

**Facilities Management ‘Cultural Fit’
and the Socialisation of External
Service Provider Employees in Client
Organisations**

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Abstract

This thesis' original contribution to knowledge is creating the awareness that facilities management (FM) departments and organisations do not consciously socialise external service provider staff into the client workplace and the development of a framework that can successfully achieve this integration. To provide a solid theoretical background for this framework, it reviews current literature on FM, outsourcing, organisational culture, and organisational socialisation. The aim of this study was achieved with the development of the 'Cultural Fit' framework which should go a long way in solving the research problem and answering the proposed question.

The study was conducted as a qualitative multi-method design. This was selected because there were obvious gaps in socialisation especially in the FM industry. Qualitative methods are believed to provide richer data and this was adopted to begin closing those gaps through the provision of literary data. The research was conducted using the ethnographic approach because of the focus on culture and to maximise the qualitative approach. Interviews and focus groups are the qualitative methods used to collect this data.

Reliability and validity are not always easy to verify but researchers have proposed several methods to improve them. This study employs the triangulation of more than one method of data collection, peer debriefing with colleagues, member checks by confirming the initial results during subsequent data collection and a rich, thick description.

The major findings of this study are that organisational socialisation can be successful in socialising external service provider staff into the client workplace despite a current unawareness of its use. This study has developed a framework and guide that can be used to achieve this integration if client organisations and service providers work together to socialise external service provider staff.

Keywords: Cultural Fit, Organisational Culture, Organisational Socialisation, Service Quality, Facilities Management.

Declaration

I declare that the work presented in this thesis is entirely my own and that where other sources of information have been used, every effort has been made to indicate this clearly.

Signature

Name **Yetunde Oluwatoyin Aderiye**

Date **March 2015**

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1. Introduction to the Research

1.1 Introduction

This chapter provides a summary of the background to the study and presents the research problem that has informed the study. This then leads to the aim derived from the research question and the objectives developed to achieve the aim. Therefore, it highlights how this study contributes originality to knowledge. The later part of this chapter provides a research overview by stating the contents and structure of the thesis chapter by chapter.

1.2 Background

A report released by The Business Services Association (BSA, 2014) states that the outsourced and business services sector have a current turnaround of £199 billion and employ 3.3 million people. Outsourcing was responsible for GBP79 billion of the UK's gross domestic product in 2007/2008 and an employer of over 1.2 million people (DeAnne, 2008). A look at those two facts will reveal that outsourcing has grown considerably in just six years. Facilities Management (FM) workplaces across Great Britain nearly doubled between 1998 and 2008 (Asset skills, 2010). The FM/ Real Estate sectors are responsible for a Gross Value Added (GVA) figure of GBP303, 179 million and 149,325 sector establishments across the UK and a workforce of approximately 978,000 with the vast majority of these involved in soft services (UKCES, 2012). The 2013 AMA research report on FM outsourcing also valued the corporate market for outsourced bundled services at approximately GBP9.5 billion with the possibility of increasing to GBP10 billion in 2014(FM World 2013). This report further discusses the establishment of FM outsourcing in the corporate sector showing the importance of minding today's FM.

Constant growth and increasing complexity in the FM sector especially in the area of outsourcing and contracting requires an excellent strategy on the path of the service provider and the client organisation to derive maximum benefit from the relationship and achieve company goals. A notable example is the GBP 150 million contract won by

Amev to combine and manage the FM services of three boroughs in London (FM World, 2013). The 10-year contract is expected to save each council GBP 2 million annually and focus on soft services only. The length of the contract and the sheer amount of detail necessary to combine services across three boroughs requires an excellent strategy and a dependable staff in addition to tools and equipment. The ability to deliver and consistently maintain quality service is only possible where everyone involved feels like part of the team and are ready to put in their best. This study provides a significant contribution to knowledge and to the service delivery sector of FM by applying a theoretical framework on organisational socialisation to external service provider employees in FM companies. It intends to explore the current organisational socialisation process practiced in FM service companies and client organisations.

The popular trend of outsourcing non-core aspects of a business has several advantages and disadvantages (Belcourt, 2006). It is quite obvious that the advantages outweigh the disadvantages but some of its disadvantages can cost businesses more than they have anticipated. It is normal that we expect staff in organisations to reflect the culture and brand that the business sells. Staff cover everyone who performs a function, either paid or unpaid, on behalf of the business. They are seen as the first point of contact for the business by customers and organisations often train them in the prevalent culture to ensure that they are well represented.

These employees more often than not help shape the impression customers have of the organisation by their delivery of service, also known as 'moment of truth'. Moment of truth is the point during an interaction with an organisation that enables the customer form or change their perception of service (Soderlund and Julander, 2009). This perception can either be negative or positive but it is difficult trying to change this perception once it has been formed. When it goes well, the customer is able to form or reinforce an already held positive impression of the organisation and vice versa (Moment of truth, 1996). Many customers have withdrawn or started commitments based on this premise.

In their research on customer satisfaction in FM, Tucker and Pitt (2009) discovered that there was a significant relationship between the customers' perception of people involvement/ cultural fit and service delivery. These two seemingly separate factors are assessed by the customer on the same level. This signifies that a team that presents a

cohesive front to the customer they interact with and shows the necessary skills and abilities required to deliver the service needed will be seen as efficient by their clients. They must be polite, responsive, communicate well and know all that is necessary to delivering their job while at the same time advancing the organisation. The use of 'cultural fit' aptly describes the proper cultural socialisation of employees where socialisation is "the process by which an individual acquires the social knowledge and skills necessary to assume an organisational role" (Van Maanen and Schein, 1979); and is a new term to facilities management. While these customers might not realise what this means, the service organisation is made aware that the employee's degree of involvement in the organisation directly affects customer perception of service received.

This shows how important the customers' perception of the organisation is. The modern organisation is aware of this and strives to ensure customers are satisfied and new customers feel welcome. They improve their chances by training their employees in the culture of the organisation, how they work and what is expected of every new employee. This process is also known as organisational socialisation. Review of literature does not show this process for external service provider staff as it does for in-house staff.

The socialisation process for external service provider staff is far more complex than that of in-house staff. There are always a minimum of two employers involved in an outsourcing contract: the service provider and the client organisation the external service provider staff is detailed to work with as shown in figure 1.1 below. In several instances, external service provider employees may work for more than one client organisation. Mullins (2010) work on the matrix structure is very useful in explaining the position of the external service provider staff in the service organisation and the client organisation. Examples of commonly outsourced functions, and the position of the external service provider employee in relation to client organisations is shown in figure 1-1. The question of whose responsibility it is one of the major deterrents to socialisation Other barriers such as lack of time, financial constraints, staff reluctance to participate and difficulties overcoming language barriers can make socialising external service provider staff a minefield for the unprepared organisation (UKCES, 2012).

Figure 1-1 : Outsourcing relationship matrix adapted from Mullins (2010)

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Mullins (2010)

External service provider staff are not always seen as a part of the team and in some instances, they might have a contract of 6 months or less. This makes it difficult to invest in them as the benefits are usually spread out over time and the high rate of turnover makes organisations skittish. Things are changing today. Service contracts now run for 2-5 years (Cotts, 2010) or even more in some cases making organisational socialisation necessary for every employee regardless of work status. Outsourcing today is no longer an isolated business; it is a partnership between two or more organisations all seeking to achieve their individual goals. This motivates all involved parties more as any clog in the wheel of the partnership is seen as a barrier to success. The socialisation process which varies by organisation needs to be adapted to suit the peculiar situation of the external service provider employee. The very issues that make FM flexible and adaptable to specific situations also make it difficult to devise a framework that fits all. This calls for a flexible framework which will maintain the core requirements necessary for excellent results. The knowledge of if and how FM companies and their clients successfully socialise an external service provider employee, which enables them perform at optimum demand and achieve their goals is the critical aim of this study.

1.2.1 FM and outsourced services.

The service sector in the UK is currently responsible for 77.7% of the national GDP which includes financial and health services, public, private and the 'third' sectors (CIA World fact book, 2012). With that overwhelming percentage and the need for efficient management of their physical premises, these organisations seek avenues to maximise output from their facilities while reducing running costs (Kurdi *et al.*, 2011). This explains the need for an efficient facilities management function.

FM is a profession that encompasses multiple disciplines to ensure functionality of the built environment by integrating people, place, process, and technology (IFMA, 2007). Tucker and Pitt (2008) have defined it as: "the integration and alignment of the non-core services, including those relating to premises, required to operate and maintain a business to fully support the core objectives of the organisation". This definition shows that facilities management should be streamlined to provide facility and non-core services to an organisation. Situations such as reactive maintenance are not ideal when considering facilities management if it is to be effective. FM has evolved to become a component of the business value chain, providing most services which directly relate to business indicators e.g. customer satisfaction (Becker, 1990).

FM typically covers the non-core but crucial services of the organisation such as cleaning, maintenance, ICT, catering and security. To better monitor these services and reduce costs, these services get outsourced to the service provider with the most favourable contract (Kurdi *et al.*, 2011). Outsourcing purchases products or services from sources that are external to the organisation, and also transfers the responsibility of the physical business function and often the associated knowledge (tacit and codified) to the external organisation (McCarthy and Anagnostou, 2004). Staff involved in these non-core services have roles: clean office premises, fully functional facilities and friendly staff which when successfully managed, often improve customer perception (Tucker and Pitt, 2009; Chiang, and Birtch, 2009).

1.2.2 Culture

Culture is *“a pattern of basic assumptions-invented, discovered or developed by a given group as it learns to cope with problems of external adaptation and internal integration.”* (Schein, 1985). It is what becomes accepted as the norm for everyone under its influence and provides the standard by which they relate to their environment. Culture is the underlying bedrock that defines a society and provides the moral, social, religious, economic and physical guidance for everyone connected to it. Culture affects how we work, what we think, our relationships and even our relaxation periods and methods to a great extent. It becomes embedded in our natures and often unnoticeable which is why anthropologists often spend several years with a people in an attempt to understand and document what drives them.

Culture is so ingrained in humans that what we see as our reasoning pattern, is really internalised culture (Hall, 1976). We are as unaware of it as the next person is unaware of theirs. It is bred into our bones unconsciously and forms a basis for how we operate and deal with others. Culture is such a powerful tool which when adapted and adopted with purpose, changes the way everyone under the influence of that culture think. Culture follows us wherever we find ourselves; school, social gatherings and work. Where work is concerned, culture is imbibed when a new employee joins an organisation as he/she absorbs the pre-existing culture. This is important as it enables the employees understand the goals of the organisation and key into the strategy of the leadership for success. This is perhaps routine for most staff that are fully employed in-house by an organisation but will be more challenging for the external service provider staff who will grapple with the cultures of both the service provider and the client organisation. How culture affects us at work is discussed next.

1.2.3 Organisational culture

The current wave of interest in organisational culture dates back to the 1980's (Alvesson, 2002). The possibility that managerial issues could be easily resolved by successfully managing the people in that organisation was an exciting one which CEO's and managers pursued wholeheartedly. Organisational culture became a fad which gave birth to

several theories and frameworks on organisational behaviour. This is further explained in chapter three.

Everyone taking up a new job comes with different expectations, goals, attitudes and ethics which are borne of the culture they have acquired from birth up till their last place of employment. (Buelens *et al*, 2006; Cox, 1994). They are also highly likely to meet an already established culture at their new place of employment except where that company is a new start. Thus, organisational culture is made up of more than one subculture as there are likely various sets of professionals with varied backgrounds working in any given organisation (Brooks, 2009). This leads every organisation to establish for itself whether consciously or otherwise a governing and overriding pattern of work that enables them work on similar wavelengths and deliver their set goals.

There is no agreed definition of organisational culture by the various researchers who have studied the subject. The business, anthropological and sociological perspectives adopt different approaches to culture and therefore organisational culture (Gustav, 2012). Brooks (2009) argues that strong cultures exist in organisations which exhibit a close relationship between themselves and their environment. The best societies therefore had the strongest cultures and routines which held them bound in the system passed down in time. This system would then form the basis from which business and financial decisions can be made. Schein (1985) also defines organisational culture as existing on different levels.

- The core at which lie people's assumptions and beliefs which influence our 'common sense' view of the organisational world.
- Cultural values which lie at the intermediate level; and,
- At the surface, culture manifests itself as behaviour.

For the purpose of this research, organisational culture will be defined as a dynamic and complex system of social patterns that govern the mechanism of core beliefs and assumptions, values and behavioural rituals by which an organisation relates with itself and external bodies. 'Dynamic and complex' because of the layers of culture that are blended together to become the 'mechanism of core beliefs' or an internalised code of conduct. 'Values and behavioural rituals' are the acceptable criteria which the organisation and its staff assess themselves and others. This cultural behaviour is not

automatically imbibed and can only be learned. The degree to which an employee inculcates this culture is known as 'cultural fit' and will be explained in section 1.2.5.

1.2.4 Organisational socialisation

Socialisation provides new recruits with a set pattern of behaviour they can emulate to enable them to blend into the organisation (Buchanan, 2010) in essence; organisational socialisation is the key to ensuring a seamless entry of newly employed staff. (Ge *et al.*, 2010).

Newly employed staff are able to integrate into the organisation through training and managerial interventions (Brooks, 2009) and by watching more experienced employees. The greatest risk to company success both financially and socially is a dilution of its traditional method of getting results. Socialisation of new recruits is currently the best way to preserve these traditions.

Several theories currently exist on the best socialisation process for employees (Saks and Ashforth, 1997). Not all of these frameworks are applicable to the external service provider employee as they have been designed to suit various work scenarios. Several were produced during the industrial age when employees could start and retire from the same organisation. The current social age has employees moving on to the next challenge after a few years in a bid for professional advancement and growth. This makes the use of early socialisation models difficult except they are adapted to the unique circumstances of the external service provider staff.

1.2.5 'FM Cultural fit'

Many FM organisations prefer to outsource these non-core services to professional service providers and concentrate on hiring employees who have a direct impact on their goals. This often results in external service provider employees from different providers who likely have no idea what the company's goals are and who might come into the company with pre-ingrained culture in them from their employers. Whilst Coyle-Shapiro and Morrow (2006) believe the employee's commitment to their contracting organisation might actually improve their commitment to the client organisation, there

is still a need to socialise the newly external service provider employee. UKCES (2012) agrees by reporting that investment in staff through accredited training activities can make individuals feel like valued members of the company.

The discrepancy in the cultures of these two organisations may cause the external service provider employee to deliver below target and find it difficult to integrate with the client organisation while an in-house colleague blends in with relative ease. This difference in the degree of congruence between an outsourced FM employee and the client organisation will be termed 'FM Cultural Fit'. A higher 'fit' level makes it difficult or even impossible for outsiders to distinguish between the in-house and the external service provider employee. 'FM Cultural Fit' will be used to determine if the discrepancy between both organisational cultures is been managed, how it is being managed and if the management is done by the FM organisation or the client organisation.

The current gap identified above in the field of facilities management shows the importance of employee management as a key to achieving KPI's (Key Performance Index) and delivering quality service as agreed in a contract and as expected by the customer.

1.3 Research problem

A detailed research of concluded studies has shown that no prior study has been done in applying socialisation theory to FM or external service provider staff in FM. External service provider staff are a vital part of the FM sector and are an essential key in attaining quality service delivery and ensuring customer satisfaction. They form the bedrock of the service staff; cleaners, maintenance engineers, caterers, security and increasingly front desk/customer care. They are more often than not competent in their various fields and understand their duties but the critical question being asked is:

How prepared are external service provider employees for the set-down cultures that exist in the companies they are outsourced to, in order to deliver high quality customer-facing services?

1.3.1 Research aim and objectives

The background discussed in section 1.2 shows where the gaps in the industry are. Therefore, the aim of this study is:

To create a holistic 'FM Cultural fit' framework that establishes how external service FM employees are socialised into their contracted workplace.

To achieve the research aim set out above, the following research objectives need to be met.

1. Analyse the importance of organisational socialisation in FM.
2. Understand the role of service experience and customer satisfaction to outsourced arrangements.
3. Investigate the current socialisation processes undertaken by stakeholders in the FM service delivery process.
4. Construct an FM Cultural-Fit framework based on the outputs of objectives 1-3 as a business support tool on delivery of FM contracts.
5. Investigate and validate the applicability of the specific components of the proposed FM Cultural-Fit framework to stakeholders in the FM service delivery process.

1.4 Contribution to knowledge

This thesis provides an original contribution to knowledge by developing literature on organisational socialisation in relation to organisational culture in facilities management. The research provides evidence that socialisation of external service provider staff is not yet a common practice in FM departments and organisations but there is a willingness amongst stakeholders to embrace such a process. To this end, the research develops an innovative framework that is original from existing socialisation models and data collected through a qualitative multi-method design which is validated for use in facilities management departments and organisations.

1.5 Research overview and thesis structure

This section provides an overview of the thesis structure. Information given in this section details chapter presentation, and a diagrammatic overview of study phases and chapter correlation.

Chapter One: Introduction to the research

This chapter introduces the background to the study and presents the research question, the research aim and the objectives of the study. It also provides the overall structure of the thesis.

Chapter Two: Facilities management and the role of outsourcing in service delivery

This chapter is the first segment of the literature review. It is an exhaustive look at facilities management, its scopes and service and the move toward more strategic purpose in FM. It also covers the use of outsourcing non-core FM services to service providers and goes into detail on outsourcing including the process of, and the contents of an outsourcing contract. Next, it considers how outsourcing can be used strategically in FM for better quality of service and more satisfied customers. There is therefore a review of service quality, the customer experience and customer satisfaction in FM.

Chapter Three: Culture and socialisation in organisations

This is the second aspect of the literature review and it looks exhaustively at culture and its definitions including how it is utilised in communities. This information is then used by organisations to develop a culture and a brand and determine how they would like to be represented by their staff and perceived by their customers. Staff are thought to 'learn' this culture through the organisational socialisation process adopted by their employers and whilst organisations are concerned about the socialisation of their internal staff, they do not show as much concern for those who work for them through

service providers. This chapter reviews existing socialisation models to determine if they can be used to socialise external service provider staff in FM. However none was consider suitable or adaptable to the purpose.

Chapter Four: Research design and methodology

This chapter provides a detailed look at the process of research methodology selected and why. It also explains how it was executed in this study by providing information on each data collection method. Next, it discusses how collected data was organised and analyses in subsequent chapters. Finally, it discusses the reliability and validation strategies used in the study and compliance with ethics.

Chapter Five: Stage 1: Interview analysis and results

This chapter provides information on the organisation and analysis of the data collected in the first round of data which was from interviews. It explain how the data was coded and synthesised and analyses the nodes by explaining each node and providing information on the synthesised nodes. It does this through an exhaustive description of the nodes.

Chapter Six: Stage 2: Discussion and development of FM 'Cultural Fit' framework

This chapter summarises the analysis done in chapter five by tabulating each theme explained and deriving the implication of that summary to the proposed framework. Next, there is an in-depth look at frameworks and their design and benefits to ensure that there is a theoretical basis for the framework construction. The relevant steps to be used in developing the proposed framework are then selected with references showing their theme of origin. The relevant components selected from the socialisation models in chapter three are also compiled and the steps from both the analysis and the socialisation frameworks are combined to create the proposed framework. A guide is developed as a key to understanding the framework.

Chapter Seven: Stage 3: Two stage framework validation - Focus group and interviews

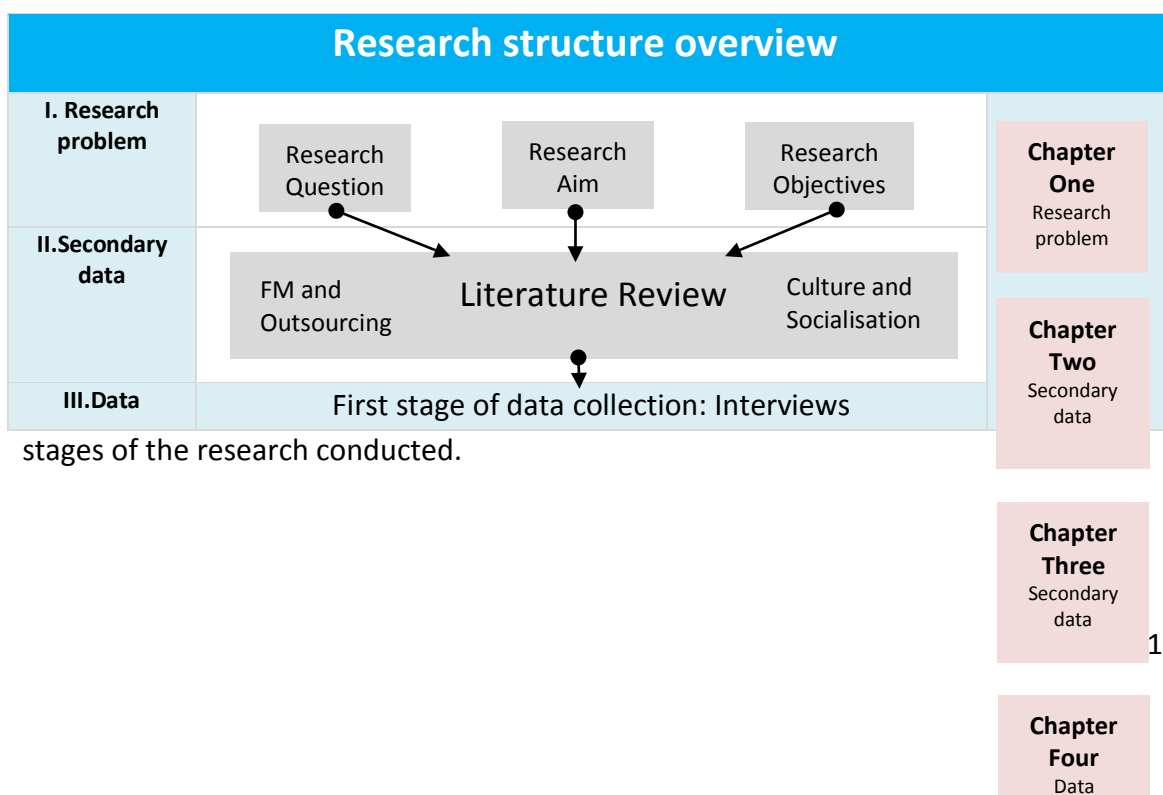
This chapter presents the organisation and analysis of the data assembled from the second stage of the data collection which is focus groups. It shows the coded data and how the coded nodes were synthesised into mid and high level themes. Next, it uses exhaustive description to discuss each node in relation to the framework. A summary of each mid-level theme is conducted and the implication of each summary for the proposed framework is noted. Based on the implications, changes are made to the framework and guide and an updated and validated framework is presented. The updated framework is then sent to the facilitators of the focus group for validation of their contributions.

Chapter Eight: Discussion, conclusions and recommendations

This chapter provides a summary of the conclusions arrived at in the course of this study by taking another look at the research question, aim and objectives laid out in this chapter and how they have been achieved or answered. It also presents the conclusions made based on each objective and how this research has contributed an originality to knowledge by theory and practice. Its final aspect is to provide some recommendations for future research.

Chapter Nine: References and appendices

Chapter 9 provides the full list of references used within the thesis. Finally, a list of appendices are provided including key supplementary information relating to various



stages of the research conducted.

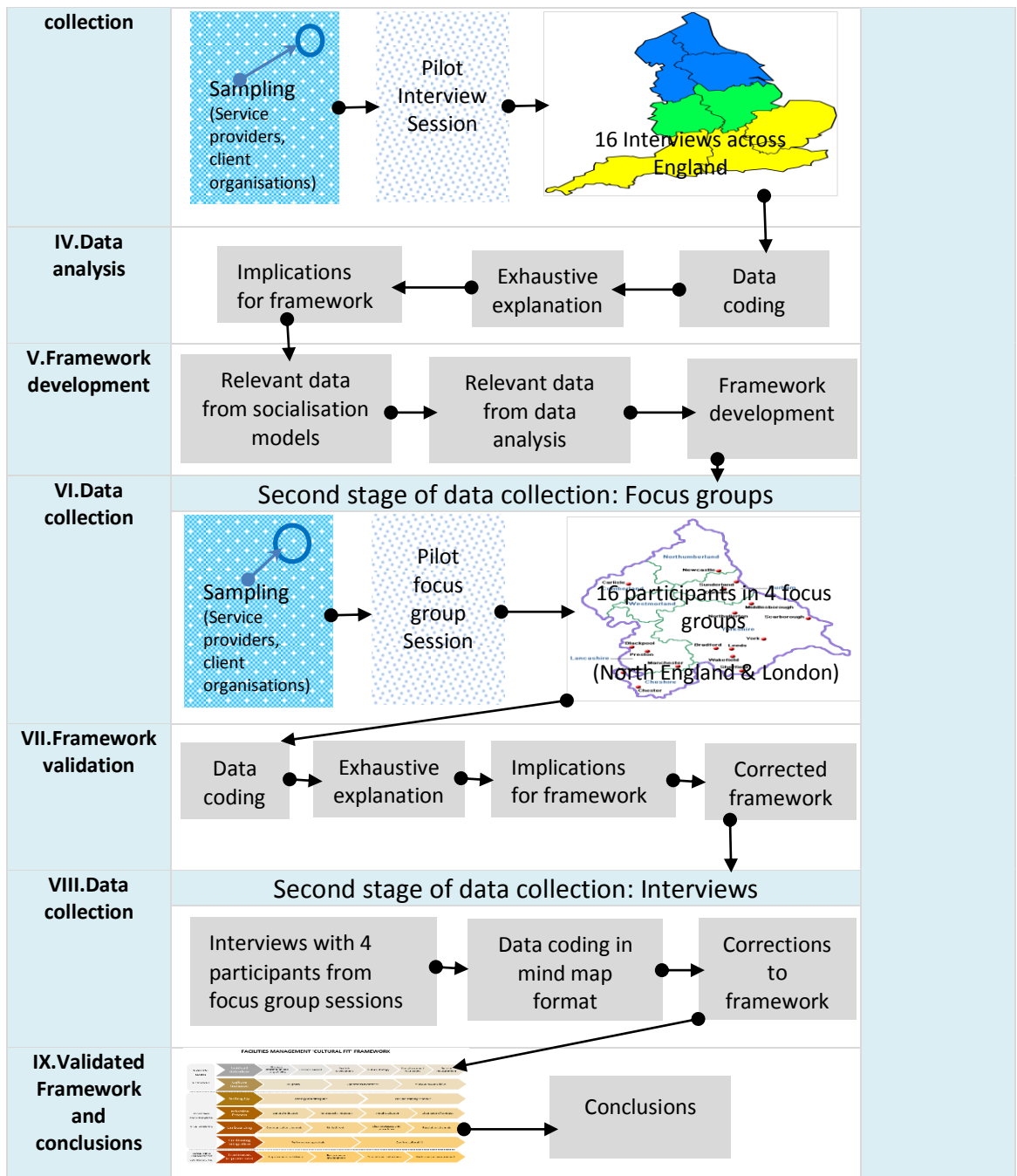


Figure 1-2: : Research overview

2. Facilities Management and the Role of Outsourcing in Service Delivery

2.1 Introduction

In just a little over thirty years, FM has established itself in the construction and service industry (Tay and Ooi, 2001), and is now a recognised name in its field even though it is yet to achieve full recognition for what it means and what it encompasses is still emerging (Shah, 2006). Today's FM is an octopus with legs in a combination of classic professions which span real estate to engineering and several others in between. This is one of the initial issues it had when practitioners sought definition. What is FM? What is its scope? Whom does it benefit? How does it relate to older professions? Who can come into the field? Essentially, what does FM add to its field that the other professions do not provide and who owns FM?

An integral part of FM growth is outsourcing. A huge percentage of organisations now outsource more than 50% of their non-core services which are often under the FM department (RICS, 2012). This gives the facilities manager the opportunity to strategise and develop a plan that will enable an anticipatory approach to delivery and create satisfaction which depends on what the original expectation of the client was. Customers judge their experience depending on preconceived notions they had before receiving a service. Where they had expectations higher than the provided service, they develop a negative view of their experience and vice versa.

Today's facilities manager has to constantly improve his skills if he is to stay ahead when starting and renewing service contracts for his organisation (Booty, 2006). The Outsourcing institute (2013) defined a segment of outsourcing that FM works with. Business process outsourcing is defined as the "act of using an outside firm's services to handle certain tasks associated with the operation of a firm." Tucker and Pitt (2008) suggest that FM should be used strategically, especially non-core services to support and achieve the goals of the organisation. The major value outsourcing brings to the modern organisation is strategy. Kang *et.al.* (2012) explain that outsourcing strategy is now used to gain competitive advantage in the business field. The potentials are great and yet,

several firms are repeatedly getting disappointed by the results they receive from their service providers (Rigby and Bilodeau, 2009).

2.2 The multi-disciplinary field

The huge popularity FM now enjoys might be surprising but shouldn't be as the management and maintenance of our physical structures and co-ordination of our support services are too important to be done on a whim. Set-down guidelines with allowances for change will go a long way in ensuring a stable work environment for goal delivery. FM has received recognition in various countries over the years beginning with the United States of America (USA) in 1980. There are now several established FM bodies all over the world either as a branch of the bigger bodies like International Facilities Management Association (IFMA) or as localised institutions.

Changes in the economic climate the world over has caused most organisations to seek avenues of delivering best service throughout their business and not just in their core aspect (Pathirage *et al.*, 2008). Further to this, facilities management was awarded a Standard Industrial Classification of Economic Activities Code (SIC) in 2008, thereby legitimising it by the Government. The amazing possibilities of what we can do to successfully manage our organisations and work places today will keep FM on its toes for a while to come.

2.2.1 Defining FM

FM now has several existing definitions given by industry experts and researchers. One of the reasons it was difficult to define is because it cuts across several other fields some of which have closely related roles, leading to some confusion as to the relevance of FM. The various fields of the practitioners also means that they approach FM from different angles and this will affect how they define it (RICS, 2009). The other major reason it was difficult to settle on a single definition was, and still is the ever expanding role of FM. Currently, a fair number of the definitions (e.g. Atkins and Brooks (2005), Price (2003), Nutt (2004), Tucker and Pitt (2008), Shah (2006),) that were recently developed or updated often give an insight into the broad field FM covers and are constantly undergoing modification to include the ever-expanding roles that FM covers.

The BIFM (BIFM, n.d.) has however formally accepted the definition given by the European Committee for Standardisation and ratified by BSI British Standards which defines FM as: “the integration of processes within an organisation to maintain and develop the agreed services which support and improve the effectiveness of its primary activities.” This definition is succinct but does not contain any direct links to the services it mentions. Whilst this might make it confusing for the uninitiated, it is acceptable to the professional because it is not restrictive and allows room for future developments in the profession.

2.2.2 FM services/ scope

FM has its core areas of influence which easily overlaps that of other professions. The service sector in the UK is currently responsible for 77.7% of the national GDP which includes financial and health services, public, private and the ‘third’ sectors (CIA World fact book 2012). With that overwhelming percentage and the need for efficient management of their physical premises, these organisations seek avenues to maximise output from their facilities while reducing running costs (Kurdi *et al.* 2011). This explains the need for an efficient facilities management system.

Thierault (2010) produced a chart detailing the current responsibilities of FM in a pie popularly called the FM pie. Divided in sections and sub-divided into roles, the FM pie shown in figure 2-6 has 8 broad sections with new roles such as quality assurance and forecasting. The new roles in FM arise as a result of gaps found in the system. Where the current system works, there is no need to create new roles. The rise in business uncertainty, recession, earthquakes and tsunamis for example, gave rise to the role of emergency preparedness to ensure organisational and human survival in the case of a natural or man-made disaster. This role has always been in the background but is now a defined role in its own right. Business continuity in the face of negative events is the only way to ensure the organisation does not fall apart (Thierault, 2010).

Figure 2-1: The FM pie

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Theriault (2010)

Challenges in the profession became obvious with the development of FM over the years which now clearly distinguishes between the operational, strategic and tactical. (Price, 2003). Using the above criteria, Price also separated professional FM into three different categories: strategic, tactical, and operational. This study sits firmly in the strategic corner as it is focused on improving currently existing systems and strategic FM will be discussed fully in the next section. It is important though to note that strategic FM deals with the foundation and support systems of any organisation making it critical for success. Table 2-1 by Then and Akhlagi (1992) shows the various roles played by strategic, tactical and operational FM.

Tactical FM focuses on the administrative process involved in service delivery. It sits above operational FM and below strategic FM and is the translation and management of strategic ideas into operational processes. Alexander (1996) opines that tactical FM involves organisational and administrative procedures and ensures all operational procedures fall in line with the organisations' set down policies.

Operational FM involves providing the non-core support needed by the organisation to meet its goals and objectives. It is the daily delivery of non-core services to the organisation as required. Price, (2003) believes that if FM is to be a true value-adding pursuit in a corporate framework, it must be pro-active rather than reactive and should make forward plans for the organisation.

Table 2-1: Strategic, tactical and operational FM

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Then and Akhlagi (1992)

2.3 Strategic FM

Strategy is the long term direction of an organisation. It shows a connection of seemingly random decisions made by an army, a country or an organisation (Johnson *et al.*, 2011). Strategy is a plan of action set out to enable the achievement of a goal or objective. When it is closely implemented, it often leads you to the set goals where there are no external or internal forces working against it. General strategy is used by organisations to gain advantage in some form over their competition in business. Strategy can also be the creation of a unique and valuable position, involving a different asset of activities (Porter, 1996). Strategy evolves as a combination of internal decisions and external events which require a line of action for execution (Johnston *et al.*, 2012).

Johnston *et al.* (2012) defined strategy as “the set of plans and policies by which a service organisation aims to meet its objectives”. Having an excellent set of goals and objectives is not enough, organisations need to have a well thought out plan to achieve them. True strategy should cover every department in an organisation and coordinate them to work together for the greater good. If any department is left out of the overall strategy, it has the potential to defeat the already set goals. Johnston *et al.* (2012) established five elements of strategy but Johnson *et al.* (2011) in Figure 2-8 identified 3 main levels of strategy.

Figure 2-2: Levels of strategy

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Theriault (2010)Johnson et al. (2011) Johnson et al. (2011)

These strategic plans are been implemented by various professional bodies who produce models that can be adapted by FM organisations. RICS (2011) produced a strategic management information plan which shows the process from developing a strategic plan to reporting outputs as seen in the figure 2-9. This shows the rate of growth experienced by FM in the short time it has been in existence.

Figure 2-3: Framework for building up a facilities MI

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from RICS (2011)

A new report by RICS (2012) states that 70% of FM professionals believe that they operate at a strategic level. The truth showed that they spent 50% of their time on operational issues, mostly reactive maintenance. Even though this can be discouraging, it is important to remember that the major job of the FM department is to keep the organisation running smoothly every day. The success at the daily operations of FM has been the major focus of BIFM up to this point. Advancing the cause of FM since 1993, BIFM is now a foundational basis for anyone involved with FM at any level in the UK. BIFM believes education is the best way to establish FM (Mitchell, 2008) and has proven it by providing access to everyone who desires it at their own level. A total approach to FM is the way forward and BIFM must visibly integrate strategy into FM to advance it to the next level.

Another major player in the field of strategic FM is RICS. Their constant research and articles discuss the possibility of strategising FM and go further by seeking ways to make this a reality. They believe the main aim of the 'facilities manager should be to derive value from FM service provision, rather than to have a mere focus on cost' (RICS, 2009). Derivation of value is what makes FM indispensable to the organisation. Value-added via proper co-ordination, accurate future projection, elimination of waste, maximum output from staff and excellent collaboration with other departments should be the goal of FM. RICS has been instrumental in constantly challenging the comfort level of most FMs and increasing the professionalism of the discipline (RICS; 2009, 2011, 2012).

As Saurin (2008) noted, technology plays a great part in today's' strategic FM. Organisations that had inflexible systems had to pay more to incorporate the changes technology brought with it. Technologically automated systems as simple as motion sensors or as complex as buildings that predict tomorrow's temperature and create the ideal environment ahead of time are all part of today's strategic FM. The design and build stages have also become more strategic. Finally, the daily running of the facility is easier as knowledge has been acquired about the various facets to be managed (Rowland, 2012). The feedback of information from operational to the design and construction phases and the promotion of best practice in the profession are key areas through which the CIOB tackle operational FM and Building Information Management (BIM) is another way. BIM "models and manages information as well as graphics for sharing information through construction and the whole building lifecycle, eliminating

the need to re-enter data, and avoiding data loss, miscommunication, and translation errors” (BSRIA, 2013). Through the use of Continuing Professional Development (CPD), CIOB encourages training and education to target weak areas and improve the skills of involved professionals (CIOB, 2008).

2.3.1 Bridging the gap

Figure 2-10 shows how FM planning is integrated into a project brief for a new building. Organisations streamline their business to deliver best practice, a value for money, show social responsibility and a healthy respect for their environment. They must come up with creative means of using their facilities in the best possible manner by applying strategy to their business practices.

Figure 2-4: Coordination between business planning and FM planning at various levels

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This is where FM becomes strategic. According to RICS (2012), six gaps where FM can be strategic and deliver on in the organisation are represented in the figure 2-11. The level of strategic involvement and operational control of the facilities manager in any organisation depends on the type of organisation and his/ her staff position. (Cotts, 2010), suggests placing the facility manager two organisational levels below the chief executive officer to balance organisational access. This is a very important issue for the manager. A junior organisational position increases the facilities manager's difficulties in efficiently performing duties.

Figure 2-5: Gaps in strategic FM

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from RICS (2012)

Strategy from which strategic is derived means "An elaborate and systematic plan of action". Strategic FM is then defined for this purpose as planning an innovative line of

action that will put the organisation ahead of its competitors whilst aligning itself with the company's core business and strategy. A properly constructed FM strategy can provide genuine commercial returns as well as ensuring compliance, therefore protecting the organisation and helping to provide a significant contribution to corporate social responsibility and for the environment (RICS, 2009).

The traditional FM position worked with the place where the people and process meet. An established process is acted upon by staff in a work environment but that has changed today. Modern FM is so fluid today that most of the boundaries that restrict what it can do and it is known for have, or are melting away. When it is well planned, almost anything is possible for a facilities manager.

Figure 2-6: Developing FM strategy

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Wiggins (2014)

Figure 2-12 by Wiggins (2014) show an example of how FM can be strategic. FM needs to adopt a strategy for the department whilst working within the corporate business strategy of the organisation and that strategy should be a point of reference and an influence on any decision made on the premises. This is what is often missing in FM as daily duties can become overwhelming to the detriment of strategy.



Figure 2-7: Delivering Excellent FM practice

FM in any organisation should go from being merely operational to being strategic. It needs to be seen as one of the major avenues for innovation as it is a necessary aspect of innovation and modern fluidity in development. The operational aspect should be funnelled through the strategic aspect of FM to ensure excellence in the field as shown in

IFMA has come up with strategic facility planning as a term for strategic FM. The strategic facility plan (SFP) can run from 2- 5 years and is defined as “the process by which a FM organisation envisions its future by linking its purpose to the strategy of the overall organisation and then developing goals, objectives, and action plans to achieve that future. The result of the strategic facility planning process is the strategic facility plan.” The SFP is developed in the context of the organisation’s master plan and must be included in the annual facility plan too (IFMA, 2009). It includes three components: understanding the prevalent culture of the organisation and its core values, an analysis of the use of new and existing facilities in light of their location, use and condition; and a plan that uses the non-core aspects of the business to meet the goals and objectives of the organisation.

These three aspects lead to the four point process of understanding, analysing, planning and implementing of the strategic facility plan (IFMA, 2009).

2.4 Outsourcing

The rapidly changing landscape of FM and the wide range of activities discussed earlier in this chapter have made it difficult to continually perform all organisational tasks in-house. There gradually arose a need to outsource certain tasks especially non-core to external service providers. This section discusses outsourcing in detail including outsourcing in FM and how it can be used strategically to achieve FM and organisational goals.

Modern outsourcing has its roots in farming out IT functions to other firms both in a country and internationally. Outsourcing is a multi-billion dollar business in the world. Lacity and Hirschheim (1993) write in their paper that the outsourcing business was estimated to grow from USD 1.5 billion (GBP938, 086,500) in 1990 to USD 10 billion (GBP 6,253,910,000) in 1996. Outsourcing was responsible for GBP 79 billion of the UK's gross domestic product in 2007/2008, employing over 1.2 million people (DeAnne, 2008).

That was six years ago and the rate of expansion has continued to increase. The scope of services being outsourced, the reasons for outsourcing and the amount spent are variables that constantly change. FM typically covers the non-core but crucial services of the organisation. To better monitor these services and reduce costs, these services get outsourced to the service provider with the most favourable contract (Kurdi *et al.*, 2011). Staff involved in these non-core services have roles: clean office premises, have fully functional facilities and friendly staff which when successfully managed, often improves customer perception (Tucker and Pitt 2009; Chiang, and Birtch 2009).

Outsourcing is the ideal solution for organisations who want maximum output with minimal internal resources. Your in-house staff on the other hand will need to get their salary even when the organisation is not making profit (Booty, 2006). It is easier to sever an outsourced contract than to let go of loyal staff that have been part of the organisation for a long time. FM is one of the professions which benefit the most from outsourcing as they are often the support structure of organisations and are therefore non-core. This section will examine outsourcing in general including its advantages and disadvantages and particularly what part it plays in FM.

2.4.1 Definitions and reasons for outsourcing

Outsourcing is the procuring of material inputs or services by a firm from outside the firm which can be done either on a domestic or international basis (Amiti and Wei, 2005). Outsourcing is also known as the practice of hiring an outside firm to handle certain operations for a business (Outsourcing institute, 2013). It has also been defined by Taplin (2008) as “the delegation or handing over to a third party (external supplier) mediated via a contractual agreement, all or part of the technical, process and human resources, including management responsibility for transferred staff”. This definition covers the major issues organisations should be aware of when deciding to outsource. It occurs when a customer organisation transfers the ownership and operation of a business process previously performed in-house to a service provider in return for the service provider supplying services back to the customer on agreed terms (Pinsent Masons, 2008).

Outsourcing refers to the situations where an organisation contracts with another organisation for the provision of a service that could equally be provided by a person, unit or department within the organisation that requires the service (Cigolini *et al.*, 2011). Veredarajan (2009) defined it as the practice of a firm entrusting to an external entity the performance of an activity that was erstwhile performed in-house which could either be the manufacturing of a good or the performance of a service. Essentially, outsourcing is a decision (strategic or otherwise), made by an organisation to externalise part or all of their internal services to specialists (service providers) who will deliver those services back to them on the basis of an agreed-upon contract.

Different structures are applied in the workplace depending on the business practice, the size of the organisation or even the core business they engage in. This flows through every aspect of the organisation and affects the FM department too. Some organisations need to protect their core function, as such; they employ the majority of their staff on a full time basis. Some others might prefer the flexibility of staff which can be increased or decreased as necessary.

A plethora of reasons for outsourcing exist and (Bragg, 2006; Cotts, 2010; Outsourcing institute, 2013; McCarthy and Anagnostou, 2004; Verma, 2000) have detailed several of them. Some other advantages have been added to this list.

Table 2-2: Advantages of outsourcing

Advantages of outsourcing	Source
Organisations that outsource are able to concentrate on their core business.	Cotts (2010); Outsourcing institute (2013)
Outsourcing saves organisations money.	Cotts (2010); Cigolini <i>et al.</i> (2011)
Contracted staff are better able to adjust to workplace changes	Cotts (2010)
The expertise factor, where the outsourced company needs to provide highly skilled workers enabling organisations easily access skills that have been honed to a high degree.	McCarthy and Anagnostou (2004); Cotts (2010)
Large scale contractors are better able to bargain for lower prices and services which translate to lower costs for the client organisation.	Cotts (2010)
Organisations have a better image as they appear to have fewer staff that they work with.	Cotts (2010)
The client organisation is able to reduce the floor space needed and downsize their facility. This reduces overall cost of running a large facility.	Cotts (2010)
There is a higher level of service expected and delivered by the external service provider staff.	McCarthy and Anagnostou (2004);
There is a great abundance of outsourcing companies so there is no great challenge at procurement. Deciding who to outsource to now becomes the major issue.	Cotts (2010)
Organisations do not need to employ more qualified staff as the service landscape changes.	McCarthy and Anagnostou (2004);
Better management of the organisation. There are fewer staff to manage, hence there are lower turnover rates, better service delivery and lower absenteeism.	Cotts (2010)
Avoidance of major investments caused by trying to keep up with the latest trends.	McCarthy and Anagnostou (2004);
Small organisations or recent start-ups can improve their credibility by hiring reputable service providers.	McCarthy and Anagnostou (2004);
Outsourcing is excellent as a strategic tool.	Verma (2000)
Outsourcing might help organisations compete favourable with their rivals and ensure they keep their customers	McCarthy and Anagnostou (2004);
Organisations can improve performance in departments that are very expensive to run.	McCarthy and Anagnostou (2004);

Organisations that do not outsource often consider a breach in internal security as a major deterrent to outsourcing depending on the service they deliver. Cigolini *et al.* (2011) listed some disadvantages as loss of control over the daily running of that department, the cost of setting up an outsourcing relationship, the cost of monitoring the service providers to ensure quality delivery, the risks to company information security and the loss of expertise that was formally in house.

Raiborn *et al.*, (2009) identified four broad categories in figure 2-18 under which the negatives attached to outsourcing fall. These four disadvantages are considered as risks to having a positive outsourcing experience.

Figure 2-8: Pitfalls of outsourcing

The diagram originally presented here cannot be made freely available via LJM Digital Collections because of 'copyright'. The diagram was inspired by Raiborn (2009)

2.5 The outsourcing process

Successful outsourcing follows a series of steps that have been used over time to institute business relationships between organisations. The need to acquire the best services available to an organisation where its position in its sector and the amount of funds available to it are considered encourage the tendering process. This process sieves through all the potential contractors to find the best fit for the service in every ramification. Booty (2006) explains the tendering process as consisting of three steps: detailed specification of requirements, invitation to tender, and; preferred contractor selection.

Cotts (2010) outlined several factors that should be considered when embarking on a contract: Understanding company goals and objectives, A strategic vision and plan,

Selecting the right vendor, On-going management of relationships, A properly structured contract, Open communications with affected individuals and groups, Senior executive support and involvement, Careful attention to personnel issues, Near-term financial justification, and; Use of outside experts. The majority of these factors are people-based and require communication for success to be achieved.

The terms of an outsourcing contract determines how it will be treated by both parties. These terms are arrived at after negotiations have been satisfactorily made by both parties. The different nature of services rendered lends itself to different types of contracts so there is no universally accepted type but, there are basics such as the parties to the contract, the essential terms, provisos, contract length and termination clauses which should appear in every contract (Vetrakova, 2013). An outsourcing contract will differ except for the basics and the final outcome depends solely on both parties. It can be as detailed as including the number of external service provider staff expected on site once the contract begins and have clauses either party deems important for a successful relationship. Wiggins (2014) explains that there are different types of outsourcing models an organisation can choose depending on their needs and the resources available to meet those needs (see figure below).

Figure 2-9: FM outsourcing models

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Wiggins (2014)

2.5.1 TUPE

The Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006 (SI 2006/246) is defined in section 3(1) (a) as

‘a transfer of an undertaking, business or part of a business situated immediately before the transfer in the United Kingdom to another person where there is a transfer of an economic entity which retains its identity’. For this purpose, ‘economic entity’ is defined, in Regulation 3(2), as ‘an organised grouping of resources which has the objective of pursuing an economic activity, whether or not that activity is central or ancillary’ (McMullen, 2006).

This regulation exists to protect the rights of employees where their services are transferred to another organisation in the event of a takeover, buyout or even business outsourcing. It prevents termination of contracts owing to the transfer and ensures working terms and conditions are kept as they appear in the employees’ contracts.

The 2013 changes to the TUPE regulations which came into effect in 2014 have several small changes made to them. One of these proposed changes was the removal of service provision from under the TUPE regulation but this was rejected. This means that outsourcing and all staff who are connected to outsourced services in organisations will continue to be affected by TUPE. The need to determine where loyalties lie should be taken up by the service provider and client organisation to eradicate sources of confusion. Divided loyalties especially for employees who get transferred under an outsourcing contract leads to an inability to deliver best service as they might not be sure who they work for. The popularity of TUPE amongst organisations makes it very important to this study as motivation, responsibility for training and loyalty are some areas that might get affected if the transition is not well done.

2.6 Ensuring service quality

Previous sections in this chapter have explained the evolution and business of FM, its advancement into strategy, and its still evolving functions, one of which is outsourcing. Despite the myriad challenges faced by organisations, the most important reason why they went into business remains constant: the delivery of high quality service. The nature of FM means that its focus is on the people and the services they offer so the rest of this chapter will focus on successfully delivering that end goal.

Outsourcing is a major aspect of the FM industry and its very nature brings the delivery of service to mind. Catering, maintenance, customer care, cleaning and even I.T. are all forms of service that FM is called upon to deliver in-house or through outsourced means. This shows that all aspects of the FM industry involve the delivery of service to those who need it or have paid for it and it is important to understand different services in relation to FM and outsourcing. The rest of this chapter will focus on service delivery and its recipient (the customer).

The face of service delivery is changing even though service technically remains the same. The expectations keep rising and the feedback reception is immediate even by indirect recipients of the service. Service demands a lot from organisations and requires a heightened level of professionalism from organisations that are determined to stay ahead. Tucker and Pitt (2009) report that customers attach a high level of importance to front-end services thus marking the organisation up or down mostly based on their perception of the front-end service.

The social age of online media has erased quiet responses and hidden negative reports hence the perception of the service you deliver is as important as the quality. Peer review means organisations need to put their best foot forward. This is often through the services they deliver and the staff that deliver them. Training all staff, both in-house and outsourced to give the customer what he/she requires is the way forward. Inability to socialise the external service provider staff adequately can lead to disastrous results as the client might be unable to differentiate in-house from external service provider staff. An ideal partnership will have both the service provider and the client organisation socialise the external service provider staff to ensure proper integration into the organisation and to improve 'cultural-fit'.

Another point to consider is that service is different from both the perspective of the organisation and the customer (Johnston *et al.*, 2012). The Meyer and Schwager paper of 2007 reported a survey conducted by Bain and Company of 362 companies. The survey showed that 80% of the organisations believed their service to be superior but this was only corroborated by 8% of their customers. Such a huge disparity in perception only confirms that the service provided by an organisation will be measured by different yardsticks on their part and that of the customer. Such differences are even more

worrisome in today's almost unlimited market. There are several options available to customers even in specialised markets. This is especially true in the field of FM where there is an abundance of service providers. It is easier for organisations to keep their service providers where their requirements are being met as they are unlikely to risk their reputation by changing their outsourced partners on a whim. Nevertheless, they will be on the lookout for a better outsourced partner if they develop issues with their current one.

The ardent desire to improve organisational position through improved service delivery can have a huge part attributed to competitiveness between rivals whom are trying to attain outstanding results in a tight market (Pansoo and Jang-hyup; 2013). This theory also propels a shift in the attitude of public sector organisations as they will be left behind the private organisations if they do not update their products and services. Any such perception by the customer will reduce their patronage and increase the chances for the private sector to excel.

Johnston *et al.* (2012) in figure 2-19 shows the outcomes received when certain processes are put into operation. The staff being one part of the equation is very important to consider especially as the human factor is more unpredictable in relation all others. Prior preparation and training will go a long way in determining the outcomes achieved and this training is as important for external service provider staff as in-house staff.

Figure 2-10: Service provided and received.

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2.7 Customer satisfaction in FM

Siu *et al.* (2013) defines customer satisfaction as a pivotal element in long term customer relationships making it a must for a successful business practice. In general, customers are deemed to be happy when services/ products meet their needs, desires and requests (Helgesen, 2006). Customer satisfaction is derived from the totality of the customers' experience and does not always depend on the quality of service provided though higher quality often leads to increased satisfaction (Ghandhi and Agrawal, 2013). Organisations need to keep the customer in mind when delivering services, as the customer is the main reason they are in business (Parke, 2012). Customer satisfaction in FM is even more important as a lot of the outsourced functions have a direct bearing on the customer. Research done by Tucker and Pitt (2009) shows that customers appear to be positive towards service delivery in FM. This is excellent feedback as facilities managers can build upon this information to deliver even better service. As seen earlier in this chapter, FM can be practiced as a service provider, in-house or as a consultant. It can be practiced by all sectors of the economy and can be implemented at the start of a project (best option) or later on in the project. FM can also be practiced in a Small and Medium Enterprise (SME) or a worldwide conglomerate.

Customers who patronise an organisation will have no idea what services are outsourced or in-house as that is not a priority to their patronage. Their main focus will be on receiving service commensurate with, or exceeding their expectations. This will go smoothly where the staff have been trained on what to expect and do, and where the servicescape and service delivery process have been perfected and set to meet the clients every expectation This smooth transition does not often occur where the staff in question are outsourced for a variety of reasons. Their loyalty is the first point of conflict and is one of the issues that will be questioned at the data collection stage as the external service provider staff will not understand his/her true place in an organisation except where it has been specifically imparted. The aforementioned diverse nature of FM makes its stakeholders wide and varied as well. They cut across all sectors and industries as facilities are a part of everyday life for most people from schools to prisons but there are certain groups that can be found in all of these industries. These two groups are the major stakeholders that can be found in any setting and any field as they are necessary for any FM relationship to exist and they are:

- The FM client
- The service provider

These stakeholders are the determinants of success and failure in the business and so need to be discussed. The stand they take can lead to unimagined heights of success or make them lose their competitive edge. All stakeholders in FM fall under this broad segments but there are other small stakeholders like the consultants who work on behalf of one or in some cases both segments to find the best work solution for the organisations involved.

2.8 The customer experience

A customer is the recipient and often also a provider (co-producer) in a service process and refers to every individual unit or organisation to whom and often with whom an individual unit or organisation provides service (Johnston *et al.*, 2012). A customer is the most critical aspect and the focal point of any business (Tatikonda, 2013) as they are the reason there is a business in the first place.

The customer experience is built by what a customer knows about a product or an organisation and can often starts long before any purchase is even made. Communication has never been as good as it is today and this plays a great part in how products are perceived as the internet can tell a lot to prospective buyers. Friends, advertisements, fellow buyers and other subtle messengers also affect the customer's perception of a product or service.

Meyer and Schwager (2007) defined it "the internal and subjective response customers have to any direct or indirect contact with a company. Direct contact generally occurs in the course of purchase, use, and service and is usually initiated by the customer. Indirect contact most often involves unplanned encounters with representatives of a company's products, service or brands and takes the form of word-of-mouth recommendations or criticisms, advertising, news reports, reviews and so forth."

It was also defined as the customer's cognitive and affective assessment of all direct and indirect encounters with the firm relating to their purchasing behaviour by Klaus and Maklan (2013). There is a stress on the use of all as it is not meant to show the

customers perception in view of their initial expectations; rather it is meant to cover all of their encounters with the organisation from when they first learn of them till their transaction is over. This is summarised effectively by Verhoef et al (2009), who state:

The “customer experience construct is holistic in nature and involves the customer’s cognitive, affective, emotional, social and physical responses to the retailer. This experience is created not only by those elements which the retailer can control (e.g., service interface, retail atmosphere, assortment, price), but also by elements that are outside of the retailer’s control (e.g., influence of others, purpose of shopping). The customer experience encompasses the total experience, including the search, purchase, consumption, and after-sale phases of the experience, and may involve multiple retail channels.”

The physical environment (servicescape) is an important aspect to consider when delivering service. A service scape is the environment in which a service is performed. Taken from ‘service’ and ‘landscape’, it refers to the physical environment which the customer will encounter while receiving a service. It includes the interior outlook, temperature control, lighting, use of space, the sense of comfort or even a particular smell or odour which can be attached to an organisation in the sub-conscious of a customer (Wakefield and Blodgett, 1996). The intangible nature of service makes it difficult to determine its quality hence a customer needs to judge it in another form or manner.

Considering its importance, organisations take their servicescape very seriously and endeavour to create the right atmosphere in which business can take place. Customers often use the servicescape as an indicator of the calibre of service they are receiving or expect to receive (Reimer and Kuehn, 2005). It is one of the several cues they put together to determine if they have received quality service or not. Pretty much like the end product or the staff that performs a service, the servicescape helps the customer associate a high or low rating with the organisation. The soft services of cleaning and maintenance are very instrumental here as they play a huge part in the customers’ perception of the servicescape. Whilst it is not usual for the cleaner to work when the customer is receiving service, this is not as uncommon as we may think e.g. chain stores that open round the clock have to maintain hygiene standards somehow. Such situations can either improve or worsen the customer experience. This evidences the importance

of socialising all staff whether they are perceived to have direct contact with the customer or seen as back office/ soft service staff.

Verhoef *et al.* (2009) in figure 2-21 presented a concept of the customer experience which shows all the aspects through which the customer experience is built and consequently, how organisations can manage the experiences of all the customers they come in contact with them.

Figure 2-11: Conceptual model of customer experience creation.

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Verhoef *et al.* (2009)

The social environment portion of the model is where the service personnel fall. The external service provider staff that are important to this research are within this construct and it shows how critically all employees should take the customer experience. Shorter interactions like grocery shopping where no binding contracts exist between the customer and the business are even more delicate as it is easy for a dis-satisfied customer to leave.

Organisations which take the customer experience seriously are able to develop a competitive advantage as customers are more inclined to return to a store which they are satisfied with. True to human nature, there is a reluctance to change a service provider when there is a positive experience. This is important to this research as customers who are satisfied with the product and the staff who deliver this product are less likely to seek out other service providers.

The customer experience covers every area of the organisations' product: the quality of customer care, of course, but also advertising, packaging, product and service features, ease of use, and reliability (Meyer and Schwager, 2007). It is difficult to improve the customer service experience except the organisation shows dedication to change which should be reflected in employee attitudes and even processes or company structure. This will be great work practice if the integration of external service provider staff is to be considered. Ensuring they are a seamless part of the team should be a bonus point for an organisation that cares about improving customer experience. The obvious benefit of improved customer satisfaction alone should be enough to drive this (Klaus and Maklan, 2013). A satisfied customer often increases patronage by word-of-mouth and will most likely become a repeat customer him/herself as experience is seen as a key determinant of satisfaction and loyalty.

2.8.1 What constitutes the customer experience

Customers assess satisfaction on different levels as described by Tatikonda (2013) and seen in figure 2-22. There are the threshold attributes, the performance attributes and the delightful attributes.

Threshold attributes are basic values customers expect when a service is being delivered. Absence of these attributes leads to outright dissatisfaction. Performance attributes are the second level and their inclusion in service delivery makes the customer delighted as they improve the quality level of service received. Finally, the delightful attributes are often not considered by the customer but their inclusion creates a feeling of value. One important point to note is that delightful attributes eventually become performance attributes and finally ends up as threshold attributes. The quest for higher value is ever active and innovation is the key to keeping customers happy.

Figure 2-12: Attributes of the customer experience

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Tatikonda (2013)

There are different aspects that come together to make up what the customer experiences when receiving or purchasing a service as described by (Johnston *et al.*, 2012) and shown in figure 2-23.

Figure 2-13: Components of the customer experience

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Johnston *et al.*, 2012

All the above factors are important to a customer in determining if they have been satisfied but customer intimacy; the extent to which the customer feels valued by the organisation and, interaction with other customers will have a less noticeable effect on satisfaction if they are not met. Personal interaction, responsiveness of the service staff, flexibility of the forward-facing staff, ease of access and courtesy go a long way in satisfying customers and mollifying upset clients. A properly tailored socialisation process will need to represent all these factors in the measure in which they are needed as determined by the organisation. Whilst organisations can strive to meet or even exceed these factors, it is difficult to know when success has been achieved. This led to the need for some measure of customer indications to be taken to foster better service in the future.

2.9 Measuring customer satisfaction

The incredibly competitive world of service delivery has compelled organisations to continuously search for ways to improve the service they deliver to their clients with the view to keeping them and gaining more clients. Good references bolster client's bases and produce a feeling of achievement. Alternately, previous clients can spread negative reviews which can damage goodwill and deplete the client base all too quickly.

It is also far more expensive to gain new clients than to work at retaining old ones (Tatikonda, 2013). You will need to fight the competition for them and most clients are content to stay with the familiar provided their needs are met to their satisfaction. This does not mean that every customer that changes its' service provider is dissatisfied but it is true in most cases. This translates to higher profit margins when loyal customers are retained.

According to Tucker and Pitt (2009) customer service was not a key function but today tells a different story. They are now important strategic tools for increasing effectiveness and value by the service provider. Understanding the delivery of a good or service from the perspective of the customer is also instrumental in improving service quality as the customer is the final consumer. Confirmations of excellence or obvious gaps that are reflected both give the organisation an idea of their current standards and can produce strategic concepts for future delivery.

These major reasons and the natural human need to learn, achieve and improve had led to the desire to measure customer views on service and determine their satisfaction level.

Klaus and Maklan (2013) have put together 6 tenets that should be considered when measuring the customer experience. After all, you can only get better when you know where you've failed or are lacking.

1. It is assessed as an overall perception by customers and not as a gap to expectations.
2. Customers' assessment is based on overall value in use and not just a summation of performance during individual service episodes.

3. The measure of experience has a broader scope than that proposed by SERVQUAL. It includes emotions and peer influences.
4. Experience begins before service encounters and continues after the encounters.
5. Experience is assessed against service encounters across all channels.
6. An ideal measure should link more directly to customer behaviour and business performance than do either SERVQUAL or customer satisfaction.

Ensuring that the FM department of an organisation reflects the core services of that department are is very important. It doesn't really matter whether it is in-house or outsourced anymore. A partnership is formed and certain standards are now expected of the partners. When an outsourced company does not perform up to the standard stipulated in its contract, an organisation can search for a better one. This motivates companies to give their best to their partners. An example is that of organisations now demanding green cleaning products and asking that they be sourced nearby to reduce transportation costs which in turn reduces carbon emissions (RICS, 2009). Smart partners will strive to meet these demands to ensure they retain their customers. It is also important to establish key performance indicators (KPI's) and service level agreements (SLA's) to ensure the organisation's core goals are being met and realised. These measures are "a common set of metrics, benchmarks, and performance standards for operation across borders" (Global FM, 2007).

Benchmarking is used by organisations to check if they are with their colleagues or behind. A good example of this will be the energy efficiency demanded of all buildings. An organisation can check its performance against that of building similar in age and use or do a comparative analysis. Furthermore, a lot of customers and fresh graduates now consider socially responsible organisations when doing business or choosing a job. They compare companies before picking one that meets their requirements. This, in its own little way encourages companies to adopt better social values to stay ahead of competitors. Facilities also, now consider space management a priority to make the most efficient use of the net area available to them (RICS, 2009).

2.10 Chapter summary

- FM is an established profession today. Its emergence over three decades ago as a profession that spans several fields of knowledge was and still is surprising to many but its continually changing landscape shows that the transformation is not complete and in reality, might never be.
- It is better recognised now but it's ever changing scope makes it difficult to give it a permanent definition. What is clear though, is that FM creates a balanced system which supports the business processes and services of an organisation and often achieves this by outsourcing services to an external service provider.
- Outsourcing can be highly beneficial to organisations especially to minimise costs but it is now used a strategic tool by most organisations to improve the services they deliver to their customers.
- Strategy is a tool countries, organisations and individuals can adopt when planning to achieve a goal or objective. It is often innovative, seeking the best path and can be used as a guide as well as a weapon to gain an advantage with rivals.
- Strategic FM therefore uses FM as a business tool to advance the cause of the organisation and not just a support system.
- Outsourcing refers to the situations where an organisation contracts with another organisation for the provision of a service that could equally be provided by a person, unit or department within the organisation that requires the service
- Outsourcing is a critical cornerstone of FM and will continue to be so for the foreseeable future. This means facilities managers must become strategic about the contracts they enter and how they manage their outsourced functions especially the human element.
- Customers and their patronage dictate majority of an organisations strategy and direction, therefore their satisfaction is a critical aspect of every business.
- The change in the way we communicate has an impact on every other aspect of our daily lives. We've now come to expect the best service possible as the social media shows that there is always better to be had. This puts the pressure on organisations to constantly produce the best service possible or risk losing their customers.

3. Culture and Socialisation in Organisations

3.1 Introduction

The study has discussed the ever-evolving face of FM and outsourcing and it's constantly widening scope of activities. The complexity of contracts was confirmed by BDO Stoy Hayward (2007) where 83% of participants in their BIFM survey believed that the bundling of FM services is increasing 83% and 72% expected contracts with supply chain partners to get more complex. The same research shows that 67% of facilities managers believed that training will reduce attrition amongst staff members.

Today, training of staff is even more important than it was in 2007 and that starts with the socialisation of all new employees either in-house or outsourced. Tucker and Pitt (2009) have termed the alignment of staff in an organisation 'Cultural Fit'. This study has refined it further to fit the research area as: 'FM cultural fit in external service provider employees'. It determines staff reaction to different scenarios and the ability of organisations to socialise new employees will determine the level of service they are able to deliver to their clients. Figure 3-1 shows that when in-house, outsourced and consultant staff work together; they will produce quality service delivery to the organisation's customers.

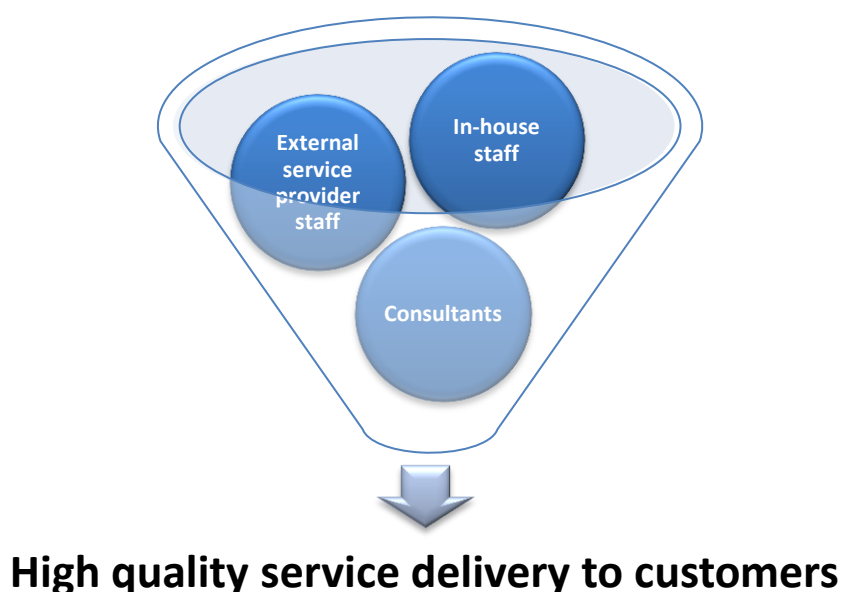


Figure 3-1: Delivering high quality service to customers.

Human culture is the basis by which all humans interact and understand each other. It is a universal concept and everyone born has a culture, which can be strongly apparent in cases where an individual is little travelled or more diluted as individuals encounter and relate with people from other cultures. Culture is a term that is applicable to numerous professional fields which makes it important for clarification to be made whenever it is used. It is applicable to medical sciences, life sciences, social sciences and the management field. The concept of culture in any context dates back to the beginning of civilisation which makes any attempt to date it difficult though there has been research done to determine what culture means in social sciences and how it can be established today.

