

## CHAPTER FOUR

# THE DEVELOPMENT MODE AND MODELS

The mode of consultancy considered in this chapter emphasizes creative change and development processes in people, systems and organizations and combines this emphasis with a commitment to a systemic approach. Promoting and facilitating developmental processes is, of course, a feature of consultancy generally but they are primary emphases in the models described in this chapter.

## Models One and Two

David Campbell and his colleagues have developed two distinctive models of consultancy praxis. In 1991 they published a book about the first of these, which they called *Development Consultation*, (DC). This model combines their thorough going systemic approach with a particular understanding of the processes of organizational change and development. Then in 1994 they published a longer book about a model which they called *Constructionist Consulting*, (CC). This model combines their systems approach with processes by which consultants and consultors construct and co-construct new perspectives on organizational problems. DC emphasises development just as CC emphasises constructionism. Both models are presented as ways of deploying and enhancing systemic and systems approach to consultancy. (Somewhat confusingly, whilst “systemic” appears in the titles of both books, the titles given to the models do not.)

David Campbell is a common link between the books and the models. DC evolved through cooperation between David Campbell, Ros Draper and Clare Huffington who co-authored the book about it. CC evolved through cooperation between David Campbell, Tim Coldicott, Keith Kinsella and, at the beginning, Ros Draper. These two different consultancy action research teams produced significantly different but compatible models. It is not difficult to see how they complement each other especially in relation to their approach to organizational problems. They could be conflated into one model or they could be used alongside each other. However, CC is not said to be built on nor to be a development of DC; the descriptions of them are separate and independent; they are not cross referenced nor correlated. Accordingly, they are described separately here in the sequence in which they were published and seem to have evolved.

These models are included in this section because of their developmental dimensions even though they could have appeared in Chapter Three as particular applications of systemic thinking and organizational development. They demonstrate that systems theory can be combined with organizational theory (and other theories) in consultancy praxis.

## Model One: Development Consultation (DC)

### I The Story of the Model's Development

*Development Consultation* (DC) is the term chosen by David Campbell, Ros Draper and Clare Huffington for their approach to systems consultation.<sup>1</sup> [To avoid repetition David Campbell is used to represent all three authors.] DC evolved when they began to work as consultants to organizations. They found that they had to develop a language to describe this

consultancy work which was different from the one they had been using as consultants to family systems (that was based on the Milan Approach<sup>2</sup> described earlier, see Chapter Three, Model Two). “Development” was chosen to reflect their basic beliefs “that organizations go through a continual process of moving from one developmental stage to another”<sup>3</sup> and that they “change when people’s perceptions of belief and behaviour change”.<sup>4</sup>

Campbell claims that DC is a “distinctive package” which, through their own interviewing style, is an instrument of these processes of developmental change as well as being systemic.<sup>5</sup> But, as they note, whilst DC includes original contributions from Campbell, Draper and Huffington, it draws upon a variety of ideas in the fields of systems thinking and consultancy.

## II Knowledge Informing the Model [element (a)]

In choosing the title Campbell felt “it would be helpful to give our approach a label, by which people in the field could identify us”.<sup>6</sup> Of course, this happens to anything that becomes well known; titles and approaches become identified with each other. However, neither the title of the model nor the title of the book in which it is described (*A Systemic Approach to Consultation*) convey the essence of the approach which I understand to be a development-systemic approach to consultancy. This duality means that the model can be grouped with systemic or change and developmental modes and models. I chose the latter because of the stated emphasis.

Campbell defines development consultation in the following way:

A consultant helps a client solve a problem through mutual exploration and understanding of the meaning which the inability to solve the problem has for the larger organization. The meaning shows in the way relationships are organized around the problem.<sup>7</sup>

Note the subtle deflection of perspective *from* the problem *to* “the way relationships are organized around the problem”. Campbell suggest that clues about and insights into meaning are in those relationships. I illustrate this in Figure 4:1.

Three key chapters in *A Systemic Approach to Consultation* are headed: basic concepts underlying the systemic approach to organizations; basic concepts underlying development consultation; the practice of development consultation, DC.<sup>8</sup> Distinguishing between systemic and consultation concepts is useful but it could be misleading or confusing because systemic concepts suffuse D.C. Also, in view of the emphasis in this model, it would have been helpful to have a section on concepts underlying development. Its absence suggests that “development” has not yet been as thoroughly integrated into the model as has “systems” even though it is used to describe it.

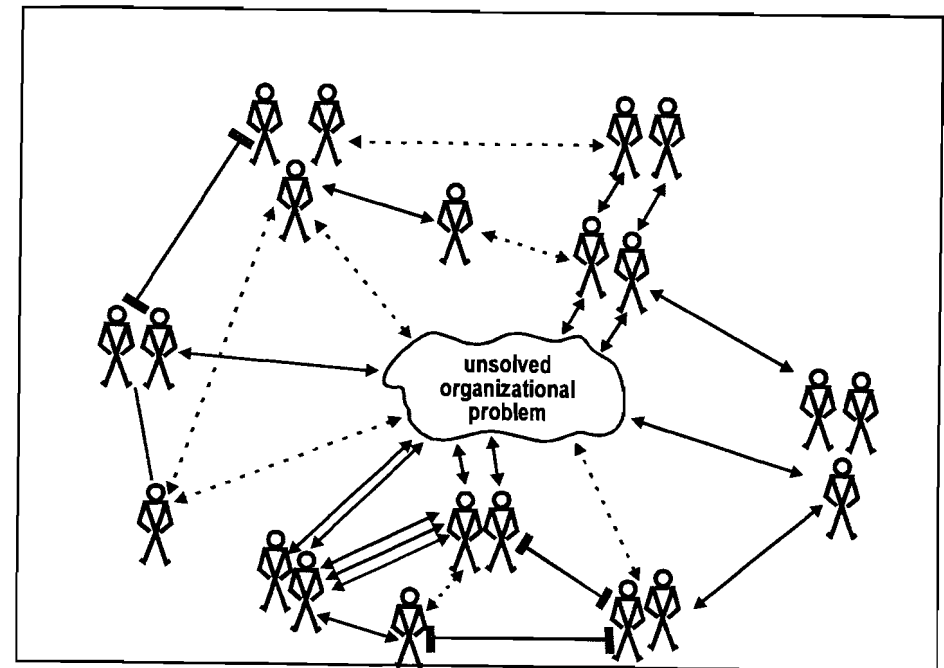


Figure 4:1 Relationships Around a Problem

Impressively, however, connections between concepts and practice are close and sharp: exploring all of the concepts runs into discussion about practice and vice versa. This is as it should be of course: concepts should infuse praxis; cross referenced flow and feedback between them creates evolving models in which theory and practice are dialectical and dialogical partners. As I reflected on this the following diagram came to mind, Figure 4:2.

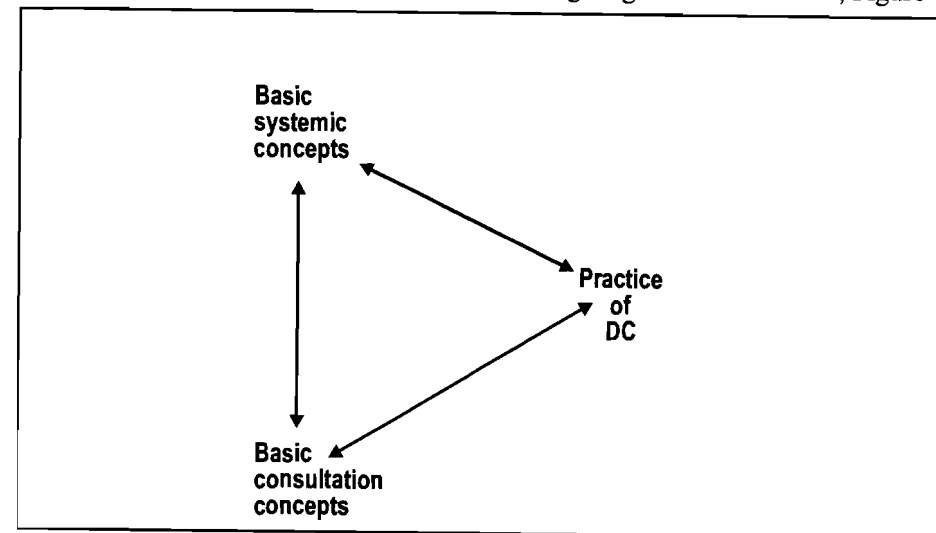


Figure 4:2 Basic Concepts and Consultation Practice

Now we turn to what Campbell says about the basic concepts underlying the systemic approach to organizations and then to other concepts underlying development consultation (DC).

## 1. Basic Concepts underlying the Systemic Approach to Organizations

“DC is based on systemic thinking; it is an application of general systems theory. Specifically, what it means is that the consultant assumes that any organization is a system of inter-relating parts ...”<sup>9</sup> Therefore it is a form of “hard systems methodology”. Campbell does not distinguish between hard and soft methodologies. This “systems or systemic view,” he claims, “would assume that an organization must balance its need for change with its need for stability and that solving problems produces gains for some people in the organization and losses for others”.<sup>10</sup> Examining these concepts further he says that DC is a complex process engendered by “some fairly straight forward ideas .... linked together in a very specific way by the consultant”. They are described briefly below.

