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**An Investigation of Project Stakeholders' Expectations and Their
Influences in Project Delivery and Evaluation**

Submitted for the Degree of Doctor of Philosophy
At the University of Northampton

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Abstract

This study examined project stakeholders' expectations of a funded enterprise coaching project designed to alleviate symptoms of deprivation in Corby. A mixed method approach of Q study and semi-structured interviews was used to reveal the expectations, behaviours and evaluation of four main groups of stakeholders - the project clients (13); the project delivery team (6); Corby Borough Council (3); and the project funder (1) - a total of 23 participants. Results of the Q study analysis revealed three factors, indicating that stakeholders have different expectations about the project. The semi-structured interviews demonstrated that although stakeholders tried to promote their expectations, their influences were significantly limited by their power to influence decision making. Apart from the dominant project funder, there was no rigorous connection between stakeholders' expectations and the project evaluation criteria (time, cost and quality). Triangulated results led to the development of a unique model that incorporates broader stakeholder expectations and promotes distributed power and communication in the decision making process. This model further assists in drawing attention to emerging conflicts and problems as a constant process is developed for future project management.

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Acronyms

BLSS	Business Link start-up service
BME	Black and Minority Ethnic, and Ex-offender
CEO	Chief Executive Officer
CAQDAS	Computer Assisted Qualitative Data Analysis Software
CBC	Corby Borough Council
CEC	Corby Enterprise Coaching
CSR	Corporate Social Responsibility
DCLG	Department for Communities and Local Government
ERDF	European Regional Development Fund
EU	European Union
EOI	Expression of Interest
JSA	Job Seeker's Allowance
NBS	Northampton Business School
NEP	Northamptonshire Enterprise Partnership
NEET	Not in Employment, Education or Training
NRIC	National Registration Identity Card
PMI	Project Management Institute
SCT	Shareholder Capitalism Theory
SMEs	Small and Medium-Size Enterprise
SII	Stakeholder Impact Index
SRI	Stanford Research Institute
VIII	Vested Interest Intensity Index

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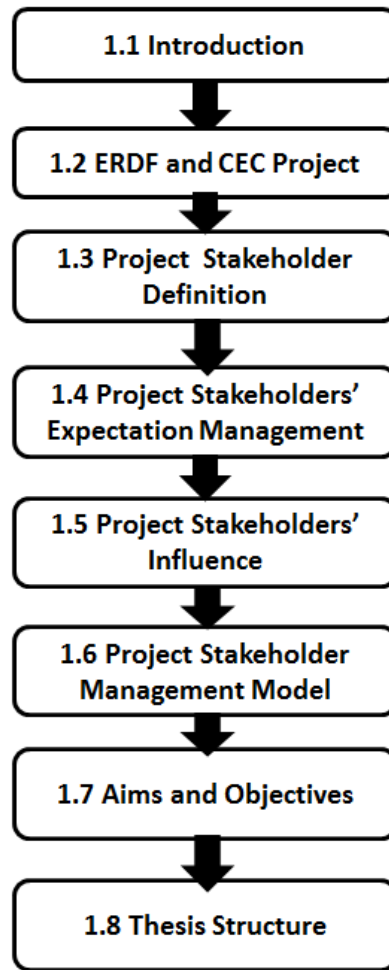
Chapter1 Introduction

1.1 Introduction

This research study is based on a European Regional Development Fund (ERDF) supported enterprise coaching project, conducted between Northampton University Business School (NBS), Corby Borough Council (CBC) and the ERDF Regional Office. The current research aims to identify the different expectations of the main stakeholder groups in the Corby Enterprise Coaching (CEC) project and examine how their expectations affect the project delivery and evaluation.

Stakeholder theory proposes that organisations should be aware of, analyse and examine the individuals and groups that can affect or be affected by organisational activities (Freeman, 1984). There is increasing literature in project management arguing that different stakeholders should be involved in the project planning, decision-making process and project evaluation (Jing, 2005; Jonker, 2006; Crump, 2008; Stacie, 2008; Davis, 2014). However, in practice most of project delivery teams and funders still ignore or under-estimate broader stakeholder management (Yang, 2013; Mazur *et al*, 2013; Davis, 2014). Unbalanced stakeholder engagement indicates a gap between stakeholder theory and its practice in project management (Taylor, 2007; Davis, 2014). A mixed method approach, including Q Methodology and Semi-structured interviews, is employed in this research to explore the interrelationships between stakeholders' expectations, project delivery and project evaluation. Based on the research findings, a grounded model which promotes power distribution, periodic communication and dialogue between the main stakeholder groups and draws attention to emerging conflicts and problems as a constant process is developed for future project management. Figure 1.1 below shows the structure of Chapter 1.

Figure 1.1 The Structure of Chapter 1



1.2 ERDF and CEC Project

The ERDF is one of the European Union (EU)'s structural funds. The fund was set up in 1975 with the intention of boosting economic development and balancing economic performance within member states. In the UK, the ERDF is periodically allocated to the Department for Communities and Local Government (DCLG) (DCLG, 2012). As one of the most deprived areas in the East Midlands, Corby was allocated a budget of £2,418,000 for the second phase up to 2014. Four priorities were identified in CBC's local investment plan: enterprise support; access to finance; access to resources; infrastructure and environment (DCLG, 2013).

Corby once had a prosperous ironstone and steel industry. Nevertheless, due to national industrial structural transformation, the town went into decline in the 1980s. Many social problems came with economic depression, which included a high unemployment rate, a low education rate, widespread mental health problems, a high crime rate and increasing benefits claimants (Ortenberg, 2008; Northamptonshire Observatory, 2010).

The CEC project is one of the ERDF funded projects in Corby. The project was designed to address the symptoms of deprivation and try to boost Corby's economic regeneration and redevelopment (The University of Northampton, 2010). The project delivered a series of innovative training programmes to the local residents and disadvantaged communities. It was proposed that these programmes would help Corby residents who may never have considered themselves capable of being self-employed, in work, or formally educated due to lack of aspiration, a life plan or personal drive to obtain essential business skills. The CEC project clients included the long term unemployed, disabled people, immigrants, benefit claimants, people not in employment, education or training (NEET) and people over 50 (The University of Northampton, 2010).

1.3 Project Stakeholders' Definition

It is important for the researcher to clarify project stakeholder's definition in the first place as it helps the researcher focus on the influenced groups of the CEC project. There has been much debate relating to stakeholder definition in the literature. Freeman defines the stakeholder as a '*group or individual who can affect or is affected by the achievement of the organisation's objectives*' (Freeman, 1984:46). While Cleland (1985) states that stakeholders are individuals or groups who have significant interests in the project outcomes. Both definitions are often criticised for involving a large number of stakeholders in practice (Nguyen *et al*, 2009). The Project Management Institute (PMI, 2001) combines ideas from Freeman and Cleland in

proposing that project stakeholders are individuals or organisations which are directly engaged with the project and who are interested in the resulting deliverables of the project. Boddy & Paton (2004) follow PMI's idea and propose a more accurate project stakeholder definition: '*stakeholders are individuals, groups or institutions with an interest in the project, and who can affect the outcome*' (Boddy & Patton, 2004:226). In this research, Boddy & Paton's stakeholder definition is adopted for reasons explained in Section 2.2.

1.4 Project Stakeholders' Expectation Management

Project stakeholders are from various backgrounds (Jing, 2005; Jonker, 2006; Crump, 2008; Stacie, 2008; Grunert & König, 2012). Some stakeholders focus on outputs and outcomes, whilst others represent the expectations and interests of external groups, trusts, local government and international companies. Each stakeholder group endeavours to promote its interests and brings its own needs, value and objectives to the project (Crump & Logan, 2008; Hietbrink & Hartmann, 2012; Davis, 2014). However, not all stakeholder's needs and expectations can be fulfilled. Invariably, there are continuous conflicts between project stakeholders (McManus, 2002; Davis, 2014). Consequently, the relationship between project stakeholders varies from cooperation to rivalry based on their individual interests and expectations (Jonker & Nijhof, 2006; Mazur *et al*, 2013).

It is essential for the independent researcher and the project managers to understand project stakeholder's expectations and maintain effective relationships with them (Donaldson & Preston, 1995; Olander, 2007; Crump & Logan, 2008; Mazur *et al*, 2013; Davis, 2014). Stakeholder expectation management not only clarifies different stakeholders' needs but also their interrelationship (Jing, 2005; Grunert & König, 2012; Davis, 2014) and in doing so, greatly increases the project's success (Cleland, 1986; Mazur *et al*, 2013). A project cannot be considered successful if it fails to address different stakeholders' expectations (Bourne & Walker, 2005). Managing

stakeholders' expectations will maximise stakeholders' positive contributions to the project and minimise any negative impacts (Bourne & Walker, 2005; Hietbrink & Hartmann, 2012; Mazur *et al*, 2013).

1.5 Project Stakeholders' Influence

Previous research asserts that project stakeholders have a critical influence in project delivery, outputs, outcomes and success or failure of the project (Yang *et al*, 2011). More recently, Mazur *et al* (2013) highlight the need to investigate how stakeholder's attributes contribute to project implementation and evaluation. In consideration, Nguyen *et al* (2009) summaries seven attributes of stakeholders that can affect the project delivery process: power, legitimacy, interest, urgency, proximity, knowledge and attitude.

Power refers to stakeholders' abilities to mobilise social and political forces and their capability to withdraw resources (Post *et al*, 2002). Legitimacy is the perception that stakeholders' behaviours and activities are appropriate within social norms, beliefs and values (Suchman, 1995). Interest refers to stakeholders' motives related to project outputs, profits, political support, opportunism, legal right, lifestyle or health and safety (Cleland & Ireland, 2007). Urgency is the '*degree to which a stakeholder claims call for immediate attention*' (Mitchell *et al*, 1997:866). Proximity is the extent to which a stakeholder is engaged in the project (Nguyen *et al*, 2009). Knowledge is the awareness or understanding of a project (Nguyen *et al*, 2009). Attitude means the project stakeholder may either support or oppose the project (McElroy & Mills, 2000). Nevertheless, these seven attributes were analysed in a quantitative study of engineering projects in Vietnam. The findings and stakeholders' seven attributes has not been applied to projects within different sectors, funding structures and stakeholder groups as yet - such as in enterprise coaching projects in the UK.

1.6 Project Stakeholder Management Model

Several commonly used project stakeholder management models are found in the literature, such as the Power/Interest Matrix Model (Mendelow, 1981), the Stakeholder Interest Intensity Index Model (Cleland, 1999), Social Network Mapping Tools (Borne & Walker, 2005), the Stakeholder Circle Visualization Tool (Borne & Walker, 2003) and Stakeholder Impact Index Tools (Olander, 2007). However, these models fail to consider project stakeholders' expectations as the starting point of project management. Secondly, these models can't explain the interaction and the relationship between project stakeholders' expectations, project delivery and project evaluation. Additionally, none of these models aim to resolve conflicts and problems in the project as a constant process. The continuous interactions, communications and influences between different project stakeholder groups in the project life cycle are largely ignored by previous researchers.

1.7 Aim and Objectives

Project stakeholders have various expectations and totally different understanding of project success (Jing, 2005). Some stakeholders only engage in project life cycle when project aims are in line with their expected outputs, outcomes and impact (Jonker, 2006), while others may proactively influence the project implementation via inter-organisational knowledge sharing (Jing, 2005), power, legitimacy, interest, urgency, proximity and attitude (Nguyen *et al*, 2009). Additionally, prior project evaluation is mainly based on the traditional iron triangle of project management: cost, time and quality (Atkinson, 1999; Bryde & Robinson, 2005; Hietbrink & Hartmann, 2012). A project evaluation including different stakeholder groups is rarely conducted in practice (Turner & Zolin, 2012). There is potential mismatch between project stakeholders' perceptions of success and actual evaluation criteria (Stacie, 2008; Davis, 2014). Therefore, Understanding and managing mutual expectations between various project stakeholder groups is the critical points for project delivery, project evaluation and future collaborations (Jonker, 2006; Taylor, 2007; Yang, 2013).

While much of the literature has demonstrated the importance of project stakeholders' expectations and its impact on the project, few researchers have studied the interrelationship between project stakeholders' expectations, project delivery and evaluation. This PhD study aims to identify the different expectations of the main stakeholder groups in the CEC project and investigate how stakeholders' expectations influence the delivery and evaluation of the project. The research study has four objectives:

1. To identify stakeholders and their expectations in the CEC project.
2. To identify how stakeholders expectations influence project delivery
3. To determine how stakeholders' expectations influence project evaluation
4. To develop a grounded project stakeholder management model for use in future projects

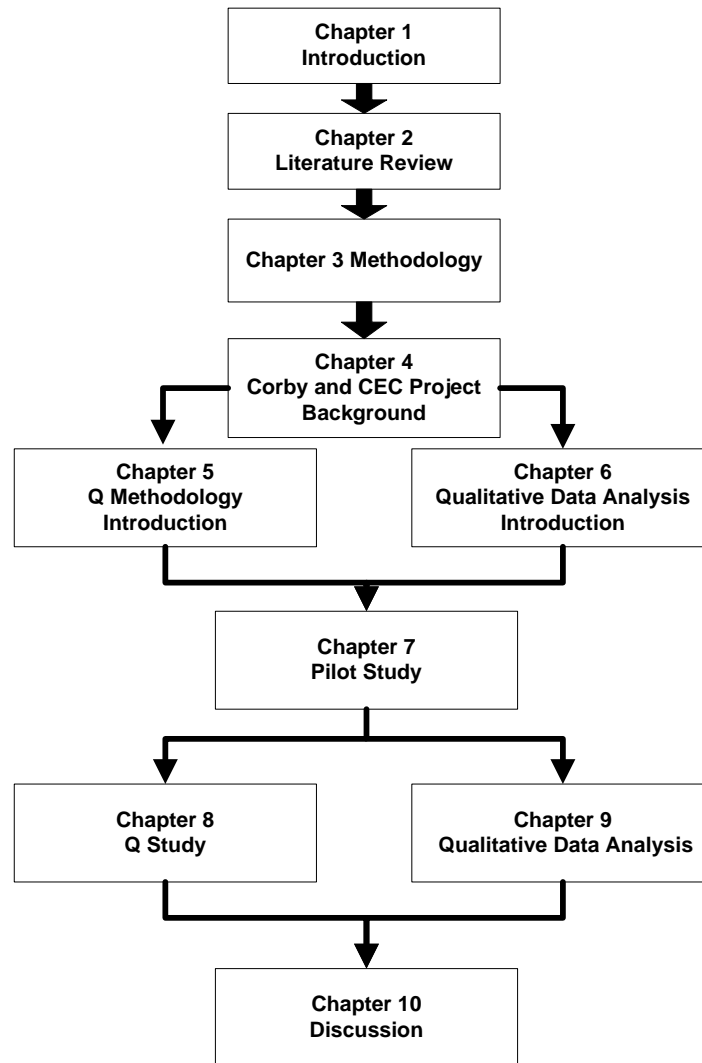
1.8 Thesis Structure

This thesis is organised into ten chapters (Please see Figure 1.2). Chapter 2 critically reviews the literature in relation to stakeholder definition, the development of stakeholder theory, stakeholder identification, stakeholder attributes, stakeholder expectation, project management and current project stakeholder management models. A critical review of the literature indicates a gap in project stakeholder's expectations management. This research seeks to address this deficiency in modeling of the practice of project management.

Chapter 3 provides an overview of the philosophical underpinning of this current research which includes ontology, epistemology and research strategy. Informed by the examination of diverse philosophical viewpoints, a constructivism (ontology) and interpretivism (epistemology) approach is adopted in this research. Constructivism believes that the researcher only gives a single version of reality and this reality is continuously being changed via people's daily interactions. Interpretivism sits

alongside constructivism and it argues that knowledge is developed inter-subjectively through people's understandings and perceptions. The chapter also outlines selection of the research methods in relation to research motivations, aims and objectives.

Figure 1.2 Thesis Structure



Chapter 4 presents the historical background of Corby and the introduction of the CEC project.

Chapters 5 and 6 detail Q methodology and the Grounded Theory approach undertaken in the current research and the reasons for adopting these data analysis methods. The main purpose of these two chapters is to provide a theoretical

framework for the pilot study (Chapter 7) undertaken and inform formal data analysis in Chapter 8 and Chapter 9.

Chapter 7 presents the pilot study to assess feasibility of the proposed research design, appropriateness of Q study and validity of the semi-structured interview questions. The shortcomings of the proposed research design are identified and the improvements are made.

Chapter 8 presents the results from the Q study. Three diverse expectations were identified among four main stakeholder groups: 'Big Change', 'Business Support' and 'Personal Development'. Chapter 9 demonstrates the qualitative data gathered from the project clients, the project delivery team, CBC and the ERDF Regional Office. The four main stakeholder groups' influences in the project delivery and evaluation are revealed. The results in Chapter 8 are then triangulated with the results from Chapter 9 to assist the development of a new model of stakeholder management (presented in Chapter 10).

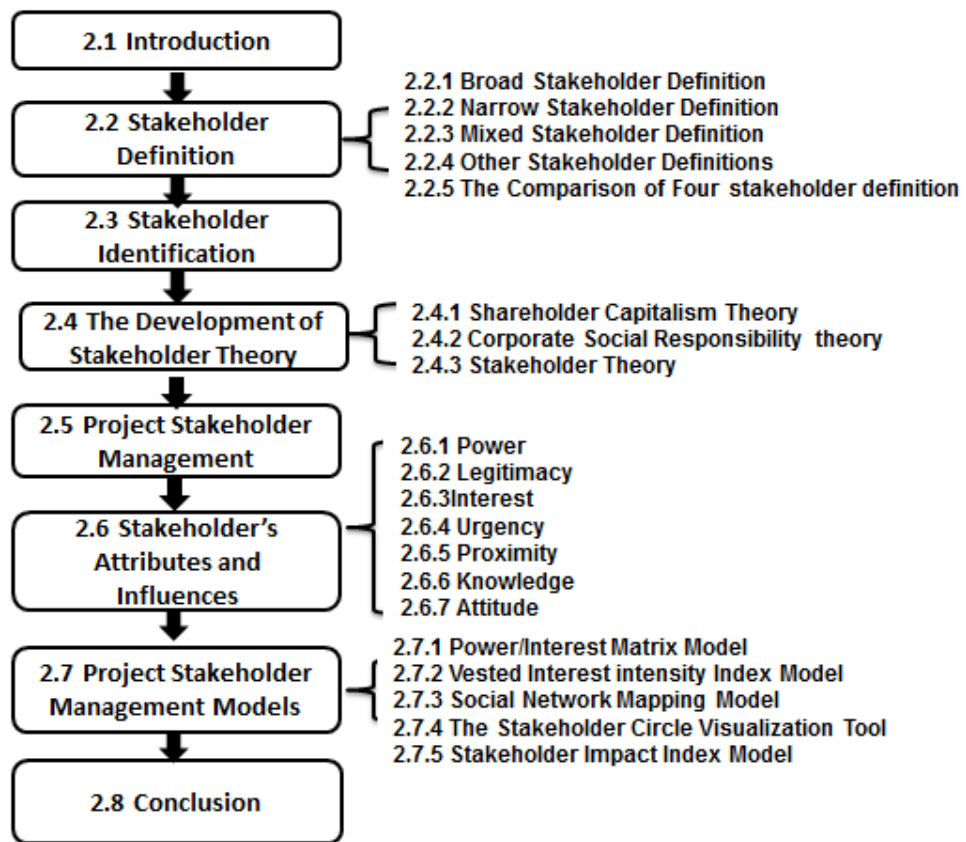
Chapter 10 is the final chapter of the thesis and presents theoretical and practical findings from the data analysis. Q study results revealed three factors, indicating that the CEC project stakeholders have different expectations about the project. Semi-structured interviews demonstrated that although the project clients, the project delivery team and CBC tried to promote their expectations, their influences were significantly restricted by their power level in practice. Triangulated results showed that there was no rigorous connection between stakeholders' expectations and the actual project evaluation criteria (time, cost and quality). These findings are related to the research aims, objectives and existing literature outlined in the earlier chapters. A model promoting project stakeholder expectation management in the project life cycle is developed. The contributions to knowledge and the limitations of the research are also presented.

Chapter 2 Literature Review

2.1 Introduction

Literature review is a select analysis of existing research which contributes to a particular topic. It explains and justifies how the researcher’s study may address some of the questions or gaps in chosen area. Figure 2.1 below shows the structure of Chapter 2.

Figure 2.1 The Structure of Chapter 2



Section 2.2 argues that Boddy and Paton’s (2004) stakeholder definition is the most appropriate definition for the current study. Stakeholder Identification is explained in Section 2.3. The development of stakeholder theory and its relationship with shareholder capitalism theory and corporate social responsibility theory are discussed in Section 2.4. The urgency of project stakeholder management is presented in Section 2.5. Section 2.6 delineates seven stakeholder attributes that can affect a

project delivery process. These attributes are power, legitimacy, interest, urgency, proximity, knowledge, and attitude. Five popular stakeholder management tools are critiqued in Section 2.7. The gap in literature suggests a model which includes stakeholder expectation management, stakeholder impact analysis and project evaluation is needed.

2.2 Stakeholder Definition

Social science researchers and industry practitioners have been attempting to study the reasons leading to project success for many years. Researchers notice that project management not only includes cost, time and quality, but also stakeholders' expectations and perceptions. Therefore, it is important for the researcher to clarify stakeholder definition as it helps the researcher focus on the influenced groups in a project.

2.2.1 Broad Stakeholder Definition

There has been much debate relating to the definition of stakeholders. The earliest stakeholder definition can be traced back to Stanford Research Institute's (SRI) internal memorandum in 1963. The memorandum firstly defines stakeholders as those groups without whose support the organisation would cease to exist. Following SRI's definition, researchers over the years have proposed their own understandings (Rhenman, 1964; Ansoff, 1965; Ahlstedt & Jahnukainen, 1971 and Freeman & Reed, 1983). However, none of these definitions were widely accepted until Freeman's definition in 1984 (Wellens & Jegers, 2014) in which he defines the stakeholder as a: *'group or individual who can affect or is affected by the achievement of the organisation's objectives'* (1984:46). Freeman's definition became the trigger of stakeholder theory evolution. Compared with SRI's definition, Freeman's stakeholder definition is broader and more balanced. It further introduces the concept of a bi-directional relationship between people/groups and the organisation. Freeman's definition indicates that any individual or group, within the organisation or not, may

consider themselves as stakeholders. Interestingly, although these individuals or groups can affect or are affected by the organisation's activities, they may not have the essential power or ability in the organisation's daily operation (Starik, 1994; Donaldson & Preston, 1995; Gray *et al*, 1996; Post *et al*, 2002; Phillips, 2003; Newcombe, 2003; Andersen, 2005; El-Gohary *et al*, 2006; Couillard, 2009).

Gray *et al* (1996:30) argue that: '*any human agency that can be influenced by, or can itself influence, the activities of the organisation can be treated as a stakeholder.*' The 'organisation activities' in Gray *et al*'s (1996) definition include all objective activities as well as other unintended activities which do not relate to organisation objectives, such as the goal related activities, daily activities and any emergencies. Starik (1994: 90) describes a stakeholder as '*any naturally occurring entity which affects or is affected by organisational performance.*' In Starik's definition, any living entities, such as human being, animals and plants, as well as non-living environmental forms, such as water, air and rocks could be considered as an organisation's stakeholders. Starik even considers the people who are dead and people who have not yet been born as an organisation's stakeholder. He argues these things can affect a current organisation's daily operation through an invisible 'spiritual power'. Phillips (2003) strongly disagrees with Starik. He criticised that Starik actually misunderstood stakeholder theory by applying stakeholder theory designed for the business environment to the natural environment. Phillips questions that if all entities in the natural environment are classified as stakeholders, then what is excluded from stakeholder definition?

2.2.2 Narrow Stakeholder Definition

Freeman's definition is too broad which makes it unrealistic and unmanageable for the researcher to study stakeholders' expectations and perceptions in practice. The 'bi-directional communication between individuals or groups and the organisation' in Freeman's stakeholder definition embraces too many people or groups who have

direct or indirect relationships with the organisation (Cleland, 1985). If everyone is a stakeholder in an organisation, then stakeholder theory has limited value in practice (Phillips, 2003; Mitchell *et al*, 1997; Olander, 2007; Nguyen *et al*, 2009). Stakeholder theory should only focus on the people or groups who have direct input into an organisation, as well as those who can benefit from an organisation's outcomes (Phillips, 2003; Mitchell *et al*, 1997; Nguyen *et al*, 2009).

Cleland proposed his famous 'interest in' stakeholder definition in 1985. He states that stakeholders are individuals or groups '*who have a vested interest in the outcome of the project.*' Cleland's definition is considered as a narrow stakeholder definition, as it excludes many people/groups that do not have a direct interest or influence in the projects. Cleland is only concerned about the units that contribute to an organisation's wealth creating activities. Several researchers follow this line of thinking. Donaldson & Preston (1995) regard stakeholders as those who experience or anticipate experiencing potential benefits or disadvantage as a result of the organisation's actions. Mitchell *et al* (1997) add that stakeholder's interest should be consistent with a company's core economic interests. Post *et al* (2002) claim that the stakeholder must have a stake in the organisation and contribute voluntarily or involuntarily to the organisation's daily activities.

2.2.3 Mixed Stakeholder Definition

The Project Management Institute (PMI, 2001:38) combines the ideas from Freeman's wide definition and Cleland's narrow definition, and proposes that '*stakeholders are Individuals and organisations that are directly involved with the project and who have a vested interest in the resulting deliverables of the project.*' Although the PMI's definition was published in 2001, its notion began to attract researchers' attention after the proposal of a modified version in 2004. The PMI (2004:16) definition states that stakeholders are: '*Individuals and organisations that are actively involved in the project or whose interest may be affected as a result of project execution or project*

completion.’ In this definition, ‘interest’ and ‘affected’ are both used together for the first time to describe project stakeholders. Boddy & Paton (2004:226) propose a more precise definition: ‘*stakeholders are individuals, groups or institutions with an interest in the project, and who can affect the outcome.*’ The PMI and Boddy’s views are further supported by Walker *et al* (2008) and Edum-Fotwe & Price (2009).

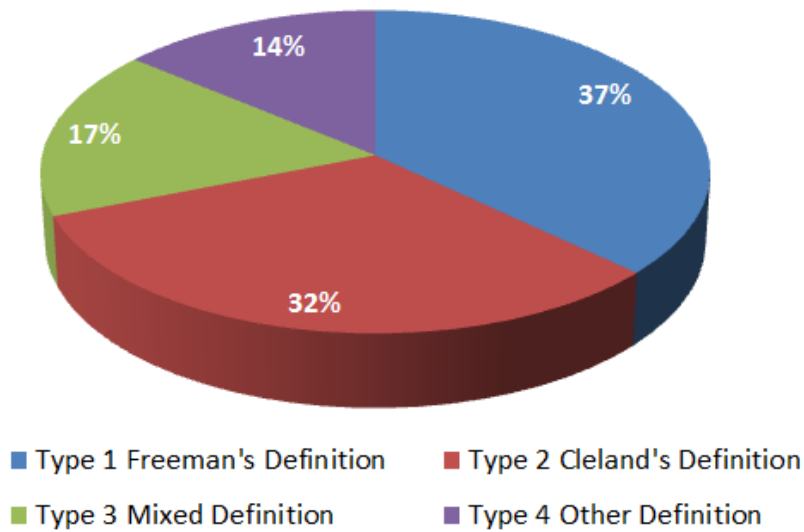
2.2.4 Other Stakeholder Definitions

Rhenman (1964) and Ahlstedt & Jahnukainen (1971) extend the SRI’s stakeholder definition to any individual or group depending on the firm for their personal needs and on whom the firm is depending. All these definitions are published before 1984, when Freeman published his book: *Strategic Management: A Stakeholder Approach*. These definitions are classified as other stakeholder definitions in this study as they are some distance away from modern stakeholder theory.

2.2.5 The Comparison of Four Stakeholder Definitions

The researcher conducted literature review searches on stakeholder’s definition using the EBSCO host Database and Science Direct Database. These two databases are the leading scientific database for social science researches as they provide a complete and customised discovery service. Searches containing the keywords ‘stakeholder definition’, ‘project stakeholder definition,’ ‘stakeholder’, ‘stakeholder theory’, ‘project management’ returned 35 different stakeholder definitions, proposed between 1963 to 2009 (See Appendix A). In these 35 stakeholder definitions, the researcher noticed there were only four main different types of definitions. Freeman’s ‘affect or affected’ definition is designated Type 1; Cleland’s ‘interest in’ or ‘stake in’ stakeholder definition is designated Type 2; Boddy’s mixed definition is designated Type 3; and the other definitions proposed before 1984 are designated Type 4. Figure 2.2 presents these four groups of definition in percentage terms.

Figure 2.2 Stakeholder Definitions by Percentage



Thirteen stakeholder definitions are classified as Type 1 (37% of all definitions). Type 2 has 11 out of 35 definitions (32%). Type 3 only has 6 definitions (17%). However, Type 3 definition has attracted the greatest attention from social science researchers since 2004 and has had a tendency to become the dominant definition in project stakeholder management (PMI, 2004; Boddy & Paton, 2004, Bourne & Walker, 2006, Walker *et al*, 2008; Edumfotwe & Price, 2009). Table 2.1 shows the key features and criticism of the four main stakeholder definitions.

Table 2.1 Four Groups of Stakeholder Definitions

Definition	Freeman's Definition	Cleland's Definition	Boddy's Definition	Other Definitions
Key Features	Affect or be affected	Interest in or stake in	Have interest and can affect project process	All other definitions
Comment	Too many stakeholders	Difficult to capture some stakeholders' interest	Provides fitting description to project stakeholders	Far away from modern stakeholder theory

It is essential to clarify the most appropriate stakeholder definition in this study, as it helps the researcher focus on key stakeholders in a project. Freeman's (1984) Type 1 broad ('affect' or 'be affected') stakeholder definition contains large numbers of project stakeholders and is difficult and unrealistic to be applied in the current research. Cleland's (1985) Type 2 narrow ('interest in' or 'stake in') definition provides a relatively small number of stakeholders. However, it is impossible for the researcher to identify some stakeholders' interest and impacts such as local communities' interest. Type 3 Boddy and Paton's (2004) stakeholder definition provides the most feasible and accurate description of stakeholders in a project. In their definition, project stakeholders must have two key traits: an interest in the project and the power to influence project outcomes. Stakeholder definition (Section 2.2) and stakeholder Identification (Section 2.3) help the researcher define key stakeholder groups in a project.

2.3 Stakeholder Identification

Boddy and Paton (2004) provides the researcher with the most appropriate stakeholder definition. The next step is for the researcher to find out who are the project stakeholders. A project normally involves many stakeholder groups, however, not all stakeholders have the same expectations, abilities or influences in the project lifecycle. Therefore, it is important for the researcher to identify which stakeholder groups should be included in the project design, delivery, monitoring and evaluation process. The answer to this question is in the stakeholder identification process. Stakeholder identification is recognised as the starting point of stakeholder analysis (Mitchell et al, 1997; Walker, 2003; Briner *et al*, 1996; Tuman, 2006).

The majority of researches prefer to classify stakeholders according to their position in the project, level of association and legal relationship (Nguyen *et al*, 2009). Tuman (2006) argues there are only four main groups that project managers need to consider: project champions, project participants, community participants and parasitic

participants. Project champions refer to people who bring the project into reality. Such as project funders and developers. Project participants are individuals or groups who have the responsibility to plan and implement the project, while community participants are comprised by those who are directly affected by project operation. All other individuals or groups who have no direct relationship in the project but have potential to affect project are considered as parasitic participants, such as family members and the media.