3.1.1 Origins and definitions of culture

Every human being carries their own patterns of reasoning, feeling and reaction which have been acquired throughout their lifetime. Hofstede (1991) argues that a person's source of mental programming usually lies within the social environment in which the individual has collected their life experiences. This 'programming' is often invisible and lies beneath the surface of human consciousness, only surfacing when we need to interact with the environment and society (Schein, 2004). Culture is a particular way of life, usually of a people (Storey 1993) and affects how they work, think, relate and even their relaxation periods and methods to a great extent. It is learned and helps people interact and communicate with those around them (Luthans, 2005).

Along with language, there are several other forms through which humans communicate and exchange information. These other methods of communication and exchange build up the social network of a group of people and are passed on from generation to generation. They comprise rules of conduct, stories, songs, dances, music and rituals and a way of making and doing things (Isaac *et al.*, 1989).

Schein defined culture as "A pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valuable and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems" (Schein, 2004). Schein's definition has been used for a long time in the management

field because of its all-encompassing nature. Other definitions are also bound to evolve as culture itself is still being studied in an attempt to better understand it.

Culture is what becomes accepted as the norm for everyone under its influence and provides the standard by which they relate to their environment Edgar and Sedgwick (2002). Culture is the underlying bedrock that defines a society and provides the moral, social, religious, economic and physical guidance for everyone connected to it. Edgar and Sedgwick (2002) suggested that culture can be seen as the chalk used to write whatever we want on the blank slate that is the human mind at birth. This paints a picture of how powerful culture can be and how it can be used as a tool of development.

In light of this and to build upon previous definitions, culture can be defined as an established set of constantly re-evaluated values passed down to new members of a society to distinguish them and ensure their continued survival.

3.2 Organisational theory and culture

Organisational culture is simply how processes and issues are handled in an organisation. It was defined as the informal values, norms and beliefs that control how individuals and groups in an organisation interact with each other and with people outside the organisation (Vazirani and Mohapatra, 2012). Organisational culture rarely exists in a pure form as people often add fresh layers of culture from every organisation they've been a part of which influences the decisions they take on a regular basis. It is an amalgamation of the original culture which the founders wanted to portray, fused with all the cultures of the employees that have passed through the doors of that organisation. The intended culture is often a factor of national, regional and professional cultures which determine operation (Hatch, 1997).

However, the cultures brought in by the employees remain the strongest influence on an organisation's culture. Everyone taking up a new job comes with different expectations, goals, attitudes and ethics which are borne of the culture they have acquired from birth up till their last place of employment. (Buelens *et al*, 2006, Cox, 1994). This does not totally eliminate the organisation's basic culture. It merely enhances it in most situations and helps it stay flexible which is a key requirement of growth.

3.2.1 Organisational behaviour

Cole (1998) explains that organisations are regularly evolving and change from one moment to the next due to the human components whose physical, emotional, and intellectual states vary on a constant basis. It is thus imperative to study how to get the best that we can from these interestingly diverse bodies. A broader definition with similar terms: “organisational behaviour is the multidisciplinary field that seeks knowledge of behaviour in organisational settings by systematically studying individual, group, and organisational processes (Greenberg and Baron, 2003).

Organisations are collections of people joining together in some formal association in order to achieve group or individual objectives (Dawson, 1996). “An organisation is a structured social system consisting of groups and individuals working together to meet some agreed-upon objectives. In other words, organisations consist of people who, alone and together in work groups, strive to attain common goals” (Greenberg and Baron, 2003).

In figure 3-3 below, culture, technology, physical structure and social structure all interact with each other and the environment at different levels. They are all extremely important in defining the organisation that exists in a certain area or society and their influence might be subtle but it is necessary to note that they are always present (Hatch, 1997).

Figure 3-2: Five Circles Framework

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Hatch, 1997

These definitions are meant to buttress the importance of people in organisations. The true study of behaviour in organisation is to understand what happens at the individual, group and organisational levels as shown in the table below but emphasis is placed on organisational culture which is explained in the next section.

Table 3-: Individual, group and organisational level processes

	Level		
	Individual	Group	Organisational
Characteristics	Independent decision making	Communication (coordination, control, human factors)	Structure
	Motivation levels	Leadership	Design
	Memory and learning capacity of individuals		Culture
	Managing stress		Change

3.2.2 Organisational culture

Organisational culture is the set of rules, often unspoken which govern the way staff of an organisation behave, and relate with each other (Schein 1985). Gregory *et al.* (2009) posits that individuals will behave in a manner consistent with the organisations' rules which indicates that whatever is expected of employees should be integrated into the organisational culture. Buchanan and Huczynski (2010) relate culture to the personality of an organisation.

The current wave of interest in organisational culture dates back to the 1980's (Alvesson 2002). The possibility that managerial issues could be easily resolved by successfully managing the people in that organisation was an exciting one which CEO's and managers pursued wholeheartedly. Organisational culture thus became a fad which gave birth to several theories and frameworks on organisational behaviour.

For the purpose of this research, organisational culture will be defined as a dynamic and complex system of social patterns that govern the mechanism of core beliefs and assumptions, values and behavioural rituals by which an organisation relates with itself and external bodies. 'Dynamic and complex' because of the layers of culture that are blended together to become the 'mechanism of core beliefs' or an internalised code of

conduct. 'Values and behavioural rituals' are the criteria by which the organisation and its staff assess themselves and others.

Organisational culture has several uses as coined by Cheung *et al.* (2011) and listed below:

- It conveys a sense of identity for the organisation's members.
- It facilitates the generation of commitment to the organisation.
- It enhances the stability of the organisation.
- It can be used to guide and shape behaviour.

An important point to note concerning commitment is that, organisational culture can foster long term dedication by staff or be the advocate for mass turnovers. It can be closely linked to motivation as people are more willing to stay in an environment where they feel comfortable. Monetary benefits and promotions are unlikely to beat a sense of welcome. Schein (1985) defines organisational culture as existing on different levels:

- The core at which lie people's assumptions and beliefs which influence our 'common sense' view of the organisational world.
 - Cultural values which lie at the intermediate level; and,
 - At the surface, culture manifests itself as behaviour.
-

Figure 3-3: Schein's three levels of culture

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3.3 Socialisation

Socialisation is the “active creation of a new identity through a personal definition of a situation” (Reinharz, 1979). This often takes place when an individual transfers from one group to another within a social structure. It is the “totality of modifications produced in the individuals’ relationship with their environment (material, social, mental) as a result of interaction with others.” (Berry *et al.*, 1996) This means absorption of the prevailing culture in which an individual is found. Socialisation is the manner by which man adapts to his immediate environment to ensure survival and avoid sticking out. The socialisation process is used either formally or informally in schools, universities, new homes or jobs to make newcomers feel welcome and adjust accordingly. Informally, it can be learned by watching what those already established in the environment one wishes to understand. Praise and encouragement easily point the way towards right behaviour while negative comments, punishment and ridicule are sure pointers of wrong behaviour. These positive and negative feedback quickly show what language is appropriate, what to wear, where to eat, to whom to speak, etc. (Buchanan, Huczynski, 2010).

Socialisation refers to the process by which persons acquire the knowledge, skills, and dispositions that make them more or less able members of their society (Hall, 1987). This definition shows socialisation to be a process a person passes through before they can be seen as a member of that society. They will likely spend time to understand what is important to the society they find themselves in or would like to be a member of.

3.3.1 *Person-organisation fit*

Job seekers consider more than the financial benefits and the prestige associated with a job when they apply. They also wish to derive satisfaction in their role, feel fulfilled and ‘belong’ in the organisation. Organisations regularly worry about the suitability of new recruits and how they are adapting to the work environment as a result of the time, effort and money spent on recruiting and training (Taormina, 2009). They aim to reduce high turnover rates and low motivation issues by trying to select employees suited to the job. This has led to a rise in person profiling to check the suitability of incoming candidates for the job they seek to do. This led Hesketh and Myers (1997) to state that the person who seeks a job and the organisation s/he wishes to work for have a large

part to play in socialisation and adaptation. There is a higher level of satisfaction when congruence exists between them where congruence is defined as the extent to which the organisation's resources and an individual needs and skills are mutually satisfying (Feldman, 1976b). This level of congruence has been termed person-organisation fit.

Person-organisation fit has been defined as the compatibility between people and organisations that occurs when: (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both (Kristof, 1996). Kasimati (2011) explained the various levels of person-organisation fit found and they are briefly outlined in the diagram below.

Figure 3-4: Levels of person-organisation fit

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Kasimati (2011)

Person-organisation fit is most easily achieved where the behaviour, vision and characteristics of the employee or job-seeker reflect that of the organisation he is in or seeks to join. This 'fit' should be the goal of every service provider and client organisation where socialisation is concerned. Ensuring the satisfaction of both the employee and the organisation will lead to an ease in adapting external service provider employees into their assigned organisation and reduce the headaches associated with non-congruence. It also leads to a reduction in turnovers as employees are more content (Kasimati, 2011).

3.3.2 Components of socialisation

Socialisation does not exist in a vacuum. It is a bundle of parts which is used as machinery by organisations to socialise new recruits. Assimilation of new concepts and behaviour is a gradual process which involves both the brain and different aspects of social behaviour in an organisational setting.

Absorption of the prevalent organisational culture that exists in a workplace is the goal of socialisation, so its components are derived from organisational culture itself. These components are displayed below and the diagram shows that they all work together with organisational culture as an anchor.

Socialisation components are essentially the several ways in which a new culture is passed on to the new members of the society. The processes, rituals and routines, stories and symbols, norms and organisational structure can either be taught formally through a socialisation process or picked up informally by the new employee. Punishment and rewards are used to reinforce the knowledge they want retained by the employee or to help remove previously imbibed culture.

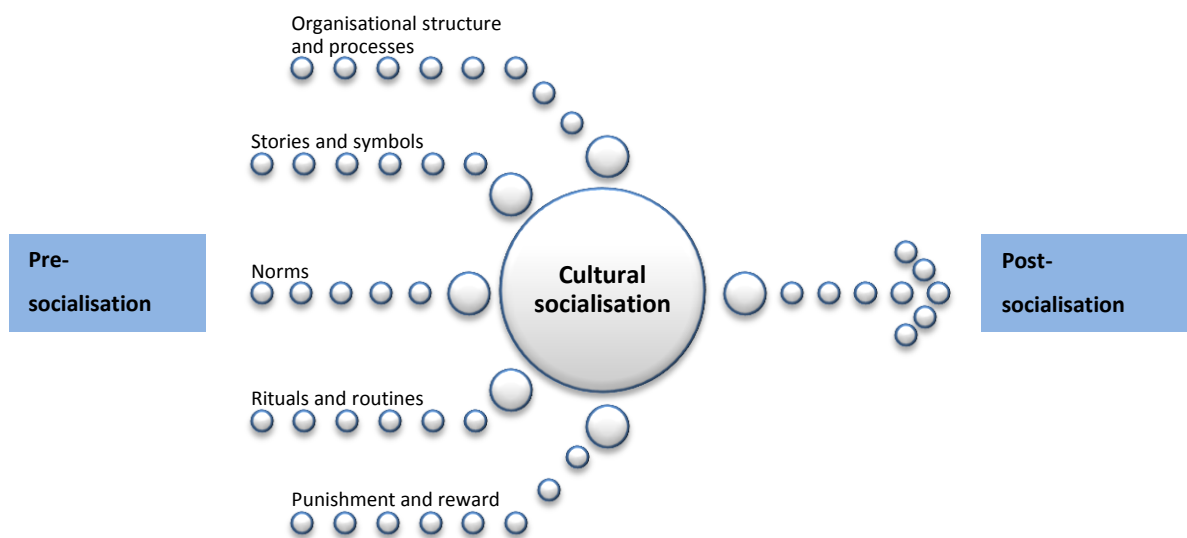


Figure 3-5: Components of Socialisation

3.4 The socialisation process and possible barriers

Socialisation follows a pattern and often begins long before the employee resumes at his duty post, in some cases even before the appointment has been awarded. Often, some employees seek the glamour or perks associated with having a particular job with an in depth understanding of what they will be required to do. When this occurs, the work environment can either exacerbate or alleviate the feeling of inadequacy. Feeling welcome in an environment will give the recipient time to adjust to it even in cases where there is a negative aspect. The newly employed staff also has to decide if it is all worth it. They are able to confirm this by the level of satisfaction they derive from the job. The various stages of the socialisation process are explained below.

3.4.1 Anticipatory socialisation

Human beings have the capacity to think, understand and anticipate the older they get. Starting something new is rarely met with a total lack of awareness especially in cases where there has been some sort of forewarning. Feldman (1976a) explains that the employee forms opinions about the organisation at this stage through discuss with prospective employers and the final decision made concerning employment. He postulates two aspects of anticipatory socialisation as realism and congruence where realism is the extent to which the employee was right about the new job. Congruence is the level of satisfaction the employee derives from the job and his/her ability to successfully carry out the job role. Cases where the anticipation of the new employee is not met often leads to low satisfaction with the job and increases the probability of leaving the job (Scholarios *et.al.* 2003).

3.4.2 Accommodation

The encounter stage is where the employee is able to understand what really goes on in the organisation, how it is run, who runs it, and a general sense of awareness. Here, the actual journey to become a member of the organisation begins. They start the slow morph that makes them a recognisable member of the organisation to outsiders. New staffs imbibe a new way of doing things even when they have carried out those tasks in a

previous workplace. They learn to become productive members of the team by carrying their own share of the work. They also learn about their new colleagues and begin to form a relationship with them. Bosses, level-colleagues and subordinates are courted or shown who is boss. The dynamics are set for future interactions and if a bad impression is made at this point, it might take a while to undo it if it ever can be undone. In organisations with close-knit teams, this might take longer and the employee has to carefully follow the rules in order to avoid losing their fledging trust.

3.4.3 Role management

The third step in this process is the struggle for balance that the new employee embarks upon. There is a need for better management of all the roles we assume both at work and on the home front. Family and responsibilities both outside the workplace and the home front also have to be managed. Priorities have to be set even in the workplace as the demand on their time may come from more than one source at work. Managing a place in the team and overseeing various aspects of the organisation is a regular role description for the facilities manager. A facilities manager needs to be organised if he/she is to achieve set goals and objectives in the workplace. Coupled with responsibilities outside the workplace, there is a need for flexible schedules, delegation of duties, and the resolution of both conflicting demands and clashes that occur as a result of personal issues.

3.4.4 Barriers to socialisation

However, there are often significant barriers to training within the Real Estate and FM sector. These barriers typically revolve around a lack of time, financial constraints, staff reluctance to participate and difficulties overcoming language barriers.

Additionally, employers may also be reluctant to invest in training if they feel that they will not get the benefit of this training in the long-term. For example, high staff turnover rates within the services to buildings and landscapes sub-sector often deter employers from investing in staff due to concerns that once the training is completed staff will search for better paid employment. (UKCES, 2012).

3.5 Organisational socialisation

Socialisation of staff in organisations is the series of initiation rites through which newly recruited employees adapt to their new jobs, the work environment and create a professional identity for themselves. This process is commonly referred to as organisational socialisation. Organisational socialisation is the process by which new hires acquire the attitudes, behaviours, and knowledge required to participate and function effectively as a member of an organisation (Van Maanen and Schein, 1979). This Organisational socialisation provides new recruits with a set pattern of behaviour they can emulate to enable them blend into the organisation (Buchanan 2010). In essence, organisational socialisation is the key to ensuring a seamless entry of newly employed staff. (Ge *et al.*, 2010). The level of socialisation that occurs in the employee is reflected in how well they are able to adapt the set-down socialisation procedures in addition to their own individual characters.

This process is necessary to preserve the current organisational culture which is the basis on which most organisations are run. The way and manner of business is what has worked in the past and distinguishes them from rival companies, and there is often a need to teach this culture to newcomers. Simple practices like a colour code to show uniformity to a certain manner of speech can be used as artifacts to identify the organisational culture of an employee.

Whilst it is very important to watch what new employees are 'taught', the way and manner in which they are taught is even more important. Employees can either be taken through a process (institutionalised), or left to go through the process on their own by depending on their natural proactive abilities (individualised). Ashforth *et al.* (2007) shows in Figure 3-11 that the process the new employee passes through has a high impact on the final 'fit' they achieve in the organisation. The use of investiture to build upon the characteristics the organisation desires coupled with a previously proven method of socialising new employees will have a positive effect on the ease with which they adjust. Finally, they build the employees' confidence and encourage them to exhibit proactive behaviour which can only be positive in this light as all instances of self-doubt and uncertainty can be dispelled. The results of high performance, organisational

identification, and job satisfaction can be felt. There will be a reduction in intentions to quit where the staff are comfortable in their work roles and the organisation.

Figure 3-6: Organisational socialisation methods

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3.6 Socialisation models

The organisational socialisation process focuses on assisting the newcomer learn the behaviours, attitudes, and skills necessary to fulfil their new roles and function effectively as a member of an organisation (Fischer, 1986). This socialisation process varies from organisation to organisation and is dependent on their goals/ objectives and the role the new recruit will take up. These models have been proposed by various researchers to explain the different ways in which organisations integrate new recruits.

Proposing a socialisation framework for the external service provider staff is important for the aim of this study to be achieved. The selection of an existing or the creation of a new framework is important for a high cultural fit to be accomplished in staff routinely. This has prompted the examination of existing socialisation frameworks to determine the best fit. New studies should always be based on previous studies where some exist to ensure the accumulation of scientific knowledge (Nieto and Perez, 2000). This ensures continuity and prevents repetition of similar studies also allowing for gaps, mistakes and

further direction. The use of a theoretical framework is necessary as globalisation has brought the rising number of international research studies to light which will allow for more precise detection of gaps within existing knowledge across all borders (Amaratunga and Baldry, 2003).

Amaratunga and Baldry (2003) proposed four issues to consider when attempting incorporating existing theory into an on-going research:

- Examine existing models
- Study practices
- Look for theoretical explanations; and
- Identify potentially useful theories and compare them with practice

To a great extent, this research will observe the above issues in the examination of socialisation models. Several theories currently exist on the best socialisation process for employees (Saks and Ashforth 1997). A selection of these popular frameworks has been chosen for adaptability to this study as shown in section 3.7. Not all of these models are applicable to the external service provider employee. Feldman and Wanous have the models with components best suited to the study as they have designed processes which are may be adaptable to the external service provider staff. The models discussed below can be seen in the figure.

Buchanan's three stage early career model	•A five year plan for socialisation
Feldman's three stage model	•This framework shows the significant portion of anticipation that new employees go through before they assume their role in the organisation
Wanous's integrative approach	•An individual journey to socialisation
Pascale's 7 step approach	•A detailed approach to socialisation which includes mentoring
Schein's three stage model	•This framework proposes an informal approach to socialisation and allows new employees find their way in the organisation.

Figure 3-7: Socialisation models

3.6.1 Buchanan's three-stage early career model.

Buchanan's early model is a detailed socialisation process which was developed with long long-term employees in mind. It is a five-year plus socialisation process that though detailed, will need an employee signed unto a long term contract to execute. It holds that the first year is the most important as employees have a special desire to conform to the organisational membership and their general outlook is often formed during this period. There is a high level of concern with job security and acceptance by colleagues often prompting an attachment to other established staff or a mentor for guidance/reassurance. Another area of concern is the type of work undertaken for the organisation. Duties seen as important tend to bolster self-confidence and improve feelings of relevance and vice versa.

The second to fourth years are marked by a desire to make a significant contribution to the organisation and solidify their place. Feelings of uncertainty will likely precede these achievements. Promotion, increased salary and reassurance from senior colleagues will increase the innate acceptance perception of the new employee. The fifth year and beyond involves the maintenance or alteration of firmly established behaviour rather than the formation of fresh ones. It exists to prove that stages one and two worked for the individual and that the organisation can depend on them to deliver their duties.

In the fast moving pace of today's organisation, the rate of change in organisations even by upper management staff is very high. There is a constant desire by employees to seek better working environments and greater opportunities for growth. This makes it almost impossible to adopt a five- year socialisation framework especially in the unpredictable world of outsourcing. Establishment of role clarity, attachment to a member of the organisation and a desire to conform are critical points that can be used to socialise the external service provider employee in FM. Despite being external service provider staff, encouragement via bonuses or other similar means can foster team spirit and increase a desire to deliver their best in external service provider staff. This model employs the formal, sequential and fixed tactics to socialisation. The fixed tactic which uses a fixed length of time for socialisation might be very useful in socialising external service provider employees as time is of the essence. Key portions of each step in this model can be seen in the figure.

Figure 3-8: Three Stage Early Career model

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Buchanan (1974)

3.6.2 Feldman's three-stage model.

Daniel Feldman is a pioneer in the field of organisational socialisation and motivation in the workplace. His basic model makes it easy to adapt it to most employees with minimal adjustments. The first stage encompasses all that the new employee learned before assuming employment and all the decisions made about the job before commencement. The second stage occurs when the employee finally understands what happens in the organisation and begins to integrate him/herself into it. This integration is achieved through the employee's success in learning new tasks at work, success in establishing interpersonal relationships, clarity and definition of role within work team and the degree of congruence between the employee and the supervisory team on achievements.

The third stage is marked by the employees' ability to manage outside work conflicts and conflicts that arise within the work team as well as their ability to be less upset about these conflicts. The fourth stage delivers the expected outcomes of the socialisation process. General feelings of satisfaction and the ability to influence activities in the department top the aspects of this stage. Internal job motivation and the extent of commitment to job role are the other two aspects.

Anticipatory socialisation is a key stage of the socialisation process and is experienced by everyone who starts a new job. Preformed ideas and concepts will be either confirmed or shattered as the job progresses. The second stage is similar to the second stage of Buchanans' model in section 3.6.1. Internal conflicts in the form of culture clash might very well be an issue for external service provider employees as there will be a need to reconcile 'the way things are done over here' with the culture of the service provider. External conflicts are largely dependent on the role assumed in the client organisation. Expected outcomes in stage four bar an ability to influence activities in the department all apply to the external service provider employee. There is a desire to be settled in the workplace which affects all employees regardless of employee status. This model follows a formal and sequential socialisation tactic as new employees pass through a fixed set of steps to get socialised. Key portions of each step in this model can be seen in figure 3-15.

Figure 3-9: Three-Stage model

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Feldman (1976a, 1976b)

3.6.3 Wanous's integrative approach to socialisation.

Wanous's socialisation process whilst simple retains a greater level of detail than that of Feldman. The stages show how new employees first understand what they are signed up for and the gradual process they follow to adapt and eventually enjoy. It is easy to see how new employees can decide quickly if the job will suit them or push themselves to

find another. The first stage involves accepting the reality of the organisation. There is the confirmation or disconfirmation of initial expectations. New employees will need to decide if the level of compatibility will serve them in the organisation and enable them deliver their duties and achieve personal satisfaction. The second stage involves role clarity. New employees will need to complete assigned tasks, and define interpersonal relationships and roles within the organisation. This is also the stage where the new employee can adjust (cope with all the changes thrown at him/her). As with Feldman's model, there is a need to reconcile the perception of the employee's achievement with that of his/her supervisory team. Finally, there is a need to understand the prevalent structure and culture in order to effectively understand the organisations' unspoken language.

The third stage enables the new employee to settle in and determine their position in the organisations' web. They are able to determine what the organisation wants and conform to it. The fourth and final stage is where the new employee shows commitment to the organisation and determines if they are truly satisfied in their position thereby increasing their motivation and their involvement in the organisation. This model employs the formal, individual and sequential tactics to socialisation. Key portions of each step in this model can be seen in the figure.

Figure 3-10: Integrative Approach to Stages of Socialisation

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3.6.4 Pascale's 7 step approach to socialisation.

Richard Pascale developed a 7-step approach to socialisation in 1984 which advocates a middle ground between total individuality and total conformity. The first step proposes a careful selection process for employees to ensure that those that eventually make it into the organisation will fit the job role and organisational culture and that those that believe they will not fit should leave of their own accord. The second stage prompts the new employee to question previously held beliefs about work ethics, and the organisation to encourage a free acceptance of the new values and beliefs encountered. The third stage makes employees work for all they get. They are only promoted when they have hit or superseded their targets and are made to understand that progress is based on individual performance which reduces the competitive spirit and increases personal motivation. The fourth stage makes the new employee aware of the stringent measures taken to ensure that organisational values are closely monitored and enforced. The fifth stage creates a strong commitment to the organisation enabling the employee to resolve work and home related conflicts with ease. In return this same commitment makes the employee sure that all the promises and benefits accrued will be given to him/her when due.

The sixth stage promotes the underlying assumptions of the organisation in the form of stories as discussed earlier in this chapter. This aims to inspire loyalty and ensures the new employees are aware of the culture in the exact way the management wants it presented. The final stage embraces the role of powerful role models in moulding the new employee. They have a guide who will explain all they need to know and show them the ropes as they go along. This model employs the serial, sequential and formal tactics of socialisation. Employees follow a strict set of steps and are groomed through role models who help them establish their identity in the organisation. In this model, step 5 is deemed the most important as the final socialisation of the employee depends on his/her personal beliefs about the organisation. This model is not totally applicable as the employees are selected by the service provider rather than the organisation and the second step might not be applicable in the world of FM soft services. Key portions of each step in this model can be seen in the figure.

Figure 3-11: Pascale's 7 step approach to socialisation

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Pascale (1984)

3.6.5 Schein's 3 stage socialisation model

Schein developed a 3 stage socialisation model in 1978 which has the entry, socialisation and mutual acceptance stages. The first stage expects a prospective employee to seek for a job of their choice and apply for it. Acceptance of their application will compel them to anticipate what their job role will be and their place in the organisation followed by the actual reality. The second stage involves the acceptance of the organisation also termed as 'reality shock' by Feldman (1976a, 1976b). The new employee will deal with interpersonal relationships and decipher what success means in the new setting. The third stage involves acceptance on both the part of the individual and that of the employee. If this mutual acceptance takes place, the individual will be motivated to

perform their best and continue on in the organisation. The organisation plays its part by rewarding hard work with promotions, a deeper involvement, and an increased salary.

This model employs an informal and sequential approach to socialisation. External service provider staff need to thoroughly understand their job role before assuming the position to maximise efficiency and deliver excellent service to the client organisation. Key portions of each step in this model can be seen in figure 3-18.

Figure 3-12: Schein's 3 stage socialisation model

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Schein (1978)

3.6.6 Evaluation of the socialisation models

This section examines the degree of adaptability of the various models discussed above to this study and the action that will be taken on them in the creation of a specialised framework for external service provider employees. An important theme that arose during the examination of these models is that the socialisation process takes place in three stages: Pre- socialisation, In-socialisation and Post-socialisation. The Pre-socialisation stage is what occurs before the employee begins work and comprises what they anticipate the organisation and their duties to be. Only two of the models (Feldman, Schein) have this stage. From their models, the reality is mostly different from the expectations.

The In-socialisation stage comprises what happens after socialisation has commenced up till the new employee has been integrated into the organisation. This is where the induction takes place and the organisation arranges a training schedule for the new employee/s. It ends when the employee understands the culture of the organisation and has accepted their role in it. This stage was present in all the socialisation models and was the major focus as it is the most important aspect of the process. The Post-socialisation stage is what happens after the employee has been fully integrated into the organisation. It dwells on the ‘What happens next?’ question which these models have all failed to answer. It is important to the ‘cultural fit’ that a high integration level is maintained at all times especially where the employees are straddling more than one organisation at the same time.

Table 3-4: Organisational socialisation models theories.

Organisational Socialisation Models	Degree of adaptability to study.	Action
Buchanan’s Three Stage Early Career Model (Buchanan 1974).	<ul style="list-style-type: none"> • The basic features of this model have an In-socialisation stage but do not include what happens before the socialisation process. • This model bases organisational socialisation on a 5-year plan which will not be practical in the ever changing field of FM. • Employs formal, sequential and fixed tactics 	Use relevant features of model in a substantially reduced timeframe.
Feldman’s Three Stage Model (Feldman 1976a, 1976b)	<ul style="list-style-type: none"> • Feldman’s model is one of the most applicable to the FM sector as its stages can be adjusted to fit the outsourced FM staff. • The anticipatory socialisation stage or Pre-socialisation stage here is relevant to all new employees and should be utilised in training all new staff as it discusses what happens before the socialisation process begins • The second stage is similar to Buchanan’s second stage and so can be merged. The expected outcomes should also be detailed to ensure that the desired output has been achieved or create room for change. • Employs formal and sequential tactics 	The anticipatory socialisation stage will be useful in the creation of a new model for external service provider employees as this will be useful in starting the socialisation process.
Pascale’s Seven Stage Model (Pascale 1984)	<ul style="list-style-type: none"> • Pascale’s model is not for the typical external service provider employee who is placed to do a specific duty in an organisation for the duration of a contract. • Employs sequential, serial and formal tactics of socialisation • Has a recruitment level that selects only employees who ‘fit’ the organisation. • It does not have a defined post-socialisation stage. 	The sixth step may be included in the new socialisation model as folklore is an excellent way to present organisational culture to employees and customers alike.
Schein’s Three Stage Socialisation Model (Schein 1978).	<ul style="list-style-type: none"> • This model is expects the laying of false expectations by both parties which does not always have to be especially where pertinent issues are discussed amongst all parties. In FM, the contract should be honoured by the FM Company, the client and the external service provider staff. 	The acceptable aspects will be incorporated into the new framework.

	<ul style="list-style-type: none"> • It has a Pre-socialisation stage but expects it to be disappointing to the employee after work commences. It also has an In-socialisation stage which is necessary for a well-adjusted socialisation process but skips the Post-socialisation stage. • Employs informal and sequential socialisation tactics 	
Wanous' Integrative Approach to Stages of Socialisation (Wanous 1980)	<ul style="list-style-type: none"> • This model picked the best points from the other models and makes it stages succinct. It also has a well-defined In-socialisation stage but skips both the Pre and the Post-socialisation stages. • Employs the formal, individual and sequential tactics 	It will be useful as a basis for this research with the best pieces incorporated into the new framework.

3.7 Chapter summary

- Culture is a basic outcome of human interaction and affects the behaviour and characteristics of everyone. It is borne of the environment we live, school or work in and the more we develop, the more we add layers of culture we've absorbed.
- Culture is especially prevalent in organisations and is the way organisations have accepted over time to handle their business and external parties. It affects everything they do from who they recruit to how they treat their customers and whilst not always visible, it is the bedrock and chief differentiating factor of most organisations.
- In order to pass culture onto new employees, organisations need to socialise them into their methods of handling business. This socialisation process can be formal or informal and the process used often determines the eventual 'cultural fit' level of the employee.
- The socialisation process starts before the employee resumes work as some form of expectation will be created based on the job description and information the new employee has found. The reality of the role is always different to some degree from the expectation but that degree of difference depends on how detailed and correct initial research was. Reconciling anticipation to reality is often helped along by the socialisation process.
- Several models on socialisation have been proposed by researchers but they have all been created to fit a specific scenario which is not applicable to outsourced FM staff. Useful aspects of all these models have been identified and will be utilised in the creation of a different framework that will satisfy the unique circumstances of the outsourced FM staff.

- In developing an outsourced FM framework, the person-organisation fit and barriers to socialisation should be considered to prevent seemingly insignificant glitches.
- Frameworks are different from models and although several socialisation designs have been labelled models, the socialisation design produced at the end of this study will be called a framework.

4. Research Design and Methodology

4.1 Introduction

The previous chapter explained what organisational behaviour is and specifically culture in an organisation. It also covered what socialisation means in an organisational setting and how it can be applied to external service provider staff to ensure they blend in with the culture of the client organisation. Unfortunately despite several models that exist on socialising staff, none was found to cater to external service provider staff and inadequate literature on socialising external service provider staff emerged from the literature review. Several of the models are also outdated and not applicable today. This led to this study's focus to create a framework for external service provider staff by confirming what exists in today's organisation and using the information gained to fashion a flexible framework for socialisation.

A methodology is a set of principles and ideas that inform the design of a research study while methods are the practical procedures used to generate and analyse data (Birks and Mills, 2011). It explains how these have guided collection of data underpinned by relevant theory. The final aspect deals with the data analysis, the validity and ethics of the study. This chapter is focused on analysing qualitative data only as all data was gathered through qualitative means.

4.2 Research problem

Organisations have evolved over time and will continue to do so as people seek out better ways to achieve their goals through the use of social, technological, physical, and mental means available to them. Organisational behaviour and culture is one of these ever-changing aspects and it becomes more defined and streamlined as the organisation grows. This cultural identity is more apparent when collaboration in the form of partnerships or outsourcing is formed between two or more organisations. Differences in policies and procedures and organisational strategy can bring a premature end to the collaboration. This is very evident in outsourcing relationships where the staff of the

service provider work in the client's premises. They may have the same final goal but different objectives especially staff that are contracted in from external service providers. The prevalent cultures from their employers tend to override the new culture in the organisation they are contracted out to. This means there is a need for them to be socialised into the new organisation in order to blend in better with the home team and deliver better service. The literature study has revealed questions which when answered will revolutionise the perception of the outsourced customer in service delivery.

This research's main question thus: *Is there a widely accepted and established socialisation process for FM companies and business organisations to ensure that outsourced FM staff understand company culture and are able to portray this understanding when dealing with customers?*

4.2.1 Aim and objectives of the study

The background discussed above shows where the gaps in the industry are. Therefore, the aim of this study is: ***To create a holistic 'FM Cultural fit' framework that establishes how external service FM employees are socialised into their contracted workplace.***

To achieve the research aim set out above, the following research objectives need to be met.

1. Analyse the importance of organisational socialisation in FM.
2. Understand the role of service experience and customer satisfaction to outsourced arrangements.
3. Investigate the current socialisation processes undertaken by stakeholders in the FM service delivery process.
4. Construct an FM Cultural-Fit framework based on the outputs of objectives 1-3 as a business support tool on delivery of FM contracts.
5. Investigate and validate the applicability of the specific components of the proposed FM Cultural-Fit framework to stakeholders in the FM service delivery process.

Figure 4-1 shows the objectives outlined above and how each objective will be met. The first two objectives have been achieved through the literature review in chapters 2-3. The last 2 objectives on the other hand require the collection of primary data which will be done through qualitative means as was stated in the introductory part of this chapter. The interview process will be used to collect the first set of primary data and the resulting analysis will be used to develop a proposed framework in conjunction with the applicable stages selected from the socialisation models in chapter 3. The developed framework will be tested for validity through the use of the focus groups using a different data set to increase the reliability of the final accepted and validated framework. Finally, the facilitators of the focus groups are interviewed to confirm that the updated framework reflects the changes they had made to the initial framework and further increase the reliability of the study.

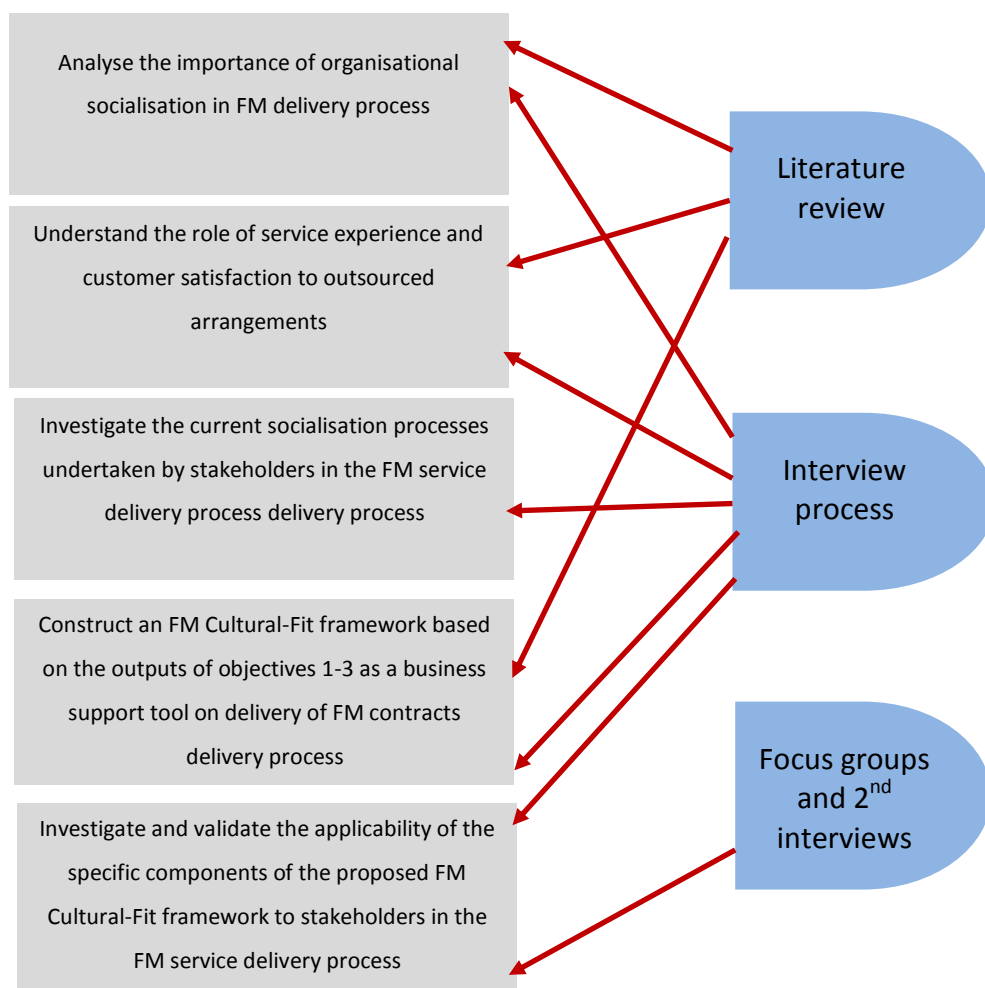


Figure 4-1: Objectives and action plan for execution

The intention of this research notwithstanding, there must be a logical sequence of events which will translate to the validated framework anticipated at the end of this

study. To achieve this, we will look at a framework below proposed by Saunders *et al.* (2012) on the series of steps to be taken when answering a research question after the literature has been critically reviewed.

Figure 4-2: The research 'onion'

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Saunders *et al.* (2012)

The research onion should be peeled away starting with the outermost layer to determine how the research should be conducted. Following these steps will take us through the philosophical assumptions, and approach used for this study including the choice for methodology and why. The strategy used will also be considered and the bulk of this chapter will focus on the data collection methods and analysis. The time horizon will not be discussed as it is not critical to the success of this study but for clarity purposes, it should be stated here that this study will be cross-sectional as it does not have the privilege of time. The framework that will be produced at the end of this study does not also depend on long-term observations that are associated with longitudinal studies as might be required in some fields e.g. psychology research.

4.3 Research philosophy

The first layer of the onion is the philosophical standpoint chosen for this study. Research data is often defined by the chosen methodology and analysis of said data is guided and restricted by the researchers' acceptance of the selected assumptions and methodology. (Mesel, 2013). Philosophy is simply the "use of abstract ideas and beliefs to inform our research" (Creswell, 2013). Active research is shaped by the philosophical assumptions the researcher uses. These assumptions influence the way we carry out our research and why we carry it out in that manner. They are the building blocks of knowledge that are adopted by the researcher to justify the research process (Gringeri et al., 2013). There are primarily four philosophical approaches that influence qualitative research: **ontology** and **epistemology**, **axiology**, and **methodology** (Creswell, 2013). These approaches may be presented in other forms depending on the researcher (Bryman, 2012; Denzin and Lincoln, 2011; Mertens, 2010) but they often have the same basis. Three reasons given by Creswell (2013) on the importance of philosophy in research are:

- It shapes how we formulate our problem and research questions to study and how we seek information to answer the questions. It helps researchers know what path to take to achieve the end goal and get results.
- These assumptions are deeply rooted in our training and reinforced by the scholarly community in which we work. The research community constantly use these assumptions to approach a study and determine its suitability which makes them almost impossible to avoid for any researcher who seeks to add new knowledge to literature.
- Unquestionably reviewers make philosophical assumptions about a study when they evaluate it. It is useful to have foreknowledge of reviewer's philosophical leanings before a review as it helps the researcher know how to defend their study.

4.3.1 *Philosophical assumptions*

It was previously thought best to adopt a particular assumption but in more recent studies, there is a leaning toward adopting several positions to conduct research (Saunders *et al.*, 2012). All the philosophical assumptions will be discussed including their application to this study.

4.3.1.1 *Ontological*

The ontological question is: “*what is the form and nature of reality and, therefore, what is there that can be known about it?*” (Denzin and Lincoln, 2011). Ontology focuses solely on the nature of reality and its characteristics which can be evidenced in qualitative research. Here, researchers conduct studies which relate the multiple realities of the participants through evidence of themes (derived from actual words of the participants) put together from presenting different perspectives (Creswell, 2013). Ontology seeks to know ‘what is’ as it is without embellishment.

4.3.1.2 *Epistemological*

Epistemology focuses on what is or what should be accepted as knowledge in a particular field (Bryman, 2012) and how these claims to knowledge are justified (Creswell, 2013). It tries to answer the question: “*what is the nature of the relationship between the knower or would-be-knower and what can be known?*” (Denzin and Lincoln, 2011). Creswell (2013) states that with the epistemological assumption, researchers try to get as close as possible to the subject(s) of their study which means ‘knowledge’ is based on individual views. This is why researchers who assume this position should conduct their studies in the participants’ natural environment for as long as possible to ensure first-hand information and improve their knowledge of the participants. This view is adopted in this study as the data collected will be based on the views of the participants. These views will then be utilised in the construction of the framework needed for building a cohesive team.

4.3.1.3 *Axiological*

The axiological perspective is based on the role of researcher values in the scientific process (Poterotto, 2005); that is, what is considered good which is often manifest in what the purpose of use of the model is as well as who develops and uses said model (Mingers, 2003). Creswell (2013) explains that in a study that assumes an axiological standpoint, the researcher should ‘position themselves’ and actively state their values and biases both before and after conducting the study.

4.3.1.4 Methodological

“How can the inquirer (would-be-knower) go about finding out whatever he or she believes can be known?” (Denzin and Lincoln, 2011). Suffice to say, the methodology used in any study depends on what the study seeks to know as not just anyone will do. This requires the researcher to be certain of their goal. According to Creswell (2013), the methodology is the process of the research undertaken to answer the questions asked. It is important to note here that research methods differ from the methodology and that methods are fitted to suit methodologies (Denzin and Lincoln, 2011) and might even be changed when the question changes but the methodology stays the same (Creswell, 2013).

Table 4-1: Philosophical assumptions with implications for practice and this study

The table originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The table was sourced adapted from Creswell (2013)

Table 4-1 shows the different philosophical assumptions, the questions they raise, their characteristics and practical applications. These frameworks are not mutually exclusive and any suitable one can be used via an interpretive framework to create a research process. According to Creswell (2013), philosophical assumptions take different forms depending on the interpretive framework adopted by the researcher.

4.3.2 *Interpretive frameworks*

The philosophical assumptions discussed in section 4.2 above are not often translated directly into quantitative or qualitative research. They are rather channelled through certain frameworks which are used to determine a research process. The list of interpretive frameworks is ever expanding as researchers constantly find new ways to conduct a study. **Positivism/postpositivism** (Douglass, 2012; Ponterotto, 2005), **constructivism** (Douglass, 2012; Creswell, 2009), **pragmatism** (Creswell, 2013), **objectivism** (Bryman, 2012), **critical-ideological** (Denzin and Lincoln, 2011; Douglass, 2012), **feminism** (Creswell, 2013), and **postmodernism** (Bryman, 2012; Creswell, 2013) are some of the several frameworks that exist for use by researchers. This study will use the constructivism framework and the reason why will be explained in the next section.

4.3.2.1 *Constructivism*

Each framework uses the philosophical assumptions to create a research process that will answer questions the research raises. The questions raised in this research seek to know what is currently practised in FM by service providers and client organisations where the socialisation of external service provider staff is concerned. This is abductive in nature as it relies on the views of the facilities managers to determine current practice and is achieved via constructivism. The goal is to 'explore', and based on the data gathered from the exploration stage; to create an acceptable framework for socialising external service provider staff.

Constructivism maintains that meaning is hidden and can be uncovered through 'interactive researcher-participant dialogue' (Ponterotto, 2005) which can then be used to create a reality construct. From an ontological perspective, the reality sought by the researcher can only be accessed by the one who is experiencing, processing and labelling

it, which is the research participant (Ponterotto, 2005). Epistemologically, researchers are central to the construction as they are responsible for asking the right questions and creating the conditions that will unearth the hidden meanings they require which often require discussions (Douglass, 2012). The nature of this framework requires qualitative methods as interaction is necessary for success.

This framework will ensure that participants can be asked specific questions and whilst they will be able to answer the surface questions, it will ensure that there is an opportunity to go in-depth and perhaps uncover themes that neither the researcher nor participants have considered. These hidden themes might then aid in the creation of an even stronger framework for external service provider employee socialisation. Methodologically, this study will employ qualitative means (interviews, focus studies) to achieve the objectives stated in section 4.1 where the research problem was discussed.

Constructivism is ideal for this study as there is no guarantee where the answers are concerned. It will allow the research to develop through various stages with no fixed timelines, hypotheses or sampling frames as the results received at each stage will determine the next stage.

4.4 Research approach

Research approach is the second layer of the onion and it deals with the reasoning for a study, i.e. the logic behind it. This logic is a product of the theory which guides the researcher in understanding all the information they come across and enables them project this understanding into predictive data for the future or a framework as is the case in this study (Cargan, 2007). Theory provides a 'backcloth and rationale' for the research that is being conducted and the data collected during a study can be used to either test or build a theory. But most importantly, it provides a framework through which all the studies done can be understood (Bryman, 2012), acting as a pair of binoculars to provide clarity.

The necessity of theory notwithstanding, there is no one way of introducing data to a study. Researchers have always worked in line with the best plan for the study but these plans fall into 3 different approaches. **Deduction** involves the development of literature based on certain assumptions (hypothesis) after which data is collected to support or

oppose the hypothesis before conclusions can be reached. **Induction** does the opposite as it seeks to find out what is obtainable in the field through data collection before developing a theory born of the findings. **Abduction** is the third method and is used when the researcher goes back and forth between data/theory and theory/data to develop and refine a research.

4.4.1 Deduction

Deductive theories are often developed through literature reviews (Cargan, 2007) and set out to test a hypothesis thereby requiring more structure before data collection commences to ensure that the right information is sought and collected (David, Sutton; 2011). Deductive reasoning is explained by (Hyde, 2000) to be: *“a theory testing process which commences with an established theory or generalisation, and seeks to see if the theory applies to specific instances.”* It is mostly concerned with variables and tends to measure one variable against another leading to numbering and counting to determine suitability (David, Sutton; 2011). Due to this, deduction is more commonly associated with a quantitative study than a qualitative one but because of the very nature of research, several studies do have elements of both deduction and induction with one of them being more prevalent. Deduction requires hypotheses to be subjected to empirical scrutiny by translating the concepts of the study into researchable entities and a common process for deduction can be seen below.

Figure 4-3: Deduction process

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4.4.2 Induction

Induction works from the other end of the spectrum in which deduction works. It uses the findings of data collection to develop a theory. Generally, this works well with qualitative studies as they often explore a subject matter rather than test it. Inductive reasoning has to guard against overgeneralisation or oversimplification of the results to develop theory as this is a common fault (Cargan, 2007). Data collected via induction is often used to identify themes and patterns and create a framework for the study (Saunders *et al.* (2012). It is usually clear from the beginning of the study that it is exploratory and that generalisations can only be made after data has been collected and analysed (Silverman, 2013). To simplify the process, a diagrammatic representation can be seen below.



Figure 4-4: Induction process

Source: Self study

Inductive studies are clear and logical as they wait to gather data before creating a concept based on the information they have. It might have been a good fit for this study except for the fact that there is a need to go a step further and that step is satisfied by the abduction process.

4.4.3 Abduction

Abduction starts with the basis of either deduction or induction and moves between the two. Essentially it begins with theory/data, works through to data/theory and works back to theory or data to validate its results. Bryman (2012) explains it as 'weaving back and forth between data and theory and is evident mostly in grounded theory but can

also be employed in other strategies for inquiry. According to Saunders *et al.*, (2012), data collection is used to explore a phenomenon, identify themes and patterns, locate these in a conceptual framework and test this framework through subsequent data collection and so forth. There is often interplay between induction and deduction and this is clarified in abductive reasoning. Indeed, with the aim of this study as stated in section 4.2.1, this research will adopt abduction as its approach. This is not because it is thought to be better than the other approaches, but because it will be best suited to achieve the set down aim and objectives. Abduction works as shown below.

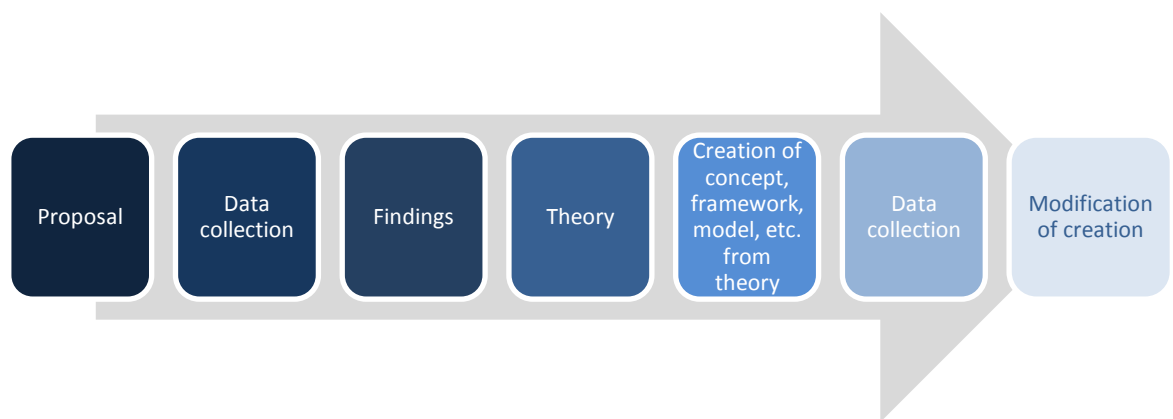


Figure 4-5: Abduction

Source: Self study

4.5 Methodological choice

Methodological choice focuses on the third layer of the research onion. Research is an investigation conducted with the aim of understanding phenomenon or solving a problem. A research design covers both the broad and the detailed plan for carrying out a research. The peculiarity of research designs is that they provide a framework for collecting and analysing data (David and Sutton, 2011) so it is important to select the one best suited to the study. The research theory demands an approach from which we shall infer/induce patterns based on previous research (Creswell, 2009). Research results need to be valid, descriptive, and informative before it can be applied to social or organisational problems (Miller and Salkind, 2002).

To achieve this, a proper and systematic methodology which will ensure successful functioning of the research process needs to be developed (Maxwell, 2005). The research design is the overall plan and procedure for a research study and covers the details as well as the grand vision (Creswell, 2009). It is a procedural plan that is adopted

by the researcher to answer questions validly, objectively, accurately and economically (Kumar, 1999). This section deals with the choice of methodology to be used for this study.

The three choices for methodology currently used by researchers are qualitative, quantitative and mixed methods (Creswell, 2009). **Qualitative design** utilises more of words when capturing data while **quantitative design** utilises numbers. This may make them seem like opposites but they merely occupy different positions along the research continuum. It is important to note that both methods do not have to be used exclusively. In several studies, the best set of data is obtained by using both. This often occurs when one design is only used as an initial test run or a validation tool and the other is used for the main data collection and this double use is known as **mixed methods design**. The three methods will now be discussed in further detail to explain the rationale for selecting the research design for this study.

4.5.1 Quantitative research design

Quantitative research is often used to test objective theories through the examination of variables (Creswell, 2009). It was explained by Yoshikawa *et.al.* (2013) as “methods of inquiry used by researchers to gather numeric representations of the world through the use of survey, questionnaire, biological or physiological data and analysed in quantitative units”. This means quantitative data largely uses numbers and figures (variables) to gather specific sets of data for analysis. **Variables** as used in quantitative research is a characteristic or attribute of an individual or an organisation that can be measured or observed and that varies among the people or organisations being studied. (Creswell, 2009).

According to Amaratunga *et.al.* (2002), the quantitative research process focuses on developing ‘testable hypotheses and theory which are generalizable across settings and is more concerned with how a rich, complex description of the specific situations under study will evolve’.

It mostly employs the process of deduction as it progresses from theory to data to confirm or challenge the hypotheses set out in the theory. It is excellent for studies that have a prior knowledge of the information it seeks and want to prove or disprove that information. It starts with the hypotheses and works its way through the data to find

proof. A quantitative study whilst excellent in several respects, cannot be applied to this study because it is not certain at the start what the end goal is. It instead seeks information on a subject matter and will use the data provided to construct a framework that will be useful in the subject. Bryman (2012) proposed the process for quantitative research in the figure below.

Figure 4-6: Quantitative research process

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Bryman (2012)

4.5.2 Qualitative research design

Qualitative design employs the use of non-numeric data collected through words, texts, narratives, pictures, videos or observations (Yoshikawa *et al.*, 2013). A qualitative research method adopts a different approach to research than quantitative inquiries. They are not opposites; they just differ from each other. As with other forms of research, the philosophical assumption and interpretive framework are the foundation on which a qualitative research is built. Qualitative research seeks to understand, explain, discover, explore and clarify different feelings, values and attitudes or beliefs and experience of certain people (Kumar, 1999). It tries to assess what is predominant and is not rigid in its

approach. This means its study designs have more blurred lines than quantitative studies and it has fewer applicable designs.

Qualitative research exposes unforeseen variables by looking at the information provided by the participants and it excels at the identification of significant relationships between the variables studied (Barbour, 2008). To buttress the differences between quantitative and qualitative research, the table below looks at their activities, beliefs, steps taken and the rigour involved for each with the selected method highlighted for clarity.

Table 4-2: Differences between quantitative and qualitative research

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4.5.3 Multiple methods research design

Multiple method research combines more than one method of research into the methodology of a single research study (Plano Clark and Creswell, 2008). This works in

two ways: the combination of different quantitative and qualitative methods into a research design or; the combination of two quantitative or two qualitative methods into a research design in comparison to the use of a single method. A brief overview of this explanation can be seen below.

Figure 4-7: Different ways to combine methods in research.

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Saunders *et al.* (2012)

In the first instance, the researcher uses both qualitative and quantitative methods in a study e.g. a survey and interviews can be used for data collection. Its origins began in the 1980's (Plano Clark and Creswell, 2011) and it was gradually refined to what is known as ***mixed methods research*** today. In certain studies, words (qualitative) or numbers (quantitative) are insufficient to solve the question it poses and this is what has led to the evolution of combining quantitative and qualitative research into one design. Creswell (2009) gives three bases on which this procedure should be based.



Timing determines if the qualitative or quantitative method should be used first or if both should be used concurrently (at the same time). ***Weighting*** determines if both should be used equally or if one should have priority over the other. The third determinant is mixing. ***Mixing*** can occur during data collection, data analysis or

interpretation. It means that either the quantitative and qualitative data will be mixed together or kept separate at different points of the research.

Figure 4-8: Combining qualitative and quantitative methods in a mixed methods design

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from Creswell (2009)

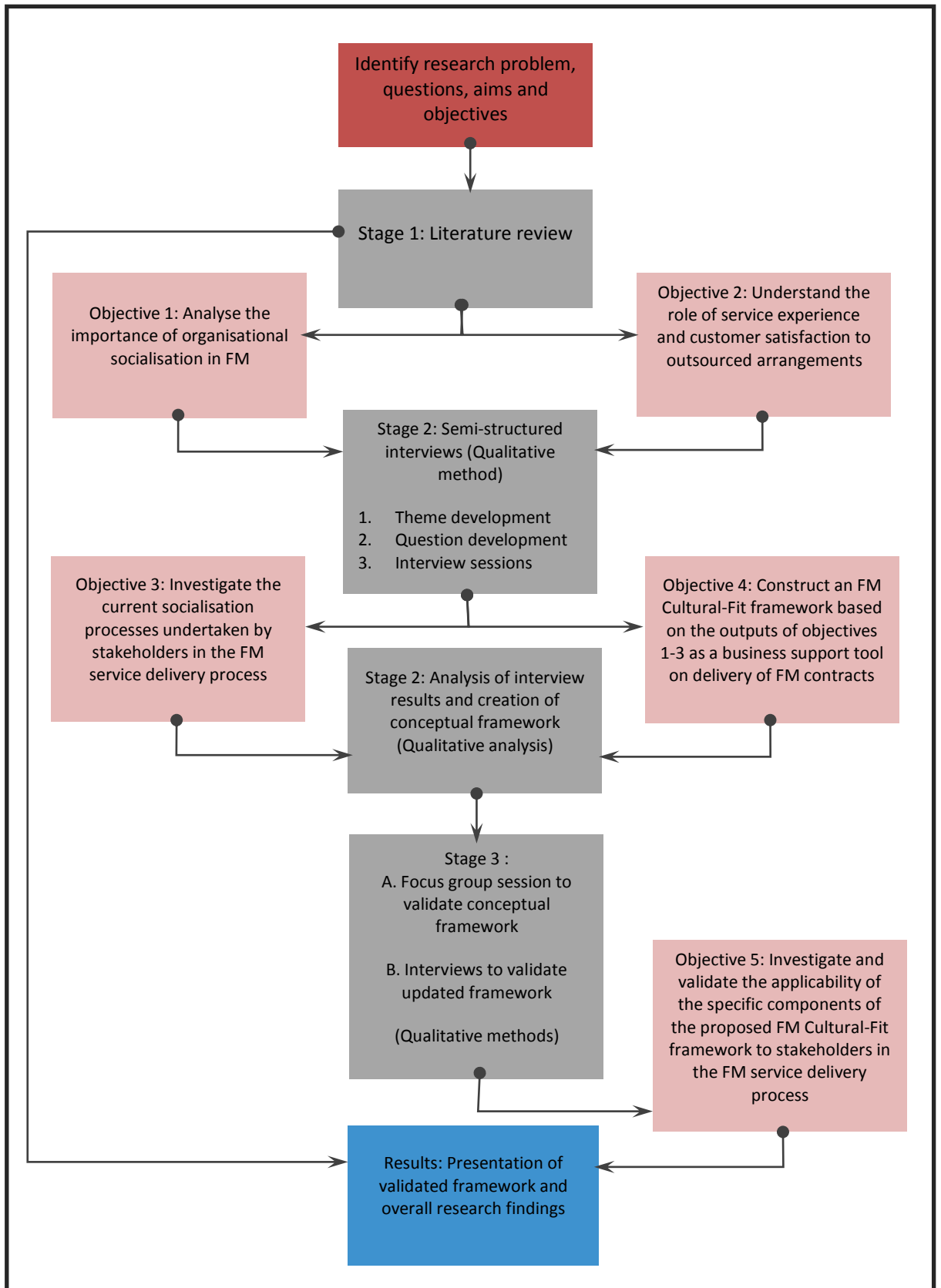
This mixes often produce one of six mixed method designs which will not be explained in any detail but are mentioned thus: **convergent parallel** design, **explanatory sequential** design, **exploratory sequential** design, **embedded** design, **transformative** design and the **multiphase** design.

In the second place, we have **multi-method studies** which can either be based on a quantitative or a qualitative research design. Multi-method designs employ more than one method of a design to produce more robust creations at the end of a research study. An example will be the use of observations and interviews in a qualitative study but there is no mix at the point of data collection or analysis between quantitative or qualitative data (Saunders *et.al.*, 2012).

This study desires to know *what* happens to the socialisation of external service provider staff and *how* to make it better. Essentially, it seeks to define the current socialisation processes undertaken by stakeholders in the FM delivery process (see section 4.1.1) through the identification of the variables that will emerge from data gathered. This will

be best achieved by exploring the values these stakeholders classify as important and clarifying the place of the external service provider staff in these relationships.

The first two objectives of this study as shown in section 4.2 have been achieved through the literature review but the third and fourth objectives are to be achieved via the data gathered and following the information trail of the literature review and based on the objectives of this study, the aim of the research will be better met through a multi-method qualitative research rather than a mono-method qualitative, mono-method quantitative or mixed methods design. Objectives three and four require the input of the stakeholders (FM practitioners working as providers or receivers of service). The fifth objective which is to validate a 'cultural fit' framework for socialising external service provider staff also requires the input of the stakeholders to ensure that it is practicable and can be applied to both service providers and client organisations. These three objectives as discussed in sections 4.2.1 will be best served by dialogue between the researcher and the participants to ensure that all hidden themes that might be relevant to the study are unearthed. The qualitative approach enables rich material to emerge within parameters focused on the external service provider staff in client organisations. This study therefore adopts a multi-method qualitative approach to research and uses this design to first determine the current state of socialising external service provider employees in the workplace and; design a framework that can be used by organisations to socialise external service provider staff. Figure 4-9 is a representation of the multi-method process that will be used in this research.



4.6 Different approaches to qualitative research (strategy for inquiry)

Strategies for inquiry are the fourth layer of the research onion and are the viable ways by which researchers conduct a study (Creswell, 2009). There are five widely accepted approaches that can be taken towards a qualitative research design and these are: narrative research, phenomenology, grounded theory, case study and ethnography (Creswell, 2009; Silverman, 2013; Denzin and Lincoln, 2011; Creswell, 2013).

4.6.1 Narrative research

Narrative research as defined by Czarniawska (2004) in Creswell (2013) is “understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected”. According to Whiffin *et.al.* (2014) the narrator constructs a sense of self through stories, and portrays the meaning of the chaotic or inexplicable into something tangible, useable and meaningful, often as a way to come to terms with a changed life. These insights into narrative research will be suited to a series of events that culminate in a life altering experience for one or several people as may be seen in the case of an earthquake or the sudden crash of an international organisation and will not be applicable in this study.

4.6.2 Phenomenology

Phenomenology is the study of lived, human phenomena within the everyday social contexts in which the phenomena occur, from the perspective of those who experience them (Somekh and Lewin, 2011). It focuses on deriving common meaning from the information it has garnered from several sources by filtering them through certain pre-ordained sieves. Here, the researcher watches the participants and tries to connect reoccurring dots to find answers or develop a theory. The creation of a framework for external service provider staff will not require this strategy of enquiry.

4.6.3 Grounded theory

Grounded theory is a research method that seeks to develop theory that is grounded in data systematically gathered and analysed and has its basis in the premise that there should be a continuous interplay between data collection and analysis (Urquhart, Lehmann and Myers; 2010). It is a qualitative research design in which the inquirer generates a general explanation (a theory) of a process, an action, or an interaction shaped by the views of a large number of participants (Creswell, 2013). Grounded theory employs a step-by-step process to develop a theory based on the data gathered by qualitative means. This theory is used to provide a possible explanation for why and how a particular occurrence takes place and how the affected parties react the way they do. It is a close second to ethnography as a strategy of enquiry for this study but culture is at the heart of ethnography making it the most suitable one.

4.6.4 Case studies

Case studies according to Silverman (2013) follow the idea that a case/s will be studied in detail with the aim of thoroughly understanding it/them via the use of applicable methods. These cases could be from any sphere or to study anyone and can be a simple or a complicated study wholly dependent on the researcher. They can provide a great deal of largely qualitative data which offer insights into the nature of the phenomena studied (Easton, 2010). The common phenomena for case studies are organisations or people and it investigates intangible concepts within the parameter of the study.

4.6.5 Ethnography

The word ethnography means inscribe (*graph*) the culture (*ethnos*), and is used to describe and analyse patterns of interactions, roles, ceremonies and rituals; and artifacts of a specific group of people (Marshall and Rossman, 2011). Patton (2002) records that ethnography is the earliest distinct tradition in qualitative inquiry. Ethnography is a research culture with origins in anthropology that allows researchers to explore and examine the cultures and societies that are a fundamental part of the human experience (Murchison, 2010). It focuses on collecting data by participating in the lives of the

participants which can be used to answer the questions raised by the study. Marshall and Rossman (2011) agree that ethnography studies human groups because it seeks to understand their culture therefore 'culture is a central concept for ethnography'. They are also clear about the types of culture that can be studied through ethnography: groups, communities, organisations and social movements. This covers the subject of this study which is organisational culture. Data collected is almost always related to the culture of the participants which can be used to form opinions, enable understanding or solve problems experienced by the participants of that culture. A major characteristic that makes ethnography ideal for this study is that the participants develop shared patterns of behaviour, belief and language seen as a culture-sharing group (Creswell, 2013). This is the basis of culture and organisational culture as studied in this research. Seeking out these patterns of behaviour and using them to create a framework that can socialise the external service provider staff is the primary aim of this research.

Table 4-3: Comparison of strategies for inquiry

Strategy for inquiry		Characteristics		Suitability
Narrative research	Spoken or written text giving an account of an event/action or series of events/actions, chronologically connected	The narrator constructs a sense of self through stories, and portrays the meaning of the chaotic or inexplicable into something tangible, useable and meaningful	Best suited to a series of events that culminate in a life altering experience for one or several people	Not suitable
Phenomenology	The study of lived, human phenomena within the everyday social contexts in which the phenomena occur, from the perspective of those who experience them	Focuses on deriving common meaning from the information it has garnered from several sources by filtering them through certain pre-ordained sieves	The researcher watches the participants and tries to connect reoccurring dots to find answers or develop a theory	Not suitable
Grounded theory	Generates a general explanation (a theory) of a process, an action, or an interaction shaped by the views of a large number of participants	Employs a step-by-step process to develop a theory based on the data	Is used to provide a possible explanation for why and how a particular occurrence takes place	Partially suitable

Case studies	Follow the idea that a case/s will be studied in detail with the aim of thoroughly understanding it/them	Provide a great deal of largely qualitative data which offer insights into the nature of the phenomena studied	It investigates intangible concepts within the parameter of the study	Not suitable
Ethnography	Allows researchers to explore and examine the cultures and societies	Focuses on collecting data by participating in the lives of the participants	Participants develop shared patterns of behaviour, belief and language seen as a culture-sharing group	Closest to study and most suitable

Table 4-3 shows the various characteristics of each strategy and their suitability to this study. It should be stated at this point that though there was interaction between the researcher and the participants, this interaction was not an extended one and was used solely to gather data. Furthermore, the traditional ethnography practice which involves total immersion into the lifestyle of the participants (Somekh and Lewin, 2011) was not undertaken in this instance. Despite these two issues, ethnography is the most suitable strategy and will be adopted in the creation of a framework for the socialisation of external service provider staff in the client organisation. It will be instrumental in understanding the culture of the client organisations and the service providers in relation to external service provider staff and in the extraction of data relevant to this study.

4.7 Research methods

This section introduces the first aspect in the next layer of the research onion. Research methods are concerned with the specific ways by which data will be collected, analysed and interpreted (Creswell, 2009). As previously stated in section 4.0, research methods differ from and are a part of research methodology only concerned with how data is generated and analysed. Flowing from the overall design and methodology, qualitative methods will be applied to this study as they are aligned to the collection of data in a natural setting and with a more relaxed boundary which encourages richness often absent from quantitative methods. This section will discuss the qualitative methods for gathering data and justify their suitability for this research.