### *People and Systems in Organizations*<sup>11</sup>

The “meaning of people in organizations” is an important idea in DC. Campbell says that whilst organizations can be thought about as systems they are also made up of individuals. [Individuals can of course be thought about as systems.] DC uses both the perspectives of individuals and organizations as expressed through their *belief* or *meaning* systems. Campbell believes that the way in which the individual sees reality and chooses to act are influenced by their belief or meaning systems. Similarly, he argues, peoples’ role behaviour in organizations is influenced by belief systems in the organization about such things as morality and achievement. It is also influenced by the organizational culture and particularly by such characteristics as loyalty, competition and risk. Personal belief systems are “supported by a history of events which have confirmed or disconfirmed them”.<sup>12</sup> Campbell illustrates these aspects in the diagram which is reproduced in Figure 4:3.

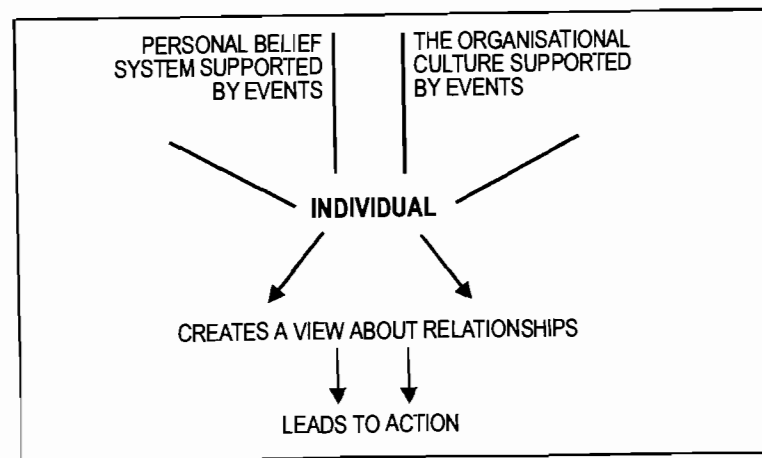


Figure 4:3 Influences on individual action

## *Organizations and Change*

Campbell says that they are inclined to agree “with the thinking about how organizations change that has emerged from the field of cybernetics”<sup>13</sup> and particularly from the work of Humberto Maturana and Fransico J. Varela.<sup>14</sup> Campbell applies their thesis about autopoiesis to organizations. The internal structures of organizations, he argues, will determine the nature of the responses that they make to inputs from the outside world. To illustrate these processes he uses the example of a coffee vending machine. In such machines, he explains, the coin does not cause the machine to produce a cup of coffee. It sets in motion a set of sequential processes and events which culminate in the production of a cup of coffee. Campbell notes that if the machine is in good working order the insertion of a coin will always produce the same results. He uses this example to illustrate that “an organization can only respond to new information in the ways its structure prompts it to respond”. Brief case histories are given to support this hypothesis.

Leaving behind this mechanical version of open systems processes, Campbell turns to the question of how do systems change? He argues that organizations are changing all the time because those within them recognize that random events occurring in their environment will affect them, are important and decide to support them. Such events could relate to changes in legislation and values, natural disasters etc.

It follows from this, argues Campbell, that it is necessary to understand why and how support is attached to some events and not to others. For Campbell this involves looking at the “belief or meaning system of the whole organization”.<sup>15</sup>

Then Campbell turns to what he describes as “the great problem of difference” with specific reference to the need for “balance”. A central idea of systems theory he says, is that “every organization at each developmental stage must manage an appropriate balance between difference and sameness or stability: the life of the organization depends on it”. Campbell says that this involves organizations encouraging their members to notice and appreciate differences and stable, repetitive patterns. He says that “every aspect of the organization - definition of roles, management style, company structure, etc - must reflect this process” and the systemic concept upon which it is based.<sup>16</sup>

All this leads into ideas about why *organizations have trouble in negotiating change*. Basically, as I understand this brief section, the trouble stems from significant differences in the rates at which different individuals, groups and organizations change in their beliefs, behaviour and work culture. Organizations, says Campbell, are continuously changing and for the most part adaptations are made which keep their members happy and productive. However, Campbell argues that critical things happen to people when they feel that there is too much change in the organizational relationships and roles upon which they had depended. People lose a sense of security and confidence in the ability of the organization to “provide the context where new, equally rewarding relationships will develop”. When this happens, he maintains, “employees retreat into behaviour which aims to bolster personal security at the expense of the organization”. This leads him to the conclusion that it is the meaning members of the organizations attach to relational and role changes that creates problems rather than the change itself.<sup>17</sup>

It follows that systemic consultations must explore and examine the *meanings* attached to changes and especially the perceived effect upon the balance between differences and similarities and organizational relationships. Such an exploration must be directed to the culture of the organization and that of the individual and the interaction between them. When these processes are effective, individuals re-connect with the organization differently, problems and obstacles are seen in a different light, new strategies emerge and organizations are reinvigorated.<sup>18</sup>

Campbell says that “the remedy for this situation is to re-connect the individuals to the organization”. The aim is to enable individuals to see their needs reflected in the “folds of the organization” and to see how carrying out their roles contributes to their own and the organization’s development. This is done in DC through several stages:

- (a) promoting awareness of the *needs and wishes of individuals* and the way the organization affects and is affected by these needs;
- (b) identifying the *source of threat* to relationships and exploring the *consequences of change and no change*;
- (c) relating the *consequence of beliefs* operating and threatening at different levels of the organization to the losses and gains which could be experienced;
- (d) creating *new patterns of connections* among individuals and the organization through complex processes of re-evaluating individual needs and the organizational culture in the context of changing needs of individuals.<sup>19</sup> (Italics are Campbell’s. I have paraphrased the points.)

Campbell says:

We think of this process as creating a new set of beliefs which lead to new behaviours and the creation of new relationships; and it is the basis of the systemic approach to consultation. We think of the individual and the organization as connected together as a system; and the exploration of this connection, through systemic interviewing [described later] leads to the creation of new behaviours.<sup>20</sup>

### **Feedback**

For Campbell “feedback is the lifeblood of any system”. Increasing awareness of the way feedback operates, effectively and ineffectively, is, he claims, “the single most important intervention to enable organizations to manage change productively”. Systemic interviewing, a central feature of their praxis, allows consultants to follow the feedback whilst hypotheses help them to “develop ideas about the meaning of that feedback in the puzzle of belief and action in the individual and organization”.<sup>21</sup>

### **The Observer Position**

Whilst acknowledging that “one cannot observe oneself”,<sup>22</sup> Campbell uses the term *observer position* to describe processes by which individuals reflect on their own beliefs and behaviour through adopting a self-reflective position. This he says is a “prelude to any change based on a model of systemic awareness”. In a most helpful analogy he says

...consultation does not change organizations in the way that a gardener might move shrubs and plant trees to change the landscape. It is more akin to moving the observer to a different position, so that the landscape is seen from a different perspective.<sup>23</sup>

## **2. Basic Concepts Underlying Development Consultation**

The various points made in the section under this heading are encapsulated in Campbell’s opening sentence:

Development Consultation aims to create an experience between the consultant and the client that respects and emphasizes the way they become an interacting system, in which the feedback and communication ensure that it is impossible *not to change*.<sup>24</sup> (Italics are his.)\*

These aims are an expression of Campbell’s belief system.<sup>25</sup> A paraphrase of his description of them follows.<sup>26</sup> Italics are used to indicate his key words.

Consultants’ *interventions* convert consultant-client interactive systems into *co-evolving system*. Clients’ interventions or feedback enter the consultant’s belief systems. Consultants get clients to become self-reflective about discrepancies between beliefs and actions and their effects on their relationships within the organization and the dilemmas for the organization of many different sets of beliefs and action.

*Mutual feedback processes* stimulate and effect reflectivity in the clients *and* in the consultants. (Following Gregory Bateson, Campbell defines a system as “any unit structured on feedback”.) This can lead to consultants revising their hypotheses. Feedback is stimulated by: *hypothesizing* (interestingly Campbell suggests that clients’ hypotheses about problems may prevent them solving them.); *circularity*; *neutrality* which, he claims, “conveys to clients an appreciation of many points of view, without being on any person’s side”.<sup>27</sup> (These terms are described in Chapter Three, Model Two.)

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\* My concern that this statement infers that the process itself is coercive or directive is only partly relieved by a statement a few paragraphs later: “This mutual feedback process creates ‘a system’ of its participants, (which presumably includes consultants as clients) and the direction in which this system may move is determined by the unique interactive process occurring among these components, at this particular time”.<sup>28</sup>

### III Praxis of the Model [element (b)]

#### 1. Modus Operandi: How the model works

DC is presented as a nine-stage process promoted by using skills commonly associated with consultancy in distinctive ways.

##### *Stage 1: Implement referral procedures*

Like every other aspect of DC, referral procedures operate on different levels of meaning. Whilst taking presenting problems seriously, consultants, assuming the request for consultation has a “larger meaning which represents a dilemma about change in the organization”, look for information about relationships in the organization and the expectations clients’ colleagues might have of the consultations.<sup>29</sup>

##### *Stage 2: Make hypotheses about the referral*

Consultants discuss among themselves the information they have gathered and use it to construct hypotheses to guide the planning of the consultation. These hypotheses:

- are about the conflict between individual needs and the organizational life cycle;<sup>30</sup>  
(This helps to understand the organization in terms of its development, for instance, is it at a pioneering, systematization or integration phase? Members of the organization may also have their own life cycle issues.)
- concern conflict about relationships which are being threatened by change.

The kinds of questions which help to formulate these hypotheses are:

- What are the losses and gains for the individual or organization in changing this piece of behaviour?
- Which relationships are being preserved by the problem behaviour?
- What would happen to these relationships if this problem behaviour stopped?<sup>31</sup>  
(This takes us to what was said earlier about the “relationships around the problem”.)