Mitchell *et al* (1997) define seven different stakeholder groups: dormant stakeholders, discretionary stakeholders, demanding stakeholders, dominant stakeholders, dangerous stakeholders, dependent stakeholders and definitive stakeholders, based on stakeholders' power, legitimacy and urgency. The dormant stakeholders are people who have powers but do not have legitimate relationship or interests in the organisation. Although dormant stakeholders have little communication with the organisation and their powers are unused, organisation managers need to beware of them due to their potential to become dominant stakeholders or definitive stakeholders. Discretionary stakeholders oppose legitimate needs but have no powers or urgent claims on the organisation. Therefore, managers do not need to maintain a close relationship with them, although they may choose to do so. Demanding stakeholders possess urgent claims but have neither powers nor legitimacy. Mitchell *et al* (1997) argue demanding stakeholders only draw managers' attention. Stakeholders who are powerful and legitimate are considered as dominant stakeholders. Organisation managers need to address dominant stakeholders' needs and requests immediately, as they oppose legitimate demands on the firm as well as the abilities to shape organisation operation. Stakeholders who have urgency and power but lack legitimacy in an organisation are called dangerous stakeholders. These stakeholders may become coercive and violent in organisation operation. Dependent stakeholders are individuals or groups who have urgent and legitimate claims, but have no power to oppose. Thus, dependent stakeholders need to use other

stakeholders' powers to accomplish their wills. When dominant stakeholders have urgent requirements, they become definitive stakeholders in the organisation. Definitive stakeholders have power, legitimacy and urgency in organisation, managers must have an immediate and clear response to their requests.

Other prior studies report that project stakeholders can be divided into two major categories: internal stakeholders and external stakeholders (Pinto, 1996; Olander, 2007; Nguyen *et al*, 2009). Internal stakeholders are project owners who have inclusive power and responsibilities in the project. Internal stakeholders may use contractual structures to delegate significant management responsibility to others, but they still have overall control. External stakeholders are individuals or groups who have positive or negative attitudes on the project and try to influence project operation via regulations, campaigning, indirect actions or lobbying. Conventional external stakeholders include the project's potential clients, environment groups, local council, local communities, competitors, politicians, suppliers and the media (Pinto, 1996; Ward & Chapman, 2008). Internal stakeholders are comprised of project managers, accountants, project team members and functional management (Pinto, 1996).

A project can have many stakeholder groups, such as the project funder, the local borough council, the project delivery team, local communities, environmental groups, the project clients, competitors, charities and local politicians. With limited time, labour and resources, it is difficult for the researcher to study all stakeholders' subjectivities. Boddy and Paton's (2004) stakeholder definition states that stakeholders must have interest and power in the project lifecycle. Stakeholders' identification models (Pinto, 1996; Olander, 2007; Nguyen *et al*, 2009) demonstrate that project stakeholders can be generally classified into two major groups: internal and external stakeholders, depending on their power, league responsibilities and proximity.

Thus, this study focuses on four main stakeholder groups: project client, project delivery team, local borough council and project funder. First, these four groups come from both internal and external stakeholder groups, reflecting the variety and complexity of project stakeholders. Second, compared with other stakeholder groups, these four stakeholder groups have significant interests and certain abilities to affect project design, delivery and the evaluation process.

Project funders approve a project application and expect the project to meet their interests. They may use their power (withdrawal of resources, the project contract or funding requirements) to ensure their interests are embedded in the project aims and objectives. The local borough council has a reasonable requirement that the project will have a positive impact on residents, it may influence the project via government policies and regulations. The project delivery team, as the project designer and implementer, delivers the project with its own interests and has a direct impact on the project outputs and outcomes. As direct beneficiaries in the project, clients participate in the project with their own interests. Theoretically, they also have impact on the project delivery and outputs. For example, project delivery team has to change the delivery approach or content if the project clients give negative feedback or comments.

2.4 The Development of Stakeholder Theory

Stakeholder Theory (Freeman, 1984) borrows ideas from both Shareholder Capitalism Theory (Friedman, 1962) and Corporate Social Responsibility Theory (Bowen, 1953). Therefore, this section firstly introduces Friedman's conventional 'Shareholder Capitalism Theory' and then moves to Bowen's 'Corporate Social Responsibility (CSR)' theory. The analysis results naturally lead to the introduction of stakeholder theory (Carroll, 1999).

2.4.1 Shareholder Capitalism Theory

The majority of today's financial theories have been greatly influenced by Shareholder Capitalism Theory (Carroll, 1999). In 'Shareholder Capitalism Theory', shareholders are described as people who are only concerned about their own personal profit, income and wealth, and show minimal interest in other business activities, which do not result in personal wealth creation (Friedman 1962, 1970; Westerfield & Jordan, 1998; Grinblatt & Titman, 1998; Laplum *et al*, 2008).

Early scholarly contributions to modern Shareholder Capitalism Theory can be traced to Adam Smith (1776) and his seminal work 'The Wealth of Nations', where Smith states that individuals perform better in promoting social well-being when pursuing their own interests, instead of positive social impact. Milton Friedman (1962, 1970), who is well known for his macro-economic theories, follows Smith's thinking. He considers individual freedom as an advanced stage of economic freedom, and proposes that individual freedom would not exist if people did not enjoy total economic freedom. Friedman (1962:133) claims: '*...there is one and only one social responsibility of business – to use its resources and engage in activities designed to increase its profits so long as it stays within the rules of the game, which is to say, engages in open and free competition, without deception and fraud.*' Government should use its power responsibly in the market and avoid market intervention, if possible, although government arbitration has significant impact in the market under certain circumstances (Friedman, 1972). A corporation's wealth increasing process does not need to consider the interests, expectations and viewpoints of other stakeholders. Shareholders have legal rights to expect business to maximise their wealth, without the considerations of other people, ethics or morality (Friedman, 1972).

The key difference between Shareholder Theory and Stakeholder Theory is what makes business successful (Freeman, 1984). Friedman believes in maximising profits for shareholders, while Freeman argues the purpose of business is to satisfy stakeholders' interests. Because Shareholder Capitalism Theory shares some ideas with Stakeholder Theory, Friedman is considered as an early stakeholder theorist (Carroll, 1999). Obviously, Shareholder Capitalism Theory is not suitable for non-profit projects or public benefit activities, aiming to help local residents rather than making profit for shareholders.

2.4.2 Corporate Social Responsibility (CSR) Theory

Many issues discussed in Stakeholder Theory are developed from CSR theory (Friedman & Miles, 2009). The seeds of CSR theory are sown in the Great Depression and the Second World War, and further developed in the 1950s. CSR was initiated to address issues of the environment and ethics, especially environmental pollution, global warming, inhumane work conditions and deadly food production (Logsdon & Wood, 2002). Social movements, like civil rights, environmentalism, consumerism, women's rights and anti-war activities in the 1960s and 1970s have great impact on CSR theory's development (Carroll, 1999).

The milestone book, 'Social Responsibilities of the Businessman', by Howard R Bowen (1953) is considered to be the beginning of modern CSR theory. As the world economy moves forward, several hundreds of multinational corporations become more powerful and dominant. These companies have absolute power to affect people's daily lives (Bowen, 1953). Bowen (1953: 6) proposes an initial definition of social responsibility as, *'it refers to the obligations of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society'*. CSR theory has two attributes: firstly, all social obligations must be voluntarily undertaken by business; secondly, social obligations should contain expectations from various groups, not only

conventional shareholders, but also the customers, suppliers, employees, community and society (Jones, 1980).

Social responsibility should not be considered as an extra burden and its impact should not be measured over a short period, as it has great probability to generate long term benefits to companies (Davis, 1960). However, Milton Friedman, the father of Economic Freedom, holds a different opinion. Friedman (1962: 133) argues '*few trends could so thoroughly undermine the very foundations of our free society as the acceptance by corporate officials of a social responsibility other than to make as much money for their stockholders as possible*'. Carroll (1999) argues that Friedman's ideas are too conservative, and help business escape from social responsibility by narrowing down business objectives to a solely economic purpose.

Many researchers believe that the ideas and thinking under stakeholder theory are actually derived and developed from CSR theory (Johnson, 1971; Carroll, 1999; Friedman, 2006). CSR theory has an impact on stakeholder theory in varying degrees (Carroll, 1999). The essential meaning of CSR theory is to balance various stakeholders' expectations (Johnson, 1971). CSR theory could be considered as the application of Stakeholder Theory to a broader scope (Freeman, 2010). People within this broader scope can have either adversarial or friendly relationships with a company or business (Freeman 2010).

Although CSR theory promotes business social responsibility and makes business owners aware of their social responsibility, it does not provide the researcher with solutions in project implementation. Additionally, CSR theory is mainly used as a built-in, self-regulating mechanism whereby a business ensures its daily activities compliance with the law, government policies and social norms. Therefore, CSR theory can provide the research with some interesting ideas, but it is not the most appropriate theory to frame the study.

2.4.3 Stakeholder Theory

Freeman is normally credited with promoting Stakeholder Theory, in his book 'Strategic Management: A Stakeholder Approach' (Freeman, 1984). Freeman did not invent the concept of the stakeholder but expressed Stakeholder Theory more forcefully (Friedman & Miles, 2009). A survey of senior managers, conducted by Raymond Baumhart (1968), indicates that it is unethical for managers to only focus on shareholders' interest and ignore viewpoints from employees, customers and other groups. Managers may not use the word 'stakeholder' directly in their daily life. Nevertheless, most of them apparently accept certain tenets of stakeholder theory, which is that company managers need to consider interests, expectations, and viewpoints from various stakeholder groups (Halal, 1990; Brenner & Molander, 1977; Posner & Schmidt, 1984).

Business approaches and theories in the 1980s were inconsistent with the unethical business environment. People's views of corporations were changing over time. Meanwhile, organisations and companies were experiencing turbulence (Freeman, 1984). *'Gone are the good old days of worrying only about taking products and services to market, and gone is the usefulness of management theories, which concentrate on efficiency and effectiveness within this product- market framework (Freeman, 1984:4)'*. Corporation frameworks have evolved from a simplistic production view via a more complex managerial view and eventually to the stakeholder view (Freeman, 1984).

The production view is the simplest business framework (Freeman, 1984; 2010). Business consistently buys raw materials from its suppliers, converts raw materials to products, and then sells the product to customers. The production view of business is still the most suitable business framework for small, entrepreneurial and family businesses. The size of these companies may be different, but their owners' perceptions of business are the same. In order to run a business successfully, business

owners only need to satisfy suppliers and customers. In this framework, businesses have little interaction with their external environment. Therefore, the environment has minimal impact on businesses' development (Freeman, 1984) .

With the invention of new technologies and production processes, larger firms become more economical, efficient and competitive in the market. These firms have more requirements of capital and resources than family owned business. As the firm receives financial support from banks, investment funds, stockholders and other institutions, company's ownership becomes more complex. Non-family members start to enter the management team and engage with strategy making process. Business ownership and control are separated and Freeman calls this the Managerial view of the firm. In this framework, more interactions happen between different groups in the company. Top business managers cannot just satisfy suppliers and customers, but are forced to consider the viewpoints of employees, customers, owners, and suppliers

The managerial view of the company was further developed in 1980's, which eventually forms the original stakeholder view of business. A company has many other groups beside customers, employees, owners and suppliers, who have significant impact on a company's operation, such as: the media, environmentalists, consumer advocates and competitors (Freeman, 1984, 2010; Donaldson & Preston, 1995). These groups are also company stakeholders, as they can affect, or be affected by, the accomplishment of a company's purpose (Freeman, 1984). Hence, it is inappropriate for managers to govern a company solely from a production or a managerial point of view. Some company stakeholders may have urgent needs, requirements or desires from the company in the short term, while others are only concerned with the company's long term targets and rarely engage with the company's daily activities and operation (Donaldson & Preston, 1995).

A company can maintain a competitive advantage in the market through maintaining good relationships with its stakeholder groups, by responding to their needs and interests (Freeman, 1984). Stakeholder management may not provide significant benefits to a company in the short run. However, it may be crucial for the company's existence and development in the future (Laplum *et al*, 2008). Friedman's Shareholder Capitalism Theory fails to consider the long term impact of marginal stakeholder groups, such as the media, local politicians, environmentalists and special interest groups (Freeman, 1984). Therefore, Freeman suggests, companies should adopt Stakeholder Theory voluntarily rather than be forced by government pressure or legislative changes. A company's management can be considered to be failing in their management duties by company owners if company stakeholder problems have to be resolved by government or legal interventions (Freeman, 1984; 2010). Stakeholder theory has significant value in the current study. It not only provides the researcher with preliminary conceptual understanding of project management but also helps the researcher to design the research questions, aims and objectives. Furthermore, stakeholder theory helps the researcher to identify potential research gaps in the literature.

2.5 Project Stakeholder Management

As introduced in the stakeholder definition section (Section 2.2), little prior research has engaged with stakeholder management (Davis, 2014; Shenhar & Dvir, 2007). This section presents the development of the project management, the importance of the project stakeholder management and the gaps in the current project management studies. The discussion indicates that project stakeholder management has evolved out of project management.

The development of project management has four stages: 1970s, 1980s-1990s, 1990s-2000s and the present day. The studies in 1970s focus on project operation and performance in terms of time, cost and quality (iron triangle) (Atkinson, 1999). From 1980s to 1990s, project management studies shift from project operation to

client-focused management. However, the literature mainly examines the viewpoints of the project manager and the project delivery team, the voices of the external stakeholders and the project clients are largely ignored (Jugdev & Mülle, 2005). During the 1990s and 2000s, researchers recognise the importance of stakeholder theory and start to consider viewpoints from various stakeholder groups in project management (Davis, 2014). The 21st century research tends to be more stakeholder-focused regarding project design, project delivery, monitoring and evaluation (Davis, 2014).

Stakeholder management is essential in project delivery and evaluation (Davis, 2014). First, stakeholders play a key role in forming the project mission and objectives. Second, some stakeholders have a strong influence over strategy and decision-making process. Third, stakeholders affect the project deliverables and evaluation criteria (McLaughlin *et al*, 2009). A project cannot be considered successful if project manager and delivery team fail to address different stakeholders' needs and expectations even it delivered within planned time, budgets and scope (Bourne & Walker, 2005). Fourth, ignoring stakeholders' expectations may cause the project objective to be incomplete or project failure from the starting point (Jonker, 2006), while managing stakeholders' expectation will maximise their contribution to the project and minimise any potential risks (Bourne & Walker, 2005).

It is difficult to evaluate a project with intangible products, such as confidence, self-esteem and motivation (Atkinson, 1999). Project stakeholders are more likely to have different understanding and interpretations of project outputs, outcomes and impact (Bryde & Robinson, 2005). Some target personal benefits, while others represent the expectations and interests of groups, trusts, local government or international companies (Yang, 2013). Each stakeholder group tries to promote its viewpoints and brings its own needs, targets and interests to the project (Crump & Logan, 2008; Mazur *et al*, 2013; Davis, 2014). However, not all stakeholder's needs

and expectations can be fulfilled in a project, invariably, there are conflicts between stakeholders (McManus, 2002). The relationship between stakeholders varies from cooperation to rivalry based on their needs within the project (Jonk, 2006). One key challenge for the researcher is to identify stakeholders' expectations in the project and integrate their needs with project design, delivery, aims and objectives (Pouloudi & Whitley, 1997; Sharp *et al.*, 1999; PMI, 2004; Mazur *et al.*, 2013; Davis 2014; Wellens & Jegers, 2014). The capability to unveil diverse project stakeholders' expectations is an essential ability for the project managers (Donaldson & Preston, 1995; Olander, 2007; Crump & Logan, 2008). The project delivery team needs to be able to identify key stakeholders within the project and address their needs and expectations. Research into stakeholders' expectations and their impact on project delivery and evaluation can be criticised for a lack of completeness and explanatory power. Table 2.2 summarises the strengths and weakness of the key research in this area.

Table 2.2 Critique of Key Research into Project Stakeholder Management

Author	Methods	Findings	Critiques
Jing (2005)	Survey	<ul style="list-style-type: none"> Stakeholders' expectations have significant influences on project implementation via inter-organisational knowledge sharing. Stakeholders' expectations are significantly different. Local government stakeholders are less optimistic and more worried about the technological and financial barriers. 	<ul style="list-style-type: none"> Does not demonstrate how other stakeholders' traits influence project delivery and evaluation.
Jonker (2006)	Questionnaire	<ul style="list-style-type: none"> Understanding mutual expectations between different stakeholders is the key to maintaining future collaborations. Project stakeholders only engage in collaborations when project objectives meet their desired outputs and outcomes. Identifies seven points, which lead to future collaborations. The seven points are issue, collaboration, values, legitimacy, independence, transparency and impact. 	<ul style="list-style-type: none"> Does not explain how different expectations affect stakeholder delivery and evaluation of the project.
Crump (2008)	Mixed methods	<ul style="list-style-type: none"> Demonstrates the importance of managing stakeholders' expectations in government funded projects. Highlights that stakeholders have distinct expectations. Suggests researchers use mixed method to clarify stakeholders' expectations. 	<ul style="list-style-type: none"> Does not mention how stakeholders' expectations affect project delivery and evaluation process.
Stacie (2008)	Interview	<ul style="list-style-type: none"> Inappropriate expectations have negative effects on user's satisfaction and evaluation. Software project managers should manage clients' expectations from user involvement, leadership and trust. User's expectations should be accurately identified and continuously 	<ul style="list-style-type: none"> Does not explain how user expectations will influence project delivery.

		<p>reinforced to prevent project failure.</p> <ul style="list-style-type: none"> • Meeting users' expectations is the main factor of project success. • User are more likely to give low marks in the evaluation if their expectations haven't been fulfilled 	
Davis (2014)	Mixed methods	<ul style="list-style-type: none"> • Project evaluation should be more stakeholder-focused. • Recognise the involvement of sponsor and senior management in project evaluation • Stakeholder groups have a totally different understanding of project success. 	<ul style="list-style-type: none"> • Success is rarely evaluated across multiple stakeholder groups, as the emphasis tends to be on the perception of project managers. • Does not clarify stakeholder groups and investigate the understanding of project success by different stakeholder groups.

2.6 Stakeholders' Attributes and Influences

In order to clarify the significance of project stakeholders and their impact upon projects, it is necessary for the researcher to identify and include the factors by which they do so. This section demonstrates how project stakeholder may use their attributes to influence the project delivery and evaluation. The discussion results help the researcher understand the interaction between four main stakeholder groups: the project clients, the project delivery team, CBC and the ERDF Regional Office.

Project stakeholders influence project with the intention of achieving their concerns and needs (Li *et al*, 2013; Olander & Landin, 2008). Stakeholders have significant impact on project objectives, project delivery and the evaluation process (Cleland & Ireland, 2007). Nguyen *et al* (2009) investigate the stakeholders' impact on state owned civil engineering projects in Vietnam, using stakeholder' seven attributes: power, legitimacy, interest, urgency, proximity, knowledge, and attitude, and discover that the project clients have the highest level of impact on the project life cycle, followed by project managers and senior management of the state-owned engineering firms. Different viewpoints and arguments are found in literature. However, prior studies are mainly focused on construction and engineering projects, how enterprise coaching project stakeholders use their attributes to fulfill their expectations in project is still uncertain. As a result, the following sections details seven attributes and explains how each attributes may influence project stakeholders' behaviors in the project delivery and evaluation. This section also contributes to the development of the research question, objectives and interview questions.

2.6.1 Power

Power is the ability that enables people to fulfill their wishes while ignoring the resistance of others (Weber, 1947). It is a relationship that exists between social actors, in which one social actor can force others to carry out the things which they are not

willing to do (Mitchell *et al*, 1997). Stakeholders' powers are revealed by how they use their social forces, political forces and capabilities to remove resources from the organisation (Post *et al*, 2002). Stakeholders' powers have many forms, such as punishment, reward, communication abilities, personalities, ability to access valuable information, professional knowledge and experience (Greene & Eiffrers, 1999). Stakeholders possess different levels of power to urge other stakeholders to act in a certain way during the design and implementation of an inventory management system (Vries, 2013). A qualitative study, conducted by Palvia (2001), indicates that project delivery team holds more power to influence project direction and process, as they are directly engaged in the project decision making process. Meanwhile, government agency normally obtains a unique kind of power, and it is mainly used to solve conflict or to enable them to become guarantors in an organisation (Freeman, 1984).

2.6.2 Legitimacy

Legitimacy is '*a generalized perception or assumption that the actions of an entity are desirable or appropriate within socially constructed system of norms, values, beliefs and definitions*' (Suchman, 1995:574). Legitimacy is a key characteristic of stakeholders and it can be a contract, moral or legal (Mitchell *et al*, 1997; Nguyen *et al*, 2009). Stakeholder's legitimacy can be divided into normative legitimacy and derivative legitimacy. Normative legitimacy means stakeholders have a moral obligation, while derivative legitimacy refers to stakeholders whose behaviour and needs must be considered by project managers immediately due to their potential impact on stakeholders (Phillips, 2003). Beetham (1991) argues that stakeholders' legitimacy can be explained and replaced by their power in the project. In order to obtain the consent of subordinates, stakeholders may use their power to establish conformity rules and justify these rules by reference to shared beliefs. However, is this always the case? If stakeholders have legitimate requests but limited power, how do they influence the project?

2.6.3 Interest

Stakeholder's interest is another important factor which has an impact on project delivery. As mentioned in the stakeholder definition (Section 2.2), many scholars use interest to define a project stakeholder (Cleland, 1985; Cleland,1986; Cleland,1989; Wright,1997; McElroy & Mills,2000; PMI, 2001; PMI,2004; Boddy & Paton,2004; Bourne & Walker,2006; Javed *et al*,2006; Olander,2007; McElroy & Mills,2007 and Walker *et al*, 2008). Stakeholders have interests in a project for various reasons. Their motives can be similar objectives, economic interest, health and safety, political support, opportunism, legal right, or lifestyle (Cleland & Ireland, 2007). In a project, stakeholders from different levels were more likely to have diverse motivations and expectations. For instance, what project funder thinks important might differ to the project clients' interests. In order to enhance the communication between stakeholder groups, the researcher needs to understand different stakeholders' interests in the first place.

2.6.4 Urgency

Urgency means the 'degree to which a stakeholder claims call for immediate attention' (Mitchell *et al*, 1997:866). The significance of the stakeholder depends on an organisation's needs and the requirements of that stakeholder. Hence, some stakeholders will be more important to an organisation than others (Jawahar & McLaughlin, 2001). For example, project funder might be more important to a project in the funding application process, as it had the resource most needed by the project i.e., funding. While the project clients might have more urgent requests during the project delivery, as their performance directly influences the project outputs. As organisations move forward, priorities and interests continuously change; new classes and configurations of stakeholders will appear to meet the organisation's needs (Post *et al.*, 2002). Mitchell *et al* (1997) propose two factors which can affect urgency: time sensitivity and criticality. They claim urgency only comes into sight when a

relationship or need have a time sensitive nature and the organisation requirements are important.

2.6.5 Proximity

Proximity indicates the extent to which a stakeholder is engaged in the project (Mitchell *et al*, 1997). Bourne (2005) uses this notion of engagement as a standard by which to measure different project stakeholders' priorities (Bourne, 2005). Bourne & Walker (2005) concluded that taking proximity into project stakeholder management consideration is necessary and important. They suggest the researcher and project managers start with stakeholders who have strong power and influence in the project but are far away from the project core. These stakeholders' influence is always underappreciated.

2.6.6 Knowledge

Due to fast developing communication technology, stakeholders can obtain the latest knowledge from diverse sources. Therefore, stakeholders are far more sophisticated, independent, strong-minded and informed than before (Mallak *et al*, 1991). Stakeholders' knowledge varies from full responsiveness to absolute unawareness. Responsive stakeholders are more likely to search relevant project knowledge and use it to achieve their own needs, while the latter prefer to gain knowledge via gossip or assumptions rather than evidence (McElroy & Mills, 2000) perceive. Fagerholm *et al* (2011) studied community stakeholders' knowledge in landscape assessments and discovered that local stakeholder knowledge is crucial in solving land management challenges. Obviously, the more knowledge stakeholders have of a project, the more they are able to influence it. Although some project stakeholder groups have significant power and vast interest, they may have difficulty in accomplishing their targets and fulfilling their expectations if they lack knowledge about the project.

2.6.7 Attitude

Stakeholders may have positive or negative views about a project. Their attitudes can be: passive support, passive opposition, active support, active opposition and no commitment (McElroy & Mills, 2000). More importantly, stakeholders' attitudes may guide them either to support or oppose the project. An in-depth exploratory case study, conducted by Vries (2013) reveals that the attitude of stakeholder towards a project depends on the power they possess to influence the project. As a result, project stakeholders' attitudes become vital factors that the researcher need to consider. Clarifying stakeholders' attitude on a project provides the researcher with an opportunity to forecast their impact on project outputs and outcomes (Nguyen *et al*, 2009).

As discussed above, Nguyen *et al* (2009)'s stakeholder attributes are based on a questionnaire survey of 57 project managers in the state-owned civil engineering projects in Vietnam. There is no further evidence in the literature to support their arguments. It is unknown whether the seven attributes (power, legitimacy, interest, urgency, proximity, knowledge, and attitude) fit in other stakeholder groups, such as project clients, project delivery team and local authorities, or projects with different sectors, locations, funding bodies, project structures, funding requirements and cultures. Thus, the current study will build upon the idea from Nguyen *et al* (2009), and will clarify how project stakeholders using their attributes to fulfill their expectations in a project, as well as how each stakeholder group make use of their unique attributes to affect the project delivery and evaluation process.

2.7 Project Stakeholder Management Models

There are many stakeholder management tools and models in the literature, such as Power/Interest Matrix model (Section 2.7.1), Vested Interest Intensity Index (VIII) (Section 2.7.2), Social Network Mapping model (SNM) (Section 2.7.3), The

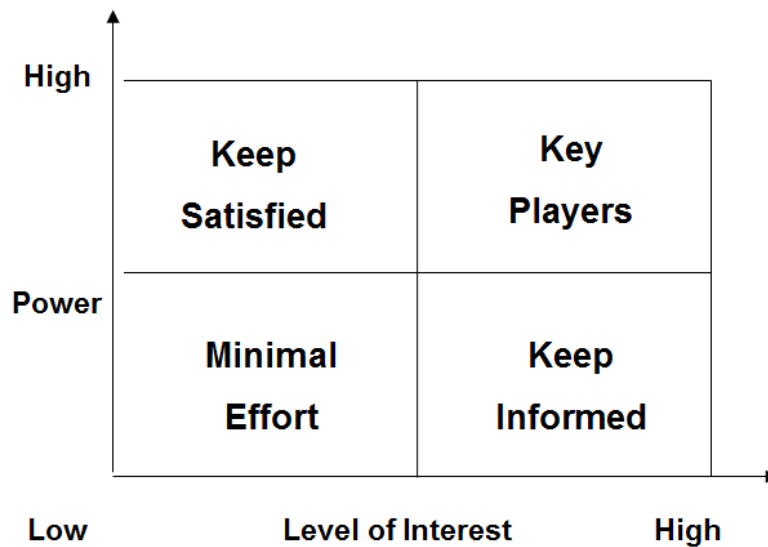
Stakeholder Circle Visualization Tool (Section 2.7.4) and Stakeholder Impact Index model (Section 2.7.5). Nevertheless, limited research has been conducted to compare the advantages and limitations of the different mechanisms. Which models or tools are most preferable, effective and applicative in the current research remains unclear.

2.7.1 Power/Interest Matrix Model

Mendelow first proposed his stakeholder and environment scanning model in 1981. Stakeholders' power is related to their work environment, and stakeholders' power and organisational dynamism are two relevant factors in project management study (Mendelow, 1981). In Mendelow's Power/Interest Matrix Model, stakeholders' power ranges from low to high, while organisational dynamism varies from static to dynamic. Organisation stakeholders' power stays the same if organisation environment is stable. Existing stakeholders are more likely to extend their power in a dynamic environment (Mendelow, 1981).

Johnson and Scholes (1999) adapt Mendelow's idea and simply change the horizontal axis in Mendelow's model from 'dynamism' to 'level of interest' (see Figure 2.3). Johnson and Scholes (1999) propose that, their Power/Interest Matrix clarifies how interested project stakeholder groups are in promoting their expectations in the project decision making process, as well as their reasons and motivations for doing so. The matrix demonstrates the relationship between different stakeholder groups. Moreover, it provides the most appropriate communication strategies for the project manager to handle stakeholders with different power and interest. It is apparent that project managers need to pay attention to stakeholders who have vested interests and dominant power, as they are the key players in the project, and they are more likely affect the project delivery process, using their attributes.

Figure 2.3 Power/Interest Matrix Model (Johnson & Scholes, 1999: 156)



The Power/Interest Matrix model is a useful model to clarify and assess project stakeholders' influence (Olander, 2007). However, the model is often criticised as oversimplified in practice (Olander & Landin, 2005; Olander, 2007). The Power/Interest Matrix model only takes stakeholders' power and interest into consideration, and ignores stakeholders' other attributes, such as interest, urgency, legitimacy, attitude and knowledge. Further study is needed to develop a more general and comprehensive model, which integrates stakeholder identification, stakeholder assessment, stakeholder impact analysis, stakeholder strategy formulation, stakeholder management and stakeholder evaluation.

2.7.2 Vested Interest Intensity Index Model

Cleland (1999) presents a five step process to manage project stakeholders' influence:

- Step 1: discovering project stakeholders;
- Step 2: clarifying stakeholders' interest;
- Step 3: evaluating stakeholders' interest level;
- Step 4: forecasting project stakeholders' behaviours;
- Step 5: assessing stakeholders' influence.

Nevertheless, Cleland (1999) reported some defects when adopting this approach in practice. For instance, some external project stakeholders are far away from the project's daily activities. Hence, project managers have little understanding of these groups. More importantly, project managers have limited power and authority with which to manage these marginal groups. In order to identify these stakeholders' perceived magnitude of interest, Cleland borrows an idea from project risk management to inform his VIII model. Researchers simply list all project stakeholders on the horizontal axis, and then put significant stakeholders' interest along the vertical axis (See Figure 2.4 for more details). In the Stakeholder VIII model, stakeholders' interest level (v) and influence impact level (I) range from very low to very high (5=very high, 4=high, 3=neutral, 2=low, 1=very low). The stakeholders' vested interest impact index can be calculated as $(VIII) = \sqrt{\{v * i / 25\}}$ (Bourne & Walker, 2005).

Figure 2.4 Stakeholder VIII Index (Bourne & Walker, 2006:5)

Stakeholder Interest	Stakeholders Vested Interest Intensity Index (VIII) value								
	1	2	3	4	5	6	7	8	9
For Developing a Facilities Management System:									
Develop team's skill base	VH	H	N	N	L	VL	H	L	N
Enhance workplace environment									
Family friendly policy									
Demonstrated lessons learned									
Exemplar of better practice									
High profile/strategic project									
VH= very high=5, H= high=4, N= neutral=3, L=low=2, VL=very low=1 Vested Interest Impact Index (VIII)= $\sqrt{\{v * i / 25\}}$ eg if (v) = 4 and (i) =4, then $VIII = \sqrt{\{4 * 4 / 25\}} = \sqrt{\{16 / 25\}} = 0.80 = \text{high}$									

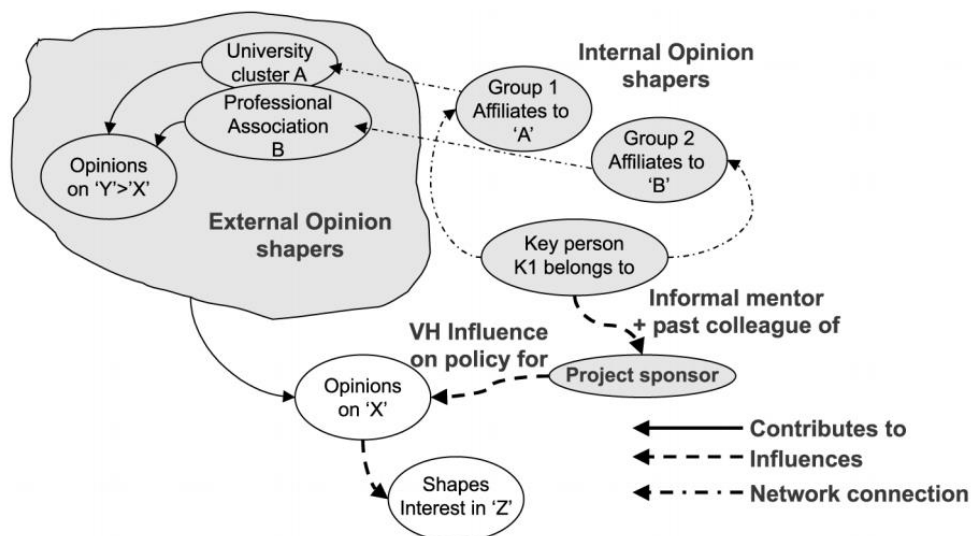
Cleland's Stakeholder VIII model clearly shows stakeholders' interest intensity. It greatly helps the project managers and the researcher, developing appropriate management strategies to maximise stakeholders' support and design accurate

evaluation criteria. However, this model cannot explain the relationship between stakeholders' interest and impact. Additionally, the VIII model only considers key stakeholders' interests and impact, and excludes opposing stakeholder groups, as well as powerless marginal groups. For instance, project clients have limited power in the project design, delivery and evaluation, but they may have a potentially strong influence on the project delivery team.

