you are allowed to have a 30 minutes break and then continue working from 1 pm to 5 pm or 5:30 pm. This
359 means constantly in these periods. And us who have been educated at uni, we have become used to blocks of
360 45min to an hour at a time or perhaps longer but then you need a break in between. So I think it should be
361 okay to exercise the right of taking those breaks. If you want to be productive you need to take those breaks or
362 do something else.

363 This makes me think about what I would like to do and what you absolutely should not do, for instance, if I get
364 a job where I am limited to sitting the at the same desk all the time, that is something I would find extremely
365 difficult. It is really important for me in to be in a position where I go out to clients... and I would perhaps ac-
366 tually thrive even more if I was on the go almost every day. Do you follow that?*I: [Mmh]*

367 That [Pause] One of the guys I play football with, he is really energized and outgoing. He has recently changed
368 his job to [company name anonymous], and he now works as a salesman in some way, and he drives around
369 each day to a café and a bar, and different places. And each day... He is rarely at the office. Perhaps on Fridays,
370 he enters the office and joins the rest of his colleagues, but other than that he is always on the go. [...] And you
371 can sense that he would think of it as horrible if he had to sit at an office desk the entire day. [Pause] I am al-
372 ways talking about, that if I someday got my own job I would like to travel a lot and get a lot of impressions
373 because that is something that weighed more than to a have quiet and easy everyday, where I knew where I
374 would be between 9 and 4. I am motivated more by a degree of insecurity and challenges throughout the day
375 and different impressions.

376

377 **I: [Mmh] But if I were to challenge that, would you then not also say that it would be possible to meet**
378 **those needs within the company without having to travel and meet clients in order to be stimulated be-**
379 **cause the way of working and the things you would be doing is what you strive for, that you would be**
380 **stimulated in the same way?**

381 Tom: Yes indeed... I think so. Which is also what I feel those days at the office where I have some work I have
382 to do for a client, interrupted by a team meeting and then perhaps something else where people wish to ask
383 me for advice or where I am in a different meeting, and then perhaps I have a bit tasks lying which I have to
384 work on afterwards of making follow ups on. When it is so that... I thrive more when there is actually task
385 waiting for me to work on, as an opposite to those who thrive by not having something to do. I find it difficult
386 by just sitting and checking facebook or doing nothing when I am at work.

387

388 57:25

389 **I: If you were to describe a typical meeting at the office, how would that look like?**

390 Tom: There are two types. The one [phone interrupts]

391 **I: Two different forms of meetings...**

392 Tom: There is actually three. There is a [type of method anonymous] work practice for everyone in the de-
393 partment, so we are a lot, or yes we are often around 15-20 people present, which is held by [manager name
394 anonymous] every month. He communicates some messages from the leaders about what is happening, then
395 there is being shared some praise and criticism, no mainly credit. [Ehm] And goes through coming sales op-
396 portunities that has emerged, which I find really interesting. Perhaps someone else is invited to come speak
397 about their department or what it is they do, for instance, explain about a good sale and how they succeeded
398 in doing so or sharing some experience. So that is really interesting. That was something [female name anon-
399 ymous] at [previous company name anonymous] was really good at doing, the thing about inviting in a secret
400 guest in each month to speak at the meeting. So each month someone unexpected would have 20 min to talk
401 about something. But yes these types of meetings are an hour long. Then there are [female managers name
402 anonymous] meetings. These are my team leader, so in those meetings, we are only 4-5 people. In these meet-
403 ings, we take the turn in preparing something to share with the others in the team and it can be everything, it
404 doesn't have to be... we are allowed to put on a slideshow or just draw something on the whiteboard, or per-
405 haps even just use something from [the work approach anonymous] on a client solution or something that you
406 proud about or have achieved. Then you show it to the others, and we kind of take turns in terms of who does
407 it. In our last meeting we ran out of time, and at that time it was [female consultant anonymous] who is very
408 good in business analysis [ehm] and she is necessarily not as good with [IT solution anonymous] herself, and
409 in being BA in a company, so she wanted to tell about that. We ran out of time but our leader wasn't there last
410 Monday because her kid was sick, but we, internally in the team, chose to continue after that one-hour and do
411 what we had planned to do so that [female consultant name anonymous] could finish what she had prepared.
412 But we are grown-ups, so just because our manager wasn't present, it didn't make the meeting less valuable or
413 not as good. That was fine workday and I learned a lot and we kick started some good discussions, which I
414 think is really good.

415 And then we have a public firm meeting, which is held once a month. That means everybody in the firm is
416 invited, both the ones from Australia and so on. Someone attends on the web came and the different depart-
417 ments takes turn holding the meeting and telling what has been going on, and something about the strategic
418 level and about goals, economy and how it is going, and then there is normally beers and pizza, because there
419 is public firm meeting, and you kind of stay an hour more in order to hear it.

420

421 1:02:34

422 *I: If we dive on to the second type of meeting you mentioned, you mentioned how your leader was absent
423 because of her sick child. Can you tell me a bit about whether or not the meeting differed from how it
424 normally is when she is present and if so, how?*

425 Tom: Well, you can say it differed a little bit because there normally is someone who has put on the role of a
426 leader, and you can kind of say that the one in this position leads the meeting and take care of the agenda and
427 so. But in itself, there was not... I would say that the output was the same and was good. [Pause] And I could
428 actually easily grab someone if I had any questions. It doesn't have to go through a leader who needs to ap-
429 prove that I have a desire to learn something from one of the others. I would just ask the person... if they could
430 help with it or would like to tell a bit about it. [I: Mmh] But perhaps I could be better at doing that. For in-
431 stance, a day like today where I have been rather bored, then instead of that [name of colleague] had ap-
432 proached me I could actually just have invited him to a talk about how I would actually like to do that more
433 often [=sharing knowledge and ideas]. And [name on another colleague] said, because I asked for some tools,
434 then he just wrote me back that he would like to know what that was about and that he did not think I should
435 use those tools, because they required training and understanding for their use and such things, so he
436 wouldn't just give me that. But if I had a desire to use them, as a minimum I should participate in a workshop
437 with him or someone else. He was really "senior-like" towards me. [Øhm] But he... that would actually also
438 be... you can say an invitation to grab him or someone else again and say "hey, I would like to know more
439 about these tools. Can you tell me about them?" [I: yes] But [team manager name anonymous] has arranged
440 more of that, so already next Monday, we [in the team] will again have [Name of woman from another similar
441 firm anonymous] the project leader from [company anonymous] come and talk, and she has a lot of tools
442 which she shares. [Female team leader anonymous] has... though it is not for the entire team, unfortunately,
443 the IT service team, it is only for the small team that she has, which means me, [names of the other team
444 members]. It is only us who gain from this, but still, it is really good in my opinion.

445

446 *I: Great. What we did at my previous consultancy job was to have Monday morning meetings each week,
447 a type of check-in [...] would you say that your hierarchical structure is a bottom-up organization, or how
448 would you describe it?*

449 Tom: Yes. I don't think it is top-down, there is being made a pretty good effort to making it bit more relaxed
450 and it has also been said that it isn't top lead and the way our office structured, no one sits behind closed
451 doors for instance. It is an open office, and regardless of the size, then people are completely mixed. By coinci-

452 dence, I could also have been seated next to the director so in itself that is kind special, there are no closed
453 doors and everybody is just there and that is the CEO's ambition to run it that way.

454

455 ***I: Has it been articulated why that is an ambition?***

456 Tom: Yes. They have an experience of seeing start-ups being arranged in that manner because there isn't room
457 for anything else – but it has shown to also encourage the innovation and the collaborative element that you
458 sit in that way, where it is opened up is allowed. So it is a special culture and it brings about certain calmness,
459 but then again, sometimes they are after the big clients and the big clients are more formal and act a bit more
460 formal and they have expectations to how we behave. So it is sometimes possible to win the projects by being
461 different to the competing firms but sometimes I also see that we need to acknowledge that we are after some
462 of the same clients as our competitors and the leading consultancies and we have to copy them a little bit...
463 because that is what the clients want and are after so it becomes more difficult to disrupt that expectation.

464

465 [missing]

466 AUDIOFILE 2:

467 00:00

468 ***I: In terms of body and work, when would you say that the body is something that is articulated at your
469 work? Examples of when it has been brought into play.***

470 Tom: From whom?

471 ***I: From the management.***

472 Tom: Our team manager, again [name of manager], has mentioned that she don't think there is enough focus
473 on workshop and business analysis. So in her team meetings, we have the opportunity to choose to make a
474 small presentation, where you can actually go ahead and fail and try different things because it is a safe place
475 to do it. And to get a bit of training in doing presentations. She is one of the few who puts focus on it, and actu-
476 ally as learning. But she is only a team manager, and not manager-manager, which means she doesn't have the
477 authority to make decisions for the entire department, she doesn't have the mandate to say 'this is the way it
478 should be in the company'. But she could point to that direction, and I could also help to... I have supported
479 her and made it clear that I think it is fine and a good idea to use that space for it.

480 ***I: Personally or because you can see there is a need for it for the others?***

481 Tom: Personally and because I can see the others need it.

482

483 ***I: And besides that, are there then not incidents where you think about the body being brought up at
484 à I know that they have recently had a stress management workshop with lots of talk about the
485 bodily signs of stress, why I am surprised to hear that he does not recall it – but maybe it stands to say
486 that it is still a small part of the discourse and that the worker themselves are also often thinking about
487 their work as something requiring their intellectual head to function and don't really pay attention to
488 the body and head as a whole. Or maybe the way I ask about the body is so far from what he associates
489 with what I do.***

- 490 Tom: [Ehm] No.
- 491
- 492 **I: How about the physical breaks in the office, you mentioned earlier?**
- 493 Tom: In the breaks, there are active elements, yes.
- 494 **I: And then I recall you mentioned the presentation about stress-management a few weeks back.**
- 495 Tom: Yes.
- 496 **I: Was that also bodily rooted so to speak?**
- 497 Tom: That was very much indeed focused on the body, it was almost all about being aware of the body and
- 498 signal at yourself and others, and on how to read those signals and see it. Yes.
- 499 **I: Have you been more aware of your colleagues since?**
- 500 Tom: Yes and I have also been paying more attention to myself.
- 501 **I: Have you had some light bulb moments since that meeting, or have you learned something new or be-**
- 502 **come more aware of something?**
- 503 Tom: [Pause]
- 504 **I: Did you leave the presentation feeling like you had been giving some new knowledge that you was not**
- 505 **aware of before?**
- 506 Tom: I would say that, at the time we had the presentation from that organizational psychologist, I was the
- 507 most stressed, and I think everybody else as well was stressed, so the only AHA movement I have had since is
- 508 that I can feel that I am feeling better and you can kind of see how the mood is better and more relaxed, be-
- 509 cause everybody is more relaxed than they were when we had the presentation. So people left knowing more
- 510 about what they were experiencing, and how to understand what they were feeling which in itself made them
- 511 less stressed. And now people are also looking forward to the holidays, which has made the mood lighter in
- 512 the office. But it is a strange thing in our industry because it goes up and down. So when you are stressed be-
- 513 cause an overload of work tasks and has a lot of things to work on, then you become stressed and stressed
- 514 about wanting to do well, but it is almost impossible to handle that many tasks at once and all the things you
- 515 have to do within the time. But then often we move from that situation to the complete opposite where we
- 516 almost haven't got anything to do and you are kind of being put on the bench, which in fact can also be stress-
- 517 ful because you then don't feel like you are contributing to anything. It is completely opposite poles, which
- 518 also stresses you because you know that you are being measured on your time because we are the billable
- 519 product that the company sells. So both things are a bit [pfff] you know... stressful... It is stressful to have
- 520 something to do and it is stressful when you don't have anything to do. Which is kind of a paradox for these
- 521 types of consultancy firms.

522 Appendix E: Transcript of individual interview 2 with Lawi

523 Company office – meeting room

524 Tuesday 20th of December from 12.30 pm – 1.20 pm

525

526 (Observation: noticed the very focused and intense energy in the office landscape. Not a sound besides the
527 typing on some computers. Everybody working on his or her thing. Very different from the Friday afternoon
528 atmosphere)

529

530 00:00 – 34:23

531 ***I: Can you briefly describe what do at the company and what is special about your job?***

532 Lawi: Okay, so I am a IT service functional consultant at [company name]. Basically, the role is a way of facing
533 clients - we have a client-facing job. One different client comes to us and has a business problem and they
534 would like to have the problem resolved by an information system. So we go out there and help to define the
535 problem and then understand their business process and then improve their business process, hopefully using
536 IT service as one of the solutions to resolve their problem. That is what the role is about. And once we come to
537 the costumer, IT service could fit to make their business better and then we help to implement IT service
538 business.

539 First thing is, as us, we need to understand different people – everybody is different. And when you meet your
540 client for the first time, you need to listen. You don't talk a lot. You listen to hear the problem, the trouble and
541 why they are here and also try to understand the best way to communicate with them. And there will be dif-
542 ferent ways of communicating. Also using the best way... When you communicate, the right language... you are
543 the one who faces the client, as they say, "Client is God". You want to be proactive with them. I think the key
544 word is listening.

545

546 ***I: How do you experience the learning culture in the IT service team?***

547 Lawi: It is quite positive. So when I have any problem I just shout out, and look around to see if anyone is
548 available to help me and also when we use IT service we have a community platform called chatter where you
549 can post your problem on the chatter on the internet and in the business practice anyone see your question
550 and answer your question by instantly replying and you will see the answer.

551 ***I: And how about knowledge sharing, is that something you do? Or learn from each other in other ways?***

552 Lawi: So learning from each other... I think you learn well when you are working on projects. And at the times
553 where you are asking questions to the senior consultants, they normally do not just answer your question, but
554 they will give you a logical structure especially someone like [name]. So if you ask [name] some question he
555 will bring it back to a higher level and say 'okay to do this lets go back one step because you need to have this
556 and this and this and this' [drawing a hierarchy of levels in the air with her hands] giving you a logical way and
557 that is the best way to learn from each other. Instead of giving you the fish they teach you how to fish.

558

559

560 **I: And why do you think they do it in that way?**

561 Lawi: I think the senior consultants are trying to teach you in this way because they want you to be able to
562 resolve the same problem in the future if it happens again so you understand the problem and you understand
563 the logical way to resolve similar problems.

564 **I: And do that respond well with your way of learning?**

565 Lawi: Yes. Sometimes. I do feel... if I have a problem, the best way is not just to tell me the answer and also
566 probably just give me a hint on where to go and read it probably will take me two hours or four hours to read,
567 it but it just give you a direction of where you should read and find the understanding. I know that it take
568 longer but the result is much better than if someone just gives you the answer that one equals three and you
569 don't know how to get it.

570

571 **I: What do you understand by knowledge? What is knowledge to you?**

572 Lawi: [Mmh] [pause] [Laughs]... Knowledge is... to me is anything that is a person's understanding of a partic-
573 ular object. And [øhm] based on their experience. So I think the best way is to have experience and not just
574 read somewhere and go "yep, that's it"

575

576 **I: Do you experience physical sensations when you are at work?**

577 Lawi: Yes definitely. So for all sorts of things and in meetings... Sometimes in a meeting that is really boring
578 and someone probably falling asleep or yawn [Laughs]... If you are doing the presentation and you see some-
579 one feel really bored, I think the best way is to close that person and probably ask some questions and then
580 probably quit rude say "what is the answer for that" and the person is probably not even listening, but you can
581 ask a question next to him [Laughs out loud] or something like that. And also, well... to me, it is really... you
582 may talk to someone and that person is really aggressive... it is quite hard. I just presume that it is how the
583 person is. Normally I don't really do anything. If it is too difficult I probably try to end the session quickly. I
584 just don't want to... I just want to finish.