[Campbell dedicates a nine page section to “useful ideas and hypotheses about organizations”.<sup>32</sup>]

##### *Stage 3: Design a consultation*

If the consultants end up with a contract to “consult to the organization” they seek the client’s permission “to design the consultation in the way that we think best”. (Note, “consult the organization” not the client.) They design the consultation to be a “challenge and a surprise to everyone in the organization, including the referrer” in order to get participants to think differently about their relationships and beliefs in the organization and to see old problems in new contexts. Campbell finds that it helps to do this if “the consultation is a new context for the participants” and “by the consultation itself being somewhat surprising”.<sup>33</sup> (Methods and formats used to do this are described in the next section.) The first few steps are taken in no special order (presumably to help to surprise). Feedback is used to review, and if necessary, to revise hypotheses and to decide how to continue.<sup>34</sup>

##### *Stage 4: Use an interviewing format based on hypothesizing and circular questioning*

Fundamental to DC is the practice of systemic interviewing through using specific techniques such as various forms of circular questioning. (“Circularity” was discussed earlier, see Chapter Three, Model Two.) Interviews are designed to release new ideas and lead to change in behaviour through investigating the connections between individuals and the organization which is referred to as “connectedness or reciprocity”. Through this interviewing process clients “are raised to a higher level or a new context in which they can observe the pattern of behaviours or actions maintaining a problem”.<sup>35</sup> In turn this enables them to move out of feedback which locks them in dysfunctional circular processes. This style of interviewing supports DC consultants’ relationships with clients and their theory that “change consists of evolving alternative viewpoints for the client to pursue”.<sup>36</sup>

Questioning tends to follow a general framework around: issues or problems; relationships and change processes around the issues; dilemmas of change. Campbell claims:

This process is experienced as surprising and unpredictable, because the questions that arise out of putting the issue into a wider context appear to come out of nowhere. We think this is because people expect the content to expand and become more detailed.<sup>37</sup>

Circular questioning is illustrated by the general questions used and through extended case studies.<sup>38</sup> Some of the questions used are presented in Display 4:1 on the next page.

##### *Stage 5: Conduct and participate in a reflective discussion when there are two consultants*<sup>40</sup>

In a reflective discussion consultants talk openly about the consultation so far and their hypotheses in the presence of other participants who listen and observe. As they do so, they comment on each other’s views as they feel they need to do. It is important that the discussion represents what they are feeling and thinking even if there are irresolvable differences between them. Reflective discussions usually last five or ten minutes. Comments are then invited from the other participants and especially on what they are learning from the discussion. Participants find the experience both fascinating and tension producing. Often they are provoked into redefining things. Being asked to listen and not talk breaks the pattern of participant-consultant intervention and allows participants to move into an “observer position”, from which they have “a better understanding of the way they are connected to a wider system”.

When there is only one consultant similar effects can be obtained by the consultant thinking aloud in front of clients.

##### *Stage 6: Create and implement exercises and tasks*<sup>41</sup>

Exercises and tasks are distinctive characteristics of the DC approach. Most of them arise out of the thinking the consultants do about the feedback and are devised “on the hoof”. These exercises “address experientially the relationship between belief and action” and, by cutting off options, they “highlight binds people are in as they negotiate change”. They “are structured ways of helping people to appreciate a theoretical point in action and practice”. They are systemically based. An example of such an exercise is a “sequential discussion” designed “to help people to understand the idea of the creation of systemic reality”. A sequential discussion of a problem, for instance, proceeds through three rounds. First, there is a sequential discussion on the problem: a member makes a brief comment about the problem,

**1. Questions which explore the belief system in the organization:**

What do you think would happen if the problem was not solved?  
Which relationship would benefit most if things changed?  
What is your explanation for the problem?  
Is it important in this organization that people support each other?

**2. Questions which investigate action or behaviour connected to the belief system:**

Who does what, where and with whom etc.?  
What happens when people are not communicating?  
What do people do to show others they are not performing adequately?

**3. Questions which explore relationships:**

Which of the department heads have the closest relationships?  
Who supports the boss when he makes a decision?  
Who would be most likely to change if the area manager left?  
Who most agrees that the organization exists to make a profit?

**4. Questions about the hypothetical future that explores the organization's view of change over time:**

How do you think the relationship between the directors will develop in the future?  
If this problem were solved, how would people behave differently in the future?  
If you decide to leave, how will things be different in a month's time?

Where possible part of the feedback from one question is incorporated into the next. This technique shows clients that their ideas are valued and taken seriously since they are used in the consultant's questions. This helps to maintain and develop relationships between consultants and clients.

**Display 4:1: Examples of Questions that Induce Circularity** <sup>39</sup>

the next person comments on it and adds a brief observation, the remainder do the same; second, there is a sequential discussion aimed at a formulation of a statement about the problem. Third, there is a sharing of the experience of the process. A circular questioning exercise is another exercise.

Usually, exercises and tasks require people to interact in ways in which they do not normally do and use varying learning patterns. It is important that they include playfulness and humour, that they make people feel safe and that they induce contextual shifts in people's awareness.

**Stage 7: Facilitate and ensure clients set new goals and engage in "strategic planning"**

Before the conclusion of consultation those involved are asked to review their thinking, determine what their task is in relation to the organization, identify individual and group

goals, pinpoint steps to achieving them, anticipate feedback and how to manage it and timetable action and future reviews. This, known as *strategic planning*, involves participants *hypothesizing* about themselves and their organization.

**Stage 8: Give structural feedback to clients**

DC consultants give feedback which reframes things in a more positive light. This has potential for change because it expands meaning and enables people to see things differently.<sup>42</sup> Below is one of the examples of reframes given by Campbell.<sup>43</sup>

**Problem behaviour**

A team of social workers complains about one member failing to join in its team meetings.

**Reframe**

The absentee wants a more loosely organized team.  
The absentee wants to maintain links with the world outside the team of clients and the task of social work.  
The absentee gets support from a member of another discipline outside the team.

**Stage 9: Hypothesize about the relationship between the client's feedback and response to consultation and evaluation.**

In DC the consultants follow the clients' behaviour for indications of ways in which they are behaving differently. "We *do not ask* for feedback, but watch and wait because we assume the client will not stay the same".<sup>44</sup> Campbell says that they have "less of a problem about implementation than in other approaches, where the challenge is at the end of the consultation in recommendations" because "challenging, surprising or provoking is earlier in the process".<sup>45</sup>

**2. Operational Modes**

Much about how consultant function is explicit or implicit in the previous section. Here we draw out significant points. Two (or possibly more) external consultants engage in consultations. They consult to the organization. They work with groups of clients. They use a variety of formats: interviewing whole and/or sub-group exercises; the presentation of theoretical ideas; group and reflective discussion. They "move on from one mode to another to enhance the learning processes of the participants".<sup>46</sup>

**IV Application: Work Settings to which the Model is Applicable [element (c)]**

DC is about work related matters. Campbell says that they have successfully applied it to:

Team building, mergers and acquisitions, appraisal systems, interviewing skills, family businesses, the internal consultant, project development, and company development meetings.<sup>53</sup>

## V Understanding of Consultor's Work [element (d)]

This model operates on the assumption and understanding that clients are engaged in and with human organizational systems whether they are aware of it or not. Consultants need to know how to get clients to work systemically for development in their organization and context rather than to understand the nature and forms of their work.

## VI Principles [element (e)]

Campbell notes major groups of ideas in the consultation field that have influenced him and his colleagues.<sup>47</sup> He says that the scope of this book on DC, *A Systemic approach to Consultation*, does not permit a full discussion of these ideas but what he does say helps people to locate their origins and sources in relation to the following four bodies of knowledge. **First** there are the ideas associated with the Tavistock Clinic and Institute of Human Relations and especially with C Argyris, Wilfred Bion, Harold Bridger, Gordon Lawrence and Eric Miller.<sup>48</sup> Emphases represented here are: involving people whose work is being changed in the diagnosis and consideration of improvements; putting people (P) before technical (Y) and structural (S) innovations; helping clients to understand and work with both conscious and unconscious aspects of their organizations.<sup>49</sup> However, DC as described is not a psychodynamic consultancy model. **Second** are the ideas associated with the work of Tom Peters and his book *Thriving on Chaos* (1987). He emphasizes the importance of continual change in big organizations; he argues that innovation occurs through internal and external interactive processes.<sup>50</sup> **Third** are the ideas about organizations promoted by Gareth Morgan in *Images of Organizations*.<sup>51</sup> **Fourth** are the ideas of some consultants. Campbell links himself most closely with those of Edgar H Schein and his approach, "process consultation" (PC). Schein's model is described later. Nonetheless, Campbell notes that they differ crucially in the material they use to create hypotheses: Schein gives little indication of what he is looking for; Campbell does. Also, Schein emphasizes contract making to avoid confusion whereas Campbell emphasizes setting up the consultancy relationship systemically. PC works on a three stage process - inquiry, understanding and action; in DC these stages collapse into one in which change processes begin much earlier than in PC. "Schein does not talk about change, but he approaches change via the route of the consultant who has specific solutions for specific problems". So, Schein's questions are problem-based rather than systems-based as in DC.<sup>52</sup>

Aspects of the undergirding philosophy and theory upon which this model is based have surfaced at various points in the description of the model and especially in Section II. Consequently, all that is necessary here is to identify the three basic fields of theory to which these references point. **First**, there are the fields of cybernetics, systemics and systems thinking. It has already been noted that the emphasis is upon "hard systems". **Second**, there is the field of theoretical thinking about human groups - dynamics, psychodynamics and how people behave in them. Key theoreticians referred to are Wilfred Bion and Eric Miller. They draw upon the thinking of The Tavistock Institute of Human Relations. **Third**, there is the field of theoretical thinking about organizations - organizational life cycles and organizational behaviour and how organizations change and develop. Here there are two primary references: the work of Gareth Morgan famous for *Images of Organizations*; the theories about organizational self-transformation or autopoiesis and the logic of self-producing systems developed by Humberto Maturana and Fransico Varela, Chilean scientists. But whilst they

major on "development" and draw upon ideas about how living systems, organizations and people change, they do not address directly what constitutes development and betterment and theories about it.