4.7.1 Data collection methods

Primary data used for this research will be collected from various sectors in the economy through members of the BIFM who work in FM units of target organisations. The research problem requires a pluralistic approach as one method is unlikely to provide a holistic solution which can be implemented in the FM industry. There are several ways to collect data via qualitative methods: observations, interviews, narratives, focus groups, documents, and audio-visual materials are some of the most popular. This study will employ literature review, interviews and focus groups for all the phases of data collection embarked upon. This will be done in three stages as shown in table 4-4.

Table 4-4: The data collection methods employed and their justifications

Research method	Suitability
Literature review	The literature review in this study is critical to the laying down of the foundation. It introduces general FM and how FM can be strategic including why and how firms engage in outsourcing their non-core activities. It also looks at service quality and customer satisfaction and the importance of these two factors in the FM industry. Another important area clarified by the literature review is the role of culture and organisational culture in particular. It examines the socialisations models that exist and their inadequacy to integrate external service provider staff. It is instrumental in the development of the themes that form the basis of the questions used at the interview stage. It meets the first 2 objectives of section 4.1.1. and acts as a building block for the next stage.
Interviews	<p>Interview as defined by Kvale and Brinkman (2009) is an <i>inter view</i>, an inter-change of views between two persons conversing about a theme of mutual interest. This is directly applicable to this study as we seek to discover what stakeholders know of the socialisation process for external service provider staff that exists in their different organisations. Given the uncertainty of what we might discover, a restriction in the questions asked and a rigidity in the answers expected will lead to the loss of potential quality data. Interviews are a very common method in qualitative research. They are used extensively and sometimes are even employed as the overall strategy for data collection (Marshall and Rossman, 2011).</p> <p>Interviews are used in this study to understand what happens in the FM industry in organisational culture, outsourcing, service delivery, and especially in the socialisation process for external service provider staff. This led to a pilot interview and 16 interviews of service providers and client organisations.</p> <p>Interviews will be used again in this study to validate the changes made to the proposed framework after the focus group stage.</p>
Focus groups	A focus group is a group interview in which a small group discusses the issues raised by the moderator (Morgan, 1998a). They are mostly used in qualitative studies by researchers to answer specific questions or discuss certain interests. They have been employed in this study to discuss two main issues:

	<ol style="list-style-type: none"> 1. The applicability of the components of the 'Cultural-Fit' framework that emerged from the results and analysis of the interview data. 2. The Validity of the framework as an acceptable process in the socialisation of external service provider staff in client organisations by the clients and their service providers. <p>It was preceded by a pilot group interview and followed up by four focus group sessions with groups from different sectors of the economy.</p>
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Interviews and focus groups are the data collections methods to be employed in this study and they will be discussed in more detail below. However, there will first be a discussion on the sampling strategy employed in the interview and focus group stages.

4.7.1.1 Sampling and participant selection for interviews and focus groups

Sampling in qualitative research is necessary as it will be often impossible and/or very expensive to attempt the collection of data from all possible data sources (Oppong, 2013). In cases where it is even possible to access every possible subject for data, it is not often necessary as the same data can be reliably obtained from a smaller percentage of the target population with focus on depth rather than number (Patton, 2002). This necessitates the researcher to select and focus a representative sample for data collection. Oppong (2013) define sampling in qualitative research as a process of selecting subjects to take part in a research investigation on the ground that they provide information considered relevant to the research problem. Three popular sampling methods currently exist according to Oppong (2013). **Convenience and theoretical sampling** are two of the most applied types but this study will use a third type.

Judgement or purposeful sampling is the most pervasive method used by researchers. As the name suggests, the researcher uses their judgment to determine who will provide the richest information for the subject matter. Purposeful sampling is often associated with qualitative methods because participants are selected to satisfy a specific demand associated with the research question (Collingridge and Gantt, 2008). Researchers use these demands to create categorisations which then act as a guide for recruitment (Barbour, 2005). Here, there is no fixed number of subjects at the beginning of the data

collection. Subjects are selected based on their knowledge of the subject matter and are interviewed till data saturation has occurred. In ethnography according to Creswell (2013), the researcher relies on their judgement to select participants based on their research questions. The researcher might either use **opportunistic** (based on the opportunities that come their way) or **criterion** (select criteria and individuals that meet them) sampling. In this study, there is an emphasis on the criteria needed from the participants of the interview and focus group sessions. An important point to note in qualitative research is that the sample size is often far smaller than in quantitative studies because more data does not often lead to more information as a single occurrence of a piece of data or code is what ensures information can be analysed (Mason, 2010). This study employs the purposeful sample method as it most closely fits the purpose of this research and the question it raises.

A pilot will be used at both the interview and focus group stages to confirm the applicability of both data collection methods (Marshall and Rossman, 2011) to this study. It will also be used to highlight gaps in the questions for the interview stage or overlooked issues in the focus group stage (Sampson, 2004).

Interviews

A successful sampling for the interview stage was to have stakeholders in FM who are directly affected by or have a direct effect on the socialisation of external service provider staff in the client workplace. Apart from the external service provider staff themselves, the stakeholders are their employers. Given that the attitudes and integration of the staff have no critical positive or negative effects on their positions except where they fail to fulfil their job responsibilities, it was decided that they may not be the best category to interview. The aim of the interviews after all, is to determine if they are currently socialised into client organisations and what sort of processes are in place to achieve this. This led the decision to interview the client organisations that will enjoy the benefits of proper integration or the indifferent or even often negative consequences of un-socialised external service provider staff; and the organisations that provide them with the staff. Based on this information, the researcher was able to determine that participants should come from client organisations and service providers. However, the staff are often stationed in the client organisation so the integration if any would take place there. This led to the decision to interview twice as many client

organisations as service providers. The other criterion to meet then was the sector in which FMs work. There were therefore 4 major criteria:

1. Participants should work with a client organisation or a service provider.
2. Participants should hold a middle or upper management level position and be aware of the processes that affect external service provider staff.
3. Participants should come from different sectors to increase the quality and richness of the data gathered and to severely reduce the bias that might be present when interviewing a stereotype.
4. There should be twice as many client organisations as service providers.

The criteria helps to avoid bias and ensure that the interview data was 'pure'. The potential participants were 'sourced' by mining various avenues and a brief overview of the process can be seen below.

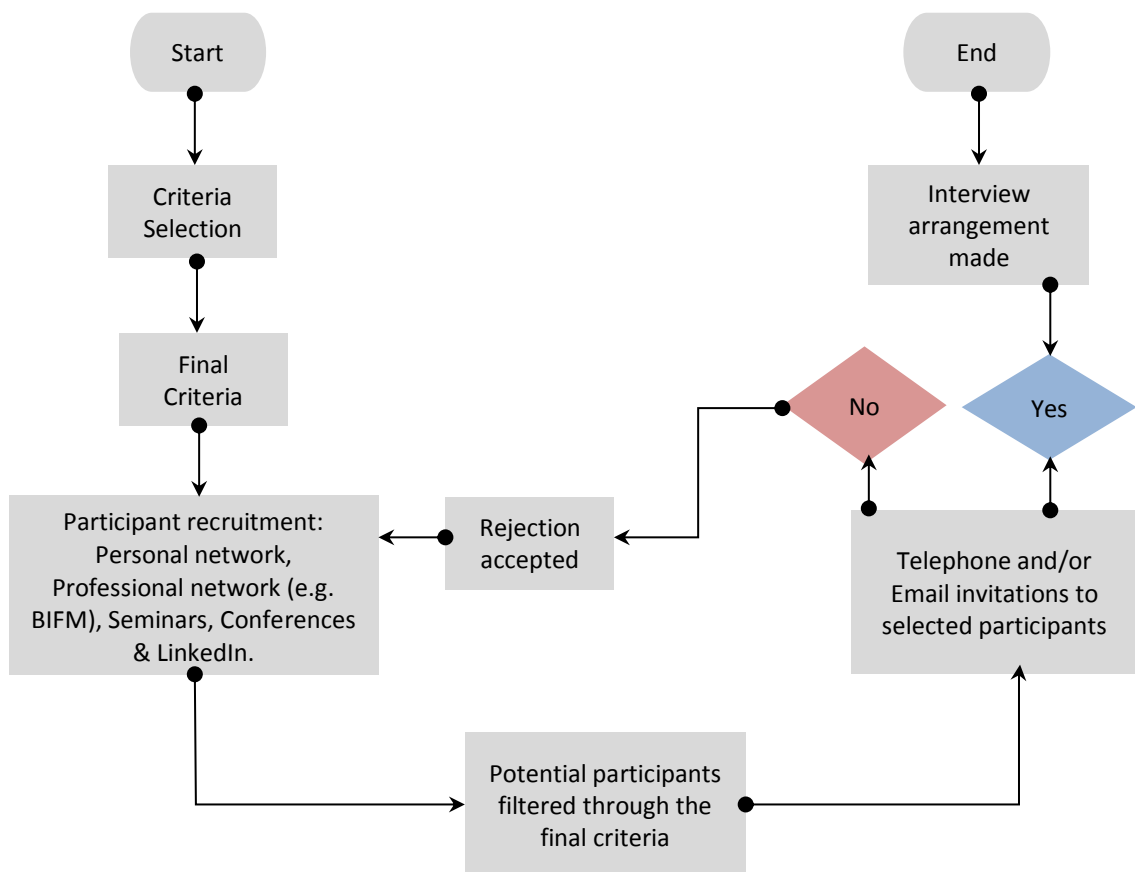


Figure 4-10: Sampling and participant selection for Interviews

Following the criteria established above and filtering the potential participants through the process shown above was tasking as FM practitioners in upper management are

often very busy individuals which meant there were several rejections before the interview stage was successfully finished.

Focus groups

The focus groups employ the same type of sampling as the interviews. It is better to use purposeful sampling methods with focus groups (Barbour, 2005) as you have a certain target and will most likely need a particular type of participant to achieve it. Given these criteria, the minimum number of participants needed for each focus group session are two but it was decided that a minimum of three participants be recruited for each session to stimulate more dialogue. This decided, the next point was to determine the important criteria for recruitment. The same principle employed at the interview stage was also considered important here: there should be a higher number of clients than service providers but for a different reason. *A 'cultural-fit' framework can only be successful where the client organisation is interested, otherwise it is unlikely to work.* The 4 major criteria developed for the focus groups were:

1. All the participants of each group should have a work connection, preferably work together in the same organisation on a project
2. Each group should have a minimum of one participant representing the organisation and a minimum of one participant representing the service provider or acting as a consultant to foster a balanced discussion.
3. The representative(s) of the client organisation should be knowledgeable about the outsourced services/staff of the organisation and work at middle or upper management level.
4. There should more client organisations than there are service providers.

The focus groups are to achieve the fifth objective set out in section 4.2.1 by exploring the applicability of the components set out in the initial framework and validating the framework as a whole. Discussions with the research team on the best approach resulted in this: recruitment of client organisations/service providers with a minimum of three willing participants including a client for a focus group session. This will enable all

the criteria above to be met as individual recruitment will likely foil the first criterion. An overview of the recruitment process can be seen in figure 4-11.

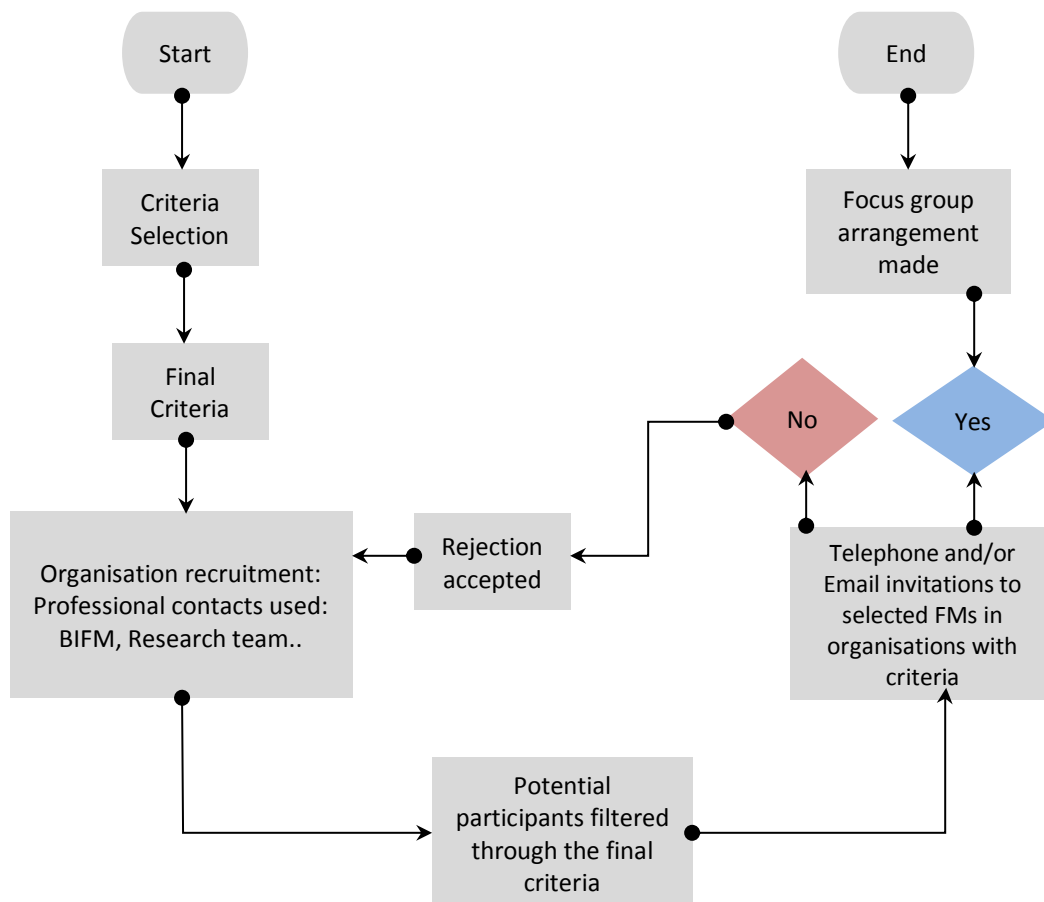


Figure 4-11: Sampling and participant selection for Focus groups

This recruitment process was successfully used to arrange all the focus groups used in this study. It should be noted that organising a focus group is not the easiest task as it means you are essentially trying to organise the diaries of at least three often busy individuals.

4.8 Literature review

Information search is a fundamental building block of research (Burton, 2000). Literature review is an essential part of any research process and is often the first step taken after

a research question has been selected. It is useful in learning about the subject matter and helps the researcher decide what specific angle to pursue in the study or exposes that the subject matter has been thoroughly covered by previous researchers (Cargan, 2007). It is easier to be thorough in a literature search when a systematic method is adopted as proposed by Gash (1989).

Table 4-5: Literature search strategies

The table originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The table was sourced from Gash (1989)

Literature review is useful for developing an argument, theory or hypothesis and is adept at revealing outdated or limited studies and unanswered questions (Marshall and Rossman, 2011). It is also excellent when extensively done in showing that literature might be inadequate in a specific subject area as is done in this study. Literature review puts together a trail for the researcher to follow and sets up the purpose of the research. Cargan (2007) notes that a thorough literature review achieves a lot and these can be seen in the diagram below but overall, literature review shows that one of the best ways to conduct research is to build on previous researches.

Figure 4-12: Advantages of literature review

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Cargan (2007)

The advantages seen in the figure above emerged in the course of the literature review for this study and were instrumental in determining the next steps to take concerning the methodology and data collection.

4.9 Interviews

Conversations are the main basis of interviews. The term interview itself only came into existence in the 17th century (Kvale and Brinkman, 2009). It is conducted by one party asking the other questions and receiving answers to those questions. Interviews are perhaps the most widely used qualitative method especially where ethnography is adopted as a strategy for inquiry (Bryman, 2012); and they have the potential to generate insights and concepts, and expand our understanding (Knight and Ruddock; 2008). Interviews have a structure and a purpose and are employed to a specific end (Kvale and Brinkman, 2009). It is a flexible tool and that makes it attractive as researchers do not need to spend so much time in the field and can still gather excellent data (Bryman, 2012). Interviews can be unstructured, semi-structured or structured in nature or as noted by Patton (2002) can be informal conversational, general interview guide or standardised open-ended.

Unstructured or informal conversational interviews have no set pattern and are led by the interviewee as their response informs the next question. There is a general discussion around the subject of interest with no guidelines to follow. Semi-structured interviews or general interview guide approach involve setting out a general structure

prior to the start of the interview. This structure will focus on the issues that the interview will cover and act as a guideline for ensuring all subjects of interest are touched upon. Structured or standardised open-ended interviews involve following pre-set questions but allowing the interviewee to answer as they wish. This makes the end results easily comparable to those from other interviewees and is used where specific details are needed. A simple figure by David and Sutton (2011) makes it easy to identify the type of interviews employed based on where your interests fall.

Figure 4-13: Degrees of closure in questions and answers

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was sourced from David and Sutton (2011)

Based on the figure above this study employs a semi-structured interview style (number 4) as core structured questions borne of the literature review and some flexible additions were used to elicit the relevant information needed from the participants

during the interviews. This allows the interviewer room for change where interesting information is given by the participant as it can be followed up with a question not included on the questions list. But the questions still maintain a similar wording from interview to interview (Bryman, 2012).

4.9.1 Conducting an interview

As concluded in the previous section, the interviews will be conducted in a semi-structured format. A semi-structured interview is a verbal interchange where the interviewer attempts to elicit information from the participant via questions from a predetermined list in a conversational manner, offering the participant a chance to discuss what they consider relevant and important to the subject matter (Clifford, French, and Valentine, 2010). Interviews are traditionally conducted face-to-face but the advent of the social age has introduced first telephone interviews (Sturges and Hanrahan, 2004; Bryman, 2012) and now video and email interviews (Hamilton and Bowers, 2006; Henry and Fetters, 2012) e.g. skype. Telephone interviews will be used in the second set of interviews conducted for validating the proposed framework.

4.9.1.1 Interview design

It is important that interviews are conducted in clear manner to ensure the quality of the data. This can be done in several ways provided they are logical and will successfully achieve the end goal. Creswell (2013) put together several steps which focus on the interview process in research.

Table 4-6: Conducting qualitative interviews

The table originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The table was sourced from Source: Creswell (2013)

These steps were all applied to this study to maintain a logical sequence to the interview process and increase the quality of the process.

4.9.1.2 *Interview quality: responses, recording and transcription.*

The quality of the data gathered is only as good as the quality of the interviews. If the interview process is followed as detailed in the previous section, the other ways a high quality can be ensure is through the use of good equipment for clear audio and accurate transcription.

First focus is on quality and this is mainly the quality of the responses elicited from the interview participants. Kvale and Brinkman (2009) gave six criteria for this:

- Spontaneous, rich, specific and relevant answers from the interviewee
- Short interviewer questions and longer interviewee answers
- Interviewer's clarifying follow up on the relevant aspects of the answers
- The interviewer interpreting the interview throughout the interview
- The interviewer verifying their interpretations of the answers during the session
- A clear interview that is 'self-reported' (needing no further explanations)

The above criteria focus on the interviewer's ability to elicit rich responses from the participant and ensuring that the answers are the best possible information they can get without speaking too much or overwhelming the interviewee with leading questions for example.

The second focus is on the quality of the recording equipment. Where permission is given, interviewers should endeavour to audio-record the sessions as audio records allows the interview concentrate on the questioning and listening, provides an accurate and unbiased record, allows for the use of direct quotes, provides a permanent record for the interviewer to re-listen and others to use (Saunders, Lewis and Thornhill; 2012). An interviewer need to be prepared for interviews that may go on longer than expected with additional equipment should the primary equipment get full in the case of tapes or have a drained battery as with electrical recorders (David and Sutton; 2011). It is also important to be sure the recording equipment is on and still reliable in the case of a frequently used one (David and Sutton; 2011). Despite the use of recording equipment, notes should always be taken of important points and responses/ideas should anything happen to the records.

The third focus is on the quality of the transcription process. Transcription can only occur if there are audio records of the interview sessions. Transcription is not just the translation of oral language to written language (Kvale and Brinkman, 2009); it also involves the translation of unspoken punctuation and often, working without the visual cues that would have been understandable in person but lost in a recording (Marshall and Rossman, 2011). The other consideration is the style used to transcribe. Kvale and Brinkman, 2009 also state what should be considered during transcription.

- The resources and time needed for transcription should be taken into account in a study and the time period can be reduced by high acoustic quality.
- Transcription can be allotted to someone else to do but when the interviewer does it; they are able to learn more about their interviewing style, reawaken the social and emotional aspects of the interview, and can start immediate analysis of what the interview means.
- Be prepared to explicitly state how the transcription was made. E.g. multiple transcribers.
- The method of transcription will depend on the use of the transcripts and dictate how much detail should be translated to the written word.

4.9.2 Application to this study

The interviews conducted in this study are two-fold. The first set are conducted as a primary source of data and involved more participants and a set of critical criteria. The second set however is not as expansive as the participants were chosen from participants of the focus group stage to validate the information collected in stage 3 of the data collection.

4.9.2.1 Stage 1 interviews

This study applied the stages discussed in section 4.8.1 to the 16 interviews of this research. Applying the step by step guide of section 4.8.1.1 meant there were no mistakes made in the question compilation, the sampling all the other actions employed. The questions asked in the interviews were based on the themes derived from the

literature review. The literature review as stated clarified what information is available on the external service provider staff in FM and where the existing gaps are.

Table 4-7: Themes from the literature review

Variable	Literature reference	Importance	References
FM strategy	2.3	<ol style="list-style-type: none"> 1. Modern FM is still mostly operational 2. FM is not seen as an enabler of company strategy 3. FM practitioners lack and require a certain skill set to deliver FM strategy to the organisation 4. Position of FM staff in organisation not always ideal 5. Innovation in FM practice still lacking 	RICS (2009,2013), Chotipanich and Lertariyanun (2011), Nutt and McLennan(2000), Cotts(2010)
Outsourcing / FM contracts	2.4-2.7	<ol style="list-style-type: none"> 1. Determining the right vendor 2. What gets outsourced? 3. Contract flexibility 4. FM does not fully practice strategic outsourcing 5. Strategy for external service provider staff in contract agreement? 	Bragg, (2006); Amiti and Wei, (2005); Taplin (2008); Booty, 2006), Vetrakova (2013), Holcomb and Hitt (2007), Cotts (2010)
Service quality/ delivery	2.8-2.9	<ol style="list-style-type: none"> 1. Disparity in the perception of service between organisation and customer 2. The importance of front-end services 3. The need to stay ahead of the competition 4. Managing the intangibility of services 	Meyer and Schwager (2007); Verhoef <i>et al.</i> (2009); Johnston <i>et al.</i> , (2012), Tucker and Pitt (2009), Sictmann <i>et al.</i> (2011), Pansoo and Jang-hyup (2013)
Customer satisfaction/ experience	2.10-2.13	Is there a conscious measure of the place of external service provider staff in customer satisfaction?	
Organisational culture	3.3	<ol style="list-style-type: none"> 1. Evidence of organisational culture 2. Maintaining control over the entrance of external culture 3. Length of time needed by new employees to imbibe new culture 4. Place of staff in company strategy 	Buelens <i>et al.</i> , 2006; Cox, 1994;
Socialisation	3.4- 3.7	<ol style="list-style-type: none"> 1. Recruitment process for external service provider staff 2. Established socialisation process for in-house staff? 3. Established socialisation process for external service provider staff? 4. Socialisation of external service provider employees by client organisation or service provider? 5. Content of the socialisation process/ training? 6. Length of the socialisation process/ training? 7. Obvious changes after socialisation? 8. Barriers to socialising external service 	Buchanan, Huczynski, 2010; Van Maanen and Schein, 1979; Ge <i>et al.</i> , 2010; Ashforth, Sluss and Saks (2007), Taormina (2009), Kasimati (2011), UKCES (2012)

These derived themes were used to formulate the questions asked at the interview stage. The next consideration is the sampling of the participants. The sampling strategy used for the interviews has been covered in depth in section 4.7.1.1. The sample number was the next matter of import to consider as the number of people interviewed might be the difference between quality data and sub-standard data. The purposeful sampling method encourages continuous data collection till data saturation has occurred. The ambiguous nature of amassing data till saturation happens made it difficult to fix a certain number of interviews (Bryman, 2012) so the sampling process was a continuous one but there was plan to interview in the first instance a minimum of 10 participants. The 2:1 ratio of client organisations to service providers (see section 4.7.1.1) made the minimum number of initial participants 12 with 8 client organisations and 4 service providers. Data saturation was achieved at 12th interview as no new codes (node) were discovered after this but there were 4 more interviews with 2 for each stakeholder group to confirm saturation. The total number of interviews therefore rose to 16 which increased the richness of data within each code and confirmed no new information could be obtained.

An extra step that was taken to confirm the validity of the interview questions and the sequencing was a pilot interview with a stakeholder who was not included in the final participant list or represented in the table below. David and Sutton (2011) defined piloting as pre-testing of research instruments such as questionnaires or interview schedules with a small subsample of the target population to identify weaknesses within the data collection instrument. Pilot studies are great at perfecting strategies but even more useful at buttressing the rationale for a genre or strategy (Marshall and Rossman, 2011). Sampson (2004) especially discusses the significance of pilot studies in qualitative ethnographic research. She enumerates the advantages of a pilot study to be:

- Helps you prepare for the unanticipated and the incidental
- It often exposes gaps in the research design and shortcomings in the anticipated and fundamental process

- The pilot study may live up to expectations and confirm that the research design is suitable to the study

Applying this principle to the research, a pilot study was conducted and it was successful in confirming that there was a rhythm to the questions as well as the possibility of securing quality information. It had the added benefit of familiarising the researcher with the interview questions and process, making the first actual interview more relaxing than expected. The profile of the final 16 participants can be seen below.

Table 4-8: Profile for selected stage 1 interview participants

PARTICIPANT	SECTOR	YEARS OF EXPERIENCE	CURRENT ROLE	STAKEHOLDER POSITION
PARTICIPANT 1	Health	10	EO	Client organisation
PARTICIPANT 2	Construction	15	ORM	Client organisation
PARTICIPANT 3	Consultancy	26	CT	Client organisation
PARTICIPANT 4	Education	09	SFC	Client organisation
PARTICIPANT 5	Entertainment/ Leisure	30	OD	Client organisation
PARTICIPANT 6	Leisure	16.5	CM	Client organisation
PARTICIPANT 7	Entertainment	26	HCS	Client organisation
PARTICIPANT 8	Sports	17	FM	Client organisation
PARTICIPANT 9	Health	06	MGR	Client organisation
PARTICIPANT 10	Property	14	LCS	Client organisation
PARTICIPANT 11	Facilities services	08	CSM	Service provider
PARTICIPANT 12	Facilities services	17	MD	Service provider
PARTICIPANT 13	Facilities services	31	FSL	Service provider
PARTICIPANT 14	Facilities services	23	BDM	Service provider
PARTICIPANT 15	Facilities services	25	SAM	Service provider
PARTICIPANT 16	Facilities services	18	AD	Service provider

EO - ESTATE OFFICER; ORM - OPERATIONAL RELATIONS MANAGER; CT – CONSULTANT; SFC – SENIOR FACILITIES COORDINATOR; OD – OPERATIONS DIRECTOR; CM – CENTRE MANAGER; HCS – HEAD OF CORPORATE SERVICES; FM – FACILITIES MANAGER; MGR – MANAGER; LCS – LEAD CYCLICAL SURVEYOR; CSM - CUSTOMER SERVICE MANAGER; MD – MANAGING DIRECTOR; FSL – FIELD SERVICE LEADER; BDM – BUSINESS DEVELOPMENT MANAGER; SAM - SENIOR ACCOUNT MANAGER; AD – ACCOUNT DIRECTOR

The selected interview participants were considered to be sufficient to provide rich, quality data for the following reasons:

1. Based on the business-to-business research perspective, all participants selected work in the upper management levels of their organisations.

2. The participants were deliberately selected from different sectors where facilities management is practiced to reduce sector bias and increase the representativeness of the FM industry as reflected in the table above.
3. The participants have spent several years working in the FM industry and were able to contribute to this study from a position of knowledge and experience.
4. The participants were selected from mostly large organisations (with +500) employees to ensure their contributions reflected the reality of the outsourcing process in the FM industry as medium and small organisations (SME's) might work with just a few external service provider employees which might lead to a different work dynamic.
5. The participants were selected from different geographical zones to prevent 'local' industry dynamics affecting the data gathered.

These qualities were consciously sought after at the selection stage of the interview participants to limit bias and prevent skewed data.

There were 18 questions (see Appendix E) in total arranged to relax the participant first before asking the most important questions. To improve audio quality, two audio recorders were used for each interview to capture the session. The participants were first given the Participant Information Sheet (PIS) to read before they were given the consent form to sign (see APPENDICES A and B). The PIS has an overview of the research as well as details on what is required of them in addition to contact information for the researcher. The interviews were scheduled to suit the participants at a location and time of their choosing to make it as convenient as possible. The participants were all given business cards that they could use to contact the researcher for further information or follow up questions/ideas.

The interviews ranged from 40 minutes- 1 hour 15 minutes. The longest interview did not exceed the 90 minute time mark proposed by the researcher so the participants did not feel put upon. The interview records were passed on to a professional transcriber who transcribed word-for-word and was read by the researcher afterwards to confirm the accuracy of the transcript. These transcripts are the basis of the analysis found in Chapter 5.

4.9.2.2 Stage 3 interviews

This interview stage eliminates the need for sampling and other requirements necessary for the first interview stage and the focus groups. This is because the participants were previous members of a focus group session. This stage was conducted as a supplement to the focus group and is intended to act as a validation stage for the information gathered at the focus group stage. Therefore the facilitators of the focus groups were selected to participate in this stage. The major criteria for this data collection stage was that the participants (preferably the facilitator) should have attended a focus group session and were therefore aware of the suggestions that had been made.

The facilitators of the focus groups were contacted after the proposed framework and guide had been updated with the data collected from their sessions. They were informed on the update and asked if they would be willing to participate in a short telephone interview which would be recorded to give their views on the new framework. They consented and a time and date for the interviews were set. A copy of the updated framework (see section 7.7) was sent to them and they were called on the date and time agreed. The sessions were recorded by the interviewer/ researcher and notes were also taken during the session.

These sessions were succinct in comparison to the first round of interviews and the focus groups. The participants were asked four questions:

1. What are your views on the updated framework and guide?
2. Do you think the updated framework incorporated the suggestions made on the content and format at the focus group session you attended?
3. In your opinion, has this made a positive difference to its chances of success?
4. Is the current design in better form than the previous one?

Table 4-9: Profile of stage 3 interview participants

PARTICIPANT	SECTOR	YEARS OF EXPERIENCE	CURRENT ROLE	STAKEHOLDER POSITION
PARTICIPANT 1	Legal	37	FM	Client organisation
PARTICIPANT 2	Consultancy	2.5	BS	Client organisation
PARTICIPANT 3	Facilities services	23	BDM	Service provider
PARTICIPANT 4	Housing	14	LCS	Client organisation
BDM-BUSINESS DEVELOPMENT MANAGER; BS-BUILDING SURVEYOR;			LCS – LEAD CYCLICAL SURVEYOR; FM-FACILITIES MANAGER;	

4.10 Focus groups

Interest in focus groups emerged in the 1930's and did not really take off till World War II, but the first published work by Richard K. Merton and his colleagues have brought it in to stay (Krueger, 2009). They are interviewing methods that involve more than one, and usually a minimum of four interviewees (Bryman, 2012) with similar backgrounds or interests who participate in an interview for one to two hours (Patton, 2002). Focus groups are a non-standardised form of group interviews as shown in the figure, so the number of people involved increase and the titles change but the basic premise remains the same.

Figure 4-14: Different interview formats and selected method.

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Focus groups can be more than one to gather varied perspectives and increase the certainty of patterns and have been employed since the 1950's to collect qualitative data (Quible, 1998). Focus groups 'focus' on a subject of interest to the interviewer who mediates the interview by ensuring no person or persons dominate the conversation and encourages reserved individual to get involved (Flick, 2009). According to Patton

(2002), focus groups arose from market research but has evolved for use in many fields. It follows on from an individual interview with similar guidelines. The major difference is that all participants get to listen to other views (which might be different from theirs) on the subjects raised or questions asked and respond to them.

4.10.1 The use of focus groups

Patton (2002) stressed that it was not a discussion, decision-making or problem-solving session and had to be properly moderated to be successful but a method by which high quality data can be gathered in a social context when participants consider the views of others. They are also specifically great when trying to understand 'what' and 'how' but especially the 'why' of a particular subject (Saunders *et.al.*, 2012), hence their use in qualitative studies.

Focus groups as noted by Litosseliti (2003) are useful in different ways. They can be used by the researcher as the sole data collection instrument (to explore opinions, attitudes and beliefs), to support the primary data collection instrument as supplementary (collection of preliminary information, validation) or as one of several methods(validation, in-depth exploration) which will be used equally in a study. In this study, focus groups will be used as part of a multi-instrument study and a brief diagram can be seen below of its different applications.

Figure 4-15: Different applications of focus group in research

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Litosseliti (2003)

They are great for the reconstruction of individual opinions and can be used to validate statements and views because the group mimic everyday life and conversations, quite unlike individual interviews (Flick, 2009). Krueger (2009) gave the characteristics of focus groups to be; (1) Focus groups involve people, who (2) possess certain characteristics and, (3) provide qualitative data (4) in a focused discussion (5) to help understand the topic of interest. Patton (2002) and Flick (2009) gave some advantages of using focus groups for data collection in qualitative research as enumerated below.

Help with decision making
Cost effectiveness by gathering information from multiple participants at the same time
Provide insight on organisational concerns and issue (e.g. customer satisfaction)
Guide product or program development
Participant interaction which enhances data quality
Quick discernment of patterns
Can be used with other research methods
Social opportunity for the participants

Figure 4-16: Use of focus groups inspired by Patton (2002), Flick (2009)

Limitations were noted to be restricted number of questions, restrained responses because of time, excellent moderation skill required, participants with minority views may keep silent, established relationships between participants may be a disadvantage, controversial subjects are not great topics, confidentiality is not assured, difficult for micro-analysis and often conducted outside 'normal' social settings. Documentation of data might also be difficult with a high number of people.

4.10.1.1 *When focus groups should be used*

Focus groups are excellent for qualitative data collection but they yield best results only under certain conditions. For example, researchers that desire total agreement with a policy should not consider using a focus group as they are likely to fail. Krueger and Casey (2009) gave conditions where focus groups work best and conditions where they do not.

Table 4-10: When to use and avoid focus groups

The table originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The table was sourced Krueger and Casey (2009)

This study ticks several of the boxes (1, 4, and 7 though in the case of #7, it is qualitative data) on when to use the focus group and confirms the researcher's decision on focus groups as the best data collection method to achieve objective 5 (see section 4.2.1).

4.10.2 Conducting a focus group

Focus groups should be conducted based on the outcome of a literature review or the results of already gathered data and this information should also influence the number of focus group sessions (Flick, 2009). It requires a moderator to conduct the session by laying down ground rules and encouraging reticent speakers whilst slowing down the more vocal participants. The atmosphere should be informal for an easy flow of discussion yet focused on the subject matter. In this study, the participants will focus on evaluating the proposed framework design on integrating external service provider staff into their organisations and the viability of achieving a highly socialised team after the process. The focus group will be recorded and transcribed as done during the interview stage. This is even more crucial as several participants will be involved and it is important to attribute views to the right participant.

4.10.2.1 Focus group plan

A focus group session can rapidly get overwhelming when no plan is put in place on how to start and successfully complete the data collection process. The plan is not final but acts as a guide the researcher can use to avoid omitting important aspects and to minimise mistakes. Focus groups are practical in nature (Bryman, 2012) and function better with a set plan. The plan is not a fixed one however and will vary from one research to the other as it depends on the subject matter of the study and the purpose of the focus group. Morgan (1998b) advises the following steps:

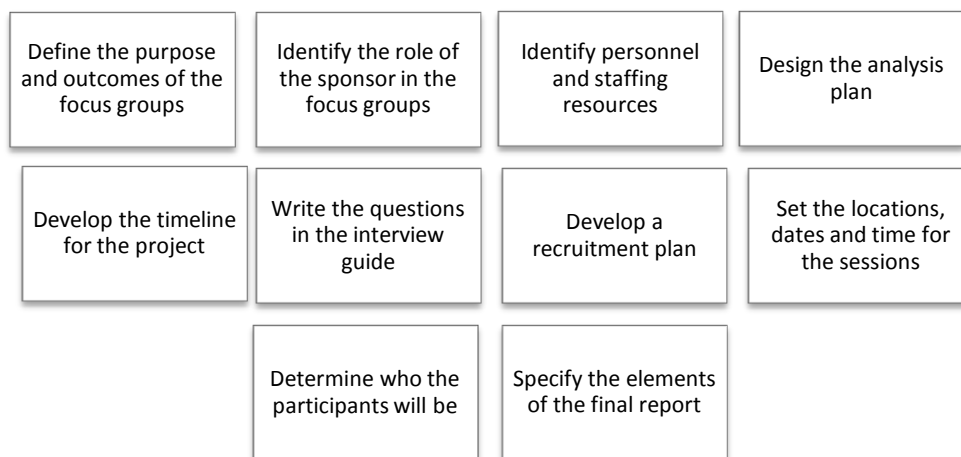


Figure 4-17: Decisions in a focus group planning process inspired by Morgan (1998b)

The steps outlined in figure 4-17 will be applied to the set-up and deployment of the focus group sessions. The above steps will be condensed into a few steps as some of the elements are not applicable in this study and the rest can be partnered together to create better symmetry.

- Purpose, staffing and timelines
- Participant determination and recruitment (see 4.7.1.1)
- Size and number of focus groups
- Focus group recording, transcription and analysis

4.10.2.2 *Purpose, staffing and timelines*

The purpose of a focus group should be defined before it is arranged as they are meant to focus on a particular issue (Saunders *et al.*, 2012). This purpose will be used to determine the participants, the number and size of the groups and the timelines for the data collection. The purpose of these focus group sessions is to determine the applicability of the components in the 'Cultural-Fit' framework and to validate the use of the framework in FM organisations/departments. This purpose will also be useful in determining the questions to ask each group. The purpose of this research however means the questioning route is not necessary. Rather, there will be more emphasis on themes. The goal of each focus group will be to determine the appropriateness of the components with as little prodding from the moderator as possible.

The facilitator or moderator as it will be known in this study is the one who sets the atmosphere for the session and gets the pertinent issues discussed. They need to make the participants comfortable and should not be a 'participant'. According to Bernard (2013), a moderator needs to combine the skills of an ethnographer, a survey researcher and a therapist. Generally, they are expected to take on several roles (Greenbaum, 2000). Krueger (1998b) gives a set of guiding principles for the moderator.

- Show positive regard for the participants
- Be a moderator, not a participant
- Be ready to hear unpleasant views
- You cannot moderate participants who are not comfortable with you
- Use your unique talents to moderate the session

The other staff needed in a focus group session is an observer. An observer is often silent during the session and merely observes the energy in the room and listens to the session. They are able to air their views during the debriefing session at the end of the session and might have different views than the moderator on the important subjects discussed, the differences between the session and earlier sessions, useful notes for the next session etc.

Timelines for focus groups are difficult to predict as it is entirely dependent on the schedules of the participants after they have been recruited. As such, sufficient time should be given keeping holidays (e.g. school holidays, Christmas) and other inconvenient times in mind. The timeline for the focus groups in this study from sampling to the last session was seven months.

4.10.2.3 Size and number of focus groups

Various researchers have varied ideas on the size of each focus group (Silverman, 2013; Burton, 2000; Krueger and Casey, 2009) and there is no general consensus. The researcher need to determine what is needed according to the plan set out at the start and use that to decide what will be suitable for the focus session. First Robson (2011) states that there is the need to determine if the groups will be homogeneous (have a common background, position or experience) or heterogeneous (differ in background,

position or experience). This study will take the homogeneous route as it is interested in people who work for the same organisation or work together to discuss the 'Cultural-Fit' framework therefore ruling out heterogeneity.

The second consideration is the sample size. Generally, large groups should not exceed twelve to ensure they remain manageable (Stewart and Shamdasani (1990) and small groups should not be less than two (Fern, 2001; Nesensohn, 2014) or three (Thomas,1999) but ultimately, the researcher determines the number for each focus group based on the research design and the aim of the focus group(Morgan, 1996). This study is inclined towards smaller groups with a minimum of three (Blackburn and Stokes, 2000) participants as it has already been determined in section 4.7.1.1 that the following criteria should be met by the participants:

1. All the groups should have a work connection, preferably work together in the same organisation on a project
2. Each group should have a minimum of one participant representing the organisation and a minimum of one participant representing the service provider or acting as a consultant.
3. The representative(s) of the client organisation should be knowledgeable about the outsourced services/staff of the organisation and work at middle or upper management level.

Further research into the validity of smaller focus groups showed that:

- The fewer people there are in the group, the greater the likelihood that they will interact (Carey, 1994)
- Productive small groups have participants knowledgeable about the subject matter (Morgan, 1997)
- Small groups allow each participant more time to contribute than large ones (Fern, 2001)
- Smaller groups are easier to facilitate especially where the moderator is not a professional (Barbour, 2007)

There are concerns with small groups as well (e.g. large groups produce a wider variety of results and are easy to manage with a low participant involvement, small groups are

more labour intensive; Morgan, 1996; Carey, 1994) but for the purposes of this study, the advantages of small groups outweigh the perceived disadvantages.

Finally, we consider the number of focus groups. The number, like the size of the groups depends on what information is sought and how quickly that information can be procured. There is a danger associated with using just one group as it is possible that the responses will be affected by the dynamics of that group (Bryman and Bell, 2011) and not replicated elsewhere. This still leaves the question of 'how many is enough?' (Nesensohn, 2014) noted that where the focus groups follow a structure/guide, it is easier to have the required data very quickly unlike in unstructured focus groups. Structure in focus groups can be either control over the questions/topics discussed or control over the group itself by engaging every participant as much as possible (Morgan, 1996). This structured approach in both senses will be applied to the focus groups to ensure the most data is realised from each group. Morgan(1996) supports this by saying 4-6 focus groups is the 'rule of thumb' as saturation occurs after the first few groups and moderators most likely know what the next group will say. The inevitable limits imposed by time and resources are the final issue to consider. As noted by Bloor et.al. (2001), focus groups are labour intensive in recruitment, transcription and analysis and this should be a major consideration when deciding on the number of groups to conduct.

4.10.2.4 Focus group quality: recording, transcription, and analysis

Focus groups are a great way to gather data qualitatively but when this data is not recorded, a lot of information will be lost (Patton, 2002). The focus groups conducted in the course of this study were recorded for quality and reference purposes. For easy assessment, they will need to be transcribed to written form. Transcription is the first step in data analysis (Bailey, 2008) and the eventual transcripts produced should be as exact as possible to maintain quality. The data transcribed depends on the quality of the audio or video recorder (Somekh and Lewin, 2011) as poor quality devices will not pick up voices well especially in focus groups where participants will not be as close to the recorder as in a one-on-one interview. It should be stated here again that all recording was done on audio and not video recorders as body language is not a requirement for this study. Barbour (2008) made the point that punctuation marks should be properly noted as it can change the emphasis of words and meaning though the transcriptions

done in this study were more formal despite being verbatim by eliminating silences (.....) and non-words ('uh', 'erm'). It should also be able to separate voices without making them sound alike except where they really do and this is easier to achieve when the recorder is kept in a position where it can easily pick up all the voices. A quiet meeting room will be important to prevent external sounds from making it onto the recording equipment. Once the interviews were finished, the data was transferred to a computer for posterity and ease of transcription. Bryman (2012) gave 6 reasons why interviews should be recorded and transcribed.

1. It helps to correct the natural limitations of our memories and of the intuitive glosses that we might place on what people say.
2. It allows more thorough examination of what people say.
3. It permits repeated examinations of the interviewees' answers.
4. It opens up the data to public scrutiny by other researchers, who can evaluate the analysis that is carried out by the original researchers of the data.
5. It therefore helps to counter accusations that an analysis might have been influenced by a researcher's values or biases.
6. It allows the data to be reused in other ways from those intended by the original researcher for example, in the light of new theoretical ideas or analytic strategies.

Analysis will be done through the use of Nvivo 10 analysis software but the most important part of analysis is the identification of the purpose. Krueger and Casey (2009) state that this is the basis on which analysis of focus groups should be based. The purpose acts like a guide for the analysis and helps you to maintain clarity till the end. Further, they give four critical qualities that should guide a focus group analysis.

Figure 4-18: Critical qualities for focus group analysis

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Krueger and Casey (2009)

4.10.3 Application to this study

The basis of these focus group sessions is the fifth objective of this study as seen in section 4.2.1. The sessions will discuss the various components of the 'Cultural-Fit' framework and the guide developed from the analysis of the interview sessions. To do this successfully, a plan was developed in section 4.10.2.1 to clarify the purpose of the focus groups, the size and number as well as how the sessions will be recorded, transcribed and analysed. As the purpose has already been stated as the fifth objective of this study, we will discuss the staffing. The moderator of the focus group sessions is the researcher of this study as they are the most conversant with the study and the developed framework to be discussed. An observer is the other staff used in these studies. The observer sits through the sessions but does not contribute. They are only there to help the moderator by discussing the positive/negative developments during the session.

The timeline decided for the recruitment and conduction of the sessions was four months as two months were deemed sufficient to recruit participants. This timeline proved insufficient as recruitment of willing organisations who met the criteria and calendar-coordination of several participants proved to be more difficult than anticipated. The eventual timeline was seven months for recruitment and data collection.

4.10.3.1 Focus group pilot.

A focus group pilot was considered to be a beneficial step for this study because the researcher would need the feedback from the session to confirm the suitability of the data collection method and test the established criteria in section 4.7.1. The rationale for the pilot is shown below.

Pilot Rationale
<ul style="list-style-type: none">▪ Test the focus group structure on the participants▪ Consider the grouping of the participants to determine if it is the best approach.▪ Determine if the criteria established in section 4.7.1 are achievable.

Figure 4-19: Rationale for pilot.

The justification for the size and number of the focus groups have been discussed in section 4.10.2.3 and the sampling for the participants in section 4.7.1.1. First, a pilot study was conducted to validate the planned structure for the focus group and to help the moderator pick up on issues that might have been overlooked. It also had the extra advantage of familiarising the researcher with focus groups in a stress-free session. The location for the pilot session was premises provided by the university. The minimum number of participants decided per organisation was three with a maximum of five. The sessions stopped after the fourth one so the total number of sessions was four. There were some reasons for this number.

1. The criteria decided upon in section 4.7.1.1 restricted the number of organisations available and willing to discuss with the researcher.
2. Morgan (1996) supports stopping focus groups when themes begin to mirror one another from one focus group to the next and no new major themes emerge.
3. The decision to select organisations from different sectors was believed to provide better balance and a higher quality than where participants all come from one sector of the economy.

The criteria were used to select potential facilities managers in organisations which had a contract with a service provider or service providers who had a client willing to participate. Selected participants were contacted via email to discuss the possibility of facilitating a focus group session. The email contained information about the researcher and the research as well as details of the focus group objectives. Where there was a positive response, the facilitator took some time (one-two weeks) to contact other members of the organisation and their partners. A positive response all round leads to the second step, an email invitation to all the participants sent as an outlook meeting invitation. This invitation contained the date, time and location of the meeting for clarity including details of the researcher's contacts for any questions. Table 4-11 shows the information for the participants.

Table 4-11: Profile for selected focus group organisations and participants

PARTICIPANT	SECTOR	YEARS OF EXPERIENCE	CURRENT ROLE	STAKEHOLDER POSITION
PARTICIPANT 1	Legal	37	FM	Client organisation
PARTICIPANT 2	Legal	28	BO	Service provider
PARTICIPANT 3	Legal	08	BM	Client organisation
PARTICIPANT 4	Legal	03	RMM	Service provider
PARTICIPANT 5	Legal	02	OM	Service provider
PARTICIPANT 6	Consultancy	15	HDM	Service provider
PARTICIPANT 7	Consultancy	07	AFM	Client organisation
PARTICIPANT 8	Consultancy	2.5	BS	Service provider
PARTICIPANT 9	Education	24	MM	Client organisation
PARTICIPANT 10	Education	17	MPS	Client organisation
PARTICIPANT 11	Education	09+	HSM	Service provider
PARTICIPANT 12	Housing	02	PS	Client organisation
PARTICIPANT 13	Housing	03	DM	Client organisation
PARTICIPANT 14	Housing	01	CC	Client organisation
PARTICIPANT 15	Housing	14	LCS	Client organisation
PARTICIPANT 16	Housing	10	BM	Service provider
RMM-Reactive Maintenance Manager;		MM-Maintenance Manager;		LCS – Lead Cyclical Surveyor;
HDM-Helpdesk Manager;		MPS-Maintenance Plan Supervisor;		
AFM-Assistant Facilities Manager;		PS-Property Services;		
HSM-Health And Safety Manager;		DM-Direct Maintenance;		
MPS-Maintenance Plan Supervisor;		CC-Compliance Coordinator;		
BS-Building Surveyor;				
FM-Facilities Manager;				
BO-Business Owner;				
BM-Building Manager;				
OM-Operations Manager;				

All the sessions but one was held at the premises of the participants/facilitators. The focus groups were structured by the researcher. This was stated during the introduction to the research and the reason of the focus group but the session was not broken up to state this at each stage. This was to minimise interruption to the session. However, the researcher saw that the structure was followed thus.

- Step one: discuss the components of the Pre-socialisation section with a focus on their relevance, applicability and fit for the section.
- Step two: discuss the components of the In-socialisation section with a focus on their relevance, applicability and fit for the section.
- Step three: discuss the components of the Post-socialisation section with a focus on their relevance, applicability and fit for the section.
- Discuss the overall design of the framework with regard to layout and suggestions for improvement

The researcher ensured there were no overlooked aspects for the session by the use of a checklist (see Appendix D). All audio recorders were charged beforehand and the memory checked as is necessary with digital recorders. At the start of each session, the participants were engaged on the following.

- The use of the audio recorders and data confidentiality
- The PIS and consent form and signing of the consent forms
- Researcher's business card for any questions that may arise afterwards

Two audio recorders were used at each session to improve quality and were placed at the outer edges of each seating arrangement to capture all information. The set up for the first focus group (FG1) is shown below

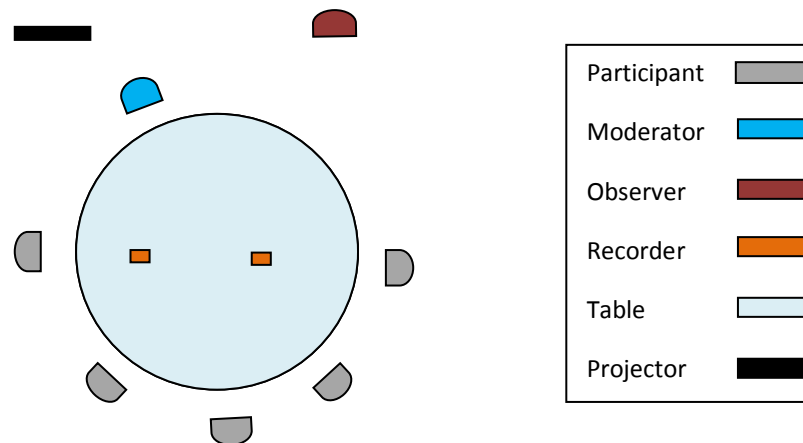


Figure 4-20: Layout of Focus group one.

At the end of each session, the participants were thanked and the moderator was able to debrief with the observer. As suggested by Krueger and Casey (2009), the debriefing session was done by answering the following questions:

1. What were the emergent themes?
2. What did we learn from this session?
3. Did any unexpected issues arise?
4. Similarities/difference between this and previous groups?
5. Suggestions for the next group.

The digital record of each session was then sent to a professional transcriber for transcription which was then compared to the notes made during the session for analysis.

4.11 Data Organisation and Analysis

This is the second aspect of the final research onion layer. Collection of data via qualitative means can often produce a large amount of information that needs to be sorted for understanding to take place and usable data to emerge (Pope *et.al.*, 2000). Data interpretation and analysis involve making sense out of what people have said, looking for patterns, putting together what is said in one place with what is said in another place, and integrating what different people have said' (Patton, 2002). This study has employed purely qualitative methods as the collection of data. The data is critical to the final results of this research and therefore it should be systematically processed. This section will look at the organisation of the data and the steps taken in the analysis of the organised data. Creswell (2013) suggested five steps in data analysis and organisation which will be adopted in this study: organising the data, reading and memoing, describing, classifying and interpreting data into codes and themes, interpreting the data; and representing and visualising the data

Furthermore, Creswell (2013) states that analysis of data will be largely dependent on the adopted strategy for inquiry which in this study is ethnography. A cross reference of the general guide and the specific ethnography guide shows how the general guide can be employed to satisfy the specifics of ethnography.

Figure 4-21: A general guide to analysing ethnographic data

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Creswell (2013)

4.11.1 Organising the data

One of the major issues a researcher can have with qualitative data is the sheer volume of words and how they can quickly build up and become cumbersome. Bryman and Bell (2011) attribute this to the prose involved in most qualitative research and which were also employed in this study: field notes, interview transcripts, journals and other written forms. Marshall and Rossman (2011) propose ways in which these can be managed and how this has been deployed in this study.

Table 4-12: Organisation of data in this study

Method	Deployment
List the data that has been collected on note cards	An electronic filing system was created to note the date of the data collection, the method used, who was/were interviewed, where they were interviewed and the purpose.
Minor editing of the field notes to create rhythm	The notes were dated along with the name(s) of the participant(s) and filed under the research method
Enter all the data into an appropriate software for management and analysis of qualitative data.	All data was entered into Nvivo 10 which has been selected as the data management and analysis software for this study.

This is a screenshot of the data and notes after importation into the computer software.

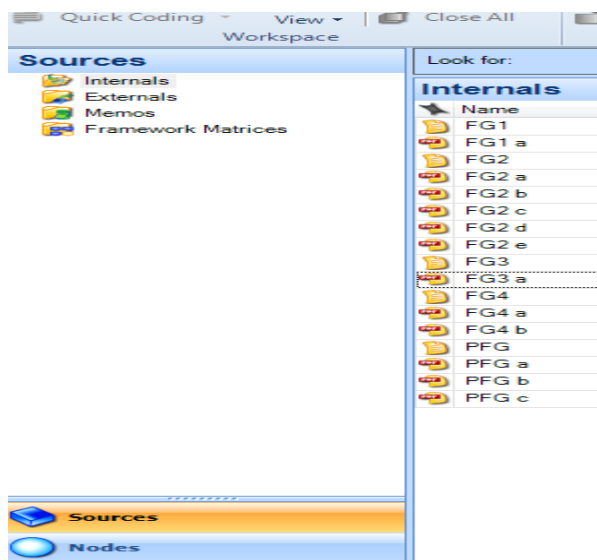


Figure 4-22: Screenshot of imported data and notes for data organisation

Computer programs are useful to researchers in qualitative data management and analysis (Blismas and Dainty, 2003). There are several types of programs that researchers use in their studies.

4.11.2 Reading and memoing

Before a researcher begins the coding and analysis of the data, it is important to get an understanding all the collected data. This should be done by reading the transcripts of each interview or focus group session to develop a sense of themes that arise from the data. It helps to know what the underlying tone for the sessions are and to determine the tone of the participants (Creswell, 2009). Reading beforehand otherwise known as data immersion, provides the researcher with a mental map of the transcripts and can be helpful to determine the best method for analysis.

4.11.3 Describing, classifying and interpreting Data into Codes and Themes

All the organisation and reading that was done in the previous two steps are to enhance this third step. The researcher need to categorise the data either based on a concept derived from existing literature or from the data results (Saunders, et. al, 2012) otherwise known as codes. These codes can now be populated with information from the data that is relevant to that code and significant to the study. When this is done on a computer software (such as Nvivo) it is easy to trace the coded data back to its source as the software would automatically reference the data source. Researchers can code specific acts, events, activities, strategies, states, meanings participation, conditions and constraints, relationships, consequences, or reflexive(the researchers' role in the process) (Robson, 2011). This is a wide range and lets the researcher know that meaning can be ascribed to every step of the process and this can have an effect on the final outcome. A diagram of the nodes identified in the analysis of the focus group data.

Name	Sources	References	Cr
Focus group profiles	3	3	1E
Framework development	0	0	1E
Challenges to the framework	0	0	
Bottom line impact	2	6	
Disinterest	3	5	
Implementation	4	8	
TUPE and contracts	4	11	
Component restructuring	0	0	
Acceptance	4	5	
Addition	4	24	
Combination	1	1	
Rearrangement	1	6	
Removal	3	3	
Framework design	0	0	
Grading	2	4	
Layout	4	22	
Mobilisation	1	8	
Size	1	1	
Terminology	4	26	
Timeline	2	9	
SWOT analysis	0	0	
Opportunities	5	12	
Strengths	3	10	
Threats	1	4	
Weaknesses	1	2	
Organisations and culture	0	0	1E
Culture and contracts	0	0	
Application specificity	2	6	
Contract life cycle	2	3	
Organisational culture	3	6	
The client angle	0	0	
Client and partnership deman	3	10	
Tender and new clients	2	3	

Figure 4-23: Focus group nodes

4.11.4 Representing and visualising the data

This is the final step in the organisation and analysis of data. It involves the display of the coded information by explaining what the significant texts mean. It should be enhanced especially in the case of ethnographic data by figures such as word clouds and tables. Word clouds are used in this thesis where they are considered to summarise the theme even though a word cloud is created for all themes. The researcher can go into exhaustive detail on the data but visual enhancements make it easier for the reader to appreciate the information for example the diagram below.

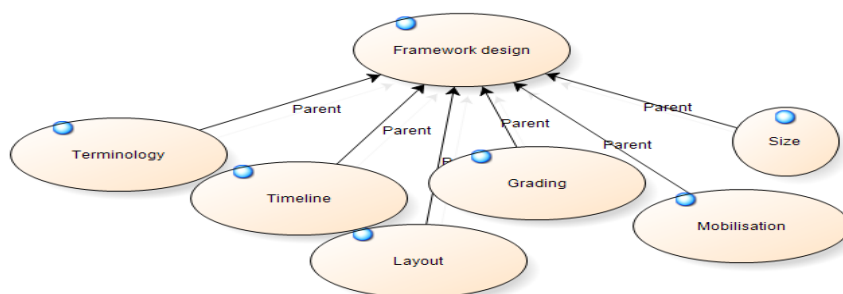


Figure 4-24: Model of a parent and child nodes in Nvivo 10

4.11.5 CAQDAS software

CAQDAS software packages are designed to facilitate a qualitative approach to qualitative data. They can be used to organise and analyse qualitative data and can be used to visually explain data as shown in section 4.11.4. There are several types developed by different organisations such as ATLAS.ti, HyperRESEARCH, MAXqda2, Nvivo, QDA Miner, and QSR N6

These software are a leap forward from manual organisation and analysis and they can be used to

- Structure work
- Increase closeness to data and interactivity
- explore data
- Code and retrieve
- Organise data and manage a project
- Search and interrogate
- Write memos and notes, and
- Create output (Saunders, et. al, 2012).

These software are not always the best option for example where the data sample is small but they can be invaluable with large data sets.

Table 4-13: Advantages and disadvantages of CAQDAS software

The table originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The table was sourced from Robson (2011)

After careful evaluation of the software packages, Nvivo 10 was selected in this study for ease of use and applicability to frameworks. Introductory classes on the use of Nvivo software were attended and the use of explanatory texts (Bazeley and Jackson, 2013; Edhlund and McDougall, n.d.) aided the researcher in understanding the software and armed them in the knowledge needed to use it for this research.

Arranging the data into themes and nodes makes it easy for the researcher to create models from the information available. An example is shown below where an interview participant is selected and a graph is made of all the nodes they have contributed to in Nvivo 10. This can be used to detect who has contributed to the most nodes or to determine the strongest contributors where such data might be needed.

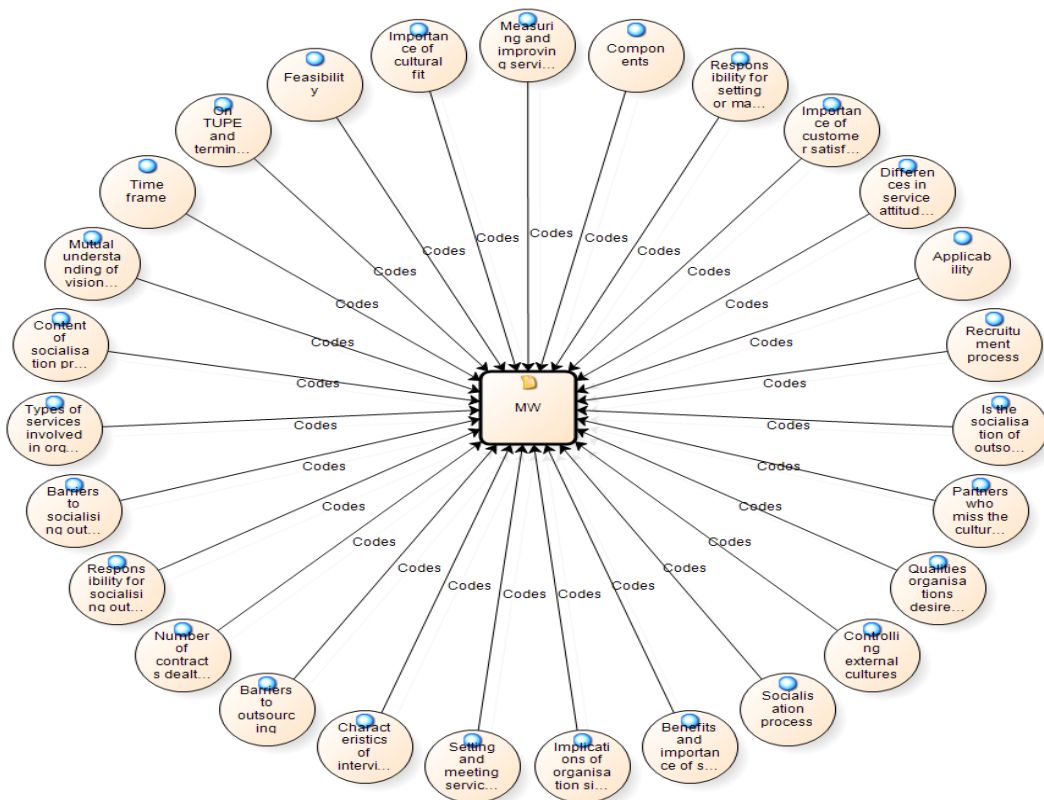


Figure 4-25: Graph of node contributions by an interview participant

4.11.6 Application in this study

The steps explained above are applied in both the interview and the focus group stages as the Nvivo 10 software was used for both stages and the process used was the same. All of the data gathered need to be sifted through to determine what is relevant, if the

initial questions asked were answered, and tease out the various themes that were discussed during data collection. This process will be embarked upon for both the interviews and the focus groups. It is important that this process is both objective and systematic (Bryman, 2012) to ensure transparency of the process by omitting personal bias and by being consistent throughout the process. Following the analysis process (section 4.11) has yielded the following results.

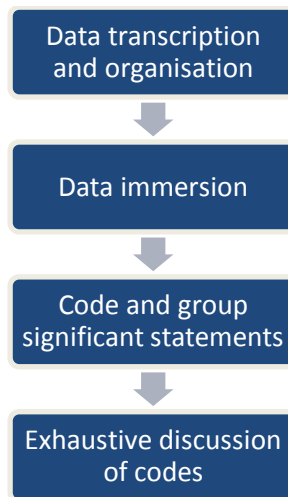


Figure 4-26: Analysis process employed in this study

The third and fourth steps can be seen in more detail in chapters 5 and 7. The data will be sifted to identify recurring patterns which will be classified into themes with quantified passages of text to show significance. The hierarchy used for both the interview and focus group stages can be seen below.

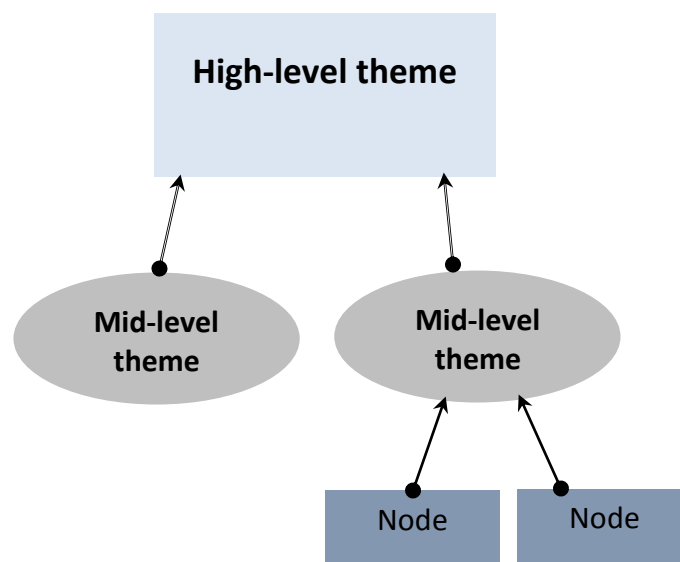


Figure 4-27: Theme hierarchy adopted in this study

Interviews

The recorded interviews were first transcribed to ease the analysis process then all transcripts were read to bring all the information together for the researcher. To increase the significance of the themes which would be discovered, the respondents were separated into service providers or client organisations as these are the categories involved in the process for socialising external service provider staff. The next step was the identification of patterns to discover themes and this was done by reading through every line of each transcript to extract information that might be corroborated or opposed by another participant (a node). These nodes which are low-level themes are shifted around till associations were found to develop mid-level and finally high-level themes. The theme identification stage was intensive as reference needed to be made to the transcripts to ensure that the themes were not assumed and were truly represented as intended. The results of this process can be seen in chapter 5.

The second set of interviews are not coded in the same manner as the first stage of interviews and the focus groups as the data collected was relatively smaller and would make such a coding process superfluous. Rather, the data was presented in the form of mind maps to highlight the relevant points and how they might affect the framework. The presentation form is shown in the following figure.