585

586 **I: And do you think your reaction is something that just happens or does think about what you do?**

587 Lawi: Sometimes. For example when you have a question you ask it to someone. And that person is not an-
588 swering so probably the person didn't get what you were after. I probably will try in another way and say "so
589 what I mean is that that, that and for example blah blah blah" and if I really need the answer I will in a differ-
590 ent way try to make that person understand and give the best example I can to get my answer. But if some-
591 thing in terms of your question and people's reaction, sometimes if I talk to a person that I don't really enjoy I
592 will probably just... I'm not really interested in having a longer conversation and I just want to close off.

593

594 **I: Do you think about how you present your body at work or in meetings with clients?**

595 Lawi: If I were to do a presentation, before I would think about "Ah, I better do this and this and this" [count-
596 ing and pointing to the fingers] but once I would be presenting, I have not time to think about what I look like
597 but just concentrate on what I am going to say. So yes I don't think I have enough experience to think about

598 too many things at the same time. So before the presentation, I probably have a plan of doing this and that,
599 and when I start doing the presentation I forget everything. [Laughs]

600

601 ***I: Is there an internal focus on that or do you talk to colleagues?***

602 Lawi: We don't really have that but if you do a presentation in front of your colleagues at the same time as in
603 front of clients, normally seniors in [the company] will give feedback and tell you "well done" or I personally
604 think most people will give good feedback. It is quite hard to tell people which parts you were not doing well.
605 In the majority of the cases, people will say "ah, well done" and give confidence to fellow colleagues. That is
606 how reality is. I think giving feedback about something that needs to be improved is art, right? You don't want
607 to hurt that person but you also want them to improve. You need to make sure that whoever you talk to don't
608 take it personally and that the person is positive to taking any feedback.

609

610 ***I: What are the best ways of getting the managers' of senior's attention?***

611 Lawi: In here, it is kind of their role. They know they need to give feedback to their team members when
612 things... when they are doing things. It is part of their job description. And then we also have kind of one-to-
613 one review catch up individually with a senior every month to help you speak up about if you have problems
614 or if there is anything they can help with. Also the senior will say, "from what I have seen last month, you have
615 done these things well and these things you need to improve". Quite open conversations I presume. But it is on
616 a one-to-one basis.

617

618 ***I: Do the seniors engage in physical activities as well?***

619 Lawi: It is different between teams. It depends on the team leader. Like for our team we have [name]. So we
620 have team catch-ups – like whole team catch-ups every month and then catch up based on knowledge sharing,
621 IT service knowledge sharing. But for other teams, they don't have, but they have senior catch up... [Laughs]

622

623 ***I: How do the seniors act or behave around you?***

624 Lawi: I think, when you see the seniors being professional, they all take responsibility when we have a prob-
625 lem and they know it is part of their role that they are here to assist us when we have problems. Sometimes
626 there is a crossing line between managers... like he is not my manager or she is not my manager but I may ask
627 them questions anyway and they are all able to help. But if you help too much is that ok in term of profes-
628 sionally? In terms of professionally, I think they all fit into the right culture. It is all about the culture. You can't be
629 too serious, right, because then they are afraid of you. But you can neither, not, be professional enough. This is
630 a working environment so you need to make the right adjustment of how you talk or how you react to your
631 colleagues. So people make jokes. Bad jokes. [Laughs] But it is fine it is acceptable because we all know who
632 we are. But in some of the teams, the managers do not like jokes and in that case, people know who they are
633 and will try to avoid making jokes to them.

634 ***I: Is that a certain New Zealand thing? Making jokes.***

635 Lawi: Ah, I think it is office culture. It is not a New Zealand culture. Depends on who is in the office and also
636 depends on your managers. Managers are very important. So here, the majority of managers are very easy
637 going so we create this kind of culture. But if for instance, we say that everybody changes to old-school man-
638 agement people will change.

639

640 **I: Did you attend the stress management course? What are your thoughts on the course?**

641 FP: No. I didn't. But I had a quick catch-up with my manager [name] who passed some of the information to
642 me. She just gave me some kind of factors of how people get stressed and how stress will cause people prob-
643 lems. You know, if you are stressed it will affect the way you react and give you other problems. But that is it.
644 We haven't talked about anything further.

645 She... One thing I remember... she said if you are experiencing very high-stress levels then the best way is to
646 better stay home and not come for work because you can't even work. Even though you are physically in the
647 workplace you are so stressful that you better just take the day off. I said; "I totally agree, so can I take a day
648 off?" [Laughs]... Yeah, I think [name of top manager] is quite agreeing with her as well. If you are stressed
649 about something and you feel that you can't work then he is quite happy if you stay home. I think it is quite
650 important for managers to understand that. Sometimes... Not just physical problems. Emotional problems are
651 more important than physical damage.

652 **I: Would you say that you are good at expressing your emotions and feeling?**

653 Lawi: I think so. I don't really bring any... like... if home or other parts are not working... I can bring it... I know
654 that this is work and I can make jokes but there is a level.

655

656 **I: Is the social work environment characterized by the many nationalities present?**

657 Lawi: Øhm. It is quite common for New Zealand in IT. Probably other industries are different. But New Zea-
658 land is an immigration country. You see people from multiple cultures. I used to work in Wellington and it was
659 the same thing in ITT. All people or most people are not kiwi, we only have a couple of kiwis. So this is quite
660 common in New Zealand.

661

662 **I: If your colleagues or managers were to describe you, what would they tell? Do you do things differently
663 from some of the others?**

664 Lawi: Differently? Yes everybody does things differently. Yeah. [Pause] The only people who say, is my man-
665 ager and then I hear it from my manager. You know review stuff and then because I had a background in busi-
666 ness analysis I have not just straight away jumped into the IT service business. So basically when I start to
667 work on a piece of work I always try to understand the purpose and the reason. So this is what [name] my
668 manager likes about that and she really wants me to share the knowledge across the team. Hopefully, every-
669 body will do the same thing. So basically it is a focus on analysis [draws with her hands in the air]. So if you
670 spend a lot of time on analysis, then the chance of you getting mistake later or spend a month of time later is
671 minimal. But if you don't spend any time on analysis and straight away go to work then you will find that you

672 could have made mistakes and something has changed or you don't know the reason why you do this system
673 change. So that it is not really good.

674

675 ***I: And what are good qualities of business analysis? What do you need to take into account?***

676 Lawi: So... You basically need to engage with your client and go through all sorts of workshops or interviews
677 or emails. But before you do that, you need to think what kind of question you need to ask and why you ask
678 these questions... to what result. And then you ask them to get the question answered. Sometimes a client
679 wants something "this, this and this" but you need to think about why they want this and does it solve their
680 problem. And if it is not solving their problem you need to help them back because at the end of the day you
681 need to help them solve a problem. You don't want them spending money on something that doesn't really
682 improve their business.

683

684 ***I: Do you experience being informed by different things besides intellect? Let's say what we call a 'gut-***
feeling' or something else?

685 Lawi: Well. To start I didn't know these analysis aspects. I had training... like... previously I have done a lot of
686 training and also I follow the seniors through workshops to see how they run workshops. How they ask ques-
687 tions and to see their approach and then I have to understand why they are doing this. This activity they are
688 doing, what are they trying to achieve. So to read things are not enough. You also need to experience it. By
689 reading you can learn something but it is always good to read it, use it and then see it.

690

691 ***I: What is important to you in order to feel creative and innovative?***

692 Lawi: [Øhm]... [Mmh]. To be creative I think I... the important thing is... when you are creative you have got
693 some new idea or new design. But any idea you have, you need to go ahead and you have got to do it. Any idea
694 is just an idea, and if no one is doing something it is just nothing. Right. So the important part is, if the organi-
695 zation supports creative ideas, they should have a good business process to allow you to test your ideas or
696 test your creations in order to get it done. Instead of the ideas just being ideas when nothing happens.

697

698 ***I: And how do you get the ideas out to try and experience a new field if you don't have previous experi-
700 ence?***

701 Lawi: In here, we recently or during the last year we started doing a program where if you have any idea it can
702 get voted. In a meeting, you can present your idea and people will vote whether they think it is a good idea or
703 a bad idea. If it is a good idea then they will have people working on that to see whether or not it is working or
704 not so it just happened this year. Currently we have a few projects going, so hopefully a couple of work... it is
705 not IT service. It could be anything. For instance on how to improve the internal company or a product idea as
706 a service to customers and people work on it and hopefully, it will work once we have finished. An example is,
707 that we have a product backlog where people can put in applications for the systems they have been working
708 with and put their review. In order to say; "this system I have been working with, what do I think of it? How is
709 it working? And what are the pros and the cons for the system?" So this was someone's idea and we created

710 this space for everyone to give their reviews and hopefully it will help people in the future... if I want to use
711 the system in the future, it is already on the list for me to look at the reviews and decide on whether to use it.
712 That is the idea.

713

714 **I: Do you need to have previous experience in order to be sent out in the field and learn from it?**

715 Lawi: I think in here it is quite good. Like for example, I took IT service role without IT service knowledge at
716 all. I didn't even know IT service. I didn't even know IT service existed. And I got the IT service consultant job,
717 but they wanted me to be willing to up-skill in IT service and then straight away they sent me to a client as an
718 up-skilling. Sometimes [company name] also send you out to a client without charging the client but by saying
719 "we will get this person to help you out". The same thing [missing sound]...

720

721 **I: What do you think was the main reason you got the job then, without having IT service experience?**

722 Lawi: I think it is my business analysis experience because of this role, IT service is just part of it, and BA is
723 another part. So if you have a BA, then it means IT service is just learning the system and what the system can
724 do. Or some people come in with lots of IT service experience but need to up-skill their business analysis skill.
725 Because if you go to a client, and don't try to understand their business or the process and don't understand
726 their problem analysis you can't implement the system to them.

727

728 **I: How do you experience the possibilities and limitations for the learning environment in the company?**

729 Lawi: This place is pretty much self-learning. You need to be proactive and also no one is going to push you to
730 do anything and even if you ask a question to learn you have to shout and you have to read by yourself. And
731 when you get the certification you need to proactively apply and study yourself for the exam part. So there is
732 no kind of team budget from the company to send you for a week to a course because that would cost. So that
733 is what I would say is the limitation because some companies have a lot of money and will send people on
734 courses. But here they just say "you have to learn yourself".

735

736 **I: Before we finish up, I would like to ask if there are any final reflections on the topic you would like to
737 include? Or any questions for me?**

738 Lawi: [Mmh] [Pause] I think... I think self-learning and the ability of self-learning are very important. Because
739 for adults you can't always be that and I think that by studying at university and postgraduate... will help you
740 to learn how to self-learn. Especially you understand, and you are here and no one is pushing you to do any-
741 thing. You have to proactively study. So in a professional space, the employee has to... off course in a company
742 the best way is to send them to a training course, but if they can't they need to know how to learn things
743 themselves. Read, google, and find material.

744 And I also think that today I understand, but then a week will go and I forget because I haven't used it. This is
745 the best way. So they don't have money – fine. And they don't training – fine. But give them time to do self-
746 learning and the opportunity for them to work on it on a real basis. So a combination of these two will hope-
747 fully give the result of them to know and learn and get the experience. And if I don't achieve that, after a cou-

748 ple of weeks I will have forgot everything. And also, if they just send me to a client without any information or
749 knowledge, then I won't have the confidence. So it is a good idea to give the employee a plan about; "Okay, I
750 am going to send you a client for this. Can you please read this information so you can prepare and be confi-
751 dent". And then you will go there and do the work, and that is the time where you can reflect and say, "ah, this
752 is what I have been reading about".

753 Appendix F: Transcript of individual interview 3 with Andy

754 Semi-structured interview

755 Company office – meeting room

756 Tuesday 20th of December from 11.00 am – 12.00 pm

757

758 (Observation: naturally wanted to take on the role as the gamemaster, paying attention to time, my ethical
759 aspects of getting consent and so on. Furthermore, he expressed tips and tricks for my thesis. In general, I
760 perceived him as very engage in the talk: smiling, paying, mentioning when questions gave rise to reflections
761 etc. He had a lot to say and gave filling answers, why the interview structure deviates quite a lot from the in-
762 terview guide because each answer took a long time and gave rise to making use of the semi-structured form)

763

764 00:00 – 50:10

765 ***I: Can you briefly describe what do in the company and what is special about your job?***

766 Andy: So my role is as a project manager and I basically engage with customers and deliver successful projects
767 and I work with people within [company name] to deliver. That is my primary role. Apart from that, I am in-
768 volved in the change that is currently taking place within [company name] that has been happening for about
769 12 months, which is transformation due to a crisis because we were not profitable. And part of my role in that
770 is to drive innovation, learning and capability development within the IT service practice and what I basically
771 do is to implement innovation disciplines, principles, frameworks to drive intellectual property, something
772 that has a direct impact on customers or to improve internal processes, frameworks and stuff like that. Apart
773 from that, I am also a service delivering manager so once we complete a project, we bring customers on board
774 on a support contract and then we ensure that we support those customers in looking after what we have
775 already built for them. That is sort of the three main things that I do at [company name].

776

777 ***I: How do you experience the learning culture in the IT service team? And is it difficult to both take care of
778 learning internally and making sure to be profitable, as you mentioned?***

779 Andy: Really good question. It is possible to do both. Learning and capability development is part of the trans-
780 formation. If you look at Potters eight change step processes, which is what [company name] has used. The
781 idea around those eight steps is to announce that there is a crisis and then you build a correlation team. And
782 the idea around building a team that drives the change is developing those people's capabilities and during
783 that journey, yes you are achieving some short-term goals that are measurable and all that sort of stuff. But at
784 the end of the day, it is all about learning and capability and empowering people and building their knowledge
785 and creating that energy that people can actually learn. And rather than the traditional way of thinking that
786 you just come here and you build you time as a consultant and then you go home, it is actually that empower-
787 ment and letting people learn themselves and finding the areas that they are really good at and then letting
788 that sort of change stick. And most importantly, driving a culture and a diversified culture, where change is
789 continuous. Not that in three years time we have to go through a transformation all over again. So it is "how do
790 you make it stick?" and you do that by learning and learning is done through conversations and sharing

791 knowledge and exploring ideas, collecting data, having arguments, making decisions and moving forward.
792 Once you have that circle of learning developed within your company culture you don't need transformation
793 big projects, you continuously adapt to your external and internal factors that force you to change and against
794 the changes as well. So I believe it is a combination of the two and that in the transformation, learning is a big
795 part of it.