## VII A Summary of Key Features of the Model

DC emerges as a multi purpose model. Basic elements are modelled in Figure 4:4.

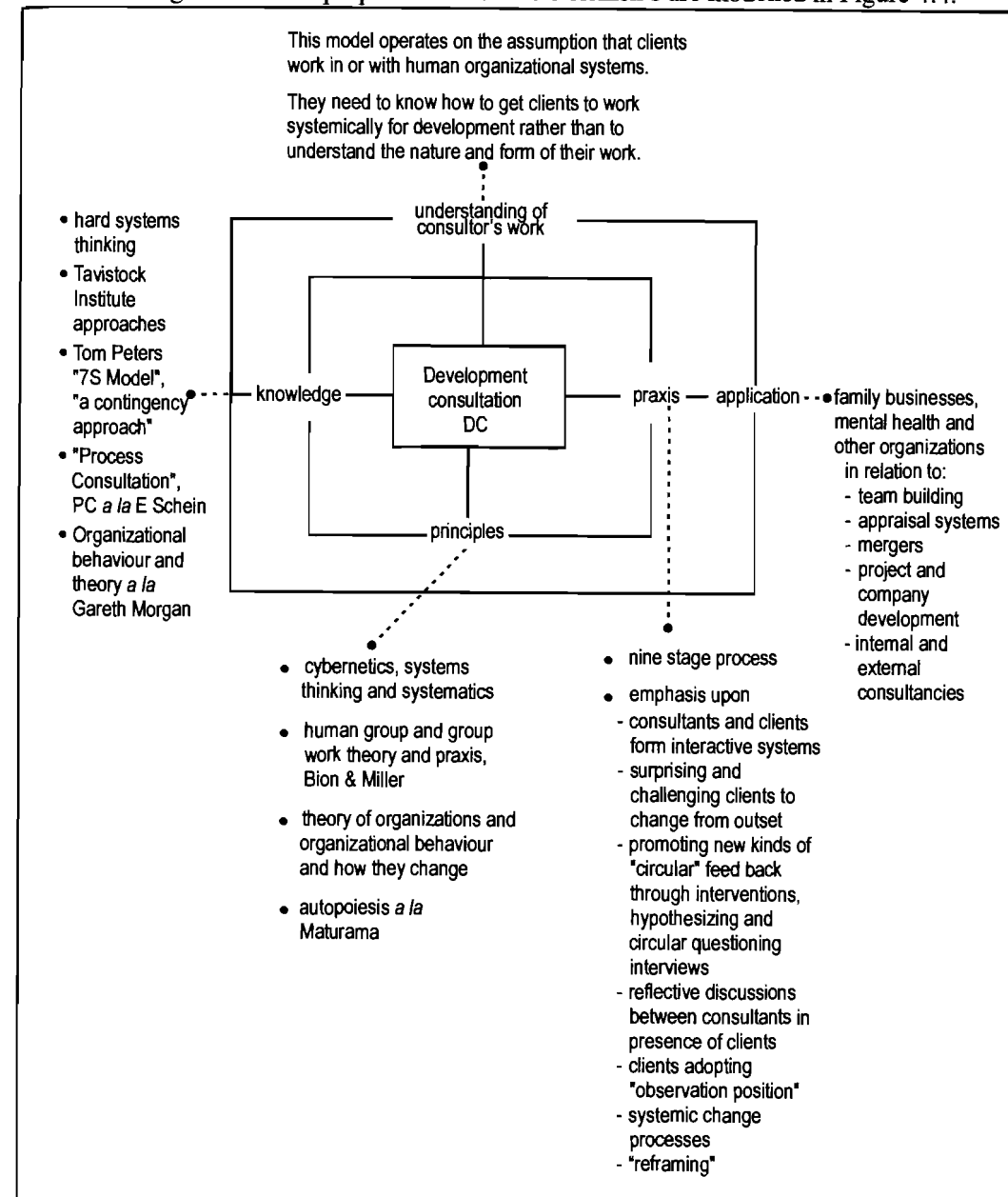


Figure 4:4: A Diagrammatic Representation of Fundamentals of the DC Model

## Model Two: Constructionist Consulting (CC)

*Constructionist Consulting* (CC) is the term chosen by David Campbell, Tim Coldicott, and Keith Kinsella for their approach to being systemic and constructionist consultants.<sup>1</sup> [To avoid tedious repetition David Campbell is used to represent all three authors.] *Constructionist* refers to the attention paid to the way in which problems in organizations are constructed and re-constructed by clients and/or consultants through processes of *constructionist thinking* deployed by *constructionist consultants*.<sup>2</sup>

### I The Story of the Model's Development

Three quite different professional experiences came together through the collaboration of Campbell, Coldicott and Kinsella apart, that is, from the formative experiences each of them had had quite separately of the Milan group. At the end of their book on CC they describe their separate journeys in some detail in a fascinating chapter.<sup>3</sup> Diagrams they produced to encapsulate what they call their consultancy praxis "migrations" are reproduced in Figure 4:5. Then they reflect on their experiences of discovering, practising and developing the "constructionist position"<sup>4</sup> in consultancy work grounded in systems thinking.

Tim Coldicott<sup>5</sup> says he first picked up the "systemic trail" through significant school teachers "bridging the disciplines" of arts and sciences and through attending lectures in very different departments and subjects at University. From geology he migrated to management consultancy in 1970 and then from acting as a "functional expert" through being a "management structure and systems specialist" to practising as an adviser on changing organizational values and behaviour. Searching for a different explanation of the resistance to change he commonly experienced and a more congenial mode of consulting - he felt there was something wrong about the interaction he was experiencing between consultant and client - led him successively to the Tavistock Institute and to the Milan Group. When he met Campbell and Kinsella he says his "development ... took a spiralling form".

As a civil engineer Keith Kinsella<sup>6</sup> was attracted to the "structures". Firstly, he was interested by the complex way in which forces and stresses operated in metal structural frames. Then, late in the mid-sixties in the management side of the business he used network and critical path analysis methods in relation to work programme and workers. Later, he saw that what interested him "was the way these methods could apparently capture *whole systems*, by mapping the important connections and information or interaction patterns". Subsequently his career path included: work study training; inter-group dynamics, management and consultancy (based on first-level cybernetics); experience of the Grubb Institute where he was introduced to the Tavistock model of consulting and the Milan Family Therapy Centre. Along the road he says three influences crossed his path: neurolinguistic programming; soft systems methodology; the use of a conversational approach as advocated by P Reason and J Rowan. Then he met Coldicott and together they met Campbell.

David Campbell<sup>7</sup> completed a PhD programme in clinical psychology in Boston, Massachusetts in 1971. Whilst the emphasis was on psychotherapy he was "also exposed to a form of systemic thinking through the pioneering work of Gerald Caplan, who advocated that preventative work should be done by professionals getting into the community, understanding how the community based structures work, and stimulating change from the grass-roots level upwards". Over the years, alongside practising as a psychotherapist, Campbell did "some

work as a consultant to teams and small organizations, but largely on the basis of the 'psychology' of group dynamics and staff development problems". In the late seventies he became involved in a new area of work, family therapy, in which:

The family was a team, a unit, a system... Early thinking ... focussed on structural properties of family life such as the alliances and boundaries amongst the members, and the therapist frequently held a template in his (sic) mind of the way a family structure should be in order to function well.