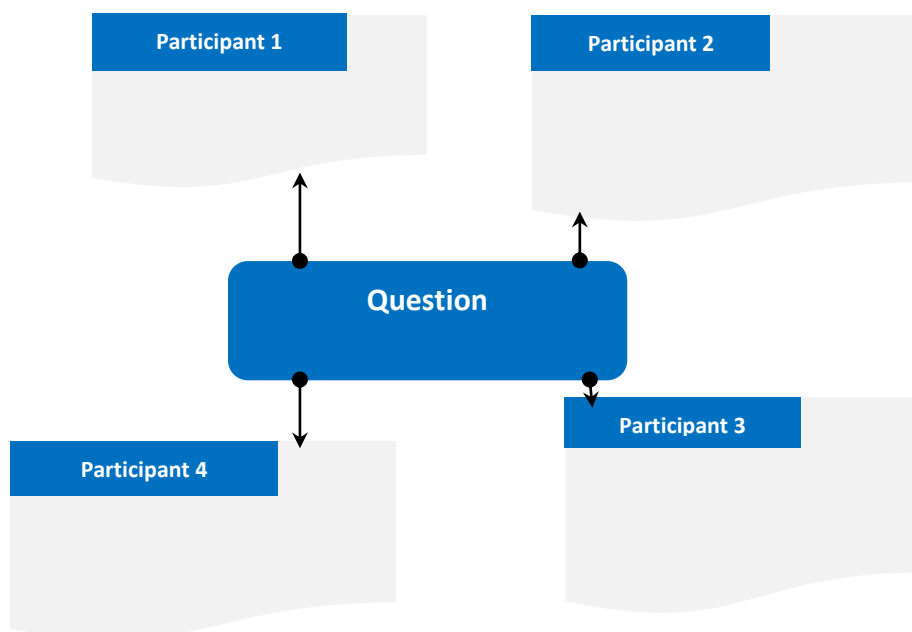


Figure 4-28: Mind map presentation of stage 3 interview results

Focus groups

The development of the Cultural-Fit framework and the guide in the chapter 6 (Stage Two) was developed from the analysis done in chapter 5 (Stage One) and the collated steps from the socialisation models (see Chapter Six). The focus groups were conducted to achieve the fifth objective of the study by having FM stakeholders discuss the components of the 'Cultural-Fit' framework and determine if they can incorporate it into their business processes to improve the integration of external service provider staff. This was done via focus group sessions and this chapter analyses the results of the focus groups and refines the framework and guide based on the new data received. It follows the same steps as the interview stage and the results can be seen in chapter 7 (Stage Three).

4.12 Evaluation of the research validity and reliability

In social research, the conclusions drawn at the end of the study depends on the data gathered. This data in turn depends on the instrument and method used. Therefore, if the instrument and/or method are faulty or if bias is introduced at any stage of the research, the conclusions drawn will be affected negatively. This section will look at the concepts of validity and reliability within this study.

4.12.1 What is validity?

'Validity is concerned with the *integrity* of the conclusions that are generated from a piece of research' (Bryman, 2012). Validity focuses on ensuring the researcher is aware of the instrument used and understands the results gathered. Flick (2009) explains that there are three things which can go wrong in a research: acknowledging an incorrect result (internal validity), rejecting a correct result/ reaching a wrong conclusion based on wrong results (external validity) or asking the wrong questions (measurement validity); essentially, validity is all about credibility at all levels of the study. Validity is as much of an issue in quantitative studies as qualitative studies because ultimately, all data are analysed and discussed 'qualitatively no matter the instrument used (Silverman, 2013). Nevertheless, there is still the danger of selecting specific data favourable to the

researcher's leanings to include in the research report, also known as anecdotalism (Bryman, 2012).

This study has strived to maintain validity as is shown in section 4.12.3. All the strategies explained there have been used to increase it. The analysis presented in chapter 5 is the researcher's interpretation of the interview stage but the succeeding focus groups are intended to assess and subsequently validate the framework produced at the end of the analysis. To a great extent, concurrent and convergent validity methods are used as the produced framework is partly based on and comparable to the socialisation models proposed by other researchers. Several steps employed by them have been incorporated into the new framework where applicable and enhanced by the data gathered from the interview stage.

4.12.2 What is reliability?

Reliability infers ***dependability, consistency, predictability, stability and honesty*** (Kumar, 2011). Essentially, a study is said to be reliable where the measures used are consistent (Bryman, 2012). In the context of social research, it is used to signify the reproduction of a set of results where the parameters for its initial production remain the same. Reliability is more focused on the measures used to produce the results as it believes that where the measures are consistent, the results will be too (Kumar, 2011). Bryman (2012) suggested 2 possible considerations of reliability of measures used in qualitative research. External reliability where a social setting is adopted in ethnographic studies similar to the original one used in the study to increase the reliability of the measure. Internal reliability is adopted by the researchers where there is more than one, to agree on the results obtained by the measures.

It is more difficult to ensure reliability in qualitative studies as the set of circumstances that produced the data is not stagnant. A day can make a difference in the feelings, perceptions and circumstances of the participants. This means even when reproduced results are not entirely comparable, it is not always a direct result of unreliability or signify invalidity because of the nature of qualitative studies and further measures should be adopted to confirm or disconfirm the data.

4.12.3 Validation strategies

There are several methods by which validity can be affirmed and several of them are explained by Creswell (2013).

Table 4-14: Different validation strategies used in qualitative research

The table originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The table was adapted from Creswell (2013)

With the abundance of qualitative validation strategies, selecting the appropriate one for a study depends on the approach to the study, the data collection method used and the resources available to the researcher.

4.12.3.1 *Selected validation strategies*

The validation strategies to be used in this study and selected for their appropriateness are triangulation, peer review and debriefing, member checking and a rich, thick description.

Triangulation has been selected because multiple methods have been used in this study to develop an understanding of the culture surrounding the socialisation of external service provider staff and to develop a framework for best practice. This is achieved through multi-method approach (see section 4.5.3) and the use of data from different sources. Peer review and debriefing has been implemented right from the beginning of this study and has been used to develop ideas and improve quality through brainstorming, discussion, debriefing after data collection and exchange of relevant documents.

Member checking is evident where the information collected and analysed from the interview stage was fed back to the stakeholders in the focus group stage as a product of their ideas. It was further realised by feeding the information from the focus groups back to the participants of the second interview stage. This is evident in the approval of the majority of the components of the 'Cultural-Fit' Framework as a substantial percentage originated from them in the first instance. It is checked again via the stage 3 interviews conducted after the focus group stage to confirm that suggested changes were implemented. The final validation strategy is a rich, thick description. This has been consciously employed throughout this study but will be very evident in the methodology chapter and the analysis chapters (chapters 4, 5, 6 and 7) in order to make the methodology, analysis and results plain and easy to follow.

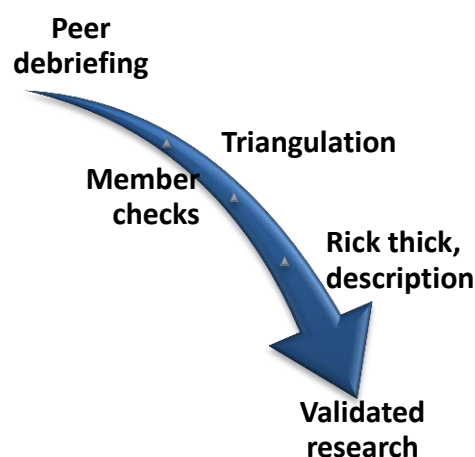


Figure 4-29: Validation strategies employed in this study

4.13 Ethical consideration

Ethics as defined by Hammersley and Traianou (2012) is a set of principles that embody or exemplify what is good or right, or allow us to identify what is bad or wrong. These principles may be general in character, or relate to some particular domain (for example, medical ethics or media ethics), or come from some particular perspective (for example, liberal, Muslim, or Christian ethics). It is even more of a delicate matter for social sciences as research subjects often delve into the lives of the participants and this may result in policies and even laws (Berg and Lune, 2012). Ethical research requires that no harm be done to everyone involved in or as a result of the study. Certain actions may not be illegal but are certainly unethical in particular contexts.

Ethics are worth considering from the start of a project to be sure the project will receive ethical approval from professional bodies and local committees. According to the ESRC Framework for Research Ethics (FRE, 2010), there are six areas where ethics should be addressed and these principles also apply in most cases to social science research in general.

- Research should be designed, reviewed and undertaken to ensure integrity, quality and transparency.
- Research staff and participants must normally be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved.
- The confidentiality of information supplied by research participants and the anonymity of respondents must be respected.
- Research participants must take part voluntarily, free from any coercion.
- Harm to research participants and researchers must be avoided in all instances.
- The independence of research must be clear, and any conflicts of interest or partiality must be explicit.

This study was organised with these ethical principles in view. All of the steps taken in this study have been reported mostly in the methodology chapter to provide clarity and transparency and maintain integrity. All of the participants and stakeholders were informed of the details of the study before hand and before data collection. They were

provided with a Participant Information sheet (see Appendices B and C) and signed consent forms (see Appendix A) signifying their understanding and willing participation. Measures have been put in place to protect anonymity of the participants by omitting names of individuals and organisations and storing data securely on a private system. No physical, emotional or psychological harm was sustained by the participants as the data collection is not invasive in any form. This study does not meet any of the areas described as involving more than minimal risk as outlined in section 1.2.3, Pg. 8 of the FRE (2010) framework. Furthermore, there are no conflicts of interest as data was collected from facilities managers (BIFM) who had no bearing on the study in any form.

Table 4-15: Ethical issues in qualitative research

The table originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The table was adapted from Creswell (2013)

An extensive table by Creswell (2013) cover the typical issues researchers in qualitative studies face including solutions to them. Issues that could be encountered before the study begins, during data collection and afterwards are touched upon to make it easy for new or inexperienced researchers to navigate ethics in their studies.

4.14 Chapter summary

- This chapter discusses the methodology and methods employed in the collection of data for this study and is integral to the success of the research by looking closely at the research problem, aim, and objectives and selecting the appropriate process to be followed in solving them.
- The philosophical standpoint and the framework approach used encouraged a wholly qualitative approach which is used in this study and data was gathered via interviews and focus groups.
- A thorough analysis of the gathered data was done and the process was discussed at the tail end of this chapter.
- The subject of validity and reliability of the research as well as ethical considerations was addressed to show that these criteria were met in the research process.
- The next chapter will discuss the analysis of the stage 1 interview results.

5. Stage 1: Interview Analysis and Results

5.1 Introduction

An extensive review of FM, outsourcing, culture, organisational socialisation and the socialisation models in Chapters 2 and 3 was the basis for the interviews conducted. The methodology discussed in Chapter 4 was used to derive important themes and construct relevant questions to determine the current practice in FM organisations/ departments on the socialisation of external service provider staff. The results of the interview stage will either support or oppose the current notion of this study; that there is no current socialisation process for external service provider staff employed by client organisations. This was done via interviews of 16 participants. In this chapter, the results of the interviews will be presented and discussed.

The interview questions (see Appendix E) focused on contracts, organisational culture, socialisation, service quality and a preliminary consultation on the feasibility, a time frame, applicability and components of a framework for external service provider staff. As discussed in section 3.7, the socialisation frameworks are not easily adaptable to the study so a new one will be proposed and validated for external service provider staff. Furthermore, it was noticed that most of the socialisation models did not have a Pre-socialisation stage and none of them had a Post-socialisation stage. The Pre-socialisation stage is important in FM to ensure both parties are on the same stage before the contract starts and the Post-socialisation stage concerns what happens after socialisation has been achieved.

The results gathered were also divided into two by participant organisation to make comparisons easy to achieve. The two categories of participants were:

- Client organisations – organisations that receive either partial or full outsourced services.
- Service providers – organisations who provide outsourced services.

5.2 Step one: Data immersion

The analysis of 16 interviews requires an overview of what information is available and what it might mean. The first step before any coding is done is immersion in the data. The researcher read each completed transcript before coding and listened once more to the tape of the interview session. This was useful for information that might have been lost during transcription e.g. the tone used when delivering a sentence.

5.3 Step Two: Theme identification and coding

Initial coding was done after data immersion. Themes that emerged were coded into child (single) nodes and populated with significant portions of text to mark relevance. Working through the transcripts one at a time enabled further codes to emerge and they were also populated. This was done to all 16 transcripts. The child nodes were then checked individually to confirm that the title of the nodes were relevant to the text or vice versa. In some cases, titles were changed or significant texts moved to other nodes.

The next step was to identify categories amongst these nodes and put together mid-level themes. The mid-level themes were then categorised into high-level nodes. The mid-level and high level-nodes can be seen below with the number of individual references in each.

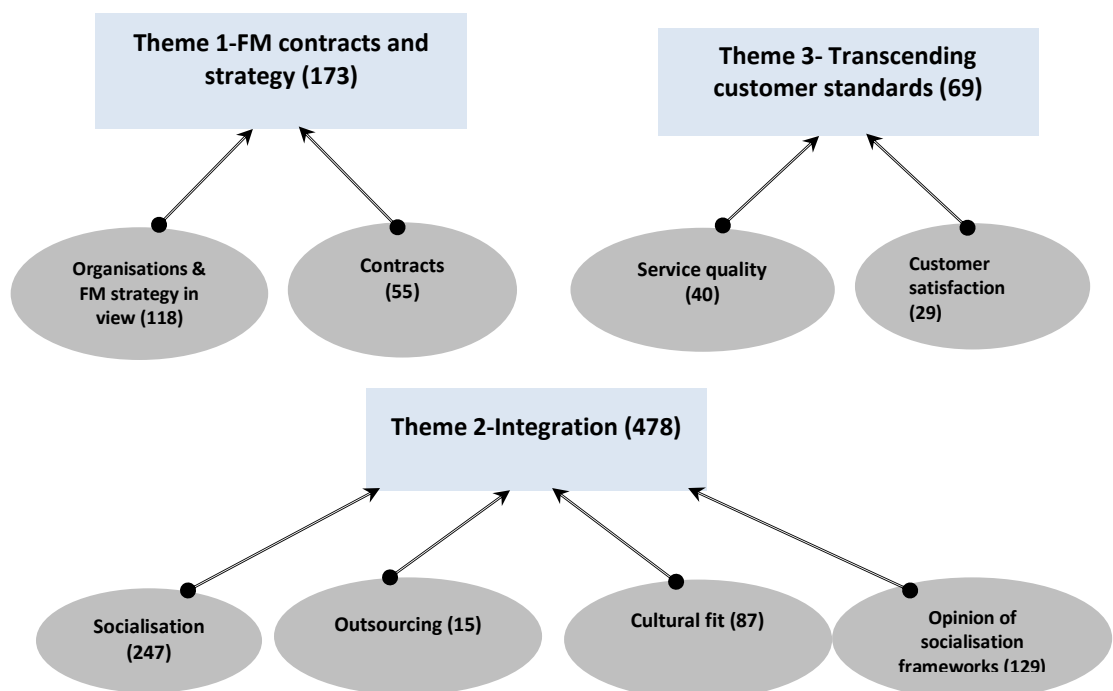


Figure 5-1: High and mid-level interview themes

The mid-level themes are comprised of nodes as previously explained. The figures show the theme level as explained in section 4.11.6. All eight mid-level themes will be broken down further in succeeding sections to show and explain the child nodes under the mid-level themes. These themes are the associations that have been created amongst the child nodes based on the data coded from the interview transcripts. These themes will now be discussed individually to further explain their origin and relevance, and to examine if the data received met the initial objective which was to: *Investigate the current socialisation processes undertaken by stakeholders in the FM service delivery process*. The numbers shown in brackets below indicate the number of passages which were coded on that theme.

5.4 Step Two: Theme 1: FM contracts and strategy

This mid-level theme with 173 passages comprises of all nodes that had information on FM, its role in the organisation, the strategy of the FM department, its staff, and FM contracts. Gaining understanding in this areas show how relevant FM is to today's organisation but even more importantly, we can see how the relationships between client organisations and service providers' work through the contracts they embark upon. Here, we also understand what organisations expect of their external service provider employees and information is provided by both the clients and the service providers. General characteristics give a universal feel for what is expected for example and show that most of these characteristics are not unachievable by the average employee. It is in fact what a standard organisation might expect of all employees whether internal or outsourced. Several of the themes here are important issues that negotiating partners will need to agree upon before the commencement or even the signing of a new contracts as they will be instrumental in reducing conflicts that might arise after the partnership starts. This should be done by both parties or at the minimum; there should be an awareness of its need. The themes under each mid-level theme have been expanded below with the number of passages under each theme in bracket. A further breakdown can be seen in tabular form in each mid-level section.

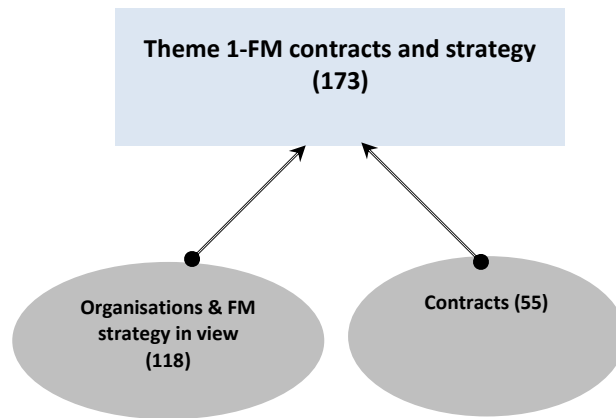


Figure 5-2: FM contracts and strategy

5.4.1 Organisations and FM strategy in view

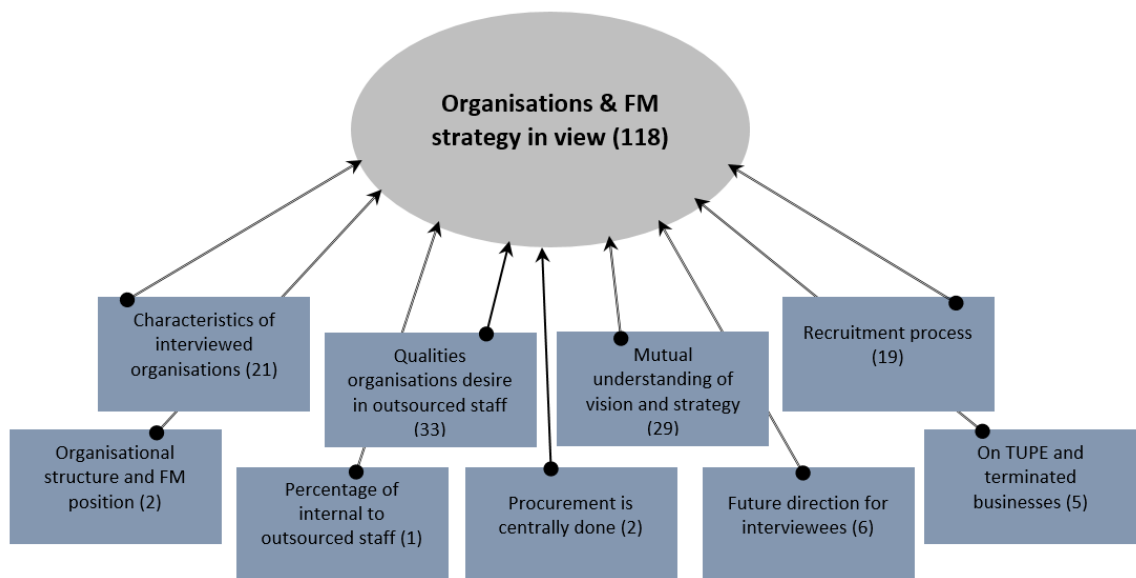


Figure 5-3: Organisations and FM strategy in view

This minor theme (118 passages) focuses specifically on the child nodes that express the specific attributes of the organisation being spoken about, how the FM department is coordinated, how they interact with their contractors, and what they might expect of an external service provider staff. It basically discusses what is included in the culture of the client organisation which it expects all staff to exhibit to customers. There were 118 passages in this section and whilst some were direct responses to the questions asked,

others arose because the participants considered them relevant to a question being discussed. These nodes are represented in tabular form below showing the number of passages by client organisation or service provider.

Table 5-1: Organisations and FM strategy in view

Organisations and FM strategy in view	Client organisations	Service providers	Total
Characteristics of interviewed organisations	11	10	21
Qualities organisations desire in external service provider staff	19	14	33
Mutual understanding of vision and strategy	16	13	29
Recruitment process	13	6	19
Organisational structure and FM position	2	0	2
Percentage of internal to external service provider staff	1	0	1
Procurement is centrally done	2	0	2
Future direction for interviewees	5	1	6
On TUPE and terminated businesses	0	5	5
Total	69	49	118

This node shows specific ***characteristics of the interviewed organisations*** (21 passages) and enables the appreciation of the range and variety of the participants. It came across during the interview that the FM scope is wide-ranging and that the participants all work in different organisational settings. The space used, the organisational structure, the contract types and lengths, the outsourced service needed, the organisational type and; what they demand for from service providers are examples of the differences amongst the organisations. This confirms initial suppositions that the framework needed for socialising external service provider staff must be flexible enough to fit the structure and culture of various organisational types in order to be effective. What it also does is show the necessity of partnering with a compatible organisation to minimise a clash of working style. Smaller organisations (*“But it’s not a big team, there’s only ... there’s only 22 of us, so therefore because of a rota system therefore on a day there is only eight of us during each day. 22 staff because of the rota, the rota system.”*) and larger ones (*“we employ in the region of 70,000 people across the UK... , we don’t really have anything else other than our people. We have cars, we have some offices but that’s about it really. So our people are absolutely fundamental.”*) were involved to broaden the information range.

There are often specific **qualities organisations desire in external service provider staff** (33 passages); qualities they want their staff to exhibit whether they are internal or outsourced. Some of these characteristics might be generic across board e.g. comportment, equality or diversity whilst some are more specific to the organisation as one participant from a client organisation stated: *“I think they have to understand that ... we are driven as an organisation and the people within the organisation tend to be driven as well...we absolutely need to trust each other and we need them to be loyal to us. And we will in return be very loyal to them... And we need our contracted staff to be part of that team, to...be responsible to each other.”* The participant above spoke of more specific requirements that might not be desired in another organisation but was essential in theirs. This means that generally desirable characteristics like comportment, discretion, an awareness of organisational focus and duty, an awareness of the customer, brand values, diversity, collaboration, one team, flexibility , honesty, punctuality, friendliness and the motivation to deliver excellent service are some of the top qualities the participants believed their organisations would desire in external service provider staff. Yet, some organisations go the extra mile and have requirements specific to them that they need all their staff to exhibit. These characteristics should be used to check for compatibility and create an awareness with contracted partners on suitable staff and acceptable practices. An understanding of what a client organisation needs is essential to meeting that need. This knowledge can then be inculcated in the external service provider staff to help them successfully carry out their duties.

The next node is a **mutual understanding of vision and strategy** (29 passages). Embarking on a contract or partnership which will succeed requires both parties to understand what the other party is about and what they need from the association. The important basics of an organisation such as their vision and goals (both long and short term) need to be understood by the other organisation. This will prevent gross misunderstandings and help oil the relationship as there is a mutual awareness of essential requirements by all parties. This information then ought to be passed down the organisational chain to ensure that all participating individuals are aware of this vision and its importance as the individuals are responsible for getting the job done on a regular basis.

The conveyance of organisational vision and strategy to partner organisations is done at different levels and in various ways depending on the organisation. Some have it all drawn out in their contracts whilst others only make a cursory attempt to make this information available. Some participants believe that only top management get the information which is not an ideal situation. The one participant who didn't think their partner organisations understood their strategy *stated: "I wouldn't say it's a structured approach; it's not something that we do as part of engaging with our partners...they probably get a flavour for what we do but they don't get specifically the detail that we're looking to achieve..."* This missing detail is one of the ways to achieve success by both parties. The details paint a clear picture of what is needed and ought to be proffered at the contract stage so both parties are clear on the likely requirements of their partner.

The **recruitment process** (19 passages) of an organisation has a role to play in how new employees feel. A recruitment process that helps employees settle into their role by outlining their duties, stating what is expected of them and showing them how to fit into the organisation will drastically reduce the mistakes that new employees are likely to make before they understand the new terrain. The recruitment process should include an internal policy that can be used by the partner organisation to ensure they have the right 'type' of external staff especially where such staff work with sensitive information or equipment.

A socialisation framework that is properly integrated into the recruitment process of an organisation will be excellent in ensuring the seamless entry of external service provider staff and eliminate the 'outsider' feeling most new employees feel when starting a new job. The various ways the interviewed organisations recruit (*"we try and get people young, so we can be looking for people from 17."* *"as a contract manager we have the final say on who we outsource work to..."* *"in terms of for the recruitment process, we have an internal vacancies ... depending on the level really I suppose"*) further reinforce the need for a flexible framework that can be adapted to suit most organisations for a successful socialisation process.

Organisational structure and FM position (2 passages) was referred to by one participant but it brings the importance of organisational hierarchy to light and opens up an avenue for discussion. The organisational structure (perhaps hierarchical, flat or informal) give a picture of the place of FM on the management chain. It is important for

FM to be placed in a position which enables it implement decisions that will affect the department. Organisations where FM are placed too low on the management chain or under another department will most likely suffer from budget and staff management issues which will directly affect external service provider staff under them. Within the FM department, the FM staff should also be structured appropriately including those who were outsourced. This promotes cultural inclusivity and encourages free socialisation to the needed degree. One participant's position is truly ideal for the FM arm of any organisation: *"...chief executive has a board of directors. Now as the facilities manager ..., I sit on that board of directors."* The ability to make important decision and the freedom to do so cannot be overrated in FM.

Organisations with a lower **percentage of internal to external service provider staff** (1 passage) might be more concerned with their socialisation program and vice versa. They might be more likely to ensure that the external service provider staff are blended in as they will likely be responsible for the bulk of the duties carried out on the clients premises. The participant that had this peculiar issue to deal with stated that: *"Well put it this way, all of our contractors on station vastly outweigh the numbers of uniformed staff we've got. We've got about 270 personnel in uniform on this station and with the contractors we could swell quite easily to 800 ... there's probably 500 or even 600 contractors on the station at any one time."* Whilst this might seem like a one-sided problem for those with more external service provider staff than internal, the issue remains the same; ensuring that everyone who works with your organisation and represents your brand understand your culture before carrying out their duties regardless of the number ratio. This is easier to encourage where the roles and responsibilities of each party is define as it is evident when boundary lines are crossed and immediate corrective action can be taken.

An issue that arose from the interviews is that **procurement of new staff is often carried out centrally in the organisation** (2 passages)i.e. advertisements and the hiring process is done by the human resources team and this is a common occurrence in the majority of organisations. This situation will be ideal where the FM unit has an input in the stating the skill set needed (for their department) and initial socialisation after hiring but this is not always the case. One of the participants who spoke on central procurement had this to say: *"I mean we have a HR Department so they look after that recruitment... And then*

the training programme and the induction programme that they have is a six-month induction and training programme with set meetings monthly with their line manager.”

Organisations which have a sturdy socialisation plan in place even where the procurement is not done by the FM department are capable of still seamlessly absorbing external service provider employees. But this also affects the contract as the client organisation is typically not involved in the selection process of the external service provider staff who work for them though this can be changed if included as part of the contract terms.

This node arose as a result of immediate **future plans by interviewees** (6 passages) to improve the blending in of the external service provider staff in their organisation and with advice on the best way to incorporate external service provider staff including how failure might be avoided. This node showed that the excitement felt by a participant when they realised they could actually make a difference in the incorporation of the external service provider staff as one of them stated: *“They should look the same, they should be integrated and I think they should fully participate, I don’t think they do because like I said to you, you have this us and them situation which I’m going to make sure changes”*. It was apparent that certain participants had not considered the possibility of an actual team in the true sense of the word. Believing that the external service provider staff is merely in the organisation to fulfil a contract and not to help the client organisation achieve a goal is where the divide begins.

TUPE (5 passages) can easily become a nightmare for facilities managers or a source of concern at the very least. Interestingly, all the views came from service providers perhaps because they receive direct impact in most cases (*“On Sunday it was contractor A, on Monday its contractor B and... you have to continue to deliver services from day one, which is quite a task. You can’t talk to anybody ... well you struggle to get access to the employees until that day, so we’re taking on a thousand new staff on one day.”*). For a service provider, taking on a huge number of staff in one day can be stressful but it is even more so to realise that they represent you when you have no idea of their capabilities and loyalties. Terminated businesses are also a major source of imbalance to regular duties and organisations have to find a way to make up for the instant deficit. They do the opposite of TUPE by taking out a major chunk of the staff without warning which can be catastrophic where it is a large contractor. External service provider staff

that transfer to a new organisation on TUPE might need a more intense or longer time for socialisation for the following reasons:

- It is important to eradicate any fear for their jobs and to incite loyalty for their new employers
- They need to understand the vision of the organisation they now work for even where their client organisation remains the same. The service provider also needs to be sure they understand the vision of the service provider.
- TUPE doesn't always provide you with competent staff so a confirmation of necessary work skills might be needed.
- To sift through what is good practice and incorporate it before socialisation wipes it out.

TUPE affects the service providers directly though the client organisations are the ones to suffer any let-downs before normalcy is restored. Service providers should be careful when assigning TUPE external service provider staff to client organisations by ensuring they meet the qualification/ security requirements agreed to on the contract.

5.4.2 Contracts

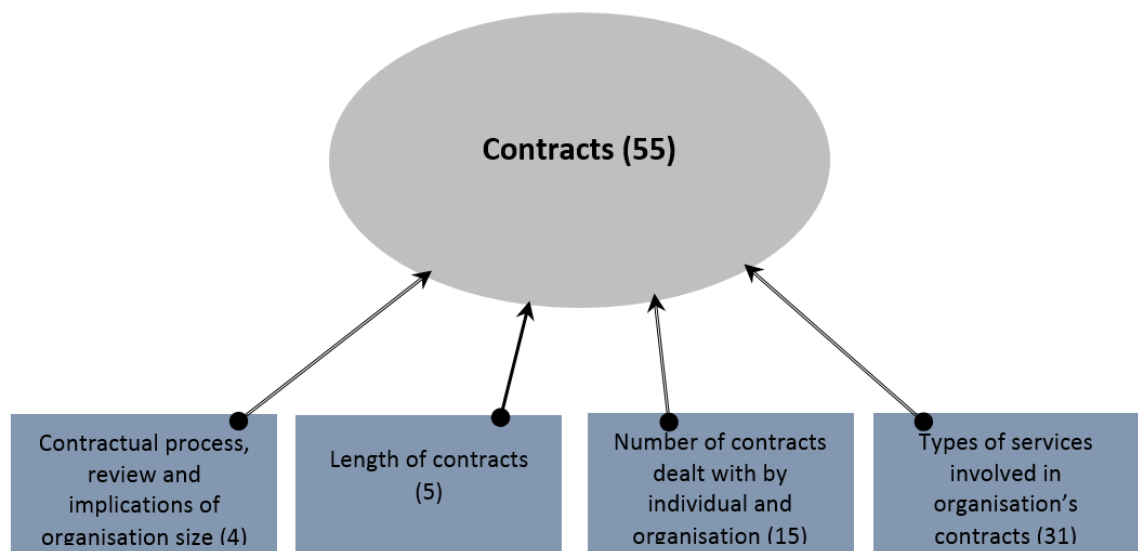


Figure 5-4: Contracts

Contracts (55 passages) are the foundation of partnerships between organisation including client organisations and service providers. A well-drawn and properly defined

contract ensure that all parties can have their needs met provided they had been stated and recorded especially in written form as seen in section 2.5. One of the major points of dissension in a partnership arises when the needs of a party is ignored and this is often because those needs were not stated leading to dissatisfaction later. It is important to understand what the other party requires and limitations to meeting those requirements especially where human resources and finances are concerned. The participants' responses (35) to this section deal with their views on contract lengths, the process and how contracts are handled within their organisations. The table below shows the number of passages under each theme and how they are divided by client organisation or service provider.

Table 5-2: Contracts

Contracts	Client Organisations	Service Providers	Total
Contractual process, review and Implications of organisation size	3	1	4
Length of contracts	4	1	5
Number of contracts dealt with by individual and organisation	9	6	15
Types of services involved in organisation's contracts	18	13	31
Total	34	21	55

The **contractual process and review** undertaken by organisations and **the implications of organisation size** on contracts (4 passages) can be a good way to determine that a socialisation framework is in place for external service provider employees. When client organisations review the policies of the other organisation (*"we'd have to get their policies and procedures, we'd have to get obviously all the template work for their staff"*), they can determine if a framework exists and decide to install one as a term of their contract before it is signed. This function can thus be checked when the contract comes up for a review ensuring that the outsourced organisation socialises all external service provider staff before they can perform duties at a client organisation. Service providers with multiple contracts do need to also consider how to manage the staff they will outsource to their client organisations from smaller organisations (*"so regularly now you will see for big projects, even in construction... they'll have supplier days where they'll say come along and let us meet local suppliers to see if you can help us in terms of the building works that are going on."*). Decisions on how to present a united front even at

the level of the service provider is a major issue for large service providers who work with local Small and Medium Enterprises (SMEs). This means a socialisation framework can be applied at the service provider level before outsourcing to the client organisation.

The average **length of contracts** (5 passages) for FM average between 12 months- 5 years as previously discussed in section 2.4. *“It can be anywhere between 12 months and 3 years. 3 years is a normal contract length” “we are allowed to keep a contract running for a maximum of three years” “we sign our contracts now, normally three to five years”.* Some other contracts go on for much longer e.g. 25-30 years whilst some really short ones may last just a couple of months. Most FM contracts though last for 3 years to prevent constant upheavals and allow time for settling in and execution on all sides and it does appear these organisations have settled for a time guide that works for them. Contracts are difficult to break out of except in extreme cases where an exit clause is employed to prevent further loss to the organisation especially in the way of reputation. Bearing this in mind, measurements of service quality and penalties for not meeting them should be established in the contract to avoid being locked in an unproductive relationship for several years. The strategic plans of each organisation and how it might affect the contract should be considered or even shared with the service provider where possible. This is for long term contracts which will continue after the strategic plan e.g. expansion has begun to enable the service provider decide if they will be capable of meeting those expanded needs.

The **number of contracts dealt with by individuals and their organisations** (15 passages) is the next node to be discussed. Multiple contracts require a fine balance to prevent failure and allow the core business of an organisation to continue. The participants showed a wide range of what they or their organisations manage and those with more responsibility might be more concerned about contract performance issues. To minimize non-performance, both the client and the service provider should have their financial responsibilities spelt out at the contract negotiation stage especially financial responsibilities. *“I currently manage one contract which is the FM provision...” “we have 20 managed service contracts, four which are multi-region, so in a variety of countries.” “we’ve got three outsourced companies at the moment;” “we have 14 contracts but we operate across 23 countries.”* Each facilities manager is unlikely to have the same contract responsibilities as another and should be prepared to handle a single contract

or a multi-site contract that cover several services. Where the latter is the case, the knowledge that the external service provider staff are fully equipped to perform their duties both by skill and by culture can go a long way in making the FM's life easier and the organisation run smoother.

The ***types of services involved in organisation's contracts*** (31 passages) was discussed by all the participants bar one (15) and the services rendered or received ran almost the whole gamut of the scope of FM as discussed in section 2.2.2. This is essential for this study as it ensures there is no bias in FM services provided/ received and that they are representative of the typical FM service contract. Excerpts from the transcripts are: *"We have an awful lot amount of PAT testing, the normal electrical testing ... cleaning, grounds maintenance, lift maintenance...They all have to be serviced and checked and maintained."* *"So there are about a hundred schools across the UK ... we're involved in maintaining and delivering facilities services in an aquatic centre and also on a contract which has five healthcare centres as well ...and we deliver again the full range of facility services, everything ranging from security, cleaning, hard and soft ..."* *" legionella, asbestos, fire prevention and protection. It's specialist contractors ..."*.As discussed in the previous section, facilities managers need to be properly equipped to handle these contracts and the most important aspect to get right are the people. Where the people are motivated and ready to work, equipment and schedules often come through with minor glitches.

5.5 Theme 2: Integration

Integration (478 passages) is the focal point of these interviews and in this context involves the cohesion of the various part of a team to satisfy the needs of the customer and where possible, to exceed those needs. This high level theme has four minor themes, one of which discusses the opinions of the interview participants on the creation of a socialisation framework. This theme, *opinion on socialisation frameworks*, shows the participants' view on the creation of a socialisation framework, its application and feasibility. Essentially, it has several details on what is required in setting up the socialisation process. The other three themes discuss socialisation in details based on the participants' views and introduce the concept of cultural fit to the discussion. It also touches on outsourcing in the organisations as a basis for contracts. The integration

theme deals with the issues that organisations must take into cognisance when bringing new staff on board even where those staff are outsourced. Several of the themes deal with the socialisation process in detail.

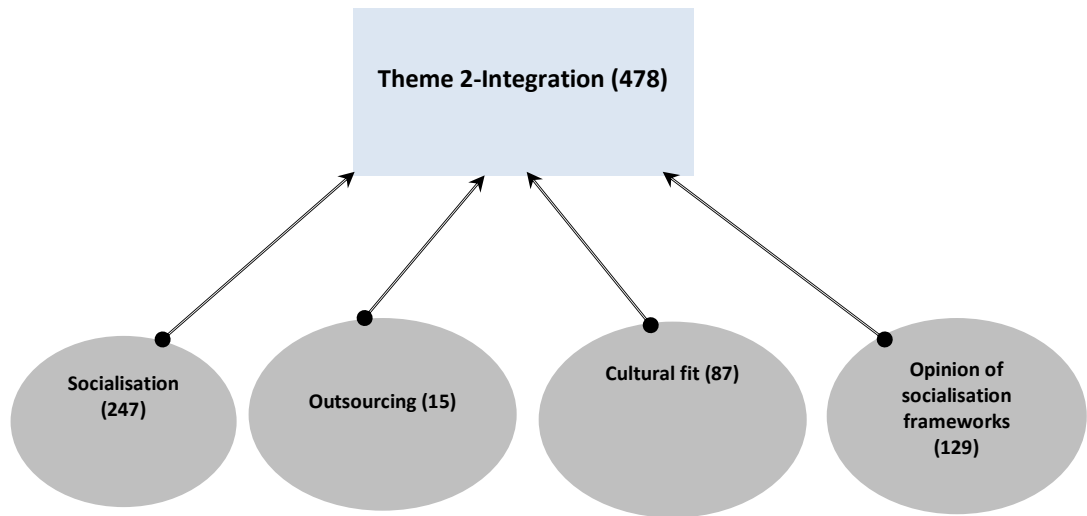


Figure 5-5: Integration

5.5.1 Outsourcing

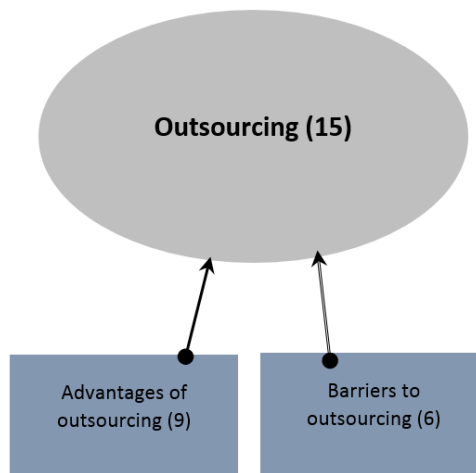


Figure 5-6: Outsourcing

Outsourcing (15 passages) has been discussed in detail in the literature review (see 2.4-2.7) as it is the main reason why this study exists. Outsourcing aspects of an organisation’s business to a service provider invites external staff into the organisation and the process of blending them into the client organisation is the foundation of this study. The themes under outsourcing give practical examples of the barriers faced by the organisations in outsourcing for example and the advantages they believe outsourcing brings to the equation.

Table 5-3: Outsourcing

Outsourcing	Client Organisations	Service Providers	Total
Advantages of outsourcing	9	0	9
Barriers to outsourcing	3	3	6
Total	12	3	15

Businesses always seek for positive practices and the **advantages of outsourcing** (9 passages) far outweigh their disadvantages. Outsourcing must be of some benefit to the organisations that employ it in reaching their goals and satisfying their customers and will also benefit those who provide the outsourced services. Excerpts from the interviews explain why outsourcing is beneficial to some organisations. *“...staff shortages and limitations, by outsourcing you actually can still manage them.”* *“One of the downsides of being in-house is the flexibility of your staff ...because we work with a head number.”* *“A lot of the risk we can transfer from certain projects onto the contractor and otherwise it’s on you if anything goes wrong.”* Many organisations turn to outsourcing now even where it is only intended to deal with the bare minimum i.e. non-core activities; but some others outsource specialist services and maintain quality control via various means to deliver a better service.

As beneficial as it might be, there are **barriers to outsourcing** (6 passages). Organisations that do not have direct access to service providers due to location, miscommunication issues, trust or lack thereof and other reasons that might make them wary of outsourcing may develop a negative view of it. Some of the reasons provided by the participants can be seen below. *“... because of obviously the cost implications in*

travelling and depending on machinery they need to bring with them can put things well over budget.” “...So you know, there’s nothing worse than you putting all this effort into delivering this service... for six months later to be told well actually somebody else has come along that’s cheaper than you so we’re going to switch.” “...sometimes is difficult when you’ve spent time kind of developing or working closely with an organisation to suddenly then be told...they went out of business yesterday.”

One of the barriers that stand out is trust on both the side of the client organisation and the service provider as no one likes to be cheated. Despite these barriers, most of them can be overcome where expectations are laid out fully before the project begins and not as it progresses. Disappointments that arise when a partner organisation shuts down might also be reduced by confirming their financial position before entering into a contract that might leave you out cold if they go bankrupt tomorrow.

5.5.2 Socialisation

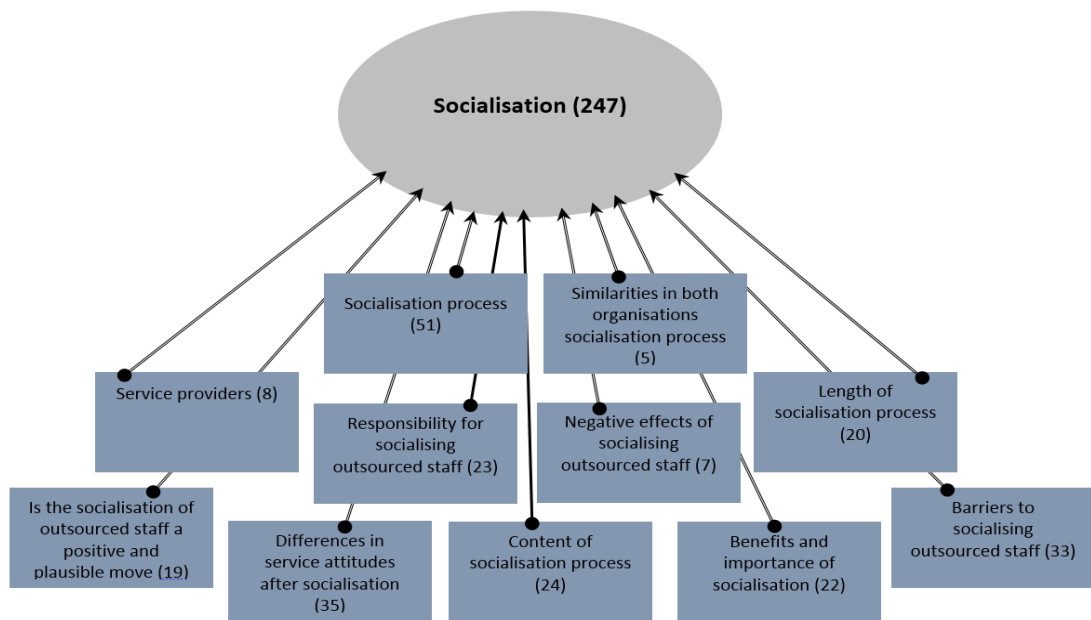


Figure 5-7: Socialisation

Socialisation (247 passages) is extensively discussed in the literature review from what it means to different frameworks that have been used to apply it to an organisation. One major aim of this interview as stated in section 4.2 was to understand if FM organisation currently socialise and achieve the on-boarding of their external service provider staff. Thus, this section contains the most themes and is of vital importance to the study.

Table 5-4: Socialisation

Socialisation	Client Organisations	Service Providers	Total
Benefits and importance of socialisation	12	10	22
Socialisation process	33	18	51
Content of socialisation process	17	7	24
Length of socialisation process	15	5	20
Is the socialisation of outsourced a positive and plausible move	12	7	19
Responsibility for socialising external service provider staff	14	9	23
Differences in service attitudes after socialisation	22	13	35
Barriers to socialising external service provider staff	19	14	33
Negative effects of socialising external service provider staff	7	0	7
Similarities in both organisations socialisation processes	4	1	5
Service providers	0	8	8
Total	155	92	247

The **benefits and importance of socialisation** (22 passages) in organisations are numerous. This theme shows what the participants believe are the reasons for socialisation which will be useful in understanding if FM practitioners know the importance of socialisation. Socialisation has a major benefit: it brings cohesion to an organisation that might otherwise appear disjointed and unable to satisfy its customers' needs to the best of their ability. Some excerpts of the interviews: *"Where we are able to engage with our customer a little bit more collaboratively ... they're the contracts that tend to perform better and they're the contracts that we tend to end up increasing our added value to the customer."* *"Make it fun, create a vision... get people ... show them how they are part of that vision and how they deliver it and then celebrate every time they do deliver it."* These are some of the reasons the participants who responded to this theme gave as benefits and importance of socialisation to their organisation though a more extensive discuss can be seen in section 3.6.

The **socialisation process** (51 passages) is the way and manner by which the external service provider staff are incorporated into the organisation. This information will reveal how, if at all the organisations socialise external service provider staff. It will also reveal if this socialisation method, where available is a standardised process or not. All the participants responded to this and had differing views on whether their organisation had a process or not. The responses to this varied with 3 participants stating they didn't have a socialisation process or were not sure they had one. As a participant stated: *"...for external service provider staff no..."* referring to the socialisation process. Another said: *"Honest answer, I'm not sure if there's a set framework at all, to be perfectly honest."* The other 13 agreed they had a process but not all of them were sure about how the process worked or if it was standardised though over half of the respondents were certain they was a functional socialisation process their organisation employed in training all staff, whether internal or outsourced.

The **content of the socialisation process** (24 passages) is important to the final output as a product is only as good as the contents. Organisations need to have a process that firmly establishes the culture of the client in the external service provider staff. This should not be done as a brainwashing, but with a desire to build understanding and responsibility. The contents of the socialisation process of interviewed participants will help to:

- Determine what organisations believe to be important.
- Create more material for the socialisation framework put together at the end of this chapter.

One obvious bit in this theme is the myriad ways organisations achieve socialisation. The organisations work at different levels with some muddling along while others have a strict programme they follow. Most of the participants (15) who responded to this theme except one did use the process to integrate external service provider staff. As a participant said: *“the content is understanding our customer requirements”* They do require that the external service provider staff understand what their customers want and help them deliver it. The one exception to this said his organisation uses the process to weed out staff that were not right for them.

What should the ***length of a socialisation process*** (20 passages) be? What will be ideal for organisations to successfully integrate any staff into their workplace? According to the participants of this study, it takes their organisations one day, six months or is a constant ongoing process. Some organisations have no fixed term and work on an individualised basis. What stood out in this theme is that every participant seemed to believe that whatever the length of the socialisation process for all staff, it was adequate. This might be true for these organisations as we had previously stated that no two organisations needed to achieve a goal in the same manner.

The basis of this study partly hinges on the assumption that the ***socialisation of external service provider staff is a positive and plausible move*** (19 passages). Organisations and service providers are interested in a framework that socialises external service provider staff into the client organisation. This theme acted as a check to either confirm or discard this assumption. 15 participants gave feedback on this and it was all positive. To quote one participant, *“I think if we didn’t do it we would grind to a halt, we’d absolutely grind to a halt; it’s absolutely imperative and we would not meet our primary output if ... it would be impossible to meet our primary output if we didn’t try and socialise our external service provider staff.”* This shows the level of importance to that organisation but the good news is that all the other respondents also agree. This means both client organisations and service providers understand the value of socialisation even where the

staff is not internal and this portends an acceptance of a framework that will be instrumental in achieving cohesion.

Whose **responsibility should it be to socialise external service provider staff** (23 passages); the service provider or the client organisation? Delegating responsibility avoids future confusion and helps to ascertain that someone has indeed trained the external service provider staff appropriately. The answers given here give an overall perspective of what is currently practiced by organisations where the responsibility for socialisation is concerned. The participants had different answers for this. Some were conducted by the client, others by the service providers and yet others by both parties. The ones conducted by both had the highest numbers and this might possibly be what will work for a regular organisation as input from both parties might yield a better result.

It should be noted at this point that it will be difficult to ascribe this responsibility to either party as organisations are different and what works for them will most likely be different as well but an awareness of what the other organisation has done is necessary. As a client organisation discovered too late, the service provider had not adequately socialised an external service provider staff leading to a workplace incident and an insurance claim that cost them financially. He said: *Now... we ask about training programmes ... we've got that responsibility to ensure that they've had the training...they've had the tools given to them to be able to do their job and are managed in a proper manner. Because I think that socialisation framework is also about how they're looked after isn't it?* Well put. When both parties have decided whom should be responsible for socialisation, the responsible party should arrange for everyone to start and finish the process.

The goal of any training is to achieve change of some kind, often positive change. The goal of socialisation is to imbue external service provider staff with the culture of the client organisation and influence positive **differences in service attitudes after the socialisation process** (35 passages) is complete. This theme exists to confirm if these changes occurred after the socialisation process for organisations that currently have one in place. It also determines if those changes are positive or negative. It is easier to confirm if socialisation, either positive or negative occurred where a baseline has been set up. This can be achieved by having an initial evaluation before socialisation begins. The participants all responded to this theme with various answers. Whilst a participant

thought it was too early to tell for his current contract, a couple of other participants felt it was a mixture of positive and negatives as socialisation could only be successful with willing staff. All other participants though (an overwhelming majority) believed there were positive differences after socialisation. 2 of them did feel the socialisation process had to be continuous to prevent a drop in the level of service. *“...if it’s not constantly been pushed and innovative and pushed with the process, we see a service fall...our level of service fall...where as if it’s kept fresh, it’s kept being updated, then actually the service remains at a fairly good level.”*

The previous theme talks about why people do socialise external service provider staff but there are **barriers to success** (33 passages) in this endeavour. Finances, human factor and TUPE are just some of the barriers the participants believed made socialisation of external service provider staff difficult. The participants also noted that the management of the service provision company were often worried that their staff would become too integrated. *“they don’t want their people to get too close to us because they go native... they want them to remain aloof and remain company men if you like.”* *“key barrier to that is if you have somebody that is reluctant and reticent to be seen as an extension of your service that’s always going to be difficult to get them on-side.”* The majority of these reasons can be overcome by building a relationship based on trust. Reluctance to part with finances or to be involved in socialisation as an organisation/person is most likely because organisations/people do not want to be cheated. A realisation that socialisation will benefit all parties concerned positively will encourage participation and the reluctance can only be eradicated by trust; fulfilling all promises made.

Socialisation much like outsourcing, is not all positive and this theme was able to point the negative effects of **socialising external service provider staff** (7 passages). All passages came from the client organisations which is interesting as it may mean that service providers are not aware of issues that might be detrimental to their culture. According to the participants, in some cases the socialisation goes a little too well which leads to a total transfer of cultural identity. The external service provider staff begins to identify more with the client organisation and no longer see themselves as a staff of the service provider. The most affected party here will be the service provider as they may need to ‘re-train’ the external service provider staff when their placement with the

client organisation is over. It might be even worse where their actions become detrimental to the culture of the service provider. *“And in some ways, and we’ve had this, that the employees that work with us when they go back into their organisation they don’t fit some of the things that they go back into.”* Where the service provider is prepared for such scenarios, they will be easier to handle and overcome after the duration of the contract.

Where organisations have ***similar processes in socialising external service provider staff*** (5 passages), there is likely to be less conflict and a higher degree of understanding. If client organisations and service providers have relatively similar methods of socialising external service provider staff, it will be easier for such staff to adapt to any organisation where the same socialisation method is employed. Amongst the five participants who responded to this theme, two of them believed they were on the same page where socialisation processes were concerned. *“It more or less is. The only difference is because you’re dealing with subcontractors and what not but basically it is all around the same”* The other three respondents did believe there might be a socialisation process by its partner organisation but had no knowledge of its compatibility with theirs. Here’s a participants’ view: *“I wouldn’t say we’re good on understanding whether they have that same programme.”* . A major advantage to knowing what the other organisation does will be to either reduce the work to be done in socialising the external service provider staff where methods are similar, or make them aware of what they might need to do to adapt them to the new culture they’ve found themselves in where methods are dissimilar.

This theme focuses on the ***service providers*** (8 passages) and their perspective of the socialisation process in client organisations. It is ideal to understand what the service provider thinks otherwise the client will be working in futility and any socialisation process will be produce mediocre results at best. Unsurprisingly, the service providers who responded to this theme (3) expressed that they are often willing to follow the lead of their client. This is only to be expected as their service is based on delivering what the client wants. This means client should be sure of their needs and wants before embarking on a contract and where possible, be decided about how to meet those needs to help the service provider avoid confusion. *“it is so much easier if the client says... I would like you to work in this way, I want you to understand how our people act,*

I want you to be aware of this, aware of that, we want to give you a platform to integrate with our teams...That would be really, really good.” The statement above is the sort of give and take expected in successful relationships but there must be guideline for this to work. As another participant stated, service providers might even be willing to withdraw non-productive staff from a site provided such staff really is at fault. *“It’s easier just to remove them from the contract and bring somebody else in that’s how can I say, more amenable with the client.”*

These statements do show the service provider’s willingness to follow the lead of the client in delivering set requirements and it is up to the client to use it to their advantage as they could even have both organisations employ similar socialisation processes to ease the way of the external service provider staff into the new culture.

5.5.3 Cultural fit

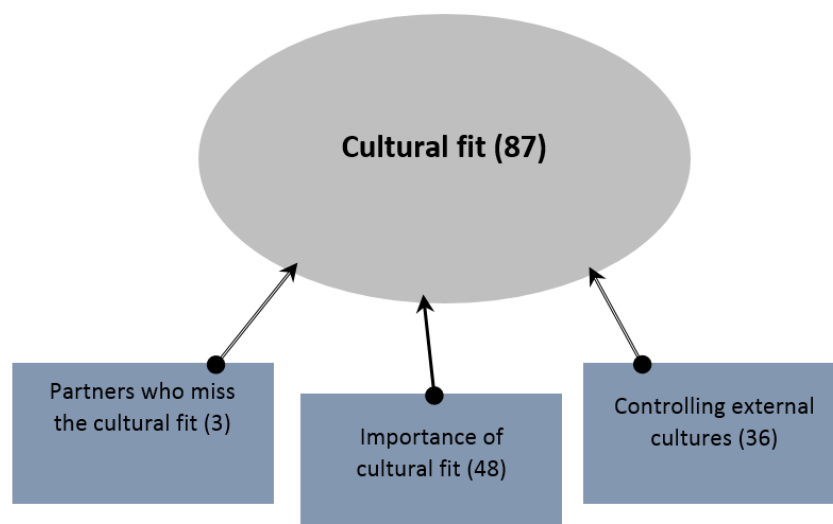


Figure 5-8: Cultural fit

Cultural fit (87 passages) is a mid-level theme that focuses on how organisations especially the clients, minimise the influence of external cultures on theirs. It states why cultural fit is important for an organisation which is the major reason socialisation takes place. Finally, it looks at examples of partner organisations who have failed to fit either their organisation or their staff into the client organisation and how that acts as a negative. The table below shows the responses of the participants in passages.

Table 5-5: Cultural fit

Cultural fit	Client Organisations	Service Providers	Total
Importance of cultural fit	30	18	48
Controlling external cultures	21	15	36
Partners who miss the cultural fit	2	1	3
Total	53	34	87

The **importance of cultural fit** (48 passages) is one of the pivotal themes to this study. It focuses on the importance of cultural fit to the organisations studied and if there is an awareness of that importance. For all of the participants, cultural fit appeared to be an elemental aspect. This is a supporting view to the importance of socialisation (Objective one in section 4.2) as cultural fit is only possible as a result of socialisation, either intentional or not. In reference to its importance, a participant stated: *“11 out of 10, vital.”* That signifies going above and beyond normal. This is simply because *“it’s absolutely fundamental, if you don’t integrate outsourced services you don’t get the best out of the partnership.”*

To **control external cultures** (36 passages) mean to control the attitudes, beliefs, and ways of working that an employee joins an organisation with. Staff whether outsourced or internal have a higher probability of a having held a previous job than not and will bring the inculcated culture from a previous job(s) to a new one. To prevent a dilution or eradication of their culture, organisations need to socialise all staff including outsourced ones. This theme looks at the ways organisations control external influences on their culture. Majority of the participant’s believed that quick action was necessary to prevent culture dilution as one stated: *“we set out from the word go”* The first week or even the

first day are crucial to them in starting the control via induction processes and regular updates. Two participants did not think their organisations sought to control these cultures. As one of the participants said, they have procedures that were rigorous and well laid out preventing any cultural changes and “... *often we let people go after the six-month period or even sooner if they’re not right for our business... if somebody comes in and they offer something new... we would look to give that person an opportunity to develop, ... a platform for ...some new behaviours that are going to be beneficial to what we do.*” These are two different approaches but seem to work well for the different organisations that employ them. On the one hand a rigid approach that leaves no room for external influences and on the other hand an approach that works on those influences before they have any effect.

This theme examines the results when **partners miss the cultural fit** (3 passages). This shows what sort of problems can arise from not having socialised external staff in your organisation. “*One of our subcontractor partners turned up ... at the security gates and the security guard said ‘Have you got anything in the back of your van?’ and he joked he’d got a bomb in the back of his van. And because of that behaviour ...that subcontracted partner had to be terminated because the client wouldn’t allow that company back on-site.*” It can easily lead to a contract termination as in the case of the service provider above or an uncomfortable relationship where the client waits impatiently for the contract to end as in this 2nd situation. “*they came in with an overview of a delivery of service that... they picked that up from the health and education sectors and they superimposed it on ... and it isn’t working... because the culture ... is very, very different. They have ... tried to treat us to the same service...and it’s not working because that’s not what we want. And they don’t seem to be able to turn that around. So I don’t think they have even got an idea of what cultural fit is*” Cultural fit is essential and early realisation can prevent future issues relationship –wise and even financially.

5.5.4 Opinion of socialisation frameworks

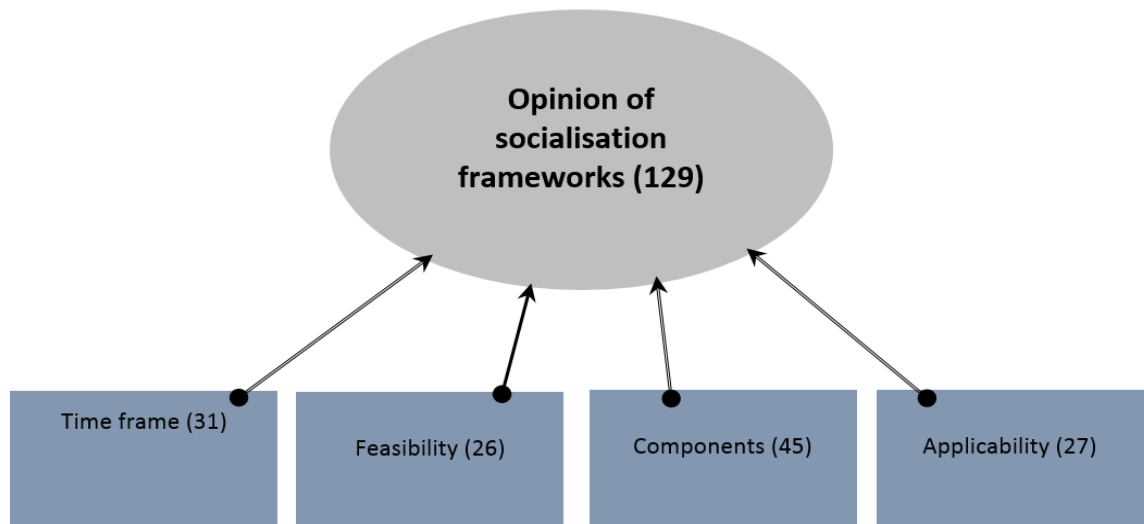


Figure 5-9: Opinion of socialisation frameworks

This mid-level theme focuses on the framework to be produced at the end of this chapter (129 passages). This section gathered the opinion of all the Facilities managers interviewed to ensure that the proposed framework would be useful. It looked at the timeframe such a framework might need to achieve socialisation as well as its components, applicability and feasibility and the opinions of the participants were generally positive in nature. Their responses are represented in the table below.

Table 5-6: Opinion of socialisation frameworks

Opinion of socialisation frameworks	Client Organisations	Service Providers	Total
Applicability	19	8	27
Components	28	17	45
Feasibility	17	9	26
Time frame	15	16	31
Total	79	50	129

Maximum effectiveness and **applicability** (27 passages) will depend on the users of the framework. This theme discussed who could use this framework and organisations that it would be suited for. All participants responded to this and over half did believe it could be used by both client organisations and service providers. Some picked one or the other as they felt the responsibility should rest with one party solely. As for who could use it, a participant thought it should vary from senior management through to the least member of the organisation with key aspects added or removed depending on the user.

Various sectors were also mentioned such as public and private sectors. This answers cover the majority of FM practitioners which is what the study seeks to achieve; a framework that can be applied to any organisation irrespective of type, size, location, sector or core business.

Components (45 passages) are important to the success of the socialisation or induction process. This theme sought the opinions of the participants on what components they thought might be necessary or useful to include in the framework. There was a general consensus that an initial period be set aside when the new staff resume to explain the goals and visions of the organisation and to lay out the work-related attributes expected of them. The respondents spoke about customer expectations, the work process and a role-specific induction, equality and diversity, health and safety, better co-operation, the same work wear where applicable, staff attitude should reflect the environment, code of conduct, creating buddy systems, weekly workshops and most interestingly; an induction before recruitment. All these components will be looked at in further detail later in the next chapter when putting together the framework.

The **feasibility** (26 passages) theme checks if the organisations would be willing to adopt a socialisation framework for external service provider employees. All participants believed it would be welcomed by their organisation even though one insisted that they currently had an effective framework. As a participant stated: *“Yeah, I think it would be very beneficial, it’d sort of be a more structured way of getting the objectives across.”* This statement captures the intention of the proposed framework to socialise external service provider staff within certain structured parameters that are flexible enough to fit most organisations and to successfully socialise external service provider employees.

The **time frame** (31 passages) for a socialisation framework helps to establish a guideline for organisations to know when their internal or external service provider staff ‘should be’ integrated. An example is Buchanans’ three stage early career framework (3.7.1) which gives a five-year guideline for achieving socialisation. Such long periods will not work in a modern and fluid organisation especially in time-bound contract scenario. But what is then appropriate? Varying opinions from a week up to a year were given but what most of them did say was that it is dependent of a lot of factors; contract type, contract length, physical location of organisation, time, company culture and some others. They also believed it should begin early to maximise its impact, in the very first

week where possible. Based on these varied answers, the timeframe for socialisation will be decided by the client organisation in view.

5.6 Theme 3: Transcending customer standards

Awareness of what a customer desires and striving to surpass those needs and desires is a major part of the services organisations deliver today. This high level theme (69 passages) is divided into two mid-level themes which look at what customers expect and meeting those standards. These themes are concerned with improving the standards of the organisation and where possible, surpassing customer expectations. They are necessary to growth and development but are only successful where the regular processes are well oiled and running. The themes under each mid-level theme have been expanded below with the number of passages under each theme in bracket. A further breakdown can be seen in tabular form in each mid-level section.

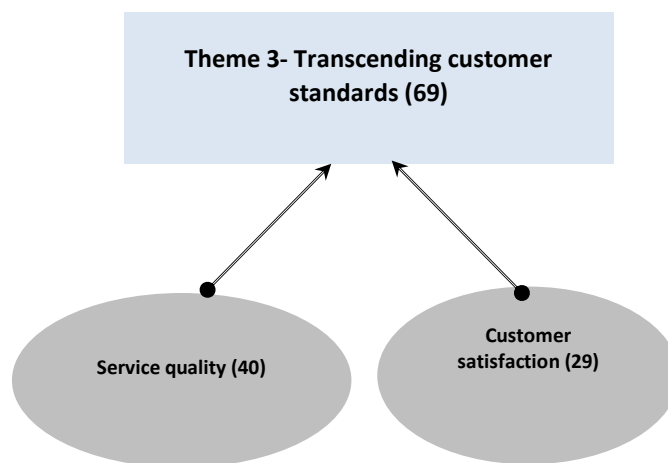


Figure 5-10: Transcending customer standards

5.6.1 Organisations and Service quality (SQ)

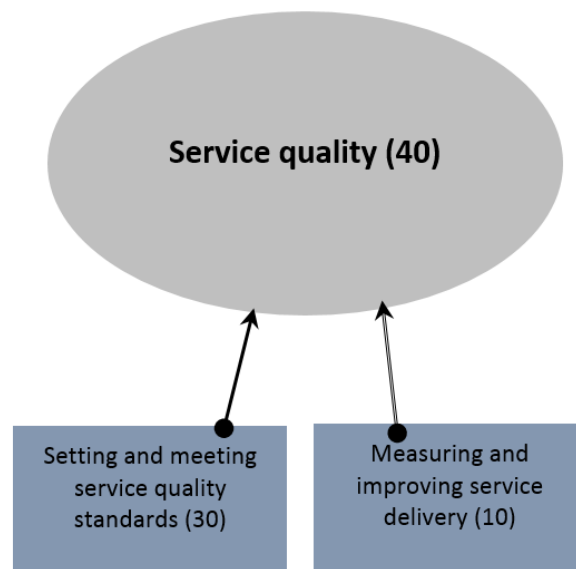


Figure 5-11: Service quality

Service quality (40 passages) has been discussed in the literature review (section 2.8) and is related to what sort of services are provided and judged in most situations by the customers based on their expectations before receiving said service. It focuses on retaining customers and attracting new ones by maintaining a high quality of service through well-adjusted and socialised staff. The steps taken by the organisation to maintain whatever standards they have set and plans made to improve those standards are the focus of this theme. A table showing the breakdown of each theme can be seen below.

Table 5-7: Service quality

Service quality	Client Organisations	Service Providers	Total
Setting and meeting service quality standards	20	10	30
Measuring and improving service delivery	6	4	10
Total	26	14	40

Organisations need to **set a standard for the service** (30 passages) they want to deliver to help them maintain the standard and to show areas of lag when it begins to fail. The first step therefore is to check that there are no lags where the staff are concerned (both

internal and outsourced) by confirming their fit with the services to be delivered and the organisation. This theme was responded to by the participants with various methods used by their organisations. Setting the standards in the terms of the contract was a reoccurring point on how the organisations put down service quality standards and communicated them to partner organisations as a participant stated: *“We have a standard set of standards ... across all of our buildings and that varies by building type and that’s used as part and parcel of the tender process and it’s included within the structure in the ITT and then in tender documentation that we send out.”* SLA’s, benchmarking and KPI’s for meeting the standards were the most popular answers provided while other less general ones were: operating manuals, penalties, feedback, service delivery reports and a regulatory board. An excerpt: *“Well it starts obviously during the contract negotiation when we agree the KPIs and SLAs, then we have management information, routine meetings, monthly meetings, quarterly reviews, annual reviews and that kind of ... you know, normal processes really.”* The final part of this statement showed that this was standard practice for organisations.