2.7.3 Social Network Mapping Model

Social Network Mapping is a useful tool for project managers and social researchers to investigate stakeholders' powers and influences (Bourne & Walker, 2006; Bourne & Derek, 2005). The idea of Social Network Mapping is to link stakeholders' positions with their potential influences. By using this tool, managers and researchers are able to clarify why a particular position is held by a particular stakeholder and what are his/her real intentions. Figure 2.5 is an example of Social Network Mapping. Bourne & Walker (2005) suggest that project managers should not go too far with this tool, as it is complicated and time-consuming in practice.

Figure 2.5 Social Network Mapping (Bourne & Walker, 2005: 655)



The figure shows that the final project interest Z is continuously and essentially affected by stakeholder X's opinions. However, X's viewpoints are greatly shaped by the invisible key person K1, who was a previous mentor and past colleague of current project sponsor. K1 also has relationships with both group A and group B. Group A is affiliated to university cluster A, which has a research and training project with Y. While group B is affiliated with professional association B, also has impact on Y's decisions (Walker, 2005). It is unwise for project managers to change key project stakeholder X's viewpoints directly, as stakeholder X and Y may have a flawed relationship. Experienced managers generally start their investigation point from issue Z and then discover the covert relationship network and influence perceptions about X (Bourne & Walker, 2006).

Social Network Mapping gives the project managers and the researcher a visual way to manage the interactions between project stakeholders, and be more efficient to sensitive stakeholder issues, which may cause the project failure. Nevertheless, the model is difficult to transform from theory into practice, as the researcher have to conduct a large number of deep interviews and focus group studies with different stakeholders groups. The ultimate goal of the Social Network Mapping tool is helping project managers and the researcher visualise the complicated nature of stakeholders' relationships.

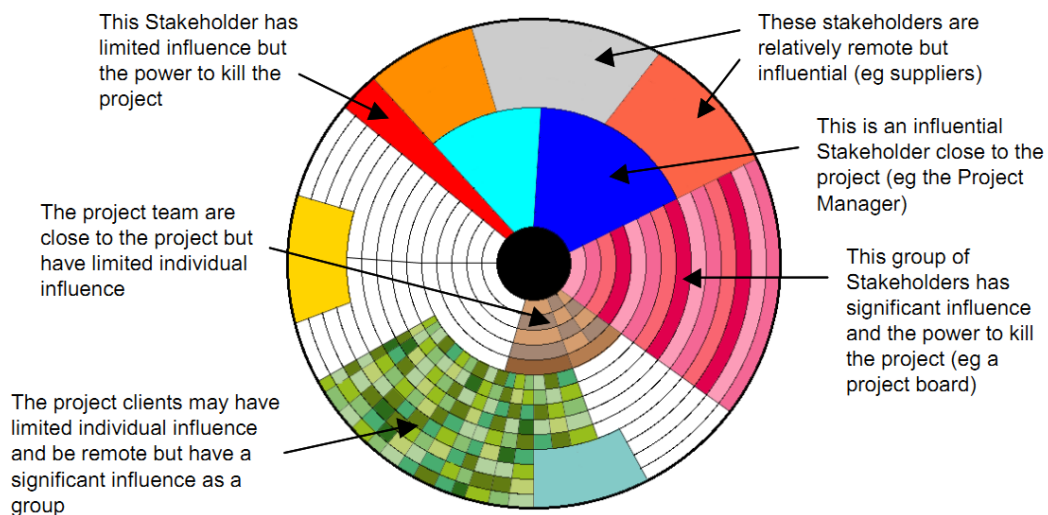
2.7.4 The Stakeholder Circle Visualization Tool

Experienced project managers identify potential project stakeholders' impact and the relationship between them, so as to maximise project stakeholders' support, and design the most representative aims and objectives. The Stakeholder Circle Visualization tool is designed for this purpose. It is suitable for project managers and social researchers to manage stakeholders' power and impact (Weaver & Bourne, 2002). In the stakeholder circle, concentric circle lines show the distance between

each stakeholder group and project entity; different patterns of stakeholder entities imply various stakeholders' homogeneity, for instance, a solid shade means solidarity while shading or patterning signifies controversial interest or opinions within different groups; block size in the stakeholder circle stands for project stakeholders' influence scope. A bigger size block indicates that stakeholders may have more influence than others on the project; while the radial depth of each block indicates stakeholders' impact degree (Bourne & Walker, 2005) (See Figure 2.6).

Figure 2.6 The Stakeholder Circle Visualization Tool (Bourne & Walker, 2006:

11)



There are three main steps in applying the Stakeholder Circle Visualization tool in practice. The first step includes project stakeholder definition and project stakeholder identification. Step two requires project managers and social researchers to prioritise all project stakeholders, defined from step one, by considering their power, urgency and proximity. Step three is reflecting stakeholder's priority on the stakeholder circle. Bourne & Walker (2005) suggest project managers and researchers consider at least the top 15 stakeholders groups from step two, as these individuals or groups have been defined as significant and influential to project success.

However, the Stakeholder Circle Visualization Tool has only been tested in five medium sized organisations involved with IT and construction projects (Borne & Walker, 2005). Although the model received positive feedback from other project management researchers, how effective the Stakeholder Circle Visualization Tool is in other projects is still unknown. Furthermore, the model does not take stakeholders' legitimacy, attitude, knowledge and expectation into consideration. It provides the researcher with a clear picture of project stakeholders' powers and influences, but not stakeholder's expectations. More importantly, it cannot demonstrate how project stakeholders use their attributes to affect project delivery and project evaluation.

2.7.5 Stakeholder Impact Index Model

As previously discussed in Section 2.7.2, Cleland's VIII model only includes two factors: stakeholders' vested interest level and stakeholders' influence impact level. These two factors only provide a basic and simple description of stakeholders' impact on the project. A wide ranging stakeholder impact analysis must consider other attributes. Olander (2007) combines stakeholder attribute value (A), which was proposed by Mitchell *et al* (1997) and stakeholder's position value (Pos) (McElroy & Mills, 2000), as well as Cleland's (VIII) model, and proposes his Stakeholder Impact Index (SII) formula.

$$SII = ViII * A * Pos$$

In Olander's formula, Stakeholders' intensity interest index value is generated from $(ViII) = \sqrt{\{v * i / 25\}}$, in which (v) stands for stakeholders' vested interest level and (i) means stakeholders' influence impact level. The stakeholders' attribute value (A) is determined by stakeholders' power (p), legitimacy (I) and urgency (u). Each attribute has a weight value between 0 and 1, with the sum of attribute weights as 1. The distribution of stakeholders' attribute value varies from project to project. In

Olander's study (2007), stakeholders' power weight (p) is 0.4, legitimacy weight (l) is 0.3, and urgency weight (u) is 0.3. Olander explains that empirical research indicated that the three attributes are of roughly same importance to a project. However, the power weight value is slightly higher than other two values. In SII formula, Stakeholder Position Values (Pos) has 5 levels: active support (Pos= +1), Passive support (Pos=+0.5), not committed (Pos=0), passive opposition (Pos=-0.5), active opposition (Pos=-1). Thus, the total stakeholder impact index for project stakeholders is:

$$SII_{proj} = \sum SII_k$$

Where k means the number of project stakeholders. Positive SII value indicates project stakeholders' impact is helpful in the project, while negative SII value means project stakeholders' impact is unfavourable. Olander (2007) further argues the experienced project manager should ensure the project has a positive SII value during the project life cycle. Olander (2007) applies his Stakeholder Impact Index into three construction projects and concludes that the SII is a useful tool in project planning and evaluation. He contends the SII not only helps project managers and social researchers to structure project stakeholders' impact but can also be used as a tool to evaluate project stakeholders' management process.

Nevertheless, the SII tool has some weaknesses. First, the tool is only concerned with the project stakeholders' impact and ignores their motivations, as well as how the project stakeholders use their attributes to influence the project. Secondly, Olander simply takes stakeholders' attributes value for granted and defines stakeholders' power weight value as 0.4, legitimacy value as 0.3 and urgency weight value as 0.3. There is no other evidence or research in the literature to support this argument. Third, the SII tool provides the researcher with a value of project stakeholders' impact rather than explanations.

2.8 Conclusion

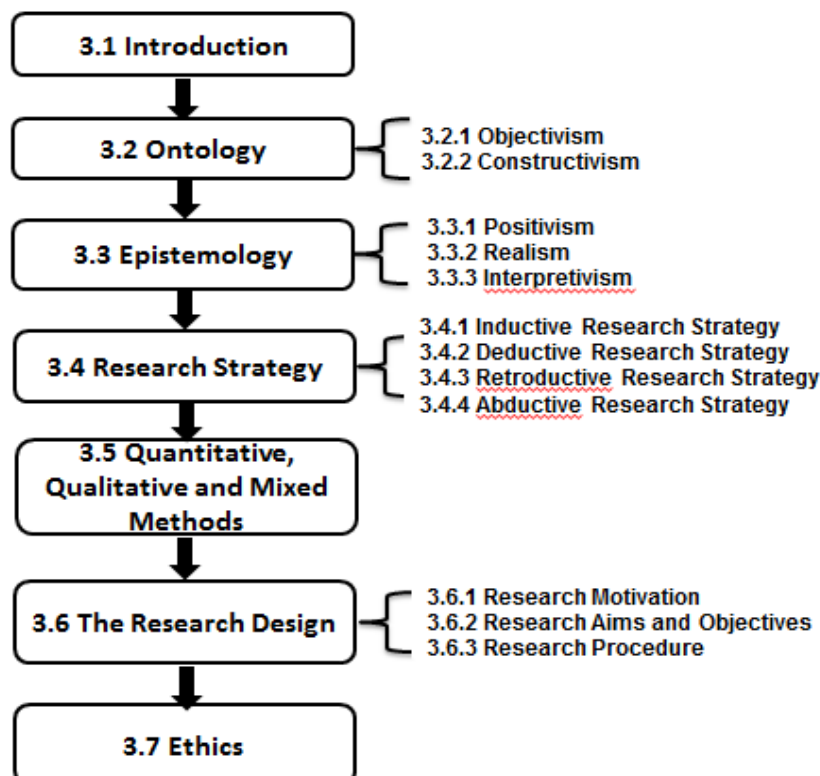
The current research is targeted at different project stakeholders' expectations, in addition to how their expectations affect the project delivery and evaluation process. The review of the literature indicated that none of the current project stakeholder management tools was appropriate for the current study. The Power/Interest Matrix model and VIII model only take stakeholders' interest and impact into account; SNM model is an advanced tool to visualise stakeholders' relationship, however, it is difficult to apply in practice and it is not designed for a stakeholders' expectations and impact study; The Stakeholder Circle Visualization tool helps project managers and social researchers to picture stakeholders' power and impact but it fails to consider stakeholders' expectations and other attributes; The Stakeholder Interest Intensity Index Model considers project stakeholders' interest, power, legitimacy, urgency and position level, but it focuses on project stakeholders' impact and ignores their motivations and reasons. In a project, project stakeholder's expectations, attributes and impact are changing from time to time, therefore, it is essential and crucial for the researcher to understand stakeholders' expectations, attributes, impact and how they use their attributes to fulfill their wishes in the project life cycle. As a result, a model that contains stakeholders' expectations, attributes, impact and evaluation is still urgently needed.

Chapter 3 Methodology

3.1 Introduction

A philosophical position involves questions relating to the foundations of reality (ontology) and humankind's approaches to knowledge (epistemology). It not only underpins the researcher's research strategy and methodology, but also the research methods and research design in the current study. This chapter outlines the ontological (Section 3.2) and epistemological (Section 3.3) ideas, as well as research strategy (Section 3.4) which provide the theoretical framework for this research. The advantages and limitations of quantitative, qualitative and mixed methods are discussed in Section 3.5. Section 3.6 and Section 3.7 introduce the research design and ethical considerations respectively. Figure 3.1 below shows the structure of Chapter 3.

Figure 3.1 The Structure of Chapter 3



3.2 Ontology

One of the issues in social science is not the bewildering number of different philosophical positions, methodologies and methods, but the fact that the terminology related to them is often inconsistent or even conflicting. There are interrelationship between ontology, epistemology, methodology and methods (Crotty, 1998 and Gary, 2009). Generally, ontology is the starting point of research, after which the researcher's epistemologies, research strategies, methodologies and research methods follow (Gray, 2009; Saunders *et al*, 2012; Bryman, 2012).

Ontology is described as the image of social reality upon which a theory is based (Grix, 2002). However, social researchers have different definitions and understandings (Blaikie, 2009). Hay (2002) states researchers' ontological position is their explanations of what is the nature of social and political reality. Gray (2009:17) contends that ontology is '*the study of being, that is, the nature of existence.*' Saunders *et al* (2012) propose that ontology is the answer to what is the nature of reality and it represents researchers' assumptions about the way the world operates and researchers' commitments to specific views. Blaikie (2000:8) provides the most comprehensive definition, he claims ontology is '*claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units interact with each other. In short, ontological assumptions are concerned with what we believe constitutes social reality.*' Ontology has two main schools: objectivism and constructivism (Grix, 2002; Bryman, 2012; Saunders *et al*, 2012; Gray, 2009). Both schools have devotees in social science (Saunders *et al*, 2012).

3.2.1 Objectivism

Objectivism is an ontological position that proposes social entities and their meanings have an existence, which is independent of social actors (Crotty, 1998; Saunders *et al*, 2012). In other words, the social phenomena and categories that people use in daily

discourse exist and they are independent or separate from people (Bryman, 2012). If two researchers have different understandings of a phenomenon, it is because of human imperfection, e.g., lack of knowledge, misjudgments, personal preferences or illusions (Lakoff & Johnson, 1980).

3.2.2 Constructivism

Constructivism contends that social events and social phenomena, as well as their meanings, are constantly being changed and accomplished by social actors (Saunders *et al*, 2012). ‘*The world is constituted in one way or another as people talk it, write it and argue it* (Potter, 1996:98).’ Constructivists assert that social phenomena are derived from people’s perceptions and consequent actions. The categories and patterns, which people use to explain and understand the natural and social world, are actually social products (Grix, 2002; Bryman, 2012). These categories and patterns do not have built-in knowledge and essences; instead, their meaning is constructed in and through people's interactions and perceptions (Bryman, 2012). The researcher only provides a single version of social reality rather than definitive reality. Knowledge in constructivism is considered as indeterminate (Bryman, 2012). Hence, it is essential for the researcher to investigate the details of situations so as to understand what is happening or even the reality rising behind the events (Saunders *et al*, 2012).

The current research is targeted at different project stakeholders' expectations, in addition to how their expectations affect the project delivery and evaluation process. In practice, project stakeholders have distinct expectations about the project, due to their diverse backgrounds, environments and education levels. Moreover, project participants’ expectations are continuously being modified and constructed through their perceptions and interactions with other entities, such as different training courses, project clients, business advisors, training coaches and local council officers. The utilisation of an objectivist approach in the current study would force an acceptance that common expectations exist and that they are independent of the project

stakeholders. Thus, constructivism provides the researcher with a more reasonable solution in the current study.

3.3 Epistemology

Ontology sits alongside epistemology informing the theoretical perspective (Crotty, 1998). The word epistemology comes from ancient Greek. The word ‘episteme’ means understanding or knowledge and ‘logos’ stands for thought and explanation (Paul *et al*, 1998). Epistemology indicates the philosophy of how people come to know the world and gain their knowledge (Blaikie, 2009). It concerns the question of what is or should be regarded as acceptable knowledge in a discipline (Bryman, 2012) or a field of study (Saunders *et al*, 2012). *‘A particularly central issue ...is the question of whether the social world can and should be studied according to the same principles, procedures, and ethos as the natural sciences (Bryman, 2012: 13).’* Identifying an appropriate epistemological approach is important, as it helps the researcher with data collection, data interpretation and research design (Gray, 2009). The epistemological framework has three different approaches: positivism, realism and interpretivism (Gray, 2009; Saunders *et al*, 2012; Bryman, 2012).

3.3.1 Positivism

Positivism was the dominant epistemological position in social science from 1930s to 1960s (Gray, 2009). It suggests *‘the application of the methods of the natural sciences to the study of social reality and beyond (Bryman, 2012: 13).’* Positivists consider reality as *‘consisting of discrete events that can be observed by the human senses’* (Blaikie, 2009: 97). They argue that reality has already existed and it can be grasped via continuous conjunctions between observed events and objects (Blaikie, 2009), without any speculation, metaphysics and theology (Brown & Baker, 2007). Namely, positivists do not invent or create social science, rules and patterns by themselves. There is an order to events in the social world, which allows itself to be discovered and analysed (Denscombe, 2002). The only knowledge accepted in positivism is

phenomena and information confirmed by the human senses (Saunders *et al*, 2012) or personal experience (Bryman, 2012). Positivism discards all theoretical and metaphysical conceptions, which are not developed from personal experience. It claims that any knowledge that cannot be tested by experience is meaningless (Blakie, 2007).

In practice, positivists usually start with defining variables based on existing models, theories and literature. Then, the interrelationships between the variables are predicted and research hypotheses are developed. Scientific quantitative methods are employed to test hypotheses in data analysis. The results demonstrate whether or not the hypotheses are established (Saunders *et al*, 2012; Bryman, 2012). Critics argue that positivism fails to consider the uniqueness of people's behaviour. Therefore, it cannot grasp the subjective nature of social science, which is largely constructed by people's thinking, explanations, perceptions and understandings (Hammersley, 1993). Positivism has difficulty in explaining the phenomenon when the matters are related to art, aesthetics, religion and faith (Denscombe, 2002).

3.3.2 Realism

Realism advocates that the reality is what we sense. It is another epistemological position relating to scientific enquiry (Saunders *et al*, 2012). Realism shares two essential viewpoints with positivism. First, social science researchers and natural science researchers should adopt similar approaches to data collection and analysis. Second, there is an external reality beyond people's descriptions and observations (Gray, 2009; Brayman, 2012). In this sense, realism is close to positivism and opposed to interpretivism, its epistemology is concerned people's subjective opinions (Crotty, 1998). Realism has two main schools: empirical realism and critical realism (Saunders *et al*, 2012)

Empirical realism claims that what people see is what they get and people can describe the world accurately via their senses. To an empirical realist, the reality can be found and understood through the use of appropriate methods and approaches (Saunders *et al*, 2012). Empirical realists firmly believe there is a perfect correspondence between reality and the term being used to describe it. Therefore, empirical realism has been criticised as being superficial and ignoring the underlying enduring structures and generative mechanisms (Bhaskar, 1989).

Critical realism contends that people's senses are unreliable (Saunders *et al*, 2012). It refuses to use pure observation as a secure foundation for scientific theories (Blaikie, 1989). Critical realism argues that what people experience are sensations, the visual images of things in the real world (Saunders *et al*, 2012). Critical realists believe that people are able to understand and so change the social world as long as they find the underlying structures, which have given rise to the observed phenomenon and discourses. *'These structures are not spontaneously apparent in the observable pattern of events; they can only be identified through the practical and theoretical work of the social sciences (Bhaskar, 1989:2)'*.

3.3.3 Interpretivism

'In interpretivism, social reality is regarded as the product of its inhabitants; it is a world that is interpreted by the meanings participants produce and reproduce as a necessary part of their everyday activities together' (Blaikie, 2009: 99). Interpretivists argue that the social world is far more complex than positivists' understandings and it is best interpreted via the classification schemas of the mind (Williams & May, 1996). The variety and richness of people's subjective opinions and perceptions are lost if the researcher narrows his research to simple law-like generalisation (Saunders *et al*, 2012). Interpretivism points out that it is essential for the researcher to understand the differences between individuals. *'Our interest in the social world tends to focus on exactly those aspects that are unique, individual and qualitative, whereas our interest*

in the natural world focuses on more abstract phenomena, that is, those exhibiting quantifiable, empirical regularities (Crotty, 1998:68)'. Hence, it is inappropriate to apply the methods and approaches in natural sciences to social research directly (Blaikie, 2012; Saunders *et al*, 2012). Social science researchers need a different logic for research methods and approaches that reflect the distinctiveness of people's thinking and mind (Gray, 2009; Bryman, 2012). The critics argue that interpretivism tries to provide a false appearance, which may give the researcher meaningless understandings of social phenomena (Silverman, 2003).

Interpretivism has many different approaches, such as symbolic interactionism, phenomenology, hermeneutics and naturalistic inquiry (Gray, 2009; Nudzor, 2009). However, all these approaches share similar features. Firstly, they all aim to discover the nature of a particular phenomenon rather than test predesigned hypothesis. Secondly, interpretive research emphasises unstructured and undefined data (i.e., data has not been coded). Third, Interpretivists normally investigate a small number of participants in detail (Williamson, 2006). Compared with positivism, Interpretivism embraces an inductive style of approach and prefers to use qualitative data to explore the world (Nudzor, 2009).

Table 3.1 demonstrates the difference between positivism, realism and interpretivism. As discussed above, positivism ignores people's subjective opinions. It takes an objectivism ontology position and aims to test predefined hypotheses via scientific research methods. Thus, it requires a large sample size to verify its findings. Realism shares two essential characteristics with positivism and it refuses to accept people's subjective opinions and perceptions as valid research information. The current study focuses on project stakeholders' expectations, as well as their impact in project delivery and evaluation. To the researcher, each project stakeholder and their viewpoints are unique. Project stakeholders' subjective opinions explain what is happening and the reality rising from the phenomenon. Namely, there is no external

reality beyond project stakeholders' perceptions and descriptions. Furthermore, project stakeholders' subjectivities cannot be measured by the methods in the natural sciences. Thus, both positivism and realism have limited value for the current study. Interpretivism fits well with the aims of the current study; it values people's subjective opinions, thinking and perceptions. More importantly, it gives the researcher an opportunity to undertake in-depth conversations with project stakeholders in order to reveal their 'insider' view.

Table 3.1 The Difference Between Positivism, Realism and Interpretivism

	Positivism	Realism	Interpretivism
Ontology (View of reality)	<ul style="list-style-type: none"> • Objective • Independent of social actors 	<ul style="list-style-type: none"> • Objective • Social actors' sensation 	<ul style="list-style-type: none"> • Subjective • Products of social actors
Epistemology (View of Knowledge)	<ul style="list-style-type: none"> • Observations and experiences provide credible data. • Law-like generalisation. • Reduce phenomena to simplest elements 	<ul style="list-style-type: none"> • Observable phenomena provide credible data (empirical realism) • Insufficient data means inaccurate sensations (critical realism) 	<ul style="list-style-type: none"> • People's subjective opinions and perceptions
Data Collection	<ul style="list-style-type: none"> • Highly structured • Large samples • Quantitative 	<ul style="list-style-type: none"> • Quantitative and qualitative. • Methods chosen must fit subject matter 	<ul style="list-style-type: none"> • In- depth investigation. • Small samples • Qualitative

3.4 Research Strategy

A research strategy, also known as logic of enquiry, provides the researcher with a springboard and direction to deal with research questions. Different research strategies have unique ontological assumptions, logical steps, theories and concepts, explanations as well as outcomes (Blaikie, 2009). The four research strategies mainly used in social science are: inductive, deductive, retroductive and abductive (Blaikie 2007).

3.4.1 Inductive Research Strategy

It is easy for the researchers to provide descriptions of individuals, groups and events, occasionally, researchers are required to explain the characteristics and patterns of groups, collections of people or phenomenon (Saunders *et al*, 2012). Inductive research strategy enables researchers to ‘*establish limited generalizations about the distribution of, and patterns of association amongst, observed or measured characteristics of individuals and social phenomena*’ (Blaikie, 2009: 83). In an inductive approach, researchers start with data collection plans and then collect relevant data. Researchers then seek emerging patterns, theories or models that suggest relationships between variables. The results of inductive research analysis allow the formulation of generalisations, relationships (Gray, 2009) or even theories, often expressed as a conceptual framework (Saunders *et al*, 2012). Inductive researchers criticise deductive approaches for ignoring explanations and reasons, and claim that a deductive approach merely concerns the results and rigid research frameworks (Saunders *et al*, 2012; Bryman, 2012).

Figure 3.2: Inductive Strategy Process



3.4.2 Deductive Research Strategy

Deductive strategy has its origins in the natural sciences and aims to clarify the relationship between concepts via a proposed theory (Blaikie, 2009; Gray, 2009; Saunders *et al*, 2012). Deductive research strategy usually has 5 steps: first, a tentative argument, an assumption, a hypothesis or a series of hypotheses are proposed from existing theories or literature. Second, researchers propose a testable proposition or a set of propositions from previously tested hypotheses, conditions of hypotheses, or literatures. Third, the conclusions from step two are carefully examined to ensure the new research findings are meaningful in academia. Fourth, researchers conduct necessary experiments and observations to collect data to test propositions. Fifth, if the conclusions are proved to be wrong or not established, then the original theory is false and hypotheses must be rejected or amended and the process restarted. However, if the conclusions approve the theory, researchers can argue that the theory is temporarily supported, but not proven to be true (Popper, 1959; Blaikie, 2009; Saunders *et al*, 2012; Bryman, 2012). Researchers who use deductive research strategy normally use a highly structured scientific methodology to assist replication (Gill & Johnson, 2010), quantitative measures and a sufficient sample size in order to test propositions (Saunders *et al*, 2012).

Figure 3.3: Deductive Research Process



3.4.3 Retroductive Research Strategy

Retroductive research strategy is suitable for revealing undiscovered or perhaps hidden mechanisms, which can be used to explain discovered phenomenon or regularities. Bhaskar (1979:15) states '*the logic of retroduction refers to the process of building hypothetical models of structures and mechanisms that are assumed to produce empirical phenomena.*' Retroductive researchers are required to use disciplined scientific thinking, creative imagination, guesswork or even intuition to develop suitable models and mechanisms. Meanwhile, researchers need to consider all possible mechanisms' relevance with observed regularities, as well as the logic behind them (Blaikie, 2009). Unlike isolated hypotheses in deductive research, all hypothetical theories and guesswork in retroductive research are connected within proposed mechanisms or models.

The steps of retroductive research can be summarised as below: Step one, social researchers find appropriate mechanisms and contexts to explain observed phenomena and regularities; Step two, a model which represents the mechanism and context is formulated; Step three, researchers begin to test the model as a hypothetical description of real phenomena. Step four, if the model is proved after the testing, then researchers can argue that mechanism and context exist; Step five, researchers replicate the research process to explain how developed mechanisms work (Keat & Urry, 1975; Pawson & Tilley, 1997).

Figure 3.4: Retroductive Research Process



3.4.4 Abductive Research Strategy

Unlike the inductive approach, which moves from data to theory and the deductive approach, which moves from theory to data, abductive strategy moves back and forth, in effect combining deduction and induction (Suddaby, 2006). Abductive research strategy focuses on that which other research strategies ignore: interpretations, meanings, motivations and intentions, which all have impact in people's personal behaviour and daily life. It addresses a research question by producing understanding instead of explanation (Blaikie, 2009). Abduction starts with the observation of a phenomenon and then develops a plausible theory, which explains the phenomenon. Van Maanen *et al* (2007) argue that the construction of a plausible theory in abductive research strategy sometimes enables researchers to uncover unusual findings.

Abductive research strategy has four steps: First, researchers collect sufficiently detailed data to explain the observed phenomenon and identify themes and patterns. Second, a plausible theory, which includes all discovered themes and patterns, is built. Third, researchers test the plausible theory using existing data and new data. Fourth, revisions are made, if the plausible theory from step two fails the test.

Figure 3.5: Abductive Research Process



Table 3.2 The Differences Between Four Research Strategies

	Induction	Deduction	Retroduction	Abduction
Generalisability	From the specific to the general	From the general to the specific	From the general to the specific	From the specific to the general
Use of data	Explain a phenomenon, themes and patterns, and create a conceptual framework	Evaluate propositions or hypotheses related to the existing theories	Test hypothetical models of structures and mechanisms	Test a plausible theory
Theory	Theory generation and building	Theory falsification or verification	A structure and mechanism building process.	Theory generation

The selection of research strategy depends upon the emphasis of the research and the nature of the research question (Saunders *et al*, 2012). As mentioned in the literature, there are a limited number of prior studies that have investigated stakeholders' expectations and their impact in project delivery and evaluation. Thus, it is difficult for the researcher to develop propositions, hypotheses, hypothetical models and mechanisms due to an insufficient understanding of the relationship between stakeholders' expectation, project delivery and evaluation. Moreover, adopting restrictive theoretical propositions, hypotheses and models would cause preconception and have a negative impact upon the interpretation of the project stakeholders' viewpoints (Strauss & Corbin, 2008). In this case, both deduction and retroduction research strategy are removed from consideration for the current study.

Abductive research strategy is also considered to be inappropriate for the current study, because there is inadequate information, context and existing theory for the researcher to develop a plausible theory. Also, abductive research strategy solves research questions by producing understanding instead of explanation. In addition, this strategy requires the researcher to collect additional data in order to verify the findings.

The current research aims to clarify project stakeholders' expectations and how their expectations affect project delivery and evaluation. The current research is a theory or a model building process and the findings assist the researcher to develop a model or a theory to explain observed phenomena in practice. Therefore, an inductive research strategy provides the most appropriate solution for the current study.

3.5 Quantitative, Qualitative and Mixed methods

Research methodology and research methods are in fact different entities (Saunders *et al*, 2012). Research methodology involves a more general approach to research, which is associated with researchers' ontological and epistemological positions, while research methods mean the techniques which are going to be used to gather data in the research (Bryman, 2012). Research methods in social science research can be generally divided into two opposite sides: qualitative and quantitative (Bryman, 2012; Saunders *et al*, 2012; Gray, 2009; Blaikie, 2009). Quantitative research emphasises quantification and is often used as a synonym for data collection methods (such as the questionnaire) or data analysis techniques (such as statistics or graphs) which produce numerical data. By contrast, qualitative research examines people's subjective feelings. It means data collecting methods (such as interviews) or data analysis procedures (such as categorising data) which generate non-numerical data (Baker, 2008; Saunders *et al*, 2012). Quantitative and qualitative researches have distinct theory orientations, ontology and epistemology positions (Bryman, 2012). (Please see Table 3.3).

Table 3.3 Quantitative and Qualitative Research

	Quantitative	Qualitative
Orientation	Theory Test	Theory Generation
Ontology	Objectivism	Constructivism
Epistemology	Natural science model, in particular positivism	Interpretivism
Research Strategy	Deductive	Inductive

Social science researchers have different understandings of quantitative and qualitative methods. Qualitative methods are the most appropriate methods for theory

generation and development. However, the vast amount of data collected often takes researchers large amounts of time to analyse and draw conclusions (Flick, 2006). Although qualitative methods can sometimes provide researchers with deeper explanations about social problems, they have their limitations. For example, qualitative methods can be greatly influenced by the researcher's prior understandings and opinions (Polit & Beck, 2004).

Quantitative methods, such as questionnaires and structured observations, require limited or possibly no contact with participants. Therefore, the research findings are more reliable, scientific, and objective, compared with qualitative methods (Blaike, 2009). Quantitative methods are useful for gathering information from large groups of people, but the research data often lacks detail (Mrtek, 1996).

Research methods should not be determined dogmatically according to the researcher's ontology and epistemology positions, but flow from the nature of the research questions and the opportunity to obtain useful and workable data (Gray, 2009). In practice, quantitative and qualitative methods (mixed methods) are often used together (Gray, 2009). Mixed methods are considered as '*the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of data at one or more stages in the process of research*' (Tashakkori & Teddi, 2003:212).⁷ Thus, mixed methods benefit from the advantages of both quantitative and qualitative methods (Hanson *et al*, 2005; Saunders *et al*, 2012, Bryman, 2012). Mixed methods provide researchers with more comprehensive data, help them address research questions which cannot be answered by one method alone, encourage them to use different approaches and skills in the research and allow them to use all possible methods within a study (Blaikie, 2009). Therefore, mixed methods are becoming increasingly considered as the third research method in social science (Johnson *et al*, 2007).