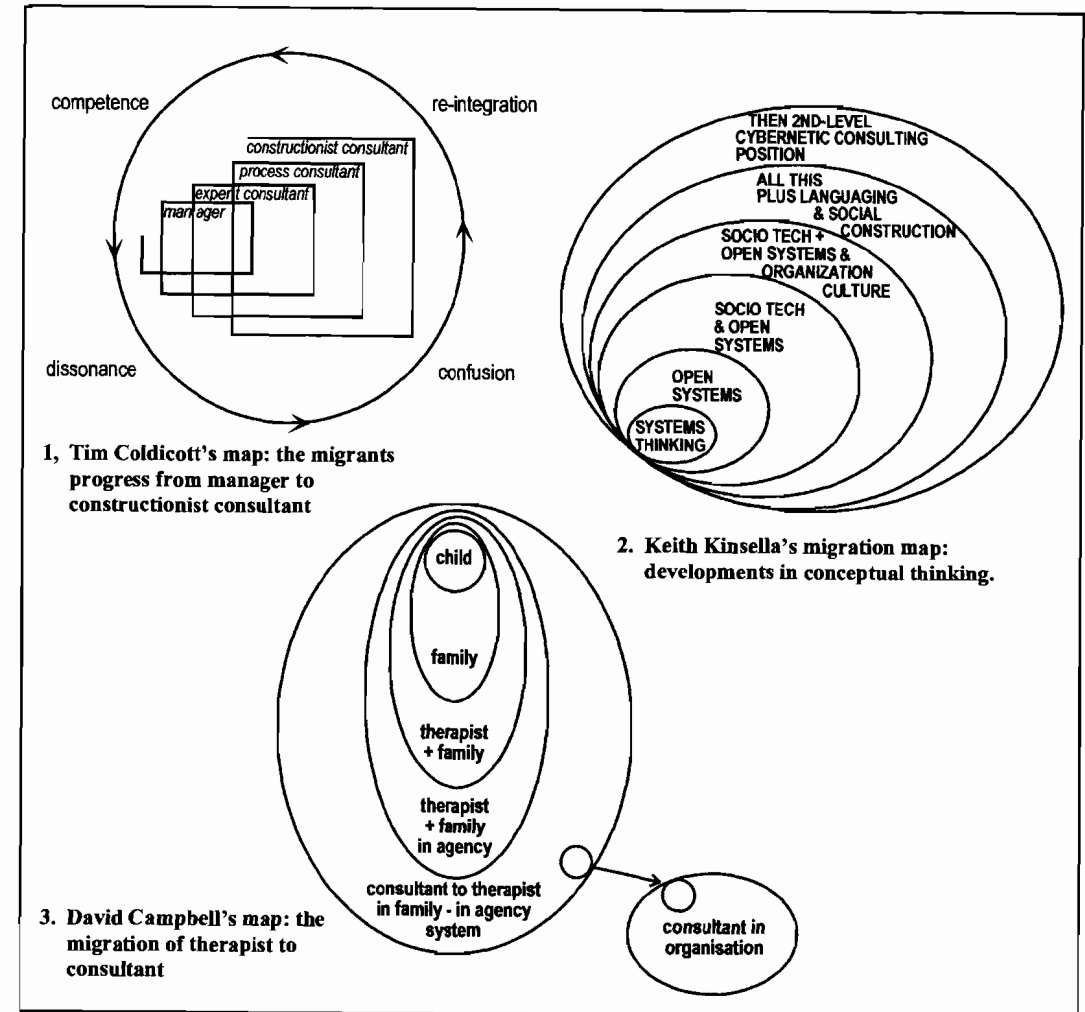


Figure 4:5: Three Migrant Maps



Then in succession came: the Milan Group with its “systemic family therapy”; the Tavistock Clinic; applying to organizations conceptual tools used in family therapy; Coldicott and Kinsella and the *constructionist approach to consultation*.

These three quite different disciplinary routes met at the Milan Group roundabout and then followed the road to the constructionist position.

The following description of this model does not repeat what has been said in the previous section about critical aspects of Development Consultation which it is presumed applies equally to CC although, as already noted, this is not made explicit in Campbell’s description of it.

## II Knowledge Informing the Model [element (a)]

This section focuses on the concepts related to CC which Campbell emphasizes.

### 1. Constructionist Consulting

Campbell maintains that two central ideas help people to grapple more effectively with the “world of work in which there is an increasing fragmentation of traditional structures and values”. First, thinking systemically helps people to understand the “connectedness” in organizations and the dilemmas and tensions encountered during change. Second, understanding how people create and maintain mental pictures of organizations and their problems helps them to alter their pictures and solve problems.<sup>8</sup> These ideas lead to an approach to consultancy which is first *systemic* and then *constructionist*. Systemic is used to refer to the ideas about human systems derived from General Systems Theory.<sup>9</sup> Constructionist refers to “aspects of systemic thinking that focus on the construction of problems in organizations”.<sup>10</sup> This includes careful attention to the processes by which (a) “people construct a view of organizational problems,” and, (b) “consultants attempt to join with their clients to construct together, or co-construct, a new story which includes the solution to the problem”.<sup>11</sup> These are primary reasons, Campbell says, why they have chosen to call their approach to change management and consultation *constructionist*. Also, he and his colleagues “coined the term *constructionist consulting* to distinguish this type of consultancy from more traditional expert or process models”.<sup>12</sup>

[The focus on problems resonates with the emphasis in Model One, *Development Consultation*, on focussing on “the way relationships are organized around the problem”.]

Campbell describes consultancy techniques associated with constructionist consulting but claims that essentially it is “a way of thinking, a way of being, as a systemic consultant that is akin to developing a new identity”.<sup>13</sup> As he is convinced that people do not become systemic thinkers or constructionist consultants by reading but by working with practitioners. Therefore, he sees *Systemic Work With Organizations* as an introduction to the ideas and practices and not as a “how to do it” manual.<sup>14</sup> Various terms are used in relation to the constructionist concept: the constructionist consultant; constructionist practitioners; constructionist consulting; constructionist approach to consultation; constructionist model, position, thinking.<sup>15</sup>

### 2. Systemic Thinking

Following Bertalanffy, Campbell sees systems as “sets of elements standing in interrelation” and following Katz and Kahn he defines systems theory as being “basically

concerned with problems of relationships, of structure and of interdependence rather than with the constant attributes of objects”. “Systems theory”, he says, “has come to be known as the study of “wholeness and interdependence”.<sup>16</sup>

As the previous section makes that clear, constructionist consultancy is a focussed form of systemic or systems thinking which has been considerably expanded in the last few years.<sup>17</sup> Fundamentally for Campbell:

Systemic thinking is not an explanatory theory. It does not explain why organizations behave as they do. Rather, it is a framework for observing and understanding the world in terms of the connections amongst its many parts. It breaks the world into smaller units such as organizations, families, or communities and conceptualizes them as systems consisting of inter-connected parts.<sup>18</sup>

This can be interpreted to mean that CC is nearer to *soft* than to *hard* systems thinking although Campbell does not use these terms.

### 3. Constructionist Practice

Now we turn to those ideas from the field of systemic thinking, which are central to Campbell’s understanding and practice of constructionist consultancy.

(a) **Creating “punctuation”:** For me the jargon of this term obscures the nature of the activity meant by it. As I understand it, the underlying idea is about being clear about the system in focus and consciously choosing from the many possible points or perspectives the one from which the system, or complexly inter-related events, will be (is being) viewed, explored and examined.<sup>19</sup>

(b) **Cause and Effect:** Campbell distinguishes between two ways of viewing cause and effect. One is linear causation, “a uni-directional relationship between the cause and the effect”, in which one thing causes another. The other is the complex interaction in systems of many interdependent causes and effects. (Consultors who are “part of the system” can be contributors to the causation and experience the effects.) Both have their uses but the second, Campbell says, offers a framework to observe and understand the complex, multi-layered processes within an organization”.<sup>20</sup>

(c) **Feedback, Context, Meaning, Constructed Realities and Language Making:** Noting and examining *feedback and feedback processes* are important to systemic praxis. Campbell says that both positive and negative feedback are helpful but negative feedback “can be more helpful in times of complexity and change, since it suggests possible directions in which an organization could shift in order to be more responsive to its environment.” He also helpfully distinguishes between “tight” feedback (quick, direct and relevant response to action in other parts of the system) and “loose” feedback (“that which is not seen to be immediately or directly responsive to an action”). Campbell uses an example to illustrate:

one team leader may stay up all night to produce a five-page reply to her boss’s request, while another is so busy he forgets to reply at all. These actions tell the boss something more than opinions about the new policy. In other words, there is feedback and there is *feedback*.

Campbell concludes that “the simple concept of feedback is not sufficient for understanding the complex processes going on in human systems. In order to account for some of this complexity, other concepts are necessary”.<sup>21</sup> In fact all of those in this section but particularly the following four.

**Context:** Feedback relates to the observer’s context. Purpose creates the context in a “dynamic, growing, open system that is “goal directed” and “meaning driven”. “Therefore”, Campbell concludes, “much of the focus of systemic thinking is trying to understand the contexts people are in and the meanings attributed to various activities”. Incidentally he says that their “experience has proven ... that many failed solutions result from an insufficient understanding of the myriad contexts that shape and maintain a problem”.<sup>22</sup>

**Meaning:** For Campbell, “A central assumption of systemic thinking is that human systems operate on the basis of the meaning that members ascribe to the activities around them”. People who are anxious about their jobs, for instance, are likely to ascribe different meanings to problems at work from those who feel secure in their employment. “Therefore understanding an organization as a system is about understanding the many contexts and meanings people use to govern their behaviour”. Consequently, consultants try “to clarify the ‘meaning of the various meanings’ or the **meta-context**”. Campbell defines “meta: (as in ‘taking up a meta-position’) taking a view of an issue from a different, usually higher level – e.g. Metaphysics”. It is a way of helping “a client to see more of the trees in the wood!” Establishing meta-contexts is illustrated in Figure 4:6. To help people to do that Campbell aims “to move people into the ‘observer’s position’ so that they can see their own contributions to problems in the organization”.<sup>23</sup> The observer in the diagram is simultaneously in three different contexts although the number may be many more. Clearly, establishing and examining contexts and meta-contexts can help observers, clients, to articulate their attitudes to and actions related to the “musts” of Contexts A, B and C (they may, for instance, be only giving lip service to the stated objective of context A) and to determine the implications for them of the meta-context “must”.<sup>24</sup>