There is a need to ***measure service delivery and improve it*** (10 passages) where possible as customers always desire even better than the current service they receive. Such improvements can only be made when the current standard is known. The respondents to this theme had surveys and meetings as the methods for measuring though one respondent was not sure their organisation currently did a good job of *“measuring it very well.”* Another respondent was of the opinion that high compliance levels were key to a great service delivery as *“Just 50% compliant means that we can’t possibly be satisfied with 50% of what they’re doing.”* Another stated that their service delivery was in the 90th percentile.

The second aspect which is the improvement of service delivery also had a respondent say *“regular meetings with directors of boards within different departments”* was a way to determine how to improve service delivery. Other methods mentioned were training, and constant updates and suggestions from the employees.

5.6.2 Customer satisfaction



Figure 5-12: Customer satisfaction

Customer satisfaction is important to any business as that is their main reason for existing. Where they do not satisfy their customers, there will be a loss of business and eventually, failure. This necessitates organisations to deliver what their customer needs and puts pressure on them to hold onto their customers. This minor theme is divided into 2 other themes that discuss this issues based on the interview transcripts.

Table 5-8: Customer satisfaction

Customer satisfaction	Client Organisations	Service Providers	Total
Importance of customer satisfaction	15	9	24
Responsibility for setting or managing standards	3	2	5
Total	18	11	29

This theme discusses the **importance of customer satisfaction** (24 themes) to the organisations interviewed. Its aim is to find out if organisations consider it a vital area of service and how vital it is. Excerpts show how important it is to the organisations interviewed: “Customer Satisfaction is paramount.” “Yeah, it’s really highly important to us and it’s one of our key drivers.” “it’s the key driver; if our customer’s happy then

obviously the contract tends to work very well and more importantly what happens as a consequence is we make money, which you know we have to do.” These statements prove the level of importance attached to it but the importance of a key driver and meeting the key driver are very different things. Customers are usually satisfied because their needs were met. Even after socialisation, the organisation should employ regular updates methods such as training to keep the level of socialisation and consequently service high. There seemed to be some doubt about ensuring their customers were satisfied with the services they provide as confirmed by one participant: *“So it’s very, very important but we’re not consistent with our approach to identifying whether customers are satisfied and then tackling how we deal with whether they are or they aren’t.”*

In the theme preceding this, the importance of customer satisfaction was established but it was also seen that measuring customer satisfaction and improving it was not always done. This theme discusses whose ***responsibility it is to manage customer satisfaction standards*** (5 passages). Here, the respondents believed the onus rests with the client organisation perhaps because they are in possession of the standards that need to be met. The service provider states that client organisations put on the pressure as all they require is that their standards are met. *“They want to know why you’re not hitting your KPIs and how quickly you can do.”* Surprisingly, one of the client organisations didn’t agree and thought the service provider should be responsible for management of the standards without elaborating on the reason.

5.7 Chapter summary

The results of the interviews conducted in this study are presented and discussed in this chapter. The interviews were transcribed and coded into NVivo for analysis through the use of child nodes. These nodes were grouped into mid-level themes and finally into high-level themes.

- The first high-level theme was FM contracts and strategy with two mid-level themes; organisations and FM strategy in view and contracts. Results centred on details about the organisation, their culture and their contractual interests. An interesting outcome was that the nodes discussed under this high-level theme are important to a contract and are best sorted before the contract commences. This corresponds to the Pre-socialisation stage discussed in section 3.10 and at the start of this chapter.
- The second high-level theme was Integration. Integration has four mid-level themes; socialisation, outsourcing, cultural fit and opinion on socialisation frameworks. This theme focuses on what happens during the socialisation process and how to ensure integration is complete. Unlike the first high-level theme, integration focuses mainly on the socialisation process which corresponds to the In-socialisation stage.
- The third high-level theme is transcending customer standards with two mid-level themes; service quality and customer satisfaction. Customers need to be kept happy for an organisation to remain competitive and this theme examines what the interviewed organisation do to ensure service quality is high and customers remain satisfied. As with the first two high-level themes, this theme corresponds to the Post-socialisation stage.
- This development with the Pre-socialisation, In-socialisation and Post-socialisation stages is gratifying to the study as organisations will be able to clearly understand the stages needed to achieve and maintain 'cultural fit' in their external service provider staff which is only clear in some of the previously explained models.

6. Stage 2: Discussion and Development of FM ‘Cultural-Fit’ Framework

6.1 Introduction

The analysis in chapter five above support to a large extent the conjecture at the start of this study that the socialisation of external service provider staff in FM is not standardised. This has created a gap in the socialisation field that may be filled by a framework which has specific application to external service provider staff particularly for FM.

The proposed framework that will be adaptable to the FM sector will need to be flexible and must be able to fit into organisations of any size or sector working with variable budgets. It should be functional where only one function is outsourced or where all the non-core functions of the organisation are contracted out. This section will discuss the summary of the data analysis from the interview stage and; the assembly of the framework in detail and combine useful elements from earlier socialisation models (Chapter three) with the data analysed in the previous chapter to create the framework.

6.2 Discussion of interview data

The information analysed and presented in chapter five is critical to the development of the ‘Cultural fit’ framework as it would be used as the building blocks. The analysis has revealed a lot of information about outsourcing in FM and organisational socialisation as well as guidelines for the development of the framework. To increase the reliability of the results, the themes will be summarised in tabular form and the implications for the development of the proposed framework or the study will be noted. Tables 6-1 to 6-8 have distilled the information presented in the mid-level themes of chapter five by summarising the information and stating the implication of each theme to the proposed framework.

This means some information would be included directly in the framework design and the others which are not directly added to the framework will form a basis and rationale

for use. For example in Table 6-1, 'Organisational structure and FM position' is the first theme ticked under the rationale column. It's relevance to the research is derived from the knowledge that having the FM director at a highly place position in the organisation makes it easier to accomplish strategic plans such as the implementation of the proposed framework. This however does not have a direct bearing on the development of the framework and will therefore be acknowledge as a framework rationale only. The 'Time frame' theme in Table 6-6 is another example as the data analysis shows that there was no consensus on an appropriate time frame for the implementation of the proposed framework. This means there will be no suggestions on a timeframe in the development of the framework at this stage. A third column will show the benefits or limitations the summary might have for the framework.

Table 6-1: Summary of 'organisations and FM strategy in view'

Organisations and FM strategy in view	Summary	Implication for proposed framework		
		Include	Rationale	Benefits/ Limitations
Characteristics of interviewed organisations	Proves that the scope of FM is wide ranging in space used, services, required and contracts signed.	✓		The framework should be applicable in FM
Qualities organisations desire in external service provider staff	Organisations want these characteristics displayed by all staff: comportsment, driven nature, trust, loyalty, discretion, awareness of organisation customer, and duty, collaboration, flexibility, honesty, punctuality, friendliness and motivation.	✓		Shows a need for training staff to imbibe these qualities and more
Mutual understanding of vision and strategy	Organisations need to understand what motivates the other party before a service contract is signed.	✓		This will be beneficial to understanding each other
Recruitment process	The process of recruiting external service provider staff has a bearing on how included they feel in the organisation's culture.	✓		Recruitment needs to meet the needs of the client
Organisational structure and FM position	The placement of the FM department in the organisation can have a positive or negative effect on the decisions they make for socialisation		✓	Lowly placed FM departments may be unable to implement framework
Percentage of internal to external service provider staff	Organisations with a higher number of contracts and/or external service provider staff might feel the effects of this framework more readily		✓	Effect of framework will be felt faster with larger contracts
Procurement is centrally done	It is important for the FM department to have an input in the recruitment of external service provider staff	✓		This makes the integration of external service provider staff smoother
Future direction for interviewees	Participants developed an awareness of the need to socialise external service provider staff		✓	Stakeholders will likely respond positively to framework
On TUPE and terminated businesses	TUPE is a major aspect of outsourced contracts and must be considered in the development of the framework as a lot of external service provider staff belong to this group.	✓		Important consideration in developing the framework

Table 6-2: Summary of 'contracts'

Contracts	Summary	Implication for proposed framework		
		Include	Rationale	Benefits/ Limitations
Contractual process, review and Implications of organisation size	The socialisation process starts from this point as client organisations can determine what they require in terms of external service provider staff before signing the contracts	✓		It is necessary for each party to be aware of the terms of their agreement
Length of contracts	Average FM contracts are three- five years but occasionally there are shorter or longer contracts		✓	This framework might not suit shorter contracts (e.g. 6 months)
Number of contracts dealt with by individual and organisation	FM practitioners are managing increasingly larger contracts both in number and scope and this increases the relevance of the proposed framework		✓	Framework should benefit FM practitioners hugely
Types of services involved in organisation's contracts	The participants interviewed work with contracts that cover almost all the services that FM outsource and provides a balance in the data collected		✓	This means the proposed framework would have a more rounded outlook

Table 6-3: Summary of 'outsourcing'

Outsourcing	Summary	Implication for proposed framework		
		Include	Rationale	Benefits/ Limitations
Advantages of outsourcing	FM practitioners see many advantages to outsourcing certain services and are likely to continue doing so for the foreseeable future	✓		Outsourcing is a prominent aspect of today's FM.
Barriers of outsourcing	The barriers to outsourcing are considerably fewer than the advantages but some of them can be overcome by implementing this framework e.g. trust.	✓		Motivation of staff would be beneficial to organisations in the implementation of the framework

Table 6-4: Summary of 'socialisation'

Socialisation	Summary	Implication for proposed framework		
		Include	Rationale	Benefits/ Limitations
Benefits and importance of socialisation	There is a positive view of socialisation as it is believed to allow organisations engage collaboratively	✓		Socialisation provides added benefit
Socialisation process	Several organisations do not currently have a documented or even a non-documented practiced socialisation process	✓		This process is the basis for the framework and is the main benefit though integration
Content of socialisation process	The content of the socialisation process will help client organisations clarify what is important to them and ask for it	✓		The selected content will be seen in the developed framework. Contents will be translated into components for the framework
Length of socialisation process	Participants had differing views on how long the socialisation process should last because they mostly have varying processes for new staff e.g. probation periods		✓	This is not currently perceived to be necessary to the framework
Is the socialisation of outsourced a positive and plausible move	There was a general consensus that socialisation of external service provider staff is necessary and even critical to some organisations	✓		Socialisation is critical to some organisations
Responsibility for socialising external service provider staff	Participants believed either the client, service provider or even both should be responsible for socialisation and were not united in allocating responsibility	✓		Socialisation should be a joint effort but championed by the client organisation. This creates a better symmetry in the relationship
Differences in service attitudes after socialisation	Several participants believed that there were positive differences with a need for regular updates	✓		This should act as a check for socialisation
Barriers to socialising external service provider staff	Finances, disinterested staff and TUPE were considered as possible barriers to successful socialisation		✓	These potential limitations can be combated with trust and staff motivation
Negative effects of socialising external service provider staff	The external service provider staff might begin to identify with the client organisation more than the service provider		✓	This can be a limitation for service providers
Similarities in both organisations socialisation processes	Similar socialisation processes for both the client organisation and the service provider should lead to less conflict	✓		This will put the two parties on the same socialisation page
Service providers	Service providers are willing to follow the lead of the client therefore the client should be sure of their needs		✓	The client can meet their requirements if they set them right at the start

Table 6-5: Summary of 'cultural fit'

Cultural fit	Summary	Implication for proposed framework		
		Include	Rationale	Benefits/ Limitations
Importance of cultural fit	This is a major node as participants confirm that cultural fit is 'vital' to the services they deliver to their customers	✓		Cultural fit is vital in FM
Controlling external cultures	Participants put external service provider employees on probation to confirm fit and quash negative influences quickly	✓		This will preserve the internal culture of the organisation
Partners who miss the cultural fit	Participants confirm the negative effects un-socialised staff have had on their service delivery or even worse, directly on customers	✓		The framework should reduce such incidences

Table 6-6: Summary of 'opinion of socialisation frameworks'

Opinion of socialisation frameworks	Summary	Implication for proposed framework		
		Include	Rationale	Benefits/ Limitations
Applicability	It was stated that this framework will be applicable to client organisations and service providers, both the private and public sectors and different types of organisations. In short, cover the basis in which FM operates	✓		This will be a major benefit of the framework if it is truly applicable to various organisations
Components	It was suggested that there be an initial period for induction which should include information on customer expectations, role-specific induction, code of conduct, etc.	✓		These components will be split into smaller sections in the framework
Feasibility	It was agreed by all the participants that a socialisation framework would be welcomed by their organisations	✓		This shows a potential for acceptance of the framework in the FM industry
Time frame	There was no consensus on how long the socialisation period should last for		✓	This is a limitation dependent on organisational practices

Table 6-7: Summary of 'service quality'

Service quality	Summary	Implication for proposed framework		
		Include	Rationale	Benefits/ Limitations
Setting and meeting service quality standards	Where there are standards to aspire to, it is easy to see cracks and lags in the quality level desired	✓		This is useful to check a fall in service quality
Measuring and improving service delivery	Measuring current service allows organisations know where they are and set new standards for better service in the future	✓		This can help organisations improve the service delivery

Table 6-8: Summary of 'customer satisfaction'

Customer satisfaction	Summary	Implication for proposed framework		
		Include	Rationale	Benefits/ Limitations
Importance of customer satisfaction	The participants stated that customer satisfaction is a 'key driver' for FM organisation.	✓		This shows the added value of the framework
Responsibility for setting or managing standards	The client organisation needs to assume responsibility for the satisfaction of their customers by setting the standards for service	✓		This should clarify responsibility and reduce assigned blame

The 'cultural fit' framework will combine the information of the data analysis with relevant components of the socialisation models in chapter 3 and these will become the foundation for the framework. The summary done in this section will be used for the development of the new framework along with the relevant components from the socialisation models but we need to first consider what frameworks are, how they are applied, and their design types.

6.3 What are frameworks?

The socialisation designs presented in section 3.7 have been called models by the researchers who proposed them. Whilst this study will also present a socialisation design for external service provider staff, there is doubt cast on the suitability of calling it a model as previous researchers have done. To avoid confusion, this section will focus on what models and frameworks are and discuss further on the preferred label. We will first look at definitions of models and why it will be unsuitable before discussing frameworks in more detail.

Stockburger (2013) defined a model as a 'representation containing the essential structure of some object or event in the real world which may be represented as physical (e.g. architect's model of a building) or symbolic (e.g. a computer program or a set of mathematical equations)'.

Silverman (2013) states that 'models provide an overall framework for how we look at reality. They tell us what reality is like and the basic elements it contains and what are the nature and status of knowledge'. Somekh and Lewin (2011) defined 'models as diagrammatic representations used to assist in understanding complex theories, practices, systems and so forth.'

The three definitions of models stated above describe a mould that can be used to reduce structures, events, theories, practice or reality as a whole to a manageable scale. This reduced scale can then be studied for further understanding either in its individual parts or in its entirety. This does not represent the aim of this study which is to create a 'guide' that can be utilised for the socialisation of external service provider staff in client organisations. This is not an attempt to discredit the work of these researchers but to

clarify why this socialisation design will be called a framework and not a model. To further buttress this point, the next section will look at frameworks in detail.

The final output of this study is such a framework but before it can be conceptualised, we need to understand what frameworks are and various forms they take. Previous sections in this thesis have explained the importance of a framework to this study and shown how necessary it is to the successful integration of external service provider staff into the client organisation. This section will attempt to explain what frameworks are, how they are applied in research and the specific application to this study. The word framework has been used throughout this body of work except where the socialisation models were discussed (see section 3.7).

6.3.1 Framework definitions

BIFM (2008) state that 'a framework is a basic structure used to solve or address complex issues by outlining possible courses of action or to present a preferred and reliable approach to an idea or thought'. From this definition, frameworks should not exist where there is no issue requiring attention or where no solution is needed. Frameworks are meant to be answers or guides to a current dilemma. In the place of research, "a framework is essentially a guiding structure or system to help logically undertake a research inquiry, which is underpinned by some form of theory" (Tucker, 2010). This is essentially the purpose of this study; to create a flexible system borne of theory and this research enquiry to improve the quality of service in FM.

Frameworks can be either conceptual or theoretical; where conceptual frameworks link several concepts till a theory is formed. Burnard and Bhamra (2011) explain that a conceptual framework can be used to link events or provide an understanding of the dynamics of a concept which can then form a basis for future research activities. Ideally, conceptual frameworks are the bedrock on which theoretical frameworks are built. A theory is necessary as it proposes an idea which researchers can work with and which can be used to develop potential actions. A theoretical framework on the other hand as defined by D'amour *et al.* (2005) is a set of relationships that are understood to exist between various concepts and which rely on a proven body of knowledge (theory). This

means by definition that this study is building a theoretical framework based on the concepts of culture, socialisation and organisational behaviour all in the field of FM.

6.3.2 Framework designs

A properly structured framework ensures an effective and efficient use of the resources at your disposal especially human resources as is the focus in this case. These frameworks should be designed to fit purpose, so they can take any form. Examples of frameworks used can be a list of objectives or a diagram which show a step by step outline (course of action) for achieving a goal. The important factor is that it is readily understood and adaptable to the situation. The list of objectives are just that, a list as can be seen in the below in the Soft Landings Framework (Way *et.al.*, 2014) .

- 1.0 Inception and briefing to clarify the duties of members of the client, design and building teams during critical stages, and help set and manage expectations for performance in use.
- 2.0 Design development and review (including specification and construction). This proceeds much as usual, but with greater attention to applying the procedures established in the briefing stage, reviewing the likely performance against the original expectations and achieving specific outcomes.
- 3.0 Pre-handover, with greater involvement of designers, builders, operators and commissioning and controls specialists, in order to strengthen the operational readiness of the building.
- 4.0 Initial aftercare during the users' settling-in period, with a resident representative or team on site to help pass on knowledge, respond to queries, and react to problems.
- 5.0 Aftercare in years 1 to 3 after handover, with periodic monitoring and review of building performance.

This is to the point though it has an expanded version of each stage which is not include here as it is a long process but, it was later incorporated into the RIBA Plan of Work and the Gateway process of the Office of Government Commerce.

A compilation of different framework designs is made in APPENDIX H to show that frameworks can take any format and often do even in FM. The frameworks in the appendix were also useful in designing the final framework used in this study.

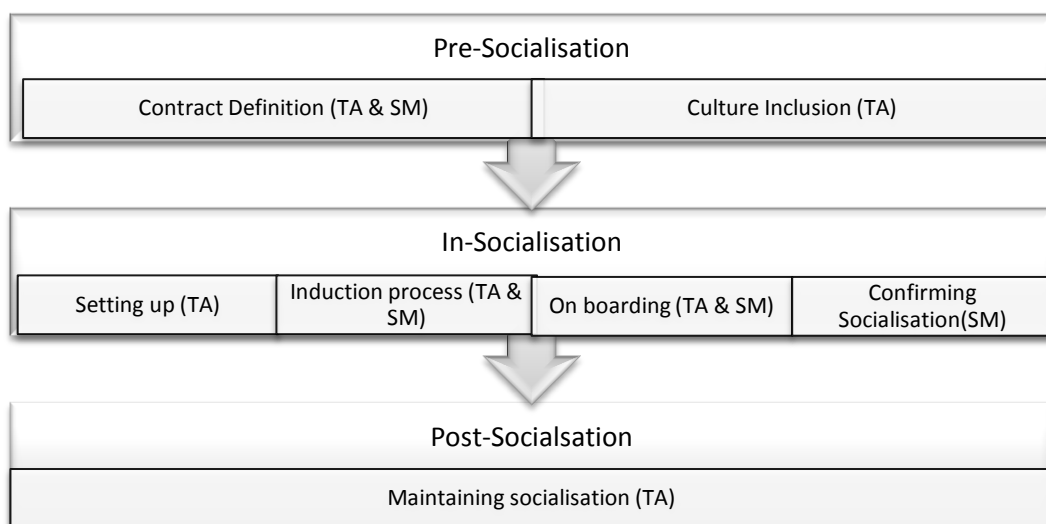
6.3.3 Benefits of a framework

During this study, the potential benefits of a framework that will socialise external service provider staff into the client workplace began to emerge and are listed below.

- A guide that can be adopted by more than one organisation at a time to give potentially similar results.
- A guide that will help organisations from a totally different sector know what to do in certain situations.
- The creation of a 'way' to produce results in the industry.
- A trail of evidence showing what is/has been done in a certain aspect.
- Showing client organisations how to incorporate outsourced partners into their organisation.

6.4 Development of the FM 'Cultural Fit' framework.

This section focuses on the creation of a new framework that will be applicable to the socialisation of the external service provider staff in the client organisation. The major components of the three stages have been extracted from the interviews and direct information provided by the participants in the coded nodes have been employed. This will be boosted by relevant steps from the socialisation models in section 3.6 which have not yet been suggested by the participants. All the information explained which is the backbone of the socialisation framework can be seen in these three stages (figure 6-2).



Key

TA: Thematic Analysis

SM: Socialisation Models

Figure 6-1: FM cultural-fit socialisation stages and sections

An interesting development that has come to light from this categorisation is the realisation that after the data analysis and the subsequent split into socialisation stages as seen above, the three high level themes fall neatly into each socialisation stage and in the order discussed. From the explanations given above, all of the information derived from the thematic analysis of each stage corresponds with one each of the three high level themes. The information included in the Pre-Socialisation stage can be found in the 'organisations and FM strategy in view' theme. The information for In-socialisation corresponds to themes under the high level theme of 'Integration' and the data for the Post-socialisation stage is fully from the high level theme of 'Transcending customer standards'. If this information is added to the original figure: Theme classification from interviews; we would have figure 6-3.

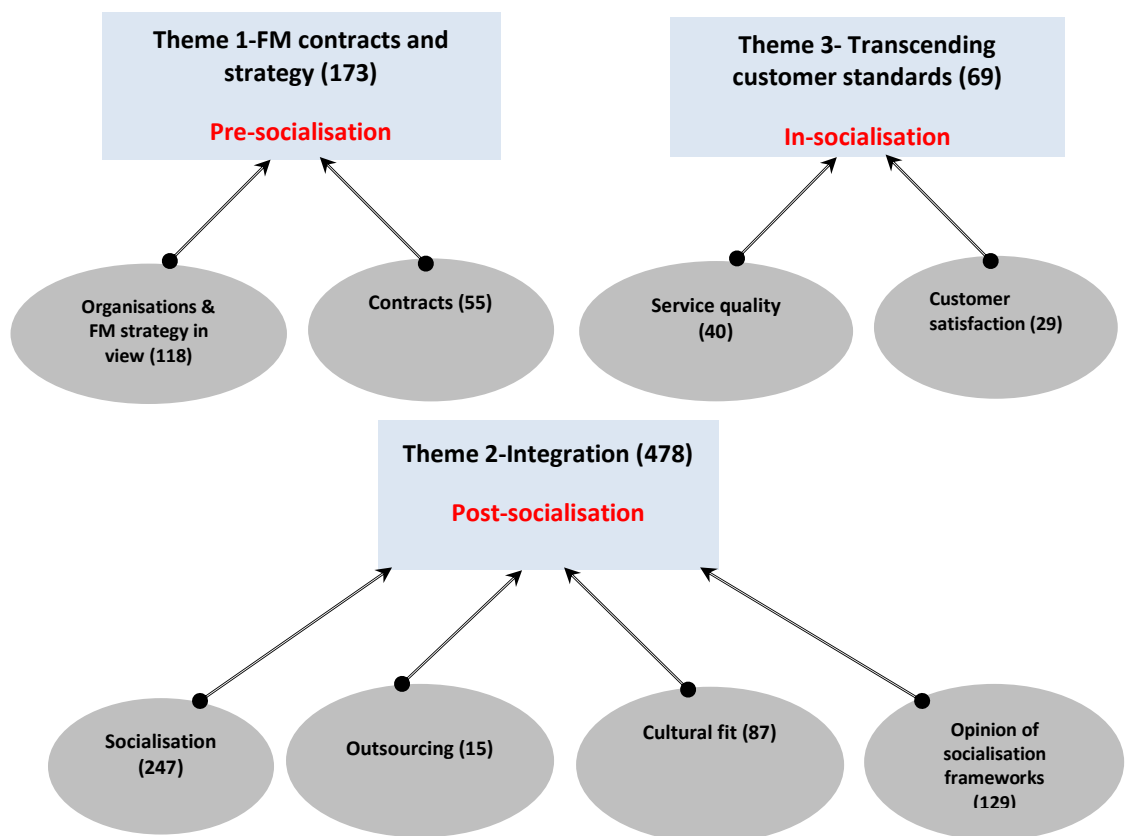


Figure 6-2: The high level themes from the interviews as the framework stages

The three socialisation stages and their rationale is explained in more detail:

Pre-socialisation

The socialisation models discussed in the literature review are rich in detail on what should happen during the socialisation process. The focus on what happens when the employee begins a job is strongly reflected but there is little information on what should happen before assuming the position. This step is important for all employees but is even more so for the external service provider staff as they are not direct employees and care should be taken to ensure that the right employees are received from the service provider and that potential sources of conflict are properly dealt with at the contract stage. Essentially, the information that defines the contract and the cultural information needed by the other organisation is proffered at this stage. The information fed into the proposed framework at this stage was almost totally gathered from the thematic analysis of the interview data except for one step from the socialisation models. The cultural information is entirely derived from the thematic analysis of the interview data in chapter five with no contributions from the socialisation models. The steps that happen at this stage can be found in the high level thematic analysis of 'organisations and FM contracts in view' (See section 5.4). The step added from the socialisation models is from Feldman's 3 stage model.

In-socialisation

Here, the actual socialisation of the employee takes place and the only preparation involved is deciding how best to carry out the socialisation process by the organisation. It combines steps from the thematic analysis of the interview data and steps from the socialisation models. All of the steps here determine if the external service provider employee gets successfully socialised or not. In the proposed framework, it is divided into 4 sections to make implementation simpler and to create order. The first section is entirely composed of steps from the thematic analysis and is the setting up stage needed before the induction begins. The next two sections combine steps from both the thematic analysis and the socialisation models and cover the induction and on boarding which should occur from the first day of resumption at work right through the socialisation process. The fourth section covers the confirmation of socialisation by the organisation. This section is entirely from the socialisation models as no information was derived from the thematic analysis that could be included here. It is the longest stage because it is where the most work is done though the other two stages are equally as

important. The steps in this stage that are from the thematic analysis can all be found in the high level 'Integration' theme (See section 5.5).

Post socialisation

This stage is wholly derived from the thematic analysis of the interview data. The data revealed that achieving socialisation is not enough. It should be constantly maintained by the organisation to keep the standards espoused by the organisation by suitable methods to ensure that their customers do not see a drop in service provided. This stage unlike the other two, has not been proposed by any of the socialisation models discussed in the literature review. It is entirely new to the socialisation concept and adds a dimension to improving customer satisfaction that has not been previously recorded. All the steps discuss how organisations can maintain socialisation through the contact terms and internal means as will be seen in the proposed framework later on in this chapter. All of the steps in this stage can be found in the high level 'Transcending customer standards' theme (See section 5.6).

The next step is to show the steps selected for their relevance to the study and explain how each step combines into parts before becoming part of the proposed framework. First information will be relevant steps from the thematic analysis.

6.4.1 Steps from the thematic analysis

The data gathered from professionals in FM either from the client organisation or the service provider side is rich in information on the necessary aspects of a socialisation framework. An overview of their positions can be seen in chapter five but here, the information embedded in the themes will be used to build a 'Cultural fit' framework for external service provider staff. All relevant information have been split into the Pre-socialisation, In-socialisation and Post-socialisation stages. See tables 6-9 to 6-11 for the information which will be included in the 'Cultural fit' framework from the thematic analysis.

Table 6-9: Pre-socialisation from thematic analysis

1. Information should be strategic to let possible contractors know the requirements if they win.
2. Understanding the culture of the client organisation should be a requirement at the vetting stage.
3. Expectations on both sides should be discussed now.
4. Strategic direction of the client organisation that might affect the contract (e.g. expansion) should be provided for in the contract.
5. Understand restrictions/ limitations to efficient delivery of service at reasonable cost.
6. Two-way communication between service provider and client to adjust framework to their desired schedule (e.g. meeting times).
7. Two-way communication on what the client needs the service provider to be aware of.
8. Finances- a clear process in the contract on financial responsibility.
9. Determination of roles and responsibility to maintain respect.
10. Creation of an awareness with the partner organisation on operations (accounting, HR, management, supervision, etc.) depending on contract type.
11. A structured organisation is necessary for function. Line managers should be knowledgeable and well placed.
12. Ensure there is a higher level of vetting for staff who will work on sensitive information e.g. IT, procurement etc.

Table 6-10: In-socialisation from thematic analysis

1. A responsible recruitment policy which will train and develop external service provider employees to client organisation standard (Can be included in the contract as a duty for the service provider).
2. A probation period for the service provider (or individual staff).
3. Induction meeting for new staff/ employees that is not just job specific but also detailed on the company culture.
4. There should be information on pay structures (where applicable), holidays, sickness policy etc. at the induction stage.
5. Inductions should be detailed to avoid ambiguity and to help new employees understand key issues that concern their job role and delivery of service.
6. The service provider and individual external service provider employees to understand.
7. Development of a flexible training schedule for inductees which should cover: role understanding, enculturation, employee expectations, resources available to them, customer expectation, buddy systems where applicable, standards, breaks, introduction to colleagues, etc.
8. Free flow of ideas from external service provider employees and their managers for better output and improved contracts (on both sides).
9. Induction for organisation, then one for the department.
10. Ensure all employees pass through the socialisation process and finish it during the probationary period.
11. Presenting a united front is essential to avoid confusion e.g. uniforms should be made where applicable.

12. Code of conduct should be made clear at induction e.g. position on equality, bribery, the vision, brand, values, environmental ethics, health and safety, expenses, quality standards, communication channels, administrative knowledge etc.
13. Where possible, external service provider staff should be inducted with internal staff on the organisation's culture.

Table 6-11: Post-socialisation from thematic analysis

1. Ensuring the external service provider staff have achieve 'cultural fit' via surveys, meetings, line manager observations/ reviews.
2. Measurement of service delivery/ improvement of service delivery.
3. Regular meeting/ team workshops to maintain enculturation/ socialisation. External service provider staff + management for both client and service provider + periodic external consultants
4. Regulatory boards, memorandums, statutory requirements, service delivery reports, key performance indicators, service level agreements (and other performance measurement systems), feedback, reviews where applicable, meetings, internal management systems, penalties (maintaining and achieving standards. These measurements should be employed at all stages.

6.4.2 Selected steps from the socialisation models

The data gathered from the interviews was rich and successful in capturing most of the steps needed for the creation of this framework. Furthermore, the participants provided post-socialisation steps for the framework. This means a fresh framework will be created rather than fusing different parts of the socialisation models from section 3.7 together. This does not however exclude them as several steps are considered relevant and are missing from the data collected. These relevant steps from the previously discussed socialisation models have been laid out in the two categories represented i.e. pre-socialisation and in-socialisation as no post-socialisation steps are part of the models (see section 3.7.6). see tables 6-12 and 6-13 for selected steps from the socialisation models.

Table 6-12: Pre-socialisation from socialisation models

1. Setting of realistic expectations – Feldman
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Table 6-13: In-socialisation from socialisation models

1. Resolution of workplace conflicts – Feldman.
2. The degree of fit between one’s life interests outside of work and the demands of the organisation - Feldman.
3. Reinforcement of self-image by the organisation – Buchanan
4. Climate of mutual settings – Schein
5. Cope with resistance to change – Schein
6. Organisation’s evaluation of newcomer’s performance – Schein
7. Confirmation/disconfirmation of expectations – Wanous
8. Discovering rewarded/ punished behaviours – Wanous
9. Learning behaviours congruent with the organisation’s desires – Wanous
Confirming socialisation
1. Congruence between self and organisational performance appraisals – Wanous
2. Signals of organisational acceptance – Schein
3. Signals of newcomer’s acceptance – Schein
4. Commitment to organisation – Schein
5. Commitment to work – Schein
6. High general satisfaction – Wanous

An interesting aspect from the socialisation models is a subsection of the in-socialisation stage. It is used to confirm that socialisation has occurred and will act as a reassurance for organisations that they were successful. The other steps are those that were not mentioned in the interviews which are seen as useful in the framework.

6.5 Development of the FM Cultural-Fit framework

This section shows the final compilation of both the thematic analysis and the socialisation framework but first there is a guide to explain each section in more detail. The key in table 6-14 shows what each section of the socialisation guide means for clarity. The socialisation guide (table 6-15) and framework (table 6-16) have also been colour coded for ease of differentiation with the deeper shades used for the stages, the medium shades are used for the section and the light shades are used for the components in each section. This is also reflected in the framework itself.

Table 6-14: Key to the socialisation framework and guide

<i>Key</i>	<i>Meaning</i>
<i>Socialisation action</i>	Action refers to a step that should be carried out in the execution of the framework
<i>Explanation</i>	Explanation expands the action to be implemented and clarifies its meaning to avoid confusion
<i>Reference (Ref.)</i>	Reference refers to the section origin of the action in the thesis
<i>Examples</i>	Examples are the ways in which an organisation might implement the action but they are not exhaustive or compulsory as organisations might have different methods by which they execute the action

Table 6-15: Cultural-fit framework guide

Socialisation action	Explanation	Ref.	Examples
Pre-socialisation			
This stage refers to the very first stage of the socialisation process. It concerns what should be done by the organisation before employees are recruited. Feldman touched on the subject in his 3 stage socialisation model as can be seen in section 3.7.2. His model however does not adequately represent the preparation facilities managers or organisation's in general need to employ when taking on new employees. This should apply to both internal and external service provider staff and is even more crucial for external service provider employees as they do not work directly for the organisation. Several themes discussed during the interviews reflect the information exchange that ought to go on between the client organisation and the service provider before a contract/ partnership is set in ink. This information exchange and the agreed-upon rules/decisions that follow are what is referred to in this context as Pre-Socialisation. The expected output from this stage is <u>clarity</u> of their responsibilities on the part of both the client organisation and the external service provider staff before they enter into a partnership.			
Contract definition			
This is a subsection of pre-socialisation and lays out what should be included in the contract agreement signed by the client organisation and the service provider. It brings up issues that could be potential causes for dispute after the contract has been established and proffers solutions.			
Proffer strategic information at tender stage.	Provide information about the core business and the goals of the organisation to the other party to foster understanding of your needs.	5.4.1	Vision, strategic goals, clear contract requirements.
Assess compatibility of service providers during the final selection.	Be sure of a reasonably equal stand on ethics of the other organisation, their mode of operation and how this might help or deter you from achieving your goals.	5.4.1	Check for compatibility of vision and the ability to adapt to the client's business model
Discuss and set realistic expectations on both sides during final selection.	Discuss clearly the services you require without becoming bogged down with detail. This will help the other party plan human and financial issues better and lead to less dissent later on in the contract.	3.7.2	Be clear on responsibilities expected of the service provider. Avoid vague generalisations.
Include future strategic direction that will affect the contract.	The other party is better able to plan their services to, or requirements from your organisation when they are aware of plans that will affect the effective and efficient delivery of those services.	5.4.2	Expansion plans that will affect the partnership as a proviso in the contract.
Assess/ acknowledge financial restrictions/ limitations to efficient service delivery.	In certain situations, service delivery might be in another town or in an area where the service provider is not established which may lead to difficulty in securing staff or expensive rates for scarce skills.	5.4.2	Services delivered in areas with limited resources/ offsite locations leading to increased expenses.
Delineate and separate financial responsibility for service provider and client organisation	Finances are typically one of the top reasons contracts go awry. Be prepared to determine how certain payments should be structured or who bears the burden for an aspect of the contract.	5.4.2	Include a clear process in the contract. E.g do social occasions count as overtime for the external service provider staff?

Define measurements of service and penalties in the contracts and set up constant communication between service provider and client to adjust framework to your convenience.	This is quite common in contracts now and the methods by which services will be measured should be clearly stated in the contract to make each party aware of what is at stake. This is due to the different standards of performance accepted by various organisations and industries.	5.4.2	Periodic meetings, KPI's and SLA's.
Culture inclusion			
This is simply an establishment of identity. It enables an organisation clearly state its position and what it find acceptable to its mission. It also works for the other party and reduces confusion and liabilities after the partnership commences.			
Develop a responsible recruitment policy for internal staff (which can be included in the contract as a duty for the service provider) to promote a high standard	A recruitment policy included as part of the contract documents makes the other party aware of the standards required by your organisation and also acts as a service measurement method.	5.4	Qualification level and experience required,
Conduct a higher level of vetting for external service provider staff working in sensitive departments	Where the external service provider staff are working in sensitive departments, there could be a clausal inclusion to vet the external service provider staff before they even join the client organisation.	5.4.1	IT, procurement etc. Disclosure and Barring Service (DBS) checks.
Create awareness of operations with the partner organisation (depending on contract type).	Where the contract is open and there is no need for secrecy in operations, the service provider and the client organisation might both benefit from understanding how the other party works as this should improve understanding.	5.4.1	Accounting, HR, management, supervision, etc.
Define roles and responsibilities to maintain respect and boundaries.	Overlapped and abandoned duties can be reduced when obligations are clear without being tedious with the details.	5.4.1	Delineate and maintain reporting order
Structure all staff (internal and outsourced) for maximum effectiveness	When external service provider staff are included in a department, a quick placement should be made for them to maintain order and prevent the feeling of exclusion.	5.4.1	Refresh your organogram to reflect the external service provider staff.
In-socialisation			
In socialisation refers to the actual on-boarding process. It discusses what should be done and how to do it successfully. This is the stage that is reflected in all of the socialisation frameworks discussed in section 3.7 and the stage that is commonly referred to when socialisation is discussed. In this study, it covers the set-up of the process, the start of the process, how it is achieved and how an organisation can confirm success. It can be the longest part of the socialisation process depending on the time allotted to it by the parties concerned and at the end, employees are likely to develop a high sense of responsibility towards the organisation and their customers as they have gradually come to the realisation of their importance throughout the process. The expected output of this stage is the <u>enculturation</u> (total immersion by the external service provider staff) in the culture of the organisation.			
Setting up			
This is the first part of the in-socialisation stage. It includes the steps taken to prepare for socialisation. Deciding how long the socialisation process will last and how it will work is an example.			
Set a probation period for individual where staff where applicable.	This period ranges for different organisations. It is also dependent on the length of the contract and should be flexible depending on the circumstances. What is important is that where possible, a period is set aside to confirm the success of the external service provider staff.	5.5	1 or 6 months
Develop a flexible training schedule for inductees	Certain jobs roles do not encourage a regular socialisation schedule but this should not discourage it. It can be arranged to suit the circumstances and all aspects of socialisation should be part of the process.	5.5.4	Role understanding, enculturation, pay structures (where applicable), holidays, sickness policy employee expectations, resources available to them, customer

			expectation, standards, breaks, introduction to colleagues, etc.
Induction process			
This is step two of the in-socialisation stage and is the first part of the actual socialisation training. Here, the external service provider employees begin to understand what is required of them both at the organisational and the departmental levels.			
Conduct a general induction meeting from the first day for new staff (internal and outsourced together)	The first day is very important in establishing a team spirit amongst new employees. Where possible, all new internal and external service provider employees should be socialised together.	5.5.3; 5.5.4	Induction covering company culture, vision and goals etc.
Arrange a role specific-induction (departmental) where possible which should be detailed to avoid ambiguity.	A departmental induction that will improve the departmental involvement and help the new employee to better understand the roles they will perform should be encouraged in organisations.	5.5.4	It should help new employees understand key issues that concern their job role, reporting duties and delivery of service.
Conduct an appraisal/evaluation during induction to give a comparable basis for successful socialisation after induction.	When an evaluation is carried out before the socialisation process is established e.g. on the first day, it is easy to map out a progress report at the end of the process and to determine who truly got socialised.	5.5.2	A survey covering organisation and departmental understanding
Code of conduct should be made clear at induction	Organisations should not skip the process or consider it unimportant. It is one of the first ways by which new employees develop understanding of the organisations and will instill values and vision in new employees even external staff.	5.5.4	Position on equality, bribery, the vision, brand, values, quality, standards, environmental ethics, health and safety, expenses communication channels, administrative knowledge etc.
Provide clear indicators of rewarded and punished behaviours during induction.	This will encourage all staff to do their best as rewards motivate some staff members to produce better results and punishments deters some staff on the other hand.	3.7.3	Reward: employee of the month. Punishment:
On boarding			
It is the third step of the socialisation process and is highly likely to be where the 'mental team switch' occurs for external service provider employees. This is because it involves steps which should prove to the employees that they are accepted and are a part of a team.			
Allow free flow of ideas from external service provider employees and their managers for better output and a smoother relationship.	Where external service provider staff are allowed to contribute their ideas to the department or organisation, they can bring excellent changes that will improve the business processes based on their experience with other organisations. Where the ideas do not fit or would not be productive, they can then be discarded.	5.5.2	Invite external service provider employees to departmental meetings where applicable
Ensure all employees pass through the socialisation process and complete it during the probationary period.	No staff should be exempt from the socialisation process as they will be at odds in their understanding with all other staff and defeat the process.	5.5.2	Put intermittent checks to confirm the completed process. It should be done by all, both managers and the staff on the lowest Organisational cadre alike.
Present a united front to encourage on-boarding	Certain actions might be simple or overlooked but they can truly foster the team spirit within an organisation or department.	5.5.4	Provision of uniforms where applicable and inclusion in social activities.
Implement buddy systems where applicable, to encourage learning of behaviours congruent with the organisation's desires.	Having a mentor or someone who has worked at an organisation for a longer period can reduce the time it takes to socialise a new staff as they will likely make less mistakes.	5.5.4	Pair external service provider employees with internal staff/ external service provider employees with similar roles who have been socialised.

Reinforce employee worth to the organisation via reward systems	External service provider employees should not be exempt from the reward systems practiced in any organisation.	3.7.2	Employee of the month.
Set up channels for the resolution of workplace conflicts.	There should be a direct line within the client organisation for external service provider staff to resolve issues that occur within that organisation except where the issue concerns only the service provision company.	3.7.2	Delegate a senior staff member to deal with workplace complaints
Encourage fit between employee's life interests outside of work and the demands of the organisation	Social events that connect the home life and the organisation should be encouraged begin a seamless fit between them,	3.7.2	Christmas dinners.
Confirming socialisation			
Where effort has been invested in a venture, reassurance of success is desirable and this is what happens at this stage. Organisations are able to confirm or disconfirm the success of the socialisation of external service provider staff.			
Conduct performance appraisals to determine congruence between employee and organisation.	After the socialisation process, the initial evaluation done during the 'induction process' should be used to profile the external service provider employee to determine progress and success of socialisation.	3.7.5	Meetings, post-induction evaluation etc.
Install signposts of commitment to the role and high general satisfaction.	After the process, there should be regular checks which point to positive socialisation.	3.7.3	Positive customer reviews, positive team reports.
Post-socialisation			
This stage of the process never ends as it is also referred to as the maintenance stage and should be renewed periodically to sustain socialisation. It is missing from the socialisation models discussed in section 3.7 and was only brought to light by the data collected and analysed in Chapter 5. The aim of the stage is simple; prevent a drop in the quality of service by intermittently training staff (internal and outsourced) on the organisations goals and the customers' requirements. The expected output of this stage is <u>maintenance</u> of the newly imbibed culture by the external service provider staff			
Maintaining socialisation			
This is the only step in the post-socialisation stage and it focuses on keeping the status quo. Where there is no maintenance, standards will fall and this step advocates regular sessions to ensure stable high standards.			
Check the overall 'cultural fit' of external service provider staff	The socialisation process should not be independent of the organisation and it should confirm a fit between the external service provider staff and the organisation.	5.6	Surveys, line manager observations/ reviews.
Constantly seek ways to improve service delivery.	Organisations should not relax on the achievements made in service delivery and efforts should be made to improve service quality.	5.6.1	Employee suggestions.
Incorporate regular meetings to maintain socialisation for external service provider staff/ management for both client and service provider.	The socialisation process should by no means end after the initial period. It should be maintained via intermittent reminders that will help external service provider staff stay socialised.	5.6.2	Team workshops and refresher trainings
Employ the use of performance measurement systems to maintain and improve service standards at all stages of socialisation	The performance measurement systems implemented at the contract stage should be used to maintain all the standards set out.	5.6.1	Regulatory boards, memorandums, statutory requirements, service delivery reports, key performance indicators, service level agreements, feedback, reviews where applicable, meetings, internal management systems, penalties.

The framework presented on the next page (table 6-16) provides an overview of the detailed guide and will be easier to use and implement once the facilities manager understands what each component means. Each component has already been explained in the guide but the framework gives the overall picture. Each component of the framework would be tested for suitability to confirm their use in the next stage of data collection.

Table 6-16: FM 'Cultural fit' framework

Activity	Pre		In		Post	
		Proffer strategic information	Setting up	Set a probation period	Maintaining socialisation	Check the overall 'cultural fit'
	Assess compatibility	Develop a flexible training schedule		Constantly seek ways to improve service delivery		
	Set realistic expectations	Induction process	Conduct a general induction meeting	Maintaining socialisation	Incorporate regular meetings	Socialisation
	Include future strategic direction		Arrange a role specific-induction		Employ the use of regulatory boards	
	Acknowledge financial restrictions		Conduct an evaluation during induction			
	Delineate financial responsibility		Clear code of conduct			
	Define measurements of service		Provide clear indicators			
	Develop a responsible recruitment policy	On boarding	Allow free flow of ideas	Maintaining socialisation	Socialisation	
	Conduct a higher level of vetting		Ensure socialisation is completed during probation			
	Create awareness of operations		Present a united front			
	Define roles and responsibility		Implement buddy systems			
	Structure all staff		Reinforce employee worth			
		Confirming socialisation	Set up resolution channels	Maintaining socialisation	Socialisation	
			Encourage life/work fit			
			Conduct performance appraisals	Maintaining socialisation	Socialisation	
			Install signposts of commitment			
Output	Clarity		Enculturation		Maintenance	

6.6 Chapter summary

- The summary of the data analysis and explanation done in chapter five is carried out in this chapter in a clear and concise manner using the mid-level themes.
- The summaries which were done in tabular form, also contain information on the implications of the analysis for the proposed framework.
- The next section discusses framework definitions, their benefits and the different forms they can take for ease of use.
- A tabular summary of the components amassed from the data analysis and the socialisation models is done and the natural split of the high-level themes is discussed as this would further define the framework design.
- The framework is developed alongside a guide to give detailed explanations of each component and to make reference within the thesis easy. It also contains examples of the steps that might be taken to implement the selected component.
- The next chapter will examine the next stages of data collection and use the information in the validation of the framework.

7. Stage 3: Primary and supplementary framework validation – Focus groups and interviews

7.1 Introduction

This chapter discusses the thorough validation process of the framework proposed in chapter six. The first validation stage is done through focus groups and looks in detail at the applicability of the components placed in each stage and the overall validity of the framework. The collected data is used to improve the proposed framework and guide. The second stage is conducted through interviews. The facilitator of each focus group session was contacted and sent a copy of the updated framework and guide, then they were called by telephone to discuss their opinions of the improved framework. The final approved 'cultural fit' framework and guide can be seen in Appendix J.

7.2. Participant profiles

The participants of the focus groups have been profiled to give an overall view of the stakeholders interviewed and to improve transparency in the analysis process. (See section 4.10.3 for more details on the focus group roll-out). The focus groups were chosen purposefully to represent various sectors of the economy for a richer and more varied data. The profiles for the focus group sessions are shown in Table 7-1.

Table 7-1: Profile of focus group participants

PARTICIPANT	SECTOR	YEARS OF EXPERIENCE	CURRENT ROLE	STAKEHOLDER POSITION
PARTICIPANT 1	Legal	37	FM	Client organisation
PARTICIPANT 2	Legal	28	BO	Service provider
PARTICIPANT 3	Legal	08	BM	Client organisation
PARTICIPANT 4	Legal	03	RMM	Service provider
PARTICIPANT 5	Legal	02	OM	Service provider
PARTICIPANT 6	Consultancy	15	HDM	Service provider
PARTICIPANT 7	Consultancy	07	AFM	Client organisation
PARTICIPANT 8	Consultancy	2.5	BS	Client organisation
PARTICIPANT 9	Education	24	MM	Client organisation
PARTICIPANT 10	Education	17	MPS	Client organisation
PARTICIPANT 11	Education	09+	HSM	Service provider
PARTICIPANT 12	Housing	02	PS	Client organisation
PARTICIPANT 13	Housing	03	DM	Client organisation
PARTICIPANT 14	Housing	01	CC	Client organisation
PARTICIPANT 15	Housing	14	LCS	Client organisation
PARTICIPANT 16	Housing	10	BM	Service provider
RMM-Reactive Maintenance Manager; HDM-Helpdesk Manager; AFM-Assistant Facilities Manager; HSM-Health And Safety Manager; MPS-Maintenance Plan Supervisor;		MM-Maintenance Manager; MPS-Maintenance Plan Supervisor; PS-Property Services; DM-Direct Maintenance; CC-Compliance Coordinator;		LCS – Lead Cyclical Surveyor; BS-Building Surveyor; FM-Facilities Manager; BO-Business Owner; BM-Building Manager; OM-Operations Manager;

7.3 Step one: Data Immersion

This step is useful for researchers as it enables you to re-acquaint yourself with the data collected. This is achieved by listening to the recording of each focus group session and rereading the notes made during the session. It reminds the researcher of pertinent information they might have forgotten and also creates a proper environment to begin coding the data. It is useful to go through one document completely to get a sense of the overall theme of the document before going to another. It also makes coding easier as you can start categorising the data mentally.

7.4 Step two: Theme identification and coding

The participants were separated into sets for ease of coding. The nature of focus groups means that coding the transcripts by participants would be difficult to do and time consuming. Also, it had been decided in section 4.7.1 that all the participants should meet the following criteria.

- All the participants of each group should have a work connection, preferably work together in the same organisation on a project
- Each group should have a minimum of one participant representing the organisation and a minimum of one participant representing the service provider or acting as a consultant to foster a balanced discussion.
- The representative(s) of the client organisation should be knowledgeable about the outsourced services/staff of the organisation and work at middle or upper management level.
- There should more client organisations than there are service providers.

This means that each focus group is meant to be analysed as one because the dynamics were specially created to generate meaningful discussion from both shareholders. However, all opinions were noted and codes were not built solely on the general consensus. Another matter of import was the pilot focus group. The information collected from the session was extremely relevant to the framework validation and it was considered that the results should be added to the four focus group sessions to improve the quality. This means the five sets are also the five transcripts imported to Nvivo 10 in addition to the notes taken during each session.

Table 7-2: Focus groups for data analysis

Set	Source
PFG	Pilot focus group
FG1	Focus group 1
FG2	Focus group 2
FG3	Focus group 3
FG4	Focus group 4

The transcripts were coded per session rather than per individuals. The transcripts were coded first as child nodes by going through each transcript and coding sections of the focus group text into a node. Then a second portion of text was selected and coded either into an already existing node if it was of a similar theme, or a new one if it didn't already exist. This process was used till all transcripts were coded. All the codes were then studied in detail to ensure the text in it fit the title and this led to the re-arrangement of some text to better suited themes or the creation of further nodes. The

next step was to group the child nodes into mid-level themes depending on similar themes and then one step further by grouping the mid-level themes into high-level themes. The process followed is depicted below with the number of significant passages added in bracket.

Based on section 4.11.6, there are three high level themes and nine mid-level themes.

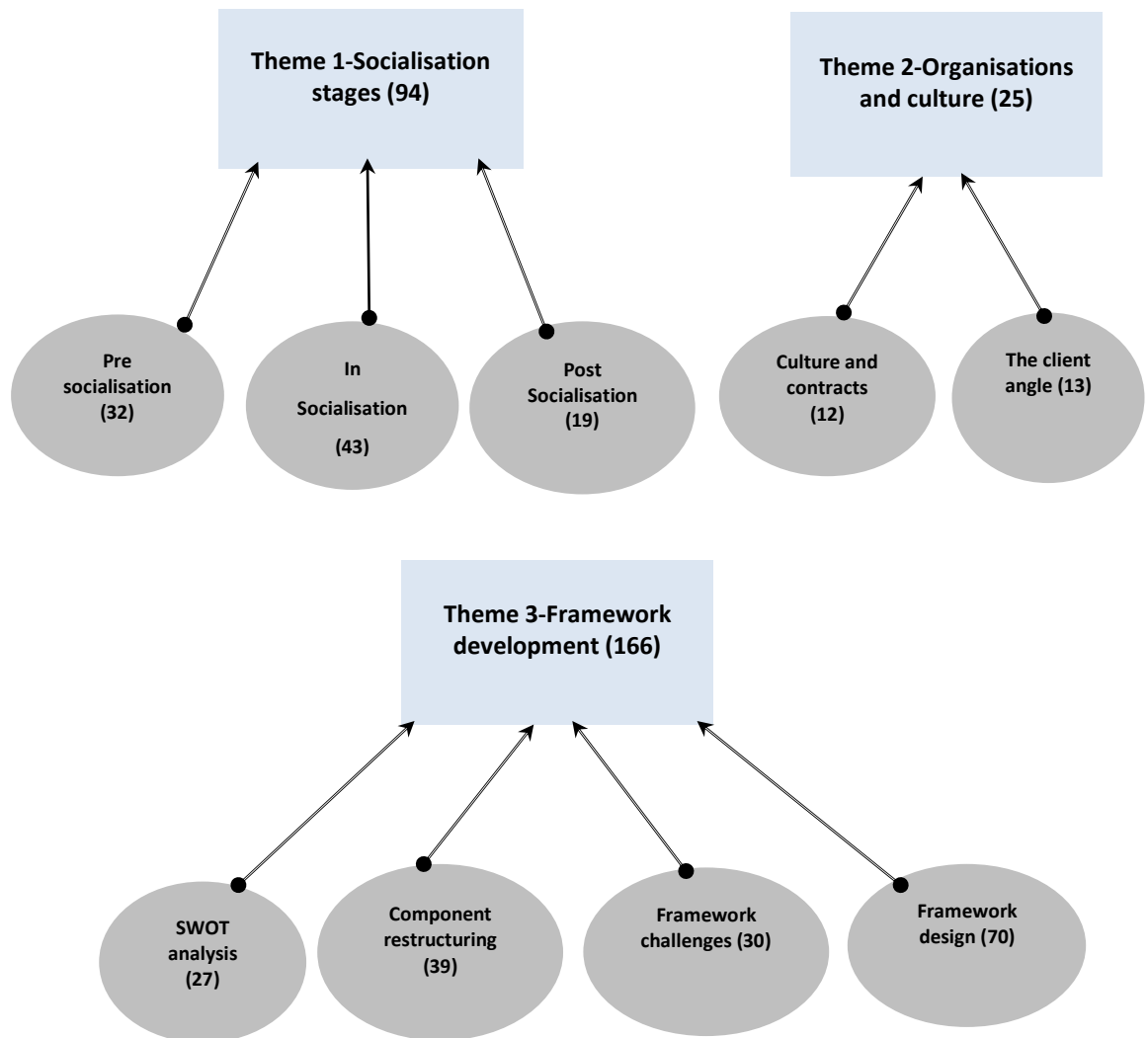


Figure 7-1: High and mid-level themes for focus groups Source: Self-study

The mid-level themes are comprised of nodes as previously explained. The next diagram depicts the mid-level themes and the nodes that make up each one. The total number of coded nodes is 285.

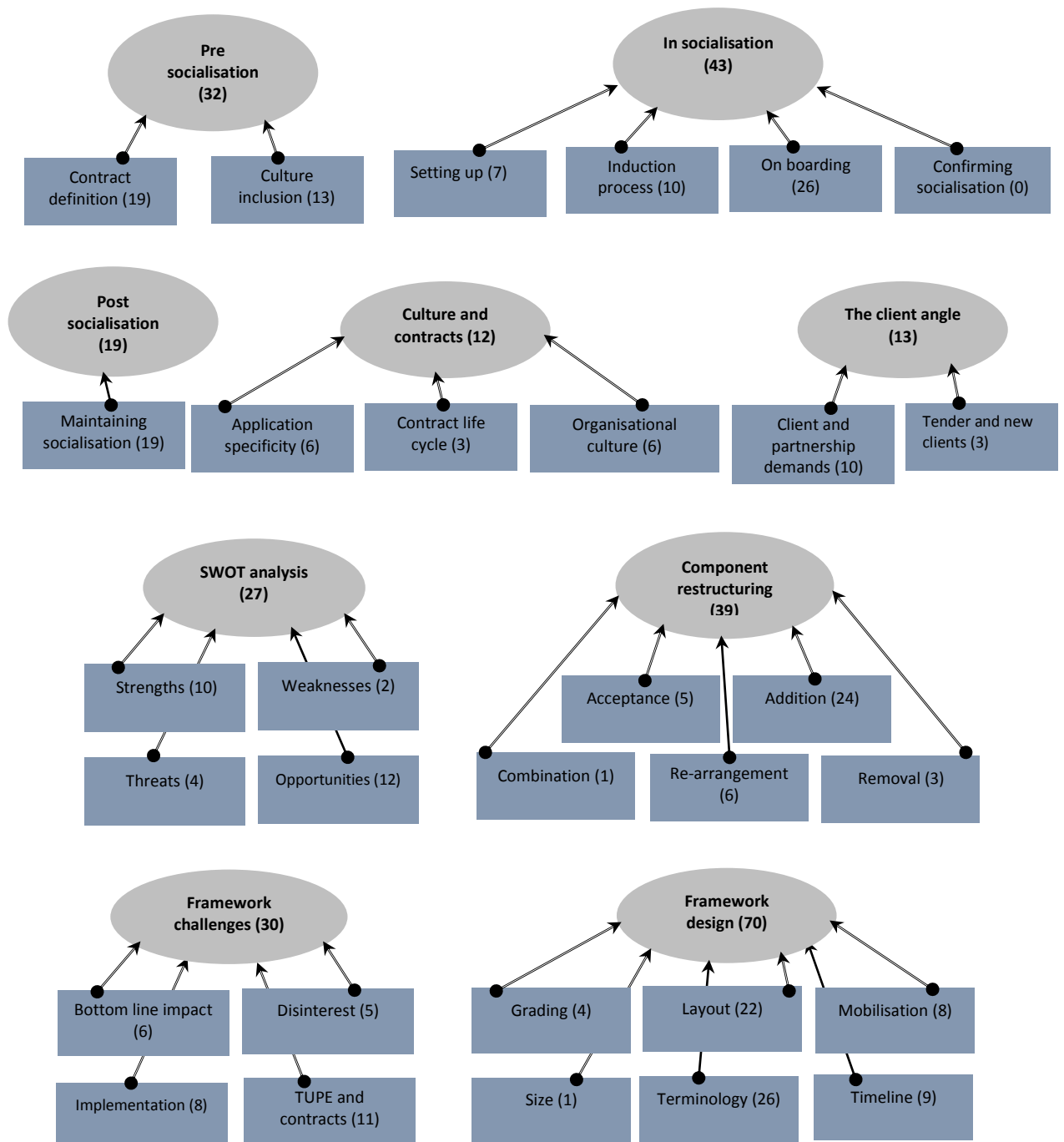


Figure 7-2: Focus group mid-level themes and node

These themes and nodes will be expanded explained further in section 7.5 with exhaustive detail including snippets of text to emphasise certain points.

7.4.1 Excerpts from notes

The notes taken during each focus group session were made on the researchers' copy of the framework and guide used. This was done to make easy connections between the note and the framework or guide component. An example of this can be seen in APPENDIX I. The notes were dated and were the next set of data consulted after the initial coding of significant texts. They are used to include the thoughts and points that were considered pertinent by the researcher and have been included in the codes.

7.5 Step Three: Exhaustive description of nodes

All the high-level codes will now be explained in detail down to the nodes starting with Theme 1- socialisation stages. The proposed 'cultural-fit' framework was split into 3 stages based on the analysis of the interview data: Pre-socialisation, In-socialisation and Post-socialisation. This is a critical aspect of this stage and so will be examined first. It should be noted that not every single component was discussed by the participants and the ones which were not discussed were considered to be appropriate and satisfactory by the participants.

7.5.1 Theme 1: Socialisation Process – Pre Socialisation

Pre-socialisation is the first stage of the 'Cultural-Fit' framework with 32 passages of text and focuses on what the client organisation and service provider should consider before they sign a contract. It was broken into 2 stages and this has been used to code all meaningful text about the two stages as seen below.

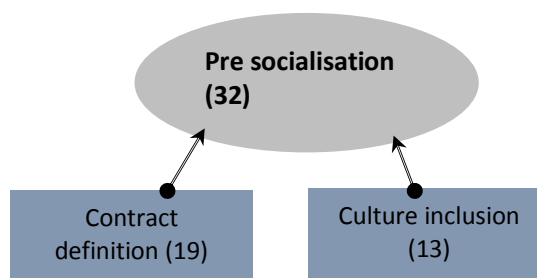


Figure 7-3: Theme 1.1: Pre socialisation

The distribution for significant contributions for the focus groups is seen next.

Table 7-3: Distribution of contributions for 'Pre socialisation' across focus groups

	FG1	FG2	FG3	FG4	PFG
Contract definition	1	5	6	0	7
Culture inclusion	0	7	1	0	5

Contract definition

This is the first section of the pre-socialisation stage with 19 passages of text. There was a general perception across the focus groups that this section should be carried out before the contracts is signed by the client organisation and the service provider which is currently termed 'mobilisation period' in the industry with a participants stating that: *"You've got define measurements of service in a contract, financial restrictions (because you've only got a set budget to do the job), realistic expectations..."*.

It was thought that *'proffering strategic information at tender stage'* was mostly dependent on the culture and the financial and human resource of the client because *"some clients turn around and say well absolutely we are not interested -- we just want the engineers to come..."* and this shuts down any room for information exchange. A client organisation mentioned that they *"don't ever talk about... strategy"* which is a gap in communication as the service provider might not be able to accurately deliver the service they are contracted to do. Having said this, another participant believed this component was necessary for certain outsourced services such as helpdesks because the staff needed to understand who they would be working for and the culture of the organisation. It was noted by a client participant that when the contractor did not come to the premises before submitting a bid, they were inclined to distrust such bids.

'Measurements of service' was one of the components picked up by a service provider who agreed that it would be set up by the client organisation rather than the service provider. The tone of the sessions revealed that these measurements are the prerogative of the client organisations except where they are a *"client that have never worked on a specific route they may want advice and guidelines of how other companies do it"*. This is however rare and only likely to happen once if it does occur. Client

organisations are conversant with their privileges and tend to use them to acquire the best service they can. As was noted: *“So if the client says I want you to work on this payment, I want you to work with a 30-day refund or replacement guarantee, you are working on their framework with the SLAs with the level agreements.”*

The need to *‘assess/acknowledge financial restrictions and limitations to efficient service delivery’* was considered important but unlikely to work. This is because the service provider will base this on the asset condition but that is often not a true assessment of the facility.

A lot of contractors will put a price in, dependent on the data but the data’s never correct. ...there’s always going to be...oh...you’ve got this extra building. So acknowledge the financial restrictions. Yep, they’ll try their best to do so but you’ve never going to get it correct until you move in to the house...

This will certainly be true in several cases but possession of a working document will reduce these instances and it might even be eradicated where the service provider is allowed onto the premises to conduct a full assessment of the facility. It was discussed that reference should be made to the different procurement processes as this would be closely linked to it.

A client organisation thought that they *“try and ‘set realistic expectations’”* but this view was not shared by a service provider. The service provider thought *“that’s a conflict of interest towards bidding because every bidder wants to outperform every other bidder”* and in the process, they promise what cannot be delivered. On the flip side of that argument is that some contractors set realistic expectations of their budget so they *“don’t shoot themselves in the foot.”* It was considered important that both parties set these expectations to minimise disappointment and ensure satisfaction. Another service provider have needed to say to their client: *“You can’t do all these jobs within that time, it’s just not practically possible”*.

It was generally noted that a successful contract cannot be carried out if the client organisation is not understood by the service provider because even if they won the bid, they would struggle to execute the client’s desires if they have not clarified what those are. Contractors want to win bids, yes, but bids should be written with the client at the heart.

Culture inclusion

Culture inclusion is the second section of the Pre-socialisation stage. It focuses on establishment of identity by the client organisation and tailoring of services to the client by the service provider. This includes services such as staff vetting and staff structure by the service provide and/or the client for the external service provider staff.

A *'higher level of vetting for staff'* was stated to be *"critical"* by a participant for staff who work in sensitive departments and this was clarified as an important component by 3 of the focus groups buttressed with examples where staff vetting had gone wrong. Vetting of external service provider staff is considered *"a basic really, part of the rounds that are required"*. It was also noted that this was better done in the pre socialisation stage as it can be time consuming and must be done before commencement of the contract because *"an employer can't really have someone on...leave for three months until their clearance comes through"* as confirmed by this example:

"...this year we started working for...Police. Their vetting procedures are very, very rigorous indeed because of the level of security of some of their sites and sometimes for clients like those DBS (Disclosure Barring Service) isn't sufficient, you've got to go through their own internal vetting procedures, which can be extremely cumbersome."

'Creation of awareness of operations' with the other party was also seen as essential because some services are considered important to the client but if the service provider is unaware, it could lead to operational or even financial losses where a computer system that has gone offline is not restored with urgency for example. Another participant was of a different opinion however. They believed that organisations especially clients, would be unwilling to furnish any other organisation with details of their operations and business processes for two reasons

1. This could have a negative effect of their business in the future.
2. They would need to keep service providers on their toes and have them do their due diligence.

The *'establishment of a recruitment policy'* was not seen as properly placed and a discussion was held as to its appropriateness as a higher percentage of external service provider staff work under TUPE arrangements and are inherited. This means that the recruitment policy would only be applicable in a handful of cases and should be considered some more. It was stated that the policy must cater to TUPE staff by

invigorating them and shaking up the system through a human resource management policy. *'Structuring of staff'* is considered the purview of the client and can only be conducted where the client organisation is interested as it requires time and other resources that they must be willing to give.

7.5.2 Theme 1: Socialisation process- In socialisation

In socialisation concerns the induction of the external service provider staff into the client workplace and follows the process from the first day they step into the client premises till they have achieved socialisation. This stage is divided into four sections, setting up, induction process, on boarding and confirming socialisation. There were 43 passages for this section as can be seen in the figure.