796

797 ***I: And does the learning situate itself in your office here as a fluent thing or do you have specific con-***
798 ***cepts?***

799 Andy: Yeah. That is a really good question and I think that... I don't think there is one way to learning. It comes
800 from reading, from blogs, it comes from passion, it comes from people talking similar stuff or has similar in-
801 terests. My personal experience, the way that I like to learn is the primary driver of everything is passion.
802 There is a force within you that leads you towards something naturally and you just get attracted to it. And
803 even in a business, you will have so many different topics for example of change management, innovation,
804 delivery, you have software-focused stuff, you have got HR. You have all these sorts of different challenges and
805 innovations and learning going on in different areas and you are naturally through passion attracted to some-
806 thing. And I think it starts from there and what it does is bring a group of people together who is passionate
807 about something and it starts with their knowledge. And they use their knowledge to start sharing ideas and
808 that forms new views and new opinions and then you use that data and knowledge to explore and that explo-
809 ration creates more knowledge and more capability and then they use that to do something with it; build an IP
810 or share it with a customer. And over time as they experience that knowledge they have and the data they
811 have, their capability keeps building. And the experience drives them into learning more and be capable of
812 doing more things and doing more than they could before they started doing that. So that sort of transfor-
813 mation is driving the correlation and empowerment and it encourages people to come together and talk about
814 things they are passionate about.

815 For example, at [company name] there are a few people very passionate about delivery because if you think
816 about it, invention is the art of creativity. If you think about something, innovation is doing it, all about deliv-
817 ery and how you do things. So we are... there are a few people of us here, including myself, very interested in
818 those concepts and one of the new things we can do to deliver things in a new way. So we put together a week-
819 ly meeting where everyone comes together and just talk ideas. No agendas, there is no forum, there is nothing.
820 It is just people coming. And most times we have a slack chat room we use online on 'chatter' and email. Eve-
821 ryone shares new articles and new things and new books, so everyone reads them and shows up like "hey, I
822 found this new concept, let's talk about this" and someone will talk about something else. What then happens,
823 suddenly the output and the most important output of all that exercise is that we have actionable knowledge.
824 We have knowledge that we can put into action and out of those actions you have outputs and outcomes. That
825 is the whole concept of it. It is; "how do you turn knowledge and lots of knowledge, how do you turn them into
826 actionable knowledge?" And that is what we do. We do it by weekly meetings, we share and formal and infor-
827 mal, and then we drive everything into a point where it is and MVP (a minimal viable product), it makes sense
828 and it has got a value proposition, it has got a purpose, it has got a cost, it has got revenue, the activities,

829 stakeholders, impact, costumers, disruption, everything [counts with his fingers and underline his articula-
830 tions with his hands, creating shapes and moving]. Everything comes together on one page and we would
831 display it on one page for people to look at and say; "Jep, that makes sense so let us do this" or "let us not do it,
832 it is a bad idea".

833

834 ***I: And how do you become enabled to then follow up on the ideas and take lead and take action?***

835 Andy: Yeah, so we have had a lot of interesting debates around how we do that. One of the ideas was that the
836 person who has come up with the idea should lead it but then you create bottlenecks because that guy is al-
837 ways good at coming up with great ideas but cannot drive everything. Okay. Then we thought about mixing it
838 up with everyone and then we thought that maybe it would get lost because people are not... because you
839 might come up with a great idea and you think it is great, but I might not think it is great and it has just been
840 dumped on me to run it and I am not passionate about it and I will not do it. Or maybe I will do it but not with
841 the view that you have on it. Right. So what we came up with, as a concept, was when someone does come up
842 with a great idea that person should not run it as an individual sort of leader. That person should share the
843 idea and collaborate it with someone else because what that does it... it shares the responsibility of the ideas
844 to someone else as well and everyone adds stuff to it as well so that it does not become one person's idea an-
845 ymore. It is combined of people's ideas. That usually happens within a team and then someone else picks it up
846 or it could be someone from those four areas that picks it up because that way it is not causing any stress or
847 bad energy or people not being rewarded and someone can deliver it and now that person owns it. The idea is
848 to make it distributive and collective.

849

850 ***I: You mentioned energy a few times. Do you see that type of area as equally important to having theoret-
851 ical knowledge?***

852 Andy: [Øhm] I think that everything we do is about energy. It is all about the energy.

853 ***I: And how do you experience that energy?***

854 Andy: So, you feel the energy from people's mood, attitudes towards you, the way they talk to you and the way
855 they way they interact with you from the nonverbal way. So in a business sense, you have got four types of
856 energy. First, you have got comfortable energy; where people are just relaxed and where people are happy
857 with the way they are and they don't want to push too hard, they want to change, the money is coming in and
858 that sort of cash-goal attitude. Then you have got negative energy; where people are always like "no" and you
859 know they will chop off your legs whenever you have an idea. The third one is, I think it I called assertive iner-
860 tia; it is where you are just disengaged, you are not listening, you are not focused, you just do the minimum
861 effort you need to do to get by that day and then you are happy. The fourth and the most important one is
862 productive energy; it is how you get to that point. In transformation, it is all about how do drive people to-
863 wards that productive energy. Productive energy is created by bringing like-minded people together - people
864 who adapt and people who have a great attitude. It is all about people's attitudes, wanting to somehow push
865 and share and not be individually selfish, and do you know and stuff like that. So productive energy is very
866 important and the other thing that is also important to mention is that one of the things I am strongly against

867 is recognition. I believe recognition is what creates that selfishness and drives people's behaviours around
868 wanting to be recognized, so they hold on to ideas and things that they want to do so that they get the recogni-
869 tion. And companies get into bad routines about recognizing only one person. So we always get emails saying
870 "well done so and so, you have done a brilliant, amazing great job" but actually it is not just only that person
871 who has done the work. There are other people saying; "I feel bad now because you didn't recognize me". So I
872 fell recognition is actually like a self-destructing bottom.

873 **I: So what would you do instead?**

874 Andy: Something that I haven't yet discovered. It is something I constantly think about every day... And I had
875 some great ideas about it but I may not be able to think of them now, but if I was to think out loudly, I think...
876 recognition... in my opinion is something that has to happen in a spiritual-personal way. It's... You know, we
877 live in a world where you are influenced by ideals; society, family, father and mother telling you what you
878 should do, it is combined by their securities and their expectations, your boss wanting you to be somebody, or
879 you are not good enough, your feedback and stuff like that in terms of view of you within yourself. And you
880 validate yourself through recognition. Okay. You live... you are made to live in this space where you are... it is a
881 view created about you by others... to you. It is not a view created to you by you. Okay. So it is fed by all these
882 people and what does recognition mean. Because it is a view not created by you but by other people your
883 brain is automated to think about "I want those other people to validate me all the time so I feel happy". But
884 when you change that view within you and you make it by you, of who you are, what is your energy, what you
885 are made of and how you can use that energy. And you get to a point in your life where you find the piece
886 within yourself. You get comfortable under your own skin, you know who you are, you know what you mean,
887 you don't worry about things you said that hurt other people because you can always clarify, you know you
888 have good intentions and all that good stuff. Once you find that happiness within you everything else doesn't
889 come and bother that understanding of who you are within you. So I know all the good stuff and the bad stuff I
890 do. I am very, very, very self-aware of it. So I don't need people's recognition saying; "well done [name] you
891 are really amazing and special". I am not special. I am not amazing. I am just me and my energy - I celebrate it -
892 I share it. This is all life is all about. So I think in the business in the all day... it has been driven by that sort of
893 concept and it has been driven by society, by diversity, by culture and by all sorts of things. But for me, I think
894 recognition, to come back to your question... Recognition creates this problem of not driving people towards
895 the productive energy. Okay. And energy is about all of these little things that people do; politically driven,
896 self-purpose driven, they want to achieve something for themselves so they are talking to you not out of good
897 intention but out of something they want out of you. So all sorts of bad energies going on influenced by busi-
898 ness revenue, by social ideals, influenced by other people, their boss telling them something to tell you. Lots of
899 crap going on that feeds to your energy and you are forced to make a view of who you are and you need vali-
900 dation from other people to keep you happy. That is a false platform to live on and false platform not connect-
901 ed with your own energy. You can't explain it, you can't express it, you can feel it so you get confused and get
902 to a point in your life where you say; "Okay, stop running other people's races. Run your own race". You are
903 just who you are and other people fit in and if they don't fit in that is okay, that is life.

904 So for me, I figured that out from self-mindfulness maybe 12-18 month ago... and it is a very sort of new thing
905 but it gets stronger every single day. But it is a beautiful energy to be in that space and you are just coming
906 and... it opens your ears and you listen and provide feedback... and it actually was driven not by the recogni-
907 tion but by the frustration of recognition. Recognition was an output of it. It was driven by idea exchange. I
908 was frustrated with how people were hiding ideas because they wanted them for themselves and I didn't be-
909 lieve into that. I believed into that... if I was to share my ideas with you I would be stronger, that was the
910 whole idea. Because I am listening and I am sharing my ideas you will give me more information that my idea
911 needs to mature. Feedback from other people would lead my idea mature or understand where it is going to
912 go. So by opening up and sharing all that stuff, it makes you a better person. It drives your energy. And that
913 sort of led me towards recognition and understanding energies and how the environment works and you
914 know... different people in an organization have all sorts of energies – they do it for different reasons. For
915 example, I have people come and tell me; "I have heard he is a really good manager but he is a bully"... and that
916 is putting something out of context because you are not going to achieve change by comfortably saying; "Hey,
917 do this, this and this". We live in a complicated world, we live in a very different time. To achieve change, to
918 drive change you want to make people uncomfortable, you want to push them outside their comfort zone, you
919 want to change behaviour. Right. So there is a lot of stuff going on that makes it very important how you com-
920 municate and how you share it and how you drive the energy. There are people who do not do it the right way.
921 There are people who do it in a really beautiful way. But at the end of the day, it naturally comes to you and
922 you are being you, you are comfortable with who you are within your own space, and then you share it with
923 other people. And it is felt by people. They can feel it. People, I feel there energy is naturally coming from who
924 they are. Other people, it is not coming from them, it is sort of driven by other things that you don't know what
925 it is, you can't... because you don't know the person or you don't know the spiritual sense of that person but
926 you feel it.

927

928 ***I: Those aspects are very much not measurable for managers or leaders. How do you create awareness
929 about those energy aspects within a group of people mainly interested in numbers?***

930 Andy: Well look, I think [pause] it is an interesting question [pause] and it can be reached by, in my opinion,
931 and I am a person who is made by accidents. Who I am today is owed to all sorts of accidents, and accidents
932 can happen through interaction. Someone read what you are saying and they will be like; "okay, there is some-
933 thing in there" and you can connect with people who are actually in the same energy level as you. And then
934 you start creating a correlation and then that starts expanding and spreading. And it takes time. It is not a
935 twelve-month thing, it is not a five-day thing, it is at least a five or six-year thing and you need those people to
936 continue creating that energy for everyone to feel. And you are talking 250 people. All right? [I: Mmh] and if
937 you think about it... every single in their life today is going through at least four different types of change. They
938 have got four different types of change to worry about. And on top of that, they are going through a change
939 within the organization that they have come to work to... your CEO telling you new stuff, new messaging, new
940 content, new customers all the time, and customers going through change. So eight hours a day at work you
941 come to work and are dealing with four different types of personal change, you are dealing with three to four

942 types of different change within the costumers environment and then dealing with one big different type of
943 change within the organization and that one big change is broken into all sorts of things that you are a part of
944 here and there and here and there [draws levels on top of each other with his arms and hands]. So your ener-
945 gy is all over the place. Okay. So it is very hard for people to have time to feel that or interact or not know what
946 is going on with all these different managers, you know. They are running on very thin energy for every single
947 time and if they start putting all energy on one single thing everything fails. And if all fails, that energy is not
948 needed anymore. Then it is just two people over coffee at a café talking about energy. It is about driving the
949 boat and making sure the boat doesn't sink. So it is very important that the balances are achieved on those
950 energies and that is why it takes so long to find answers to all these things. So at this stage I don't have an
951 answer on how you do that, but it starts with one person talking about it at the fax machine printing some-
952 thing and then someone says; "Hey, that guy is actually talking about energy – go talk to him" and costumers
953 says; "I want that change transformation and I heard about energy. Can someone come and have a chat with
954 us" or "Go speak to [Andy name], he is all about energy". And then I will know something and I will prepare
955 something and I will send it and I will share it and then we have something that becomes IP. And then we say;
956 "Okay, we know something about energy. How can we use it internally? How can we start talking" and then we
957 start bringing in different consultants and start talking. If you look at the... I am a big believer of not having a
958 visible checkpoint driven process of how you achieve something. If you look at Ted et al.2005 he talks about
959 routines, your way of doing things. And the idea there is that there is no one process or one step following to
960 achieve something. It is just sets of values, principles, routines, your experience – that come together, you
961 achieve something, you do it. And for us energy means something and for others, it might mean something
962 else. One word might be understood completely different. I do believe, through my experience of life, that we
963 all actually experience the same things at different levels, in a different sense and in different ways.

964 **I: In what way?**

965 Andy: I think in all those angels [bodily, mental, spiritual]. We feel the same things in the different stages of
966 our lives in different contexts and in different ways. And the way you can identify that is through triggers and
967 through evidence. For example [company name] is doing really well after twelve months. We have really good
968 productive energy most of the time and around 70 % of people are engaged in all that sort of stuff. Those are
969 the triggers and evidence that we can see; that there is good energy, that things are happening and all the stuff
970 that I am talking about there is evidence to find. Some might be very minor, some might be big some might be
971 small. But that sort of idea of if you are going in the right direction or not. That is all you have in the end.

972 **I: It is very interesting to hear how you experience a lot of things, and think about how to put your ideas
973 into action.**

974 Andy: Yes.

975

976 **I: What is knowledge to you? What do you understand by the word?**

977 Andy: [Øhm] McKenzie's seven s's is one model that I use and that I studied. What it really does is that it tells
978 you within a context how there are seven different dimensions to a context. To understand a context fully you
979 need to understand the seven different dimensions of a context. [...]

980 Knowledge to me is... the meaning of knowledge is... understanding of what you want to understand within
981 that context. Knowledge yes can be history can be maritime history, migration, culture, diversity and social
982 and political – all that sort of stuff. But it doesn't really help you. In life, we are always dealing with a context. If
983 I was to talk about all of those I am talking about now somewhere in a different environment I would talk
984 about it differently in a different context. So knowledge is the information you need to shift some outcomes
985 within a context. You know. If I was at the airport and wanted to go from A to B all the knowledge I have is not
986 useful. So I am looking for knowledge within my brain that is useful to find, but today we have another brain,
987 which is called Google. We just go "bum bum bum bum, I want to go here or there". I lived in Amsterdam for
988 three month and I had no idea where to go, but Google helped me be like "Okay, I want to go from here to here
989 and then put in the address" and then go do that. Knowledge is very contextual. The reason why we consume
990 it so much is because we don't have so much knowledge and our brain cannot keep so much knowledge.