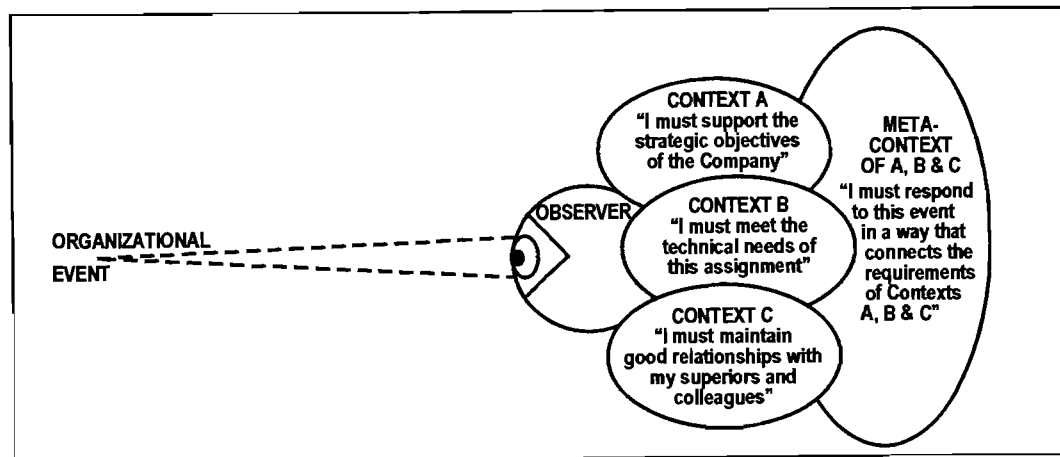


Figure 4:6: Contexts and Meta-context<sup>25</sup>

**Constructed realities:** Campbell uses *social constructionism* to explore how and why observers (clients) construct a reality in a particular way and the experiences that influence them to do so. Social constructionism focuses on the “individual in social interaction” and “proposes that realities are created by people communicating with each other through language, each influencing and limiting the range of responses from the other”.<sup>26</sup>

**Making Language:** “Language”, says Campbell, “does not unlock the reality, but, rather, the reality is created through the process of two or more people engaged in ‘making language’. As a result, analysing patterns in conversation or even memos...become an important source of understanding how realities are created. A new field of study called “discourse analysis has emerged to examine the process”.<sup>27</sup>

The emphasis that Campbell places on “*team thinking*” and “*team discussions* of all types” follows directly from this. Significant aspects of the many realities of systems are created through the language and interaction of people in such discussions. (This is similar to Patricia Shaw’s emphasis on “conversations” in consulting based on complexity and chaos theory. See Chapter Eight, Model One.) Such thinking and discussion create “*team minds*” which define how teams see, understand and define part of the organization in which they are set. (these can be described as collective work-views, Chapter Six, Model One.) “*Sequential discussion*” is a way used in CC to illustrate how the team mind creates systemic ideas. In sequential discussions people in a small group speak in sequential order about a given topic. Each person must, speaking briefly, make a comment on what the previous person said and add a new idea or observation. After going round the group several times, the sequential discussion stops and the group discusses the experience.<sup>28</sup>

Ultimately, however, says Campbell, organizations are shaped by what people do. Understanding contexts and meaning leads to action which generates feedback and leads to new contexts and further meaning. He notes that “as consultants using systemic thinking we have found it enormously helpful to explore the range of options for action which follow from the meanings employees construe”.<sup>29</sup>

(d) **Change:** Campbell distinguishes between first and second order change. “*First order change* involves the alteration in the activity of the parts of the system that enables it to adapt or correct its equilibrium in response to external changes of a non-system-threatening degree, without fundamentally changing the rules governing the inter-relationship of the parts of the system”. *Second-order change* on the other hand, involves the evolution of new “rules” governing the inter-relationship between parts of a system.<sup>30</sup>

(e) **The Individual in Context:** The emphasis in CC is on the individual as the basic unit that makes up the larger system. “The ‘*individual in context*’ is the observer who perceives feedback from others, decides on the meaning of the feedback, and chooses an appropriate action”. However, for systems to work in harmony, there must be a “fit” between their components and there must also be sufficient difference and diversity among the parts for each to be demarcated and defined in relation to the other.<sup>31</sup>

(f) **“Reframing”:**<sup>32</sup> Bridging theory and praxis in the application of social constructionist and systemic concepts in organizational work involved Campbell in reframing peoples’ thinking in relation to the overlapping but distinguishable dimensions presented in Display 4:2. Essentially they are about being “systemic enough” in consultations with people who are not accustomed to this approach. They fall into three broad categories. *Reframes 1 & 2* comprise

the first of these. It is to do with the observing position that consultants need to take up, a second-level cybernetics position in which the consultant becomes a part of the system.<sup>33</sup>

**Reframes 3-6**, the second category are about “generating and using valid knowledge to steer the processes of change”.<sup>34</sup> With reference to Frame 3, for instance, the paradigm shift proposed to clients is:

<i>Away from</i>	<i>Towards</i>
solve the problem	create the future
bring in the expert	help people learn
identify the accountable manager	involve everybody
find the right technique	find a helpful process
find the best way	find a better way
get a quick fix	improve continuously <sup>35</sup>

**Reframes 7-10**, the third category, is about helping people in organizations to become more interested in developing their learning processes.<sup>36</sup> Overall these processes of reframing are designed to effect a “shift from expertise to co-creation”.<sup>37</sup>

<i>Frame Shift</i>	<i>Suggested benefits</i>
1. Universal to local	Policies and programmes become meaningful when opportunity is created for interaction between corporate intent and local practice.
2. Observed to observing systems	Adaptiveness and flexibility of systems are enhanced when change agents connect their own previous and anticipated actions to the problems of change and “resistance”.
3. Part to whole	Including a broader representation of the system in policy formulation leads to more radical change and higher commitment levels from system members.
4. Debate to dialogue	Letting go of habitual debating patterns for a more relativist position expressed through dialogical inquiry brings forth greater awareness of other options for change, and other explanations that dis-solve problems.
5. Detail to dynamic complexity	Change leadership becomes more effective when it switches from a focus on the detailing of processes to managing meaning using feedback arising from the dynamics of the change process.

6. Quantification to appreciation	The control of complex social organizations is enhanced when the effect on individual and organization behaviour of an emphasis on quantitative measurement is understood, and there is a greater appreciation of the central but essentially unmeasurable contribution of many of our mental constructions to what we mean by performance.
7. Instructive to interactive	Training investment yields greater payback when new learning is distilled from experience and the results integrated with daily practice through trial application and adaptation to feedback.
8. Instruments to processes of management	Constructs become more useful when seen as continually evolving from a dialogue across the system about means for improving understanding and performance.
9. Literacy to orality	The complexity of the impact of local situations on change prescriptions is best handled in face-to-face communication, reflecting the contexting strengths of the oral tradition.
10. Espousal to enactment	Complex change is more surely implemented when espousal of new ideas is followed by the enactment of new behaviours, within the leadership in the relationship between the leadership and the rest of staff, and in the cultural context in which they all operate.

**Display 4:2: Frame Shifts and Benefits in the Application of Systemic Concepts in Organizational Work<sup>38</sup>**

### III Praxis of the Model [element (b)]

Campbell understands praxis to be “most simply translated as personal theory-in-action or the practical living out of one’s central ideas, conditioned by a hermeneutic approach to understanding and developing this form of knowledge.”<sup>39</sup> A striking thing about Campbell’s praxis is the number and range of methods and facilitating structures he uses presumably in different ways and combinations according to the consultancy context: he actually says that what has evolved is “a hybrid consulting style”.<sup>40</sup> Descriptions of the methodologies in *Systemic Work With Organizations* are rich in the detail explaining how and why they are used. Tantalizingly, it is simply not possible to capture all of this in the confines of this book. But it is possible to overview the principal aspects of the praxis.

## 1. Modus Operandi: How the model works

### A Praxis Paradox

By way of introduction to the practice of constructionist consulting Campbell considers “a major paradox” encountered by practitioners. It is about whether it is possible to be in the constructionist position in contexts in which the people are in the “conventional ‘linear’ mode of thinking.” Experience has shown that dealing with this the paradox requires that the constructionist consultancy model is described at three levels.<sup>41</sup>

(a) *The identity level*: whom consultants think they are when doing this work i.e. their professional identity. Campbell sees himself as: a *part of the system*; practising *neutrality*; living and working in relational and flexible ways and oscillatory processes; engaging vigorously in inquiry and dialogue in a number of personal, social and professional discourses; authoritatively diffident i.e. clear about what he thinks but curious and irreverent about what emerges. Living out this relational way in a professional consultancy capacity “is a praxis, not a theory or technique”.<sup>42</sup>

[A difficulty with this section is that in part it tends to describe the consultant’s identity, what s/he *is*, through describing what s/he *does* and the stance s/he takes.]