The current study used mixed methods for a number of reasons. Mixed methods helped the researcher to address the research questions and collect meaningful and workable data. The ability to utilise both qualitative and quantitative methods, allowed the researcher to distinguish project participants' expectations (through Q methodology), and to reveal their influence in project delivery and evaluation (through semi-structured interviews). Q methodology is a mixed method (Please see Chapter 5 for more details). It shares many of the focuses of qualitative research but using factor analysis typically found in quantitative researches. Additionally, the use of mixed methods provided the researcher with a more flexible approach in order to collect meaningful data from the marginal groups, for example, project clients.

3.6 The Research Design

From the above discussion of the ontology, epistemology, research strategy and research methods, an argument has been advanced for the adoption of a constructivist, interpretivist and mixed-methods approach to the research in the current study. The following section demonstrates the research motivations, aims, objectives and the research procedure.

3.6.1 Research Motivation

As discussed in the literature review (Chapter 2), while much of the literature has demonstrated the importance of stakeholders' expectations and their impact on projects, very few research studies have focused on stakeholders' influence in the project delivery and evaluation process. More importantly, most of the current stakeholder management models are designed for businesses or construction projects, how social project stakeholders use their attributes to try to fulfill their expectations in the project delivery and evaluation process in practice is still unknown. Once project stakeholders' expectations and influence have been identified and mapped, appropriate project delivery plans and an evaluation strategy can be generated to maximise stakeholder's positive influence and minimise any negative one.

The current study clarifies who are the key stakeholders in a project, elicits their expectations and examines how their expectations influence the project delivery and evaluation at different stages of the project. The findings of this research will help policy makers, social project developers, and funders, find an appropriate way to develop the project brief in order to address the majority of stakeholders' expectations and needs. Moreover, the findings may have a significant impact on local county council, the UK government and the European Union's enterprise coaching project funding policy.

3.6.2 Research Aims and Objectives

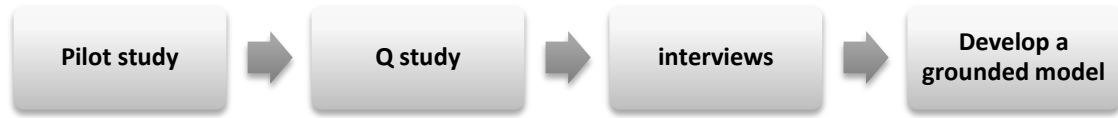
This PhD study aims to identify different expectations of the main stakeholder groups in a project and to investigate how stakeholders' expectations influence the delivery and evaluation of the project. There are four main objectives in this PhD research:

1. To clarify project stakeholders and their expectations.
2. To identify how stakeholders expectations influence the project delivery
3. To determine how stakeholders' expectations influence the project evaluation
4. To develop a grounded project stakeholder management model

3.6.3 Research Procedure

The current research has four steps. Step one is a pilot study. Step two employs Q methodology to clarify different stakeholders' expectations within the project. Step three involves conducting semi-structured interviews in order to reveal the relationship between stakeholders' expectations and the delivery and evaluation of the project. In step four, a project stakeholder management model will be developed, based upon the research findings. Figure 3.6 shows the research process.

Figure 3.6 Research Procedure



Step one: The pilot study will test the feasibility of Q methodology, the appropriateness of the Q sample, the validity of the semi-structured interview questions and locate any potential shortcomings for the proposed main study. A well designed pilot study greatly enhances the success of main data collection and data analysis (Mark, 2009).

Step two: As discussed in the literature review (Chapter 2), the project has four main stakeholders: project client, project delivery team, local borough council and project funder. This study adopts Q methodology to clarify main stakeholder groups' expectations (Objective 1). Q methodology combines the advantage of both quantitative methods and qualitative methods. The researcher firstly collects project stakeholders' expectation statements from all the different sources and then removes duplications and irrelevancies. The most representative statements are selected for the Q study. The Q study results will demonstrate the various expectations held within the main stakeholder groups (Please see Chapter 5 Q Methodology Introduction, Chapter 7 Pilot study and Chapter 8 Q study for more details).

Step three: Participants are invited to take part in the semi-structured interviews after they complete their Q study. Semi- structured interviews are employed to clarify how different project stakeholders deliver and evaluate the project (Objective 2 and Objective 3). Fully structured interview is abandoned in this study because it could not capture participants' viewpoints in detail. Furthermore, the words, phrases and structures in structured interviews could affect participants' responses. Semi-structured interview not only enables the researcher to capture the project

stakeholders' subjective opinions with more flexibility but also provides the researcher with a general structure to collect data. Grounded theory data analysis approach is adopted to help the researcher find categories and the interrelationship between core categories.

Step four: Because each participant attends the semi-structured interviews after their Q sort, the researcher is able to link participants' expectations (Q study results) with their influences in the project delivery and evaluation (Semi-structured interview results) specifically. Thus, the findings of Q study and the semi-structured interview are synthesized to discover how different project stakeholders' expectations impact upon project delivery and evaluation. A new grounded model for future project stakeholder management studies will be developed from the (Objective 4).

3.6.4 Relationship Development and Data Collection

As discussed in Section 3.2 and 3.3, a constructivism and interpretivism approach was chosen for this study as the researcher aimed to understand people's expectations and viewpoints on the project delivery and evaluation. In an inductive study, data collection can be intense and frustrated if research questions are sensitive or related to participants' previous stressful experiences (Morse & Field, 1995). Therefore, it is essential for the researcher to develop a rapport with project participants. A close relationship not only helps the researcher collect sufficient data, but also allows the researcher access to participants' personal stories (Liamputtong & Ezzy, 2005).

Because the CEC project was designed and delivered by the NBS, the researcher was able to gain data access from the beginning via the support of the project delivery team. Flexible strategies were adopted when the researcher approached different stakeholder groups. The researcher first attended the project training workshops with the project clients, including eight 'Can Do' training sessions, two 'Idea Generation' workshops and two 'Enterprise for You' events for the purpose of understanding the

project clients' feelings, thoughts and emotions. Meanwhile, the researcher assisted the CEC project delivery team in organising diverse community activities, such as the 'Local Beach Party', the 'Kingswood's Got Talent Show', the 'New Project Lunch Event' and the 'Project Celebration Event'. With the support of the project delivery team, the researcher successfully attended one Corby ERDF Board Meeting, three Corby ERDF Shadow Board Meetings and the Corby ERDF Appraise Event as a participant observer. The meetings and the event revealed the responsibilities of CBC and the ERDF Regional Office as well as these two stakeholder groups' influence on the CEC project. Once a trusting and friendly relationship was built with the project stakeholders, the researcher made great effort to maintain regular visits, usually 1 to 2 times in a month to ensure successful data collection.

Researchers often share their previous experience or stories with participants for the purpose of ensuring the relationship between the researcher and participants are equal rather than hierarchical (Dickson-Swift *et al*, 2007). As a previous entrepreneur in the UK, the researcher has gained abundant knowledge and experience from the failure of the business. Additionally, the master's course in Entrepreneurship equipped the researcher with sufficient theoretical knowledge about SMEs, including management, organisation behavior, financial management, entrepreneurial marketing, and entrepreneurial strategy. All this experience assisted the researcher to understand participants' standpoints, challenges and subjectivities in this study.

3.7 Ethics

Ethical issues mostly affect research planning and data collection (Bubbs, 2007). For instance, the participants should give informed consent to participate in the current study. Participants will also be informed about, the researcher's background, data collection process, and storage upon completion of the research. The participants have the opportunity to withdraw from the current study at any time. Also, if participants

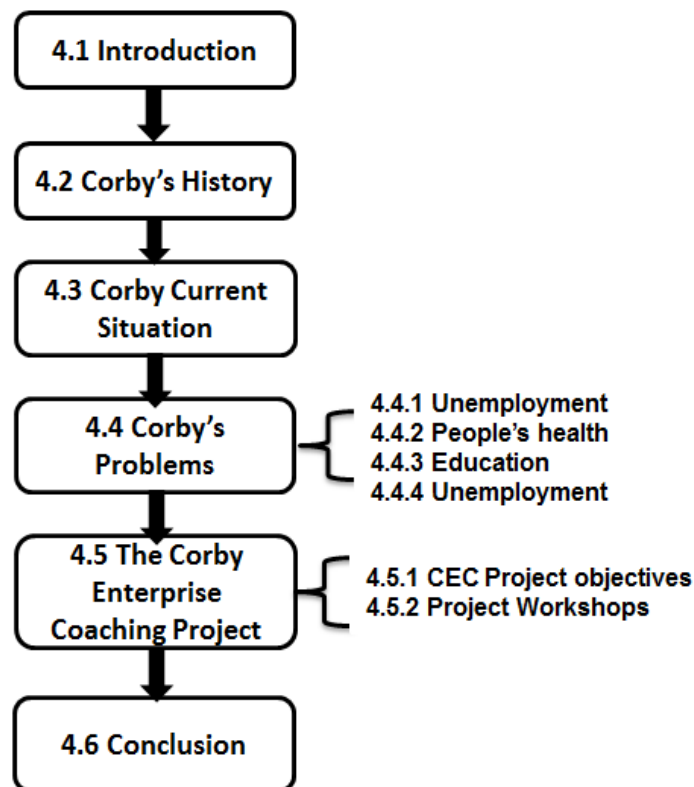
feel uncomfortable with the data that they have provided, they can request that their data be returned or destroyed. In the current study, the researcher acknowledges that he has read and understood the University of Northampton's research ethics guidelines and will apply the guidelines throughout the current research process. Please see Appendix B (Ethics Considerations) and Appendix C (Consent Form) for more details.

Chapter 4 Corby and the CEC Project Background

4.1 Introduction

In this chapter, a general introduction about Corby's history (Section 4.2) and Corby's current situation (Section 4.3) is presented. The chapter proceeds by discussing Corby's current social problems as employment, health, education issues and increasing benefits claimants (Section 4.4). The chapter outlines the CEC Project objectives, workshops and the delivery plan (Section 4.5) and draws conclusion (Section 4.6). Figure 4.1 below shows the structure of Chapter 4.

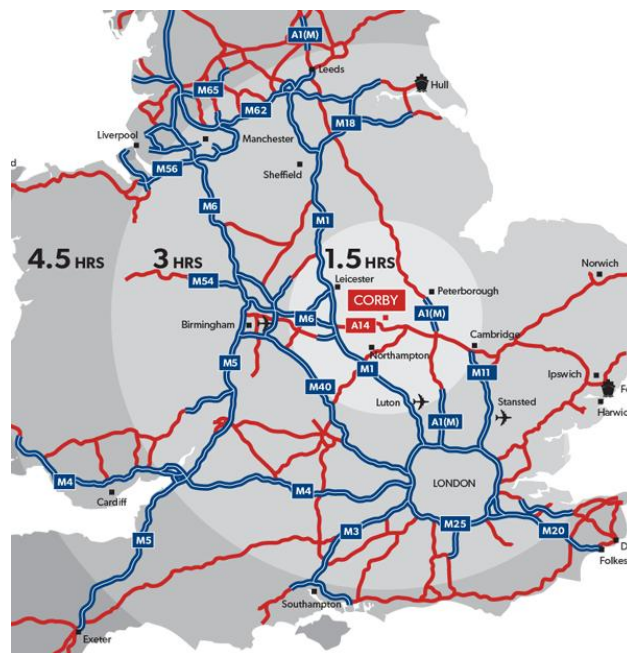
Figure 4.1 The Structure of Chapter 4



4.2 Corby's History

Corby is ideally located in the heart of England (see Figure 4.2). With the A1 and M1 motorway nearby, Corby is part of the transportation network connecting the south England with other parts of Britain. This great geographic advantage allowed Corby to play a very important role in the UK steel industry.

Figure 4.2 Corby Location



(Logistics Property Partnership Corby, 2013)

Corby used to be a small, quiet and self-sufficient village with a population of 699 in 1871. Agriculture was the main economic activity in the village in the 1870s. The local residents made their living by producing agricultural products and characteristic wooden handicrafts (Victoria County History, 2011). However, the quiet of the area was broken in the late 1870's when ironstone beds were found during the digging of the Corby Tunnel, which formed part of the Midland Railway Line. The discovery of ironstone beds attracted attention from Samuel Lloyd, who bought the majority of ironstone beds from the locals in 1882 and became the largest quarry leaseholder in Corby. In 1885 the Lloyds Ironstone company employed 200 men in the quarries. By

1910, more than 600 people were employed in the quarries and the brickyards (Ortenberg, 2008). The population in Corby had dramatically risen since 1880s, with job opportunities drawing people from local areas such as Northampton and Kettering, but also from Gloucestershire, Norfolk, Derbyshire, Lincolnshire, Staffordshire, Scotland and Wales (Sismey, 1993).

In 1968, all the ironstone and steel companies in the UK were rationalised. Local ironstone companies were incorporated as a division of the British Steel Corporation. The British Steel Corporation soon discovered that the economic advantages of Corby were declining. There was a huge demand and high requirement for the new steel product, but it was now cheaper for steel factories to import high quality ore from overseas (Ortenberg, 2008). The closure of the Corby works was announced in 1979 by The British Steel Corporation. Although there were a series of strikes in Corby, the shutdown plan was eventually carried out by the end of 1981 (Ortenberg, 2008). As Corby had an exclusive reliance on its iron and steel industry, the closure of the ironstone and steel factory made over 11,000 workers redundant. The unemployed rate in Corby reached nearly 30% in the earlier 1980s. Consequently, many residents left Corby and moved to the nearby towns such as Northampton and Kettering to make a living. The population in Corby saw a sharp decrease after 1981 (Parliament, 2002).

Years of depression, long term unemployment and dissatisfaction with the government and many social problems followed the demise of prosperous steel and ironstone industry which became only memories. Graffiti, vandalism and thefts became common place in town. Corby even had several murders in the 1980s, which appeared on national news headlines. As the business environment deteriorated, shops and companies moved out of the town. The remaining shops being only those at the cheaper end of the market (Ortenberg, 2008).

4.3 Corby's Current Situation

The British Government soon realised the significance of initiating and supporting Corby's regeneration and redevelopment after the transformation of steel and ironstone industry. A £3 million development grant was given by the British government to refurbish and rebuild Corby's infrastructure. Furthermore, local government issued the preferential policy in 1980s for the purpose of supporting new businesses and stimulating business development. All businesses are entitled to enjoy a ten year rate free and tax concession if they move into the Corby Enterprise Zone before 1981 (Ortenberg, 2008). Corby's new railway station was opened in 2008, reducing the travel time from Corby to London St Pancras to only 75 minutes (Northamptonshire Observatory, 2010). After nearly three decades of regeneration and development, Corby embraced its 'second life' in the 21 century. The economy in Corby gradually recovered, with the current unemployment rate being closer than before to the national average. The service industry has developed in Corby and contributed to greater employment in the town. Corby no longer depends on any single industry and is becoming a multi-industrial town (Ortenberg, 2008).

4.4 Corby's Problems

Although there has been significant improvement, Corby had not removed its bad reputation for high unemployment, low education, wide spread mental health problems, high crime rate, low family income and low commercial survival rate.

4.4.1 Unemployment

Corby had 2,900 people unemployed in 2010 (total population 55,200). The unemployment rate is 9.2% which is significantly higher than the East Midlands average (7.5%) and the UK average (7.7%). The service industry employed more than 19,600 people in 2010, which is over 50% of working population (working population 36,300). However, this remains significantly below the UK average. The growth of

the service sector is mainly due to the support of developing transport and distribution industries (Northamptonshire Observatory, 2011). Manufacturing employed more than 9,000 people in 2010, which is 24.7% of Corby's employed population. Regardless of decline, the percentage of people still working in manufacturing is much higher than the East Midlands (14.8%) and the UK (10.2%) averages. Only 28% of local employees have a managerial job, are a senior official, or are employed in professional or technical occupations (The Corby Labour Market Profile 2011).

4.4.2 People's Health

Although the death rates from all causes and the rates of early heart disease and stroke in Corby have been improved in the last decade, road injuries, death from smoking, alcohol related harm and incapacity benefits claimed for mental illness are significantly higher than any other place in England. Additionally, Corby residents have a higher deprivation level and lower expectation of life than the UK average. Over 34.2% of adults in Corby are addicted to cigarettes. 18.3% of women smoke when they are pregnant compared with the UK average of 14.6%. Corby has a significantly higher teenage pregnancy rate of 54 in 1000 compared to the UK average of 46 per 1000 (The Health Profile of Corby, 2010).

4.4.3 Education

The natures of industries within Corby are manufacturing, transport and distribution. These more often require manual labour and minimum qualifications (Northamptonshire Observatory, 2011). The percentage of people in town who have a high level qualification is lower than East Midlands and the UK average. More than 14% of people in Corby have no qualifications, compared with East Midlands (13%) and the UK (12.3%) averages. Although the percentage of people with NVQ level 1 and level 2 qualification is close to the national level, the percentage of people who have NVQ level 3, level 4 or higher qualifications is dramatically lower (Northamptonshire Observatory, 2011).

4.4.4 Unemployment Benefits

The Job Seeker's Allowance (JSA) is money from the British Government payable to unemployed people under pensionable age. 4.8% of people in Corby claim JSA compared to East Midlands (3.8%) and UK (3.5%). Over 30% of young people (aged from 18 to 26) in Corby claimed benefits in 2010. Although the number of 'Long Term' JSA claimants in Corby has been declining, the percentage of people claiming benefits who have been unemployed for less than 6 months is remarkably higher than the East Midlands and average for UK (Northamptonshire Observatory, 2011). This indicates although people may get short term jobs, long term job security remains a problem in Corby.

4.5 The Corby Enterprise Coaching Project

Due to historical problems, unfavourable business environment, poor access to finance and a notorious reputation, external funders, bankers and businesses are not willing to risk investing in Corby. Therefore, the establishment of new businesses becomes the key to boosting local economies. New businesses not only create job opportunities and increase local residents' income but they can also improve Corby's business and investment environment. Like other disadvantaged and deprived area, Corby residents are less willing and ambitious to make a life change or improve their living standard (Dalziell, 1999). Consequently, changing people's attitude, raising their aspiration, improving their confidence and equipping them with necessary personal skills have become another urgent matter.

The CEC Project is a non-profit project, which is funded by the ERDF and delivered by the University of Northampton. The project was established in 2010 aiming to promote enterprise stimulation activities in the disadvantaged communities and equip local residents with necessary business tools, resources and personal skills. Previous projects delivered in Corby did have some outputs but they unfortunately failed to establish a sustained local enterprise culture. Unlike other projects mainly focused on

the individual entrepreneur, CEC project is focused at the community level. As the project executives, The University of Northampton works closely with the local borough council and is determined to deliver the project as close to Corby communities as possible. The projects has a wide range of target groups, such as long term unemployed, disabled people, benefits claimants, women, NEETS and people over 50 (The University of Northampton, 2010).

4.5.1 CEC Project Objectives

The project has the following objectives (The University of Northampton, 2010):

- Create an enterprise culture within Corby
- Increase the levels of economic activity within disadvantaged communities
- Assist individuals to start up their own business or become self-employed
- Improve entrepreneurial competency
- Encourage the development of enterprising and entrepreneurial communities characterised by enterprise and innovation
- Increase long term business survival rates
- Increase levels of employment (people in work) within deprived communities
- Increase levels of enterprise from deprived areas accessing public funds

4.5.2 Project Workshops

The CEC project consists of five different workshops: Enterprise Coaching, Business Ideas Generation, Enterprise & You Programme, Can Do Workshops and Networking, targeting different project clients with various background and needs (The University of Northampton, 2010). These workshops greatly help local residents to develop their competence and confidence enabling them to take full advantage of the project. The principles underpinning these workshops include promoting self-employment in Corby and helping local residents with their new businesses. A brief description of each workshop is as follows:

Enterprise Coaching

Individuals receive one to one coaching support. The module focuses on empowering the project clients to make a positive life change and to identify enablers and resources within their daily life that can help them achieve their personal goals. Coaches work with individuals who may not have considered self-employment as an option due to lack of aspiration, life plan, confidence, self-esteem, or personal drive to make a positive life change.

Business Ideas Generation

The participants are encouraged to develop their innovative business ideas based on their personal skills and to explore the resources within the local community that can help them to set up businesses. The project clients are encouraged to think creatively, solve problems and move their existing business ideas forward.

Enterprise and You Programme

The module looks into individual's strengths and weaknesses and helps the project clients turn their well-developed business ideas into reality. The course also highlights the importance of business networking and supports the project clients developing their business networking skills.

Can Do Workshops

This workshop provides an opportunity for individuals to develop their own entrepreneurial skills, which enable them to be more effective and motivated when running their businesses. The clients learn the core competencies about leadership, team building, creative thinking, problem solving, decision making, interpersonal skills and time management.

Networking

A series of networking events were held, aimed to develop collaborations between

businesses in Corby, support individuals through the workshops, and organise local social events. Local business leaders and local authority procurement staff were encouraged to attend the events so as to develop the links between Corby's business community, suppliers and customers (The University of Northampton, 2010).

4.6. Conclusion

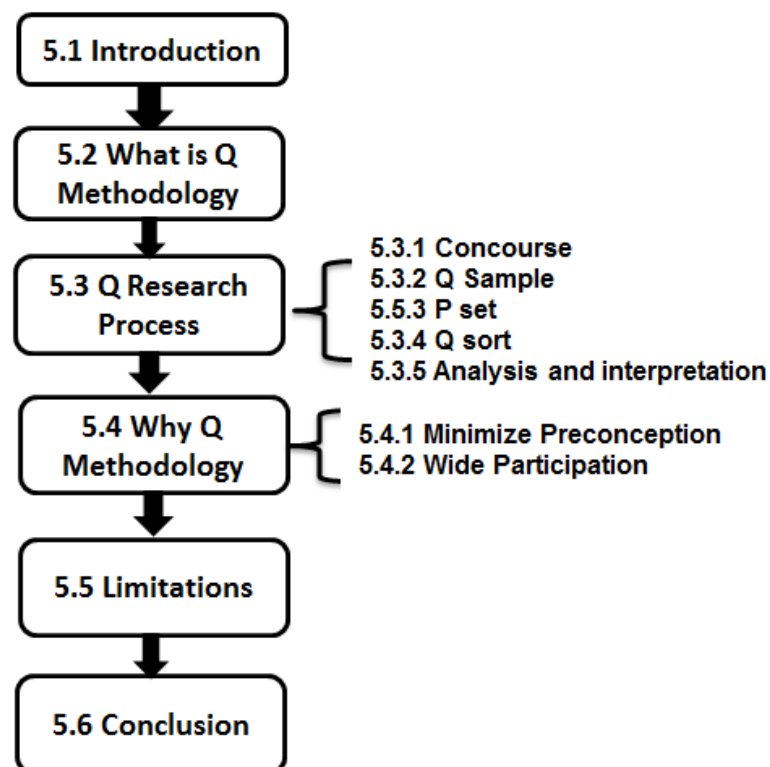
Although the CBC have made enormous progress in the past thirty years, Corby still has a higher unemployment rate, poor health ranking, low educational attainment and an above UK average number of benefit claimants. Considering the unfavorable environment in Corby, external funders have not been willing to invest in Corby. As a result, local businesses became the key to boosting Corby's development. The CEC project was designed to not only increase people's confidence and self-esteem, but to also provide nascent entrepreneurs with the necessary business support and opportunities to initiate and extend their business network. Obviously, project stakeholders in the CEC project are more likely to have different understanding about the project and various expectations. The next chapter introduces Q methodology employed to identify four stakeholder groups' expectations.

Chapter 5 Q Methodology Introduction

5.1 Introduction

This chapter offers an overview of Q Methodology which is increasingly being used to study people's subjectivities. The chapter starts with a brief introduction of Q Methodology and its history (Section 5.2). It will then present the Q methodology process (Section 5.3) before discussing the advantages (Section 5.4) and limitations (Section 5.5). The discussion reveals that Q Methodology has significant advantages in exploring project stakeholders' expectations, when compared with conventional research methods. Figure 5.1 below shows the structure of Chapter 5.

Figure 5.1 The Structure of Chapter 5



5.2 What is Q Methodology?

In 1935, when “factor analysis” was in its infancy, the psychologist and physicist William Stephenson (1935) noticed the possibility of applying factor analysis in studying people’s subjectivities. In a letter to the editor of *Nature*, Stephenson (1935a) states that conventional factor analysis is: *‘concerned with a selected population of n individuals each of whom has been measured in m tests. The $(m) (m-1)/2$ inter-correlations for these m variables are subjected to either a Spearman or other factor analysis. The technique, however, can also be inverted. We begin with a population of n different tests (or essays, pictures, traits or other measurable material), each of which is measured or scaled by m individuals. The $(m) (m-1)/2$ inter-correlations are then factorised in the usual way.’* In order to distinguish person factor analysis from the traditional trait-based factor analysis (R factor analysis), it was suggested using the letter Q to stand for the correlations between persons. For Stephenson, Q and R factor analysis have two distinct approaches to human psychology (Brown, 1980).

R factor analysis focuses on the interrelationships between participants and their traits, reflecting individual difference between group members. Each participant is subsequently awarded a score relative to each trait they have been measured on. For example, if the researcher investigates participants’ height, weight and salary, then each participant’s correspondent scores will be expressed in inches, kilos and pounds vertically and form a statistical matrix. Column 1 of the matrix demonstrates the scores relevant to participants’ height. Column 2 does the same for weight, while column 3 shows participants’ salary. R factor analysis is less concerned with any single trait or column but focused on revealing relationships and patterns of association between all traits or columns in the matrix (Stephenson, 1935b; Barker, 2008; Watts & Stenner, 2012).

Q factor analysis, on the other hand, studies people's subjectivities, such as opinions, attitudes, feelings, and beliefs, and provides researchers with reasonable explanations from the participants' point of view (Stephenson, 1935b; Brown, 1980; Barker, 2008; Jeffares & Willis, 2012; Dickinson *et al*, 2014). In a Q data matrix, rows reflect participants' subjectivities while columns show different participants in the study. Q factor analysis is more than a simple transposing of ordinary R factor analysis. This is because it is impossible to directly compare participants' traits (e.g. column 1 height, column 2 weight and column 3 salary) in an R data matrix unless the same unit of measurement has been used. However, as each column in Q consists of participants' viewpoints on a specific topic, correlation becomes possible (Stephenson, 1935b; Barker, 2008; Watts & Stenner, 2012; Kim & Lee, 2014). Stephenson (1935a) argues that Q methodology 'brings the factor analysis from group and field work into the laboratory' and helps the researcher study topics which are 'hitherto untouched or not amenable to factorisation.'

Ellingsen *et al* (2010) argue that Q Methodology is the foundation of today's subjectivity study. They claim that no other theories or methods can match Q Methodology's versatility and flexibility. Brown (1980) explains that being able to gain access to people's inner world and explore people's beliefs, feelings, attitudes, viewpoints and preferences are the most attractive characteristics of Q Methodology. The methodology combines the advantages of both qualitative and quantitative study (Jeffares & Willis, 2012). It has significant advantages in participants' engagement, data collection and minimising researcher's interference (Donner, 2001). Moreover, Q Methodology has a logical and humanistic approach to the investigation of respondents' subjectivities while maintaining, deep, rigorous and systematic research methods (Brown, 1980; Eden, Donaldson, & Walker, 2005; Liu & Chen, 2013; Kim & Lee, 2014).

5.3 Q Research Process

Brown (1993: p93) outlines Q Methodology process in his paper ‘*A Primer on Q Methodology*’, in which he states ‘*most typically, a person is presented with a set of statements about some topic, and is asked to rank-order them (usually from ‘agree’ to ‘disagree’), an operation referred to as ‘Q sort.’ The statements are matters of opinion only (not fact), and the fact that the Q sorter is ranking the statements from his or her own point of view is what brings subjectivity into the picture. There is obviously no right or wrong way to provide ‘my point of view’ about anything.*’ Different understandings of Q Methodology are found in the literature. Nevertheless, there is a common view that Q Methodology broadly follows a process: Concourse, Q sample, P set, Q sort, and analysis and interpretation (Brown, 1993; Donner, 2001; Corr, 2006; Ellingsen *et al*, 2010; Liu & Chen, 2013; Dickinson *et al*, 2014; Kim & Lee, 2014).

1. Concourse: Collect public viewpoints on a specific topic.
2. Q sample: Select the most representative statements from concourse.
3. P set and Q sort instruction: Determine Q sort participants and develop Q sort instruction.
4. Q sort: Rank Q sample statements according to participant preferences.
5. Analysis and interpretation: Conduct factor analysis and interpret generated factors.

5.3.1 Concourse

In Q Methodology, the collection of people’s viewpoints on a specific topic is referred to as a concourse (Brown, 1993). Concourse contains all possible viewpoints from both primary and secondary data. Primary data includes interviews, focus groups and

observations, while secondary data consists of literatures, journals, essays, books, reports, magazines, newspapers, websites, online forums, media reports and novels (Exel & Graaf, 2005). Q concourse statements are not limited to words; they can be pictures, paintings, videos or music (Denzin, 1998). Sometimes, visual statements are more accessible and efficient when researchers conduct face to face interviews with non-readers or young children (Greene & Hill, 2005). The most typical approach of collecting primary data in concourse is by interviewing people and noting down participants' responses (Brown, 1980). McKeown & Thomas (1988) argue that a small number of interviews are sufficient in Q Methodology and suggested the researcher ignore full structured interviews, as it predefines structures and inhibits the potential richness of the data.

5.3.2 Q Sample

Q Sample involves researchers selecting the most representative statements from the concourse (Donner, 2001; Chen, 2013; Kim & Lee, 2014). A well organised concourse normally contains hundreds of statements. Therefore, administering and analysing the concourse directly is impractical (Brown 1980). Q researchers need to reduce the original statements to a limited but representational number (Brown 1980, 1991; Stephenson, 1978). Compiling the Q sample is considered to be the most crucial and challenging step in Q Methodology, as researchers need to demonstrate the diversity of people's viewpoints within a small number of statements (Brown, 1980; Donner, 2001). Generally, an individual's communication and cognitive skills are greatly affected by their personal interests, previous living experiences and education levels (Ellingsen *et al*, 2010). An individual's thoughts, ideas and viewpoints are more easily accepted and understood by people with similar backgrounds, cultures or languages (Brown, 1991). As a result, it is essential that Q researchers use appropriate words and phrases in Q sample (Donner, 2001).

Some statements in Q sample are duplicated or irrelevant. These statements have to be modified or reformulated so that participants in the Q sort step can relate themselves to the Q sample statements (Ellingsen *et al*, 2010; Brown, 1980). Different sampling methods are developed to simplify the Q sample process, such as Fisher's Balanced Block Design (Stephenson 1953, 1993; Brown, 1980) and Reconstructive Democratic Theory (Dryzek & Berejikian, 1993). Both theories aim to help researchers to discover representative Q statements via a systematic approach (Brown, 1953). Brown (1993) argues that different Q sample theories and methods lead to the same factor results. He adds that theories and methods are designed to help researchers apply a logical structure of the preparation of the concourse. Participants' Q sorts reveal their viewpoints on a specific topic, which is a more important phase in Q-Methodology than the Q statement sampling methods (Thomas & Baas, 1992).

5.3.3 P Set and Sort Instruction

Unlike other research methods, which require a large amount of participants to prove the reliability and validity of the research, the number of Q study participants does not need to be large (Donner, 2001). The objective of Q Methodology is not to explore phenomenon nor determine demographic commonness, but to demonstrate different viewpoints within the participants (Brown, 1980). It is rare to have more than 50 participants in a Q study (Brown, 1991). Q Participants are purposely selected by researchers, with the expectation that these participants will bring distinct and diverse viewpoints to the topic (Brown, 1978; Dennis, 1986).