991 **I: So do you strictly see knowledge related to the brain?**

992 Andy: [Ahm] No. Knowledge... what do you mean? Related to the brain?

993

994 **I: In the example, you just gave with Amsterdam, you referred knowledge to the brain. So in your view, is**
995 **knowledge something hidden in us or do we possess it in other ways?**

996 Andy: Oh look. Knowledge is... knowledge is not at all hidden in us. We do carry knowledge through genetics I
997 believe. I have read some stuff I may not be able to quote but we do carry knowledge through genetics but that
998 is unravelled and/or unlocked through nurturing the knowledge you know. [Pause] Because you can see, and I
999 did a little bit of child psychology in my younger days [Laughs] and you can see kids doing all these things and
1000 that comes to me because those evidence are about how do they learn that? How do they know that? It is
1001 about that they carry those knowledge through genes and it unlocks through their experience and them touch-
1002 ing things. It is all about touching things and you unravel knowledge. I truly believe that the brain can carry
1003 some knowledge through genes, it is transferred, it is transported, and that sort of spread to your body. And if
1004 you think about it, your hands and your legs... you know... when you touch something, do you think it goes to
1005 the brain and asks if it is hot or cold and comes back? No. The brain transforms all that energy in different
1006 neurones and cells and is actually sitting on your fingertip. It reacts because it is here and your brain does not
1007 think about it, it just does it. So knowledge is in all parts of your body and also connected through energy and
1008 electricity and other people's bodies and other people around you. That is why I have had experience in my
1009 life in environments where I failed because that environment had set me up to fail. Because of the people in
1010 that type of environment, the energy, and the type of knowledge that is in that environment all sets you up to
1011 fail. So you are constantly trying to find an environment where you will succeed. [Pause] In an environment...
1012 Google as an example I talked about as part of the environment... who you know, and making sure that those
1013 people have right intentions for you. If not, you have to get rid of them. You have to, like, push them aside be-
1014 cause they will cause you... they will create that platform for you to fail. You are not getting the knowledge you
1015 need in order to succeed. Succession can be for example me jumping on a plane and getting on the other end.
1016 Right. If I was in China and I wanted to go somewhere else and I can't talk Chinese, then that is not good in-

1017 formation in that environment for me to actually do something. So I have to connect to Google that is part of
1018 that environment that actually enables me to succeed in that situation.

1019

1020 **I: technology definitely allows us to [cut off]**

1021 Andy: Yes technology follows us. We don't follow technology. We want to do what we want to do and technol-
1022 ogy enables us to that. Everyone is looking at technology and saying; "there is a problem – how can technology
1023 fix the problem". Technology is always following you. You are never following technology. You are not doing
1024 what technology... we live in a world where people says "social media changed the world". No. The social,
1025 cultural context change got social media to think; "what can we do to feed to these people that are so hungry
1026 to..." technology always follows you. I will share with you an article that talks about how everything is driven
1027 by a cultural framework. It is all about a cultural framework. You have context. A cultural context is driven
1028 through ideas you know and there is a study that was done and a movie made out of it: "How... people in a
1029 group or two people are influenced". Everybody says; "Yes I will have that and have this" and everyone is lis-
1030 tening to what they want and saying; "Yep, I will have that too". And what Facebook came up with was a way
1031 of owning it. But 90 % wasn't on it and now everybody is on is because you have to have it because that is
1032 what everyone is doing. Parents are on it because their kids are on it, and all that sort of stuff. So cultural con-
1033 text drives needs and ideas and everyone wants to be part of if and you have cultural currents... currents and
1034 waves that drive all these things and then you have people sitting in the technology area and saying; "what can
1035 we do to feed to that cultural need and those cultural ideas?" and people talk about context and they then
1036 come up with great things like technology. So technology always follows you.

1037

1038 **I: I am being a bit mindful of the time, so I am going to jump to a question about a course I heard you
1039 have recently had. Did you attend the stress management course? What are your thoughts on the course?**

1040 Andy: Yes I did. I think I became aware of particular one thing which was the... [Øhm] [Pause] When do you
1041 actually now you are stressed? That is the only thing that I need and that I picked up. Because for personal
1042 reasons I am very well aware of... through personal experience in family and lots of things I am very well
1043 aware of all of the stuff that was discussed in that course, but the most of the time you don't realize that you
1044 are stressed. Other people can pick it up and if they tell you that you are stressed you just go like "I'm not
1045 stressed – stop telling that". But it actually helped me think what are the signs that you should be aware of if
1046 you are stressed. And my signs are [Pause] if I am not consuming information and knowledge then I am
1047 stressed. I need to be relaxed to consume information because what happens when you are stressed writing
1048 an assignment is that you are typing so fast you think that is going to solve your problem but you are actually
1049 not achieving anything. It is actually just crap you are typing. So that is a sign of stress for me... and I figured
1050 out how to solve it. What I did was sleep a lot, wake up, switch off everything around you, there is no one ex-
1051 cept you, nobody in the house, nobody around you and no internet, no nothing. It is just you in that moment
1052 and you smash it in five hours. You have a lot of coffee and you smash it [Laughs] and in that five to six hours,
1053 the material you produce you close it afterwards and wrap it, you will never look at it again, it is wrapped. If
1054 you something in incremental then it is kind of like, again I am talking within the context of an assignment, it is

1055 kind of like you forget what you did and have to redo it. So you will be redoing the same things all the time. So
1056 for me an indication of stress... in that session, I learned how to know when you are stressed.
1057

1058 **I: Was it purely from the information given in that course that made you realize; "maybe that is why I am
1059 not producing as well as I should or that is why I am not consuming information"? How did you get that
1060 light bulb moment of learning?**

1061 Andy: Yeah, it was literally from that course. Because I had so much stuff going on in my life and there was no
1062 recovery period. And that course was actually for us a recovery period. It was about "stop and reflect". While
1063 you are reflecting someone is actually telling you how you may be able to solve these problems you may have.
1064 So it was purely from that course. Light bulb moments of stuff I had never thought about.
1065

1066 **I: You have worked a lot with the possibilities and limitations for learning and development within this
1067 environment the last twelve month and so where do you the learning culture right now?**

1068 Andy: To put that in context, [company name] has only been... it has been the first year of the change and it is
1069 really focused on the... most of the change that has been achieved is by the correlation team. The correlation
1070 team has mostly been the leadership team. So we have a very strong leadership group brought together and
1071 stuff like that. In my view, the next step of change is the middle managers... theories say that there are five
1072 transition steps for someone to change from a manager or an individual to a leader and there are five transi-
1073 tion levels. In my view, the middle managers here are only on the second level, which is not good enough. And
1074 they broke people who wanted to learn and move forward. Lots of good people come and leave because the
1075 middle managers block all that things. The leaders have a lot of good things to say but that is not translated
1076 through the middle managers to these people who need to listen to what the leaders have to say. So I believe
1077 the next to enable learning and enable those sort of thinking is going to be those strong leaders in the group
1078 making sure that the middle managers are set up in a right way and are transitioned very quickly to be leaders
1079 to empower and direct and provide those people learning opportunities and stuff like that.
1080

1081 **I: What is a good leader?**

1082 Andy: A leader is someone who I think listens. A leader is someone who allows you to be a rebel and be you
1083 and not be someone he wants you to be. A leader is someone that gives you the creative space. You figure out
1084 the solution and you are not asking the leader all the time how to fix something – that is management. You
1085 don't need managers you need leaders. Because you can be a manager of your own situation you are in. You
1086 can figure out what you want to do. So give people the space and make sure that all you are doing is giving
1087 them the direction. You have a direction and your team has a direction that fits in the [company name] direc-
1088 tion and you just need to make sure that people don't get out of that sort of direction. You provide them with
1089 the guidance and that is leadership to me. Management is all about telling you what to do not providing you
1090 with enough information, not giving you the bigger picture, not focusing on your learning and capabilities and
1091 not understanding where you need to go – too worried about my loss account and who is costing me money or

1092 who is doing good work. Living in a short vision than in a long vision. So to me, that is leadership versus man-
1093 agement.

1094

1095 ***I: Before we finish up, I would like to ask if there are any final reflections on the topic you would like to
1096 express?***

1097 Andy: [Ahm] [Pause] What can I say... [Ahm] I think it is a really good topic that you are creating awareness
1098 about. I think in the next five years there will be a lot of these sorts of changes. We are starting to live in a
1099 world where people are becoming... talent and knowledge and attitude are surpassing certificates and degrees
1100 and things like that. It is becoming harder and harder for companies and organizations and governments and
1101 cultures to retain people. Understanding these sorts of concepts and all the different dimensions, the drivers,
1102 are very important for the success of a company or anything else. And investments into these sorts of things
1103 are important because at the end of the day it is not about the tangibles but it is about the intangibles. You
1104 don't need to measure them, you don't need to know about them as long as you can see and feel that your
1105 tangibles growing and becoming stronger. Then it is all good indications of that these sort of investments are
1106 really good. So it is really important and I think the world is going to change a lot in the next ten years. The
1107 medicine is going to change, it is going to be very more natural based medicine. The banking systems are going
1108 to change. Everyone wants to change. The disruption is ridiculous. We are living in a world where growth is
1109 vertical and not just growing in an angle like this [drawing with his hands to indicate it is not just an upward
1110 going curve or an exponential, but straight up]. The problem with this is that with such a growth it becomes
1111 really hard to govern these things. And the world will live on a line of chaos. Driving people towards that
1112 space of love and respect of who they are and that they contribute with what they can. To contribute is very
1113 important and how you sustain that is very important. And making your company profitable is going to be a
1114 big challenge. Most importantly is how you actually succeed in getting people to think about that and how you
1115 are going to, not manage it, but get into that headspace. Lastly, it has to be a step by step process to get to that
1116 point. As an example I can use is that in the eighties and nineties, New Zealand was one of the countries in the
1117 world documenting the highest patents in the world. We are the best at invention, we were the best at creat-
1118 ing things because we were so far away from the rest of the world, and there was no access to us. We build
1119 stuff for our self to use. We were building tools in the kitchen and in the garage and everyone had a garage DIY
1120 [do it yourself] so we were really good at invention but we didn't know how to turn that invention into innov-
1121 ation. Have companies that are profitable and hold them and commercialize them and drive an economy.
1122 Now we have achieved it. [Pause] Our knowledge is our economy sector and it is the strongest in the world.
1123 Europe, there was a report just written by the European union that we are in crisis. Our technology is the cri-
1124 sis, the growth is so high that our technology cannot keep up with it, cannot enable it. New Zealand is provid-
1125 ing to that European sector and lots of good things and Australian technology sector is struggling, American
1126 technology sector is struggling because they don't know how to do it. Lots of people are coming to New Zea-
1127 land to study how New Zealand does it. We have somehow achieved a unique way of doing things that are
1128 very special and that is driving New Zealand to a really, really special place. The next thing challenge we have
1129 is scaling. We got it working but how can we scale it? It is the biggest challenge in HR to innovate and to grow

1130 the companies and make sure they are established in a way that is established really well. And there are a
1131 couple of companies like Zero, Para Analytics and that are New Zealand based companies that have grown
1132 worldwide. They have done it in a really smart way and they are innovating in HR space. How do you attract
1133 people to move to New Zealand? You know. For example, I didn't go to [city in New Zealand] begging for a job,
1134 they begged me to join them because they need talent and they need people to come into that place. They will
1135 relocate you, they will pay everything, they will pay you more, whatever they need to do. And it is becoming
1136 a... it is becoming like... everyone is fighting, there are 100 people fighting for one thing. Because of the
1137 growth, we can't sustain it. So learning is so important. Everyone needs to learn. Everyone needs to be self-
1138 sustainable. Everyone needs to know what needs to happen because everyone needs to be much more wider
1139 generic in their role instead of specific in their role because you need to do so many different things. That is
1140 why learning and the energy and the knowledge and actionable knowledge and those ways of doing things are
1141 so important, because of all these external forces are driving all these things. So the next 10-20 years is going
1142 to be very important and this sort of study is going to contribute to the learning of how you actually sustain
1143 those sort of things. So yep, that was my last.

1144 Appendix G: Transcript of individual interview with James

1145 Semi-structured interview

1146 Company office – meeting room

1147 Tuesday 20th of December from 12.00 pm – 1.15 pm

1148

1149 (Observation: James was a bit nervous at first, and even voiced that out as well. Couldn't describe why, but
1150 perhaps afraid of saying something that could be misinterpreted. Good dynamic, and lots to talk about. In-
1151 crease in tone body language when he got caught up in a story)

1152

1153 00:00 – 1:04:41

1154 I: [Missing]

1155 ***I: Perhaps on a broader understanding of what role our bodies play.***

1156 James: Oh, that would be amazing... to use the body more at work. Yeah, and it just doesn't seem to be valua-
1157 ble, that kind of work thing. But I mean, there are lots of stuff coming now, I mean within what we do, and
1158 talking about making things fun again in terms of doing analysis and design. I have seen these LEGO tech-
1159 niques where they are building towers of systems and so they express how they want the system to be
1160 through building it in LEGO and they have people facilitate it.

1161 But we don't have the time. For us, as a consultative organization, we got to convince the client that that is
1162 important to make it fun and spend time coming up with the right solution through discovery. Often the cus-
1163 tomer thinks they know what they want and they want to do it to the cheapest price. So we have got to deliver
1164 it very quickly and we don't have any time to play or really work with the users and try to come up with exact-
1165 ly what they are after. And to spend time with them and with actual users because often we have to interact
1166 with subject matter experts that will represent users or a group of users together we will build a system based
1167 on their feedback. And we will never really interact with any users. So it is difficult to I guess convince organi-
1168 zations that they need to do those kinds of things because it is all based around figures and how much time
1169 something takes and they will realize that investing in that playfulness and those more detailed design work-
1170 shops that they would get a better product that will be more highly adopted which should lead to better em-
1171 ployee experience which should mean that people work harder and are more committed to their organization.
1172 Because I think that if they feel like they are always being fed stuff down to them or being made to work in a
1173 certain way they will react to that because it is being "you should do this in and that way" which people don't
1174 like and I think through play and through engaging people from the frontline you start to involve the in things.
1175 Then they feel that valued and for the knowledge that they have. Maybe tacit knowledge in your words... you
1176 know that the knowledge you bring to the organization is valued and used. But that is going into the LEAN
1177 organization now, which is coming about where you try and shrink the hierarchy, you know, which we are
1178 trying to do, but I don't know if we do it very well because we still have our leadership team or we have our
1179 leaders and influencers. Which mean a selected group of people meet in a room and dictate or decide on the
1180 direction for the organization and then we have to communicate that down to the people below us. It some-
1181 times feels like it creates an us-and-them-environment where people feel like they don't contribute. And may-

1182 be their knowledge isn't valued, right. That is the key thing, unlocking their knowledge. And yeah so if they
1183 haven't got that voice where they feel that what they say will change the company then they don't engage, I
1184 don't think. We did a workshop here where [CEO name] talked about how the transition involved everybody
1185 in this office about the new strategy and how we are going to transform [company name] and how we are
1186 going to focus on being differentiated, so everybody was super enthusiastic. And people were saying; "Ah
1187 okay, I think this" and, "I think that" and "I have got these ideas". I could feel, you feel the energy in the room
1188 and people were like; "I can really change the organization" and then that was it. I thought that would be the
1189 start of a lot of workshops where lots of people throughout the organization might be engaged in to talk about
1190 what they felt [company name] was and where they thought we were going, but it didn't happen. It was then
1191 sat with the leadership team. They came up with it or a selected few came up with it. And then... it just felt like
1192 all of the energy was lost, you know. And people were like; "Where did it go" and "What is happening with
1193 that" and "What are the next steps" and nobody was really engaged and then they still disillusioned people to
1194 that had gone through all of this before. It just felt like... I felt.... I could feel the energy when people felt like
1195 they could change the organization.