(b) *At the level of beliefs and values* Campbell believes:

- in the “interpretative idea of multiple realities” which “does not preclude the idea of single reality negotiated between observers in a local context”;
- in many pathways to a goal which chimes in with the cybernetic concept of “*equifinality*” i.e., the understanding that the same goal can be reached from different starting points by differing processes and steps;
- that progress can only be made by understanding and working with what is in the client’s mind and their resistance to ideas;
- that problems related to “control” and “skilled incompetence” need to be resolved by the group of people creating and maintaining the problem.<sup>43</sup>

(c) *At the level of strategies and capabilities* consultants need to:

- understand the client’s own construction of their context and problem;
- look for connections to other positions and views;
- generate two-way feedback;
- suspend judgement until client starts to go over old ground or is stuck (described as “redundancy in the process”) and then intervene;

- use feedback to update hypotheses and generate feedback to test them;
- help clients to take up observer positions so that they might understand their experiences in new contexts;
- use own feelings and thoughts to generate hypotheses and ideas then move away from them to take up a more neutral position, i.e., engage in *oscillatory processes* essential to being engaged and “objective”;
- promote communication, open two-way dialogue about ambiguities and conflicts because this leads to appropriate meanings and next-action steps;
- distinguish between, and dialogue about, *content* and *contextual* dilemmas- Campbell sees the primary consultancy task related to the latter.<sup>44</sup>

Towards the end of *Systemic Work With Organizations* after describing their migration (see above), in a brief section entitled, “Retrospect and Prospect”, Campbell, Coldicott and Kinsella make two powerful observations. First, when they were thinking about organizations as complete systems “what was missing was the non-directive way of operating” on the beliefs of the clients, “to bring organization and people into alignment. Instead the emphasis was on radical structure change and the replacement of key people as a means of ‘infecting’ the culture with change agents to trigger the adaptation of the wider system” Second, a “constant struggle through all this has been to achieve the position where one is a systemic thinker in a situation rather than is trying to respond in a systemic way.”<sup>45</sup>

### Operational Dimensions and Intervention Patterns

Three basic operational dimensions of the constructionist consulting are:

- (a) operating in the second-level cybernetics position;
- (b) generating and using valid information to steer the process from “*detail to dynamic complexity and quantification to appreciation*”;
- (c) supporting the creation of a praxis of learning.<sup>46</sup>

CC is seen as an evolving methodology. Within the praxis framework outlined above, Campbell has found that six *intervention patterns* enable them to be “systemic enough”.<sup>47</sup>

**Pattern 1:** “‘The FORESEE®’ approach – negotiating learning partnerships”. This is a four step process represented as a spiral: connecting, contexting; consequencing; communicating. (The title is a pun on the four C’s.)

**Pattern 2:** “‘Role Consultation’ - strategic thinking for top managers”. Role-analysis combined with “constructionist and observing systems perspectives” has been effective. Used with the FORESEE® process it helps to develop a relationship with an organization.

**Pattern 3:** “‘Participation inquiry’- identifying the real differences”. This intervention is a form of participative research of the kind described by Peter

Reason<sup>48</sup> based on a subjectivist epistemology which brings together researcher and all stakeholders.

**Pattern 4:** “Whole group working’– facilitating system-wide dialogue”. The process is akin to those used in “search conferences” but focussed on ideas of context and circularity.

**Pattern 5:** “Development Programmes’– improving management praxis”. Consultants evolve with clients development programmes using the format of: thinking/trialling/adapting to feedback.

**Pattern 6:** “The generative cascade’- towards organizational learning”. The cascade metaphor is borrowed and adapted to denote processes aimed at enhancing the quality of relations between managers and staff at all levels through an overlapping four phase process. Each level in the hierarchy has to move through the following overlapping development phases to enact and transfer to the next level of staff a “new way” of relating.

Phase 1 “experiencing” the new way for oneself;

Phase 2 “espousing” the new ideas and practices;

Phase 3 “enacting” the new praxis in a competent and confident manner;

Phase 4 “enabling” other levels of staff to move through all the phases themselves, i.e. “enabling the enabling”.

Throughout they make extensive use of hypothesizing, systemic hypotheses, neutrality and circularity.

## 2. Operational Modes

Great care is taken in contract making to get informed acceptance of constructionist consultancy as it operates in an organizational context. Reference has already been made to the difficulties of doing this when people do not think and work systemically and they do not have experience of others doing so. Consequently people find it difficult to understand what constructionist consultants do and what they have to offer.<sup>49</sup> Campbell devotes a chapter to describing and illustrating three stages in “the route to acceptance”: to be seen; to be heard; to be valued.<sup>50</sup>

CC consultants “start at the top” with the managers who are accountable for the problem in the organization to discover how they see the problem and so that they know who the consultant is and what s/he is trying to do.<sup>51</sup> Then they widen<sup>52</sup> the conversation as necessary to work with small groups, teams or all the people in an organization.<sup>53</sup>

From the case studies in *Systemic Work With Organizations* and the patterns of intervention it appears that sometimes consultants work alone and at others with one or more other consultants. But no details are given of consultancy team work.<sup>54</sup> Consultants variously work through one-to-one conversations and group discussions on-site and away day and weekend conferences.<sup>55</sup>

Within the praxis of constructionist consulting they use as appropriate one or more of the six interventionist patterns described above.

## IV Application: Work Settings to Which the Model is Applicable [element (c)]

CC has been used in both public and private sectors. It has proved to “have been useful in the fields of health, education and local government as well as commerce and industry”. Courses are available in CC. Examples are given of consultations with a NHS Trust hospital, a work-team in the Social Services and a UK branch of European multi-national industrial organization.<sup>56</sup> Thus CC can be used in areas similar to those in which DC has been deployed.

## V Understanding of Consulor’s Work [element (d)]

This model operates on the assumption and understanding that clients are engaged in and with human organizational systems whether they are aware of it or not. Consultants need to know how to get clients to work systemically for development in their organization and context rather than to understand the nature and forms of their work. There is a telling statement about Campbell’s approach to understanding the consulor’s work in the description of a consultancy programme related to NHS Trust Hospitals of which he says he had very little work experience. This lack of experience and direct knowledge of the ‘content’ of the client’s work, however, did not overly concern him for the following reasons..

The focus (and consequently, the added value of the systemic adviser) is usually on the aspects of “context” and “process” that give the content meaning. This perspective would allow me to consider the effects of my actions as information or feedback (rather than error), using this to understand afresh the meaning that people were placing on the action, and hence to get a sense of the context(s) they were working from.<sup>57</sup>

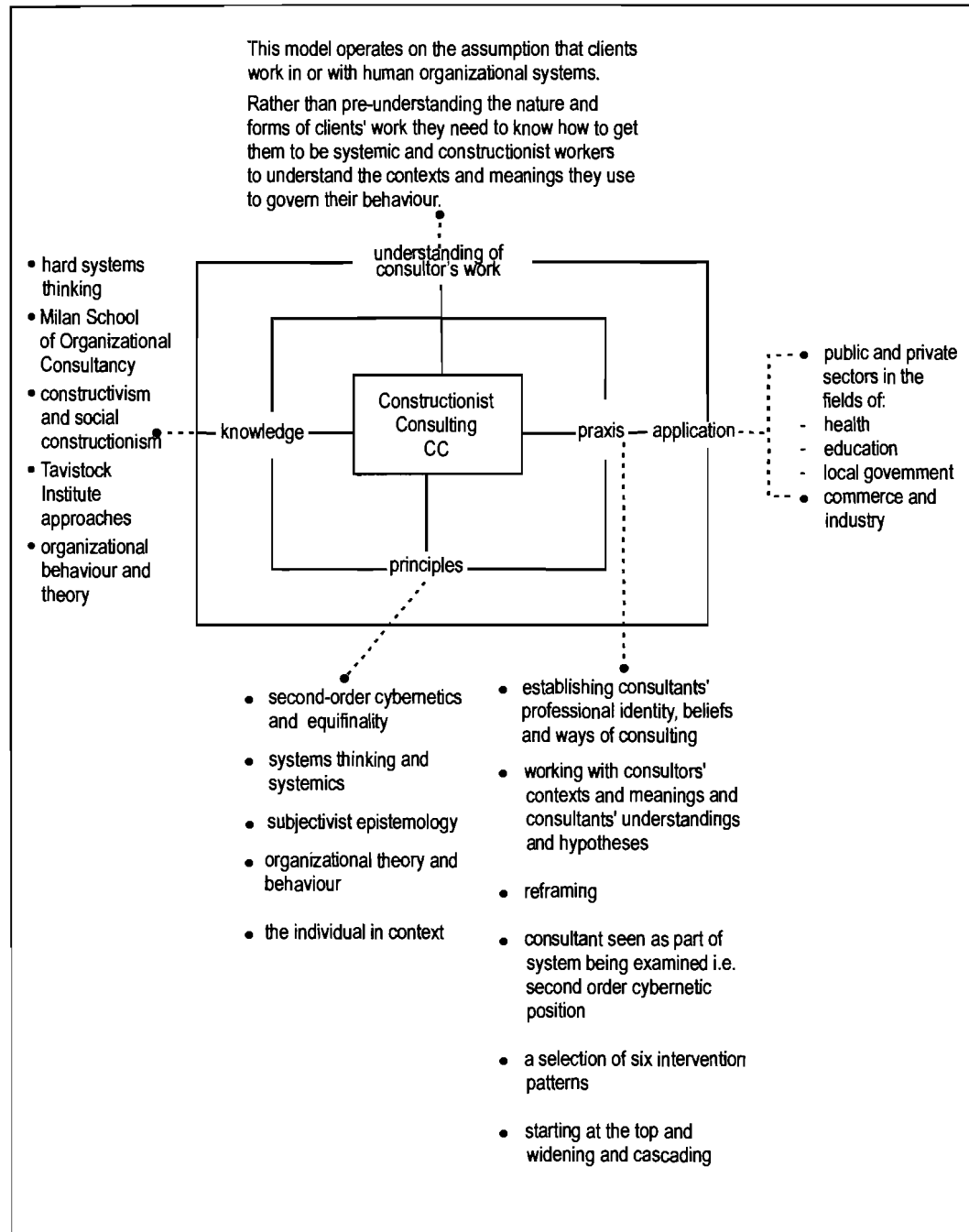
## VI Principles [element (e)]

By and large the bodies of consultancy knowledge related to Development Consultation apply to Constructionist Consulting. Additional bodies of knowledge relate to “constructivism” in general and “social constructionism” in particular; The Milan Family Therapy and Organizational Consultancy Praxis; a raft of consultancy processes and interventions. It is interesting to see the bodies of knowledge and experience that the authors draw upon from the descriptions of their migrations to CC. Coldicott came to it from management structure and systems specialist and consultant; Kinsella came to it from structural engineering management; Campbell from clinical psychology. CC praxis has roots in many diverse bodies of knowledge reaching out fan-wise into various disciplines.