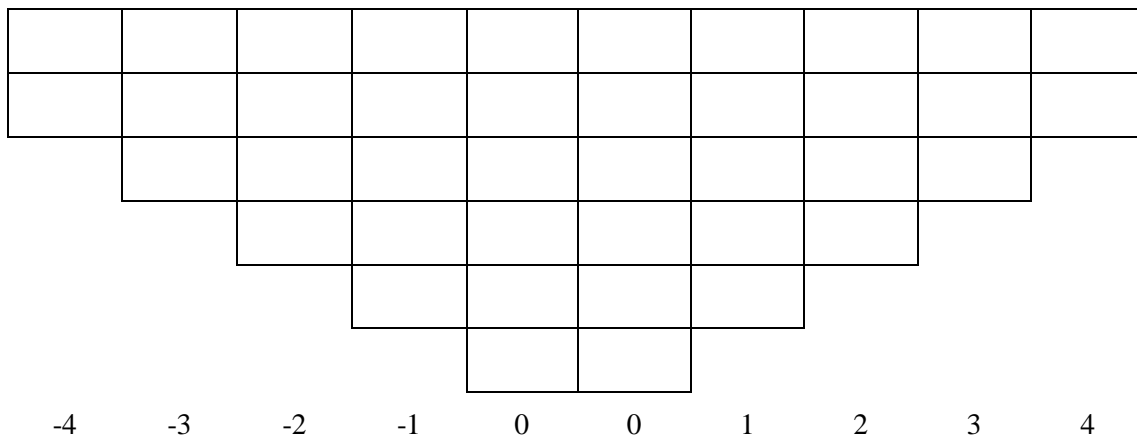
Next, the researcher needs to determine a Q sorting instruction (Brown, 1980). Some researchers call it 'conditions of instruction' (Ellingsen *et al*, 2010a). A typical Q sort instruction may look like: 'Please sort the following cards from those you agree most with to those you disagree most with'. Q Researchers are allowed to give participants more than one Q sort instruction to reveal participants' view points from different

angles (McKeown & Thomas, 1988). For example, participants can sort the Q statements in accordance with (1) his/her expectations, (2) other participants' expectations, and (3) his/her expectations in the eyes of others. The possibility to conduct Q sort under different instructions makes Q methodology suitable for single case studies (McKeown & Thomas, 1988)

5.3.4 Q Sort

In practice, Q sample statements are numbered randomly and printed on separate paper cards (Donner, 2001). A sorting grid, which contains the same number of spaces as Q sample statements, is developed for the Q sort (Brown, 1993; Donner, 2001). There are two types of Q sorting grid: forced distribution and unstructured distribution. In forced distribution, participants are requested to place Q statement cards into a predefined grid, while unstructured distribution means participants can sort cards based on their preferences and no predefined grid is used (Brown, 1980). However, the choice of approach does not affect the results of the Q study (Cottle & McKeown, 1980). Even so, symmetrically forced distribution is strongly recommended by Ellingsen *et al* (2010), as it helps Q participants to distinguish the minor differences between Q statements. Figure 5.2 shows a typical Q sorting grid.

Figure 5.2 A Typical Sorting Grid



The Gird normally has a shape of quasi-normal distribution, with same number of spaces in the two extremes and more spaces in the middle (Donner, 2001; Exel & de Graaf, 2005). Ordinarily, participants' knowledge and interest on a specific topic is expected to be low, thus, only a small numbers of statements are anticipated to load on to the two extremes and more neutral statements appear in the middle (Brown, 1980). In Figure 5.2, two Q sample statements are required at each of the extremes (-4 and +4), while 6 Q sample statements are needed at the neutral point (0). The statements on the left side (-4) are the viewpoints participants mostly disagree with, while the statements on the right side (+4) indicate viewpoints participants most agree with. The statements in the middle (0) signify that participants 'don't care', 'don't know' or 'don't matter' (Brown, 1993).

During the Q sort, it is suggested that participants read through all the statements carefully and sort statements into three piles i.e., the statements which participants most agree with; the statements which participants most disagree with and the statements which participants feel 'don't matter' and are undecided about (Brown, 1993). Next, participants are asked to follow the sorting instructions and place each card on to the sorting grid, prescribed by the researcher (Jeffares & Skelcher, 2011). Brown (1991) and Ellingsen *et al* (2010) suggest that the researcher be present during the Q sort process. They argue, the presence of the researcher not only ensures the sorting process moves smoothly, but also gives the respondents an opportunity to explain their Q sorts. The researcher can interview the participants and make notes or use a voice recorder or camera to record any comments made by the participants to further explore participant's motivations and reasons (Exel & Graaf, 2005).

5.3.5 Q Analysis and Interpretation

'In Q, the role of mathematics is quite subdued and serves primarily to prepare the data to reveal their structure (Brown, 1993:107).' Analysis of the Q sort typically consists of three steps of statistical procedures: correlation matrix, factor analysis and

factor scores (Brown, 1980; Brown, 1993). Traditionally, Q researchers need to have abundant knowledge of statistical theory and need to calculate all factor analysis manually. However, with the latest software packages, such as PCQ and PQmethod, the calculations are able to be performed at the touch of a button (Brown, 1980; Brown, 1993; Watts & Stenner, 2012). Thereby, researchers' attention is shifted from complex mathematics calculation to the phenomenon itself (Donner, 2001). The following sections give a general description of correlation, factor analysis and creation of factor array (Please see Section 8.4 for more details).

5.3.5.1 Correlation

Correlation is ordinarily employed to measure the degree of similarity between two sets of Q sort scores from Q participants. Correlation scores are on a scale ranging from +1.00 (perfect positive correlation) to - 1.00 (perfect negative correlation), and 0 meaning not correlated (Brown, 1993; Watts & Stenner, 2012). For example, if participant A's Q sort is correlated +0.80 with participant B, it means that participant A and participant B are more likely to have similar viewpoints on a specific topic. While a large negative correlation indicates that the statements participant A embraces tending to be the ones which participant B rejects.

If the sum of squares of participant A's Q sort scores is X, the sum of squares of participant B's Q sort scores is Y and the discrepancy between the score for each statement in the participant A's Q sort compared to that in the participant B's Q sort is D, then the correlation between participant A and participant B is achieved by forming the ratio of (X+Y) to the sum of the squared differences D^2 and then subtracting this from 1.00 (Brown, 1993).

$$\text{Correlation}(r) = 1 - (\text{sum } D^2 / (X+Y))$$

Participant A and participant B are only 2 respondents in the Q study, and when each

respondent is compared with the others, a correlation matrix is developed. The next step is using the standard error (SE) to clarify what level of correlation is significant in study. The SE is normally calculated via the formula $SE = 1/\sqrt{N}$, where N is the number of Q statements. In this study, N= 34, so the standard error of factor loadings (SE) is $1/\sqrt{34} = 1/ 5.83 = 0.171$. Therefore, using the significance level formula, Q participants with correlation loading in excess of $2.58(SE) = +/- 0.441$ are considered to be statistically highly significant at 0.01 level, and so demonstrate a close relationship between participants' Q sorts and generated factors. The correlation matrix is of little significance in itself. Q researchers' interest is normally upon the factors to which the correlation matrix leads (Brown, 1980; 1993). Therefore, a brief introduction of factor extraction will be given in the next section.

5.3.5.2 Factor Extraction

Factor analysis in Q method aims to simplify the correlations between all participants' Q sorts by assuming that their relationship can be reflected by a smaller set of independent factors (Brown, 1980; Watts & Stenner, 2012). The mathematics of the factoring process in Q method is exactly the same with R method. However, the variables in R factor analysis are participants' traits. While in Q methodology, the variables are participants' Q sorts (Brown, 1980). The analysis process involves a large amount of mathematic calculations. Therefore, in practice, it is mainly achieved via software packages (PCQ or PQMethod). For further details about the factor analysis please see Factorial Analysis for Non-Mathematicians (Adcock, 1954) and Political Subjectivity (Brown, 1980).

'Fundamentally, factor analysis examines a correlation matrix..., and in the case of Q methodology, determines how many basically different Q sorts are in evidence; Q sorts which are highly correlated with one another may be considered to have a

family resemblance, those belong to one family being highly correlated with one another but uncorrelated with members of other families (Brown, 1993: 111).' In short, factor analysis clarifies the number of common factors. In this study, the Q factors demonstrate the different expectations within the CEC project, with participants having similar expectations defining the same factor. Sometimes, the original set of factors makes it difficult to reveal participants' subjectivities. These factors only provide the raw materials for Q researchers to explore the relationship from vantage points that look interesting (Brown, 1993). The original set of factors is therefore rotated for the researcher to find the simpler and more easily understood factors (Brown, 1980; Brown, 1993). Rotation may be based on some statistical principle, theoretical concerns, prior knowledge or ideas developed during the study. Nevertheless, rotation does not change the relationship between Q sorts, it only shift the perspective from which they are observed (Exel & Graaf, 2005).

Once a satisfactory set of factors are generated, Q researchers need to decide the number of factors to extract. Factors' eigenvalues are most commonly used to help Q researchers justify the significance of generated factors (Watts & Stenner, 2012). Eigenvalues are the sum of the squared factor loadings for each participant. Factors with eigenvalues less than one are considered as statistically insignificant and are generally removed from the following factor interpretation, while factors with eigenvalue above one are retained. However, as Brown (1980) suggests that eigenvalues are not an infallible method in factor extraction, it should only be considered as an advice. The number of extracted factors can only be decided after the researcher has reviewed all the possible solutions and factor meanings. For example, a factor may have an eigenvalue of less than one and contain only one participant, however, that person may have significant power and influence in project design, policy making and daily operation process (such as project funder), and so should be retained in the factor interpretation.

5.3.5.3 Factor Scores and Factor Arrays

The factor interpretation in Q methodology is mainly achieved via factor scores. Factor scores, which are the weighted average scores given to each Q sample statement by participants within the same factor group, contain the most valuable information in the factor interpretation (Brown, 1980; McKeown & Thomas, 1988; Brown, 1993; Watts & Stenner, 2012).

Factor scores help the understanding and interpretation of the factors in two ways: first, they help Q researchers to develop a factor array (a composite Q sort, one for each factor). Factor array is normally transferred back to the values of the original scale to generate a model Q sort. The model Q sort reflects the common viewpoints of participants who highly loaded on the same factor. In this study, the two statements with the highest scores are assigned +4, the three next highest are scored +3, and so forth (Please see Figure 5.2). The same procedure is then applied for other generated factors. Second, they define the characteristic statements in each factor. Characteristic statements are the statements that appear on the extreme positive and negative sides and are used to describe the traits of each factor (Brown, 1980; Brown, 1993; Watts & Stenner, 2012).

Traditionally, Q researchers need to firstly find all factor members' factor weights (W) in order to obtain factor scores. Factor weights are achieved by dividing each factor member's factor loading (F) by the expression 1 minus the square of the factor loading: $W = \text{factor weights} = F / (1 - F^2)$ (Spearman, 1927; Brown, 1993). A factor loading shows the extent to which each Q sort is associated with each factor (Exel & Graaf, 2005). If participant A, B, C and D define factor 1 and they give one statement score +4, +3, 0 and -1 in Q sort respectively, then that statement's factor score is calculated by: participant A's factor weight (+4) + participant B's factor weight (+3) + participant C's factor weight (0) + participant D's factor weight (-1). This process would be repeated for every Q statement and then all statements' factor scores would

be ranked. The statements with highest scores are the statements which factor 1 most strongly agrees with, while those statements with lowest scores are put on the 'most disagree with columns'. Thus, Q researchers are able to develop the idealised Q sort for each factor.

In practice, the above analysis processes are no longer calculated manually but instead are performed by software packages. In PQMethod software, the factor scores are not calculated as discussed above, but rather are given as Z scores. Factor's Z scores are calculated via the formula $Z = (T - X) / S_r$, where T is equal to each Q sort total, X is the mean and S_r is the standard deviation of the Q sort (Addams & Proops, 2000). Compared with factor weight, factor's Z scores make possible for Q researchers to directly compare the scores for same Q statement across different factors (Brown, 1980).

5.4 Why Q Methodology

Social science researchers need to abandon conventional research methods and consider alternative approaches to conduct subjectivity study in social science (Long and Johnson, 2002). Although qualitative methods can give the researcher deep explanations of social phenomena, which quantitative methods may not, qualitative methods may have limitations and defects in the current research. For example, qualitative research can be greatly influenced by the researcher's prior understandings and opinions (Polit & Beck, 2004). Using traditional qualitative methods can cause two kinds of subjectivities in the research: the participants and the researcher (McKeown & Thomas, 1988). As a result, the researcher needs to find an appropriate method of carrying out subjectivity study, integrating with respondents and maintaining minimum subjective interruption. Q Methodology is based on participants' viewpoints rather than the predefined framework from the researcher, within which contains implicit embedded right or wrong answers (Brown, 1980;

McKeown & Thomas, 1988). Q Methodology has the advantages of widening participation, and minimising the researcher's preconception (Ellingsen *et al*, 2010).

5.4.1 Wide Participation

Traditional qualitative research is often based on in-depth interviews, it normally requires the participants have relatively good verbal skills. In the CEC project, some project clients may not have the necessary communication skills. Moreover, some topics in the current research are very sensitive and contentious, which participants may experience difficulty in answering. Ellingsen *et al* (2010) conducted a study of foster children's feelings about their families. Research findings indicated that some children experience difficulties when talking about their family matters, employing conventional research methods. Furthermore, a project usually involves participants from various backgrounds, for example, children, youths, NEETS, adults and marginalised groups, disability, poverty, and unemployment (Wilson *et al.*, 2008). Persuading people from different backgrounds to engage in research and to improve their empowerment is difficult for the researcher, if using conventional methods (Ellingsen *et al*, 2010).

Unlike other research methods, which may exclude marginal groups who have difficulties in participating in the research, Q Methodology offers these marginal groups an opportunity to express themselves (Taylor & Delprato, 1994). Q Methodology provides the researcher with a non-threatening and easy to use approach to breaking down any barriers between the researcher and participants. All the possible responses are already contained in the Q sample, as a result participants feel less stressful when answering sensitive questions. It is unacceptable in social science research to remove the participants from the research just because they bring with them a challenge or a potential threat to the study (Kelly, 2007). Social researchers have a responsibility to maintain the diversity of data. Q Methodology allows the researcher to carry out a rigorous and systematic analysis with a small sample size and

is extremely useful when studying marginal groups and sensitive social issues (Wilson, 2008; Brown, 2006).

5.4.2 Minimize Preconception

Smith (2001: 122) proposes '*studies using surveys and questionnaires often use categories that the investigator imposes on the respondents. Q, on the other hand, determines categories that are 'operant'*'. In Q methodology, discourse is driven from people's viewpoints on a specific topic and Q sample statements reflect people's thinking, feelings and perceptions (Brown, 1980; Jeffares & Skelcher, 2011). Additionally, it is not the researcher who classifies or groups the participants, but the participants who group themselves (Ellingsen *et al*, 2010). The participants who have similar subjectivities are grouped through the factor analysis (Corr, 2006). Consequently, the researcher's preconceptions in the research are minimised.

5.5 Limitations

Conventional research methods are considered to be more suitable if the research aims to clarify different viewpoints in a large unidentified group of people (Eden, 2005). Q Methodology is designed to illuminate common and different viewpoints within the participants. As a result, the method doesn't need a large sample size to validate the research findings (Donner, 2001). Applying Q Methodology to an unidentified target group is not appropriate, as the participants in Q Methodology need to be recognised prior to commencement of the research. Q Methodology aims to discover people's inner world and to provide explanations of those perceptions from the participants' point of view rather than focusing on the people themselves (McKeown & Thomas, 1998)

5.6 Conclusion

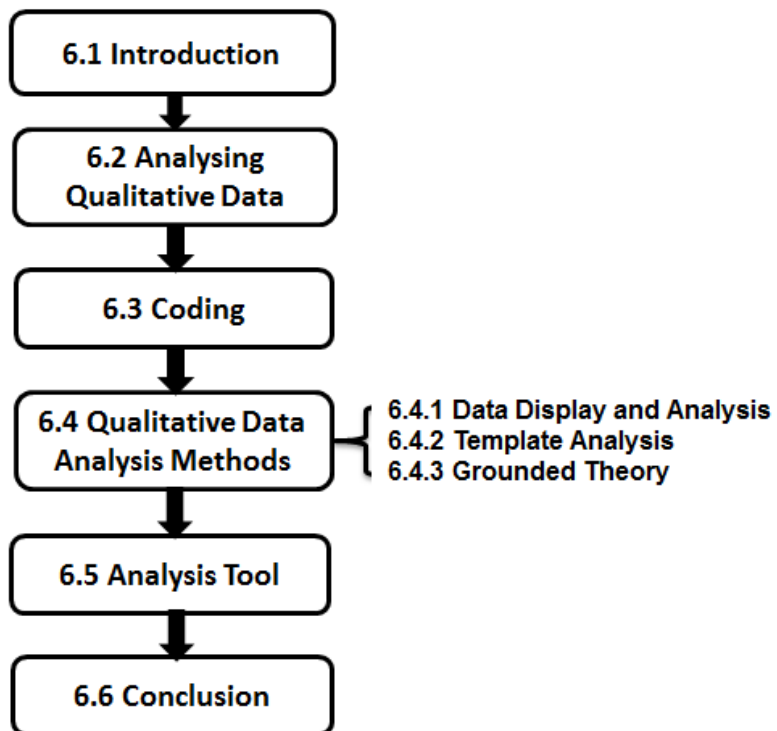
This chapter introduced Q methodology research process, its advantages and limitations. The discussion in Section 5.4 reveals the significant advantages of employing Q Methodology in the current research. The CEC project clients have a variety of backgrounds and problems, for example, drug users, alcoholics, people with mental health problems, long time unemployed, NEETs, and disabled people. Traditional quantitative and qualitative research methods can require that the participants have good verbal, literacy and communication skills. In practice, it is difficult for the researcher to collect meaningful information from these marginal groups. Q Methodology provides the researcher with a non-threatening and systematic approach to obtaining research data. Furthermore, Q Methodology can minimize the researcher's perception and pre-understandings in the current research. The method will reveal different expectations within the project stakeholder groups and the interrelationship between their viewpoints

Chapter 6 Qualitative Data Analysis Introduction

6.1 Introduction

This chapter presents the justifications, assumptions and precautions for qualitative data analysis. Section 6.2 first identifies and justifies the selection of a qualitative rather than a quantitative approach. Section 6.3 explores appropriate coding and related procedures. Section 6.4 reviews three frequently used qualitative data analysis methods: data display and analysis, template analysis and grounded theory. A comparison analysis of these three methods indicated that grounded theory is the most appropriate theoretical approach to analysis the CEC project stakeholders' influence on the project delivery and evaluation. Section 6.5 considers the associated precautions and limitations of qualitative data analysis. Figure 6.1 below shows the structure of Chapter 6.

Figure 6.1 The Structure of Chapter 6



6.2 Analysing Qualitative Data

Qualitative data is generally more detailed, complex and diverse than quantitative data. Qualitative data is often collected and generated from a variety of sources e.g., interviews, focus group studies, observations, emails, web pages, videos, TV programmes, diaries, photos, films and various documents, such as books and magazines (Gibbs, 2007; Blaikie, 2009; Bryman, 2012; Saunders *et al*, 2012; Silverman, 2011). In practice, a large number of qualitative researchers often convert their original qualitative data into written text to enable data analysis. However, this approach raises two essential issues. First, the process creates voluminous data which needs to be structured using specific methods. Second, researchers need to engage the appropriate theoretical approach to interpret research findings (Gibbs, 2007).

Researchers may discover that learning the techniques of quantitative data analysis is tedious and unimaginative (Gary, 2009). Nevertheless, quantitative software gives researchers predefined rules, regulations and instructions on how to handle data as well as carrying out quantitative data analysis. Contrastingly, there are few entrenched and widely recognised rules, methods and guidelines in the qualitative approach (Savage, 2000). Qualitative data analysis further lacks unanimity in outcomes (Gibbs, 2007). Instructions and guidelines in qualitative approach may require complex and complicated routes to the outcome whereby data is reduced and interpreted. Critics argue the process of qualitative data analysis may lead to oversimplification and loss of the original richness of data. (Saunders *et al*, 2012)

The research design in the current study (Section 3.6), describes how employed semi-structured interviews were used in order to reveal how the CEC project stakeholders, used their attributes to affect project delivery (Objective 2) and evaluation (Objective 3). In section 6.3 and 6.4, a number of coding methods and qualitative data analysis approaches are described to determine the optimal solution for this study.

6.3 Coding

Coding is a central activity in qualitative data analysis. '*Coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it* (Gibbs, 2007: 38).' It includes identifying and labeling transcription text, discrete happenings, events or other phenomena, which have similar theoretical or descriptive ideas (Gibbs, 2007; Bryman, 2012). Passages, events and phenomena, expressed as comparable ideas under a theme or a concept, are classified into different categories with unique labels (Blaikie, 2009).

Coding in quantitative analysis implies reducing collected data to a number so that it can be measured and interpreted. Quantitative research is a process of data reduction and condensation, while coding in qualitative analysis is a way of managing data. Qualitative analysis aims to enlarge data density, complexity and deepness. The original information is preserved, and the integrity of phenomena is maintained (Saunders *et al*, 2012; Bryman, 2012; Gibbs, 2007; Blaikie, 2009).

Coding in qualitative research normally has two steps: initial coding and focused coding. In initial coding, researchers are requested to open their mind and give codes to each line of the transcription text so as to grasp the preliminary description and direct impression of the data (Charmaz, 2006). New ideas and codes developed in the initial coding are then used in the focused coding to generate the codes which make '*the most analytic sense to categories your data incisively and completely*' (Charmaz 2006:57).

6.4 Qualitative Data Analysis Methods

Section 6.4 introduces a number of commonly-used qualitative data analysis methods: data display and analysis, template analysis and grounded theory.

6.4.1 Data Display and Analysis

Miles and Huberman's (1994) data display and analysis approach contains three main sub-processes: (1) data reduction, (2) data display and (3) drawing and verifying conclusions. In data reduction, researchers have to reduce numerous data and focus on the significant parts of the data. Data display allows researchers to organise and structure important data into diagrammatic or visual displays via matrices or networks. Researchers are then able to take advantage of data displays and identify the main categories, relationships, and important patterns (Saunders *et al*, 2012). Miles and Huberman's (1994) approach provides some important suggestions, hints and frameworks for the current study. However, they do not present comprehensive instructions for data reduction, display and drawing conclusions. Moreover, the application of data reduction at the early stage may lead to valuable and un-coded data being lost in the data reduction.

6.4.2 Template Analysis

Template analysis is an efficient approach for reducing large amounts of unstructured qualitative raw data to a manageable size. Firstly, a template of codes, categories and labels, which represent the emerging themes from the collected data, are developed. These codes, categories and labels become the template and tend to be hierarchical with sub-themes (King, 2004). The predefined template is then used to analyse the complete data set. As data collection and analysis continues, some of the codes and categories in the template will be amended, added to or disregarded. This process continues until all qualitative data have been analysed and a final satisfactory template is acquired (Saunders *et al*, 2012; King, 2004). Template analysis provides the researcher with an initial conceptual framework in data analysis. Nevertheless, the researcher has to develop a list of codes during the data collection and initial data analysis process. Additionally, adopting template analysis deviates from the current study's objectives 2 and 3, which are exploration, interpretation and explanation.

Moreover, the approach does not provide the researcher with any detailed instructions or guidance of identifying patterns and relationships.

6.4.3 Grounded Theory

Grounded theory has become a widely used theoretical approach to analysing qualitative data across a variety of social science disciplines (Bryman, 2012; Gibbs, 2007). Grounded theory is '*a qualitative strategy of inquiry in which the researcher derives a general, abstract theory of process, action, or interaction grounded in the views of participants in a study* (Creswell, 2009:13).' Grounded theory data analysis starts from the moment that data begins to be collected and continues until the study is completed (Saunders *et al*, 2012). This data analysis approach is suitable for qualitative research where limited information is available or where no previous studies have been conducted (Adolph *et al*, 2011; Mccallin, 2011; Tan, 2010). Grounded theory explores how participants understand phenomena, and their corresponding reactions to them, in the context of different situations rather than testing established theory (Saunders *et al*, 2012).

Grounded theory has two significant characteristics: constant comparison and theoretical sampling (Birks & Mills, 2011; Adolph *et al*, 2011). Constant comparison means the codes and categories must be compared with each other constantly in order to discover similarities, difference and the degree of consistency. For example, codes to codes, codes to categories and categories to categories (Adolph *et al*, 2011). Eventually, a list of codes and categories are developed in order to explain the phenomena emerging from the data (Birks & Mills, 2011; Tan, 2010). Constant comparison helps the researcher to generate theory via data itself and ensures that the emerging concepts and theories fit well with the collected data (Birks & Mills, 2011). In theoretical sampling, purposely selected cases are chosen by the researcher to support the interpretation of the emerging categories and theories. This dynamic sampling continues until saturation is attained. Theoretical saturation is reached when

no new information is discovered, and the categories and the relationships between categories have been well identified (Birks & Mills, 2011).

Grounded theory data analysis normally has four steps: open coding, axial coding, selective coding and memos and theory generation (Birks & Mills, 2011; Adolph *et al*, 2011; Saunders *et al*, 2012). Open coding indicates '*the process of breaking down, examining, comparing, conceptualizing and categorizing data*' (Strauss & Corbin, 1990: 61). The codes generated in open coding are grouped and used in the categories creation process and are the building blocks for any emerging theory and model (Adolph *et al*, 2011). Axial coding implies '*a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories*' (Strauss & Corbin, 1990:96). Selective coding includes '*the procedure of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development*' (Strauss & Corbin, 1990:116). Core categories, in which interrelated categories are grouped and intergraded, are the ultimate goal of grounded theory (Adolph *et al*, 2011).

Memos are considered as intellectual capital in qualitative data analysis. It is a core stage of new theory generation. More prosaically, memos are the written records of a qualitative researcher's thinking, ideas and opinions during grounded theory study (Saunders *et al*, 2012; Adolph *et al* 2012; Bryman 2012; Birks & Mills, 2011). Memo recording is an on-going activity across the whole qualitative data analysis process. Recorded memos help the researcher to analyse data on a theoretical, general and overarching level (Bryman, 2012). Thus, grounded theory data analysis can be summarised as (Birks & Mills, 2011; Adolph *et al*, 2011):

- 1 Open coding- to define categories
- 2 Axial coding- to identify the links between categories
- 3 Selective coding- to find the core category
- 4 Theory generation

As explained in the literature review, the majority of existing project stakeholder management models are not designed for application in the enterprise coaching projects. Limited information is found in the literature review regarding enterprise coaching project stakeholders' impact on the project delivery and their evaluation opinions. The aim of this study requires a more rigorous and 'bottom-up' data analysis approach. Grounded theory provides the researcher with an opportunity to explore phenomena without defining codes and themes or carrying data reduction in the early stage.

6.5 Analysis Tool

As introduced in the research design (Section 3.6), the researcher employed semi-structured interviews as data collection methods. The recorded interviews provided the researcher with detailed descriptions of participants' feelings and subjective opinions regarding the CEC project delivery and evaluation. Nevertheless, how to structure and display the collected data is one of the biggest challenges in qualitative data analyses (Saunders *et al*, 2012). Conventional qualitative data analysis tends to distance the researcher from collected data (Adolph *et al*, 2011), as the researcher needs to continually revisit participants' transcripts to find the relevant data. This process is time consuming due to the numerous volumes of data collected. In this research, 23 project participants produced nearly 60,000 words of transcript. It was therefore decided that it would be inefficient to use traditional 'cutting and pasting' data analyses approach. Several computer-assisted qualitative data analysis software (CAQDAS) programs are available in the market, such as ATLAS.ti and NVivo.

These software programs assist the researcher to easily organise and analyse unstructured data, thus enabling the researcher to focus on coding, analysis, interpretation, thinking, decision-making and discovery.

The researcher experimented with both ATLAS.ti and NVivo software programs before main study. Results of this prior experimentation showed that NVivo had significant advantages over ATLAS.ti in providing friendly and straightforward user interface, as well as voluminous online self-study materials. In NVivo, all audio files, interview transcripts were managed in one project file. Therefore, the researcher was able to track back to the original transcripts swiftly and easily. The software also provides powerful tools for locating words, coding, memos, teasing out themes, visualising and building models. In the current study, all 23 participants' interviews were first transcribed into MS word and then imported into NVivo 10 software for further analysis.

6.6 Conclusion

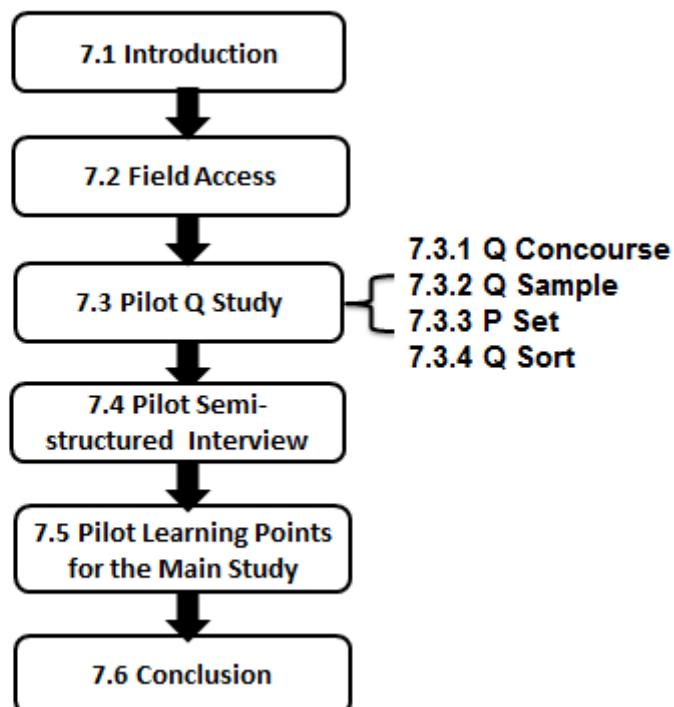
Examination and exploration of the literature around qualitative analysis procedures informed the researcher on the complexity and general process of qualitative data analysis. Existing coding methods and three frequently used qualitative data analysis approaches have been compared and critiqued. Ultimately, Grounded Theory provides great advantages for exploring the phenomenon and assisting the development of a theory or a model. The application of Grounded theory assisted the researcher to structure and carry out formal qualitative data analysis in Chapter 9.

Chapter 7 Pilot Study

7.1 Introduction

A well-designed pilot study considerably enhances the success rate of formal data collection and data analysis (Mark, 2009). Therefore, a pilot study was undertaken by the researcher to assess the feasibility of Q methodology, the appropriateness of the Q sample, the validity of the semi-structured interview questions and to identify potential shortcomings and improvements to the proposed research methodology. As explained in the research design (Section 3.6), Q methodology is being adopted in the research in order to discover the different project stakeholders' expectations (Objective 1), whilst semi-structured interviews are being used to reveal stakeholder's influences in the project delivery (Objective 2) and evaluation (Objective 3).

Figure 7.1 The Structure of Chapter 7



This chapter begins with an introduction of field access (Section 7.2). The chapter then demonstrates the pilot Q study (Section 7.3) and pilot semi-structured interview (Section 7.4) procedure separately and discusses how the pilot study findings (Section 7.5) informed the development of the procedures to be applied in the main research study (Figure 7.1).

7.2 Field Access

Field research means the researcher immerses himself or herself in the targeted research environment for data collection and primary analysis (Emerson *et al*, 1995). As demonstrated in Section 3.6.4, the researcher maintained a friendly and trusting relationship with four main stakeholder groups, therefore, the researcher was able to collect adequate data in the pilot study and main study. The whole data collection process took nearly six months.

7.3 Pilot Q Study

Section 7.3 demonstrates the pilot Q study step by step: Concourse, Q sample, P set and sort instruction, and Q sort. The pilot Q study was designed to check the validity and the understandability of the Q statements and Q sort instruction, as well as the validity of the Q study process. Therefore, participants' Q sort data set was not subjected to analysis.