1196

1197 ***I: What did it feel like? How did you notice the energy?***

1198 James: It was just that people were so enthusiastic about; "I have got this idea" and "what about this" and they
1199 felt... they were like; "Uh, so we can actually influence the direction of our organization". They had never expe-
1200 rienced it before and then I was like that felt really powerful what they had there, but then it just lost all mo-
1201 mentum. All the people were like; "Well, nothing has happened" and they see people now behind closed doors,
1202 you know, doing these things. It is very exclusive and not inclusive. And I mean I agree that there are problems
1203 with how you do that because if you involve everybody it can be very difficult because there can be so many
1204 opinions.

1205 But still, now they feel that still their opinion isn't valued. But we could do many things, at least instead of
1206 dictating then asking for people's opinion. [Name] is a good example and he is always very talented and has
1207 these ideas or solutions to offer. So even though he hasn't been doing that he has all these ideas and you
1208 should try and listen to them. But sometimes it is difficult because you haven't always got that time to listen to
1209 every idea. I think it is important but sometimes people don't come up with good ideas and some people think
1210 they are coming up with good ideas and you have to have that conversation where... I don't know what I am
1211 trying to say. But yes I think you are right, that it is important to listen to other people's ideas but it is not al-
1212 ways easy when other people don't listen. They will come up with something but they don't seem to respond
1213 to your critique on their idea. Whereas [name] will come up with something and will have a good discussion
1214 about it and then come to a good outcome, where some people hold on to their ideas. And as much as you
1215 debate around it, it will still be my idea is the right one. And maybe that is another element of opening up. [...]
1216 So yeah keeping that knowledge. I mean... I don't share everything that I learn but I will share a lot of it. But
1217 yes maybe some uses it as a competitive advantage and to create that free sharing organization is [pause]
1218 difficult.

1219 ***I: But it can also be difficult.***

1220 James: Yeah. I think we are trying to create an environment where we share and build our knowledge, but I
1221 don't think we have the time or we don't give our staff the time to do it. We are too focused on utilization and
1222 we don't have enough slack in the system to allow us to build knowledge. I mean... Lots of us have knowledge
1223 which I try and share but I think we could do it more formally where we actually... So I think it is good that
1224 you share your knowledge with your fellow colleagues but I also think it is about building best practices within
1225 the company and on how you work. I can share it with somebody but it just... I'm sharing it, and I probably
1226 don't have time to work with it and there is no reference where one could go and look at how I approach
1227 something. Otherwise, you will lose that knowledge when people leave. If you don't lock it down somewhere
1228 and part of what you do is also building that knowledge base. And the key thing is, how would you build that
1229 in a formal manner. [Pause] That is the difficult part, but I mean it is about giving people time to look at the
1230 way of how they work in an organization and to say; "Well okay, so this is what we do" and out that together
1231 in a framework or something. Or a process... but that has bad connotations. Or [name] thinks it is bad.

1232 *I: So you think processes are bad? Or have bad connotations to it?*

1233 BA: Well, [name] seems to think that. Whenever you say process people start to [leans back] you know... it is
1234 very formal with boxes and... So yes it is a bad word because it is viewed as engineering or there is a lot of
1235 data modelling and people turn off when they see those things. So it is about bringing the fun back into it. Try-
1236 ing to have fun but making it fun takes time. The way we do it, we can knock up processes very quick. So I can
1237 do a workshop with people but it is not enjoyable for them but I will get a result within a few couple of hours
1238 whereas if I have to do the whole really nice workshop where we let them work through it, its actually hap-
1239 pens over two or three days. I can go in and kind of get a process out of them which kind of work very quickly
1240 but it is not enjoyable and people die in those in those workshops [Laughs].

1241 We have got to convince them that it is not the right way and that... we are kind of doing that with some of the
1242 inside selling we are doing now – making sure you get adoption and have the right people involved because
1243 otherwise the system isn't adopted. It is like you say about inviting people into the process rather them telling
1244 them what the process is going to be. That is the key difference, and I don't think that we do enough of that
1245 because we don't document why it is important. We don't know why we do things. We do it. But that again is
1246 about building that knowledge base so we know; "this is why we do these workshops and these are the objec-
1247 tives we are looking for", somebody can go somewhere and find out how we do that.

1248

1249 ***I: But you guys' type of work is also very interesting because, as I understand, on the one side you have
1250 the very technological side and the measurable outcomes and on the other side engage with people and
1251 the dynamics of those relations and trying to understand the people side.***

1252 James: And the more costly side. It is more than just trying to get the technology in.

1253 ***I: And how do you learn that if it is not a part of your learning culture?***

1254 James: Oh, so that is a classic. Here we employ people without BA background or process consult background
1255 so they just do the conflicts. And you forget how hard the process consultancy or BA, being a business analyst
1256 is. It is actually... you learn over a number of years through experience... and you forget what it is you are try-
1257 ing to do. You don't worry about the assumptions, you buy in, and you know "why" you do things. To train

1258 somebody else to do requires a lot. We don't do that with our consultants. I mean, I am mentoring them a little
1259 bit, but I am still not necessarily the best coach in terms of why I am doing things. You know, I have my way of
1260 working – or maybe I am, I don't know – but we don't have that training. We don't have that coaching culture
1261 here because we don't record what we do. We start planning to do repeatable processes, how we approach
1262 discovery or how we engage the client. We have started to look at those things but it is making the time and
1263 having an equally senior position to improve that. In our organization there are people that don't like to talk
1264 about methodologies and things like that. They don't feel... that... I just don't think they feel it is important.
1265 They have their way of doing things... very inward focus. I think there are different types of people; there are
1266 the people that want to collaborate, and build things together and then there are those lone wolfs that want to
1267 it on their own and who is used to working on their own and that is part of the sharing culture, right. I think I
1268 am very open and I like to talk about new ways to do it and I have a very curious mind and are open to new
1269 methodologies and ways of doing things. I am interested in improving, but it is all based around I think the
1270 customer and trying to deliver something. I just think I have got a curious mind but other people aren't. They
1271 have a very set way of doing things and can be quite closed and don't want to... maybe don't have a progres-
1272 sive mindset. I think there are different types and I think if you those lone wolfs in the senior positions, then
1273 that starts to close down on the organization. Because they don't give enough time to... that kind of thing... but
1274 it is up to people below them who start to a little bit... and to take action, because otherwise, it is not going to
1275 happen. I was reading a book that said; "You have just got to take a little bit of action and things will start to
1276 happen". But I think you can take action but if you have a very progressive person in a senior position that
1277 makes a lot of decisions...

1278 **I: So do you think most look up to the seniors or the managers and see "okay I have to speak and do, and
1279 act in this way to progress into a senior role one day"?**

1280 James: Yes. You get inspired. You want to work

1281 **I: I am just going to rewind a bit because you gave me a clue about some questions I also wanted to ask.**

1282 James: Oh yes, sure. Go ahead. I got carried away.

1283

1284 **I: Can you briefly describe what do at the company and what is special about your job?**

1285 James: I am a team lead with a couple at the moment. So we basically mentor a group of consultants. Mine are
1286 not so technically focused. So the idea is that we basically manage them. So we manage them... it is like a dual
1287 management, so we also have a practice manager, even though they report to us, our practice manager kind of
1288 makes the call on the enumeration and that kind of stuff. Generally, from day to day management, they report
1289 into us. We have one to ones and started to have team meetings... yeah, that is it. And on top of that, I do my
1290 day job with consultancy stuff, which could be business analysis, presales, informant thing and [tech soft-
1291 ware].

1292

1293 **I: And how about the coaching aspect you previously touched into?**

1294 James: Mainly I try to do business analysis with them if they don't have that much experience with that and I
1295 just try to share my knowledge. When we are coaching different... you know when we are working on differ-

1296 ent things I don't do much formal coaching in terms of; "We are learning about this today" which I think I
1297 could do. I have taught a little bit of data modeling, but it is mainly in application, so when we have a piece of
1298 work then I will give advice on how I would approach it, or like these are the things I think we should be doing
1299 and also advise them on how they might approach solving a problem. So not so much formal coaching but is
1300 quite... but I try to be available as much as I can so that they can always ask me questions. And whenever they
1301 have a problem we can always talk. I think that is the key thing to have somebody who you are going to talk
1302 stuff through with and have a sounding board for if you are stuck on something or if you want to talk some-
1303 thing through. Because I think that is what we do quite well as an organization now and I think it is important
1304 that people aren't afraid to ask for help instead of just sit for hours and hours at the desk being [I: being stuck]
1305 [Laughs] which I used to do because I felt like I was employed in a certain... maybe above what I should be
1306 from my experience. So I sat for weeks at a client and then I realized that eventually, I would have to ask for
1307 help. But I think it did question my wage, I definitely think people were asking more from me, but at the end of
1308 the day, it was more important to ask for help than to sit there, because it was a bad experience for the client
1309 as well.

1310 I am thinking about whether it had been any different had we have had the culture we have now – would I
1311 maybe have asked for help earlier? [Pause] The organization was different then. I felt like I wasn't... I didn't
1312 have... I didn't have a... Who was my boss? [Looks up at the ceiling] I didn't have a mentor or somebody... to be
1313 honest, just talking it through with somebody while sitting there on my own would have helped me a load.
1314 Which I should have done, I should have... I was reading in a book, and I should have just have had a senior
1315 member of staff... and how to break it down. I don't think it was ever... ever... was ever told that this is your
1316 mentor or senior person you can come to talk to about how to approach a problem. I think you need to create
1317 that environment when somebody starts and saying; "Look if you have got any"... and even I did have some-
1318 body, but he was being my mentor, and I asked him rather than a more senior person. So the key thing is ask-
1319 ing for help. And that is was I am trying to instil in my staff, that don't sit there, but people still do it. Even
1320 though I said to my staff that; "Don't sit there, just come and ask me" and I can see them sitting there and fig-
1321 uring out [I: laughs]. But there is an element of not asking all the time and wanting it all done for them. The
1322 key thing is asking for help and making yourself available for people. Unfortunately, it does take your time and
1323 you know I have got other things to do but I spend a lot of time with my staff and coaching them. But you
1324 know, I learn from them as much as they learn from me about ideas and how to do things, so it is a good... way
1325 of exchange.

1326 And other cultures, I don't do... I haven't read that many books and have them... and I haven't got that much
1327 experience with how to coach people and how to get the best out of them.

1328

1329 ***I: Do you experience physical sensations when you are at work?***

1330 James: Oh absolutely. I mean I think it is a very big part of communicating. Changing how you are reacting. I
1331 think you have got to have empathy. But it is extremely in the workplace but I feel like the emphatic person in
1332 a corporate environment can be very... have a hard time, because they are in an emotional environment where
1333 empathy isn't... empathy is encouraged but I don't know... like...

1334 *I: How do you live empathy or how do you see it?*

1335 James: [empathy] It is just understanding others' needs are. Empathizing with someone. So is it more reading
1336 body language or? I think it is a hugely important part of being a consultant. You have to read people's body
1337 language, you got to be engaged, you need to know which approach you are taking in order to get the outcome
1338 you need to read their body language to see if they are involved and if they are embracing what you are talk-
1339 ing about. You need to have the actual changes adopted and that people are engaged in what you are doing. So
1340 what we do is listening, because we have to understand what problems they have, what challenges they have,
1341 in order to come up with the right solution for them. If you are not listening people aren't engage and then
1342 they don't appreciate what we are doing and then... you find yourself with a pull or pull which means if any-
1343 thing goes wrong then you will be out pretty quick. [...] I think it is a big part of what we do is reading reac-
1344 tions and just having a good relationship with people that are key.

1345

1346 *I: And is that both internally and externally with clients?*

1347 James: I don't distinguish outdoors and here. I find that I think it is the same for me in here. I try to be outside
1348 what I am in the office because why would you be any different. Obviously, there is professionalism and there
1349 are things you can't do that you would do here, but I would like to as open as I am outside or try to be outside
1350 as in here. The problem is, if you are very open then people they find out a lot about you and then they can use
1351 it against you [I: Laughs] but I think... I believe that if you show vulnerability then people connect with you. If
1352 you don't then people won't connect with you. It is the same in acting as well, so if you want to get an audience
1353 on your site you have to explore your vulnerability otherwise, they won't... you have to show that you are
1354 human. I think it is the same in an office... exposing... you know what you are thinking about things or who you
1355 are to people makes people connect even more and it develops a feeling of trust you know. Then you can share
1356 more information with each other instead of if you are all guarded and very defensive and worried about what
1357 you are saying then you won't share ideas and you won't put yourself out there. It is the same in society as
1358 well. Lads share... you are going get it... that is key to opening... I don't know how we got there. Empathizing,
1359 understanding, recognizing people's emotions but also if they are feeling... if you think they someone is feeling
1360 a certain way then you talk to them about it. That means you are, you have no tester but they might not be
1361 themselves.

1362

1363 *I: Did you attend the stress management course? What are your thoughts on the course?*

1364 James: Yes. I tended... I find it really interesting talking about identifying... what I found really interesting was;
1365 "How do you know your team is stressed?" and I actually have no idea whether my team is stressed or not,
1366 because I have never asked and never looked and paid attention to what might be stressing them out. How
1367 they might look when they are stressed out. And for instance, when [name] was stressed last week and I didn't
1368 realize it. But he didn't say anything and it is not like [name] to get stressed. [...]
1369 We are pushed here. For example [name] he is being flunked by [name] because he is so willing to do the work
1370 but it is all about if you do it then it looks good. I'll do it, so we will all get the 'flock the willing' they call it,
1371 where you work people that are willing to work hard. You keep on taking work because you think that is what

1372 you need to do but actually, you are getting very stressed out and have got too much going on so can't do a
1373 very good job. You have got four or five projects on the go and you are not going to do a very good job because
1374 you are multitasking and pushing too hard. But to recognize the stress means you have to then do something
1375 about it. Your boss won't recognize the stress because then... and her [course speaker] exact words were;
1376 "Some people can handle it and others can't". You will push those who can. It is a weird thing, so do you then...
1377 what kind of people do you want in your organization? Do you want the ones that can handle stress very well
1378 or do you want the once the one that doesn't necessarily handle stress very well and who can't do as much? I
1379 think someone had been reading something and telling me that if you were stressed then you were in the
1380 wrong job. You shouldn't be stressed. But I am not sure if that is right or a limited mindset. But if you get easily
1381 stressed in chief commission as position or in a... then you wouldn't make it into military intelligence or the
1382 SAS if you were easily stressed. You need a calm mindset. So is it about a better interview process to make
1383 sure that the people you employ can handle the level of stress that the job we do entail?

1384

1385 ***I: So on the one side we may have someone being better at handling stress but is it also about having a***
*****1386 **work culture where people learn to express when there is too much going on?*******

1387 James: I agree. So cultivating that culture where it is okay to say I am stressed. Even say too much is going on
1388 will help you not suppressing that emotion.