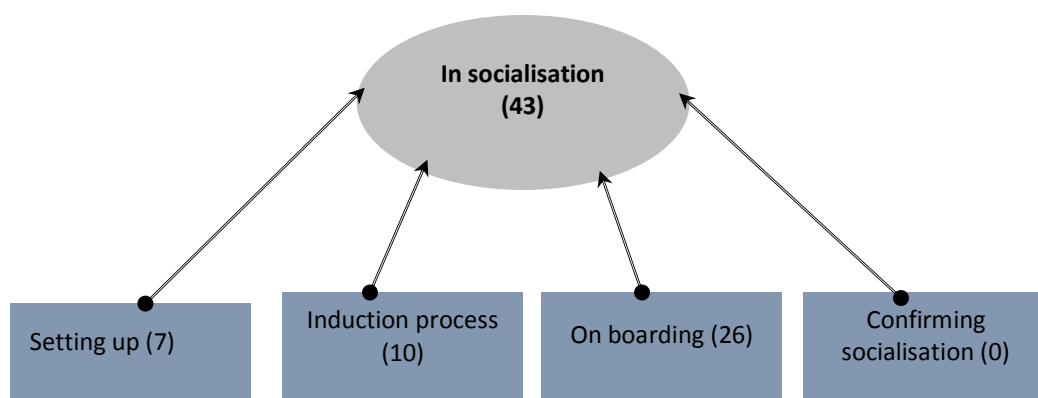


Figure 7-4: In socialisation

Interestingly, there were no direct comments on the ‘confirming socialisation’ section as can be seen in the figure above. It appeared that the participants were satisfied with that section and what it intends to achieve. There were however discussions on the other sections of this stage e.g. *“setting-up and the induction process...that’s quite a useful model to look at, because I think it’s something we perhaps pay lip-service to...”*

Table 7-4: Distribution of contributions for ‘In socialisation’ across focus groups

	FG1	FG2	FG3	FG4	PFG
Confirming socialisation	0	0	0	0	0
Induction process	2	0	0	2	6
On boarding	2	10	4	1	9
Setting up	0	3	0	2	2

Setting up

It was suggested by a participant that you “*need to set your strategy*” during the ‘*probation period*’ as it gives enables you to set a realistic socialisation period based on what you set out to achieve and this would filter down to what should be included on your performance appraisals. It was also noted here that it would be difficult to set a probation period for TUPE staff as they work on different terms. It was thought that a flexible training schedule would be beneficial perhaps for non-conventional staff who “*only turn-up a couple of hours each evening*” as they would be able to participate in the training despite the hours they work.

Induction process

The induction process is the second section of the In-socialisation stage and it begins when external service provider staff resume at the client organisation. There was an overall positive reaction towards a ‘*general induction*’ as it was considered important and participants agreed that the employees would be told what the client organisation is about in addition to what is expected of them.

we would do incoming induction and tell ...history of the company, the direction of the company, what our values are, where we believe our strengths are,...what are the targets... to achieve on this particular contract, the aspect that really depends on you as an individual...the consequences potentially...

This was agreed to apply to all external service provider staff, TUPE inclusive and staff who work off site were brought in periodically “*for toolbox talks or meetings*”.

A component that was of major interest was the ‘*clear indicators of rewarded and punished behaviours*’ and this was due to the word ‘punishment’. The word originated from Wanous’s integrative approach to socialisation (see section 3.6.4) and proved to be controversial in today’s workplace. It was discussed that negative implications of non-performance were not “*emphasised*” or “*stressed*” at the induction stage and organisations would rather “*review*” performance with the employee or employ the use of KPI’s especially where the staff are TUPE as it would be impossible to take disciplinary action till the minimum period for the transfer was over, usually one year. Another participant said when a drop in service was noted, they served “*an improvement notice*”

and would *“work with them to try...improve or we...contact the contractor...to bring additional resources in that area.”*

On boarding

This is the third section in the In-socialisation stage and it focuses on the steps taken to bring the external service provider employee fully into the organisation by introducing them to the processes and procedures they would need to achieve integration. *‘Buddy systems’* which allow an employee to shadow an older employee were seen as a positive step forward. It could be conducted in different forms but especially by placing a new employee with an older employee of a similar personality as one participant stated that their organisation found it *“beneficial”* to get a new employee to *“shadow a person, work with them for the first few days just to make sure they understand how we operate rather than just doing a full induction”*. They thought it made *“transition much easier so that they do feel they’re part of that organisation”* and this was essentially a confirmation of the data retrieved at the first stage of data collection. It was also discussed that this was useful for organisational *“succession...so that if anything did happen”*, someone else could fill the gap.

‘Encouragement of fit between the employees’ job and life’ outside of the organisation did not find favour amongst the majority of the participants. Organisations today appear to be cautious about organisation of social events as they are unwilling to bear the responsibilities that come with potential disasters. Organisations know *“enough not to put their name to a social event in case anything happens”*. Moreover, the employees themselves are not comfortable socialising with colleagues especially when a manager would be present. A participant stated that: *...“people that you know, work with – they’re not your friends, just colleagues so why would you start socialising? What would bring you out to do that?”* the other concern expressed about this component was that employers might end up promising what they cannot deliver in terms of work hours and that no employer would be willing to do that. A participant was clear on this by saying *“I would never promise any of my team ...that they’re not going to be working till seven o’ clock... because I know they probably are going to be working till seven o’ clock...you just don’t know what’s going to happen next.”* They state that finding that balance is ultimately up to the employee and not their employer. Service providers did not also like

the idea as it could encourage a “*cultural slip*” and external service provider employees might begin to believe they worked directly for the client.

‘*Setting up channels for resolution of workplace conflicts*’ was considered a good component as it could minimise legal claims against the organisation when there are well laid procedures for workplace complaints. Presenting a united front was considered a value-added component and evidences were stated with examples which cannot be repeated here without breaking the anonymity promise. It was noted here that it is entirely dependent on the client to make this work as “*some clients want you to be directly engaged, some don’t. So, presenting a united front is part of that.*”

7.5.3 Theme 1: Socialisation process- Post socialisation

This is the third and final stage of the socialisation process. It considers the importance of the integration process the external service provider staff have completed and exists to prevent a slip. It has just a single stage as depicted below.

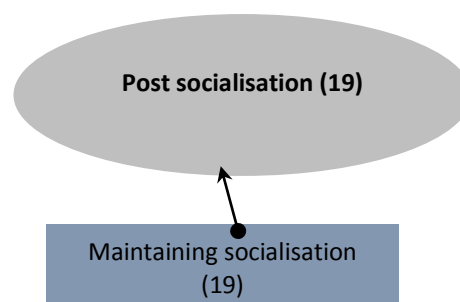


Figure 7-5: Post socialisation

This was easier to present as a chart as it had only one component unlike the other mid-level themes.

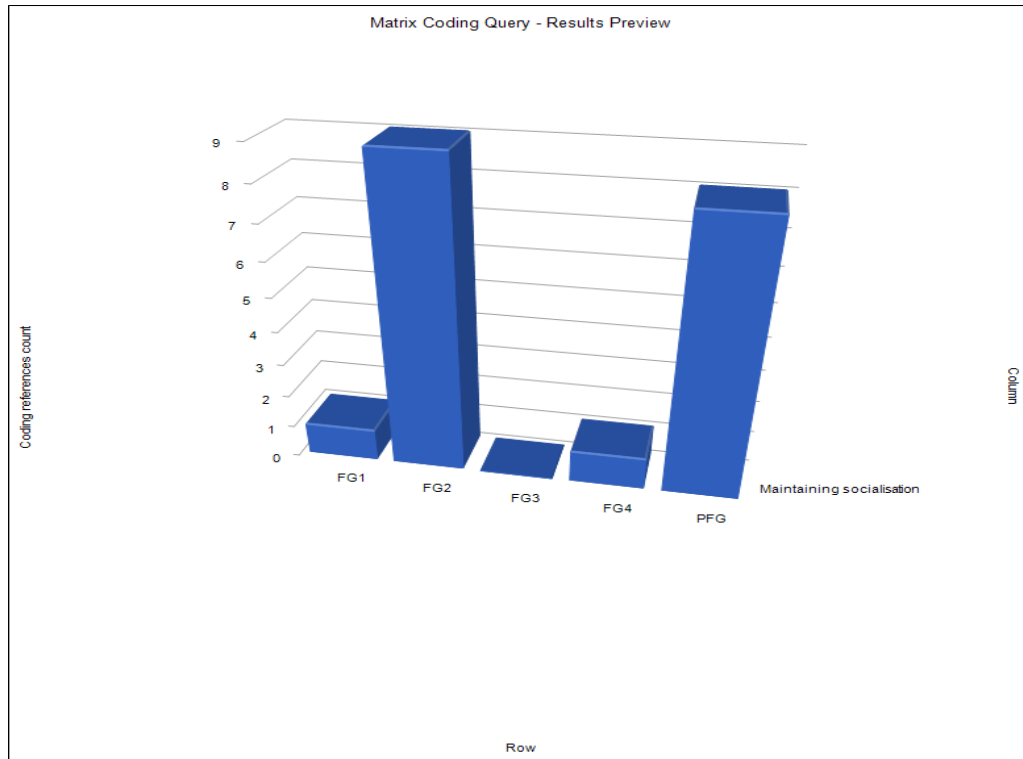


Figure 7-6: Distribution of contributions for 'Post socialisation' across focus groups

Maintaining socialisation

This section seeks to maintain the standards that have been achieved through the socialisation process. There were 19 passages in this section. A participant thought that maintenance would mean a natural fall-back as time progressed and that the aim should be *“continued improvement”*.

‘Regular meetings’ and refresher trainings were considered important to maintaining the socialisation achieved as over time, staff might forget some important aspects. *“Probably refreshing training is one of the key things...gets forgotten I should say and also cultures change, even within organisations, so as to keep them fresh, one of the key things.”* It is achieved in different ways by organisations e.g. *“toolbox talks”*, performance appraisals etc. a participant didn’t think the *‘overall cultural fit’* was checked enough in their organisation and buttressed this by an example of their role not being monitored enough by management once they were thought to know what they were doing. This can have a negative effect on the socialisation process and a participant believed it should be *“refreshed and...measured again*. A participant believed not just performance should be measured, but the procedures and processes in development

too because “until...actually go back and audit it, we then realise where the cracks are and where things might be going wrong”.

Improving service delivery was classed as important especially with the regularly changing political and economic climate where national markets in both the public and private sectors are influenced thereby having a direct influence of profits, and organisational visions and goals.

7.5.4 Theme 2: Organisations and culture – Culture and contracts

This theme arose from the participants views on the contract life cycle, and the influence organisational culture will have on the socialisation process.

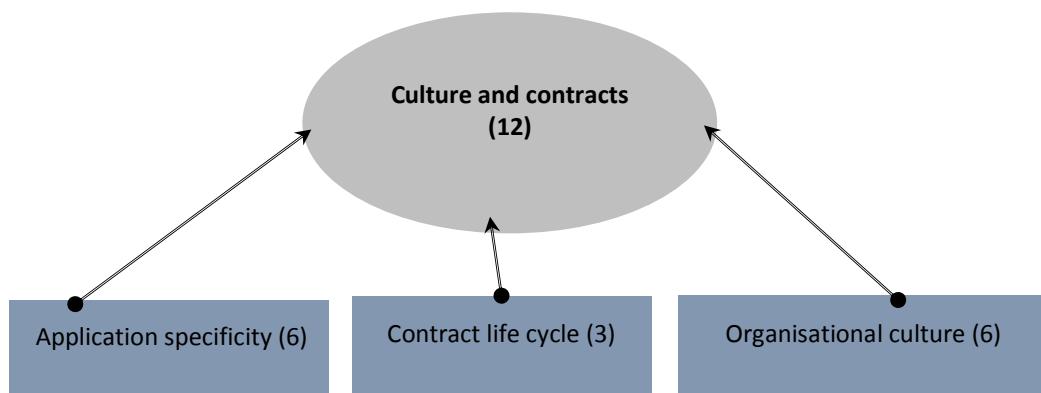


Figure 7-7: Culture and contracts

Table 7-5: Distribution of contributions for ‘Culture and contracts’ across focus groups

	FG1	FG2	FG3	FG4	PFG
Application specificity	0	0	0	2	4
Contract life cycle	0	2	0	0	1
Organisational culture	0	0	3	1	2

Application specificity

This considers the difficulty inherent in attempting to train certain external service provider staff in the culture of the organisations they work with as *“from a provider’s point of view...would have a lot of different cultures to absorb and to teach...”* This is especially true of jobs like engineering where they *“could have an air conditioning engineer in morning maybe going to a nursery for the council and then later on the day be servicing an air conditioning unit for a pharmacy -- completely different working environments and sometimes completely different KPIs”*. This would only apply though where the engineers are not permanently allocated to those organisations. Where they are, it is beneficial to have them go through the induction process. What the organisations can do however is to train them in *“your own kind of conduct, what are they expected to do when they arrive on site...So health and safety protocols is a key one, working with vulnerable adults will be another key”*. Organisations that are also predominantly in-house with only a couple of external service provider staff might also not be willing to provide the resources need for this framework as they might consider it overboard for non-core services for example *“if they’re just Cleaning Staff who will turn up for a couple of hours on an evening, or a maintenance guy who comes in once a week”*.

Contract life cycle

The life cycle of a contract need to be considered before this framework is applied. Short length contracts e.g. 6-month contracts are unlikely to find this useful. They will be better appreciated in longer term contracts. In today’s FM industry, the length of a service contract is a *“three to five year contract. Usually with a break clause in three years. Or if it is a seven year contract, the break in years, three and five”* as organisations want the best service at the best price possible and long term contract lockdowns do not help them achieve this. This all has a direct bearing on the cost of including this framework in the mobilisation process as organisation always consider the financial implication of a project especially when it is not considered an essential segment. The frequent change of contractors can also affect the perception of TUPE staff as you can have staff who *“within the space of maybe 12 years have been through TUPE process three times, four times with different employers”*. They might need extra motivation to appreciate the added-value of this framework.

Organisational culture

Culture, especially organisation culture is the bedrock of this framework and can only be successfully where it is fully acknowledged and embraced by the service provider. As a service provider put it: *“I think it’s crucial, fundamentally you need to understand the core business of the clients that you’re working for, some of the difficulties that they face...”* as this is the only way they can contribute to the visions and goals through the service they deliver.

The cooperation of the client organisation is also germane to the success of the socialisation process. Where they are interested, it can be smooth sailing for the service provider: *“that’s why I’m working for this company because, they actually used to be my clients but I really enjoyed their culture as an outsider looking in...”* A participant did not think their own organisation did as well and stated that they *“fall down on”* organisational culture. Processes such as the ‘Cultural-fit’ framework only succeed with the cooperation of both partners.

7.5.5 Theme 2: Organisations and culture –The client angle

The client organisations have definite ideas about what they need before they go to the market and service providers are aware of this. In a highly competitive market as is present in FM, clients can write their own tickets with the high number of service providers. This has a couple of implications for the socialisation process.

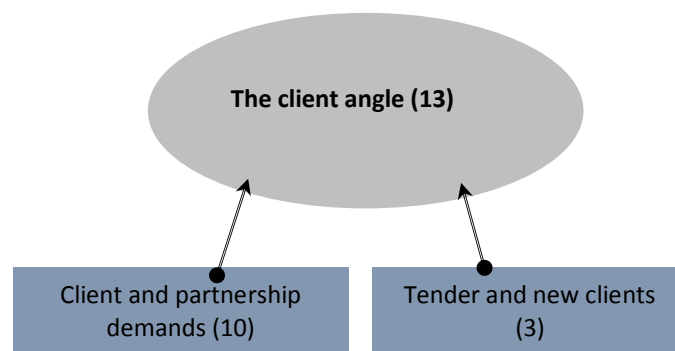


Figure 7-8: The client angle

In addition, a distribution of significant contributions across focus groups can be seen in the table 7-6.

Table 7-6: Distribution of contributions for ‘The client angle’ across focus groups

	FG1	FG2	FG3	FG4	PFG
Client and partnership demands	1	8	0	0	1
Tender and new clients	0	2	0	0	1

Client and partnership demands

Service providers appear to have limited options where client organisations are concerned. When a client organisation has a need, they go out to tender with specific requirements which for the service provider, *“basically you have to agree to them or you don’t commit at all...”* This has implications for this framework as the client are going to be the key starter for its implementation in any organisation.

Organisations are naturally wary about who has access to important information about their key processes and procedures and this makes it harder to implement the socialisation process as *“we are never on the same page because you never will be with business. They’ve got their agenda, you’ve got yours”*. Organisations do not intend to hand the service provider all they need and would make them earn their pay as *“there’s only a certain level of trust you can give to a partner or a contractor”*. This is even more so when the organisation *“does not have an estate strategy”*. In essence, the service provider should be able and willing to deliver all the requirements of the client and it comes down to *“understanding your client”*, what they need and want and how you can deliver those services.

Tender and new clients

Client organisations who are going out to tender for the first time *“may want advice and guidelines of how other companies do it.”* This is usually the only time the service provider would have a significant influence on the client organisation rather than vice versa. In the typical tender process, the service provider might have some advice for the client but *“90 percent of the time have their own plan that they work with and that’s what they want to seek to.”* This is not a total impossibility for the service provider as they can add the socialisation process to the bid as added value with the advantages of reduction in turn-over and increased service delivery and customer satisfaction as well

as staff motivation. It needs to be included in the bid if it is to have a chance as a participant noted:

“In terms of the contract life cycle, they will develop their documentation. They will go to market, where the type of tender will be restricted to competitive, open, depending on what they are trying to achieve. However, once they have gone to market, they are expecting your innovations straightaway, that is how they mark your bid”.

Service providers who will have a chance need to prove the usefulness of this framework which this validation aspect should improve.

7.5.6 Theme 3: Framework development –SWOT analysis

The data immersion process revealed that some participants had picked out the strengths and weak points of this framework. This presented an opportunity to code these texts and use them in the refinement and validation of the framework and has flagged areas that should be considered more thoroughly.

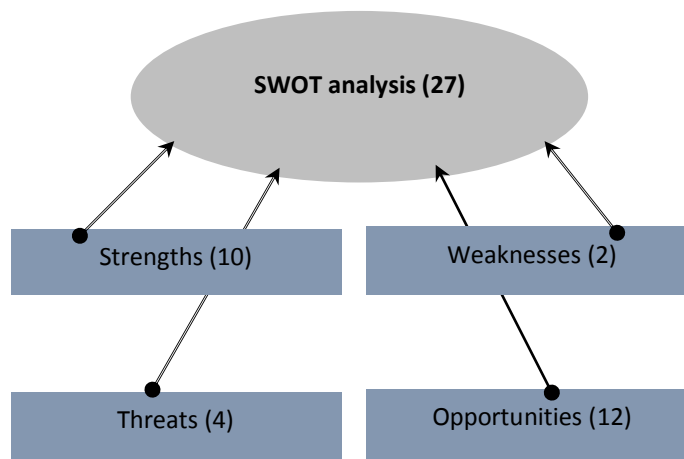


Figure 7-9: SWOT analysis

A further visual of the significant texts per focus group is shown in the table below.

Table 7-7: Distribution of contributions for ‘SWOT analysis’ across focus groups

	FG1	FG2	FG3	FG4	PFG
Opportunities	1	3	1	5	2
Strengths	0	4	0	2	4
Threats	0	4	0	0	0
Weaknesses	0	2	0	0	0

Strengths

This theme contains the perceptions of the participants on the strengths of this framework and the guide and would be listed for ease of notice using their words.

Table 7-8: Strengths

Strengths
Yeah, I think it is going to be a workable document for employers.
Researcher: Were the examples useful? Participant: Yes, absolutely. That's going to be where it's going to be the tangible actions that you know –
And using this as a mechanism to say this is how you will maximise the productivity of your staff, maximise their morale, minimise absenteeism, minimise turnover of staff.
Consultants have gone in my last job and then they wrote this whole new appraisal system and as managers we're just scratching our heads because we couldn't understand some of the consultant lingo that was in, we just couldn't understand it. It wasn't practical to our day-to-day job. But if you're making it practical to the day-to-day job and a framework for them to maximise the potential and the performance of the individuals, but I think this is going to be linked in to what's in it for them as an organisation.
If they see this being a way to keep the staff and the longevity of it and that's why I said did the companies that had this in place have a better staff retention because actually by looking after them from day one to day 15, you know 15 years down the line you actually are doing everything you can so the person actually enjoys the culture of the office.
. So if it's sold on the retention levels and we ask questions about staff to ...it can be flagged if it's a high one then it can be a serious mark against the organisation because it may be an indication of the culture of that organisation if they have a lot of people leaving them.
:I think that's really important because nine times out of ten they're the ones that are walking the buildings and will get stopped by anybody. Staff, or whatever. It's like here at ..., our front house reception staff, one of them didn't know who all the ministers were in the building. So when someone came along and asked to see a certain minister, they said no sorry they don't work here, then their picture flashes up on the big screen behind reception. Just doesn't look too professional. I think it's a really good idea. It's definitely something that's needed.
It's working towards a more collaborative mechanism to build good service delivery. And as you say in FM service is delivered by people. So I think it encompasses a broad range of things at once which is good and there's nothing out there in the markets at the moment that does that. There's no framework is there, apart from BS 11 000 which is, it requires you to retrain your whole organisation, a lot to do. So I think that's good.
But this kind of focuses on FM service delivery as well as, it brings in assets, it brings in quite a lot. There's nothing out there like that. It takes it to another level really. But it's good the way it focuses on staff internally and externally.
It makes you have to work, that'll do well. I like the way the employees are a continual improvement process. And that's what is vital to every six months, sit back and say hang on, what have we done, have we improved, has the organisation changed,
I think it's a really good framework actually. When you look at some of the bigs in some of the senior management roles, they just hypothetically thought like put roles into place but don't actually think about the person, or the personality that is going to be providing that service in that role. So I think actually making them think about people from the get go rather than just thinking about profits in their organisation and how happy their boss is going to be that they've won the contract, it actually focuses them more on the people that deliver, the do-ers.
And it would be useful to smaller organisations such as ours who do service regional branches at larger organisations.
Certainly, looking at this from my experience, we do most of this, I've not seen it all in one place. So it's quite nice to see the whole process rather than just the individual part as you're doing it.
It's nice to see it's specified as well because a lot of it tends to be instinctive and it needs clarity and it needs documentation.

Weaknesses

These weaknesses were addressed by the focus groups as issues that should be taken into account to give the framework a higher chance of succeeding. There were two passages of coded text and this yielded the following perceived weaknesses.

Table 7-9: Weaknesses

Weaknesses
The framework does not account for the mobilisation process. I mean I think there's value in this but maybe the, I think that, proposing this in the bidding stage is good maybe in a simplified way. But then delivered in this once the contract's been awarded is the best way. Because if you think about it to go through all this and then don't win the contract.
I think it fails to account for the contractual life cycle... One for costs, how much will it cost the organisation to do what you want them to do in resource? How much time scale have you got to do it? And how much capacity have each member of staff got to do to maintain their doing this? So that's, you need to look at the contract life cycle and make sure you build it in.
...you know at the pre stage there should be lesson learned already. You should be thinking that, hang on, what has this client done wrong? Here, because they coming to us for help, they must need, something's going wrong, what is it? And that needs to be implemented at the pre stage, absolutely, otherwise you just going to jump on board and it's going to go the same.
And then the TUPE side, a bit of work needs to be done on, nine times out of ten you going to inherit stuff.

Opportunities

Opportunities in this context are the perceived applications of this framework in the FM industry and in client organisations. This will be reported in the actual words of the participants. This is to reflect the words they have said and to make the points easier to note.

Table 7-10: Opportunities

Opportunities
It's just it would be -- from our point of view, lovely if every organisation get something like this and the majority don't. It would be nice because you know that the person that you're putting into employment is actually going to be looked after.
...to try and incorporate businesses to do it and it would be great if it becomes part of an actual law or a policy that had to be done within every... like health and safety is.
This is simplified, I think it's bespoke, there's nothing else out there like this at the moment. You got the opportunity to really get this into a contract, like it will work really well.
The other opportunity, sorry I think the other opportunity also is that FM is really hitting off now and organisations are taking it a lot more seriously than they used to do before. And so having a framework that can set it off in a completely different light, or to set it off from the get-go could,.... Contractors can take a long time to find their feet and if you've got something that can set it off for you and say look this is what you need to look at, this is what you need to work out from the get-go, you've got more opportunities of extending that contract with winning it again and winning more contracts. Because a lot of organisations are failing to get contracts because they're just not getting it right at all. So this is a, it's really good.

<p>I've been looking at-, this will be useful for me as somebody who's looking to bring services in. Because, for example, all I had to go on previously when ... sent his bid to us, all I had was a bit of written information there, not really much else to go on and then when I received several other bids in order to do the cleaning services, it's a case of reading each bid, and then perhaps picking the best price without really taking into consideration all of these other areas, so something like this would be quite useful for me.</p>
<p>Yeah. From my sales Organisation, in West Hemming, if we're able to engage prospective customers on a wider debate it moves discussion away from pure price and we've seen price isn't really mentioned here, isn't it? Acknowledging your financial restrictions but--, at--, that's what we seek to do. I've never thought about it and this framework which is to actually talk about all the things that add value and will support your culture, rather than you talking about just price, because if you just focus on price, it just comes down to who's the cheapest, and get what you pay for in the end. So that's useful – that's useful there to give a framework. But that's also what we look for. We haven't really documented this.</p>
<p>Now, I know from day one but when we first arrived into this office, I actually talked to and spoke to the cleaners for example, but since then, staff have rotated so I don't actually know who those staff are, because I don't see them. But maybe I should take time out one evening just to stay back and stay right in and meeting cleaning staff so they know who the Facilities' Manager is, and so that they have a point of contact if they need to feed anything back. So they're good. So it's a good process to follow and it's something that we should do and we just need something, some time to prompt us to do that.</p>
<p>Yeah, I think the Framework from a helicopter point of view, what it's saying is, 'Invest in Relationships' and that to say that's true in all relationships at large, either business or personal. The more you invest in a relationship the more potential you get out of it. And people forget that even in the business environment, they don't invest in their relationships, and all relationships have rocky patches, you know, and when things go wrong, and so the other test today it is how well you put those things right, you know. So a Framework like that actually helps expand the contact points, it makes it more mature, relationship.</p>
<p>: I think it's got legs, I think it's going places and it's something that I could say that I could use. I can see it is more geared towards somebody who definitely has external service provider staff on a day to day basis and then – where many of their operations are outsourced and they want to integrate that external service provider staff into the organisation. It's so useful for an organisation like mine which has a limited amount of external service provider staff because – look at it, it tells you this is what you should be doing for those staff to make them feel part of your organisation even if they're only there for two hours a day or something. So I think it's a good tool so it's going places.</p>
<p>What might be missed in that process where they are dictating to what we want them to, how we want them to act, the socialisation process might be missed there rather than bringing the men and walking to follow them, rather than dictating to them to do it. Saying this is how we work. This is how we like you to work rather than telling them this is what you got to do.</p>
<p>And in that scenario after a while it became clear to me there were two tiers of employees on site: you've got the in-house staff and – definitely down the pecking order were the contract staff. So we would have different overalls, poorer quality equipment, social functions, and they had days out and things like that. Never invited us to a party, even if – they would have things like big afterwards parties and because they didn't have enough numbers, they'd invite us too – at the end of the evening they'd have cars to take them home and we had to get a taxi.</p>

Threats

Threats are the circumstances in which this framework might not be effective or even employed. All the words in table 7-11 are direct quotes taken from the transcripts of the framework's perceived weaknesses.

Table 7-11: Threats

Threats
<p>First of all because it's, a contractor can promise anything to a client but if the client doesn't really recognise it, then what's the point? The client might just want you to come in and do your job and go. They might not see value in FM, some clients do, some clients don't. That's why it's more important for this to be very simplistic enough to be efficient because as FM's we've never got time to do stuff we want to do anyway, never mind go above and beyond searching for added value.</p>
<p>The most difficult part, it all comes down to cost. BS 11 000 tried to reinvigorate the FM sector by saying let's work, not a partnership level, but that collaboration. And it all looks pretty good. BS 11 000 looks fantastic. Everyone's working together, no one deals with problem that, the fact of the matter is it costs money and the client doesn't want to pay for that. So, how much does BS 11 000 cost? Well it costs a lot because you have to retrain all your staff to get certification from BS 11 000. So it costs a lot of money and in today's world, in a three to five year contract, you going to get your paid back, probably not. If you don't, it's eating your profit. So they're not willing to pay.</p>
<p>So, that will affect this because its cost isn't it? Because if you want to bring innovation into a contract, it takes years. It takes investments and no one will invest unless the client's paying for it or you're going to get your money back and make a profit on it. With shorter contracts that's the other risk so it's about simplifying this, making it efficient and making it deliver straight away. And you need to put price on this unfortunately, nobody sees added value or innovation unless it's got money attached to it. You want to know how much it's going to cost and how much you're going to save otherwise you have to throw it out the door.</p>
<p>You need to know who the customer of this product is. This is, this framework is a product isn't it? It's got to be sent out to market hopefully and it's going to have to work for a cleaner, a surveyor, a joiner, a plumber a different type of person. It's going to have to work for every one of them. It's going to have to be simple and the investors and people framework is a 5 stage process, that's really, its 2 pages. And a bunch of what you've got, the certificate. It's very simple to do. This needs to be simplified, but have the background behind that. So if you simplify this framework and then go into more detail behind it,</p>
<p>If you get that, if I can get one of my engineers on board with this, and I can get one of my executives on board, because it's up-down unfortunately, it's never down-up. If your director is not on your page, it's not going to happen.</p>

7.5.7 Theme 3: Framework development – 3.2 Component restructuring

This theme comprises all the significant statements about the restructuring of the framework components. Suggestions about the placement of certain components or adding and removing will be discussed in this section.

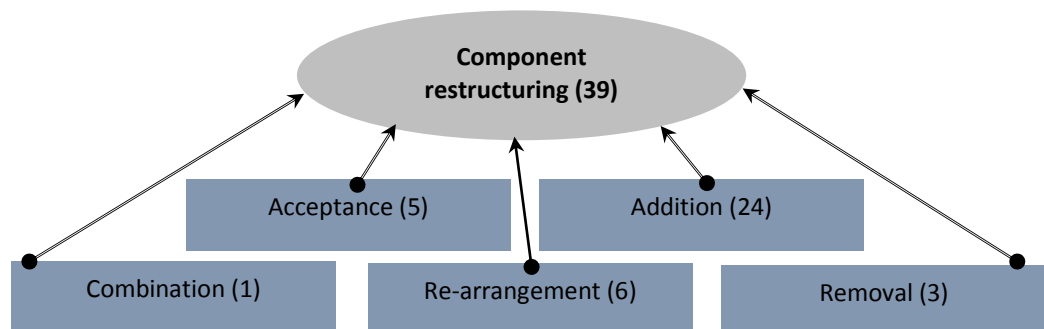


Figure 7-10: Component restructuring

Distribution of significant texts across focus groups is presented in the table below

Table 7-12: Distribution of contributions for 'Component restructuring' across focus groups

	FG1	FG2	FG3	FG4	PFG
Acceptance	1	1	2	0	1
Addition	5	16	0	2	1
Combination	0	0	0	0	1
Rearrangement	0	0	0	0	6
Removal	0	1	1	0	1

Acceptance

These statements distinctly corroborate the components of the framework or accept the stage in which they have been placed. Most of the information in this mid-level theme agree with the pre-socialisation stage and the components placed in it. This is probably because both client organisations and service providers work with these components whenever they go out to tender or a bid is made for a tender. Examples of their statements below.

I mean obviously all of your other examples are things that you would do pre. So for example clear process of a contract so if you were to say after you've worked 37 and a half hours a week you will be paid overtime...clear goals and contract requirements...So things like that could be actually on pre if that's part of your standard contract. You can discuss about your pensions, the employer ...employee.

And...

I mean the pre-framework with the pre-strategic information what we do here is we work on procurement and we go through stages and we go through pre-qualification and questionnaire and assess and determine that way and which contract we would possibly take forward or appoint to take from here. So that's kind of stage where we head from outside so that it would probably fall within the pre-section, yeah.

And...

So this is kind of at the tender stage...you go into a number of companies, some come back, show their interest, and then you invite them in. You'll actually go over what you actually planning on tendering out. At that point they will be asking you questions about it...

Addition

Addition is the node that comprises statements where additions are suggested for the improvement of the framework. These suggestions were made as the participants felt a stage was missing a component they believed would be important for that stage or the expansion of a component to achieve more inclusion.

Allowing free flow of ideas is the first component in the In-socialisation stage, “On boarding” and it was considered to be incomplete without *“having an established communication channel for them to be able to do that”*. PFG considered this to be *“a key part of that feedback structure...so that whether those ideas are adopted”* or not *“an employee knows because a key part”* is encouraging employees *“to give future ideas as well”*. FG2 added that perhaps it should be expanded as *“free flow of ideas / innovation / service improvement”* to cater for the needs of different organisations.

It was suggested by FG2 that there should be an *“analysis of lessons learnt”* in the pre-socialisation stage because clients only outsource *“either because there’s issues with their existing provider or whether they can’t deliver it themselves. So they’re doing it because they’ve got problems.”* This should be useful to service providers as they are aware of the potential issues the client is facing and can develop a strategy to tackle it. FG2 also suggested that there should be *“more emphasis on incentivisation and motivation of staff”* especially TUPE as they cannot be replaced on the team even when they are not performing.

It was suggested by FG2 that the ‘on boarding’ section of the In-socialisation stage should be expanded to include *‘set up clear processes and procedures’* because *“one thing that really does hinder”* is when *“everybody in the same organisation is working differently to achieve the same outcome”*. A suggestion for *‘continual process performance development’* should be included *“because each organisation that you work for is going to change over time as well”* and it should be in the form of an *“internal audit process...you need to understand where the cracks are and what’s causing cracks before you improve”*.

FG4 believed the ‘Acknowledge financial restrictions’ component in the Pre-stage should be expanded to include *“legal restrictions...specifically Employment Law...that overall compliance piece...”*. FG1 suggested the addition of a *“Maybe it would onboard, perhaps it would be something – some “some sort of measurement”* in the ‘In’ stage *“which they know before they can on-board”* to judge fairness of the socialisation process and this should be done in either the ‘on boarding’ or ‘confirming socialisation’ stage.

Combination

A suggestion was made by PFG to incorporate 'provide clear indicators' into 'clear code of conduct'; and *"incorporate the -- provide clear indicators of rewards actually into the flexible training schedule"* in a bid to simplify the framework and *"to make it slightly smaller."* It was further suggested that *"buddy systems...could be incorporated within the probation period because if you're going to be buddy with somebody you're going to be doing it within the first six months anyway..."*

Rearrangement

This theme comprises of the statements that suggest the re-arrangement of the components within sections or even stages as it was considered that they might function better somewhere else.

- Pre stage (contract definition): 'Define measurements of service was considered wrongly placed by PFG as a participant said *"that more comes in place once they're in...you are working"* with the client's *"framework, with their SLAs. And it's only when you're in there then you can then set things like that rather than 'pre'."*
- Pre stage (culture inclusion): *"Again, probably the 'structure all staff', that wouldn't probably be included in the 'pre', would probably be more 'in'...because you actually might find that once they're in they've got stronger skills than what you've recruited them for...So to actually structure the staff probably it would be best while they're in obviously for FM companies where there is a lot of movement there. That would probably be harder to be doing pre than when they are in there."*
- In stage (On boarding): It was considered by PFG that *'free flow of ideas'* should be place in the Post stage as the employee *"probably wouldn't want to rock the boat in the 'In' stage by making suggestions. "Maybe that employee would have more confidence and a more rounded view to be able to give fresh ideas, maybe at the Post-stage rather than during the 'In'"* as time and gathered experience would enrich the ideas they would have.
- In stage (Induction process): It was also suggested that perhaps 'provide clear indicators' didn't sit well *"in the induction stage...think that should have been way before the induction..."* this was said because the participant believed the contractor should be aware of these indicators prior to the start of the contract.

Removal

This theme covers the suggestions of participants to remove components that they do not deem to be useful or even consider harmful. There was only one component suggested for removal by three of the focus groups and it was considered for various reasons. 'Encourage work/life fit' for employees was suggested for removal because of the following reasons.

- Organisations do “not...put their name to a social event in case anything happens” because “in terms of liability and insurance and things like that...”they would be liable.
- Employees do not want to mix with colleagues. “I know people that their whole view point is my work-life starts when I walk through that door and it finishes when I walk out of that door and the rest of it is my time with my family or friends and I don't want to mix the two.”
- Organisations do not promise a balance, what they do is “to inform your team and your staff now that this is the role...requirement. They can happily go and have a work life balance but it is individual. It's based off what type of person they are.”

7.5.8 Theme 3: Framework development – 3.3 Framework challenges

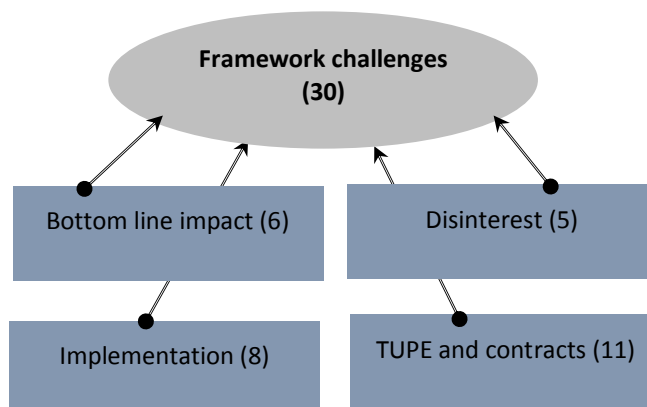


Figure 7-11: Framework challenges

Some of the participants were of the opinion that certain situations might be a challenge to the framework and/or its implementation. This theme has 30 references. A table showing distribution of significant texts across focus groups can be seen below.

Table 7-13: Distribution of contributions for 'Framework challenges' across focus groups

	FG1	FG2	FG3	FG4	PFG
Bottom line impact	0	3	0	0	3
Disinterest	0	1	2	0	2
Implementation	0	2	1	1	4
TUPE and contracts	0	4	2	1	4

Bottom line impact

A principal reason organisations outsource is to cut cost (see section 2.6.1) and service providers would not want to spend more than necessary in the execution of a contract. This is a possible barrier to the application of this framework as added value is not a top priority in these circumstances. As the participants noted; *“the difficult point from the FM sector point of view is that it’s so, so, so cost driven...”* and that client organisations first want to know *“How much is it going to cost?”* Clients mark bids *“mostly around financials because that is what it’s all about these days unfortunately. Financials first, then risk.”* This will be a challenge to this framework except organisations can consider the positives such as *“the cost to an employer of having turnover of staff, of...disgruntled staff.”*

Disinterest

A framework or a process will only succeed with interested parties and where service providers are told *“we just pay to provide the service, so provide the service.”* It will be difficult to add value because the management is not interested in *“how the contract is performing”* and this would be almost impossible to overturn except they see the results of it somewhere else. On the flip side, you might have some employees who are not interested in the socialisation process so *“you might have cleaners come in who are motivated by hours because they want to get paid and go home”*. The employees unlike the clients, might be motivated to appreciate the process.

Implementation

Implementation of this framework would be impacted by the client organisation or the service provider and their culture. It will affect the efficacy of the framework. Service providers for example have *“engineers...that might be working on several different clients. So sometimes it’s difficult to spend a huge amount of time going through each individual contracts to say these are the KPIs and SLAs.”* In other situation the shorter contract life cycles and the inevitability of TUPE staff may make employees more difficult to motivate as they might require more and diverse forms of motivation. It was considered that procurement process would also be a challenge that should be met as the ‘Cultural fit’ framework is meant to work hand-in-hand with the mobilisation and procurement process.

TUPE and contracts

It was prevalent through the interview stage and now the data collection stage that TUPE staff need to be accommodated. They need to be motivated *“to have that sense of belonging and loyalty to the company when essentially if you think in three or four years’ time...I’ll be somewhere else.”* The existence of TUPE also means terminology needs to be appropriate *“Because nine times out of ten you have TUPE staff over”* and essentially would not recruit new staff so the component for ‘develop recruitment strategy’ for example would need to be tweaked. It is not all negative however as TUPE also gives service providers a chance to *“get better understanding of what different companies pay and do.”*

It was also discussed that the client organisation is not always available as they might have several other contracts at the same time and the complexity of the contract field might mean you are working indirectly for another organisation. One of the dynamics however which would affect the suitability of this framework to the client organisation would be the degree to which the contract is *“business-critical”* as organisations might choose to use this framework only on business-critical contracts and conserve the resources that would have been needed for its implementation.

7.5.9 Theme 3: Framework development –Framework design

Framework design considers the suggestions proposed by the participants for the improvement of the overall framework and the design style and has 70 references. This

arose because the researcher asked for input on the framework design and layout.

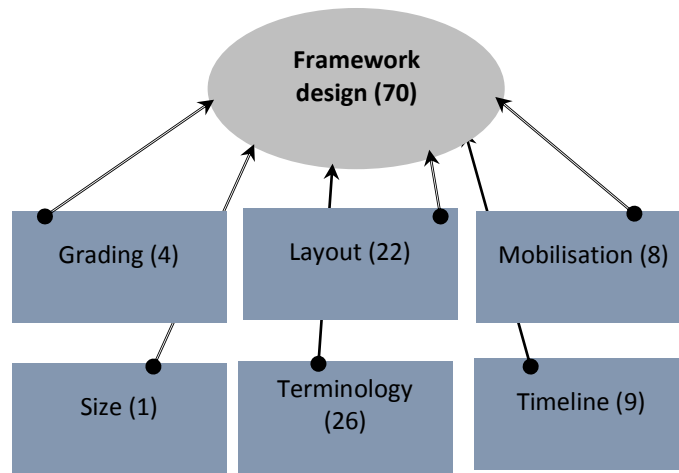


Figure 7-12: Framework design

A table showing the number of references per focus groups can be seen in the table below

Table 7-14: Distribution of contributions for 'Framework design' across focus groups

	FG1	FG2	FG3	FG4	PFG
Grading	0	0	0	3	1
Layout	4	7	0	5	6
Mobilisation	0	8	0	0	0
Size	0	0	0	0	1
Terminology	0	13	1	11	1
Timeline	0	3	0	0	6

Grading

The participants have suggested a grading system for the framework to make “*it more specific and measurable*” so that organisations can be asked “*what part of that section have you achieved and that would be a measure of success...*” it was suggested by another participant that “*actually been able to numerically evaluate, so you’d say, okay, on a 1 to 5 scale, the organisation’s doing all of these and has imbedded would be five, so you could rate yourselves as an organisation...*” on if you are working towards a target

or if you have achieved it. This would enable organisations to determine what their strengths and weaknesses are, *“and produce an action plan”* to enhance or combat it.

Layout

It was stated by a participant that the current layout is *“probably quite long winded”* might be better as *“bullet points”* for busy managers and that the ‘Examples’ column in the guide should be left blank as *“evidence of implementation so that they could put in there what they have done in each of those to evidence”* their compliance with the framework. It was restated in another FG that Facilities managers need this to be *“very simplistic enough to be efficient because as FM’s we’ve never got time to do stuff we want to do anyway, never mind go above and beyond”*.

The current layout was *“a bit confusing”* as some participants are *“used to circles”* and suggested that *“maybe the front page could be a simplified process and then you delve into more section details that fills it in to each key stage”* in the guide. Further information yielded that most of the participants *“couldn’t easily work out how to read it...with no explanation”* because they *“don’t read things vertically...so...it would be better landscape”* in the present format. It was also suggested that a booklet be made of it that would separate it from the actual thesis. Another suggestion was to number the framework and guide for easy cross-referencing between both.

Mobilisation

It was stated that as procurement and mobilisation would be directly affected by this framework if implemented, its place on the mobilisation process should be clearly stated to avoid confusion especially where resources (cost, time) are an issue. Organisations that want to implement it need to *“understand how this small process and framework will fit in to the larger tender process.”* This was a lead-up to the fact that the process should be simplified further as *“implementing this framework ends that mobilization period. It’s a very busy time anyway, bringing new staff in,...You want to get to know them that takes a lot of time. So it’s important to simplify the process.”* It also means making sure it is as flexible as possible to fit in everywhere.

Size

This node has just one reference and discusses the paring down of the framework by trying to *“incorporate some [components] together to make it slightly smaller”* as it will make it less bulky and easier to follow.

Terminology

Terminology has one of the highest number of references and is concerned with the language used to represent some components. There were suggestions to change some that might pass along the wrong message or might not sufficiently cover the explained area in the guide. Simple and clear terms should be used to make it *“practical and maximize the potential and the performance of the individuals”*. Some of the terminology that were flagged and the suggested replacements given can be seen in the table below.

Table 7-15: Terminology

Terminology	Suggested changes	Reasons for change	Focus group
Socialisation	Integration	Might cause barrier to understanding as it is academic in nature	FG4
Develop a responsible recruitment policy	Develop a human resources management policy	TUPE means a lot of staff are not fresh recruits	FG2
Probation	Mobilisation, post-mobilisation, bedding-in period	Probation would not apply to TUPE staff	FG2
Encourage work/life fit	Knowledge management	Employers let employees manager their lives without interference	FG2
Pre Socialisation, In socialisation, Post socialisation	Mobilisation, re-evaluation	It contradicts contract procurement terms	FG2
Acknowledge financial restrictions	Compliance and restrictions	It does not account for all restrictions	FG4
Provide clear indicators	Recognition & reward, Realignment, performance review	Too harsh for the workplace	FG4
Maintaining socialisation	Continuous Improvement	Maintenance is anathematic and doesn't imply progress	FG4
Employ the Use of Regulatory boards	Employ regular inspections	It's more useful than the use of a regular board group type meeting	FG3

Timeline

Time line is the last node to be discussed. The participants gave suggestions on creating a timeline guide for each stage to enable organisations have a better awareness of what would be required in terms of time for implementation and up to completion. A participant stated that *“it could be quite useful to give kind of indicative time scales as to what the pre-stage of how long that would be, how long the in-stage would be and how long post-stage”* with suggestions on perhaps 3 or 6 months guide on probation period.

7.6 Implications for the proposed framework

The aim of this section is to discuss the implication of the analysis done in section 7.5 on the framework and guide presented in chapter 6. The information in section 7.5 will have a direct impact on some components of the framework and the overarching design. To simplify this, each midlevel theme in section 7.5 will be distilled into a table for clarity and easy execution of the changes in the framework and guide.

The table will have the selected theme and a summary of the main points on the left and the implication of the summary on the right. The implication for the framework is split into three sections:

- **Acceptance/acceptance with updates:** this column will be used to show where a component has been clearly accepted as it is or with some modifications to the terminology or guide
- **Additions/removals:** this column is used to note where participants have suggested additions to the framework or the removal of a component
- **Benefits/limitations:** this column has been included for components or themes that have explicitly noted a benefit of the framework or a limitation it is likely to have in practice.

These tables make the points explained in the previous section easier to appreciate and creates a key that will be used to refine the framework and guide. See the table series (table 7-16 to 7-24) from the next page.

Table 7-16: Summary of Theme 1: Socialisation process (Pre socialisation)

Theme 1: Socialisation process (Pre socialisation)	Summary	Implication for framework and guide		
		Acceptance/Acceptance with updates	Additions/ Removals	Benefits/ Limitations
Contract definition	'Proffering strategic information' at the tender stage might be accepted or rejected by the client depending on their culture and resource availability	It will remain as some clients will benefit from the inclusion of this component		
	'Defining measurements of service' would be done by a client organisation and not a service provider	This should be noted in the guide to avoid confusion		
	'Acknowledge financial restrictions' might not be accurate as client organisations are not always aware of the full extent of their facility	It will be left in the framework as it can provide a starting point for service providers		
	'Set realistic expectations' may not be done by service providers who seek to win a bid but the possibility of overstating their ability should keep them close to reality. This component is truer for client organisations than service providers	This would be left in the framework and clarified as a client's prerogative		
Culture inclusion	A 'higher level of vetting' was termed critical to outsourced contracts	Keep in framework		
	'Creation of awareness of operations' is considered essential to the operations of the client organisation and service providers need that knowledge but the client might be unwilling to expose their processes or want the service provider to do their due diligence	Keep in framework		
	'Develop a recruitment policy' was seen as inapplicable to TUPE staff.	It will remain with a change to the terminology and guide		
	'Structure all staff' is a duty for the client organisation and can only work with their interest.	Update guide		

The summary of this theme shows that all of the components discussed were accepted outright or with minor changes made to the framework and guide. The changes will be made in the framework revision at the end of this chapter.

Table 7-17: Summary of Theme 1: Socialisation process (In socialisation)

Theme 1: Socialisation process (In socialisation)	Summary	Implication for framework and guide		
		Acceptance/Acceptance with updates	Additions/ Removals	Benefits/ Limitations
Setting up	It was suggested that the 'probation' period should also be a period to set the strategy for the socialisation period as the probation time set will depend on the strategy.	Include the strategy for the socialisation period in the guide		
	Arranging a 'flexible training schedule' was accepted as the uniqueness of the FM industry means staff will work at different times of the day	Keep in framework		
Induction process	'Conducting a general induction' was accepted as important to the outsourced process to initiate the fresh employees	Keep in framework		
	Clear indicators of rewarded and punished behaviours was controversial because of the word 'punishment' though it was accepted that the component was needed to maintain service quality	The title should be change and the guide updated		
On boarding	'Buddy systems' is seen as a positive step as it can be a path to a smooth transition for external service provider staff and helps in integration	Keep in framework		
	'Encouragement of fit between the employee's job and life' was blacklisted because 1.Organisations did not want responsibility for mishaps 2.Employees did not want to socialise with colleagues 3.Employers cannot promise fixed hours to employees		Remove from framework	
	'Setting up channels for resolution of workplace conflicts' was accepted by the participants as it minimises legal claims	Keep in framework		

All of the components discussed in this theme bar one were accepted as they were or with some changes to the framework and guide. The fourth section of this stage was not discussed at all and was accepted by the participants. The component suggested for removal will be taken out of the framework.

Table 7-18: Summary of Theme 1: Socialisation process (Post socialisation)

Theme 1: Socialisation process (Post socialisation)	Summary	Implication for framework and guide		
		Acceptance/Acceptance with updates	Additions/Removals	Benefits/ Limitations
Maintaining socialisation	'Checking the overall culture fit' was accepted to be necessary to confirm that employees were still socialised	Keep in framework		
	'Incorporate regular meetings' was accepted as important as essential parts of the socialisation process might be forgotten otherwise.	Keep in framework		
	'Improve service delivery' was classed as important with the regularly changing economic and political climate	Keep in framework		

All of the steps in this stage will be kept as they were generally accepted by the focus group participants. This also acts as an indirect validation of the data collected and analysed from the interview stage as the building blocks of this framework were from that data source.

Table 7-19: Summary of Theme 2: Organisations and culture (Culture and contracts)

Theme 2: Organisations and culture – Culture and contracts	Summary	Implication for framework and guide		
		Acceptance/Acceptance with updates	Additions/Removals	Benefits/ Limitations
Application specificity	High probability that some outsourced organisations will encounter difficulty in training their staff in the clients' culture when the external service provider employee works with several clients at the same time.			This is a possible limitation to framework applicability
Contract life cycle	This framework will need to be considered alongside the life cycle of specific contracts as return on investment is always a high priority and shorter life cycles reduce validity especially for TUPE staff	Ensure fit with contract mobilisation period		Might not be useful in short term contracts
Organisational culture	Service providers will only make significant contributions to the goals of their clients if they are aware of those goals, their culture, vision and where they fit into it. Clients must be interested in the success of the framework for it to benefit them.			The framework is only successful with client interest

This theme exposes how the culture of the client organisation or the service provider would impact on the productivity of this framework. The length of a contract also determines of the framework would be feasible as the contract might not last long enough to reap the rewards or even complete the process successfully.

Table 7-20: Summary of Theme 2: Organisations and culture (The client angle)

Theme 2: Organisations and culture – The client angle	Summary	Implication for framework and guide		
		Acceptance/Acceptance with updates	Additions/Removals	Benefits/ Limitations
Client and partnership demands	1. The client is a position to make demands (within reason) and the service provider needs to meet those demands if they want the contract. 2.This means clients are not always willing to share information that would make the contract easier on the service provider e.g. processes			Service providers may be limited by the information they are fed by the client organisation in implementing the framework
Tender and new clients	A service provider might be able to introduce this framework to the client if it is clarified that it might reduce staff turnover, increase motivation and improve overall service quality and deliver especially with clients going out to tender for the first time.			Can be sold on added value to clients, especially those tendering for the first time

Client organisations have a goal in mind and are often out to achieve those goals alone. Service providers who want to work with them must be willing to make adjustments and be flexible but that does not mean they cannot influence their client. Proof of success can be used to positively influence the client to incorporate the framework in the contract.

Table 7-21: Summary of Theme 3: Framework development (SWOT analysis)

Theme 3: Framework development - SWOT analysis	Summary	Implication for framework and guide		
		Acceptance/Acceptance with updates	Additions/Removals	Benefits/ Limitations
Strengths	Workable document	This node accepts the framework		
	Examples column of guide is useful	This signifies the acceptance of implementation examples		
	A mechanism to possibly maximise the productivity of staff including their morale; and minimise absenteeism and turnover of staff			This will be a major benefit of this framework in practice
	Introduces external service provider staff to the client's culture			A major strength for its use
	It's working towards a more collaborative mechanism to build good FM service delivery			This is especially desirable by organisations in FM
	There's currently nothing in the markets at the moment that does the same thing			The originality/uniqueness of the framework is noted
	It is a continual improvement process.	Accepts the post-socialisation stage		
	It makes organisations think about people not just their profits and actually focuses more on the people that deliver services			The focus was for external service provider staff and this node shows achievement of purpose
	It arranges all parts of the process in one place	Approval of component placement		
	It provides clarity and documentation			This compliments the chosen framework design
Weaknesses	It does not clearly account for the mobilisation process and the contract life cycle			Adjustments would be made for this
	It needs a component to analyse mistakes of the client prior to taking up the contract			This will be added to the updated and validated framework
	It has not made sufficient accommodation for TUPE			Adjustments will be made to the terminology
Opportunities	This would be excellent if every organisation adopted it as service providers will know their staff			This would make service providers happy to recommend

	are looked after			their staff
	It could be could be written into law like the Health and Safety law			This would be a great achievement for the study
	It is bespoke and has no current competition	This further clarifies its originality		
	It can present FM contracts in a favourable light and act as a guide for service contractors to deliver quality service to their clients			Service providers should be able to deliver added-value with this framework
	It take the focus off price and places it on added value			This is a major issue with price-focused organisations
	It helps the client maintain a connection with the external service provider staff and acts as a prompt			Fosters a better relationship with external service provider staff
	It focuses on relationships and makes that critical to the contract			It brings the human element back into contracts
	It will be useful to a wide variety of organisations	It is a flexible framework		This is a major benefit
	It enables the client be clear and document exactly what they need using their organisational culture as a guide			The client can easily cut through the contract to the heart of their goals
	It tackles segregation between internal and external service provider staff			It increases cohesion in the workplace between all staff
Threats	Uninterested clients and upper management			This is inevitable in FM
	Financial resources			It can be built into tenders
	Difficult to be a truly generic fit for all organisations			It has been accepted that this cannot fit all FM firms

This table reveals the participants thoughts on the Strengths, Weaknesses, Opportunities and Threats to the framework without being directly asked. Their positions on this criteria will be considered and improvements made where possible. There are no notes under the 'Implication for the framework and guide' section except the 'Weaknesses' criteria. This is because the 'Strengths', 'Opportunities' and 'Threats' criteria are perceptions of the

participants and can only change if the framework changes or they see the framework in use. The only criterion that can be addressed is the 'Weaknesses' and the actions to be taken have been noted.

Table 7-22: Theme 3: Framework development (Component restructuring)

Theme 3: Framework development – Component restructuring	Summary	Implication for framework and guide		
		Acceptance/Acceptance with updates	Additions/Removals	Benefits/ Limitations
Acceptance	General acceptance of the Pre socialisation stage	Accepted with some changes to the framework and guide		
Addition	Establish channels of communication for external service provider staff to allow free flow of ideas or expand it as free flow of ideas/ innovation/ service improvement	'Free flow of ideas' will be expanded to become 'Establish communication channels to allow free flow of ideas/innovation'		
	Analysis of lessons learnt in the Pre socialisation stage		This will be added to the Pre stage under contract definition	
	Set up clear processes and procedures		This will be added to the In stage under On boarding	
	Expand 'Acknowledge financial restrictions' to include legal restriction and general compliance	Expansion of 'Acknowledge financial restrictions'		
	Define strategy so that external service provider staff can be aware before the induction process begins	Clarify that strategy would be set in the probation period		
Combination	Combine 'provide clear indicators' and 'clear code of conduct' and incorporate into flexible training schedule.	The first combination has been accepted but the incorporation suggestion will not be applicable because the staff are not yet on site at the setting up stage		
	Incorporate buddy systems into probation period	The probation period is used to determine what is needed and not to train external service provider staff		

		so this cannot be used. It will be incorporated into another component instead.		
Rearrangement	A suggestion that 'Define measurements of service' was considered wrongly placed	No action will be taken on this suggestion as it was made by a service provider but the component is executed by a client		
	It was suggested 'structure all staff' would work better once the external service provider staff were in the organisation	Changes to component placement accepted		
	It was suggested that 'free flow of ideas' should be place in the Post stage	This would be left in the In stage and repeated as part of a component in the post stage as precedence should be established in the In stage		
	It was suggested that perhaps 'provide clear indicators' would be better in the Pre stage for contractors	It would be left in the In stage as it is meant to be a transfer of information by the client to the external service provider staff on acceptable behaviour		
Removal	It was suggested that the 'encourage life/work fit' component be removed		Accepted for removal	

This table contains information on the components that should be restructured by adding, combining, rearranging or removing. The actions noted for each component will be taken/or not taken based on the note attached to each one.

Table 7-23: Theme 3: Framework development (Framework challenges)

Theme 3: Framework development – Framework challenges	Summary	Implication for framework and guide		
		Acceptance/ Acceptance with updates	Additions/Removals	Benefits/ Limitations
Bottom line impact	Financial resources have a lot of influence on the acceptance of this framework		Clarify in the guide that if implemented properly, it would benefit the organisation financially in terms of improved service quality, reduced turnover of staff and better customer service	
Disinterest	This framework will only succeed where the client organisation and service staff are interested			The client is key to the success of this framework in a contract
Implementation	The contract type will affect the success of this framework			This framework cannot be used in every contract type
	Framework should fit the mobilisation process for ease of implementation		Adjust framework simplicity to encourage mobilisation fit	
TUPE and contracts	Components and terminology should accommodate TUPE staff	Adjust terminology to accommodate TUPE		
	Contracts that are not ‘business-critical’ might			It should be accepted that certain

	not be interested in this framework			organisation might not see the need for this framework because of the contracts they run except they embed it within their processes
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This table shows the challenges the framework might encounter from the client organisation, service providers, external service provider staff and contract types.

Table 7-24: Theme 3: Framework development (Framework design)

Theme 3: Framework development – Framework design	Summary	Implication for framework and guide		
		Acceptance/Acceptance with updates	Additions/Removals	Benefits/Limitations
Grading	It was suggested that a grading system be adopted		A grading system shall be added to the framework	
Layout	It was suggested that a simple process framework in landscape might be easier to understand		The framework design would be changed	
Mobilisation	It was suggested that the process should be simplified to fit in with the mobilisation period		The framework would be simplified further	
Size	The size was seen as compressible for busy executives		Combinations would be made where possible without compromising the overall framework	
Terminology	Socialisation	Change to Integration		
	Develop a responsible recruitment policy	Change to Develop a human resources management policy		
	Probation	Consider changing.: possible replacements;, post-mobilisation, bedding-in period		

	Encourage work/life fit	Knowledge management		
	Pre Socialisation, In socialisation, Post socialisation	Consider changing. Possible replacements: re-evaluation		
	Acknowledge financial restrictions	Change to one of these: Compliance and restrictions		
	Provide clear indicators	Change to one of these: Recognition & reward, Realignment, performance review		
	Maintaining socialisation	Change to Continuous Improvement		

This table has information on the participants' suggestions for the design of the framework.




7.7 Updated framework and guide

The detailed discussion of the data collected from the focus groups and the implications the data has on the current framework and guide lends itself to the fact that the framework should be updated to incorporate the suggestions made. These suggestions have been for the details of some components and the design of the framework. This has led the researcher to implement these changes in the framework and the guide. Tables 7-16 to 7-25 have been used in this regard and will heavily influence the cultural fit framework and guide which will be split over the next 11 pages.

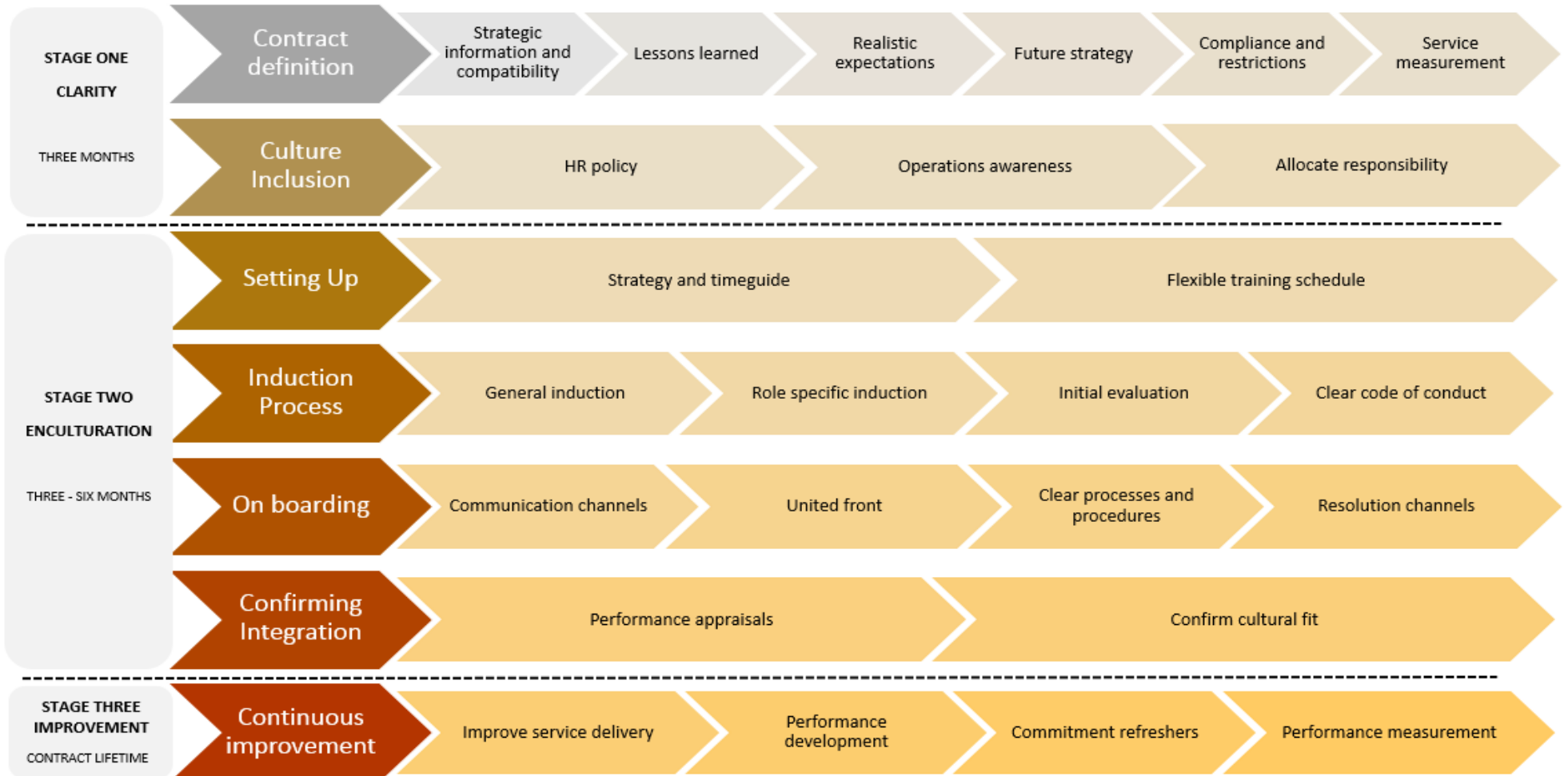
An obvious distinction that should be made in the explanation for this framework and guide is that it is meant for the use of the client organisation but can be introduced by the service provider or a consultant. The actions that are detailed in the framework can only work where the client organisation is interested and they will 'lead' with the use of this framework or it would be difficult to implement. The service provider would be able to use the information provided to increase the quality of their service but it is a framework that clients apply to their organisation.

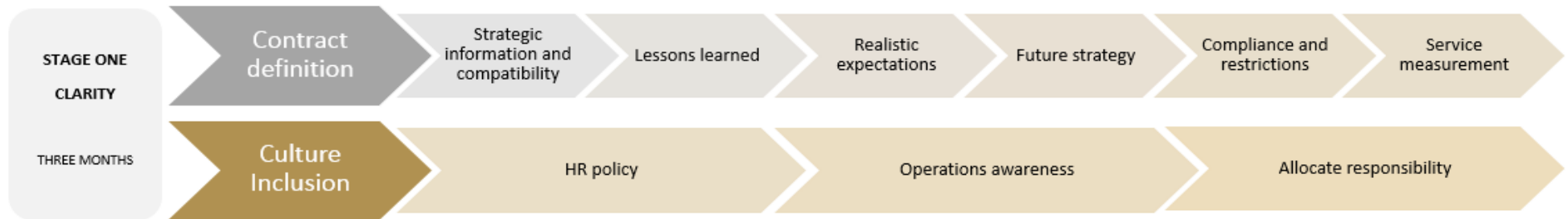
Addition of components have been carried out in the sections to increase the quality of the framework and a component that proved irrelevant for different reasons (see section 7.5.9) has been deleted. Components have also been combined to streamline the framework without compromising the quality. The update to the framework components and the guide can be seen in the figures below but first a key guide.

Table 7-25: Key to the 'Cultural Fit' Framework and guide

Key	Meaning
Action	Action refers to a step that should be carried out in the execution of the framework
Explanation	Explanation expands the action to be implemented and clarifies its meaning to avoid confusion
Examples	Examples are the ways in which an organisation might implement the action but they are not exhaustive or necessary as organisations might have different methods by which they execute the action
Self – Assessment	Organisations are able to assess how much of the framework they have achieved and where they need improvement. This will be shown via a traffic light system
	Fully implemented (FI) 
	Partially implemented (PI) 
	Not implemented (NI) 

FACILITIES MANAGEMENT 'CULTURAL FIT' FRAMEWORK





CLARITY

Clarity refers to the first stage of the integration process. It concerns what should be done by the organisation even before employees are recruited. Currently, no framework adequately represents the preparation facilities managers or organisations in general need to employ when taking on new employees. This should apply to both internal and external service provider staff and is even more crucial for external service provider employees as they do not work directly for the organisation. This stage reflects the information exchange that ought to go on between the client organisation and the service provider before a contract/ partnership is set in ink. This information exchange and the agreed-upon rules/decisions that follow are what is referred to in this context as CLARITY. The expected output from this stage is a clear understanding by each party of their responsibilities before they enter into a contract.

CLARITY

CONTRACT DEFINITION

This is a subsection of pre-socialisation and lays out what should be included in the contract agreement signed by the client organisation and the service provider. It brings up issues that could be potential causes for dispute after the contract has been established and proffers solutions.