7.3.1 Developing Q statements

Collecting the CEC project stakeholders' expectations is the first step in the pilot Q study. Although Q sample statements can be generated purely from secondary data, involving participants in the Q statements generation stage can significantly increase Q sample statements' representativeness (Donner, 2001). In the pilot study, the researcher gathered expectation statements from both primary and secondary resources. One hundred and sixteen expectation statements were generated from the project application form (the original application for ERDF), the project delivery plan, enterprise coaching materials and the project leaflet (Please see Table 7.1 for Q

concourse summary). It is worth mentioning that the CEC project application form contributed 89 expectations statements to the concourse, as it contains the most detailed project aims, objectives, workshop design and project description, along with the specific requirements from the ERDF Regional Office. Meanwhile, 9 participants from four main stakeholder groups (6 project clients, 1 project delivery team member, 1 CBC officer and 1 ERDF regional officer) were invited to join the concourse interviews and focus group study to help the researcher to collect all the possible expectations of the CEC project. The researcher firstly conducted a focus group study with 5 project clients and then carried out concourse interviews with a CEC project client, a project training coach, a CBC officer and an ERDF Board officer respectively. In this respect, another 69 meaningful statements were identified.

Table 7.1 Q Concourse Summary

Secondary Source		Statements Number
A	Project application form	89
B	Project delivery plan	3
C	Idea Generation Coaching Notes	5
D	Enterprise Coaching leaflet	8
E	Can Do Workshop leaflet	6
F	Enterprise & You leaflet	5
Sub-Total		116
Primary Source		Statements Number
G	Clients' Focus Group Interview (5 people)	12
H	Project Client's interview (1)	5
I	Project coach interview (1)	10
J	Corby Borough Council Staff interview (1)	23
K	ERDF staff Interview (1)	19
Sub-Total		69
Total		116+69=185

Altogether, 185 expectation statements were collected from various sources (Please see Appendix D). These statements represent the four main stakeholder groups' expectations: the project clients, the project delivery team, CBC and the ERDF

Regional Office. It is common that the researcher arrives at a large number of statements in concurrence. These statements reflect the complexity of the concurrence and the different project stakeholders' expectations on the CEC project (Ellingsen *et al*, 2011).

7.3.2 Q Sample

It is impractical to expect Q participants to be able to sort 185 statements. Q samples need to be broad enough to embrace the different aspects and complexity of individual's subjectivities but these subjectivities must be presented in manageable numbers (Brown, 1980; Corr, 2001; Corr, 2006; Ellingsen *et al*, 2011). An overly large number of Q statements would inhibit factor analysis and factor rotation in the matrix calculation (Stephenson, 1978; Brown, 1980; Brown 1993; Watts & Stenner, 2012).

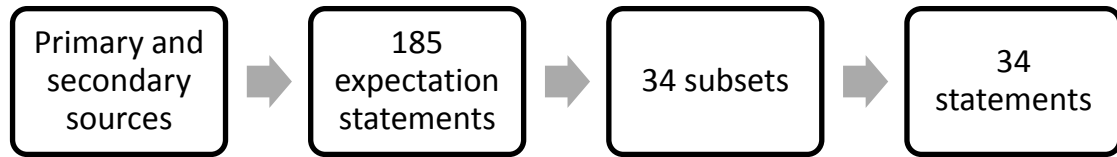
The researcher noticed that some expectation statements in the concurrence had similar meanings expressed in different words, tenses and expressions. These statements were assimilated into one sentence representing the core meaning of the group of statements. An example of this process can be seen in the Table 7.2 (Please see Appendix E for further examples). In this example, all 11 expectation statements were collected from primary and secondary sources. The expectation statements (3, 8, 9, 10 and 11) from the primary sources were derived from the focus group interview with the project clients, the project coaches, the CBC officer interview and the ERDF regional officer interview. The expectation statements (1, 2, 4, 5, 6 and 7) from secondary sources were derived from the project application form and coaching materials. These 11 expectation statements all referred to the significance of increasing local residents' confidence and self-esteem. Therefore, the meaning of these 11 statements was encapsulated in one Q sample statement i.e., 'build up people's confidence and self-esteem'.

Table 7.2 Q Sample Example

Q statement: Build up people’s confidence and self esteem			
NO	Source	Expectation statements	Page
1	D5	To build your confidence and self-esteem.	
2	A14	Building an individual’s confidence and self-esteem.	P4
3	G6	Self-confidence is really important for me as well.	
4	A59	Develop the confidence and competence of clients so that they can benefit from the regional business support package.	P13
5	E5	To feel more confident in using colour to enhance your appearance, boost self-esteem and explore options to dress for less.	
6	A15	Empower individuals to explore self-employment confident that they are being taken seriously.	P4
7	A86	All of which helping to address self-confidence issues, self-esteem and their ability to interact with the word around them in order to achieve their goals.	P9
8	I2	For me, it is about building confidence.	
9	J21	It’s sort of building confidence and give the person an opportunity go for a job or start up a business and have that confidence to go to bank manager, and sit in front of them and sell his ideas.	
10	J22	The project will boost confidence.	
11	K14	It gives them confidence.	
<p>Source: A = Project Application Form D =Enterprise Coaching Leaflet E=Can Do Workshop leaflet G=Clients Focus Group Interview I =Project coach interview J=Corby Borough Council Staff interview K=ERDF staff Interview</p>			

The researcher applied the statement encapsulation to the rest of statements in concourse. The 185 concourse statements were regrouped into 34 subsets of similar meaning. Each subset was then encapsulated into a single sentence. A diagrammatic illustration of Q statements generation is provided for further clarification (see Figure 7.2).

Figure 7.2 Q Statements Generation Process



Some CEC project clients have relatively low literacy abilities. This meant there was a possibility that they could misinterpret the Q statements. The Q sample statements needed to be accessible to majority of participants so the project stakeholders from different backgrounds would be able to understand the statements' meanings and be able to relate to each Q statement in one way or another. A project clients' Q sort would be invalid if they did not understand the Q sample statements as their sorting order would not represent their actual expectations on the project.

A statement, generated from the CEC project application form, 'It will target resources at areas of need with low levels of economy and enterprise performance to help create the right conditions to generate new and sustainable forms of economic activity which will lead to a more knowledge intensive economic base (A78)' was too specific and contained a number of terminologies. Hence, it was encapsulated as 'help local economy development' (Q statement 14). After simplification and modification, the 34 Q statements were eventually identified. These statements formed the Q sample statements to be presented to participants in the Q- sort process. (Please see Appendix F for all 34 Q statements).

7.3.3 P Set and Sort Instruction

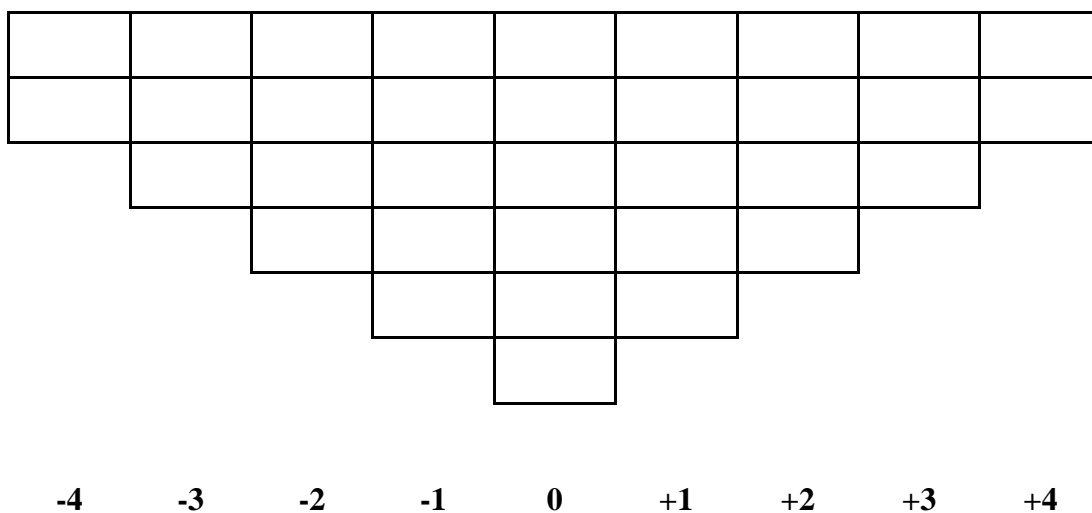
Since the Q sample statements need to be iteratively used and tactile, having the statements printed on paper cards for the Q sort procedure is the most common approach (Donner, 2001). There are many PC softwares available in the market which can display the Q sample statements on a screen and allow participants to conduct Q

sort via computer: for instance, POETQ, Flash Q, Web-Q and Qsorter etc. However, paper cards offer the most accessibility, convenience and interaction in the current research (Donner, 2001). In the pilot study, the 34 Q Statements were printed on the same size paper cards and randomly numbered from 1 to 34. Meanwhile, a sorting instruction was defined by the researcher to initiate the forthcoming Q sort. Q participants were asked to ' sort the 34 paper cards according to what are most likely or most unlikely to be your expectations for joining the CEC project'.

7.3.4 Q Sort

In consideration of the comfort of the interview environment and participant's convenience, the Q sort pilot study was conducted in a local teaching centre, which is located in the centre of Corby town. Three project clients were invited to test the understandability of the generated Q sample and designed Q sort instruction. The sorting grid (see Figure 7.3) adopted the symmetrically forced distribution, as it helps participants to distinguish the minor difference between each Q statement.

Figure 7.3 Sorting Grid



The researcher was present during each participant's sorting, as some clients needed extra support and guidance in understanding the Q sort procedure. It is important for

the researcher to give a brief introduction to participants about the Q sort procedure. In the pilot Q study, one curious project client took Q statement paper cards out and started working with them without the researcher's explanations and instructions. Thus, In order to maintain the standardisation of the Q study, the Q sort instructions were redesigned (Please see Table 7.3).

Table 7.3 Redesigned Q Sort Steps

Step	Name	Details
1	General introduction	The researcher gives a brief description of Q study, aims of research, Q sort process and its meaning.
2	Read the paper cards	The participants are told that cards represent people's expectation of the CEC project and are asked to skim through 34 paper cards before sorting.
3	Sorting instruction and guide	The participants are told to place paper cards onto the sorting grid according to their preferences. The participants are informed that statements in one column have the same score and they are equally important. Moreover, each participant's Q sort is valuable and meaningful. There is no right or wrong answer in the Q sort.
4	Q sort	The participants are requested to categorise paper cards into three piles: disagree, neutral, and agree. The researcher emphasises that it is acceptable that different number of statements go into each pile.
5	Review Q sort	Once Q sort is finished, the participants were asked to review the entire Q sort to see if they want to make any change. The participants are encouraged to adjust the placement of statements as many times as they prefer. Changes are made if participants have different opinions after the review.
6	Record Q sort	The researcher uses digital camera to capture each participants' Q sort.
7	Post Q sort Interview	The participants are asked to explain why they place specific statements on two extremes of the sorting grid (-4, -3, +3, +4) after their Q sorts. Q Participants' descriptions and explanations enormously facilitate the researcher's Q data analysis as they normally contain meaningful information for factor interpretation (Ellingsen <i>et al</i> , 2011). Voice recorder was used to record participants' post Q sort comments.
8	Double check	The researcher goes through each participant's Q sort to make sure there are no mistakes and blanks. Once Q sort is finished, 34 paper cards and sorting grid are taken back and recounted for next use.

Although Q-sort can be administered to a group (Donner, 2001), the researcher opted to conduct Q sort individually. A single Q sort provided the researcher with an opportunity to observe participant's reaction and feelings. More importantly, it prevented communication between participants during the sorting process.

7.4 Pilot Semi-structured Interview

According to the research design (Section 3.6), the project participants who attend the Q study were requested to join the semi-structured interview. There are three sets of interviews in the current study: concourse interviews, post Q-sort interviews and semi-structured interviews. Concourse interviews were taken to collect the project stakeholders' expectation statements. Post Q sort interviews were conducted to reveal participants' comments to their Q sort. Semi-structured interviews were used to identify the interrelationship between the project stakeholder's expectations, influence and their evaluation opinions.

For the purpose of testing the consistency and the coherence of the research design, 3 project clients together with a project delivery team member, a CBC officer and an ERDF regional officer were invited to take part in the pilot semi-structured interview straight after their Q study. It was interesting to discover that Q methodology greatly helped the researcher 'warm up' respondents before their semi-structured interviews. The project clients were found to be more talkative and willing to express themselves in the semi-structured interviews because Q methodology significantly increased their interest and proactivity in the data collection process. One participant emphasised that he did not even realise he was in a study because the whole Q study process was like playing a jigsaw puzzle, in which he had to find the most accurate Q statements distribution to show his expectations. Additionally, the post Q sort questions gave participants an opportunity to talk about their feelings, viewpoints and their personal life. These informal discussions not only helped the researcher create a more relaxed atmosphere and put interviewees at ease but also contained valuable data regarding

participants' background.

Applying the identical semi-structured interview questions to four main stakeholder groups in the CEC project is inappropriate, as the stakeholders came from diverse background and have different level of education and literacy skills. For example, the project clients may have difficulty in understanding the terminologies and the expression approaches used by the CBC and ERDF participants. Conversely, CBC and the ERDF officers may feel the semi-structured interview questions designed for the project clients are unofficial and superficial. Consequently, four sets of semi-structured interview questions were developed for the project clients, the project delivery team, CBC and the ERDF Regional Office respectively. Most of the questions were open-ended and nondirective, which gave the project stakeholders as much latitude as possible. Table 7.4 demonstrates the initial semi-structured interview questions designed for the project clients. In Table 7.4, question 1, 2, 3 and 4 targeted the CEC project evaluation, whereas question 5, 6 and 7 were planned to capture the stakeholders' impact in the project delivery.

Table 7.4 Pilot Study Clients' Interview Questions

No	Interview Questions
1	How would you describe your feelings about the Corby Enterprise Coaching project?
2	Could you please describe what you have learnt from the Corby Enterprise Coaching project? Did the project meet your needs?
3	What score would you give to the Corby Enterprise Coaching project out of ten (1= lowest and 10= highest)? Why?
4	In your opinion, how could the Corby Enterprise Coaching project be improved?
5	How responsive were the coaches to your needs?
6	Do you feel able to shape the project to suit your needs
7	If you have suggestions about the project, what would you do to make your voice heard?

One project client was confused about the question 5 ‘How responsive were the coaches to your needs?’ and question 6 ‘Do you feel able to shape the project to suit your needs?’ This participant was puzzled by the way the question was expressed. As a result, it was decided to use simple English terms for the project clients’ semi-structured interview questions. Another project client was extremely stressed during the semi-structured interview process. This client had difficulty in answering some of the semi-structured interview questions due to his lack of communicative competence. The client had been an alcoholic for more than 20 years, and was suffering from depression and lack of confidence. This situation supported the decision to employ different interview approaches, expressions and communication skills when conducting semi-structured interviews with the project stakeholders, especially the project clients.

Overall, the project clients in the pilot semi-structured interview were taciturn and cautious. Sometimes, the project clients gave yes or no answers to the questions without any explanations. In qualitative research, detailed answers from the participants mean more valuable and meaningful information in the qualitative data analysis. Hence, probing questions were used by the researcher to collect further information from the project participants. For instance, ‘Would you please explain further?’, ‘Could you please tell me more about it?’, ‘Can you give me an example?’ Table 7.5 shows the revised project clients’ semi-structured interview questions.

Table 7.5 Modified Questions for the Project Clients

No	Semi-structured Interview questions
1	Could you please introduce yourself a little bit? What did you do before? What are you doing now?
2	How many coaching courses and workshops have you attended? What were they?
3	Which coaching course, workshop or support do you like or dislike most? Why?
4	Overall, how would you describe your feelings about the Corby Enterprise Coaching project?
5	Did the project meet your needs? Could you please describe what you have learnt from the Enterprise Coaching project?
6	What score would you give to the Corby Enterprise Coaching project out of ten? Why? (Why not ten?)
7	In your opinion, how could the Corby Enterprise Coaching project be improved?
8	How responsive were the coaches to your needs? (How do you feel about the support from the CEC project delivery team? Please explain your answer.)
9	Do you feel able to shape the project to suit your needs? (If you don't like the workshop, what will you do?)
10	Have you given any suggestions on how the workshop/project should be delivered? How? What happened afterwards?
11	If you have suggestions about the project, what would you do to make your voice heard? Would you contact Corby Borough Council or the ERDF? Why?

7.5 Pilot Learning Points for the Main Study

Experience from conducting the pilot study resulted in the following revisions being made to the procedure for the main study: select research participants, sampling, private interview room, voice recorder and think back questions.

1 Selection of project participants

Q study and semi-structured interviews require the project participants to possess proper literacy skills and communication competence. ‘Inappropriate’ project participants would not help achieve desired research results and would be made to feel unacceptably uncomfortable.

2 Sampling

Finding the ‘Eligible’ project clients was one of the most challenging parts in the pilot study. The researcher had found it was extremely difficult to locate the project clients after the workshops. Some clients changed their mind without giving any reason, while others lost contact after several classes. Participants are more likely to join the research if they are politely invited by someone who they already know (Krueger & Casey, 2001). The CEC project training coaches were considered to be the most suitable people to invite the project clients to interview, as they had already build a trustworthy relationship with the clients via daily interactions. However, this sampling approach has a potential limitation. The training coaches may only refer the ‘outstanding’ project clients to the researcher and ignore ‘ordinary’ or ‘inappropriate’ ones. If so, then the selected participants would not represent the CEC project clients. In order to overcome this issue, the researcher decided to recruit several clients separately and enlarge the sample size of the project clients.

3 Private interview rooms

The researcher discovered that although the local teaching centre was convenient for the project stakeholders, it could be crowded and noisy occasionally. The noisy environment would not only increase the complexity of transcription, but would also affect participants’ performance in the interview. Participants were unwilling to reveal their true feelings in the presence of the training coaches or other people. It was decided that a private interview room would be required for the main study in order to reduce any external disturbance.

4 Use a voice recorder

In the pilot study, the use of video recording had to be abandoned due to the considerable ‘researcher effect’ that may have had a negative impact on the project clients. It was felt that video recording might disrupt the interview environment and make the clients feel uncomfortable. Therefore, a voice recorder was employed in the

main study.

5 Think back questions

The original Q sort instruction was to ' sort the statements according to what are most likely or most unlikely to be your expectations for joining the CEC project'. The essence of the Q study is to find different stakeholders' expectations on the CEC project. However, some candidates misunderstood the instruction and talked about their latest feelings about the project. 'Think back' questions were adopted by the researcher to take interviewees back to the time when they had the first contact with the project. 'Think back to the first time you heard of the CEC project...'; 'Think back to when you attended the first class...'; ' Think back to when you first planned to join the project...'.

7.6 Conclusion

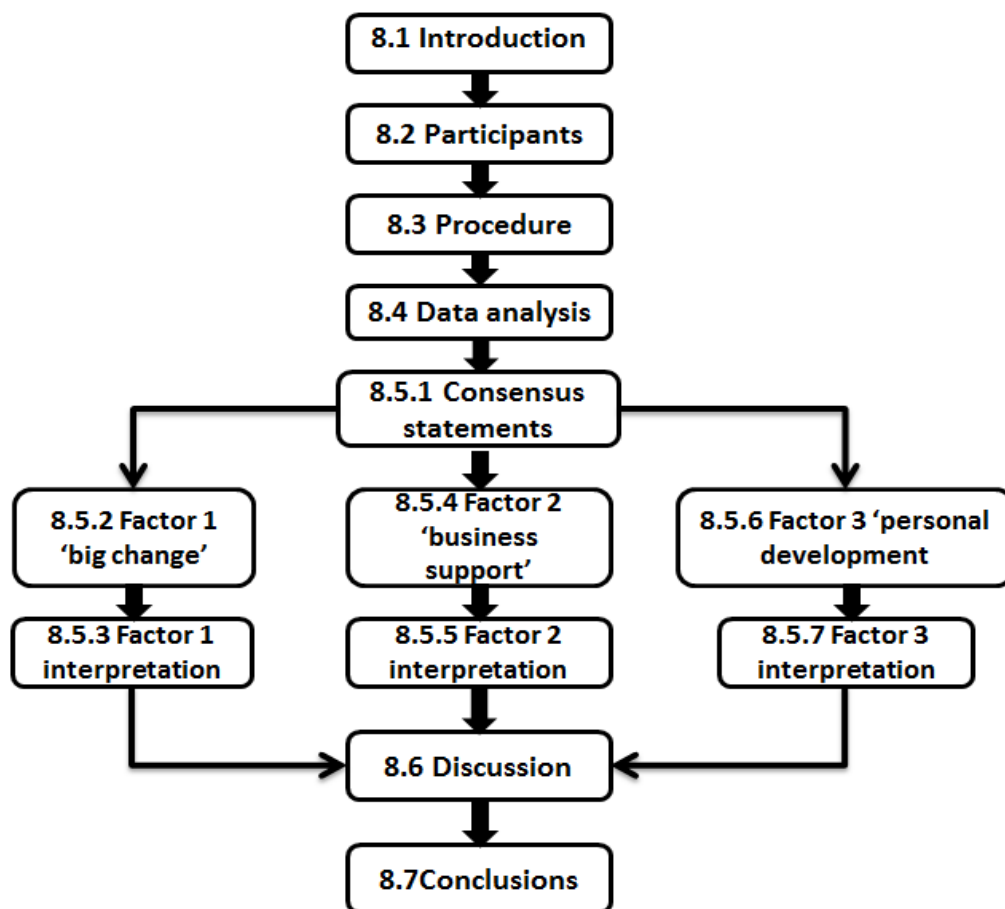
Overall, the researcher successfully collected enough background information about the CEC project and its stakeholders. More importantly, it had been confirmed that the research design was feasible, the majority of Q statements were appropriate and the most of the interview questions were valid. From participant's response, the researcher had a preliminary understanding of the CEC project delivery team, CBC and ERDF Regional Office. Moreover, it has been verified in the pilot study that Q methodology is more flexible and appropriate to collect data from the project clients than conventional methods. Shortcomings in the data collection were also identified and changes were made as a result of the pilot study.

Chapter 8 Q Study

8.1 Introduction

This chapter details the process, analysis and interpretation of the factors generated from the main Q study. Three distinct factors were identified from the four main stakeholder groups in the CEC project. Section 8.2, 8.3 and 8.4 introduce and describe the Q study participants, study procedure and the data analysis methods. Section 8.5 presents a detailed analysis and interpretation of each factor as well as their consensus statements. Section 8.6 discusses the dissent between three factors, and Section 8.7 demonstrates the conclusions from the main Q study. Figure 8.1 below shows the structure of Chapter 8.

Figure 8.1 The Structure of Chapter 8



8.2 Participants

The aim of Q study was not to explore the causes behind the phenomenon nor test the relationships between predefined variables, but to identify the CEC project stakeholders' expectations. Thus, the number of Q participant does not need to be large (Brown, 1991, 1992; Donner 2001). Twenty- three participants from the four main stakeholder groups: the CEC project clients, the CEC project delivery team, CBC and the ERDF Regional Office were recruited voluntarily into the main Q study. There were 12 project clients, 6 project team members, 3 CBC officers and 1 ERDF officer (Please see Table 8.1).

Table 8.1 Main Study Participants

Stakeholder Group	Participant Number
Project clients	13
Project delivery team	6
CBC	3
ERDF Regional Office	1
Total	23

8.3 Procedure

In the pilot study (Chapter 7), 34 Q statements encapsulating the expectations of the four main stakeholders' groups were generated from primary and secondary sources. The pilot study also established that these Q statements were recognised and understood by the majority of the participants in the CEC project. Consequently, these 34 Q statements were directly applied in the main Q study. Q participant were asked to follow the instructions listed in Table 7.3 (Redesigned Q sort steps).

8.4 Data Analysis

Q methodology has five steps: concourse, Q sample, P set and sort instruction, Q sort, and analysis and interpretations (Brown, 1980). Traditionally, factor analysis in Q study is conducted manually by the researcher (Brown, 1980). Currently, a large number of Q researchers use PQMethod, which is a statistical software invented by Peter Schmolck (2013). PQMethod software can be downloaded free at <http://schmolck.userweb.mwn.de/qmethod/>. Detailed instructions for using PQMethod software can be found in Watts & Stenner (2012) and Donner (2001).

Unlike other factor analysis software, PQMethod not only allows the researcher to enter participants' sorting data in the way they were collected, but the software also enables the researcher to identify common factors through build-in factor calculation. Additionally, the software generates a List file with a variety of cumulative communalities matrix tables, factor loadings, factor scores, differences between factors, and consensus or disagreement across factors. Employing this software releases the researcher from complicated mathematical calculation shifting the focus of attention to the important task of interpretation.

After completion of the Q sort, the researcher inputted 23 participants' Q-sort data into PQMethod software (Please Appendix G for all participants' Q sort results). Factor Loadings in the Q study indicate the correlation of each Q sort to the extracted factors (Watts & Stenner, 2012). Because the researcher had no theoretical preconceptions and substantive knowledge of the data, the researcher started the data analysis by extracting seven factors (PQMethod software allows the researcher to extract up to seven factors). Figure 8.2 demonstrates participants' Q sort loadings on seven factors. The columns correspond to the Q factors, while the rows indicate different participants in the CEC project. Factor loading can be as high as 1 (means perfect agreement between the participant and the factor), or as low as -1 (total disagreement between the participant and the factor). It is important to point out that

the factor loadings in PQMethod are not expressed as decimals. For example, participant 1's factor loading on factor 1 appears as 19 instead of 0.19.

Figure 8.2 Q sort Loadings on 7 Factors

SUBJ	1	2	3	4	5	6	7	8	SUBJ	1	2	3	4	5	6	7	8
1	19	15	78X	0	11	-2	9		16	-6	73	60	0	14	1	8	
2	26	55X	31	15	-10	12	35		17	0	87X	7	-4	-4	12	1	
3	49	10	48	8	-5	14	10		18	-4	84X	-8	-9	-2	1	10	
4	53	-17	56	-14	13	-14	42		19	26	75X	13	10	0	10	15	
5	31	12	64X	4	15	-4	12		20	-5	27	55X	0	-17	18	9	
6	14	9	32	0	2	-1	54X		21	30	51	8	-2	45	-16	32	
7	89X	12	21	0	9	-2	8		22	18	49	23	1	-6	62	-8	
8	88X	22	3	1	0	7	11		23	68X	-4	10	-3	-1	3	5	
9	59X	26	0	-1	18	-15	43										
10	52	-9	65	-5	-16	24	5										
11	67	3	54	5	-14	16	21										
12	85X	8	38	3	10	6	-1										
13	39	28	10	9	9	-1	11										
14	43	52X	6	12	-2	2	37										
15	11	60X	16	5	22	2	-18										

As discussed in Section 5.3.5 (Q analysis and interpretation), Q participants with factor loadings in excess of $2.58(SE) = \pm 0.441$ are considered to be statistically highly significant at 0.01 level, and so indicate a close relationship between participants' Q sorts and generated factors. Therefore, the significant factor loading (± 0.441) was used to help the researcher to find significant Q sorts, confounded Q sorts and non-significant Q sorts. Significant Q sorts are Q sorts that load significantly on a single factor; confounded Q sorts mean Q sorts load significantly on more than one factor, while non-significant Q sorts indicate Q sorts do not load significantly on any generated factors (Watts & Stenner, 2012). For example, Participant 7's Q sort correlates 0.89 with Factor 1 and loads insignificantly on other factors. Therefore, Participant 7 (Q-Sort 7) has been classified as a Factor 1 member. The seven-factor solution in this study is listed as follows:

Factor 1: Q sorts 7, 8, 9, 12, and 23

Factor 2: Q sorts 2, 14, 15, 17, 18 and 19

Factor 3: Q sorts 1, 5 and 20

Factor 7: Q sort 6

Confounded: Q sorts 3, 4, 10, 11, 16, 21 and 22

Non-significant: Q sort 13

The researcher noticed that the seven factors only accounted for 15 of the 23 Q sorts in the study. Additionally, factor 7 only had one Q sort. A factor estimate should be the composite of at least two Q sorts (Brown, 1980; Watts & Stenner, 2012). Sometimes, fewer factors provide a clearer interpretation of the resulting story. Additional factor solutions imply there may be extra isolated data in the Q data analysis (Donner, 2001). Hence, the researcher needs to run PQMethod software more than once to find the most suitable solution. It is suggested that the researcher start from the largest number of factors and end at the minimum number (two factors) (Watts & Stenner, 2012). In this study, seven factors were initially generated, which were reduced to two factors by following the above procedure. The findings of this process revealed that the three-factor solution provided the most logical and reasonable explanation. Figure 8.3 below shows the factor loadings on 3 factors.

Figure 8.3 Q sort Loadings on 3 Factors

SUBJ	1	2	3	4	5	6	7	8	SUBJ	1	2	3	4	5	6	7	8
1	13	17	74X						16	-7	75	50					
2	26	60X	40						17	-1	85X	1					
3	41	13	56X						18	-1	81X-13						
4	54	-16	62						19	27	76X	15					
5	28	15	63X						20	-14	30	55X					
6	19	14	41						21	43	52X	5					
7	86X	10	30						22	6	54X	29					
8	85X	19	15						23	64X	-6	18					
9	68X	26	8														
10	37	-8	74X														
11	57	5	67														
12	78	7	45														
13	40	29	13														
14	48	55	16														
15	11	60X	6														

After comparing participants' Q sort loadings to +/- 0.441, the three-factor solution in this study is summarised as follows:

Factor 1: Q sorts 7, 8, 9 and 23

Factor 2: Q sorts 2, 15, 17, 18, 19, 21 and 22

Factor 3: Q sorts 1, 3, 5, 10 and 20

Confounded: Q sorts 4, 11, 12, 14 and 16

Non-significant: Q sorts 6 and 13

Factors' Eigenvalue and cumulative variance value also confirmed that the three-factor solution is suitable in this study. As explained in Section 5.2, Eigenvalues are the sum of the squared factor loadings for each participant (Brown, 1980). Appendix H demonstrates the unrotated factor matrix generated in the final software report. An Eigenvalue of less than one (Eigenvalue<1) is considered as a cut off point for the next factor extraction and retention (Watts & Stenner, 2012). Therefore, researchers only need to consider and analyse the factors with Eigenvalues greater than 1.00. The unrotated factor matrix indicates only three factors have Eigenvalues greater than 1 (Factors 1=8.2094, Factor 2=3.4187, and Factor 3=1.6946).

An *'important characteristic of the final set of factors is that they should account for as much of the variability (variance) in the original correlation matrix as possible'* (Brown, 1980:209). Appendix I demonstrates the three factors' cumulative variance. In the table, Factor 1 has a variance value of 36%, Factor 2 has 15% and Factor 3 has 7%. These three factors have a cumulative variance value of 58% (36%+15%+7%=58%). In other words, the three factors solution could explain 58% of the Q study variance. In Q data analysis, if factors' cumulative variance value is above 50%, it is normally accepted as a reasonable and valid interpretation (Watts & Stenner, 2012). As discussed above, the three-factor varimax solution explains 58% of the study variance and 16 of the 23 Q sorts in the study load significantly on one or other of the factors. For this reason, the researcher decided to accept this solution.

8.5 Results

Although three distinctive factors were identified, the three factors were not fully independent. Table 8.2 shows the interrelationship between the three factors in terms of their correlation. Factor 1 and Factor 3 are most highly correlated (0.5014), suggesting similarities in factor members' expectations. Factor 2 has the lowest correlation with Factor 1 and Factor 3 (0.2862 with Factor 1 and 0.2543 with Factor 3), indicating that there is more overlap between Factor 1 and Factor 3, but that Factor 2 stands for a more isolated and different expectation. The explanations of the relationships between 3 factors are discussed in Section 8.5.1 and Section 8.6.

Table 8.2 Correlations between Factor Scores

	Factor 1	Factor 2	Factor 3
Factor 1	1.0000	0.2862	0.5014
Factor 2	0.2862	1.0000	0.2543
Factor 3	0.5014	0.2543	1.0000

The following sections first demonstrate the consensus statements between three factors and then interpret each factor in terms of participant affiliation, factor statement array, model Q Sort, factor's important Q statements and distinguishing statements.

8.5.1 Common Statements

Although three distinct factors were identified, there are important areas of consensus between the factors. As indicated in Table 8.3, there are eight common statements: statements 27, 23, 3, 31, 4, 32, 30 and 8.