The undergirding philosophy, theory and epistemology of CC are similar to that of DC. Interestingly and unusually Campbell makes specific reference to “epistemology” which he defines as “how we know what we know”.<sup>58</sup> The epistemology of the participative research methods associated with CC is said to “represent a break with long-unquestioned reliance on scientific/positivist methods that have been so successful in the physical sciences”. It is described as “subjectivist epistemology” which derives from what Campbell describes as a “relativist paradigm” which he notes is not to be confused with “qualitative methods of research”.<sup>59</sup> (See also the section above on “beliefs and values”.<sup>60</sup>)

## VII A Summary of Key Features of the Model

Basic elements of Constructionist Consulting are modelled in Figure 4:7.



## References and Notes: Model One: Development Consultation (DC)

1. Campbell, David; Draper, Ros; Huffington, Clare (1991) *A Systemic Approach to Consultation* (Karmac books, website, www.karmacbooks.com) In this short accessible book they define development consultation, describe the ideas from the field which have influenced their thinking and the contexts in which they have used the approach. See the Introduction pp1-3. The authors have published several other books on consultancy on systems thinking and learning how to use systems thinking in consultation.
2. For their thinking on the approach see Campbell, D, Draper, R and Huffington, C (?) *Second Thoughts on the Theory and Practice of the Milan Approach to Family Therapy* (Karmac Books)
3. Campbell (1991) *ibid.*, p2 cf p3
4. *ibid.*, p1
5. *ibid.*, p2-3
6. *ibid.*, p3
7. *ibid.*, p5
8. *ibid.*, pp5-14; 15-18; 33-66
9. *ibid.*, pp5-6
10. *ibid.*, p6
11. *ibid.*, pp8-10
12. *ibid.*, p9
13. *ibid.*, p6
14. Humberto R Maturana and Fransico J Varela researched and described systems as autopoietic machines which do not have inputs and outputs but which "can be perturbed by independent events and undergo structural changes which compensate these perturbations". This explanation comes from a book they wrote (1928 republished 1972) *Autopoiesis and Cognition: The Realization of the Living* (D Reidel Publishing Company) p 81. The best and most accessible explanation that I know of their work is to be found in Morgan, Gareth (1986, it has been revised since then) *Images of Organization* (Sage Publications) under the title of "Autopoiesis: the logic of self-producing systems". (pp 235-240). See also for a clear exposition of autopoiesis: Battram, Arthur (1998) *Navigating Complexity: The Essential Guide to Complexity Theory in Business And Management* (The Industrial Society) pp224-250
15. Campbell (1991) *ibid.*, pp6-7
16. *ibid.*, p8
17. *ibid.*, p11
18. *ibid.*, p14
19. *ibid.*, pp11-12
20. *ibid.*, p12
21. *ibid.*, p13
22. *ibid.*, p14
23. *ibid.*, p14
24. *ibid.*, p15
25. *ibid.*, p16
26. *ibid.*, p17
27. *ibid.*, pp16-18
28. *ibid.*, p16
29. *ibid.*, p34
30. *ibid.*, pp35-36
31. *ibid.*, p36
32. *ibid.*, pp19-27
33. This paragraph draws heavily upon *ibid.*, p 37 from which the quotations are taken.
34. *ibid.*, p37
35. *ibid.*, p39

Figure 4:7: A Diagrammatic Representation of Fundamentals of the CC Model.

36. *ibid.*, p40
37. *ibid.*, p41
38. *ibid.*, pp41-43
39. *ibid.*, pp42-43
40. *ibid.*, pp53-55 from which the quotations are taken. An example of a *reflective discussion* is given on pp 55-56.
41. *ibid.*, pp 56-59 from which quotations are taken. cf. Campbell, Draper and Huffington (1988) *Teaching Systemic Thinking* (Karnac Books) for other examples of exercises.
42. *ibid.*, pp 61-63
43. *ibid.*, p62
44. *ibid.*, p64
45. *ibid.*, p65
46. *ibid.*, p37
47. *ibid.*, pp29-32
48. *ibid.*, p29
49. cf Margerison, Charles J (1988) *Managerial Consulting Skills: A Practical Guide* (Gower) pp11-12. And "The Tavistock Clinic Consultancy Service" in the Brochure of Training Courses.
50. *ibid.*, pp29-30. Tom Peters and Robert Waterman developed what they called the "7S Model", often referred to as a "contingency approach", to consultancy. The seven interrelated factors of the model are: superordinate goals; staff; skills; strategy; structure; systems; style. They describe them in their book, *In Search of Excellence* (1982). Cf Margerison, Charles J (1988) *Managerial Consulting Skills: A Practical Guide* (Gower) p132
51. *ibid.*, p30
52. *ibid.*, pp30-32
53. *ibid.*, p3

### References and Notes: Model Two: Constructionist Consulting (CC)

1. The constructionist consulting model is described in the following book: Campbell, David; Coldicott, Tim; Kinsella, Keith (1994) *Systemic Work With Organizations: A New Model for Managers and Change Agents* (Karnac Books, website, www.karnacbooks.com) 206pp. See p3 et al for a note on the choice of a title for the model.
2. *ibid.*, pp2-3 cf 177 and 179
3. *ibid.*, Chapter 8, pp167-185
4. *ibid.*, p167
5. *ibid.*, pp168-171 from which quotations taken
6. *ibid.*, pp171-174 from which quotations taken
7. *ibid.*, pp174-177
8. *ibid.*, p2
9. *ibid.*, pp2 and 3. There is a succinct summary on p3 of the meaning and history of "systemic".
10. *ibid.*, p2
11. *ibid.*, p18
12. *ibid.*, pp18 and 3
13. *ibid.*, p2
14. *ibid.*, p2
15. *ibid.*, pp2, 4, 125, 167, 177 et al.
16. *ibid.*, pp9-10: References are made to: L. von Bertalanffy, 1956, the founder of General Systems Theory but the reference is omitted; Katz, D and Kahn, R (1966) *the Social Psychology of Organizations* (New York: John Wiley).

17. *ibid.*, p9
18. *ibid.*, p10
19. *ibid.*, pp11 and 193
20. *ibid.*, see pp11-13 and 191-192. In *Analysis and Design: A Handbook for Practitioners and Consultants in Church and Community Work* (Burns and Oates, 1994) following Edwin H Friedman, I differentiate between: linear causation, multiple causation (which is also a form of linear causation) and systemic causation and depict them diagrammatically. cf pp188-189
21. *ibid.*, the quotations in this section on feedback are from pp13-14
22. *ibid.*, the quotations in this paragraph are from p15.
23. *ibid.*, p20
24. *ibid.*, the quotations in this paragraph are from pp16-17 and 192
25. *ibid.*, p17
26. *ibid.*, the quotations in this paragraph are from p18. Campbell notes that the systemic field has itself been influenced by the philosophical movement known as constructivism. (Reference is made to E Von Glasersfeld, 1984 "An Introduction to radical constructionism" in: P Watzlawick (Ed) *The Inverted Reality* (New York: W W Norton.) and more recently by social constructionism (Reference is also made to K Gergen, 1985, The Social constructionist movement in modern psychology. *American Psychologist*, 40: 266-275.
27. *ibid.*, pp18-19 Reference is made to J Potter and M Weatherell (1987) *Discourse in Social Psychology* (Newbury, CA: Sage)
28. *ibid.*, pp19-20. Creating "team minds" is discussed in another book: Campbell, D, Draper, R; Huffington, C (1991) *A Systemic Approach to Consultation* (London: Karnac Books). "Work views" are discussed in Lovell, George (2000) *Consultancy, Ministry and Mission*.
29. *ibid.*, p21
30. *ibid.*, pp21-24
31. *ibid.*, pp24-26
32. *ibid.*, Chapter 2
33. *ibid.*, pp29-34
34. *ibid.*, pp34-46
35. *ibid.*, p36
36. *ibid.*, pp46-55
37. *ibid.*, p28
38. *ibid.*, The display reproduces Campbell's summary on pp55-57.
39. *ibid.*, p193
40. *ibid.*, p57
41. *ibid.*, p125 cf 123-124
42. *ibid.*, pp125-127
43. *ibid.*, pp127-128
44. *ibid.*, pp127-130
45. *ibid.*, pp184-185
46. *ibid.*, p130
47. *ibid.*, pp136-146
48. *ibid.*, pp136-147 cf Reason, Peter (Ed) (1988) *Human Inquiry in Action: Developments in New Paradigm Research* (Sage Publications)
49. *ibid.*, cf p29
50. *ibid.*, Chapter 7, pp148-166
51. *ibid.*, see for e.g. pp86 and 62
52. *ibid.*, see pp110-116 for descriptions of widening the conversation at the level of: corporate myth; analogic communication using space and position; participation; relationship.
53. *ibid.*, see also for e.g. pp62, 63, 72ff, 143

54. Two of the major case studies use the first person singular to describe the consultant's actions; one case study uses the plural "we" but does not give any details. cf pp61-102 and 103-119.
55. *ibid.*, see for e.g. pp63, 72ff, 143
56. *ibid.*, pp1, 188 and 61-119
57. *ibid.*, p62
58. *ibid.*, pp140 and 191
59. *ibid.*, p 40 Reference is made to the work of Lincoln, Y S and Guba, E G (1985) *Naturalistic Enquire* (Newbury, CA :Sage) and to Peter Reason see reference 48 above.
60. *ibid.*, pp127-128