1389 Have you read a book called "Non-violent communication"? That it is incredible and I couldn't believe it when
1390 I was reading it. It changed my mind because it focused on the needs of others. And all the sudden I was like in
1391 my head and I stopped my dialogue. My acting coach used to go "always get out of your head and focus on the
1392 other person's needs" [I: oh you have had acting experience] and so she would say; "Get out of your head"
1393 because I was always in my own head and "Focus on the other person" and I never got it, and then I read the
1394 book and it said to focus on what unwanted needs aren't being met for them and they are angry. And all the
1395 sudden the voices stopped in my head, in the monologue you get and I went "wow". All the sudden I was free.
1396 And they were saying that basically how you talk with people - are you feeling angry, are you feeling con-
1397 cerned, are you angry now because... but talking about the emotion. You empathize with them but also they
1398 were saying that if you express your emotion people are less likely to out [...] To respond to what you are say-
1399 ing. Or you have expressed how you are feeling. So if you say; "I am a little bit upset about what you are say-
1400 ing" then they will go; "Uh I have upset that person", but also if they are not used to having someone express
1401 their emotion and you can see them go [makes a face]... but I think it is that bringing in into work culture
1402 where people express how they are feeling, that would be very powerful. You know allowed to express how
1403 you are feeling in the office. If you are stressed, stress is a bad thing, has negative connotations, it means you
1404 can't handle the job that you are doing, so you will hide behind that I guess. Or you pretend it is okay, but it is
1405 just knowing... I don't even think it should get to that point where people are stressed. The way I have been
1406 looking at it is trying to apply Kahnemann principles to the workplace where you are trying to create slack in
1407 the system for people to improve their workplace. It is basically a way of approaching work where you only
1408 have so much work in progress at any one point in time and then what happens is once you have got... you can
1409 only take so much work on. So basically a classic example are parks in Japan where they have these tickets and

1410 you have a certain limit of tickets, like 200, and you take a ticket when you go in, and when the park is full
1411 nobody else can get in until somebody comes out. You only have a certain amount of people in there in terms
1412 of crowding. So they don't get overcrowded and they apply the same principles to work and for IT delivery. So
1413 a team you can have two things in progress at once and ideally one. So for a team of six, you can have six
1414 things at once and when one is finished then you bring in the next one. So you only have six items on the go.
1415 What happens is somebody else might be finished, somebody might be blocked or might or might not have
1416 something to do, but you can't bring any more work in until the other... they may have done their thing and
1417 don't have anything else to do because there are six items in progress so you can't bring in any more work into
1418 the system. So they have to do something else. They don't have anything to do basically. Because everything
1419 we do is about utilization. You are pressured to do and you have got to make money for your time, whereas
1420 this creates situations where you could be having time where you don't do anything. What they were then
1421 saying was that in these systems what they find is that when people have more time on their hands, they start
1422 to improve... the system... and start to look at ways to improve the system. I was thinking that actually if we
1423 reduce the amount of work we are doing there are value in improving the system and working it and that
1424 actually might generate more wealth for us in the long run. Which is what knowledge does, right. That is what
1425 it is. You invest in time and understanding how you work and how you can improve and how you work and
1426 that, I think, delivers a more productive company in the long run. But that is all qualitative work. You can't
1427 prove that it has a revenue impact or at least it is hard to do that. But I think that would reduce stress... if we
1428 track the amount of work and if we had a better way of doing that.

1429

1430 **I: But do you also think that there is more to understand about your culture and environment than what**
1431 **can be seen in the numbers?**

1432 James: Absolutely. My light bulb moments or learning is always in the shower in the morning. That is where
1433 the ideas will come and then I will write them down... after I might have been thinking about them for two or
1434 three days. Everybody is different in the way, which they work. See that is the thing, we are all here and we
1435 are all through reports and stuff like that we are maintained and it is a huge shift just to trust people. But there
1436 are people that take advantage of that, where that just won't work.

1437 **I: Can you elaborate on that?**

1438 James: There is the perception here that people will just take advantage of the system if they are not highly
1439 managed. I mean I am the same, I mean... I have done that to some extent in the past but my motivation to
1440 roan [?]. See this is the thing. I had a realization. I was very unhappy working in the corporate for a long, long
1441 time because I was there for the money and I was just here for earning cash and the corporate lifestyle and
1442 that kind of stuff. But the money was good and then I read a book about how employees were motivated. In an
1443 organization where you are motivated by money, your motivation can be very selfish and you won't really...
1444 you will always be unhappy because you are never quite paid enough and your performance will never really
1445 be as good as in an organization where you are motivated around delivering value for something – delivering
1446 value for a person or a product that changes people's lives. And I, thought; "Ah" because I realized that I had
1447 read that book about flow, that long Hungarian [I: Csikszentmihalyi] yes he was talking about finding the love

1448 for what you do and I never really... and then I read this book and I was like; "That's what it is" and I changed
1449 my thinking or I saw a colleague and he was like saying "I am doing it for the customer or the person, that is
1450 why I am doing so long hours to get a really good product". And I thought that was amazing. And then when
1451 reading the book I went "uh that's what it is about" so I changed my mindset and the real value for [company
1452 name] deliver value for customers and I became much happier in my job and much more motivated to do the
1453 work and I found myself working a lot harder. Maybe it is about getting people's motivations right and then
1454 they will work. But it is a risk that people do take advantage, but if you get them engaged in an activity where
1455 they feel they are contributing they might find themselves more motivated.

1456

1457 **I: I am being a bit mindful of the time, but if you still have a few more minutes maybe we could take a
1458 couple more questions?**

1459 James: Ah yes, sure.

1460 **I: I am paying attention to that you often think in terms of your team members, but what if we were to
1461 put the spot on you. How do you pay attention to your own stress levels or physical sensations? And how
1462 do you learn the best?**

1463 James: [Mmh] How do I learn the best? [Pause] I have never thought about it.

1464 **I: You are good at thinking about other people's needs.**

1465 James: Yes that is a good observation.

1466 **I: But you are also learning here.**

1467 James: How do I learn? I think I learn by being shown. I am very much... if someone shows me how to do
1468 something then I will pick it up quickly whereas if somebody is trying to tell me I find it harder to learn I have
1469 noticed over the years. So... Yeah if I sit with somebody and see how they do it, then I will pick it up real quick,
1470 and that is the way I found that I learn the best. And what also do I... then I read a lot and I think it is really
1471 important to read and to read around the job you do. I have a lot of interests outside but I think it is important
1472 to apply that to your job as well because you are doing it eight hours a day. So it is important to read about
1473 what you are doing. And then also to have connections and make new ideas about how you are doing things,
1474 but that is actually trying to be progressive and trying to find new ways of doing things. I think that is a key
1475 aspect of learning in an organization. It is not just learning from your colleagues but you read about something
1476 and then something you saw and suddenly it will make more sense. It kind of brings it all together. And also,
1477 talking to your colleagues... how they would approach things... and just being curious. I would have conversa-
1478 tions with my CPO and my CEO about different things and they give you ideas. And slowly that cross-
1479 pollination of someone said something and one said another thing and then you start to... I think talking about
1480 things is really really important. Talking things through is a key aspect of learning I think. You can't really
1481 learn on your own. You can do, I mean you can read a book. I can read a book and I can learn some things [...]
1482 So I try and read and show new things. The question is; "How do I learn best?" is that... how do I learn best...
1483 how do I learn best... is that in the workplace? Or... I think... by doing I think. I do, but I also do from reading
1484 and that is where the blend of ways is... I think I am more [...] being shown something but I also learn from

1485 reading and visually. [Pause] yeah visually, but we don't use much visually in our work. We are getting there. I
1486 have been reading about it and try to draw more. But having faith in your drawings... [Laughs]
1487 I have done a lot of reading around what I am doing to try and understand it. So for me, it is doing and reading
1488 – and the doing and then revisiting that reading so it starts to make more and more sense.

1489

1490 **I: Final question. You mentioned your acting background.**

1491 James: Yes

1492 **I: Does that in some way inform how you do your job?**

1493 James: I think so, yeah.

1494 **I: In what way?**

1495 James: Just being yourself. Trying to be authentic. Not being presentational but being present. Because what
1496 they say is, if you are already acting, then you can't act. So if you are already presenting an image of who you
1497 think you are, people won't believe you. Whereas if you are just authentic, and then you start to act. It is a
1498 strange thing because when someone is authentic you are kind of drawn to them because they are just them-
1499 selves. Like [name] is probably a good example of. He is very authentic. Sometimes there is an element of act-
1500 ing there, but generally, he is himself [I: Laughs] I think he is quite you know... he has got an energy about him
1501 often and he is an authenticity and people identify with that. And I think it is just because... you are just re-
1502 laxled with who you are and not trying to be something you are not. And I think that is important and once you
1503 get that people will just trust you a bit more and then are able to just be comfortable. Or are... I don't know...
1504 bought into who you are and what you are saying. But if you are presentational... like... it is the whole macho
1505 thing. Like if you put on this macho image and stuff like that you may get some respect, but really people see
1506 through that and don't respect you in the long run because you are not... often... here we create and present,
1507 we are always fine. There is never anything else than that. And it is the same in society. If you expose yourself
1508 or say anything people get very uncomfortable sometimes. So for me, that is the element of acting – the au-
1509 thenticity. To be present and not presentational with your colleagues, and just be yourself. Expressing how
1510 you are feeling or to let that out. In some... acting is good... a little of art expression, your emotions can be very
1511 reactive as an actor. You train yourself to very or you [Laughs] can be judgmental in an office environment. I
1512 think there needs to be an element of control but it is still important to... and I think even just saying your
1513 emotions is important. So for example that MVC was about how are you feeling so how I manage my stress
1514 now and what is interesting is that I am feeling stressed because looking at how you are feeling an emotion. It
1515 is expressing that emotion but what is the course of that emotion? Rather than just feeling stressed. You feel
1516 stressed in the office and go; "why am I feeling stressed now?" and then often the stress dis[...] because you
1517 acknowledge it. And I think that is what they are trying to do in acting, that you don't suppress your feelings
1518 you just express them. Through expressing them they become... it just has that relaxing effect because you are
1519 not suppressing your emotion. The part about acting is that you do a workly schedule and you work through
1520 how you are feeling and how you were feeling throughout the day. For example; "I woke up feeling angry be-
1521 cause my boss did this today and I am sad about that" But I think if you do the MVC you can do it yourself eve-
1522 ryday or through the day and that is important because then you don't have all those emotions building up

1523 and you don't know why you are feeling what you are feeling. [Pause] It [acting] definitely made me more
1524 confident in the office environment and more confident in front of clients. And I did things like prompt courses
1525 and you could apply that to the office or workshops. How you make use of your body and expressing yourself.
1526 Free some creativity for us. I mean you lots of exercises and improvisation and [Pause] you know things
1527 around the letter F or reading a Shakespeare alphabet like rrr [I: Laughs] I mean it also created a very safe
1528 environment. Easy to express who you were without judgment and that could be... you need to be very, very
1529 comfortable being vulnerable on stage. So that might be something to apply. It makes you less... it made me
1530 more open. There you go.

Appendix H: (Preliminary) Observations from a co-working space

Below is an excerpt of the observational notes from the initial phase of gathering empirical data:

Tuesday 25st of October 2016

Coffee and cream are hosting

Tuesday 1st of November

11:00

Music playing

How are you? Rachel A danced the answer along saying I'm great.

The barista moved along to a part of the music track. Rachel A certain indlevelse in the emotion or embodied connection to the experience of the sound.

Dancing in the bar and continued to when one of the workers from next door came looking in. Rachel A way of connecting with him bodily in stead of just saying hi or doing a simple gesture.

Rachel A moved from the table she first sat down at, over to a middle table with bar stools. From here there is a better overlook of the place and direct access to the two girls working in and around the bar. There was an exchange of words between Rachel A and the working girl holding the broomstick followed by a highfive.

Rachel A expresses with her hands whilst talking.

Another one arrives, looks around, touches her hair and corrects it. Walks up to the café, have a look at the menu , talks to the waitress and walks around in the farer end and walks back towards the entrence and sits down at an available table. She picks up her phone and looks down working on it. Behind her further to the middle sits A, partially covered by the green plant along the table. It is now a gathering point and A varies between holding up things and gesturing with her hands along with the words she speaks.

To my right at another high table sits a girl rather quit and her body hasn't moved from her stiff posture working with her hands on the computer.

"We are running down the hill" and tracks a line in the air with his hand from the head and vertically down

The waitress are swaing her arms from one side to another (feje sving) and the other one joins in syncronising her moves. The waitress then changes the movement to a twist of the back and other one changes into another selfpicked move. Looking at the other one, connecting, but moving in her own way. Continuing and now having the attention of A they laugh and loosen up in the body. A looks back at her computer like continuing to work, meanwhile the waitress and the other one contionous to move now joining in on a shared movement/balance act holding the others arm stretched out in front of them moving down in a squat and then up – keeping their balance based on their joint hands. The music fades out and the song ends, and so does the dance. A short laugh and a few comments on the present experience and they are off to normal work again. The waitress sits down with her computer at the bar and the other one walks over to A, who starts explaining and pointing to the computer. The next music track understøtter the change in interaction and work mode.

Interesting looking around, and observing the different state of minds or moods or concentration levels. Everybody else sitting alone is focused on their computer screen with serious faces and little body movement. An occational repositioning of one of the hands whilst operating with the other – if not both hands engaged in typing.

A girl walks down from upstairs and moves towards B who is working on her computer in the middle table of the café. B imødekommer hende with a sentence reassuring the girl in that she has come to the right person. She looks a bit nervous her body language a bit faldt sammen, not straightening her back reaching her hand forward to say hello to B, who looks up, looks down, and closes the screen halfway down to create room to reply the hand shake and say properly hello. The girl sits down in front of her and they begin a conversation.

The connectedness between the two are somewhat abrupt and distant between them – perhaps a first time meeting and talk. The girl places her hands in front of her making the distance shorter, but remaining her finger occupied with feeling her pen. A question is followed by B reopening the computer by pulling the screen back and typing. After this she leaves the computer screen up and soon after the conversation ends, and the girl heads back up the stairs where she came from. B, still sitting in the same place as before takes up the work she was carrying out before the approaching girl.

Not interrupted by the waitress or the other employee, A does not make much appearance of herself, just working on the computer. The waitress has stood up and is now talking to a customer or interested person at the café bar. The other employee has moved over to the recent arrived girl sitting alone at one table. The employee makes her way around putting some of the chairs into place, whilst making small talk to a few of the working individuals at the different tables.

A French girl walks over to my table and asks whether she can sit here. After putting her stuff down she makes her way into the bench and says 'it's just while the event is on. I don't want to sit in the middle'. I ask her if she knows which event is on, and she replies 'coffee and cream' – which is a weekly event held at the café. Every Tuesday for one hour (12:30-1:30) there is free coffee and ice cream sponsored by ??

My thoughts are interrupted by laughter in the bar.

By now Emily has made her way down to the café from upstairs, and is standing next to xx the event arranger. A has stood up and is talking to another woman in front of the bar. She touches her dress, keeping her hands active on the thighs.

The working girl has made her way back to the bar again dancing with her arms as the music tracks build up the energy.

A makes her way down the tables, with a touch of dancing movements and makes her way out the open door with her dog following her. I had not noticed the dog until now. When she makes her way back she swings her arm along the side as if skipping a rope.

By now more people have entered the café and around the space people have gathered two and two in small talks.

The space has become more opened, as the middle parts with plants has been moved out to the side wall (normally placed so it creates more rooms within the room (afgrænsede rum i det store rum)). At the middle table a woman is being helped to set up her computer with a projector and a back screen (lærred). I imagine she is going to be the guest speaker after the 'coffee and cream' session.