Table 8.3 Factors' Common Statements

No	Statement	Factor 1	Factor 2	Factor 3
27	I have no idea	-4	-4	-4
23	Higher business formation rates achieved	-3	-1	-3
3	Improve the social enterprises	-1	-1	-1
31	Improve people's self-belief	0	1	1
4	Improve people's business skills	1	2	1
32	Motivate people	1	2	2
30	Help people realise their potential	3	3	3
8	Support people to make positive life change	3	3	3

All three factors put the statement (27) 'I have no idea' at the most disagreed side (-4). This statement was originally collected from a project client's response in the pilot study. The client stated: *'When I first hear this workshop, I just want to have a go.'* The researcher retained this statement in the Q study because Q samples need to be broad enough to embrace the different opinions and complexity of individual's subjectivities. Client's responses indicated that there were a few clients who did not have clear initial expectations but attended the project for the purpose of escaping their current life. Support for this argument was also found in the CEC project manager's comments: *'So if somebody wants to come on one of our Can Do Workshop, learn a little bit about enterprise, think about what's their skill set might be, we won't turn them away'* (P8 project team).

Although all research participants strongly disagreed with statement (27), participants noticed the importance and the urgency of 'support people to make positive life change' (statement 8), 'help people realise their potential' (statement 30), 'motivate people' (statement 32) and 'improve people's business skills' (statement 4). These common statements indicate that most project clients had low levels of confidence and self-esteem. They were unable to recognise their potential and lacked the courage

to make life change. Helping these people start their business journey without considering their personal abilities, current life status and background is unreasonable and unpractical. Entrepreneurial training requires a more systematic and long term plan. The negative placement of statement (23) 'Higher business formation rates achieved' and statement (3) 'improve the social enterprise' in three factors suggests that there may be a general indifference to social enterprise and business formation rate in Corby.

It is worth pointing out although three factors award the same scores to the consensus statements, their focuses and stand points are totally different. For example, all three factors put statement (8) 'support people to make positive life change' at the most agreed side (+3). Participants post Q sort interviews demonstrate that Factor 1's focus is the overall project management: *'This is almost the mission statement of our project from the start'* (P7 project team). Factor 2 targets individual business assistance: *'I knew I wanted to have my own business at some point...I knew there will be support in the project to help me'* (P19 project client). Factor 3 is focused on the clients' personal development and has limited interest in business support and enterprise training: *'What I found is that until somebody tells them they can actually be somebody and do something they won't think there is an opportunity in their life (P10 project team).'* The following sections will demonstrate the complexity of stakeholders' expectations in the CEC project. Each factor was interpreted by the researcher and allocated a unique name, which was developed from its model Q sort and participants' post Q sort interviews.

8.5.2 Factor 1 'Big Change'

Factor 1's viewpoints were expressed by three CEC project staff and one Corby Borough Council members (Table 8.4). It is interesting to note that Factor 1's group members come from two stakeholder groups: CBC and the project delivery team.

There are no project clients or ERDF officers in Factor 1.

Table 8.4 Factor 1's Members

Participant Number	Stakeholder Group
Participant 7	Project Team
Participant 8	Project Team
Participant 9	Project Team
Participant 23	CBC

In Q study, each factor distinguishes itself from other factors via the placement of the Q statements, from the negative pole through the neutral area to the positive pole (Brown, 1993). Q statements have different meanings to participants relating to where they are placed in the sorting grid (Skorpen *et al*, 2012). Statements typically rated positively or negatively, contain the most important and meaningful information (Ellingsen *et al*, 2010). In the factor interpretation, focus is concentrated on those statements which participants mostly agreed with (+4, +3) and those statements they mostly disagreed with (-4,-3). Nevertheless, the neutral statements complete the picture, and therefore should also be considered (Jeffares & Skelcher, 2011).

Table 8.5 shows the model Q sort for Factor 1 (please see Appendix J for Factor 1's Z scores). In the table, Factor 1 strongly agrees with Q statement 19 (+4), statement 17 (+4), statement 18 (+3), statement 8 (+3) and statement 30 (+3). Participants loaded significantly on Factor 1 believe that the CEC project can 'Remove barriers to enterprise (statement 19)'; 'Create enterprise culture (statement 17)'; 'Promote enterprise in Corby (statement 18)'; 'Support people to make positive life change (statement 8)'; 'Help people to realise their potential (statement 30)'. On the extreme left of the table, Factor 1 strongly disagrees with statement number 27 (-4) (I have no idea), (-4) statement 28 (Increase business productivity), (-3) statement 23 (Higher business formation rates achieved), (-3) statement 33 (Improve business resource efficiency), and (-3) statement 22 (Increase business survival rates).

Table 8.5 Model Q Sort for Factor 1

27 I have no idea	22 Increase business survival rates	1 Help business get financial support	3 Improve the social enterprises	13 Help people find the right life plan and direction	32 Motivate people	2 Build-up people's confidence and self esteem	18 Promote enterprise in Corby	19 Remove barriers to enterprise
28 Increase business productivity	33 Improve business resource efficiency	15 Help local business networking	11 Help people go back to education	31 Improve people's self-belief	20 Improve people's personal skills	10 Help people start their businesses	8 Support people to make positive life change	17 Create enterprise culture
	23 Higher business formation rates achieved	26 Provide business marketing	29 Give clients a chance to talk to others	21 Increase employment opportunities	6 Improve social inclusion and economic inclusion	5 Fill the gaps in enterprise support within Corby	30 Help people realise their potential	
		24 Help business growth and performance	7 Solve local social problems	34 Increase business number	4 Improve people's business skills	16 Help disadvantaged communities		
			9 Help people find jobs	25 Provide business support	14 Help local economy development			
				12 Help people get some working skills				
-4	-3	-2	-1	0	+1	+2	+3	+4

Distinguishing statements are identified and compared in order to facilitate understanding any differences between extracted factors (Coogan & Herrington, 2011). Distinguishing statements are Q statements which have significant loadings on one factor compared to others (Coogan & Herrington, 2011). For example, if one statement was placed under the +4 column (most agreed) by the participants on Factor 1, but was given score -4 or -3 (most disagreed) by other participants, this statement is a distinguishing statement of Factor 1. Distinguishing statements help the researcher to define the extracted factors. Table 8.6 shows some of Factor 1's distinguishing statements.

Table 8.6 Factor 1's Distinct Statements

No	Statement	Factor 1	Factor 2	Factor 3
19	Remove barriers to enterprise	+4	0	-1
17	Create enterprise culture	+4	-2	0
18	Promote enterprise in Corby	+3	+1	0
29	Give clients a chance to talk to others	-1	0	+2
9	Help people find jobs	-1	-3	+1
28	Increase business productivity	-4	-1	-2

In the table, statement (19) 'remove barriers to enterprise', was placed under the +4 column (most agreed) in Factor 1, but was given score 0 (neutral) in the Factor 2 and -1 in the Factor 3. Similarly, the statement (17) 'create enterprise culture' and statement (18) 'promote enterprise in Corby' were given significant high scores in the Factor 1. Factor 1's model Q sort (Table 8.5) and distinguishing statements (Table 8.6) indicate that participants loaded significantly on Factor 1 were interested in Corby's overall development much more than other participants. Therefore, Factor 1 was interpreted as 'Big Change'.

8.5.3 Interpretation of Factor 1

Support for the researcher interpretation of Factor 1 through participant grid placement of statement 19 (Remove barriers to enterprise) can be found in Factor 1

participants' post Q-sort interviews.

‘Apart from promoting enterprise, we need to understand the barriers they are facing and help them remove it [them]. These barriers could be anything. It [they] could be their literacy, confidence and motivation.’(P8 project team)

‘This is almost the mission statement of our project from the start.’(P7 project team)

The evidence suggests that Factor 1 participants' focus was overall business development in Corby. Participants assigned to Factor 1 were aware of the general barriers to new enterprise and expected the CEC project would help the local residents remove any obstructions to their enterprise journey. Similarly, the importance of creating an enterprise culture in Corby (statement 17) rather than solving project clients' personal problems was indicated by:

‘We need entrepreneurial and enterprise culture in Corby.’ (P23 CBC officer)

‘Because creating enterprise culture in Corby combines everything. Obviously, we need to take the whole of Corby into account rather than local businesses or communities. By creating [an] enterprise culture, we can get everybody in Corby to think more entrepreneurial.’ (P9 project team)

Participants loaded significantly on Factor 1 consider ‘creating enterprise culture’ (statement 17) as an intermediate to link all other entrepreneurial activities in Corby’s economic development and regeneration. They also agree that it is crucial for local government to promote self-employment and enterprise in Corby overall. This argument was supported by the project manager’s (Participant 8) responses to statement (18) ‘Promote enterprise in Corby’.

‘The reason why this project is based in Corby is because Corby was identified as an area of high economic deprivation. In the funding proposal, we recognised there are many places in Corby that are particularly deprived, like Dansholme, Kingswood, We were hoping the project could encourage communities to become more enterprising, to start new businesses, to increase economic activities.’ (P8 project team)

Participant 8 provided an interesting interpretation to statement 18 based upon her previous work experience in the project. Her post Q-sort interviews indicate that ERDF funding was issued to the CEC project for the purpose of increasing business activities in Corby. It is proposed that statements (18) 'promote enterprise in Corby', (19) 'Remove barriers to enterprise' and (17) 'Create enterprise culture' are closely related. This relationship between the statements suggests that participants loaded significantly on Factor 1 acknowledged the importance of removing barriers to enterprise, promoting enterprise and creating enterprise culture, they had a more holistic view of the CEC project and anticipated the project could achieve these overall goals. Meanwhile, Factor 1 demonstrates great interest and concern in the local residents' life changing and potential development. Support for this interpretation is indicated by the relatively high placements (+3) of the statements (8) 'support people to make positive life change' and (30) 'help people realise their potential'. Further support for this interpretation can be found in the post Q-sort interviews:

'This is almost the mission statement of our project from the start, remove any barriers and deal with people who never even thought of the possibility of starting their own business or self-employment. Those two statements 'remove barriers to enterprise' are exactly what we are trying to do. As consequence, 'support people to make positive life change'. (P7 project team)

'Help the local economy and get people into jobs, which will help people realise their potential.' (P23 CBC officer)

Factor 1 participants considered local residents' positive life change and their potential development as important parts of the CEC project. Their hope was that the project would have a positive impact on local residents' life experience and personal development. Support for the interpretation that Factor 1 participants had definite and clear expectations of the CEC project was revealed by the negative placement (-4) of the statement (27) 'I have no idea' and the following quotation.

‘I was quite clear from the outset what this project is hoping to achieve, I think I had a very clear idea about what was going to happen.’ (P23 CBC officer)

Nevertheless, some participants from the project delivery team provided detailed and distinguishing explanations on the placement of statement 27 based upon their experience and understanding of the CEC project. They contended that the CEC project was specifically designed to generate new enterprise in the town. They added that comprehensive project introduction was delivered by the training coaches at the beginning of the project. Therefore, project clients should have had explicit and preliminary anticipations after the first contact. This argument was supported by the following quotation:

‘We always conduct interviews with our clients to start with, so everybody should have an understanding of what we do. We will explain to them what we do and what they can achieve within the first interview.’ (P9 project team)

The importance of working with the individual rather than established businesses is indicated by the negative placement of Q statement 28 ‘increase business productivity’ (-4), Q statement 23 ‘high business formation rates achieved’ (-3), Q statement 33 ‘improve business resource efficiency’ (-3) and Q statement 22 ‘increase business survival rates’ (-3). Factor 1 suggests that the CEC project was developed to help local residents start their business journey rather than ‘raising the numbers’ for already established businesses (P7 project team). Two project delivery team members provided detailed explanations of this point:

‘We don’t work with business to business. We don’t have any target about the number of business created. We don’t have any kind of agenda around working with existing business and to make them more efficient. We aim to work with individuals not businesses’. (P8 project team)

‘We were planting seeds, if you like. We were not there to raise the numbers’. (P7 project team)

Factor one was characterised by Q statements, which were subsequently interpreted by the researcher as 'Big Change'. Based upon the Q-sort and the Post Q-sort interviews, it could be argued that Factor 1 participants were more concerned about Corby's overall economic development. They were expecting that the CEC project could 'remove barriers' (statement 19), 'create enterprise culture' (statement 17) and 'promote enterprise' (statement 18) rather than working with established businesses.

8.5.4 Factor 2 ‘Business Support’

Table 8.7 indicates Factor 2’s participants and their affiliations. There are seven participants (participant 2, 15, 17, 18, 19, 21 and 22) in Factor 2, which includes six project clients and one CBC officer.

Table 8.7 Factor 2’s Members

Participant Number	Stakeholder Group
Participant 2	Project Client
Participant 15	Project Client
Participant 17	Project Client
Participant 18	Project Client
Participant 19	Project Client
Participant 21	CBC Shadow Board
Participant 22	Project Client

Factor 2’s model Q-sort is presented in Table 8.8, providing visual inspection and detailed description to assist interpretation of Factor 2 (please see Appendix K for Factor 2’s Z scores). As can be seen from the table, The Q statements placed on the positive side of the sorting grid reveal that the participants loaded significantly on Factor 2 were expecting the CEC project to provide support and guidance for clients starting their businesses. This interpretation is supported by the high placement of the statement (10) ‘Help people start their businesses’ (+4), statement (1) ‘help business get financial support’, statement (30) ‘help people realise their potential’ (+4), statement (8) ‘support people to make positive life change (+3) and statement (25) ‘provide business support’ (+3). Simultaneously, Factor 2 strongly disagrees with the following statements: statement (11) ‘Help people go back to education’, statement (27) ‘I have no idea’, statement (21) ‘increase employment opportunities’, statement (9) ‘help people find jobs’ and statement (7) ‘solve local social problems.

Table 8.8 Model Q Sort for Factor 2

11 Help people go back to education	21 Increase employment opportunities	12 Help people get some working skills	15 Help local business networking	29 Give clients a chance to talk to others	31 Improve people's self-belief	2 Build-up people's confidence and self esteem	8 Support people to make positive life change	10 Help people start their businesses
27 I have no idea	9 Help people find jobs	17 Create enterprise culture	34 Increase business number	19 Remove barriers to enterprise	18 Promote enterprise in Corby	4 Improve people's business skills	25 Provide business support	1 Help business get financial support
	7 Solve local social problems	6 Improve social inclusion and economic inclusion	14 Help local economy development	33 Improve business resource efficiency	24 Help business growth and performance	32 Motivate people	30 Help people realise their potential	
		16 Help disadvantaged communities	23 Higher business formation rates achieved	22 Increase business survival rates	13 Help people find the right life plan and direction	26 Provide business marketing		
			3 Improve the social enterprises	5 Fill the gaps in enterprise support within Corby	20 Improve people's personal skills			
				28 Increase business productivity				

-4

-3

-2

-1

0

+1

+2

+3

+4

Factor 2 has three most distinct Q statements (i.e., statements that distinctly different from their placement in the other two factors): statement (10) ‘help people start their businesses’, statement (25) ‘provide business support’, and statement (1) ‘help business get financial support’ (please see Table 8.9 for more details).

Table 8.9 Factor 2’s Distinct Statements

No.	Statement	Factor 2	Factor 1	Factor 3
10	Help people start their businesses	+4	+2	-1
25	Provide business support	+3	0	-3
1	Help business get financial support	+4	-2	-1
9	Help people find jobs	-3	-1	+1
7	Solve local social problems	-3	-1	+1
11	Help people go back to education	-4	-1	+2

Factor 2’s model Q sort (Table 8.8) and distinguishing statements (Table 8.9) indicate that Factor 2’s participants were interested in receiving support and assistance especially for business purposes much more than participants loaded significantly on Factor 1 and Factor 3. One possible explanation for this outcome is that the majority of Factor 2 members were CEC project clients who were highly motivated towards self-employment. Therefore, Factor 2 was interpreted as ‘Business Support’ in this study.

8.5.5 Interpretation of Factor 2

Participants loaded significantly on Factor 2 had clear expectations when attending the CEC project. They expected the project to help them start their business and give them essential business assistance (statement 10 ‘Help people start their businesses’). Support for this argument was found in the post Q-sort interviews. For example:

‘My primary motivation for this project was just to start my own business. I already had the motivation and the idea. I was looking for business support, because there are many things you need to consider when you start your business, and I have not done anything like that before in my life.’ (P17 project client)

‘This was what I was expecting. I was expecting they would give me some support and help in this area. The courses they provided could help me to start my own business.’ (P18 project client)

The importance of receiving business support in the CEC project is indicated by the high placement (+3) of statement (25) ‘Provide business support’.

‘I expected and I still do expect, as I get my business running or starting up, I could get some business support. This is quite important for anyone starting their own business.’ (P18 project client)

‘First, I don’t have an idea of how to make a business plan. I finished my university degree in tourism, I have done some courses about marketing and management, but that’s just some parts of the business plan, not the whole business plan. I wish the project could give me some business support.’ (P22 project client)

Overall, participants loaded significantly on Factor 2 were more concerned about their business interests than Corby’s development. Factor 2 (in common with Factor 1) has Q statement (30) ‘Help people realise their potential’ and Q statement (8) ‘support people to make positive life change’ placed in high positive positions. Project clients in Factor 2 stated:

‘In Corby, there are a lot of people who say they can't do this and they can't do that, this is because they don't have the push to do it. Enterprise coaching is giving them a push to help them realise their potential, start their business, doing what they like instead sitting at home.’ (P15 project client)

‘When I was in the union, I knew I wanted to have my own business at some point, it was just I had like no clue where to start. I knew there will be support in the project to help me to realise my potential and achieve what I was wanting.’ (P19 project client)

Evidence from the Post Q-sort interviews demonstrate that although Factor 1 and Factor 2 award the same score to statement (30) ‘Help people realise their potential’, Factor 1’s focus is the overall economic development and regeneration in Corby, while Factor 2 targets individual business assistance. A similar conclusion can be drawn from Factor 2’s explanations in relation to the placement of statement on the

grid (8) 'support people to make positive life change':

I was out of work and everything was kind like down in the dumps, I just thought I had enough and things needed to be changed (P19 project client).

There was an identical negative placement (-4) of statement 27 'I have no idea' in both Factor 1 and Factor 2. Both factors argue that the CEC project stakeholders had clear expectations of the project. Participant 15 provided support for this interpretation from a client's viewpoint.

'People know what they want to do. They just can't say it or are too scared to say it. They have ideas in their head, but they don't want to say it loudly in case someone thinks it is a stupid idea.' (P15 project client)

Factor 2 reveals strong disagreements with the following statements: statement (11) 'help people go back to education', statement (21) 'Increase employment opportunities', statement (9) 'help people find jobs', and statement (7) 'solve local social problems'. Two different viewpoints were found in Factor 2 participants' interviews. Factor 2 members (Participants 15, 17, 18 and 21) were convinced that statements 7, 9, 11 and 21 should not be considered as project's aims and objectives as the original goal of the CEC project is to help local residents entering enterprise. This interpretation is supported by the following quotations from the Post Q-sort interviews:

'The project is about getting people into work and getting people into enterprise, so to help people go back to education to me doesn't seem helpful in that situation.' (P17 project client)

'I don't think this is what the project is there for. May be it is useful for someone go back to education, but I don't think the project is designed for this.' (P18 project client)

'To be honest, I don't think they are there to help people find jobs, because that was what the job centre is for. The job centre is there for people to find jobs, while enterprise coaching to me is more about helping people realise their potential, starting their own business, and making more

workers in the town.’ (P15 project client)

‘People don’t want to be bothered about employing other people when setting up their business. So it is about self-employment rather than finding jobs.’ (P21 CBC officer)

On the other hand, participants 19 in Factor 2 stated that the following statements: statement (11) ‘help people go back to education’, statement (21) ‘Increase employment opportunities’, statement (9) ‘help people find jobs’, and statement (7) ‘solve local social problems’ could be considered as the CEC project’s indirect impact in Corby. These aspirations may not be achieved instantly, but they could be the CEC project’s legacy in the long term. Support for this interpretation is found in the post Q-sort interviews.

‘In terms of social problem, economic, yes, potentially. May be very indirectly, like somebody is out of jail, then they think they need to make some changes, attend the project and then start the business (P19 project client).’

Factor two was interpreted as ‘Business Support’. Participants in this group showed great interest in business support. They were hoping the CEC project could help clients start their own business. ‘Education’ (statement 11), ‘solve social problems’ (statement 7), ‘find jobs’ (statement 9) and ‘increase employment opportunities’ (statement 21) were considered as secondary products of the CEC project in Factor 2.

8.5.6 Factor 3 ‘Personal Development’

Project participants 1, 3, 5, 10 and 20 define Factor 3. In Factor 3, there were four project clients and one project team members (Table 8.10). It is interesting to note that there were no participants from CBC or the ERDF Regional office.

Table 8.10 Factor 3’s Members

Participant Number	Stakeholder Group
Participant 1	Project Client
Participant 3	Project Client
Participant 5	Project Client
Participant 10	Project Team
Participant 20	Project Client

Factor 3’s model Q-sort is presented in Table 8.11, providing visual inspection and detailed description to assist interpretation of Factor 3 (please see Appendix L for Factor 3’s Z scores). As can be seen in Table 8.11, Factor 3 strongly agrees with the following statements: statement (2) ‘build up people’s confidence and self-esteem’, statement (13) ‘help people find the right life plan and direction’, statement (8) ‘support people to make positive life change’, statement (30) ‘help people realise their potential’ and statement (29) ‘give clients a chance to talk to others’. Factor 3 has the following most disagreed statements: statement (22) ‘increase business survival rate’, statement (27) ‘I have no idea’, statement (23) ‘higher business formation rates achieved’, statement (25) ‘provide business support’ and statement (33) ‘improve business resource efficiency’. It is particularly noteworthy that the statements in column +4, +3 +2 (statement 2, 13, 8, 30, 29, 20, 32, 11 and 12) are all related to clients’ personal development rather than promoting or starting a new business in Corby.

Table 8.11 Model Q sort for Factor 3

22 Increase business survival rates	23 Higher business formation rates achieved	15 Help local business networking	19 Remove barriers to enterprise	5 Fill the gaps in enterprise support within Corby	31 Improve people's self-belief	20 Improve people's personal skills	8 Support people to make positive life change	2 Build-up people's confidence and self esteem
27 I have no idea	25 Provide business support	34 Increase business number	26 Provide business marketing	6 Improve social inclusion and economic inclusion	7 Solve local social problems	32 Motivate people	30 Help people realise their potential	13 Help people find the right life plan and direction
	33 Improve business resource efficiency	16 Help disadvantaged communities	3 Improve the social enterprises	17 Create enterprise culture	4 Improve people's business skills	11 Help people go back to education	29 Give clients a chance to talk to others	
		24 Help business growth and performance	1 Help business get financial support	14 Help local economy development	9 Help people find jobs	12 Help people get some working skills		
			28 Increase business productivity	18 Promote enterprise in Corby	10 Help people start their businesses			
				21 Increase employment opportunities				
-4	-3	-2	-1	0	+1	+2	+3	+4

Factor 3 has three Q statements that differ distinctly in their placement on the Q-sort grid: statement (2) ‘build up people’s confidence and self-esteem’, statement (13) ‘help people find the right life plan and direction’ and statement (20) ‘improve people’s personal skills’ (Please see Table 8.12 for details). Three statements score +4, +4 and +3 in Factor 3 respectively.

Table 8.12 Factor 3’s Distinct Statements

		Factor 3	Factor 1	Factor 2
No.	Statement	Score	Score	Score
2	Build up people's confidence and self-esteem	+4	+2	+2
13	Help people find the right life plan and direction	+4	0	+1
29	Give clients a chance to talk to others	+3	-1	0
28	Increase business productivity	-1	-4	0
34	Increase business number	-2	0	-1
25	Provide business support	-3	0	+3

Factor 3’s model Q sort (Table 8.11) and distinguishing statements (Table 8.12) indicate that participants loaded significantly on Factor 3 expected the CEC project to solve local residents’ personal problems and help them with their personal development. Therefore, Factor 3 is interpreted as ‘Personal Development’.

8.5.7 Interpretation of Factor 3

Participants on Factor 3 (four project clients and one project delivery team member) considered that developing people’s confidence and self-esteem was a vital goal of the CEC project. In their understanding, project participants would firstly increase their confidence and self-esteem and then improve their quality of life, make positive change or start new businesses. The support for the interpretation of these participants’ viewpoints can be found in their explanations of their reasons for their placements of statement (2) ‘build up people’s confidence and self-esteem’.

‘The more you learn, the more confident you become. You are more comfortable to deal with things, and you feel better as well.’ (P1 project client)

‘I think as a coach, you should motivate these people, encourage them, try to build their confidence and self-esteem and make them feel good about themselves. Even there are some people who come to you with business ideas, this doesn't mean they are not suffering confidence issues.’ (P10 project team)

Apparently, I have no confidence. I wish the project can make me feel better about myself. (P3 project client)

Factor 3 focuses on residents’ personal development. Post Q-sort Interviews reveal that some participants suffered from confidence and self-esteem issues. One training coach (Participant10) in Factor 3 was aware of the importance of solving people’s personal problems and claimed that clients’ personal issues were the biggest obstacle preventing local residents moving forward. The significance of ‘helping people find correct life plan and direction’ (statement 13) was indicated throughout Factor 3 members’ post Q-sort interviews.

‘Because there are many different things you could do or not do in your life. Sometimes you have to find out the right life plan for you.’ (P1 project client)

‘People don’t know where they are going and what sort of jobs they want. They need a little guidance to help them.’ (P20 project client)

Participants’ comments about statement (2) ‘build up people’s confidence and self-esteem’ and statement (13) ‘helping people find correct life plan and direction’ demonstrate that Corby’s historical problem and unhealthy social culture were invisible barriers for local residents to make positive changes. Corby Labour Market Profile (Northamptonshire Observatory, 2011) reports that the unemployment rate in Corby increased to 9.2% in 2010, which was significantly higher than the average 7.5% rate in East Midlands and 7.7% across the UK. Documents from Northamptonshire Observatory and the project participants’ comments revealed that a certain amount of residents in Corby are unemployed and are living on government benefits. These

people might be affected by the ‘generational no need to work’ culture, poor living environment and undesirable life style and have less intention to move forward and make life changes (P11 project team)’. Similar viewpoints were found in Participant 10’s (project team) post Q sort comments about the placement of statement 8 ‘helping people make positive life change’.

‘I was involved with a lot of clients who don't know where to go and suffering from the life issues. What I found is that until somebody tells them they can actually be somebody and do something they won't think there is an opportunity in their life (P10 project team).’

The same training coach stated that statement (8) ‘Support people to make positive life change’ and statement (2) ‘build up people's confidence and self-esteem’ are actually associated. Statement 8 and Statement 2 indicate the significance of improving the project clients’ confidence and self-esteem.

‘If we don't address these two issues, none of the rest will happen. This project is all about helping clients to realise their potential, make them more confident and increase their self-esteem, to find a way for their life and help them get out of the mud.’ (P10 project team)

The statement (27) ‘I have no idea’ appears on the Q-sort grid at the most disagreed side (-4) in all three factors, suggesting Factor 1, Factor 2 and Factor 3 all believe the project stakeholders had clear expectations when engaged in the CEC project. The following comment represents Factor 3 participants’ viewpoints.

‘Everyone knows what they want, some people think too much, some people have got the right idea, there is no one out there who hasn't got a clue of what they want to do.’ (P20 project client)

Post Q-sort interviews demonstrate that Factor 3 participants were more focused on the clients’ personal development and had only limited interest in business support and enterprise training. Factor 3 participants had negative views that the CEC project could provide support in ‘business survival rates’ (statement 22), ‘business resource efficiency’ (statement 33), ‘business support’ (statement 25) and ‘business formation rates’ (statement 23).

‘For me, the enterprise coaching isn't about business resource efficiency and business survival rate, it is about people and making people realise their potential. It is good if it can improve business resource efficiency and increases business survival rate during the process, but for me, I don't strive to make these happen. Because the people we engage with are from a low level, they need confidence and realising their potential (P10 project team).’

‘I am not very sure what business support you provide to enterprise coaching, maybe you do, but I am not too sure.’ (P1 project client)

Factor three was named ‘Personal Development’. Clients in Factor 3 gave negative placements to the statements related to businesses support and training. They argued that local residents need to improve their ‘confidence and self-esteem’ (statement 2), ‘find the right life plan and direction’ (statement 13), ‘make positive life change’ (statement 8), ‘realise their potential’ (statement 30) and ‘improve their personal skills’ (statement 20) before they start their business.

8.6 Discussion

Three distinct factors emerged from the main Q study, which were subsequently interpreted by the researcher. As discussed in Table 8.2 (Correlations between Factor Scores), Factor 1, Factor 2 and Factor 3 are not completely independent. This section discusses the significant points of disagreement between the three factors.

Appendix M indicates the differences between Factors 1 and Factor 2. The ‘difference’ column indicates the variance between two factors. The greater the difference, the more representative they are of the statement. In the Table, statement (17) ‘create enterprise culture’, statement (16) ‘help disadvantaged communities’ and statement (19) ‘remove barriers to enterprise’ have the positive score 2.433, 2.143 and 1.522 respectively. These three statements are Factor 1’s characteristic statements when compared with Factor 2. Similarly, statements (1) ‘help business get financial support’, statement (26) ‘provide business marketing’ and statement (33) ‘improve business resource efficiency’ score, respectively -2.244, -2.211 and -1.612, are Factor 2’s characteristic statements. Obviously, Factor 1 and Factor 2’s characteristic statements

are reflections of Factor 1 and Factor 2's model Q sort. Factor 1 members' expectations were more general, targeting enterprise culture (statement 17), disadvantaged communities (statement 16) and barriers to enterprise (statement 19) in Corby, while Factor 2 members were more interested in local residents' business support in term of business resource efficiency (statement 33), financial support (statement 1) and business marketing support (statement 26).

Appendix N shows the differences between Factor 1 and Factor 3. Factor 1 has characteristic statements of 'remove barriers to enterprise' (statement 19), 'promote enterprise in Corby' (statement 18) and 'help disadvantaged communities (statement 16). While Factor 3 distinguishes from Factor 1 by statement (29) 'give clients a chance to talk to others, statement (13) ' help people find the right life plan and direction, and statement (11) ' help people go back to education'. When comparing Factor 2's characteristic statements 25, 10 and 1 with Factor 3's characteristic statements 11, 9 and 7, it is reasonable to conclude that Factor 2 members showed great enthusiasm for business support service in the project, whereas Factor 3 members were more focused on the local residents' personal issues (please see Appendix O for more details).

8.7 Conclusion

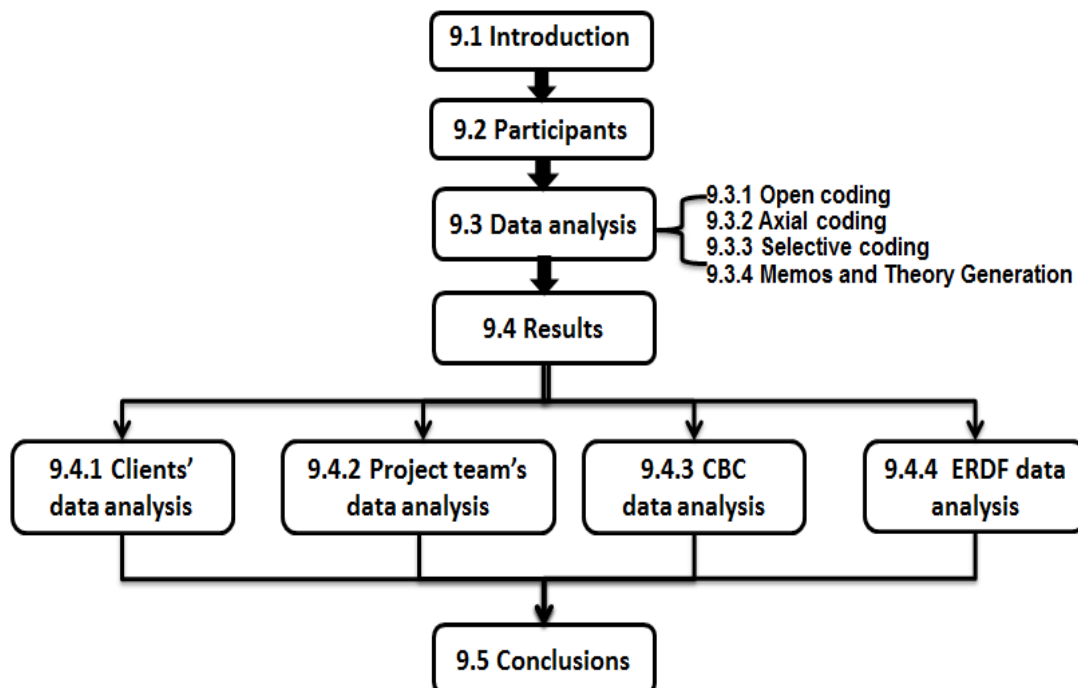
The current research study adopted Q methodology to investigate the expectations of four main stakeholder groups associated with the CEC project. The results of the Q study were triangulated with participants' post Q-sort interviews to provide additional support for the factor interpretations. Results of the Q-analysis process revealed 3 distinct factors, indicating three different sets of expectations were held by the project stakeholders. However, eight consensus statements demonstrated that there are some common viewpoints within the four stakeholder groups. These consensus statements will greatly help the researcher to manage the relationships between different stakeholder groups and design a stakeholder management model in Chapter 10.