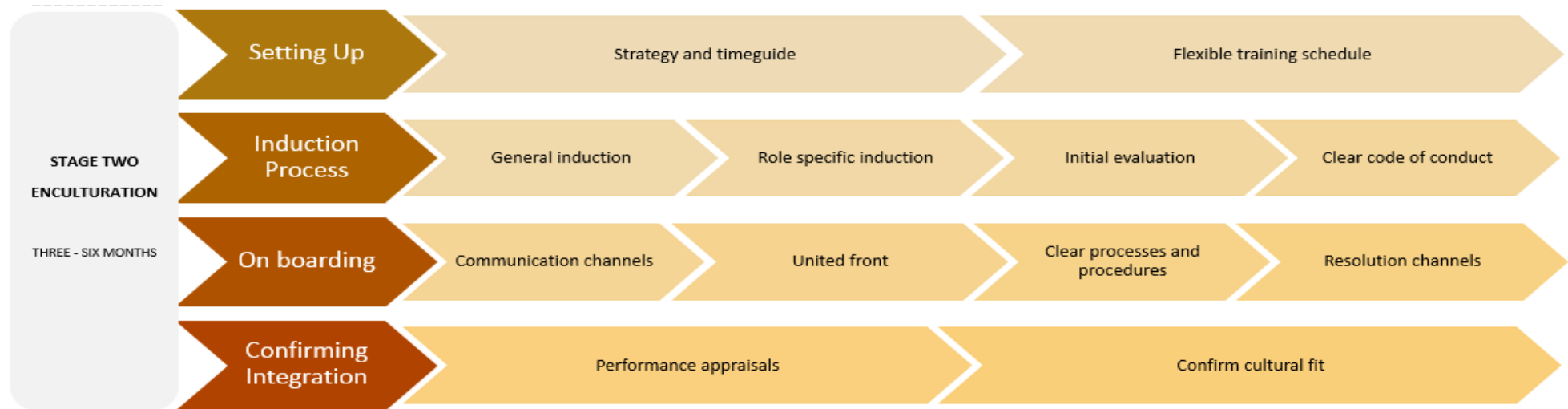
Action	Explanation	Examples	Self-Assessment		
			FI	PI	NI
Strategic information and compatibility	Provide information about the core business and the goals of the organisation to the other party to foster understanding of your needs.	Vision, strategic goals, clear contract requirements.			
	Be sure of a reasonably equal stand on ethics of the other organisation, their mode of operation and how this might help or deter you from achieving your goals.	Check for compatibility of vision and the ability to adapt to the client's business model			
Lessons learned	Discuss with your service provider issues that led to the decision to outsource or problems with the last outsourced contract	Clarify these issues once you have decide to employ their services			
Realistic expectations	Discuss clearly the services you require without becoming bogged down with detail. This will help the other party plan human and financial issues better and lead to less dissent later on in the contract.	Expansion plans that will affect the partnership as a proviso in the contract. Include a clear process in the contract.			
	Finances are typically one of the top reasons contracts go awry. Be prepared to determine how certain payments should be structured or who bears the burden for an aspect of the contract.	E.g. do social occasions count as overtime for the external service provider staff?			
Future strategy	The other party is better able to plan their services to, or requirements from your organisation when they are aware of plans that will affect the effective and efficient delivery of those services.	Expansion plans that will affect the partnership as a proviso in the contract.			
Compliance and restrictions	The client organisation should confirm that the service provider is aware of legal restrictions such as employment law or even financial restrictions. In certain situations, service delivery might be in another town or in an area where the service provider is not established which may lead to difficulty in securing staff or expensive rates for scarce skills.	Employment law. Awareness of services delivered in areas with limited resources/ offsite locations leading to increased expenses.			
Service measurement	This is quite common in contracts now and the methods by which services will be measured should be clearly stated in the contract to make each party aware of what is at stake. This is due to the different standards of performance accepted by various organisations and industries.	Periodic meetings, KPI's and SLA's.			

CLARITY

CULTURE INCLUSION

This is simply an establishment of identity. It enables an organisation to clearly state its position and what it finds acceptable to its mission. It also works for the other party as it reduces confusion and liabilities after the contract commences.

Action	Explanation	Examples	Self-Assessment		
			FI	PI	NI
HR policy	A human resource management policy included as part of the contract documents makes the other party aware of the standards required by your organisation and also acts as a service measurement method.	Qualification level and experience required			
	Where the external service provider staff are working in sensitive departments, there could be a clausal inclusion to vet the external service provider staff before they join the client organisation.	IT, procurement etc. Disclosure and Barring Service (DBS) checks.			
Operations awareness	Where the contract is open and there is no need for secrecy in operations, the service provider and the client organisation might both benefit from understanding how the other party works as this should improve understanding.	Accounting, HR, management, supervision, etc.			
Allocate responsibility	Overlapped and abandoned duties can be reduced when obligations are clear without being tedious with the details.	Delineate and maintain reporting order			



ENCULTURATION

Enculturation refers to the process by which an individual learns the traditional content of a culture and assimilates its practices and values. It is used in this framework to aid the external service provider employee learn the culture of the client organisation. It discusses what should be done and how to do it successfully. This stage is what is commonly referred to by organisations when integration is discussed. In this framework, it covers the set-up of the process, the start of the process, how it is achieved, and how an organisation can confirm success. It can be the longest part of the integration process depending on the time allotted to it by the parties concerned. The benefits however outweigh the costs as external service provider employees are likely to develop a high sense of responsibility towards the organisation and their customers as they have gradually come to the realisation of their contribution through the process. The expected output of this stage is the total immersion by the external service provider staff in the culture of the organisation.

ENCULTURATION

SETTING UP

This is the first part of the enculturation stage. It includes the steps taken to prepare for socialisation. Deciding how long the socialisation process will last and how it will work is an example.




Action	Explanation	Examples	Self-Assessment		
			FI	PI	NI
Strategy and timeguide	It is important to determine what you want to achieve in the way of integration before you start. You should decide how integrated you want the external service provider staff to be and how you would proceed	Determine if external service provider staff would be paired with internal staff for easier integration	○	○	○
	This set time ranges for different organisations. It is also dependent on the length of the contract and should be flexible depending on the circumstances. What is important is that where possible, a period is set aside to confirm the success of the external service provider staff.	3 months	○	○	○
Flexible training schedule	Certain jobs roles do not encourage a regular socialisation schedule but this should not discourage it. It can be arranged to suit the circumstances and all aspects of integration should be part of the process.	Trainings and induction can be conducted in the evening for cleaners who work late or as part of 'toolbox talks' for engineers	○	○	○
















ENCULTURATION

INDUCTION PROCESS

This is step two of the enculturation stage and is the first part of the actual socialisation training. Here, the external service provider employees begin to understand what is required of them both at the organisational and the departmental levels.

Action	Explanation	Examples	Self-Assessment		
			FI	PI	NI
General induction	The first day is very important in establishing a team spirit amongst new employees. Where possible, all new internal and external service provider employees should be socialised together.	Company culture, vision and goals, customer expectations, introduction to colleagues, etc.			
Role specific induction	A departmental induction that will improve the departmental involvement and help the new employee to better understand the roles they will perform should be encouraged in organisations.	It should help new employees understand key issues that concern their job role, reporting duties and delivery of service.			
	When external service provider staff are included in a department, a quick placement should be made for them to maintain order and prevent the feeling of exclusion.	Refresh your organogram to reflect the external service provider staff.			
	Having a mentor or someone who has worked at an organisation for a longer period can reduce the time it takes to integrate a new staff as they will likely make less mistakes.	Pair external service provider employees with internal staff/ external service provider employees with similar roles who have been previously integrated.			
Initial evaluation	When an evaluation is carried out before the integration process is established e.g. on the first day, it might be easier to map out a progress report at the end of the process and to determine who truly got integrated.	A survey covering organisation and departmental understanding			
Clear code of conduct	Organisations should not skip this step or consider it unimportant. It is one of the first ways by which new employees develop understanding of the organisations and it can successfully instil values and vision in new employees even though they are outsourced.	Position on equality, bribery, standards, environmental ethics, health and safety, expenses, communication channels, administrative knowledge etc.			

	An understanding of positively recognised behaviours will encourage all staff to do their best as rewards motivate some staff members to produce better results.	Recognition e.g. half the day off or 'Employee of the month'			
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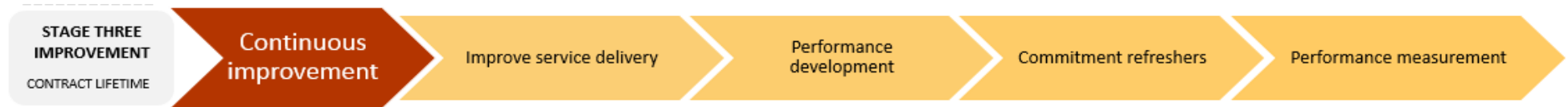
ENCULTURATION					
ON BOARDING					
It is the third step of the enculturation process and is highly likely to be where the 'mental team switch' occurs for external service provider employees. This is because it involves steps which should prove to the employees that they are accepted and are a part of a team.					
Action	Explanation	Examples	Self-Assessment		
			FI	PI	NI
Communication channels	A clear method of communication for external service provider staff should be established. This should facilitate connections to middle or upper management staff in the client's organisation.	Invite external service provider employees to departmental meetings where applicable			
	Where external service provider staff are allowed to contribute their ideas to the department or organisation, they can bring excellent changes that will improve the business processes based on their experience with other organisations. Where the ideas do not fit or would not be productive, they can then be discarded.	Invite external service provider employees to departmental meetings where applicable			
United front	Certain actions might be simple or overlooked but they can truly foster the team spirit within an organisation or department.	Provision of uniforms where applicable and inclusion in social activities.			
Clear processes and procedures	The client organisation requires clear processes for the contract as the processes that work for other contracts might not be applicable. This ensures everyone is working towards the same goal with the same process	A process for the replacement of equipment by the maintenance staff			
Resolution channels	There should be a direct line within the client organisation for external service provider staff to resolve issues that occur within that organisation except where the issue concerns only the service provision company.	Delegate a senior staff member to deal with workplace complaints			

ENCULTURATION

CONFIRMING INTEGRATION

Where effort has been invested in a venture, reassurance of success is desirable and this is what happens at this stage. Organisations are able to confirm or not the integration of external service provider staff has been successful.

Action	Explanation	Examples	Self-Assessment		
			FI	PI	NI
Performance appraisals	After the integration process, the initial evaluation conducted during the 'induction process' should be used to profile the external service provider employee to determine progress and success of socialisation.	Meetings, post-induction evaluation e.t.c.	●	●	●
Confirm cultural fit	It is important for the process that all staff who embark on the integration process complete it as they may be negative influences on their colleagues if they are not fully integrated.	Implement regular checks to confirm the completed process. Staff on all levels of the department should undergo the process.	●	●	●
	After the process, there should be regular checks that point to positive socialisation.	Positive customer reviews, positive team reports.	●	●	●
	The socialisation process should not be independent of the organisation and it should confirm a fit between the external service provider staff and the organisation.	Surveys, line manager observations/ reviews.	●	●	●



IMPROVEMENT

This is the improvement stage of the framework and it should be conducted periodically to sustain integration. It is missing from the socialisation models discussed in section 3.7 and was only brought to light by the data collected and analysed in Chapter 5. The aim of the stage is simple; to prevent a drop in the quality of service by intermittently training staff (internal and outsourced) on the organisation's goals and the customer's requirements. The expected output of this stage is improvement of the newly embedded culture by the external service provider staff.

IMPROVEMENT

CONTINUOUS IMPORVEMENT

This step is the post-socialisation stage and it focuses on surpassing previous achievements. Where there is no improvement, standards will fall and this step advocates regular sessions to ensure increasingly high standards.

Action	Explanation	Examples	Self-Assessment		
			FI	PI	NI
Improve service delivery	Organisations should not relax on the achievements made in service delivery and efforts should be made to improve service quality.	Employee suggestions.			
Performance development	Clients should periodically check their processes especially where they have failed to catch faults. In some situations, the current process or situation could make staff appear inefficient.	Periodic audits of current processes			
Commitment refreshers	The integration process should by no means end after the enculturation stage. It should be maintained via intermittent reminders that will help external service provider staff stay socialised.	Team workshops and refresher trainings			
Performance measurement	The performance measurement systems implemented at the contract stage should be used to improve the current standards of the organisation.	Regulatory boards, memorandums, statutory requirements, service delivery reports, key performance indicators, service level agreements, feedback, reviews where applicable, meetings, internal management systems, penalties.			

7.8 Interview framework validation

A third and final stage of data collection was conducted to further validate the results collected from the focus group stage. It was necessary to carry out this stage as it will be used to confirm that the data collected at during the focus groups have been incorporated in the first stage of validation. It was conducted by discussing the component changes made and the overall framework with the participants. It will also act as a second stage of overall validation for the framework and guide. It is a supplement to the focus groups and is not meant to be a primary data collection stage.

7.8.1 Participant profile

The participants were selected from the focus group sessions, one for each. However, one of the organisations which partook in the focus group stage was unavailable for this interviews so a participant of the pilot focus group was selected as a replacement. This decision was supported by the fact that the data gathered at the pilot focus group was contributory and was added to the data analysed at the start of this chapter. A profile of the participants can be seen in the table below.

Table 7-26: participant profile of second stage of interviews

PARTICIPANT	SECTOR	YEARS OF EXPERIENCE	CURRENT ROLE	STAKEHOLDER POSITION
PARTICIPANT 1	Legal	37	FM	Client organisation
PARTICIPANT 2	Consultancy	2.5	BS	Service provider
PARTICIPANT 3	Facilities services	23	BDM	Service provider
PARTICIPANT 4	Housing	14	LCS	Client organisation
BDM-BUSINESS DEVELOPMENT MANAGER; BS-BUILDING SURVEYOR;			LCS – LEAD CYCLICAL SURVEYOR; FM-FACILITIES MANAGER;	

7.8.2 Data immersion

The data was transcribed by the researcher to enable familiarisation. The notes taken during this short session were also read. The brief nature of the interview means that the data will not be sufficient for coding so the results will be presented as mind maps flaring out of the questions asked (see section 4.9.2.2).

7.8.3 Results

The results presented in this section will be shown in figures with explanations following. They would have the rigour of previous chapters but none of the bulk. For clarity, the results will be presented based on the questions asked.

7.8.3.1 Views on the updated framework and guide

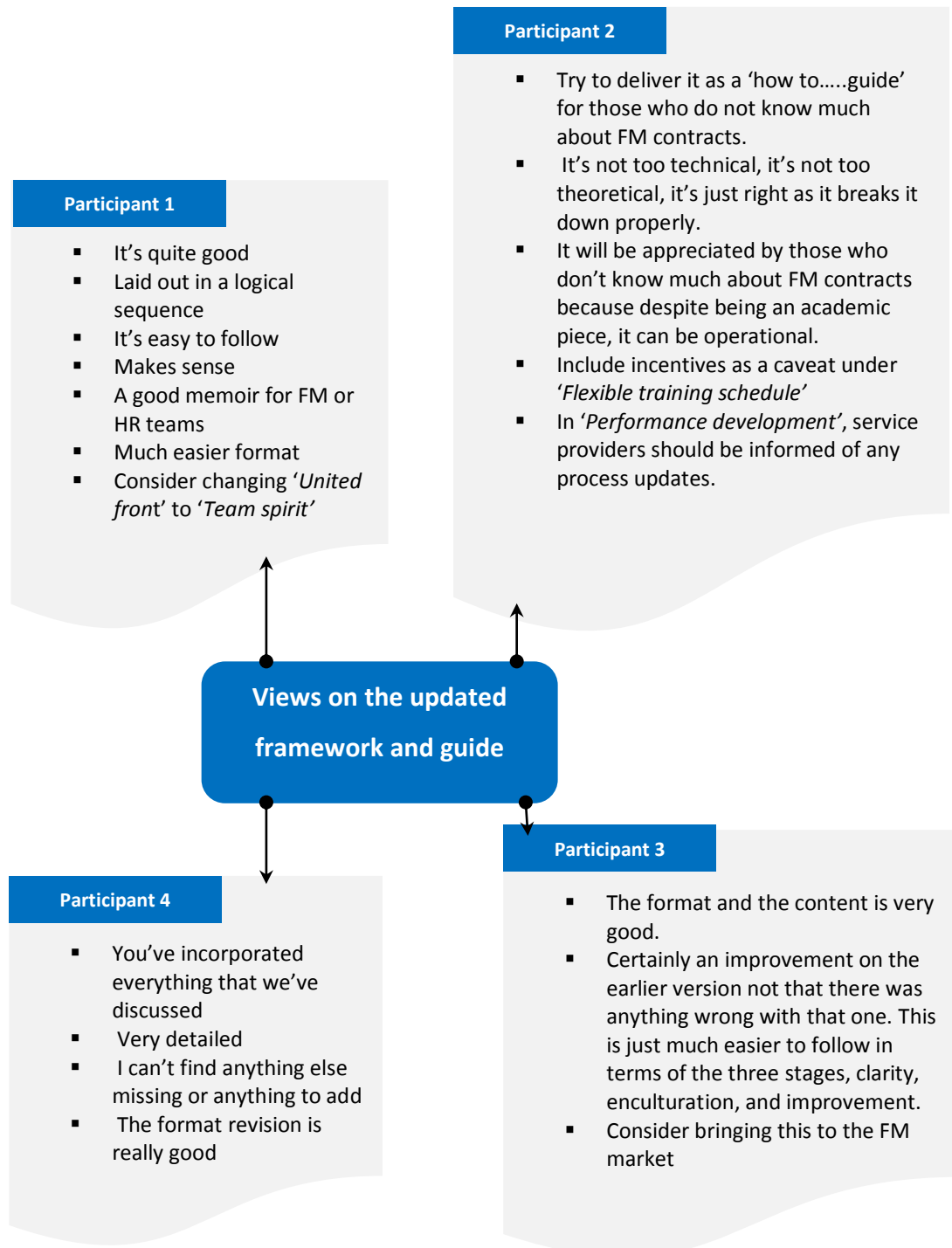


Figure 7-13: Views on the update framework and guide

The participants were asked for their views on the updates made to the framework and guide and the information depicted in the figure 7-13 are direct quotes. The views on the updates are positive and saying that it is *“very good”* and *“very detailed”* means that there is probably a significant difference in the layout of the proposed framework and the validated framework. This was the intention of the researcher and this views act as confirmation of success in updating the framework.

There also seemed to be a positive perception of the current layout as it was said that *“the format revision is really good”*, it’s *“laid out in a logical sequence...easy to follow”*. Information from the focus groups that was analysed in the earlier parts of this chapter showed that the framework and guide would require some explanation for someone who had never seen it before but this new format has garnered no negative responses from the participants and that is considered a success in terms of the new format.

General views on the content update revealed that the participants might be satisfied with the changes made to the content of the framework too. One of the participants stated that they *“can’t find anything missing or anything to add”* and another thought the *“content is very good”*. These views validate the changes made to the framework as suggested changes from the focus group sessions were made to increase its quality. One of the few suggested changes was terminology that had not been picked up at the focus group stage. A participant suggested changing ‘United front’ to ‘Team spirit’ as the latter was more widely used within the business world and far easier to understand. The other suggestions were framework guide inclusions. It was suggested that the *‘Performance development’* component be expanded to include communication of changes borne of the component to service providers. This will enable the service providers update their processes to match the client’s. It was also suggested that the *‘Flexible training schedule’* be expanded to include an incentives caveat for staff who do not want to spend unpaid time to participate in the training. These changes would be made to the framework and guide as suggested.

A general view that was suggested by three of the participants was the advice to connect stakeholders and other interested parties to the framework and guide. Arguments for this stance are that it would be a *“good memoir for FM and HR teams”* and *“it is not too technical...or theoretical and is just right as it breaks everything down properly”*. The third participant also suggested that the researcher *“consider bringing*

this to the FM market”, ‘this’ being the framework. It is interesting that this was not considered at all during the initial validation stage. This new idea might be because the new format is easier to follow as each stage is broken down and not in spreadsheet style especially the guide. This view has already been considered by the researcher and the participants’ views suggests that it is a viable move.

7.8.3.2 Incorporating suggestions on content and format

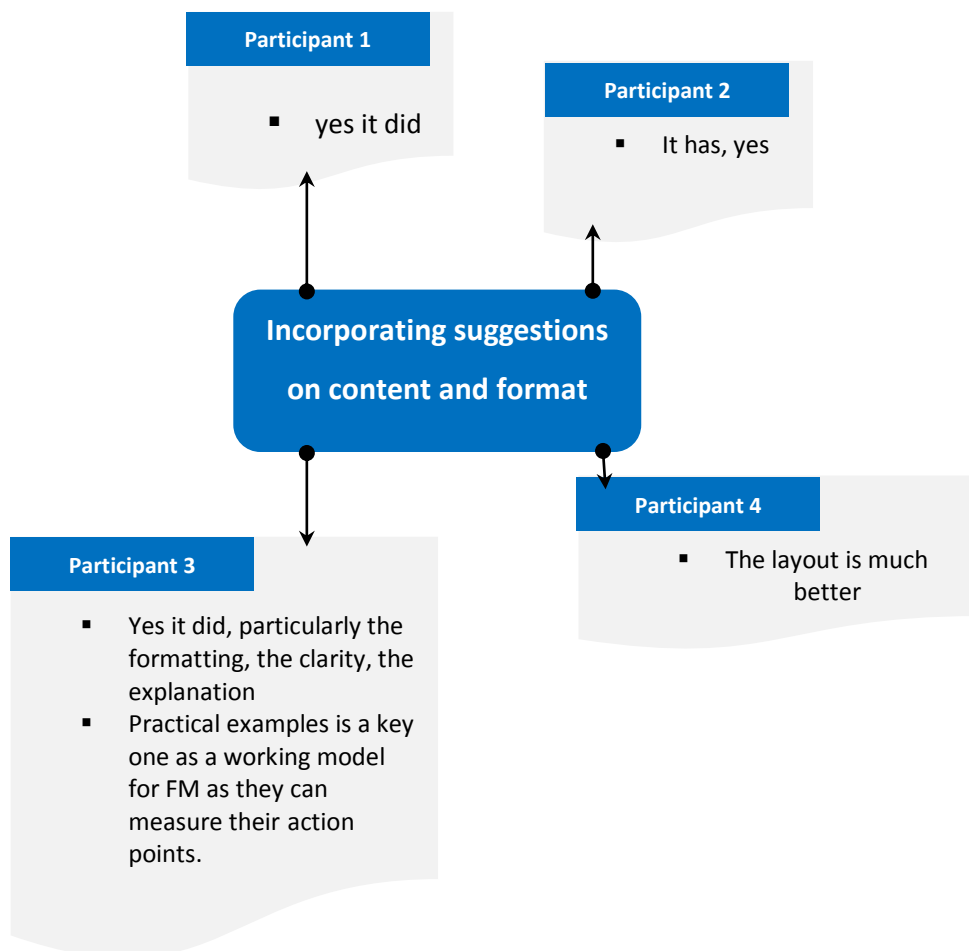


Figure 7-14: Incorporating suggestions on content and format

Most of the information given by the focus group participants were suggestions for improving the framework’s content and format. It was therefore necessary to clarify in this supplementary validation stage that these suggestions were incorporated. There was total consensus by the participants on this question and this validates the actions taken in amending the components and the format. The layout was said to be “much better” and the content was praised for “*formatting, clarity and explanation*”. The

examples column was seen as a “key one” to enable organisations measure their actions against the framework. This was the principal reason the column was added to the guide and it was confirmatory that it serves its purpose even though it was present at the first stage of validation.

7.8.3.3 Increased chance of success

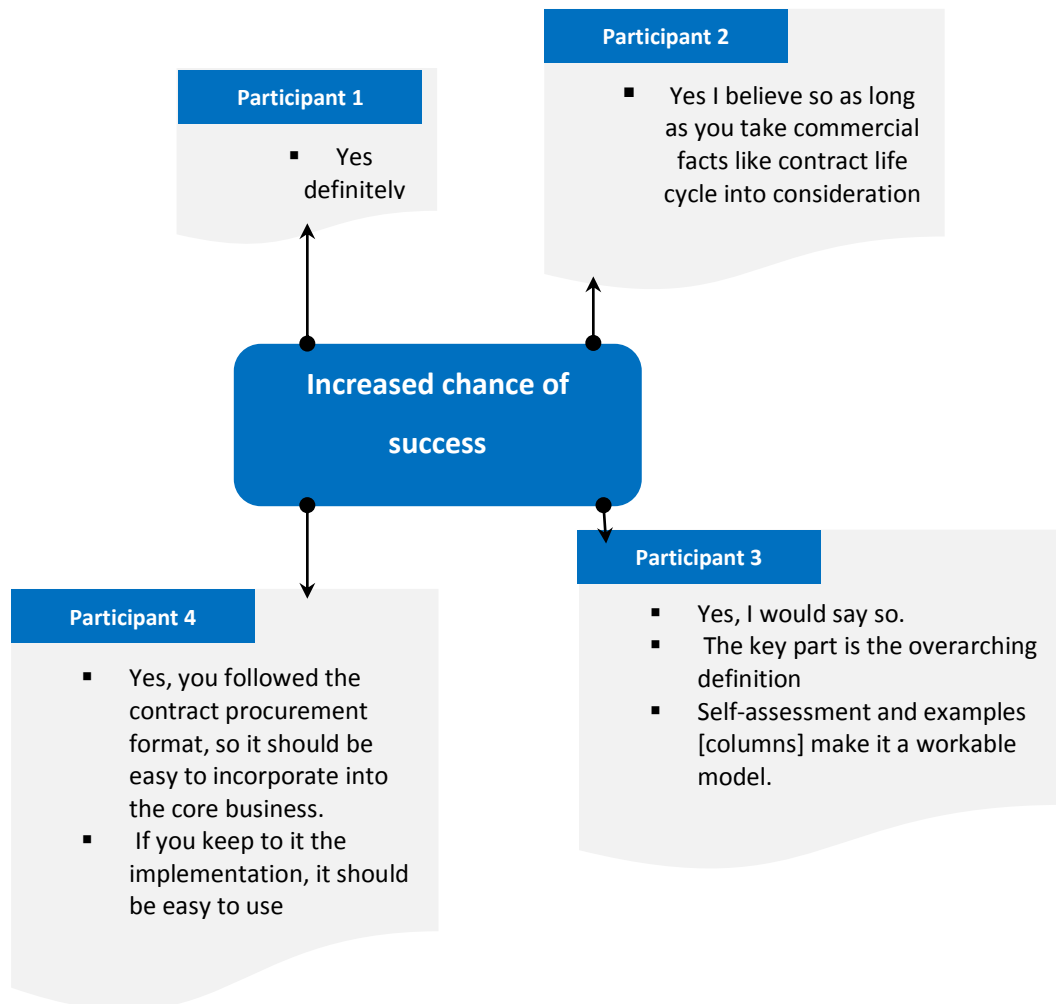


Figure 7-15: Increased chance of success

This question focused on the chances of the framework and guide succeeding if applied to a real organisation as a case study for example. It was asked to determine if the updated framework and guide have a higher chance of success than the proposed framework and guide. The responses were reassuringly positive from all four participants. This document was developed to be a practical framework for organisations especially clients to use in the socialisation of their external service

provider staff and confirmation that this would “definitely” work is a level of validation sought for the framework. The aspects mentioned in relation to this question are highlighted and discussed below. They are discussed as some of them have been clarified and discussed in the analysis of the focus group session and others raise the researcher’s interest.

- *Commercial facts:* Commercial facts such as contract life cycle in this respect are the regular practices that occur in business which may or may not have basis in theory. They are what is already accepted in practice and the participant made this reference to show the importance of these facts to any process that is meant for commercial use. This framework has addressed all the commercial issues that came to light during the focus group session including the contract life cycle
- *Contract procurement format:* The procurement format for organisations was raised as a matter of import during the initial validation stage. This was reconsidered again and the components that are affected by it, namely the ‘Clarity’ stage of the framework have been closely reworded and formatted to fit in with contract procurement without losing the original steps.
- *Overarching definition:* Interesting, this definitions were present in the proposed framework but it appears a break-down of each stage has made it easier to see the parts that make up the framework and guide in more detail which is seen as a positive point for the formatting.
- *Self-assessment and examples:* Self-assessment is a new column added to the guide and was picked up by one consultant. It was included due to information on the framework design (see section 7.5.9) to include an assessment method for organisations. The examples column was also commended and both are considered to make the framework “workable” for organisations.

7.8.3.4 Current over precious design

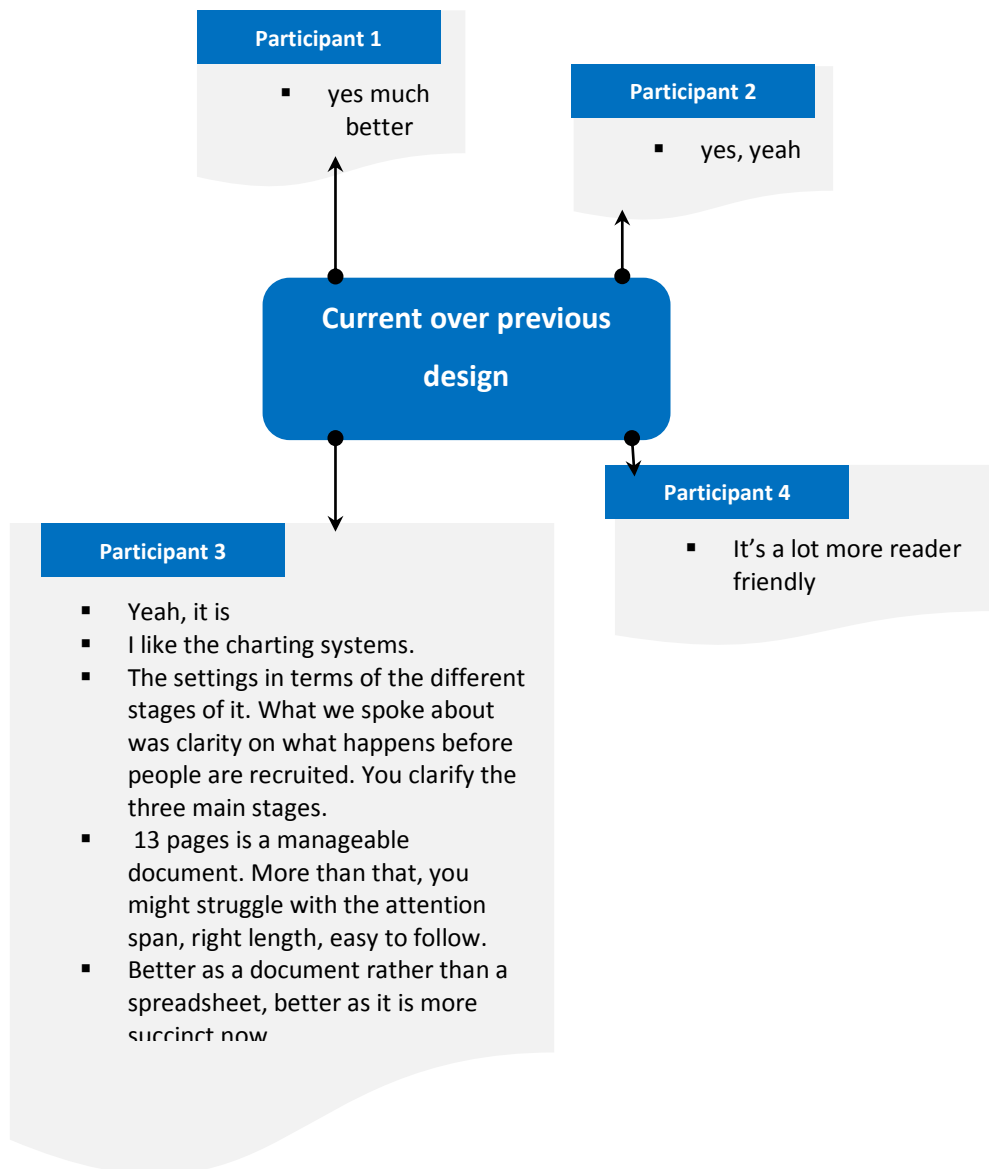


Figure 7-16: Current over previous design

This section represents replies to the final question asked in this supplementary validation stage. This question has been answered subtly through the replies provided to the other question but it is necessary to clarify details to avoid confusion. The participants were asked if the current design was in better form than the previous one (i.e. the design of the proposed framework presented at the focus group sessions) and the answer was equivocally positive. It was said to be “*much better*”, and “*a lot more reader friendly*”. A participant that went into more detail stated that they “*like the*

charting systems". The charting systems were created as it was suggested at the last validation stage to help organisations assess if they were successful in implementing the framework. It was also stated that the framework looks better *"as a document rather than a spreadsheet"* and is the *"right length...to follow"* without losing the reader's focus.

7.9 Implications for validated framework

The responses from the second stage of validation have been positive and have successfully validated the changes made to the components and the formatting of the 'Cultural fit' framework in terms of terminology, layout, design, and the other suggestions made at the focus group sessions which were the first stage of validation.

There appears to be a willingness to accept the validated framework shown by the positive answers to the questions asked and even suggestions for its use in practice by the participants. They understand the framework and its guide without prompt though this might be as a result of participating in the focus group sessions but they confirm that it is easier to follow than the proposed framework.

7.9.1 Changes

The terminology 'United front' in the 'On boarding' section of the 'Enculturation' stage will be changed to 'Team spirit' to mirror commercial language and for ease of implementation.



Figure 7-17: Suggested change ringed in red

The '*Flexible training schedule*' component in the guide will be expanded to contain information about incentives for disinterested staff to encourage them to participate in the training schedule. The '*Performance development*' component will also be updated for client organisations to inform service providers of changes made to their processes and procedures.

7.10 The validated FM 'Cultural fit' framework and guide

The changes noted above would be made to the framework and guide and the newly validated framework will be attached to this thesis in booklet format based on the suggestions (see Appendix J).

7.11 Observations and implications for FM

Figure 2-12 was used to depict how an FM department can become strategic in an organisation by aligning its strategy to that of the company and setting them to help the company achieve its goals. Through the development of this framework, it has emerged that the aspects of FM that the 'Cultural fit' framework connects to is much larger than was considered at the start of this study. If an organisation chooses to outsource, the external service provider employees will have an impact which can be either positive or negative on the FM department and indirectly on the larger organisation. If properly implemented, it should be able to positively influence the aspects of strategic FM ringed in red as illustrated in the figure.

Figure 7-18: Positioning the 'Cultural Fit' framework in strategic FM

The diagram originally presented here cannot be made freely available via LJMU Digital Collections because of 'copyright'. The diagram was adapted from Wiggins (2014)

The area marked might be considered to just be a single aspect of FM but people are mobile and they take their perceptions with them wherever they go in the organisation. It is important that that perception or outlook be the right one.

7.12 Chapter summary

- This chapter analyses the data collected from the focus group sessions by developing nodes from the data and categorising them. The information is from five focus group sessions including the pilot focus group. There is a total number of 285 nodes coded in three high level themes split into nine mid-level themes. What follows is an in-depth discussion of each node to determine what they mean.
- There follows a summary of the mid-level nodes and what these summaries mean for the framework. The summaries are used to note where changes should be made to the framework in terms of the components, layout and the design.
- The updated framework and guide are then presented to facilitators of the focus groups in a short interview session to confirm the suggested changes made at the focus group session they attended have been implemented.
- This leads to an analysis of the data from the interview session presented in mind map format. The observations are noted and the framework is validated with minimal suggestions for change. This stage achieves two purposes. Member checks for validation strategy and the validation of the framework and guide.

8. Discussion, conclusions and recommendations

8.1 Introduction

This chapter provides an overview of the aims and objectives of this research, its findings, conclusions, limitations and recommendations. Through this study, the thesis provides a significant contribution to knowledge by examining the socialisation processes used by client organisations in FM to integrate their external service provider staff and has in the process realised that most FM organisations do not have a documented socialisation process even when they have some training steps for integration. This has led to the development, refinement and validation of a 'Cultural Fit' framework that can be used by client organisation to socialise and integrate external service provider staff into FM departments and organisations.

8.2 Research overview

The chapters in this thesis have covered different aspects which have contributed to the answering the research question proposed at the start of this study. The final product is divided into eight chapters. Chapter one contains information on the background to the study and the gap in the industry i.e. the research problem. It then explains the research problem, the aim and the derived objectives to achieve the aim. In addition, it provides an overview of subsequent chapters to guide the reader on the chapters and their relevance to the study.

Chapter two provides an in-depth look of FM, its scopes and services and the gradual shift of FM from operations to strategy. It notes the current gap in strategic FM especially in the important aspect of outsourcing which most FM departments and organisations employ. In addition, it considers how the quality of service delivered affects customer satisfaction and the customer experience. This chapter is necessary to set the background of the FM sector and outsourcing which the 'Cultural Fit' framework is meant for.

Chapter three provides an in-depth look at culture and socialisation and how this is used in communities to maintain their traditions and teach younger generations these traditions. It then considers culture in the organisational setting and the factors that affect organisational culture. The next step was to look at how culture is transferred to new employees in organisations. A review of the steps in the socialisation process and theories on organisational socialisation are discussed. The final review of currently proposed socialisation models by researchers in the field. This chapter examines five of the most prominent models and evaluates them to determine their suitability to external service provider staff in FM.

Chapter four is the methodology chapter. It provides an overview of the research design and methodology adopted in this study. The rationale for qualitative design, the qualitative methods adopted and their application in this research is discussed. It also reviews the method for organising and analysing the data collected in the course of this research. The final aspect is the validity and reliability strategy adopted to ensure valid methods and reliable results.

Chapter five presents the results from the analysis of the first stage of the research: Interviews. The data covers three major themes of: *FM contracts and strategy*, *Integration*, and *Transcending customer standards*. Chapter six covers the discussion of the results in chapter five and the development of the proposed 'Cultural Fit' framework and guide. Chapter seven presents the results from the analysis of the second stage of the research: Focus groups. It discussed the results and uses the information to refine and validate the proposed framework. It then conducts a second validation via interviews with one member from each focus group session. Finally, chapter eight which is this chapter presents an overview of the aims and objectives of this research, its findings, conclusions, limitations and recommendations.

8.3 Meeting the research aims and objectives.

The research area chosen for this study was thoroughly studied by undertaking an extensive review of relevant literature and examining FM and the scope of services related to it including outsourcing; and culture including how it is reflected in an organisational setting as well as existing socialisation models.

Further study of socialisation revealed that the models that exist consist of components that are not relevant to the current FM sector and were in fact never relevant as they were based on working systems that existed before FM became recognised as a profession. This led to the research question:

How prepared are external service provider employees for the set-down cultures that exist in the companies they are outsourced to, in order to deliver high quality customer-facing services?

Answering this question required the development of a research aim which is tailored to that goal. Thus the research aim:

To create a holistic ‘FM Cultural fit’ framework that establishes how outsourced FM employees are socialised into their contracted workplace.

To achieve the research aim set out above, it was broken down into smaller research objectives for ease of achievement:

Table 8-1: Research objectives and their achievement methods

Research objective	Achievement method	Relevant chapter
1. Analyse the importance of organisational socialisation in FM.	Literature review and qualitative data from the first interview stage	Chapters two, three, five and six
2. Understand the role of service experience and customer satisfaction to outsourced arrangements.	Literature review and qualitative data from the first interview stage	Chapters two, five and six
3. Investigate the current socialisation processes undertaken by stakeholders in the FM service delivery process.	Qualitative data from the first interview stage	Chapters five and six
4. Construct an FM Cultural-Fit framework based on the outputs of objectives 1-3 as a business support tool on delivery of FM contracts.	Literature review and qualitative data from the first interview stage	Chapters three, five and six
5. Investigate and validate the applicability of the specific components of the proposed FM Cultural-Fit framework to stakeholders in the FM service delivery process.	Qualitative data from the focus group and second interview stage	Chapter seven

8.4 Summary of conclusions

The conclusions that will be made are based on the objectives designed at the start of this study.

8.4.1 Objective one: Analyse the importance of organisational socialisation in FM.

The first objective of this research was achieved through the literature review and the findings of the first stage of data collected: interviews. It was clear from the literature review that FM has evolved and that the scope of service that are attributed to FM has likewise evolved. It is even more likely that this scope will expand some more with time. This makes it increasingly difficult for some FM organisations or departments to manage these services themselves. The cost of employing staff internally and training them to perform those services is ever rising. This had made organisations seek outside expertise.

Outside expertise is often in the form of outsourcing non-core services to organisations who have trained experts that can perform those services. These expert organisations, also known as service providers enter into a contract to deliver external service provider staff to the client organisation. These external service provider staff perform their assigned duties in the premises of the client and depending on the service, might interact with internal staff or even customers. Customers seeking services would not be in a position to determine who is internal or external service provider staff and would seek service from any staff they encounter. This can lead to embarrassing or even disastrous situations for the client organisation if the external service provider staff cannot help the customer, direct them to help or commit an obvious mistake staff should not.

Organisational socialisation prevents such mistakes by training the external service provider staff in the culture of the client and helping them integrate into the client team. The importance of service delivery in FM makes this critical and increases motivation whilst reducing high staff turnover. The interviews yielded the fact that socialising external service provider staff is a positive move as there are positive changes in their service after the process. The interviewees also believed that the client and service

provider should work together to achieve socialisation in external service provider employees.

Conclusion One: Organisational socialisation enables staff, both internal and outsourced to imbibe the culture of the organisation in which they work which then enables them to fit in easily, quickly and seamlessly and deliver a higher and better level of service to their customers.

8.4.2 Objective two: Understand the role of service experience and customer satisfaction to outsourced arrangements.

This objective will be answered by the literature review and the first stage of data collections: interviews. It was clarified in the literature review that there are certain attributes sought by a customer during service. Threshold attributes are the basic expectations they have, performance go beyond the call of duty and delightful constitute the truly unexpected. When customers receive a service from staff representing an organisation, they do not distinguish between internal and external service provider staff. This means the satisfaction derived from that encounter is marked against the organisation and not often the person. This can sour their view towards the organisation especially on first encounters.

It was also discussed that the determinants of service quality are reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding/ knowing the customer, and tangibles. External service provider staff do not automatically resume at the client organisation with an innate understanding of these values, they have to be trained in them. Organisations regularly train their internal staff to reflect these values and the literature review reveals that it is also beneficial for external service provider staff to receive training. This means that the service provider need to lay the ground work by sending the right kind of staff to the client organisation. The interview results showed similar views as organisations are constantly striving for better service and agree that it is vital for service providers to be on the same page with them for success in service delivery.

Conclusion Two: Outsourced arrangements can have either a positive or negative impact on the service experience and satisfaction of the customer depending on the

integration training (socialisation) that has been provided for external service provider staff.

8.4.3 Objective three: Investigate the current socialisation processes undertaken by stakeholders in the FM service delivery process.

This objective is achieved solely through the information collected at the interview stage. It was revealed that FM organisations and departments are moving more into strategic FM but this has not advanced yet to the socialisation processes. Organisations have a human resource management policy that allows for the socialisation of internal staff but this is not the same for external service provider staff. The organisations that do practice some form of socialisation for external service provider staff do not have it documented and a significant portion had not considered the benefits they might gain from it.

Despite this, there was a general receptiveness to the idea of a framework that could be used by client organisations in conjunction with service providers to socialise external service provider staff. There were relevant pieces of information from this stage that has gone into the construction and development of the proposed framework.

Conclusion Three: There is no general socialisation of external service provider staff by FM organisations and departments yet, but there is a positive view towards a socialisation framework that can achieve the integration of external service provider staff in client workplaces.

8.4.4 Objective four: Construct an FM Cultural-Fit framework based on the outputs of objectives 1-3 as a business support tool on delivery of FM contracts.

This objective was achieved through the literature review and results from the first stage of data collection: interviews. The socialisation models discussed in section 3.7 were considered for adaptation but none was close enough to suit the peculiarities of the FM sector so a new framework was developed. It utilises components from the socialisation models and information from the data. The in-depth discussion of the data and the

summaries of the in-depth discussion was used to select steps for inclusion in the framework. The themes classified together during the analysis divided the information into smaller stages for the framework: pre-socialisation, in-socialisation and post-socialisation.

Pre-socialisation consist of the mobilisation period for most organisation. Here, the client goes out to tender and the framework consists of components that will assist organisations consider and decide what they need from their service provider. They are able to ask for staff who will contribute to their goals and vision because they have set realistic expectations for themselves and the service providers.

In-socialisation starts when the external service provider staff resume art the client's premises. They are then taken through an induction process which includes information on their roles and how they are to behave and interact with colleagues and staff. There is a process to make them a part of the client's team and help them fit in thereby encouraging identification with the client. The client organisation can confirm they are socialised through regular appraisals e.g. surveys or meetings.

Post-socialisation is the last stage of the framework. It helps organisation improve and maintain their service through the use of appraisal, meetings and other service measurements. They are able to concentrate on the service delivery because they have confirmed that the external service provider staff is socialised and this brings them all up to the same level to focus on their customers and their satisfaction. A guide was developed to explain the stages and the components and sections in each stage to foster better understanding. The final 'cultural fit' framework and guide can be seen in Appendix J.

Conclusion Four: A three-stage framework for pre-socialisation, In-socialisation and Post-socialisation was developed for the integration and socialisation of external service provider staff into client organisations. It is explained with great detail by a guide for ease of implementation

8.4.5 Objective five: Investigate and validate the applicability of the specific components of the proposed FM Cultural-Fit framework to stakeholders in the FM service delivery process.

This objective was achieved through the second stage of data collection: focus groups and interviews. The developed 'cultural fit' framework and guide were brought before five focus groups to discuss if the components are applicable in their organisations and to confirm the validity of the framework. The groups gave several useful input which have been used to revise the framework and guide and update them. The updated and revised framework was then sent to the facilitators of the groups to confirm that the changes made were based on their suggestions. The process for this can be seen in chapter seven. This was necessary to ensure the proposed framework can be used by FM departments and organisations and does not remain merely academic in nature.

Conclusion Five: There was a successful validation of the FM 'Cultural fit' framework and an update of the components based on the input from focus group participants to make it a workable document.

8.5 Answering the research question

The systematic use of literature review and data collected through qualitative means has been instrumental in answering the research question asked at the start of this study: **How prepared are external service provider employees for the set-down cultures that exist in the companies they are outsourced to, in order to deliver high quality customer-facing services?** It was identified that external service provider employees are not truly prepared for the set-down cultures in the client workplace they are contracted to work in. Furthermore, their employers (service providers) and the organisations they work at (client organisation) have not done a lot so far to prepare them for these cultures or integrate them into it. However, the framework and guide developed in this body of work will start external service provider employees on that path and perhaps even help them achieve total integration in the client workplace.

8.6 Significant contribution to knowledge

The research undertaken contributes to knowledge in the following ways.

8.6.1 Contribution to theory

It was evident at the start of this study that literature on socialisation is inadequate and what exists is not very current. This research has developed an in-depth review of all literature appropriate to this study that supports the research question in the areas of strategic FM, culture and especially socialisation. This thesis has also contributed in the area of innovative theories and frameworks, addressing new questions and producing new evidence and insights (Johnston, 2008). Detailing the points, significant and original contribution to knowledge was achieved in the following ways.

- A comprehensive review of literature that discusses organisational culture and socialisation from a FM viewpoint.
- The identification of outdated socialisation models that are not fully compatible with today's organisations and work systems.
- An attempt to update current definitions of culture, outsourcing, organisational culture and organisational socialisation.
- The identification of current gaps in socialisation in FM, especially for external service provider employees.
- The production of new insights through an ethnographic study on the awareness of socialising external service provider staff into client organisations.
- The development of distinct components required in the socialisation of external service provider staff in FM
- The development of a FM 'Cultural Fit' framework to socialise external service provider staff into the client workplace.

These contributions to theory should provide a literary background for research into culture and socialisation in the FM sector.

8.6.2 Contribution to practice

Asides the contributions this study makes toward theory, it also contributes to the practice of FM. There was a general consensus by the stakeholders who participated in the primary data collection that this framework can be used to successfully socialise external service provider staff in the work place. The contributions of this thesis to practice.

- The development of a framework that can socialise external service provider staff into the client workplace. This will encourage the proper integration of such staff into the client's workplace and enable them deliver the agreed contracted services without several hitches that might occur otherwise.
- The development of a framework that will foster better relationships between client organisations and service providers. Where the service provider and the client understand what the other party wants and how they would like it done, misunderstandings are fewer and the relationships can become true partnerships in practice.
- The development of a framework that can reduce absenteeism, high staff turnover and increase staff motivation and morale. Staff that understand an organisation and are happy to work in that environment are less likely to call in sick to escape work and will be happier about their jobs as they understand that they contribute to the success of the organisations vision no matter how small their part is. It foster the 'working together as a team' spirit.
- The development of a framework that has its roots in strategic FM and touches upon several aspects of daily FM practice since processes and procedures need people. This means this framework might produce positive results in other aspects of the organisation that even the FM might be unaware of.
- The drive for FM to be more strategic and forward-thinking is a major viewpoint of this study and it is hoped that organisations will consider the present and future impact of their workplace processes in the bid to make them more effective and efficient.

These contributions should improve the relationships between client organisations, service providers and external service provider staff in the FM industry.

8.7 Research limitations

It is difficult to conduct a research study which is totally free from limitations. The limitations encountered in the course of this study have been noted below.

- The research design adopted was a purely qualitative one. It is entirely possible that the results from the data collection stage might have been different with a quantitative or mixed methods study. This possibility could not be tested however due to time constraints. It was however determined in the methodology that the research aim and objectives could be best achieved via qualitative means because there is a dearth of data in the research area and this was properly detailed in the methodology chapter.
- The framework has been updated and validated but it has not been used in an actual contract. This is a current limitation but would be useful to see the practical application of the framework and see how the components would be applied in a life scenario.

8.7.1 Practical limitations

- It was discussed by the participants that it is difficult for any framework to be truly generic and flexible so this framework would not fit every organisation. This has led to the conclusion that this framework might not be suitable for short term contracts as it would require some time to complete the process and it would not be beneficial in contracts shorter than a year. It might also not be suitable for organisations with external service provider staff who work on multiple contracts at the same time.
- Another critical fact to the implementation that came out of the research was the interest level of the organisations and the staff. This framework should be implemented by the client organisation and where there is no upper management interest, the framework would not be effective. The second aspect to interest is staff interest. If the external service provider staff who should go through the socialisation process are not interested, it would be difficult to achieve integration.

8.8 Recommendations for further work

This study has started an interesting foray into the socialisation of external service provider staff by providing a literary background and developing a framework for this purpose. This framework would be interesting to see applied in a case-study scenario by using it in an organisation to socialise external service provider staff in perhaps a three or five year contract. This would likely impact the components or even stages of the framework as it has been used practically. It would also be interesting to consider this framework with adjustments in socialising regular staff with the FM industry and perhaps other industries as well. This can be researched with tactical adjustments to the framework to suit the industry.

External service provider employees were not part of the participants at any stage of the data collection as this study was conducted from a business-to-business perspective and further work can be done to determine their view. This would add the perspective of the individual and should produce rich data with the springboard of the currently developed framework.

With the development of the framework, it might now be educational to have a wider opinion on the applicability of its components by conducting a survey of FM stakeholders in the industry in a quantitative study. This should either confirm the relevance of the components or shed light on changes that should be made to the components or stages to make them more efficient.

8.9 Chapter summary

- This chapter provides an overview of the research and a summary of conclusions based on the objectives set at the start of the study. It answers the research question asked by clarifying that there are currently no set-down processes for integrating external service provider staff and attempts to solve this by the development of a framework which provides an original and significant contribution to knowledge in addition to the extensive review of literature.
- It also acknowledges the research and practical implications and makes recommendations for further study.

9 References

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Appendices

Appendix A: Consent form used for interview and focus group sessions



LIVERPOOL JOHN MOORES UNIVERSITY

CONSENT FORM

Organisational socialisation and the role played by external service provider employees in Facilities Management companies

Yetunde Aderiye, School of the Built Environment, Faculty of Technology and Environment, Liverpool John Moores University

1. I confirm that I have read and understand the information provided for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and that this will not affect my legal rights.
3. I understand that any personal information collected during the study will be anonymised and remain confidential
4. I understand that the focus group will be audio recorded and I am happy to proceed
5. I understand that any direct quotes published will be anonymised and will not be attributable to me
6. I agree to take part in the above study

Name of Participant _____ Date _____ Signature _____

Name of Researcher _____ Date _____ Signature _____

Name of Person taking consent _____ Date _____ Signature _____
(if different from researcher)

Note: When completed 1 copy for participant and 1 copy for researcher

Appendix B: Participant Information Sheet used at the interview stage



LIVERPOOL JOHN MOORES UNIVERSITY

PARTICIPANT INFORMATION SHEET

INTERVIEWS

Organisational socialisation and the role played by external service provider employees in Facilities Management companies

Yetunde Aderiye, School of the Built Environment, Faculty of Technology and Environment, Liverpool John Moores University

You are being invited to take part in a research study that I am undertaking as part of a PhD programme at the School of the Built Environment, Liverpool John Moores University. Before you decide to participate it is important that you understand why the research is being done and what it involves. Please take time to read the following information.

Purpose of the Study

The aim of the research project is to explore the role of the external service provider employee in Facilities Management companies and the current socialisation process that exists to ensure employee/organisation congruence. This exploration will take the form of data collection via semi-structured interviews.

Participation criteria

Facilities management employees are all potential sources of valuable information. All facilities management companies, their clients, employees and FM consultants are eligible participants.

Do I have to take part?

Your participation in the research is voluntary and it is up to you to decide whether or not to take part. If you agree, to take part, you will be given this information sheet and asked to sign a consent form. You are still free to withdraw at any time and without giving a reason.

If you wish to receive a summary of the research findings once the study has been completed please contact me at the email address below.

What will happen to me if I take part?

These interviews will be conducted at the client's convenience. Each interview will last approximately 40-60 minutes, during which you will be asked to discuss your perception of the place of external service provider employees within your organisation and how the current socialisation process helps/inhibits their cultural fit.

Are there any risks / benefits involved?

There are no potential risks involved with participating in the interviews. There should, however, be benefits; the aim of the research is to improve the service delivery process and enhance customer satisfaction. By expressing your views of the cultural fit of the external service provider employee, organisational socialisation and how these affect service delivery, we can improve the process in a participative manner.

Will my taking part in the study be kept confidential?

Transcripts from the interviews will be coded and made anonymous so that no individuals can be identified in future reports and publications of the findings. The publication of direct quotes from the interviews will not be attributed to named individuals and their identities will be protected.

Contact Details of Researcher:

Please contact me, using the details below, if there is anything that is not clear or if you would like more information and please take time to decide if you want to take part in the research or not.

Yetunde Aderiye

School of the Built Environment, Faculty of Technology and Environment, Liverpool John Moores University, Henry Cotton Building, 21 Webster Street, Liverpool, L3 2ET.

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Appendix C: Copy of the Participant Information Sheet used at the focus group stage



LIVERPOOL JOHN MOORES UNIVERSITY

PARTICIPANT INFORMATION SHEET

FOCUS GROUPS

Organisational socialisation and the role played by external service provider employees in Facilities Management companies.

Yetunde Aderiye, School of the Built Environment, Faculty of Technology and Environment, Liverpool John Moores University

You are being invited to take part in a research study that I am undertaking as part of a PhD programme at the School of the Built Environment, Liverpool John Moores University. Before you decide to participate it is important that you understand why the research is being done and what it involves. Please take time to read the following information.

Purpose of the Study

The aim of the research project is to explore the role of the external service provider employee in Facilities Management companies and the current socialisation process that exists to ensure employee/organisation congruence. This exploration will take the form of data collection via semi-structured interviews.

Participation criteria

Facilities management employees are all potential sources of valuable information. All facilities management companies, their clients, employees and FM consultants are eligible participants.

Do I have to take part?

Your participation in the research is voluntary and it is up to you to decide whether or not to take part. If you agree, to take part, you will be given this information sheet and asked to sign a consent form. You are still free to withdraw at any time and without giving a reason.

If you wish to receive a summary of the research findings once the study has been completed please contact me at the email address below.

What will happen to me if I take part?

This is the second stage of data collection and it is to be conducted at the client's convenience. Each focus group will last approximately 60-90 minutes, during which you will be asked to discuss your perception of the proposed FM 'Cultural-Fit' Framework to socialise external service provider employees in a client organisation and its various components.

Are there any risks / benefits involved?

There are no potential risks involved with participating in the focus group. There should, however, be benefits; the aim of the research is to improve the service delivery process and enhance customer satisfaction. By expressing your views of the FM 'Cultural-Fit' Framework, we can improve the process in a participative manner.

Will my taking part in the study be kept confidential?

Transcripts from the focus groups will be coded and made anonymous so that no individuals can be identified in future reports and publications of the findings. The publication of direct quotes from the interviews will not be attributed to named individuals and their identities will be protected.

Contact Details of Researcher:

Please contact me, using the details below, if there is anything that is not clear or if you would like more information and please take time to decide if you want to take part in the research or not.

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Appendix D: Copy of researcher's checklist for Interview and Focus group sessions

Checklist

Before
Recording equipment: ipad, recorder, tab, phone. Always charge them beforehand.
Business cards
List of questions
Participant information sheet (PIS)
Consent form

During
Give business card
Give participant PIS and consent sheet. Sign two consent sheets and give them one
Give them the list of themes

After
Collect consent sheet
Thank the participant(s)

Appendix E: A copy of the interview questions

Interview questions

1. Does your organisation's company strategy get conveyed to your partner organisations?
2. How many contracts do you deal with? Type of contracts/ services involved?
3. How do you approach setting standards of service quality and delivery in outsourced contracts?
4. How important is customer satisfaction in your service contracts?
5. How much is 'cultural fit' important to the outsourced contract?
6. How does your organisation maintain control over external cultures from new employees?
7. What is the standard framework for the recruitment and socialisation process for your staff?
8. Is the socialisation process for external service provider staff carried out by the client organisation/ the service provider or you? How is it similar or different to yours?
9. What is the content and length of the socialisation process for external service provider staff?
10. Is the training of external service provider staff a plausible and positive approach in your opinion?
11. What organisational qualities do you endeavour to pass across during the training sessions?
12. Do you notice any differences in service attitudes of external service provider staff after socialisation?
13. What barriers have your organisation faced in socialising external service provider staff?
14. What other views do you have on integrating external service provider staff into the workplace?

Opinion on Socialisation frameworks

1. Would a socialisation framework be useful to your organisation?
2. What components would you consider useful in the framework?
3. What time frame would be reasonable for external service provider staff?
4. Who would use it?

Appendix F: Copy of a transcript from the interviews

I: Does your organisation's company strategy get conveyed to your partner organisations?

P5: Yes it does. The ways that we do that are we always invite all of our contracted staff to our business plan launch. So ours for this year was last week. So all the contracted companies are invited along so they understand what our business plan objectives are, what we're trying to do in terms of driving the business, what we're doing to work with the city on event strategy for example. So they get to understand everything about our targets and our ambitions, like any of our other staff.

I: Okay. And how many contracts do you deal with?

P5: Predominantly we're in-house, so the contracts that we outsource to companies are those that we find to be of quite a high risk, or we know we haven't got a specialist to work in that area and therefore then recruitment and training, etc becomes a little bit more difficult for us. So we have our MandE, so our mechanical and electrical engineer, we have a partner for that. We have another partner who do our ground maintenance for our park. We have two partners who do our lifts and escalators. And we have a company called who do our high-level glass cleaning. So they're the predominantly outsourced companies that we work with.

We do outsource a little bit of security but only if we're doing a major event and we need to bring in some large numbers. One of the downsides of being in-house is the flexibility of your staff and also you can't flex the numbers very well, it's not an easy ... well it's impossible because we work with a head number. And when you work with teams that are on four days on, four days off and they're doing 12-hour shifts, the last thing they want to do on a four day off is come in and do more than one shift

particularly. So you're limited in terms of numbers who you can bring in. So we do outsource some of our security at events.

I: Okay. And how do you approach setting standards of service quality and delivery in your outsourced contracts?

P5: We have a spreadsheet that details service level agreements and key performance indicators. We've only really just started that in the last 12 months where all of our contractors will have set targets. And also standards that we want them to meet in terms of response times, attending meetings, attending meetings on time, being very proactive in the information that they give us, all of those things. So it's not just for example on a planned preventative maintenance programme you know, our KPI could be that they have to be 95% compliant at all times. We don't just want to see that, we want to know what they're doing proactively as well. So we do very much encourage them to come up with ideas about how we prolong the life of any equipment. So we don't just maintain it and because they're on-site a lot of them we have set engineers. So a partner for example where we have 46 lifts, it's pretty much the same engineer that will come to us all the time. If we has an emergency callout at night, it would be a bit more difficult but because we've got so many lifts we can ask them to make sure we get the same engineer, so we get the same consistency. So you get the same then service levels and we can then talk to them about things like customer service you know, if they're asked the location of a particular store they'll know it because they're familiar with their surroundings.

P5: So we do put a lot of emphasis on that type of thing and being proactive about stuff and not just coming in, doing the maintenance and going away and then the rest of it's our problem. We don't see things like that at all.

So when we talk with people we talk about the social element of the job you know, the customer service, the interaction with our team. We're trying to encourage a lot of them to wear uniform with us on it rather than their organisations. We've succeeded with some, others are a little bit more

difficult but we're getting there. But we do remind anybody that's working on-site that you know if there's customers around that there's a certain behaviour and a certain standard of cleanliness and safe working practices. And also language, behaviour you know, we talk to them a lot about all of those types of things so that they ... because they know that if they're on here they're representing us and we expect a certain level of behaviour and everything.

I: And how important is customer satisfaction in your service contracts?

P5: It's very important you know, as I say we ... and this might answer one of the other questions; we do an induction programme for any new starters. So if somebody's coming to work with us and it doesn't matter whether it's an in-house member of the team or a member of our outsourced partners, they've got to attend the same four-day ... four days, it's not a couple of hours ... they sit and learn about our brand, about our objectives, about our culture, about what we see as our brand values. We teach them about safety on-site and we go through a whole health and safety induction programme. They meet all the key managers or directors, so for example I will go down as well as the Marketing Director and our Business Director and HR Director, they will go down and spend about half an hour/45 minutes with them talking through what each of our teams do. And talking to them a little bit ... like I've just said to you, we would go into detail about what our in-house teams do as well, so that they get a full understanding of how we operate.

P5: And from that then we start to see how they can then interact with retailers. And not all of them get the opportunity, not just retailers but the customers as well, all of them will interact with the customer at some point, some of them do interact very much with our retailers. So the way they respond to a retailer when they've had to attend a fire alarm issue or a sprinkler issue within a store, that's a representation of us as a management company. So

we talk to them very much about that and outline what we expect of them and the standards that we expect.

P5: And then we monitor that feedback from stores because from an operational point of view we do a questionnaire to the stores once a year and we get feedback in terms of behaviour, support, how we interact and etc, etc. So we know percentage-wise how we perform with our retailers. A little bit more difficult with customers because there's so many more of them, where retailers we've got 160-odd, so the store managers while they'll change occasionally they are pretty static in terms of who we would deal with.

P5: So yeah, it's very important for us.

I: And how much is cultural fit important to you?

P5: Very important and I think because we're an in-house model we put more emphasis on it. I think if we outsourced and this is one of the difficulties, and I've worked with both, when you work with an outsourced on everything trying to get that cultural fit is very, very difficult because what is it? How do you determine it because you've got so many companies that you're working with? And their cultural fit might not be that easily integrated into what we're trying to do. Because we have so much in-house and at least 110 of our 140 staff are in-house we find that much easier to find that cultural fit.

P5: And because of the size where we can leverage things is like I said like a partner for example, we have one engineer that works with us all the time. If we had five or six lifts instead of 40, they wouldn't be here as often and I don't think Otis would be as flexible about who they had coming to service them. So the guy that works with us we see him every day or near enough every day, so he's just like one of ours you know, you talk to him, you see him, you can see him having a coffee, he'll be talking

to the team. So I think it becomes a lot easier because you've got a big network there. I think the challenges would be if you're a lot smaller to be honest with you. But very much the companies that we want to work with have got to kind of show the same ethical values that we show, the same environmental ... we're pushing very hard on environmental values and also the service and customer service values. So if they're not meeting that we will be very quickly seeing that because they will stand out because we've got so many different things that are happening.

I: Yeah. And how does the organisation maintain control over external cultures from new employees?

P5: I think, like I've explained, I think it's because we have a requirement that they go through our induction programme. Because it's fixed employees that work with us we're able to work with them every day on different things. So they're not just coming in every quarter or every half-year and doing some maintenance or you know, even if you outsource something like security, yes you would have the same people. And I think those challenges would be a bit more difficult for us. Because there's only a small section for us I think we find it easier to manage that cultural fit, to manage what we're trying to get from them. And in some ways, and we've had this, that the employees that work with us when they go back into their organisation they don't fit some of the things that they go back into. So if I take the MandE Manager for example, we've got a new manager now but the previous one we were showing him everything we wanted to do and we talked with our partner a lot about what we expected from the contract, what we expected from the position this guy had, what his main targets and goals were and his service delivery was. And when he took that and went back into his what they call field engineer meetings where he was meeting with another 10 or 12 colleagues and they had a regional meeting, he was like this is totally alien. So he was really struggling to get back into his company fit. So I think it's more difficult for the suppliers than it is for us. And I think that's testimony to how we have a real desire to make sure that what we get and what we deliver is what we're looking for and not what another company are looking for.

I: Yeah. What is the standard framework for the recruitment ... you already explained the socialisation process takes place over four days ...

P5: Yeah.

I: But like what about the recruitment aspect?

P5: We do expect our service providers to follow the same kind of recruitment policy that we have, in terms of they've got to advertise roles ...

I: Oh sorry, for your staff.

P5: Oh for our staff?

I: Yeah.

P5: What's the recruitment?

I: Yeah, like do you have a set recruitment process for your staff?

P5: Yes we do, yeah, I mean we have a HR Department so they look after that recruitment. So if I'm looking for somebody for let's say a night manager, okay, I don't look after that process, I give it to our HR Department. So we have a process of we'll internally advertise a role and if we can find somebody within internally to fit that role, fine. If we can't, then we go outside. And then we have set requirements in terms of who we deal with and what we're looking for. So our website for example is a great place to find jobs for us. We don't tend to go to recruitment agencies. Maybe if we're looking for a specialist role we might do but generally we go for out and out

advertisement and it's controlled. And then the training programme and the induction programme that they have is a six-month induction and training programme with set meetings monthly with their line manager.

I: Okay.

P5: And this year ... well last year because we're very early into 2014, last year I also introduced for staff that sit outside of the cleaning, waste and security offer that we have, so people that generally work in the office side, if they've done their induction what I've asked for is a presentation from that member of the team at their final probationary interview. And I ask them to talk about their job description, what they've learnt, where they've maybe not touched on certain things within their role, so they maybe are looking for some more support and some more training. But be honest with us about how that induction process has gone and how that probationary period has worked for them. So it's not just about us, it's about making sure ... and that really came around because I had one or two people who didn't get through their probationary. When I sat with them and asked them where their failings were, they were like 'Well nobody trained me on this, nobody trained me on that' and I just felt that we were failing a little bit in terms of how we manage that process.

I: Okay.