Jackson introduces a newly arrived man to the guest speaker. She stands up to say hello and greets his hand, and then sits down again and puts her phone away. Her body is halfway angled towards him with one hand stretching out back twisting her body. She leans her head on one hand and then moves both forward. The next spoken words are accompanied by hand movements in a circular motion. He grabs a pen and writes something down.

The girl at the middle table makes her way back to the table and collects her stuff, packing the bag and making her way out of the door. Could be due to timing of other appointments, or the fact that the sound volume has gone up as a result of the increased amount of small talk followed by the 'coffee and cream'. Jackson walks down to our table and asks if we would like one or the other ice cream flavor.

A's dog walks around the tables and becomes a natural talk subject for the noticing once.

The stemming is light and lots of nodding and smiling is to be registered around the café space. By now a woman from 'hire plants.com' has entered as well with a trappe og vandkande, attending all the different plants around the work space – occupied by her job and not being approached by others she moves around in a different pace, less synchronized with the rest of the people. Awaiting room under a middle pillar with hanging plants, she finally gets room to move up there as the people move. No one speaks, but her presence with her tool and gesturing up towards the plant makes people step aside enabling her to carry out her work.

"We are all about the community." "No need for work to be boring."

Jackson from JBA gets every ones attention.

Rachel and James will talk later.

"Coffee and cream, what is it?

Getting light-minded people in the room and hearing some inspiring talks from the guests"

Rachel gets a round of applauses and

"I sort the best way to do it was to show you a video in stead of me talking about it"

From slides:

B corp and Brown Bread: Redefine success in business. Using business as a force for good. The value should be shared: for people.

CEO Patagonia quote.

From communication we know a lot about connecting with people.

What is your purpose, your values and how do you behave and your tone, reach is good but connections is better.

Know the behavior change you're after.

Everybody is quiet and attentive towards Rachel and her speak. Everyone's chair is turned towards her direction

A few more people showed up in front of the door, but turned around as they noticed the quietness and speak going on in the café. The worker stormed through the room, out the door and reached the people and helped them in.

PledgeMe.co.nz

After she finished the volume kept down, a few people asked question, but there was not a lot of interaction – just listening going on.

Commitment curve

Jackson: "One thing that resonated with me was the behavioral change"

The other speaker walk up to the table and knuckled Rachel's hand – followed by smiles in both of them, as if saying good job or well done.

More and more people have entered the café, now hosting around 45 people. Encouraged to take more coffee and ice cream in the break before the next speaker, the small talks and sound volume went up, supported by an increase in the café's music coming out of the speaker the level of interactions was underbygget.

The worker is very attentive towards anyone in the room – both the once she is familiar with and those looking new in the café.

The next speaker, James Herman:

Help educate the business my community

Crowd funding at a more first hand way.

The book: the luck factor

The boy and the lemon

2:00 pm

A carpenter just walked in the café. As for the flower lady, this guy stands out in his orange shirt and tools strapped in the belt around his waist. A second worker walks in has a bit of water at the bar and then head out again. Significant different body posture and carrying of himself due to bigger muscle mass (maybe from the labor work). These artifacts help to quickly interpret what type of work they carry out. The business workers or students artifacts are less visible. Perhaps the computer is these peoples tools, and engaging with it means working.

Upon my lunch I reflected upon the cultural diversity and gender aspects of the people present at the café during the day. The once feeling "at home" are all females (gender issue in my wording?) and confident in their bodies. The men have in less degree been as bodily outgoing/experimenting. Also the once looking most at home has a new Zealand or british accent to their English. Overall looking from a traditional cultural view there are a lot of different nationalities present. France, India, New Zealand, Netherlands, Japan, Scotland and England.

The stemming is yet again more toned down, not a lot of movement, just people working on their computers in their booth or at the center tables. The few once standing up tends to head towards the bar or the bathroom.

Jackson looks at his computer, the head now moved very close to the screen and him smiling all over the face.

Sarah Lancaster is working almost frozen into the same posture forward bent on the chair in front of her computer.

Rachel A hands in her glass at the bar and directs her attention to the dog, and asking the dog whether it wants to come say hi – and then both head upstairs to the co-working space Gritt Auckland.

In the other booth are the three working together. To computer open, but all gazing over and looking at both computer screens. And using the mobile phone showing what appears on the screen.

By now, a bit after 2:30 it has dramatically cleared in the café, only 7 people left and the waitress in the bar. The furnitures has been moved back and placed in the original order as before the coffee and cream and guest speakers.

The French girl in front of me speak out loud, but as talking to herself. Looking at the phone, scrolling and saying 'that's amazing'. Smiling, and twisting her body and shifting head from one side to the other. Picked up the phone and called one. Laughing between her sentences and taking a sip of water.

The three working people in the booth are packing their things and heading out the door. The oldest looking back, ensuring nothing has been left behind (besides the used bottle and ice cream cup).

The waitress walks down with the sandwich the french girl in my booth, not saying anything, just placing the plate on the table, turning around and heading back to the bar where she continues her cleaning and closing rituals. The french girl says 'awesome', but not looking up. In general no eye contact between the two and few to no words. The girl absorbed by the feeling of food...

The indian guy has gone over to another table to meet with a girl from upstairs. The two sit in a similar position and on the two table edges close to each other (not in front, but on the side – in a 90 degree angle).

The waitress "wakes up" and speak to Rachel A as she head down the stairs again with the dog and back into the café. Talking. Looking over her shoulder under her glasses as if to see if Rachel is still there. When not, continuing the spray sanitizer on the cabinets and surfaces and wiping them with a towel.

I leave by 3:00 pm.

Thursday 3 of November 2016

10:00

Quiet and light atmosphere, music playing distinct electronically but toned down music. Cozy lights, and slightly more toned down, allowing a contrast to form with the bright light coming from outside through the windows in the two opposite ends of the room/café. People are working on their different stuff: the waitress is running hot water through the espresso machine, noticeable by the sound. In one booth a woman and a man are talking over a cup of coffee, the woman sitting with her legs up on the soft bench and leaning towards the wall with her bag, him looking down at his phone while talking. Another two men have been talking in the booth next to, but have started closing down their computer screens and are moving on. Three people are working one of the long middle tables, it seems as if the man and woman sitting on the couch know each other and are talking to the third person, a woman with a more distinct dialect. Computer, sketching's, books and pens scattered out over the table. They are talking about a book launch, and there is a sharing of ideas. The woman are mainly doing the talking, the man more laid back, listening with his folded hands on his lap, joining in on the talks every now and then with comments in a soft tone.

Words going out of their mouths are "community", "journey", "gifts", "great books", "let me know how much you need", "she could be a good contact, she is very driven", "the universe has already..." .

A guy walks down from BizDojo up stairs, head around the counter, exchanging a few words with the waitress, walking into the bins making one of the tip over and drop to the floor. The sounds attract my attention, and I become aware of the four different trash cans or bins displayed at the end of the counter, encouraging for disposing trash accordingly to its content and recyclability.

Through the end window, there is written welcome with big bright colors. But what really catches my attention is the moving yellow truck outside, digging up the ground. The working man operating looks effortless familiar with his placement of legs and arms operating the machines movements. The man and machine working as one. By now a guy has stepped outside and is talking on the phone with his right hand holding the cell-phone to his ear, and the left arm placed in the pocket of his jeans. He moves back and forward in front of the screen, once in a while moving his hand up from the pocket gesturing out in the air as he talk.

A woman comes out of the bathroom, swaying her hair around and looking at the different free spots, before sitting down in one of the booth close to her.

The man and woman in the booth are now talking and looking at a flyer, the woman is writing stuff down on a block of paper, tilting her head to the side as she writes.

Despite there being an espresso machine in the café and them selling coffee, people continuous to come through the door with take away coffee cups, heading to the end of the café where the staircase is, going up to the co-working space BizDojo. (There is also free espresso coffee upstairs).

The music is a mix of spacy sounds coming out of the speakers.

The woman on the middle table has answered her phone and with her other hand and mouth movement she lets the couple know she is just going to take the call. She leans back on the chair zooming out of the relation to the others. The two others have picked up their phones, scrolling on them, exchanging a few words. After

the woman who might be a publisher puts down the phone, her body moves forward again to be closer to them and leaning over the table as she talks, just giving them a recap of the

The woman in the booth has night slided her legs onto the floor and it looks as if they are rapping up. They stand up and followed by a thank you and a handshake they looks as if heading each their direction. But turning towards each other again, and the woman are handed a visit card (be request), looks at it, looks back up at him and then says her goodbye's and head out.

The three people on the middle table raps up their talk, the simingly publisher stands up and closes her computer. Before leaving she gets a hug from both the woman and man and finishes by saying "So exited about this", and clapping her hands, and then walks up stairs.

11:45

Four people walks in, and a fourth one joins a few minutes later, and then two more arrives. After talking sitting down, the latest arrived stands up and walks along the lines of a crack on the floor, sitting down feeling it up as he talks. As they continuous to talk ten minutes later he is still the only one moving his body up and down from the floor. The others are standing with their heads bended down and instead of tracing the crack with their fingers they trace it with the tip of their foots.

I noticed they have gone from standing together all sic to splitting up into two minor groups. The other group moves to the center of the café, and the guy primarily speaking somehow facilitates a joint sitting down on the floor, all looking at the same crack in eyesight with each other.

The waitress is walking around to the different tables spraying and wiping them off, still with a neutral face, not smiling, not making many moves in her face and not engaging or connecting with anyone as she walks around. It reminds me of the plant worker and the carpenter workers who came in last Tuesday, who neither interacted with anyone, just silently doing their thing.

The more manual labor work

The woman who came out of the toilet made her way up to the counter and bought two cups of coffee, which the waitress carried down to the table. At first I didn't understand the two cups, but after a man arrived the gesture of having prepared two glasses of water and two cups of coffee made sense. Also these two accompanies their talk with looking at brochure and talking based on the pages as she folds them out.

→ this reminds me of Debbie Brights analysis of the embodied knowing in her study, as displayed a key component in reflective (arts) practice. She writes that "It became clear to me that much of what the other art-makers wished to convey was non-verbal, or even non-verbalisable, and communicated through their art. Whether or not an art-maker was familiar with the term, embodied knowing was frequently evident in non-verbal expressions such as gestures, facial expressions, eye contact, and voice tone and volume. All of the art-makers used mime and imaginary drawing, and shoved me their journals and artworks during our conversations. For these art-markers, embodied knowing was experienced as part of their interwoven lived experience. In order to articulate embodied knowing, these women often relied on other ways of knowing such as the cultural, spiritual, experiential, practical gendered and presentational, and also on the creative, non-verbal and non-verbalisable." (Bright, 2014, p.31)

The guy who assumingly is the worker who will repair the floor continuous to sit down and are now moving his key through the cracks, making his case of how much needs to repaired. Having to repeat it two times as his recommendation as a man and woman says it may not be nesssecary. The man asks the worker where he originally is from, and the worker stands up, pausing, shaking his head and says "I'm from a lot of places". I do not hear the rest of the word exchange, but not much more is being said on that matter.

A large group of people appears in the café now, making their way around greeting each other and slowly forming a circle with the outlook on most possible individuals. A male moves into the workshop room, which can be entered from the café. He catches ones attention, and by a whistle sound and hand and arm movements of drawing someone towards him, he catches the attention of people moving towards him and in to see the space. After the first follower everybody starts moving that way, and suddenly the café is all quiet and I as the only working in here at a table.

One moves down the stairs with a cup of coffee and head towards the waitress saying "where is everyone? Probably out in the sun" moving her hands out to the side. The waitress comes out the kitchen and says "I know, so disappointing." The other one saying "All right, I'll come down and keep you company."

The upstairs host for BizDojo walks out the room, catches my eye and makes a large hi by waving his arm up. I repay the gesture and says hi with my moving lips, and can feel a smile turning up on my face.

(My computer is low on battery, and my stomach is hungry, so I make my way home at 12:45

This understanding of embodiment and embodied knowing is derived from Merleau-Ponty

Grid AKL is part café, part work-space. The area is mainly for start-ups, who after having moved further with their projects can move upstairs and become a member of the co-working space BizDojo.

All the furniture are fully removable enabling the space to be decorated/transformed into what type of room is most desirable for different events, practices and atmospheres.

The basketball playing outside...

Friday 4th of November

11:00

Nice and quiet work atmosphere. Small meetings around the space; two and two (x3), a group of four, a single worker on the middle table where there is power sticks. He is sitting with headphones on, moving his legs back and forth, shaking them up and down, until relaxing on a back-leaning posture. He starts talking on the headset, placing his hands in his pockets, smiling, yawning, moving his legs again.

The four guys who sat together with each other to go coffee from the coffee on the table makes their way up, heading for trash can, all of them looking at the four different bins, pausing for a moment and then throwing the cups in on – the wrong one for all their encounters.

A guy is standing at the back of the room, with his arm crossed over and back of his head, looking outside. He turns around, and a cellphone appears to be held in place by the crossed arms.

A woman has walked up to the counter, and the waitress who was sitting in one booth having a meeting with another girl stands up and heads to the counter to serve the woman. They make some small talk in a soft tone and light in volume, smiles are exchanged, it seems as if the waitress compliments/comments on her hair, which makes her straighten her back more out, growing taller and then she flicks her hair out to the sides with both hands and says something about a change. The waitress prepares her scone and makes the coffee.

Two guys walk down the stairs, order coffee on the counter and head towards a table. The one of the guys walks with his hands holding his computer behind his back, looking around, taking long slow steps with each leg – stretching them out one by one, accompanying his slow search for the right table – instead of a more rhythmic pace when walking more determined towards a specific spot.

"Hey, how's it going?"

She drops her phone on the ground, while carrying the cake and the phone heading towards the staircase. The sound alerts the two people sitting on the higher table, who greets her with a warm "hi" and smiles as she turns around, sitting down to pick up the phone. Then she moved towards them and make some small talk.

There is a younger girl hanging out in the café area. Previously she walks in behind the count with plate, implying that she knows the waitress and knows her way around the more "off limit" areas for common people (me for instance). At a point she walks over to the waitress who is sitting in the booth with another girl. Interesting is that when making contact to the waitress, what follows their eye contact and word exchange is the waitress stroking her hand, making the girl make animal sounds – similar to when a cat spins or a dog make small noises when being petted.

12:46

A girl comes rolling in through the café on her bike with her helmet on. Smiling and saying hi to the waitress and then disappears around the corner.

A guy heads down the stairs carrying a mini skateboard waits for a minute and then head out the door with another guy.

A regular, from upstairs co-working space, walks down the stairs and head to counter. I notice his bare feet and a scarf hanging out his pocket of the back of his jeans. Talking to waitress and ordering some food, and then while waiting for it he dances or moves to the sound of the music coming out of the speakers; shaking his body, jumping, swaying his arms from side to side, making eye contact with a girl on the high table, smiles and then jumps around her heading towards the counter again. Shaking his legs out in front him, synchronized with the rhythm of the music. He is handed the foot, stops his movement and walks up stairs.

It's clear that people either are encouraged to act freely and move as they please, dance whenever they feel for it, react to bodily sensations, go for a walk, play basketball outside or take a run on the skateboard when choosing to do so. Interpretations could lead to the assumption that these activities are initiated by bodily responses saying that it's time for movement, or that the body needs a break. Or simply because it's more fun, and the entrepreneurs as own bosses can choose to do so whenever.

But if the people are not verbally encouraged to act freely, but just tends to do so, it might be because of the nature of the working space where newcomers take up these norms and follow in same footsteps.

People are more aware of their body and feel comfortable in moving and sensing as they please.

6 November 2016:

"At my previous 3 workplaces I was forced into this stiff person, who had to 'dress to impress' and perform in accordance with the management team if I would ever see myself rise to a higher position. Now people see me as equally knowledgeable and professional, but without all the fuss about walking and talking about numbers and certifications as the only valid starting point for meaningful conversations. The fact that I am no longer being dismissed because I choose to act on the desire to dance in the office when my favorite song comes on, might sound minor, but to me it demonstrates and yet simplifies the change I have learnt to appreciate so much."

Reflections from a co-working space (pilot study) - original in chapter Introduction

From my engagement with a variety of different self-employed workers, it became clear that several knowledge workers had left corporate organizations and businesses to become self-employed. Many talked about the energy and creativity that followed the including and yet so diverse community at the co-working space. They described happier, yet more productive workdays, because they were able to follow their own work structure and listen to the "bodies' signals". What particularly stood out to me in the many stories, was the joy of no longer having to act and talk in a certain way in order to be taken serious at work:

"At my previous 3 workplaces I was forced into this stiff person, who had to 'dress to impress' and perform in accordance with the management team if I would ever see myself rise to a higher position. Now people see me as equally knowledgeable and professional, but without all the fuss about walking and talking about numbers and certifications as the only valid starting point for meaningful conversations. The fact that I am no longer being dismissed because I choose to act on the desire to dance in the office when my favorite song comes on, might sound minor, but to me it demonstrates and yet simplifies the change I have learnt to appreciate so much." (Observational Notes, See Appendix H)

This quote captures so many of the paradoxes I for long have wished to address, and it goes without saying that the story can stand tall on its own without further dissection.

Others also talked about how they felt disconnected from their body as a whole because there was never any time to 'tap into their bodily experiences' at work. Others again did not draw on critique points from a previous work experience but merely explained the positive outcomes of working in the way they did in the community, where so many different people brought a variety of different cultures, experiences and knowledge forms to the place but at the same time shared similar beliefs and values. They described steeper learning curves and exponential growth because they no longer had to follow a set of given norms. All this made me wonder how other knowledge workers perceived their day-to-day work and if the stereotypical restrictions described by the "løsrevknowledge ede" workers ville gå igen or what would be discovered about their current working practices.

What stands out in these notes from the participatory observations and informal interviews is the high amount of free corporeality, physicality and various bodily movements in the vast majorities of actions and interactions. Not merely as something that allows the participants to move more freely and express their individuality, but as a catalyst for greater learning outcomes by encouragement to explore different ways of engaging in work and play with diverse resources each person has and bring to the collaborative and creative space.

Hereby, my curiosity towards work environments was informed by participating in the Co-working space, and helped the later narrowing of the research question.

Appendix I: Per-Erik Ellström's figure of learning modes

The figure below, is Ellström's visualization of the two learning modes, adaptive and developmental learning (Ellström, 2010: 112):

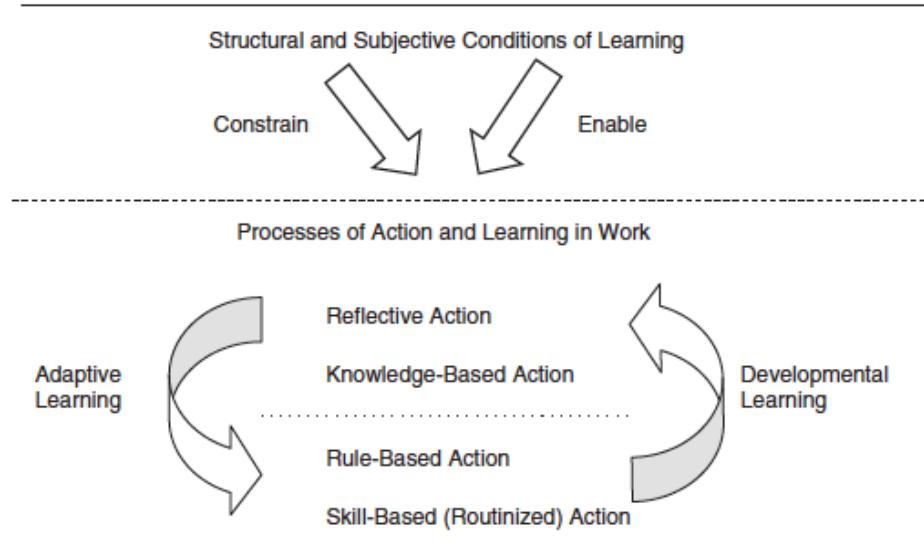


Figure 8.1 Adaptive and developmental learning as an interplay between four levels of action and reflection constrained and enabled by structural and subjective conditions of learning at a workplace

Appendix J: Debbie Bright's 'different ways of knowing'

The table below highlights and introduces an overview of the different knowledge forms, as presented in her book series:

Worldview/Paradigm	Feminism/s	Participatory	Western (male)
Ways of knowing /epistemology (all have multiple ways of knowing).	Many, including: Silence; Received; Subjective (separate and connected); Constructed; Collaborative; Spiritual, embodied, cultural; Writing as a way	Experiential; Presentational; Propositional; Practical; Rational; Reflective;	Rational; Objective; Logical; Intellectual (obs. Bright don't use intellectual maybe because it is often understood to narrow)

Tabel 1: Ways of knowing (Epistemology) after Debbie Bright (Bright, 2013: 17) with my addition of the 'Western'

ARTICLE

Informal Learning at Work

- A learning theoretical investigation of IT-consultants' stories of tacit knowledge and informal learning environment

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Abstract

The article is based on a learning theoretical investigation of IT-consultants informal learning conducted as part of a Master Thesis. The case study addresses the integration of learning and work within the employees' everyday work practice. Based on individual interviews with four employees from a consultancy it is discussed how common processes, conditions and logics affect the overall learning environment. The analytical framework of Per-Erik Ellström's informal learning environments is accompanied by Debbie Bright's concept of embodied knowing to carry out the investigation. Following the analysis of various significant stories, this article found a number of paradoxes, which points to the intersection of organizational logics. Furthermore, embedded tacit knowledge related to doing the job of an IT-consultant was mediated through the stories in the interviews.

Introduction - the integration of learning in work

In today's knowledge economy, organizations and businesses experience how knowledge is no longer restricted to traditional production, but instead is at the very centre of most workplaces (Ritchie, 2007: 1; Kristensen, 2008: 98; Boutang, 2011: 89). Job positions, such as consultants, are characterized as knowledge workers, where the key components of the worker's resource-base are knowledge and personal competencies. Following this new focus, organizations find themselves in a tension field of affording learning opportunities and ensuring execution. This calls for new understandings of the opportunities for development within work environments, which is reflected in the last couple of decades increased interest in the integration of learning and work (Ellström, 2012: 105). This integration has brought the notions of informal and tacit knowledge acquisition, which constitute a minimum of 70 percent of the workers capabilities (Gross, (n.d)). But what make up these 70 percent? The high amount of tacit and informal aspects suggested by the 70 percent indicates that knowledge is far more than what we can comprehend with rational, logical thinking. This suggests, that tacit knowledge (Polanyi, 1969), i.e. the type of knowledge that can be hard to put into words – infers other ways of knowing. As such, this is not a new practice, and philosophers have long been questioning and theorizing; what constitutes the

human life and how we know (Illeris, 2015). Contemporary learning theorist Knud Illeris puts this legacy in perspective by accounting for the remains of mind-body dualism⁹ to affect learning and knowledge understandings today (*ibid.*). Overcoming the dominance of mind over matter is emphasized as crucial to reclaiming the body's partaking in learning, i.e. as a mediator of lived experiences. Hence, the body does not only serve as secondary to cognitive abilities, but is integrated with mental aspects in learning. (Illeris, 2015) It can be argued that educational fields have had greater success in acknowledging the role of the body in learning and development (Bugge et al., 2016), compared to workplace learning (Illeris, 2015). As we grow older learning (from both the body and mind) risk being secondary to work. However, as mentioned, tacit knowledge and informal learning have been found to occur within the daily life of work (Eraut, 2000) The intention was to explore implications for constraining and enabling elements of the employees learning at work

In order to answer the research question the investigation operated within a learning theoretical position. The aim of the investigation was to explore implications for constraining and enabling elements of the employees learning at work. This was done looking at the employees' stories¹⁰ on the informal learning environment at work and how these reflected tacit and explicit knowledge acquisition. In order to shed more light on this, the following paragraph present the theoretical framework.

Informal learning and tacit knowledge at work – a theoretical position

Within the field of learning theory Ellström's concepts and terms related to learning at work provides dynamic perspective on the integration of learning at work. The conceptualization of the informal learning environment constitutes a valuable framework for understanding informal learning at work. Describing how learning is placed in a tension field between the logic of production and development, Ellström incorporates the understandings of continuums. (Ellström, 2011: 105-107) To visualize the concepts from the framework see figure 1:

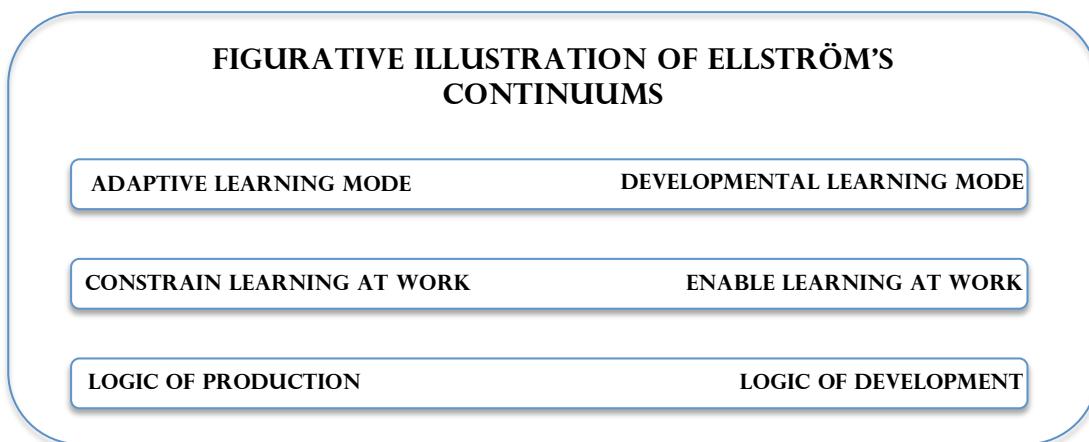


Figure 1: Created on the basis of Ellström (2010)

⁹ The mind-body dualism is related to the Greek philosopher Plato's (427-347 BCE) thoughts on episteme as rationally grounded and tied to the intellect (Gustavsson, 2001) and to the French philosopher René Descartes' (1596 - 1650) notion of "I think, therefore I am" ("cogito, ergo sum") (Illeris, 2015: 28)

¹⁰ The workplace as a context is seen as a place with narrative production. Looking at interviews as containing stories comes from the methodological perspective of narratology (Czarniawska, 1999 in Brinkmann & Tanggaard, 2010: 242). This means the empirical data is viewed stories and not just articulations.

It is important to highlight the practical implication, and that a black-and-white perspective does not apply, since the different aspects can be present simultaneously. Rather it is interesting to look at the duality of learning and how different learning modes dominate.

First of all, the two main modes of learning, *adaptive* and *developmental* span the learning mode continuum. Adaptive mode is the traditional form related to routine-based tasks and solving problems in accordance with organizational standards. Developmental mode demonstrates more creative problem-solving where the workers have greater autonomy. Secondly, the learning environments either *constrain* or *enable* learning at work. Constraining environments are organized around adapting to known practices and exploitation. Enabling environments insist on development and exploration. (*ibid.*) Third and last, learning can either be constrained or enabled in the learning environment, which is affected by the underlying organizational logic: *logic of production* and *logic of development*. Logics based on production are known to be the most dominant. Developmental logic requires a willingness to take risks, since this form does not immediately turn into revenues. (Ellström, 2012: 468-469). However, in the long-term gains of investing time and money in developmental learning have not only been shown to enhance productivity and competitiveness, but also reduce stress and increase wellbeing at work. Collectively, the informal learning of the workers is affected by the dynamics of learning modes, type of learning environment and organizational logics. (Ellström, 2011: 105)

In order to target tacit knowledge in the employees' stories the conceptualization by Debbie Bright supplements the primary analytical framework of informal learning at work. Bright has investigated the different ways of knowing, which signals that knowledge should not be seen as restricted to rational and logical reasoning. (Bright, 2013: 6) The concept of *embodied knowing* describes a way of 'knowing by means of the human body'¹¹. Unlike propositional knowledge, embodied knowing is not declarative and rational and can be difficult to verbalize. Knowing is grounded in *bodily cues* and experiences (Bright, 2015: 8). Our body is always with us, and the way of understanding the dynamic process of acquiring and utilizing knowledge bear similarities to Illeris' notion of the body's role in learning.

Paradoxes in the field of learning and working as IT-consultants

Through the learning theoretical perspective of informal learning and embodied knowing, the following contain a presentation of the findings from the study within an IT-consultancy in New Zealand. The importance of considering practical implications for creating a balanced informal learning environment was analysed and discussed in the themes: *learning environment; time is money; the people side of it; conflicting logics; the tacit knowledge side; potential underground life of learning*.

Based on the learning theoretical perspective, it was found, that the informal learning environment in which the IT-consultancy was characterized predominantly by an adaptive learning mode. As a result learning at work of the employees was constrained. It was discussed, how the dominating logic of production undermined the vision and ambitions of creating sustainable developmental practices as part of the transformations process. The struggle to balance between organizational logics displayed how the visions and practices span the continuum, creating a paradox. Contradictory practices were present in the daily learning environment. This led to a diversion of the creative and informal learning to the outside of the workplace's formal learning arena. Through experience and bodily cues, the consultants articulated valuable tacit knowledge from

¹¹ The phenomenological notions of 'the lived human body' display the inspiration from Maurice-Mearlau Ponty (1908-196) (Bright, 2015: 8)

engaging with customers. The type of bodily knowledge that accompanied the explicit competencies was not easily described, however, the stories illuminated important knowledge inherent to knowing how to facilitate workshops etc. The type of client-related embedded tacit knowledge was only acknowledged in limited views leading informal and tacit learning to enter an “underground existence” (Ellström, 475).

The circumstances within the informal learning environment displayed developmental- and production logics, enabling and constraining processes, and conditions of great importance to the learning experiences of the employees. However, an overall tendency of adaptive learning mode was found. The IT-consultants did not only draw on propositional knowledge, but incorporated stories of more intangible forms such as embedded tacit knowledge and notions of bodily cues.

In conclusion, the informal learning environment afforded heterogenic learning opportunities and was found to both constrain and enable the employees' learning. Due to an overall dominance of organizational logic of production the overall learning mode was found to be adaptive.

Additionally, limited access to respondents within the learning environment limits the generalizability of the study. Hence further research is needed to establish complementary understandings of the importance of moving the informal learning into the official arena and in creating extended knowledge on the subjective conditions, since these were less explored.

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Extended list of references can be found in the Master Thesis by the same Title.