P5: And how we integrate them into the business and let them understand what their role and responsibilities are.

I: Yeah.

P5: So I point back to the job description. So we've started to do that. Not so much on the security, cleaning and waste, although we are now putting together some kind of tick lists where we can sit with somebody and say 'Right, that's your job description'

and even if it's a cleaner, a night cleaner, 'Are you trained on all of this equipment? Are you competent in how you use it? Do you know and understand the health and safety regulations around it? Do you know what our environmental objectives are?' And at least then we know that they're integrated into the business.

I: Yeah.

P5: So we've started to roll that out but it's only happened in the last six months.

I: Okay. When you have new staff from a partner, do they also have a socialisation process from their organisation before you have yours for them or is it just the one you carry out?

P5: I wouldn't say we're good on understanding whether they have that same programme.

I: Okay.

P5: I think we've learnt a little bit about that in terms of mistakes made and we've paid the penalty because ... and we found out the hard way in terms of an insurance claim against us. We had to go to court and we lost and it was more because we really didn't understand what ... and it was with a partner, and we didn't understand what their training policy was or really robustly check it out and make sure that the people that they were recruiting were trained correctly in the roles that they were carrying out.

We did our induction programme, we do all of the things that we want to do in terms of integrating them into our business and I think we relied too much on this partner in this instance to make sure that they were safety-trained, that they knew

what lone working meant, that they knew what access to high-level areas was and what their responsibilities were.

P5: We left that to them and that clearly wasn't the right thing to do, as the judge made clear to us. So we learnt a little bit the hard way in terms of that. Now what we do is we ask about training programmes for their individuals, so we see what their training programme is. And like I've just explained about what we're doing, we want to see that from our external service provider employees.

And also what we have started to do and I don't know whether this comes up in another question but what we have had from a partner is they've brought two apprentices on board. So they have two apprentices working here and because of the diversity of the site in terms of what their knowledge is across all the disciplines that they need to learn, our organisation is quite a good place for them to be based.

P5: So they do their one day at college but four days a week they're here working with trained engineers, whether it be on fire or electrical or etc. So we're getting very involved in what their training programme is and their ... what their apprentices have to learn and what their qualification will be at the end of it. So we're working very closely with them on that. They're the only one that actually do that, none of the others do it, although Botanical are looking at doing something very similar. So we encourage them to try and bring in apprentices and work on-site with us. It's a bit more difficult for a certain partner because in the winter they're only really here a couple of days a week because there's no growth anywhere.

In the summer there'll be a lot more but they still won't do five days, they might do three or four days a week. But hey, they can participate and if we can get some of the work here from these apprentices that'd be great.

P5: Is that alright?

I: Yeah, that's fine. Is the training of external service provider staff a plausible and positive approach in your opinion? That's question ten now because you've answered question nine in number four.

P5: Yeah. Is it a plausible and positive ... well it's a very positive approach because we sell our brand, we sell what our values are; we sell what we expect from all staff. So you know, from my point it's a very positive thing because they know that they're included in what we do; they're included in our training days, they're included in our business planning days, they're included in the fun days that we have with different staff. So there's a great integration into our family. So yeah, I do think it's a very positive thing.

I: Okay. And what organisational qualities do you endeavour to pass across during the training sessions?

P5: I think our brand values are the main thing, our focus on safety and working in a safe and pleasant environment and remembering that you've got members of the public or you've got other contractors or staff from other stores around. So having that safe environment is a very, very important thing for us. And from an environmental point of view that we have environmental objectives.

I: Yeah.

P5: And because we only have a small amount of contracted staff I think they get the involvement that we're now giving them in all of our business planning and our environmental objectives. So a partner for example do a lot of recycling, they use products that are not bad for the environment. Another partner are involved in our planning strategy for better use of electricity, how we use our boilers and whether we get maximum use out of it. Our BMS controlling, they control the BMS but we're reviewing with them how we work and where we go in different areas. So that whole

health and safety, environmental and brand awareness is what we really focus on with them.

I: Okay. And do you notice any differences in service attitudes of external service provider staff after socialisation?

P5: Yeah, I think what you do notice is that they become a lot more comfortable and at ease working with people. They feel part of the team and you know, I haven't touched on for example we have information screens that we have in the offices and downstairs in our team base where we highlight all the good things that we do. So if somebody achieves something that's over and above their working life, then through their managers and through the management team we get to a process where we can highlight that to everyone.

I: Okay.

P5: So they start to feel part of that whole family and part of this organisation. So you'll hear a partner for example saying 'We work for, we don't work for'. Which must be a nightmare (laughs) when their managers come in that they're saying that.

I: (laughs)

P5: And it's interesting you know because a partner for example we know that they strive to ensure that they have got some targets in terms of delivering more money. So a typical contract, they will look for a third of the value of that contract annually in additional work. Now we don't encourage that because we don't want to be paying it. They encourage it because it's part ... and this is where they have difficulty integrating people back because outside of our organisation. These engineers are all given targets in terms of additional work and then you get this guy that works with us and

they go 'Well what about him?' They can't touch him because we will not allow their culture of trying to drive value for them, we won't allow that here. So I think there's more issues in terms of integrating them back into their team, from a Honeywell point of view. I think from the others, Mitie, Botanical, Otis and Koni, it's a little bit easier because they're not driven by big value ticket numbers and stuff like that.

I: Yeah, okay.

P5: A partner, where we see real value is they come up with ideas about what we want to do. So for example one of their team came up with the idea of us using solar-powered equipment, so leaf-blowers or hedge-cutters. And they talked to us and we provided some funding for it and we've got three pieces of kit now that are solar-powered. Now I don't think we would have had that if they hadn't a culture of looking at what our values are and what we're looking for from people in terms of ideas and integration and making sure that we're looking at customer service and that whole thing. So I think the difference is that they focus on those things that we want them to focus on, not just on the job that their bosses want them to do. Yes they want the gardens to look great, yes they want our lighting to be okay, yes they want things to work in terms of BMS, it's the additional stuff I think that's where we get value and where we see a noticeable difference.

You bring somebody new in and a partner interestingly have just brought somebody in yesterday, a new higher engineer and you can see them kind of swaggering about and all that and I swear after about a month or six weeks after ... and when they've gone through that induction they'll be like 'Oh, oh I've got to think about what I'm doing in terms of this and this, my appearance, how I talk to people and when I'm going into a store and I'm looking after their fire panel how I've got to represent the client and not my organisation'.

P5: So I do think you see a real difference after a period of time. And it just takes time for us to work on them, that's all.

I: Yeah, it does.

P5: But they're surrounded by a lot of other people that are doing the same thing, so it's like they stand out. It's when they go back into other things that it's a bit more difficult for them.

I: Yeah, okay. And what barriers have your organisation faced in socialising external service provider staff?

P5: We face no barriers from the contractors themselves. I think the biggest thing is getting the right individual to work with us. I think if we took ... and I don't think it would matter whether it was one partner or another, they've got to be open to change, they've got to be open to the things that we're looking at. So I think the biggest challenge is making sure that those people fit our organisation and not everyone does.

You know, that's why we had to change an outsourced manager, he didn't like what we were asking of him. He'd come from being a field engineer and working in all these other areas and having a certain working style and then came to us and it was really alien to him. And he couldn't get what we wanted. So that's the biggest barrier is that individual being able to fit with us. But I don't think that's any different to us employing somebody that's a secretary or a building fabric manager or an IT manager, if they don't fit and they don't work like we work, there's got to be a parting of the ways because we're very clear about what we want in terms of ... and to be fair, what we also do and where we've failed a little bit is we ask people to do a questionnaire and it's about your character

You know one of these questionnaires that goes into how you respond to different things and what you would prioritise. And we have one of these that's been

designed around our culture, so there's got to be a fit in terms of ... so whoever works with me, I have somebody analyse these questions and say right, does that fit with what I'm looking for? Will it fit with the organisation? Will it fit with my style? Will I have a lot of conflict? So internally we can do that, externally it's not as easy. So we will get the odd person coming in that just doesn't fit with us. Not many, there's not a lot. So I think that's the biggest challenge.

I: Okay. And the last question for this section is what other views do you have on integrating external service provider staff in the workplace? Anything that's come to mind that I've not asked since we started?

P5: I think we've covered ... you know, I think we have covered everything because from an organisational point of view you want them to fit with what we're looking for and understand that we want them to do our induction, that we want them to buy into what we want to do culturally, that they're coming into a very large in-house team. And we've talked about the individual approach and therefore the individuals that have come in fit with that as well. And occasionally it doesn't go right but no, I think we've covered everything in terms of what we need to do to fit them into our workplace especially.

I: Okay, thank you. The second part is just the framework we're trying to create we want to make sure that it's applicable, we want to make sure that people would be interested in it, if not there's no point, so that's just what the questions are for. Do you think a socialisation framework would be useful to your organisation?

P5: Well I think we have one. So it would depend what that socialisation framework is. You know, if it's about a recruitment policy that is very responsible, takes care of the needs of the people that are being interviewed, that we apply the laws of the country in terms of recruitment, that when we've employed somebody we then have a training programme for them and a development programme for them. We have a very strong probationary

period for them where they understand their role, then I think we deliver that. So I think I'd have to see what that framework looked like to say you know, are there things we could learn maybe? And if there is a framework that's going to be rolled out to a number of companies and we were looking at that, then we want to be doing things that's best practice.

So if there is something out there that we can look at and go right, there's the framework; do we follow it? Yes. We'll probably try and go over and above. And I think we demonstrate that in a lot of things we do. So I think it is very useful. I think it is useful for us to ensure that the contractors we use have that framework as well and not just us. I think there's probably a duty on us to ensure that they have that framework in place, then I would agree yeah because I don't think we look hard enough to see what that is. We tend to try and take responsibility for people here but when things go wrong we have occasionally gone 'Oh was that really our issue?' And I think we've got that responsibility to ensure that they've had the training, they've had the right recruitment, they've had the tools given to them to be able to do their job and are managed in a proper manner. Because I think that socialisation framework is also about how they're looked after isn't it?

I: Yeah.

P5: You know, during employment not just through the employment process but when you're employed have you got the right framework in place; absolutely, yeah.

I: Yeah, okay. And what components would you consider useful in the framework?

P5: Well I think again it's about how you go about your recruitment. I think it's then how you induct that person into your business, how you train them, how you ensure that your priority is to get through their induction period and therefore they then feel a valued member of the team and are not looking and going ... and I don't know how many people do this, I think more now than ever because the world is a lot more competitive is that when you're on a probationary period, I mean our probation's a

year, that's a long time to go to whether you think your employer wants to keep you or not. So I think you're duty-bound if you've got the right people that they feel comfortable long before that year is over that they're going to get through that probationary. I think if you've got the wrong person, they should know very early in the process where they're not meeting our required standards. I wouldn't let them go eight/nine/ten/eleven/twelve months before you decide to go 'No thanks, you don't fit', I think you should know that very early on.

I: Okay.

P5: And then for me it's about how you retain those staff. So that socialisation framework should be about your pay structures, it should be about what you offer your staff in terms of holidays, it should be your sickness policy you know, all of those types of things. I think the framework should include all of those, so that you know then that you're coming into a very strong employer with a very ethical way of working.

I: Okay, thank you. And what timeframe would be reasonable for the process?

P5: From starting the interview process, or from starting the advertising process to recruiting somebody or through to that going through their probationary period?

I: Ah, that's a ... I've not thought about it from starting the advertising process before ... but no, I think we can skip that, maybe from when they start work.

P5: Okay, so they've been interviewed, they've been successful ...

P5: So there's a kind of bond. So it's important to us that we get that very quickly with any starters, so they don't feel like they're on their own. And it's very rare we

only have one person starting. So we would have two or three every month because of the amount of people that we employ and there is a turnaround of people. And even if we don't have it every month, it's might be every other month, so we've always got two or three people starting at the same time, so we want to get that in very quickly. Occasionally we've had people where we've employed one and we don't do the induction programme and we leave them a month and that's noticeable how they fit into the business and how comfortable they feel around people because they don't know anybody.

I: Yes.

P5: So for me the framework of that induction and that training is very important, so that should be done within the first couple of weeks. And I think then immediately after that you've got to have a programme of training and development for them to understand that role and that again should start straightaway. So they know what's expected of them and they've got their job description, they know who they're working with. We buddy people up with long-term employees that are very experienced. So if you've got customer support which is our security side, cleaning or waste, if we take an employee from any of those they're buddied up straightaway with someone. So that experienced person shows them what's expected, starts to show them what we're looking for in terms of standards and just shows them where they go for a break and who their colleagues are and introduces them to people. So I think that's very important that goes very quickly. And then if you're on a probationary period, I guess you know, I mean ours is 12 months, so you can't ... you know, I can't say to somebody after three months, you've got a job and you're permanently here. I mean our policy is 12 months. So I think that would vary for different companies. But I think a structure of where you're getting to that socialisation and you're getting that integration into the business, for me that's got to happen fairly quickly.

I: Okay.

P5: Is that alright?

I: Yeah, that's fine. And the last question is who do you think it would be useful for, the framework?

P5: I think it's useful for managers, I think it's useful for supervisors and I think if you've got a good socialisation framework that you're happy to share with people it's good for your staff as well to know. So I think it's across all three in terms of you know, if I've got somebody starting and I'm their line manager, the framework's good for me because you can follow it. And I mean we do this with our induction so you have to have an interview at this period, this period and this period and then you have your final probationary review that you go through. And that's where you're telling somebody that they've learnt everything that you want them to learn, that there's additional training if we need it and you know, I find it strange after 12 months you've got to say to somebody you're secure in your role. I think it should be earlier than that, personally I think you should know within ... I will know within a month whether somebody's going to be right for my business and working in one of my departments, I wouldn't have to wait 12 months. And I don't want to be looking for them to be making faults in that 12 months before I can go right, you're away you know. The law takes care of ... the crazy thing is the law takes care of it, the law states what rights you have as an employee. Doesn't matter what your probationary period is, the law says that you know, up to two years you can actually remove somebody from your business and they have no right to appeal it. So why we have a probationary period that's 12 months ... why would you have that? So I think that probationary for me is more about your socialisation, it's integrating them into the business in a positive way. And maybe we could learn something about that as a business.

I: I hope so (laughs), I hope so. Thank you, that's all of the questions.

CG: Is that alright?

I: Yeah, that's fine.

Appendix G: Copy of a transcript from the focus groups

Speaker1: Okay, everyone, thank you very much for taking out time today over your very busy schedules, I'm sure, to come here and help me with this. This study is based on Facilities Management, and what we're looking at is – but at the begging of the study we're looking at FM at first we really want to set motivation but we realized that there was no real information on how best to bring in external service provider staff and integrate them into the client's workplace. And it's a big part of FM. A lot of FM's outsourced. In some way, it's difficult to find organisations that do everything in-house, a lot of time to have people come in [Inaudible 00:01:16] or some other form; you have external service provider staff walking into your organisation. And they're often to people that, they're not always in the background, so you have them-, who would include-, we have people who interact with your clients at some point whether you realize it or not. And we're thinking that FM-, a lot of FM is Service Delivery, and it's important to raise the standard of service delivery to the best you can do, and that's your staff whether they're in-house or outsourced.

So the aim of the actual study is to create a holistic FM Cultural Fit Framework that establishes how outsourced FM employees are socializing to their contracted workplace. And what I did first was to do a lot of literature review and identifying log information on this. What I found was socialisation models, a lot of them from the industrial age in the 1970s and it was not on external service provider staff, it was just on how best to socialize with regular staff like when you have a new staff, how do you train them and get them to understand what your culture is. And also we discovered culture is a big part - especially organisational culture, because there's a [law firm] but you've got lots of [law firms] around. You might have the same business, but you've got what makes you unique, and maybe it might be the time you start work, where you take you lunches, how staff interact with their Line Managers, it's just little things like that that make you different and that's the culture.

So when you've got external service provider staff who works. . .who have worked somewhere else, or who come from a service provider where there's different culture, when they come to your Organisation you want them to understand what your culture is because they represent you so to speak. And you want them to represent you in the right way. So what we've done, after the interview, I had some interviews, and the interviews gave me a lot of information with different people, and through that I was able to construct this 'Cultural Fit Framework'.

Now, one thing that was very interesting that came out of it was, by the time we went through all the analysis process and we finished, we realized the framework is sort of divided into tree for socialisation. The first part, that's the pre-stage here, is what happens before you sign a contract with your service provider. So those are the things-, a lot of it is part of a contract. I've separated into two – there's the Contract Definition and there's the Culture Inclusion. And it's, it's basically things a lot of organisations do where there's no written-down-guide. Sometimes people don't and sometimes they have a process that they use but there's nothing that is universal about it, not even in the U.K. So it's--, you'd let them know what you in want the strategic information you let them know what sort of services you want them to provide. Whether you are the service provider or the client Organisation, you assess compatibility, "Do you think these people will work well with us?" You set realistic expectations. You include future strategic directions, for example, if you're likely to go to move buildings in the future and think that might affect your contract, you're like going to say things like that. You acknowledge financial restrictions if they're going to be working for you – maybe you've got a nationwide Organisation I want them to deliver to all your different services, would that affect the amount of money that this would cost you? So just--, a lot--, almost everything here is what happens before you sign your contract.

Now the In-stage is divided into four; The Setting Up, The Induction Process, The On-boarding and the Confirming Socialisation. It all happens from the first day that that external service provider staff comes into your Organisation, maybe the maintenance staff or the cleaners. What do you want them to know about you? And--, the—that's what happens from here up to the third stage. And the first stage is, "Okay, we've taken our time to [Cough] to train them or to try to get them to understand what we want them to know. Have we achieved our aim?" That's the first part, confirming socialisation.

The third stage is really short and [pause] it was--, because for the stages one and two we had seen quite a bit of it during the literature review. So the interviews mostly confirmed and gave more flesh and detail to it. But the stage three what something that only came out of the interviews and that's--, after you've gone through all this trouble, how do you maintain the level of quality we've now achieved? How do you ensure that these people, who are working with you, six months down the line don't revert back to how they were working before? So that's the Post-stage and it's mostly maintenance.

And just the bottom is, here the output is what each stage is meant to achieve, so first stage is clarity of contract and what you desire from your service provider or the clients, the in-stage is in Enculturation process, and the good stage is Maintenance. Now this second sheet is a bit more detailed, but what it gives you is everything that is on this page, and explanation, a reference and an example. For this focus group session we'd just ignore the reference, because references are where you'd find this information in the actual thesis. So you don't need that for this. But what you might look at is the explanation for what each stage means. So how I explain, the pre-stage and it's also color-coded to make it easier. The pre-stage is in the white color. And the contract definition – so it just explains that, this is what the pre-stage is, this is what contract definition means. And the first one, 'Prefer strategic information' is the first one there. Prefer strategic information at tender stage. And under the explanation you find, 'Provide information about the core business' and 'Goals of the Organisation to the other party to foster understanding of your needs. And an example is you'd tell them about your visions, your strategic goals and your clear contract to payments. So that's the guide to the Framework.

Now, having said all that, what I'd like you to help me with today is, if you applied this Framework, to your organisations would it be useful? And what do you think of the specific components that we have put together for the Framework? So it's just to discuss each of the components by stage, and then maybe later on you could give me input on the overall design. But now, more importantly is the specific components. Do you think this will be useful to you, useful to your organisations because we're trying to see how applicable this is-, this is the final focus group session, based on the information I've collected from the others and this I'll be able to tweak these to how--, to make it bet--, to create a better output. So I'll just sit down now [Laugh] and let you look at it and if

you've got anything – you could start from the Pre-stage, just work it right through and once we're done with the pre-stage I'll just ask and we'll go on to the next stage.

Speaker2: I've been looking at-, this will be useful for me as somebody who's looking to bring services in. Because, for example, all I had to go on previously when sent in a bid to us was information that he-, sorry when sent his bid to us, all I had was a bit of written information there, not really much else to go on and then when I received several other bids in order to do the cleaning services, it's a case I of reading from each bid, and then perhaps picking the best price without really taking into consideration all of these other areas, so something like this would be quite useful for me.

[Pause]

Speaker3: Yeah. From my sales Organisation, in, if we're able to engage prospective customers on a wider debate it moves discussion away from pure price and we've seen price isn't really mentioned here, isn't it? Acknowledging your financial restrictions but--, at--, that's what we seek to do. I've never thought about it and this framework which is to actually talk about all the things that add value and will support your culture, rather than you talking about just price, because if you just focus on price, it just comes down to who's the cheapest, and get what you pay for in the end. So that's useful – that's useful there to give a framework. . .other points of discussion.

But that's also what we look for. We haven't really documented this. We've got a way of thinking about the sort of customers we want to work with. So if somebody rings us up and says, "Can you give me a quote for your cleaning? We want to find the cheapest people." We just say we're not interested. We don't even go and talk to them. But if they say, "Can you come and talk to us about helping us with our cleaning services?" then we bring a mature conversation straight away. It's a different debate.

Speaker2: And in support of that when I receive the cleaning calls, I actually David's wasn't one of the cheapest ones, but because we'd actually spoken, I think, on the telephone seven times to discuss his cleaning schedule. Now that helped to persuade me towards accepting David's call.

[Silence]

You're looking on some of the other parts of the model here, in terms of setting-up and the induction process. Again that's quite a useful model to look at, because I think it's something we perhaps pay lip-service to. And I think I must have spoken to our cleaning staff, for example, on only a couple of occasions, because I don't really get to see them on a day to day basis. Because they're coming out of hours so there's not much opportunity for us to actually induct cleaners into sort of our culture and then we often have to, have to rely on speaking tell or in order to feed things back to them. And I guess that they don't necessarily always feel part of the bigger team then. They probably still feel like outsiders, because we haven't had or gone through that process of giving them a proper induction or socialisation.

Speaker3: Yeah. It's actually interesting if we could look at our range of customers. So, one of our customers is Boots, the supermarket people. And until recently they used to let all of our staff have the staff discount card which is 10%, you know, so they really wanted to be involved in whole Boot's culture, they've stopped that recently, but it is difficult in this sector – is it that the people that are actually delivering the service, very rarely get to see the clients. That's all, you know. And it does make cultural fit really quite hard to do.

Speaker2: And that shouldn't be the case because really, we should know who our cleaners are, because the cleaners are as important as well all our GO staff are--for example, our post room staff, our reception staff. And it's the same matter with the maintenance guys who come in on a weekly basis or more often when they need to do some routine maintenance. We should endeavour as an Organisation to bring them in much more than what we actually do. I think we tend to play lip-service to it.

Speaker3: Well you get it paid back as well because of all the customers who actually invite the cleaning staff out for Christmas, doing some things like that you know and then they feel part of the team. And we'll go the extra mile sort of thing. We have to watch that though because then you sometimes get a 'cultural slip', if you like and, you know, they're employed by the FM, the outsourcing company and then all of a sudden they've become very close to the, you know, the business that they were working in and that can cause a bit of conflict. You know, so you've got to keep the protocols clear otherwise what you end up with is the Cleaner saying, "Well I'm off next week because I've booked a holiday with Joe from the cuss--," Oh you don't work for Joe. You work for

us, you know [Laugh]. They know that sort of thing goes on there, so yeah. But I can imagine from your point of view, actually having some step in there that says, whoever, whatever FM Company you employ, having-, if they're on a regular basis, actually having some form of induction. Getting to meet them would be really useful for both parties.

Speaker2: I suppose you have to look at these in two separate contexts as well as two different contexts because you're going to get an Organisation like this who is predominantly in-house, and then all we're looking for really is our Cleaning Staff and our Maintenance Staff because everything else is provided by us. But then you have the organisations whereby – let's say, for example, we're a Law Firm that we then outsource everything such that our reception, our catering teams, our maintenance, our cleaners and our Post-room function, if that was all outsourced, and we then have receptionists and partial people here on a day to day basis, then you're going to be looking at the sort of socialisation in more depth, because they are on a day to day basis. You're going to re-induct them all or re-embrace them all, then what you do, if they're just Cleaning Staff will turn up for a couple of hours on an evening, or a maintenance guy who comes in once a week.

Speaker1: One of the things says that we're thinking is, if the Framework is as flexible as possible because – that's another thing, FM is really diverse, so organisations are very different.

Speaker2: Okay. But even in my context you could still use some of these functions because you could set a probation period for cleaning staff, let's say for example and then you would favor all – “Here we've got two cleaning staff, they only turnup a couple of hours each evening, let's see how it goes”, and that becomes a probation period for them which you then feedback to your supplier and say, “well actually they're not performing as well I would expect them to perform and therefore can we do something about it?.” So I think each of these headings, it acts as a prompt for you too to go for a process. You know, develop a flexible training schedule, you might want to do that - maybe that's something that I should do as a facility's Manager with my cleaning staff. And you know, conduct general induction meeting so they know who I am.

Now, I know from day one but when we first arrived into this office, I actually talked to...and spoke to the cleaners for example, but since then, staff have rotated so I don't actually know who those staff are, because I don't see them. But maybe I should take time out one evening just to stay back and stay right in and meeting cleaning staff so they know who the Facilities' Manager is, and so that they have a point of contact if they need to feed anything back. So they're good. So it's a good process to follow and it's something that we should do and we just need something, some time to prompt us to do that.

Speaker4: From the provider's point of view, we service and we provide reactive maintenance for a lot of different companies. And I think that this is a fantastic framework for the actual purchaser of those services. But from a provider's point of view, we would have a lot of different cultures to absorb and to teach to their Engineers and that is when the culture of the actual provider is an entity in itself. Becomes more important really because, especially if you've got Engineers or Cleaners, doing a morning clean and an evening clean, and maybe lunchtime and an afternoon clean, how do you help them as operatives?

Speaker1: That's why one of the reasons why we're hoping like Focus Group Session would be great if there was a client and there were service providers, because the best way for this sort of Framework to work, is when both sides work together.

Speaker4: Yeah.

Speaker4: Yeah. I mean we're lucky because we're small, and so we are able and we're invested in learning our clients and learning their cultures and matching that but for larger organisations it must be very hard.

Speaker4: Now, I understand, I agree that's why I'm working for this company because, they actually used to be my clients but I really enjoyed their culture as an outsider looking in. I wanted to be part of that. So . . .

Speaker3: Yeah, I think the Framework from a helicopter point of view, what it's saying is, 'Invest in Relationships' and that to say that's true in all relationships at large, either business or personal. The more you invest in a relationship the more potential you get out of it. And people forget that even in the business environment, they don't invest in

their relationships, and all relationships have rocky patches, you know, and when things go wrong, and so the other test today it is how well you put those things right, you know. So a Framework like that actually helps expand the contact points, it makes it more mature, relationship. But one of the dynamics that might affect the degree to which you would use this would be thinking about, cleaning for example, would be the degree to which the cleaning service, is business-critical. So for David's situation here, if the cleaners don't turn in, it actually is not business-critical. They're not going to stop working tomorrow. It's really annoying and you know, we'll get closed today selling off it. But if we do that in a hospital or a doctor's surgery, it's business-critical. They can't use the [inaudible 00:23:37], so in that sense you would – where it's more business-critical, you would possibly invest more because you can't afford for it to go wrong. Whereas actually in this environment, you know it's important but the business isn't going to stop if the cleaners don't turn in one day. So you might want to think about, about somehow just the thought of representing you know- the degree to which you've invested in this reflects the degree to which the FM Services is or isn't business-critical.

Speaker1: Yeah, a bit of that is already included in the literature because yeah – you've hit on a very solid point.

Speaker2: Yeah. For sure. Yeah.

[Pause]

Speaker1: If you have any observations about this specific components – if you look through it and you've got any observations or any criticisms that would be great.

Speaker3: Well it's something you've got to acknowledge financial restrictions, what I don't see, else I'm missing it, is working within legal restrictions as well. Serves legal framework which has to be observed, whether it's Employment Law or whether it's - specifically Employment Law, which is a big bumper.

Speaker4: Security as well.

Speaker3: And security as well. Yeah. All the legalities need to be observed. And there's that overall compliance piece if you like.

Speaker3: When we're sourcing, and when we buy things wherever, one of our criteria is the-, when dealing with a bonafide contractor or supplier and they are compliant with all the legal requirements. It's business especially provide chemicals. We've got another coming from a proper source.

Speaker2: And I mean I would tell them, as well in terms of the fine side of the coloured sheet you'd perhaps--, if you're heading for accreditation – let's say for example food, 27, 000 a month, which we've just gone through recently, you want to make sure that your staff or your cleaning staff or your maintenance staff, are also compliant with 27, 000 a month. Because they can have free access to the premises – in particular out-of-hours, when nobody else is around. So, if they're mooching around unsupervised, then they've got the potential to access documents and sensitive information. So there is a legal side there to be considering.

Speaker1: What you've just mentioned David is-, there is something on that. Okay. Yes. Culture inclusion, the one on conduct, higher level of vetting. It's in the Pre-stage under the second section – Conduct a higher level of vetting? If you check the explanation for that you'd say yes. It says, "Where there're two staffs are working in sensitive departments, there could be closer inclusion to vet the external service provider staff before they even join the client Organisation."

Speaker2: You know that settles the vetted companies before they actually start working and things like that. So it all sounds approved. I don't deal-, we're actually building the E-contract side.

Speaker1: Yeah, it's fine but if you have any information on the Socialisation slide as well, that way--

[Pause]

Speaker4: On the 'Induction Process Section' in the last bit, you've put – "reward - employee of the month and punishment"? Did you want to discuss that? [Laughter].

Speaker1: I didn't want to change that because I didn't want to affect the results I'd get from focus group sessions. But what I wanted there was-, when I was putting this together, I was thinking what sort of reward would be great if an external service provider staff was doing really well, and you wanted to sort of acknowledge them. So I

thought, reward 'Employee of the Month'. But then I thought – Punishment, it's not punishment actually, it's just like what would you do to get them back on track? And I wasn't quite sure that's why I put that in Red because I was hoping that I'd get new information from the Focus Group Sessions.

Speaker4: Detraction? [Laughs]

Speaker2: Occasionally. [Laughter]

Speaker3: I mean the word 'Punishment' would be - in sort of blue-chip environments, you just never use that word--

Speaker3: You may talk about corrective behaviour, you may talk about re-alignments. If you choose the word 'punishment', it's just way too emotive.

Speaker4: Realignment is a good one.

Speaker1: Yeah. So what would you do then, to realign them? What sort of—[Laughter]

Speaker2: Trying to think [Inaudible 00:32:34]. The HR speak. . .

Speaker3: Disciplinary action is also—[Inaudible 00:32:42].

Speaker4: Performance Review--

Speaker3: That's the one. Performance Review.

[Pause]

Speaker1: So, it's that all you look to. . .like. . .how do you – as a client, you don't go to staff directly, because you're not their direct employer. How would you communicate to the Service Provider, what--?

Speaker2: I would go -, you gently go to your Account Manager or such, in the case of our cleaning staff, then the rule would be directed to Stephen. Although occasionally all if you will have there – or go to David, you know, on a couple of occasions but Steven would be the right place to go to. Terry, I would speak to – in terms of any maintenance, our routine maintenance people, I would deal with Tariq and then – well Jess we've never really had to--

Speaker4: Not had to use--

Speaker2: But I'm not sure who would be the person to speak to anyway.

Speaker4: I think it would be me – in the initial point of view and I would introduce you to a Director.

Speaker2: Yeah.

Speaker3: The action is...I could just be-, you've got to make sure that if the member of staff doesn't understand what they're doing wrong, making him aware of that, when he did something that serious then essentially you should release them immediately.

Speaker2: On a day to day basis, as the Line Manager here on the ground, if you've got staff who were working through external service provider staff but working with you on a day to day basis, let's say Post-room, Reception and things, I would speak to them if something wasn't working properly, I'd speak to them and say like, "This process is not correct and this is what we need to do in future when you need to be aware of this. Because you do that with your own staff and I think that's the way forward. But I'll see [Inaudible35:18] is just said it is something serious, and it becomes beyond your remit, I think then you have to speak to their respective line Manager and it would go through that process.

Speaker4: Escalate--

Speaker2: You escalate yes. But on a day today basis, you provide guidance and solve clear instructions and even if it's a minor error of judgment or something I think I know I would take that responsibility to let you know you shouldn't have done that. This is the way that you need to do it. Otherwise if you didn't do that, you will just draw out a long procedure and nothing will get done on a day to day basis.

Speaker4: It's about giving clarity, isn't it, about your expectations.

Speaker2: Yeah.

Speaker3: Yeah. And legally you can't punish staff. There's nothing you can do within an employment contract to punish somebody because it will just bounce back as discriminatory. Others see it as bullying or all these [Inaudible 00:36:14] in some way. So you will never look for that option, it would always be about performance review or about, 'I've observed this, can you explain to me you know, your understanding of what

I've observed.' Create a common ground on that. Okay, consequences of what you've done, or what we've seen of this, what do you think we should do about it? So you're always flipping it to – what's the opinion to the other person? You think about how to resolve-, but its first stage is, 'I've observed, can you help me understand what I've observed? And it's correct. Because of course sometimes you observe something and you could be completely wrong end of the stick, so you can't go in all comes blazing and saying **[Inaudible 00:37:02]**.

Speaker1: That's what I'm trying to find out really because I realized that some of the other people I've spoken with, they've got a different ways of doing things and the more information I have, the better the framework.

Speaker2: I even, even with the word 'Reward' can be a little bit of the gray area because how do you potentially reward a member of staff, it's difficult. What powers of reward do you have? Maybe you've got powers to appraise somebody, and you can always tell how well a person's done and you can tell them that on a one to one basis. I think it's actually very difficult to provide reward to an individual other than beyond their pay-, you know my powers of reward are probably very limited other than on a day to day basis I can say these staff are - if they ask me for a day off and things then I'll say yes, you have a day off or whatever. But beyond that it's very difficult to reward somebody.

Speaker3: Yeah, so often you'll find that those things are called 'recognition and reward'. So recognition can be the simple praise, which is amazingly powerful. And reward can be very small things like, you know, a voucher or extra time off or so.

Speaker4: Yeah.

[Pause]

Speaker3: I think this would be, for me more useful if it is -, if you're able to do-, because you do these things by degree. Okay. So if you're actually able to numerically evaluate, so you'd say, okay, on a 1 to 5 scale, the organisation's doing all of these and has imbedded would be five, so you could rate yourselves as an Organisation. And you could say while actually on-boarding, we're probably at a three, induction process we're at four, you know, that would be a useful way of accessing where you are, not scientific,

but convenient. And then it's a discussion for it about how I've rated ourselves as a three, you got it a four, or why is that? That sort of thing. Being able to numerically evaluate each process as an Organisation could be-, and then you could set yourself a target, 'we're at a three now, let's get ourselves to five'.

Speaker2: Yeah.

Speaker3: What we have to do to get to five, or indeed, do we want to be at five? Or is that sufficient? You may say that some outsourced services – in David's capacity you might say, "Okay, I need that process to be working at five", for others to outsource the process it's not as important therefore I'm happy for us to be running at two or three. You do it to different degrees. You wouldn't do it the same for every outsourced service.

Speaker1: Okay. That's a very good idea actually. And not also that, I had not heard that yet. [Laughs]

Speaker2: Because it also enables you then to look at it and see where your strengths and weaknesses are, and produce an action plan on that and say, "actually I should have done this and then I can see I'm weak on that particular point there and I need to re-evaluate that and [Inaudible 00:42:11] about it.

[Pause]

Speaker3: Maintaining socialisation, you've got this line. This is the only step in Post Socialisation Stage, and it focuses on keeping the status quo. I would challenge that and suggest that the status quo is something that the commercial organisations today, can't live with. Status quo isn't acceptable. Its continued improvement but-, and so you're finding this balance between-, there's a tension that gets created with change and progress but then you're going to do that in a way that doesn't alienate people or turn them off because people can change weary. Bigger organisations are agreed on having a new reel every six months and they do it all the time, but it past this continuous growth. But if you go into strategic workshops of major companies, they'll never talk about managing status quo. That's just an anathematic. And you can't stand in the place of any company, well we're a small, medium company and we can't stand still.

Yeah, running a business is like being a shark. If you don't keep swimming you're going to drown. So I challenge that status quo.

[Pause]

Speaker3: And I suppose the other way of embedding this or making it work is – as an Organisation you find - take a template like this, you find the words but that should then be shared with whoever you're outsourcing to. That's how you get them on the first step and get them on the same cultural page that this is the template that we are using and we're going to run this to a level three, with you guys because that's what's required. And perhaps that should be explicit in the description which is in the template. That can't be a private document or a private process it has to be an open process. There's nothing secret in that Organisation.

[Pause]

[Coughs]

Speaker4: When you've put penalties on the 'Maintaining Socialisation', do you mean contract penalties?

Speaker1: Yeah. Most likely that's what it would be because, this stage a big part of it is, it's information that the clients provide in the client Organisation, to discuss it with the service provider. Everything here are usually things that are included in the contracts so they're not there for the staff, but the organisation.

Speaker4: Yeah.

[Pause]

Speaker2: I see that penalties in cases where contractors fail to perform, so you should keep it **[Inaudible 00:47:21]**.

[Pause]

Speaker3: So that word on the summary 'Maintenance', again I'd probably challenge that-, it talks about 'Continuous Improvement' as opposed to 'Maintenance'. Contracts aren't maintained. Everybody is seeking additional value all the time, whether it's being a price or a rate or how do you do more for the same. So it would be 'Continuous Improvement', I think or Maintenance stroke continuous improvement.

[Pause]

Speaker2: From a commercial point of view – I know from an academic point of view it's different, but from a commercial point of view, the words 'Socialisation' might cause some barrier to understanding. It would need to be explained in a corporate environment. A word that might fit better for a corporate labor would be 'Integration' or 'Partnership Integration' something of that sort. 'Socialisation' is academic not commercial.

Speaker2: When I came across the term just recently through my studies and things, Cultural Socialisation, to me in my past – life it was known as indoctrination, [laughs] but it's certainly not a phrase that we would use in our environment, Cultural Socialisation. It would be more about Integration.

Speaker3: And alignment.

Speaker2: And alignment and Cultural alignment and

Speaker3: Fit.

Speaker2: Yeah.

Speaker2: I suppose it's key to understand what the term means, isn't it, the interpretation.

Speaker2: Because if that's what my staff would say, "I'm going to culturally socialize you" [laughs] you know the thing has lost the plot. But if I say rather I'm going to integrate you they don't understand what I was talking about I think.

Speaker3: Yeah. The Americans talk about being on the bus together.

[Laughter]

Speaker3: But I kind of get – if you are heading to a destination, you both are boarding the bus together.

Speaker4: Did I say on the bus together? [Laughter]

Speaker2: I think it's got legs, I think it's going places and it's something that I could say that I could use. I can see it is more geared towards somebody who definitely has external service provider staff on a day to day basis and then – where many of their operations are outsourced and they want to integrate that external service provider

staff into the organisation. It's so useful for an organisation like mine which has a limited amount of external service provider staff because – look at it, it tells you this is what you should be doing for those staff to make them feel part of your organisation even if they're only there for two hours a day or something. So I think it's a good tool so it's going places.

Speaker4: And it would be useful to smaller organisations such as ours who do service regional branches at larger organisations.

Speaker3: Certainly, looking at this from my experience, we do most of this, I've not seen it all in one place. So it's quite nice to see the whole process rather than just the individual part as you're doing it.

Speaker4: It's nice to see it's specified as well because a lot of it tends to be instinctive and it needs clarity and it needs documentation.

Speaker2: Yeah.

Speaker6: Yeah, we do most of it anyway, but it's nice to sit down on one sheet of paper. So yeah.

Speaker2: Helps to focus the mind you know.

Speaker1: And just asking one thing. Any thoughts on the design? Not the guide, the actual framework. Was it easy to understand because it definitely can change? [Pause]

Speaker3: When I first looked at it, I couldn't easily work out how to read it. Once you start it explains about "oh, yeah [inaudible 00:54:57] but I think if you gave this to me with no explanation or anything it wouldn't--

Speaker4: I don't read things vertically either so for me it would be better landscape. [pause]

Speaker2: Yeah for the needs to follow sequences, isn't it. Because some of these things you've got to do before you do this, so some form of sequence to follow might be easier.

Speaker4: That would be easier in booklet form anyway. Won't it?

Speaker2: Yeah. [Cough]

[Pause]

Speaker5: Yes. It has a heading-“FM Cultural Fit Framework”, but it doesn’t tell me what it’s for. So I think that’s a **[inaudible 00:55:52]**. [Laughs]

Speaker4: I also hate the word Framework and I know from end-users point of view Framework is what we’re supposed to be saying but it’s me from Get go really. It’s not cool to say.

Speaker3: So maybe a sub-heading – a one liner which – there’s a way you can capture it in what this document does mostly what it’s for, will lead people in two and a better understanding.

Speaker4: You need like an academic heading than a people heading.

Speaker1: Okay.

Speaker3: And the pre you know, she probably said pre-contract, in-contract, post-contract.

Speaker2: Yes.

Speaker1: Actually it’s Pre-socialisation, In-socialisation and Post-socialisation.

Speaker3: Okay. Yeah. But Pre-what? Post-what? Again a bit more description I think would be helpful.

I think using FM, what we’re actually saying is its well facility’s management and I think people would be better off to use Facilities Management straight away [Cross talk 00:57:07]

Speaker2: A lot of people don’t know what Facilities Management is anyway, let alone FM.

[Pause]

Speaker5: That’s good then.

Speaker1: Anything else at all. Any other thoughts you have.

Speaker5: Did you say this was going to come in a solid booklet form?

Speaker1: Yes--

Speaker2: So there will be an introduction which leads in to explain its purpose etcetera.

Speaker1: Yes. Why I think it's difficult for you to understand some of it is because what I've just retrieved on is just taking this out the Thesis. But all of the explanations leading up to it you can't see it. So it makes it difficult. And that's why at the end of it as an Appendix to a thesis, I'm trying to create a booklet that would be just about this-, and so there'll be an introduction, an explanation of what it's meant for, what terms mean and then the final framework will go in there what the guide is would go in there as well. So you can actually just pick on the Framework – oh sorry, the booklet without having any idea that a thesis exists and understand what it's meant for. So an independent person can take it up and understand it.

[Pause]

Speaker1: So sorry, ...I don't require. . .I'm not sure the word Framework is going to change [Laughs].

Speaker4: That's fun, it's just not personal [laughter]. Good you can't slip worldwide with this.

Speaker4: I know. I just hate the word. Sorry. That's me.

Speaker2: It's been like going forward, isn't it.

Speaker4: But could be started, business big up.

[Laughter]

Speaker2: Those were the moments.

Speaker4: Going forward.

Speaker2: And a framework.

Speaker4: Yeah. Just take all this.

Speaker1: Okay. If you don't have any other observations just one last thing then—I said earlier that I was going to create a sort of profile on each organisation and it's just for - because it's going to through the school and the examination process and have to sort of

like a verification of the quality of what I've done. So I'd create a profile the people I spoke with today so if you could just introduce yourselves and give me an idea of your background on what you've done so far or how many years you're spending in the industry. Just that kind of thing would be very useful. We could go this way?

Speaker6: All right. I've been a building manager for eight years. I just manage the building, control contractors, make sure the buildings going on okay and there is lead tents and FMs.

Speaker1: Have you just been in FMs for the past eight year then.

Speaker3: A Building Manager for the last eight years. Yes.

Speaker1: Okay. That's fine.

Speaker4: I've been in the reactive maintenance department side of things for over a year, previous to that I was in the operations and latterly the sales and service industry.

Speaker2: Predominantly I come from the H and **[inaudible 1:01:35]** background so 23 years in the out force is dealing with a lot of things. Managing of people etcetera and processes and procedures and then I came into Facilities Management 14 years ago on leaving the fosses. So I've been working with this particular firm for the last 14 years looking after various office and premises etcetera, so, quite well versed in facilities management.

Speaker3: I've been a business owner for about 8 years running a contract cleaning, soft facilities business basically so all sort of the cleaning aspects. And prior to that, I had 20 Odd years in large blue-chip organisations like **[Inaudible 1:02:22]** things like that. Yeah.

Speaker 5: Operations Manager for X-clean for nine months and before that I was kind of operation based **[inaudible 01:02:33]**.

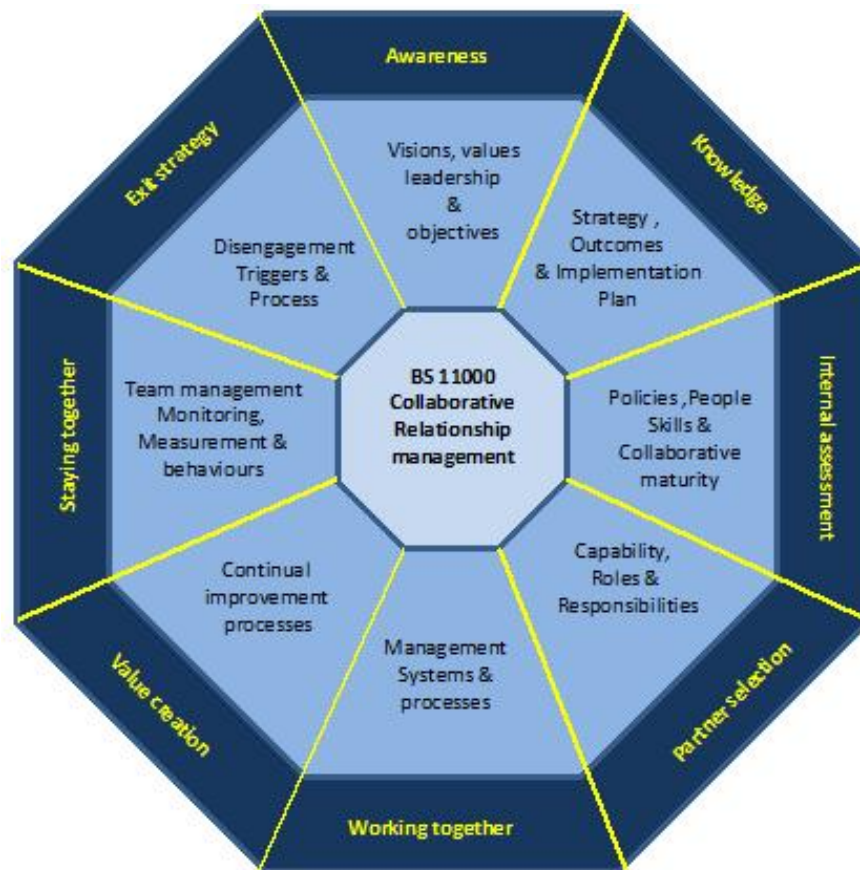
Speaker1: That's fine. That's just all I need. And thank you all very much for taking out time to help me with this. I really appreciate it. Once this has been approved and has gone through the examination process by the university, I'd send out a copy to you if you'd like-- [applause]. Thank you very much.

Speaker2: Thank you all.

[End]

Appendix H: Examples of different framework types

Framework example 1



Framework 1: The 8 stage BS 11000 framework.

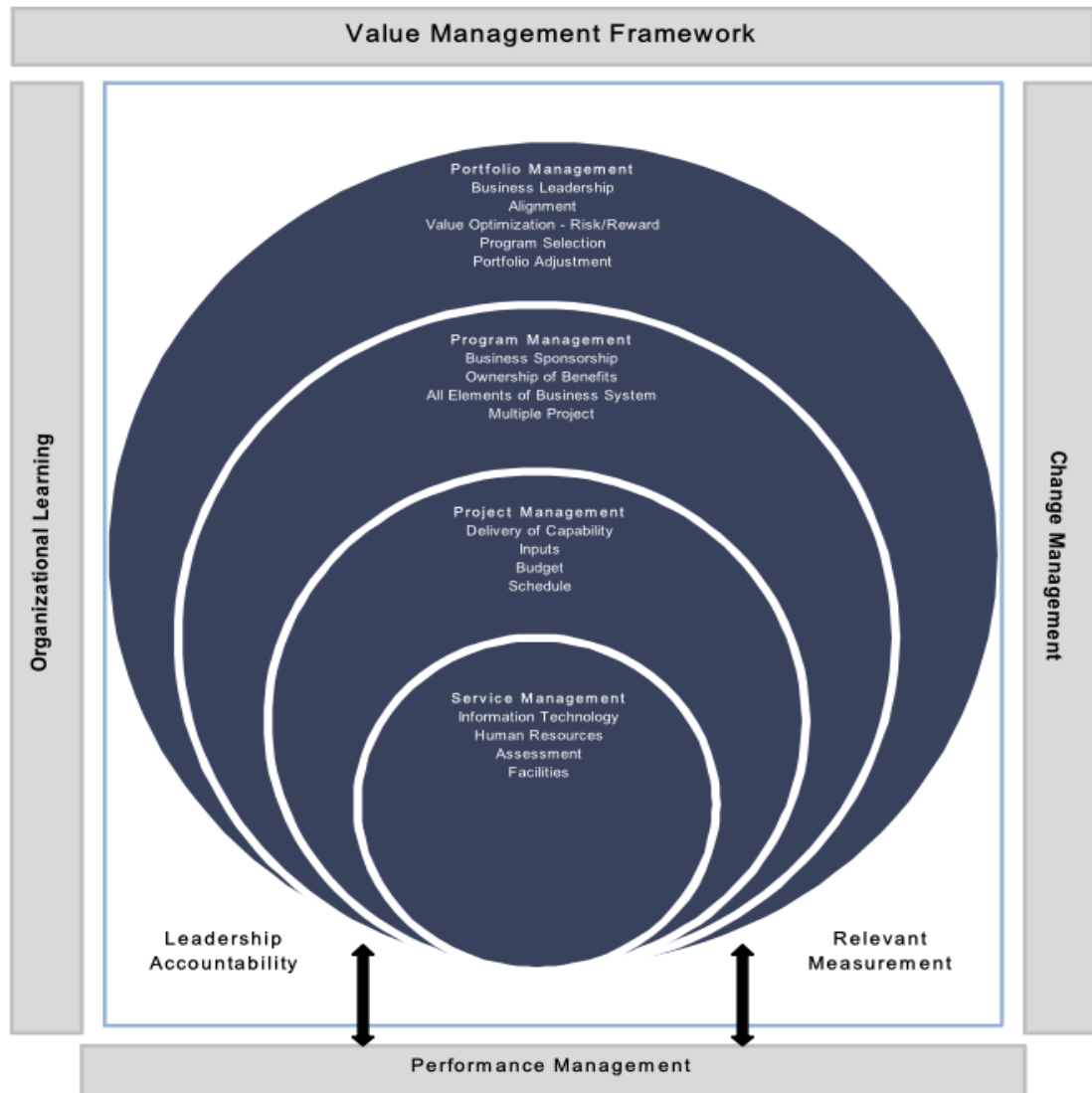
Source: The centre of excellence for collaborative working (n.d.)

Framework overview

This framework example was the first chosen because its goal is collaborative relationship management which is also based on business partnerships. It works on the premise that the eight aspects of the framework can be applied in succession to create better collaborative relationships.

The framework design is octagonal with all the stages fanning out from the middle. It might not work with the proposed framework however as the data required in large.

Framework example 2



Framework 2: Value Management framework

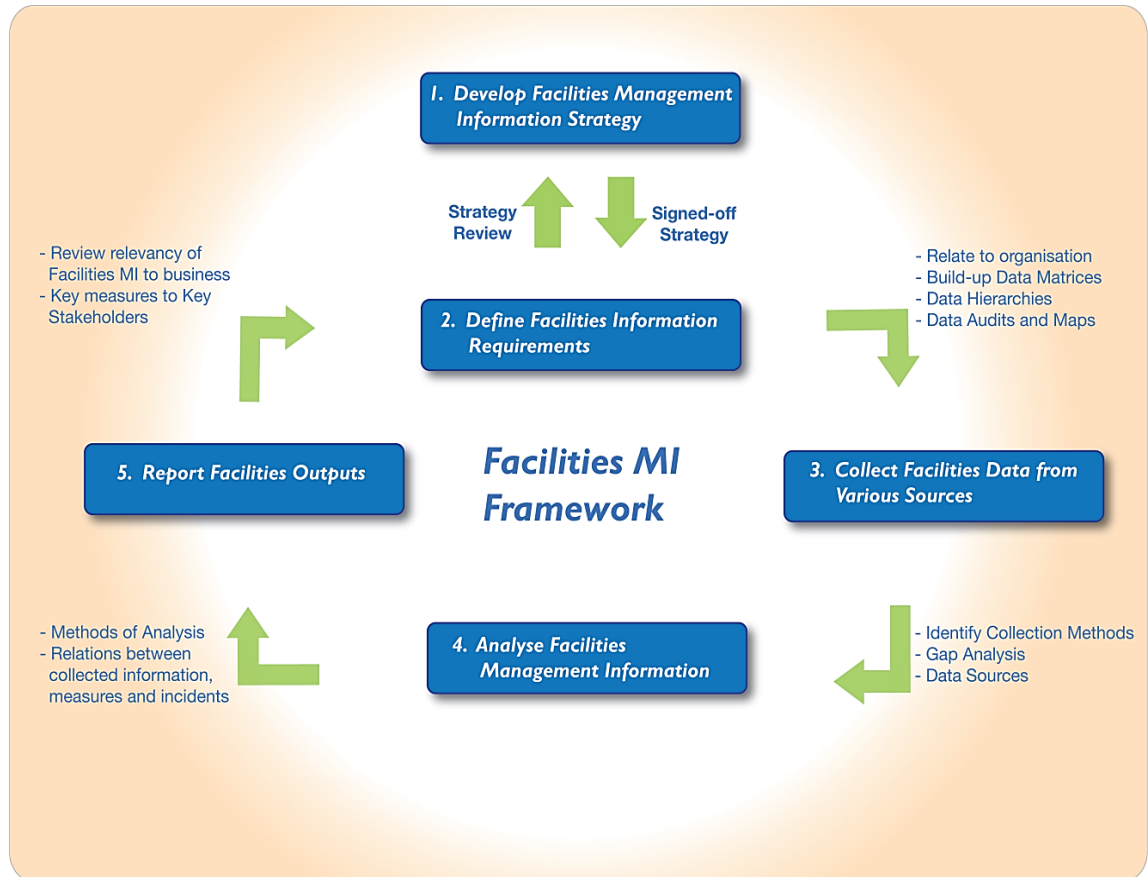
Source: RAF and Associates LLC.

Framework overview

This framework is to be used by organisations to blend all the programs they have invested in. they do this by managing all the information as part of a structured and disciplined portfolio. The goal is clear to see and is reflected by having the different segments; service management, project management, program management as part of the same larger circle each within a different layer.

This framework is circular and aesthetically pleasing but would not work for the large amount of data to be represented by the 'Cultural Fit' framework.

Framework example 3



Framework 3: Facilities Management Information framework

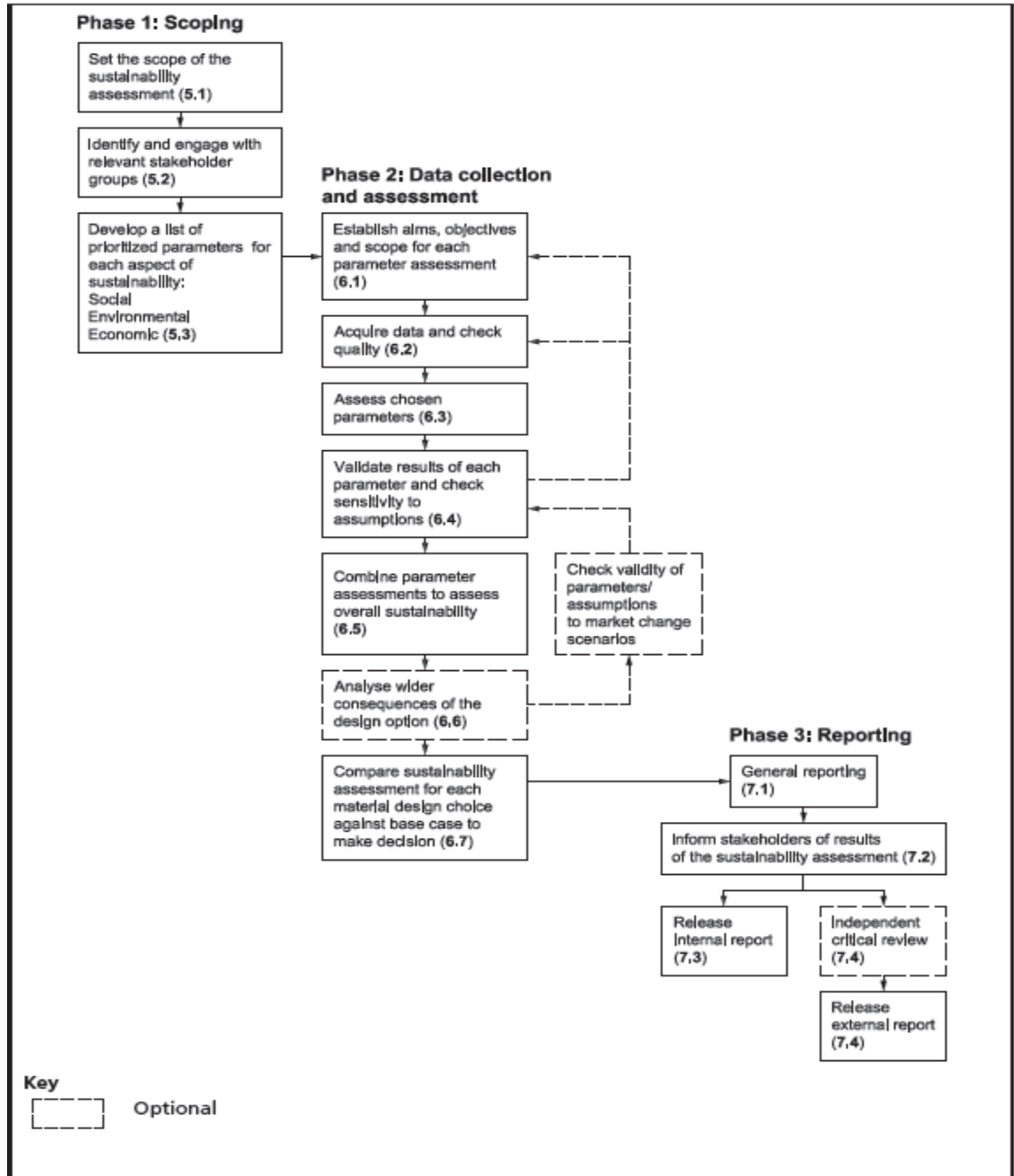
Source: RICS (2011)

Framework overview

This is a facilities management information framework proposed by RICS to help facilities managers in the management of the information they come across in a bid to be more strategic in the delivery of their duties.

It is set in a rectangular framework with the five steps set around it to show succession. The style might be useful as a first layer of the 'Cultural Fit' framework with the stages set around the rectangular background.

Framework example 4

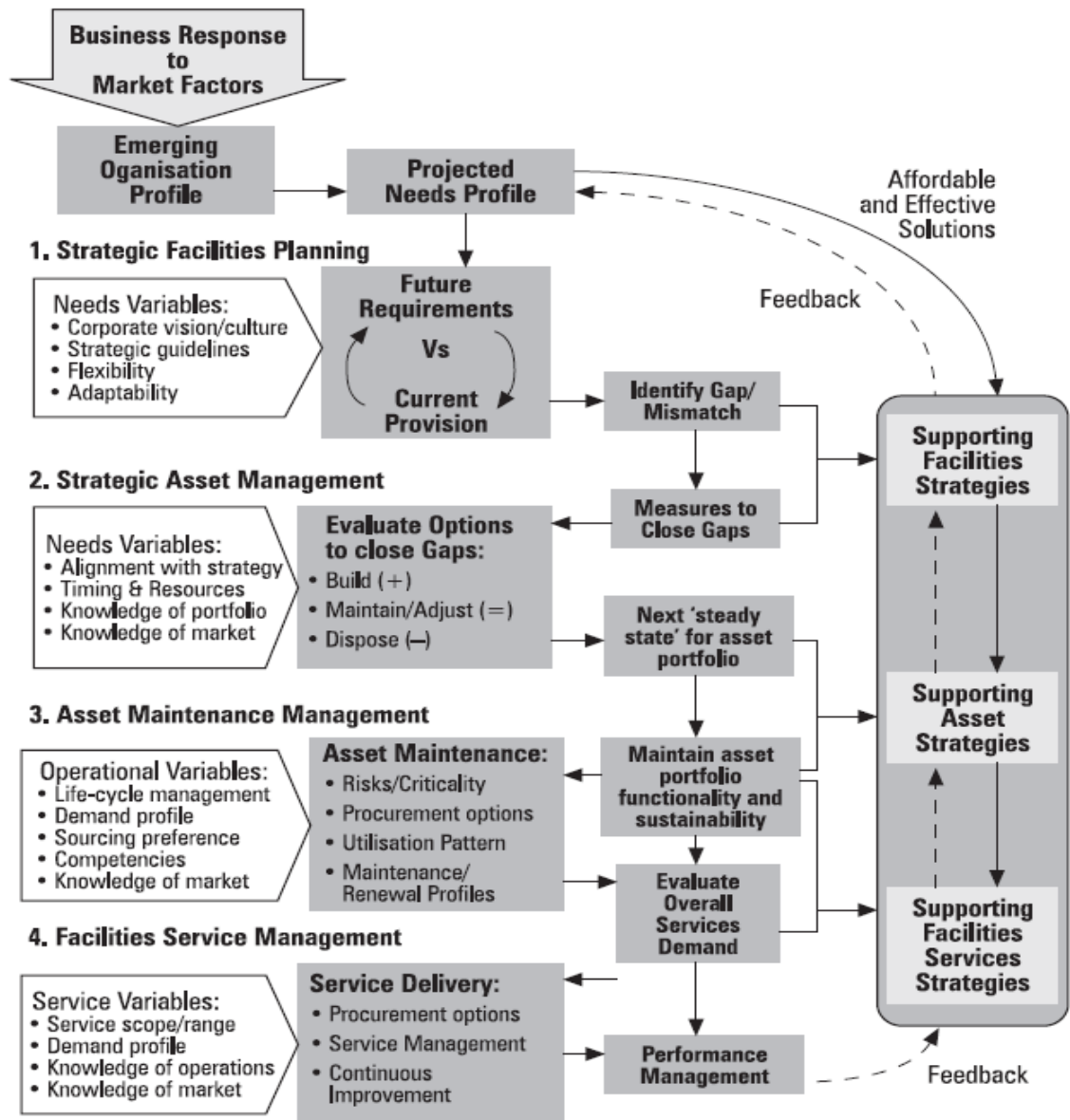


Framework 4: The sustainability assessment process for a material
Source: British standards (2011)

Framework overview

This framework is meant to show the phases used to ascertain the sustainability of a material. It depicts three phases, similar to the idea for the proposed 'Cultural Fit' framework and contains a lot of data. It looks a bit underused however with the empty spaces and does not take full advantage of the framework style.

Framework example 5



Framework 5: An integrated FM resource management framework

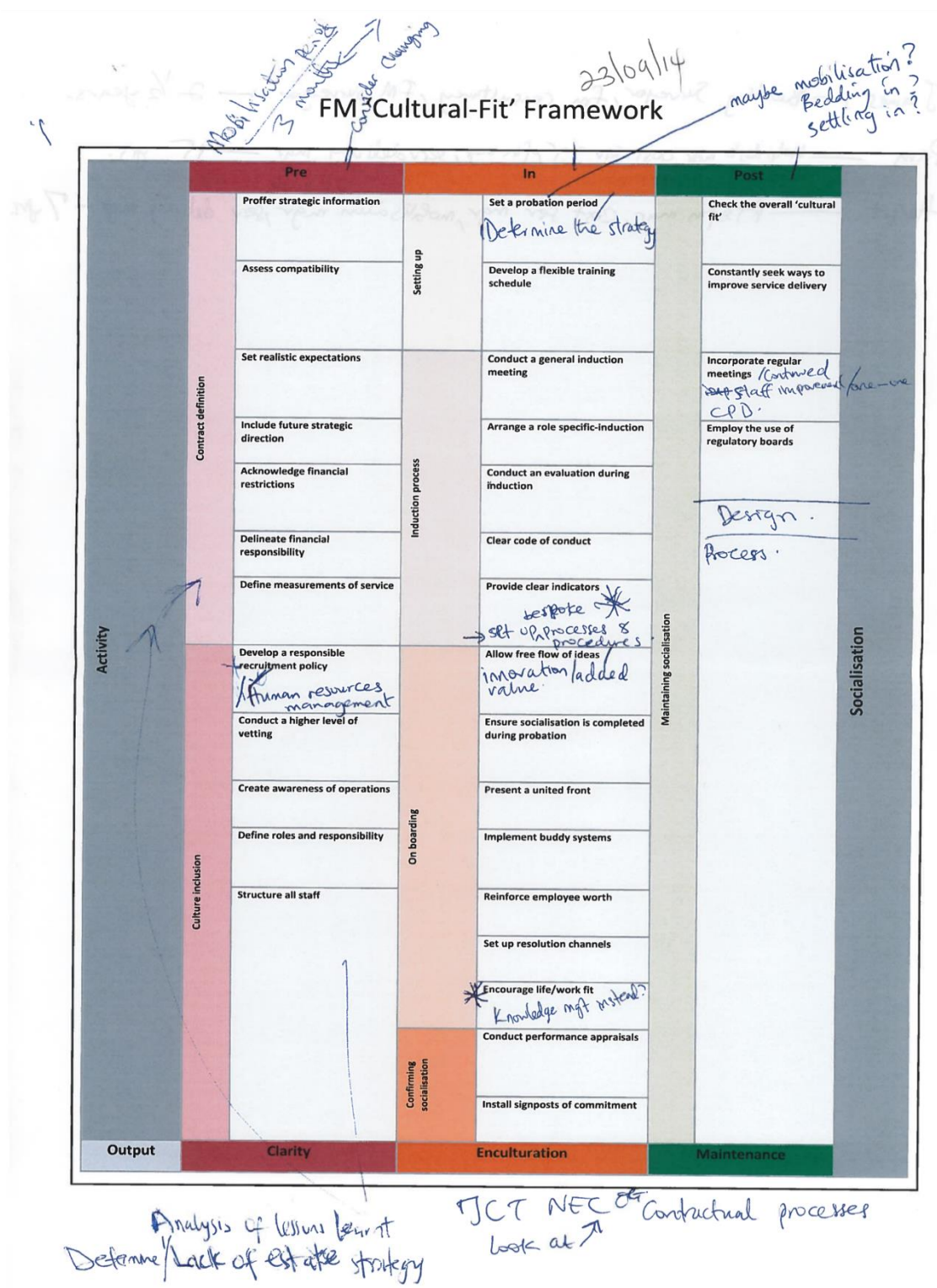
Source: Then, S.S. (1998)

Framework overview

This framework is an integrated FM management framework which details aspects of facilities management and how the FM can successfully manage their duties to provide strategic support to the larger organisation.

This framework contains a substantial amount of data and the 'Cultural fit' framework can follow a similar style. The final framework layout adopted by this thesis uses a similar style for the socialisation stages even though a different overall layout is used in this example.

Appendix I: A copy of the notes made during a focus group session



Appendix J: A copy of the 'cultural fit' framework and guide