Chapter 9 Qualitative Data Analysis

9.1 Introduction

This chapter presents the analysis of the semi-structured interview data. The aim of this part of the main study is to reveal how the CEC project stakeholders use their unique attributes to affect the project design, funding application, daily operation, monitoring and evaluation. As demonstrated in the literature review, stakeholder may use their power, legitimacy, interest, urgency, proximity, knowledge and attitude to achieve their expectations (Nguyen *et al*, 2009). The findings of this chapter are connected with the project stakeholders' expectations discovered in the Q study (Chapter 8) to inform the proposal of a new model for enterprise coaching project stakeholder management in next chapter. Please see Figure 9.1 for the structure of Chapter 9.

Figure 9.1 The Structure of Chapter 9



Section 9.2 introduces the semi-structured interview participants. Section 9.3 presents grounded theory analysis procedures: open coding, axial coding, selective coding, memos and theory generation. Four stakeholder groups' qualitative data analyses are demonstrated in Section 9.4.

9.2 Participants

As explained in Chapter 8, 23 project participants from the four main stakeholder groups (Table 9.1) were invited to participate in the semi-structured interviews after the completion of their Q study.

Table 9.1 Semi-structured Interview Participants

Stakeholder Group	Participant Number
Project clients	13
Project delivery team	6
Corby Borough Council	3
ERDF Regional Office	1

It is worth highlighting that the interview lengths of Participants 14 and 23 were 100 minutes and 73 minutes respectively. Both participants were given extra interview time because of their adequate knowledge of the CEC projects. Participant 14 is involved in all ERDF funded projects' applications, delivery, monitoring, audit and evaluation in Corby. Participant 23 has been working in local government for 29 years (please see Appendix P for other participants' interview length).

9.3 Data Analysis

As discussed in qualitative data analysis introduction (Section 6.4.3), grounded theory has significant advantages in the current study. In this section, the researcher demonstrates grounded theory data analysis step by step: open coding, axial coding, selective coding, and theory generation.

9.3.1 Open Coding

For the purpose of obtaining an overall impression of the data, the researcher started open coding by reading the interview transcripts. The interview were transcribed verbatim prior to open coding as new codes and categories could be discovered in any word, line or paragraph. Generative questions were designed and applied by the researcher in the open coding to capture every piece of useful information. For instance, ‘What do participants actually mean by this?’, ‘What category does this incident belong to?’ ‘Is there any hidden information in the conversation?’ Discovered incidents, codes and categories were saved in NVivo 10 software and constantly compared by the researcher with new incidents. If an incident indicated a new category then the researcher used a memo to capture the interrelationship and added the category to the existing lists.

9.3.2 Axial Coding

Open coding structures the original raw data and generates categories for data analysis and theory generation. The researcher then needs to identify the connections between isolated categories and integrated association via axial coding. These discovered associations are prepared for the following core categories generation (selective coding).

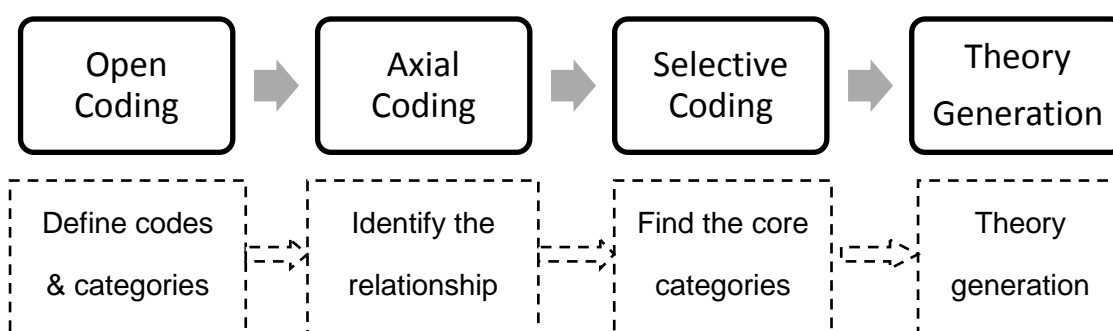
9.3.3 Selective Coding

In the current study, selective coding implies identifying the core category which best describes how project stakeholders influenced the project delivery and their evaluation opinions. Ideally, one or more core categories are identified, supported by thick description, abundant data, well defined sub-categories, and codes (Saunders *et al*, 2012). Simultaneously, less important and irrelevant sub-categories were put aside by the researcher. These distant categories are deemed irrelevant and would potentially cause study disorientation.

9.3.4 Memos and Theory Generation

In this study, the researcher generated memos from the very early stages of coding and data analysis to study completion. Therefore, discovered memos have various intensity, theoretical content, coherence, interrelationship and significance to the findings, proposed theory or emerging model, reflecting the researcher's thoughts at diverse analysis stages (Birks & Mills, 2011). New memos were noted down when an idea emerged or connections between categories were discovered. Although a large number of memos were produced in the open coding, axial coding and selective coding processes, no memos were discarded, as the researcher was unable to anticipate the importance of a memo until the study was completed. The developed core categories in selective coding and memos were then interlinked, compared, investigated and interpreted for the emergence of new theory. Figure 9.2 shows the steps of grounded theory data analysis.

Figure 9.2 the Steps of Grounded Theory data analysis



9.4 Results

As presented in Chapter 2, four main stakeholder groups (the project clients, the project delivery team, CBC and the ERDF Regional Office) were directly involved in the CEC project and had the potential to affect the project delivery and evaluation. In order to clarify different stakeholder group's influence on delivery and evaluation of

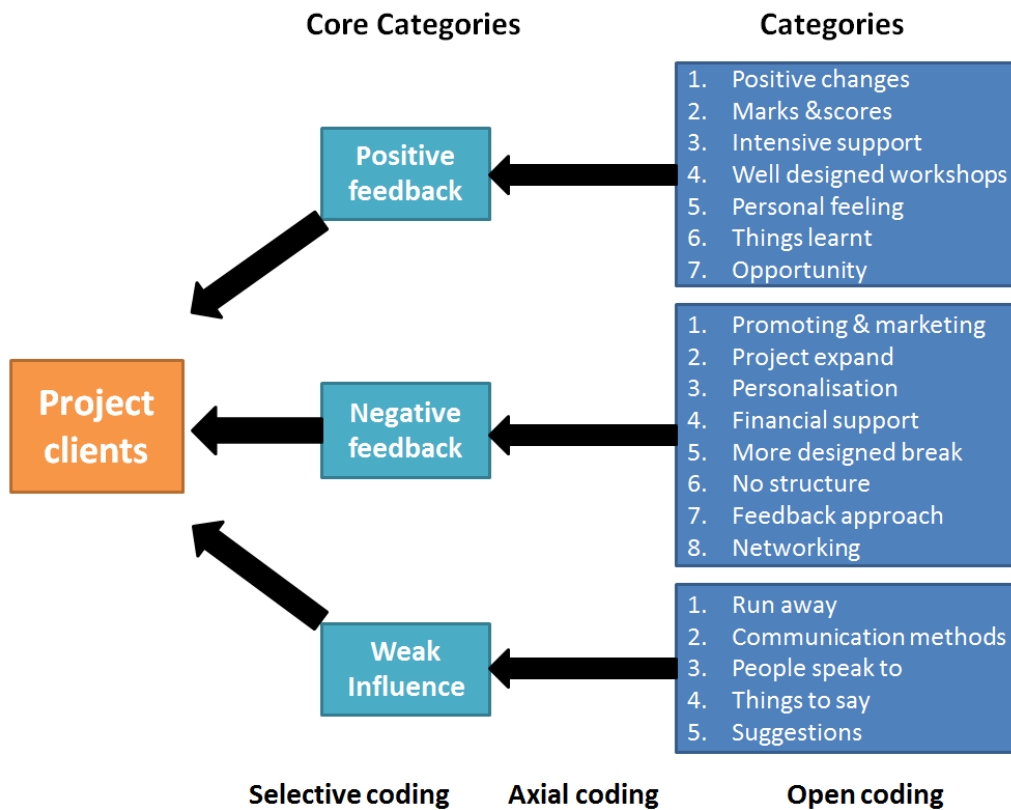
the project as well as maintaining the structure of qualitative data analyses, four stakeholder groups were interviewed and analysed individually (Please see Appendix Q for four stakeholder groups' interview questions).

9.4.1 Project Clients Analysis and Results

Analysis of the project clients' interview transcripts involved three stages: open coding, axial coding and selective coding. During open coding, the researcher identified 20 meaningful categories (e.g. 'positive changes', 'intensive support' and 'networking'.) and numerous memos. These categories were important to the description of the project clients' influence in the project delivery and evaluation. Irrelevant categories were removed from the qualitative data analysis as they were not related to the research questions. During axial coding, the connections between 20 categories were carefully examined. From the axial coding analysis procedure, 3 core categories were subsequently emerged from the project clients' interview data. These three core categories were interpreted by the researcher as: 'positive feedback', 'negative feedback' and 'weak influence' in the selective coding.

'Positive feedback, as the name implies, includes all the positive commentaries, feelings and opinions about the project from the project clients' perspective. 'Negative feedback' contains the suggestions and criticisms given by project clients. 'Weak influence' indicates that the project clients had limited influence in the CEC project. A tabular illustration of the clients' data analysis is provided for further clarification (please see Figure 9.3). This process was replicated for the project delivery team, CBC and the ERDF Regional Office's subsequent analysis.

Figure 9.3 Project Clients' Grounded Theory Analysis



9.4.1.1 Positive feedback

The core category 'positive feedback' is composed of seven sub-categories. Some sub-categories were supported by thick descriptions and abundant data while others consisted of few incidents and explanations. Due to the limited space of this thesis, the following core category interpretation mainly based on the 'rich' sub-categories.

In relation to evaluation of the project (Objective 3), the CEC project clients were highly satisfied with the project in terms of the workshops, training sessions, coaching service and community activities. On a scale of one to ten (where 10 means perfect and 1 means worst), the CEC project received an average score of 9.23 from the project clients. (Table 9.2 shows the project clients' evaluation score)

Table 9.2 Project Clients' Evaluation Score

Project Clients	Score (0-10)
Participant 1	10
Participant 2	10
Participant 3	7
Participant 4	9
Participant 5	10
Participant 6	10
Participant 15	10
Participant 16	8
Participant 17	9
Participant 18	8
Participant 19	9
Participant 20	10
Participant 22	10
Average	9.23

Seven project clients gave full score (Participant 1, 2, 5, 6, 15, 20, and 22). Participant 6 gave 9 simply because '*everything has room for improvement*' (P6 project client). Participant 22, an immigrant from Eastern Europe, appreciated all the free coaching services and assistances in the project. She stated:

'In now days, nobody will give you advice for free. In our country, you will never get service for free. Even if you pay, you may not get this level of support. I am very surprise about the support they provided.' (P22 project client)

In the CEC project application (The University of Northampton, 2010) and project delivery plan (The University of Northampton, 2012), the project was designed to offer Corby residents free workshops and business training support. These workshops included Enterprising One to One Coaching, Can Do Workshop, Idea Generation Workshop, Networking and other community activities. For example, Enterprise One to One Coaching particularly targeted the clients' aspiration, life plan and personal drive. It was expected that these support and activities would remove the common

barriers in the clients' enterprise journey. The clients' semi-structured interviews reveal that the CEC project continuously supported and assisted the clients even their training courses were completed. Support for this argument was founded in clients' responses:

'I tried to start up my own business, someone started me off, but they left me to it. What enterprise coaches do, they come and meet us once every month to see what we have done and what we haven't done. They motivate us along the way, they don't leave us stranded.' ... 'Unlike other projects, they helped you start up, but after that they expected you to carry on alone. Enterprise coaches helped you and motivated you all the way.'
(P15 project client)

A large number of the CEC project clients suffered from confidence and self-esteem issues, family problems and financial issues. Project clients' semi-structured interviews revealed that previous enterprise coaching projects in Corby only supported clients during the workshops and training sessions. Project clients' after-class assistance was largely ignored to some extent. The CEC project staff worked with the project clients and periodically provided one to one business assistance as required. Consequently, the clients' momentum of enterprising was continued after the workshops finished. This follow up assistance was not as formal as the designed workshops or training sessions, but it was essential to new business establishment in Corby. The project clients argued:

'The one to one coaching was very helpful. We could identify specific stages I need to go through, to move on with, to get business set up etc.'
(P17 project client)

'We fill out these progress forms every time, so there is always an action plan or something to do next. I see my coach every two weeks. She set a deadline for projects or little parts to do for me, it was very useful.'
(P18 project client)

Participant 22, who is a Polish immigrant, gave a detailed explanation of how enterprise coaches helped her in setting up her Polish restaurant in Corby. She stated:

‘When I firstly started my business, I thought I had to close the business in the second day, because I only got 7 customers in the first day. My coach told me not to be worried and gave me some examples about other Polish restaurants in Corby. She told me I have to work hard and gave some free tasting to people on the road. Because the food is new to English people and they were afraid of changing their daily meal.’ (P22 project client)

Corby has had a noticeable increase in foreign immigrants since 2010 (Northamptonshire Observatory, 2010). Foreign immigrants need extra support and guidance in terms of language barriers, funding, policy context, legal framework, government regulations and culture difference to help them establish their businesses. The CEC project delivery team worked closely with the clients from 9 am to 5pm, which enabled them to identify the clients’ fundamental problems during periodical meetings. Further support for this interpretation can be found in the project clients’ semi-structured interviews.

‘Coach always says if you need to see me, just drop me a call, a text or an email.’ (P19 project client)

‘If I need anything, I can pick up the phone and say ‘can you help?’’. A couple of weeks ago, I had some crisis with my property. I phoned my coaches and told them ‘I am in crisis’. They were quite happy to provided help (P2 project client)

‘From 9 am to 5 pm, I know I can call my coach and ask for help at any time, even it is an emergency.’ (P22 project client)

The CEC project clients were from a variety of backgrounds. The project team perceived clients’ demands and adjusted the workshops, training sessions and coaching to clients’ personal requirements. Instead of providing inflexible teaching content, the coaches found the optimal solution according to clients’ preference and personal circumstances. This argument was supported by:

‘The best thing about the project is not like you need to do this, you need to do that. Options are left open for you. I liked that, because we have our freedom of choice.’ (P19 project client)

‘They realised that I didn't need to develop my idea too much. I had a good business idea already, so they were able to focus directly on the practical steps, such as business registration, marketing etc. They were

able to focus on what I wanted.’ (P17 project client)

‘I told my coach I wanted more support about English. When I did my business plan, it was very hard for me to write down everything and gave to the approval panel. We had some meetings about English and now she is helping me with restaurant English. She also found an English teacher for me.’ (P22 project client)

Project clients talked about the business support service in the CEC project. With the intensive and customised support from the CEC project delivery team, project clients were able to learn the most essential business skills, such as customer service, business plan, networking and marketing. Clients’ interviews revealed that there was an outstanding improvement in their business skills.

‘We have learnt if we get a phone call, how we should talk to our customers, customer service skills and all that.’ (P15 project client)

‘What this project have done is pointed me to the right direction and change the way I approached it. Basically, coach pointed out that I needed to be more focused and goal-oriented.’ (P17 project client)

‘I have learnt how business should interact with one and another, how important the network is. I also learnt how to plan, plan ahead, where to focus, marketing etc.’ (P19 project client)

Current project evaluation is mainly focused on simplistic counting of outputs, such as the number of project clients enrolled, the number of workshops delivered, and the number of new business established. This limited form of project assessment does not address important issues such as project beneficiaries’ outcomes and potential impact (McLoughlin *et al*, 2009). The CEC project not only contributed to enterprise training and promotion in Corby, but also improved the clients’ confidence, self-esteem, socialisation, motivation, life changing and personal skills. This argument is supported by the project clients’ semi-structured interview.

‘It helped me to find the right track, put me in touch with people I didn’t know before, and help me to find the union.’ (P16 project client)

‘I am more capable than I thought I was. I am more confident than before. The project also helped me with my personal skills.’ (P3 project client)

‘The workshop helped me to get out of the house, socialising, meet friends etc.’ (P5 project client)

‘Self-esteem, because I never had confidence about myself, I used to be very quiet and now I talk more.’ (P5 project client)

‘I realised there are many things I can do instead of sitting at home and doing nothing.’ (P6 project client)

9.4.1.2 Negative Feedback

Four project clients (Participants 1, 2, 18 and 19) emphasised the necessity and the significance of enhancing the project publicity. Clients’ interview responses revealed that the CEC project was inadequately presented and promoted in Corby. The project could have supported more clients if project awareness was improved through more comprehensive promotion. One project client argued:

‘Improve your publicity a bit more. I am not sure how you promoted this project, but the only reason I found this project was because a coach came to our local community centre to give a talk. To be honest, I haven’t seen anybody else from my community centre joined the project. You should go to local paper, libraries and community centres.’ (P1 project client)

Project clients suggested using modern publicity channels e.g., Facebook, Linked-in and Twitter to improve local awareness of the project. Although the CEC project delivery team registered social media accounts, they did not use these powerful publicity platforms regularly. Continuously updating the latest project events and activities, as well as interacting with existing project beneficiaries on the publicity platforms would attract local residents’ attention and significantly increase the CEC project’s awareness in Corby. Participant 18 stated:

‘They have the Facebook page and Linked-in page, but it is dead. I would think and hope the people attending these courses would be invited to join a group in the Linked-in, to build a network.’ ... ‘The project team should update information more frequently, the only information I see on there is people giving talk, there is no network event, it needs to be more social and interactive.’ (P18 project client)

The CEC project widened clients' horizons and provided them with a great opportunity to systematically enhance their personal and business skills. The workshops, training sessions and one to one coaching liberated clients from their routine and social dilemma(s). Consequently, the motivated and inspired clients had more demands of the project in terms of workshop content, course range, depth of training, entry requirements, feedback approach and project expansion etc. This argument is supported by the clients' interviews:

'Probably works toward the social side, like solving local social problems, or even set up workshops about socialising.' (P15 project client)

'Marketing is covered in every course I did, but it should be a little bit more deeper in how to do it in the best way, how to do it in the cheapest way.' (P18 project client)

'Extend the age range. It is only a young enterprise scheme, but they should do it for everybody, it shouldn't be just for me. They should really encourage the old people to start to think about doing something instead of sitting there.' (P16 project client)

'There are many other deprived areas near Corby, and the project could be expanded. I can see the project grow and go into Kettering or other areas.' (P2 project client)

9.4.1.3 Weak Influence

Table 9.3 lists the project clients 'contact person and their communication approaches if they were in trouble or had personal needs. Overall, the project clients heavily relied upon their training coaches. 12 out of 13 project clients chose their coaches as the first contact person in the CEC project. From Table 9.3 and the analysis in the Section 9.4.1.1 and Section 9.4.1.2, it is argued that the project clients built a strong connection with the project delivery team members through the regular workshops, one to one coaching, intensive support and community activities.

Table 9.3 Clients' Contact Person and Approaches

Client	Contact	Approaches
1	Coach	Email, Telephone
2	Coach	Talk
3	Coach	Talk
4	Coach	Talk
5	Coach	Note
6	Coach	Talk
15	Coach	Talk
16	Coach	Talk
17	Coach	Talk
18	Coach, CBC, ERDF	Talk, Email, Telephone
19	Coach	Talk
20	Coach	Talk
22	Coach	Talk

To the majority of the project clients, the project delivery team members were the people they could approach and trust. More specifically, the project clients considered the project coaches as their representatives in the CEC project and expected the coaches would convey their opinions, viewpoints, feedback and suggestions to other main stakeholder groups, such as CBC and the ERDF Regional Office. The clients stated:

‘You need to talk to the right people, obviously, you can speak to the training coaches and see what will happen from there, because they can talk to the people in charge.’ (P16 project client)

‘Go to the coach, definitely. I know them, and it is accessible for me. They are the person I know whom I can approach and listen on a daily basis, rather than making suggestion on an organisation level.’ (P17 project client)

‘I will tell my training coach. Because I know him well, and I am sure he will let other people know.’ (P4 project client)

In terms of communication approach, most of the project clients chose verbal communication. Table 9.3 showed that 10 out of 13 project clients chose reporting to coaches as their preference. Three clients (Participants 1, 5 and 18) had different viewpoints. Participant 1 and participant 5 preferred indirect contact, such as email,

telephone or notes. Participant 18 would firstly have a private conversation with the coaches and then contact CBC and the ERDF Regional Office via more official approaches, such as email or telephone if the situation continued to deteriorate. In general, the project clients did not correctly recognise their rights and obligations in the CEC project. They expected other individuals, the coaches or the project delivery team to solve the problems on their behalf rather than striving for benefits by themselves. Support for this argument can be found in the clients' responses.

'I will write down the ideas and give to someone in the project to see if they can make some changes. If they don't, then it doesn't matter, because I will be ashamed if I talk to someone directly. It is easy for me to write down to say it.' (P5 project client)

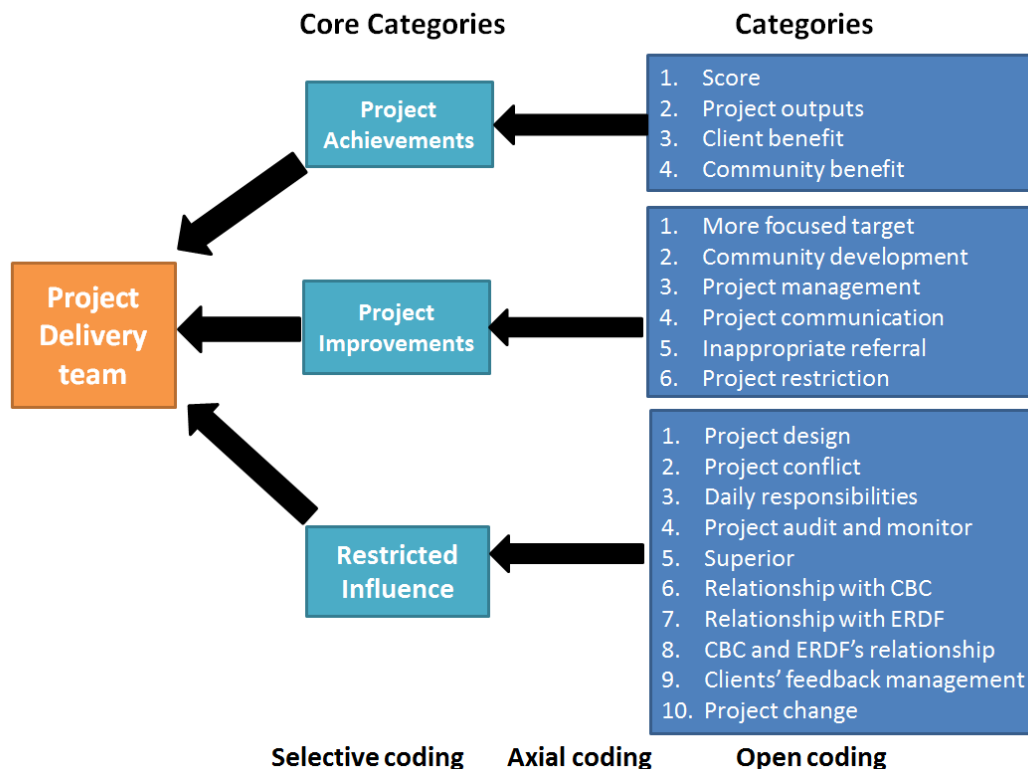
'I don't think it is necessarily as an individual, but if say a group of individuals feel strongly about the same issue, then I think 'yes', potentially, because the project is there to help and support local businesses. So if a group of individual or businesses turn around and say this is a problem, then I can imagine that will be enough to get that problem changed.' (P19 project client)

Overall, the project clients were very positive about their personal experiences. They were impressed with: diverse workshops, flexible training sessions, intensive one to one coaching and various of community activities. The project not only improved clients' business skills in terms of customer service, business planning, networking and marketing, but also their confidence, self-esteem, socialisation and motivation. Although some clients might not start their enterprise journey straightaway, they were more capable of making positive life changes and overcoming their personal issues. The clients emphasised that the project could be improved by further enhancing the project publicity and presentation as well as improving workshop range, depth of training, entry requirements, and feedback approach. A strong association was found between the clients and the project delivery team. The clients expected the project delivery team to convey their viewpoints to CBC and the ERDF Regional Office. This suggests the project clients perceived an unequal relationship between themselves and other main stakeholder groups in the CEC project.

9.4.2 Project Delivery Team Analysis and Results

Analysis of the project delivery team’s semi-structured interviews involved the researcher engaging with the three stages of grounded theory data analysis. The researcher identified 20 discernibly different categories from the data in the open coding (e.g. ‘project outputs’, ‘community development’ and ‘project design’). During axial coding, the interrelationships between discovered categories were subjected to a detailed review. During selective coding, the 20 categories were grouped into 3 core categories. These 3 emergent core categories were subsequently interpreted by the researcher as: ‘project achievements’, ‘project improvements’ and ‘restricted influence’. A tabular illustration of this grounded theory data analysis process is provided for further clarification in Figure 9.4. It is proposed that a careful examination of these core categories will demonstrate the CEC project delivery team’s evaluation opinions and their influence in the project. In the following core categories interpretation, the project delivery teams’ semi-structured interview quotations selected represent examples relating to each relevant core category.

Figure 9.4 Project Delivery Team’s Grounded Theory Analysis



9.4.2.1 Project Achievements

Overall, the CEC project delivery team was highly satisfied with the project achievements in terms of ‘project outputs’, ‘client benefit’ and ‘community benefit’. They gave the CEC project an average score of 9 (On a scale where 10 means perfect and 1 means worst, please see Table 9.4). Two project team members gave the highest score 10 (Participant 8 and 10). Project Participant 12 gave the project 8 points, simply because in her mind that *‘I don’t think I have ever given anything 10 out of 10, because there is always a room for improvement’* (P12 project team).

Table 9.4 Project Team’s Evaluation Score

Project Team	Score (0-10)	Position
Participant 7	8	Project administration manager
Participant 8	10	Project manager
Participant 9	9	Training coach
Participant 10	10	Training coach
Participant 11	9	Team Leader
Participant 12	8	Training coach
Average	9	

The CEC project delivery team talked about their overall feelings of the project. They were proud of the achieved targets and project outputs (including the number of project clients, the length of support and completion time). In their opinion, the CEC project exceeded the requirements and targets from CBC and the ERDF Regional Office. They argued:

‘We did our original outputs and targets. So our jobs have been done in terms of numbers.’ (P7 project team)

‘If you want to measure the enterprise coaching in terms of target set up by us, it would get 10, because it is overachieved. We have worked with 140 people, and gave them 12 hours support. We did that five months ago, we smashed that target.’ (P8 project team)

In addition to the achieved project outputs, the CEC project delivery team talked extensively about the project clients' benefits. These benefits included opening up project clients' horizons, broadening thinking, motivation, business support, intensive personal support, networking, team working, confidence, self-esteem, socialisation, life changing and goal setting. Support for this argument can be found in the project team members' responses:

'Clients will get support and feel supported. They have someone they can talk [to] about where they are and that person can help them set goals or reach other organisation. So they don't feel isolated in doing things. They have someone motivating them and pushing them along.' (P12 project team)

'It focuses some basic skills, confidence, motivation and teamwork. It gives clients some goals to focus [on], they have someone to talk [to], they [can] be treated like a person not a number, and their confidence has been boosted.' (P7 project team)

'The project clients benefit most from the project. My feeling is they are greatly benefited in terms of the soft outcomes. So things like my confidence increased', 'I now feel more motivated to make change to my life' 'So I think we are good at raising people's expectations, motivating people and increasing their confidence.' (P8 project team)

The project delivery team (6 participants) talked about the benefits which Corby local communities received from the CEC project. The most direct benefits are the free events and the community activities designed by the CEC project. These events aimed to meet local communities' needs, increase community publicity and promote enterprise in Corby. The project delivery team expected that the establishment of new enterprise in Corby would potentially stimulate the economy growth in different communities. They stated:

'The community is benefited, because we are accessible from so many different places. We have been doing life skills and employability service. So it is all looking at what [the] community needed. We are trying to be flexible with the way we were and hopefully I can promote what they have in that community.' (P12 project team)

‘You would imagine it is reflex effect. So if we improve people's confidence, they would start their own business, go back to college or get a job. it will be realistic to expect the wider community would benefit, more people will be in jobs, people will be on employed, more people will feel better about themselves, less depressed.’ (P8 project team)

‘We consider these areas as potential areas for economic growth. We will discuss what kind of business could be located there? How can they be more involved in the local area? We have done a lot of events in different areas and have promoted different services. For instance, we promoted the children service. If more single mom[s] use children service[s] throughout the day, this will give them more time to be enterprising, may be they can start their own business.’ (P9 project team)

9.4.2.2 Project Improvements

The CEC project delivery team agreed that the project could have been improved by a timely and comprehensive community development programme, which should be carried out at an early stage of the project. The CEC project was a three-year ERDF funded project. Advanced community development would have greatly enhanced the affiliation and interaction between the CEC project and local communities. Therefore, it could potentially increase local awareness of the project. Participant 7, who was the CEC project administration manager, provided exclusive explanations from her view point.

‘I think we under estimate the time to build relationship with the communities and the individuals’ ... ‘I definitely think the community development should start much earlier than we did. ... We did a lot of background research which is invaluable. We were there and spent three or four months gathering information about what did work and where the gap was. I think we missed that experience to work with the communities.’ ... ‘Frankly, we missed that from the very beginning. So I think we did what we could. But if we had more resources from the very beginning, we will be much further down the line of community engagement.’ (P7 project team)

The project delivery team members talked about existing issues of the project management and internal communication. Their semi-structured interviews revealed that there was not enough communication between the CEC project team members. It was suggested that the structure of the CEC project delivery team should be split into

two separate but equal groups: strategic management team and operational team (Participant 8). Currently, two teams were located in different places. Therefore, up-to-dated project progress and project clients' information could not be transmitted to the each other timely. Fortunately, the project delivery team members discovered the communication problem and started to solve it. They argued:

'Because sometimes we don't communicate effectively and sometimes management isn't efficient as it should be.'... 'I think we could improve the way that management function splits. There will be two project leaders. One takes the operational management responsibilities, and another one takes the strategic management and operational responsibilities. They are not coordinated at the moment, but with the benefit hindsight, they should be collocated and work in the same building. I think we would have much tighter management structure of the project and better communication.'

(P8 project team)

'Yes, it is more about communication. It is because the way we work, we are all over the place, we don't get to see each other very often, In the early days, it was quite difficult.' ... 'We now have regular one to one meeting with our project manager to look at what we are doing and how to plan our future works. The things and measures have been put in place, but it did take a while.'

(P12 project team)

Inappropriate referral was another issue which concerned the project delivery team. Due to the success of the CEC project and well maintained relationship with the local communities, the project received a number of referrals from local authorities, community projects and local charities. Nevertheless, some referrals were believed to be 'inappropriate' for the CEC project because they had no intention of moving into enterprise, and had a minimum understanding of the CEC project. Some project team members claimed that the training opportunities should be given to other more 'capable' clients. They argued:

'We have all sort of different agencies referring to us now.' ... 'They were referred to us and they actually didn't know why or what we do.'

(P12 project team)

'I think we had quite a few inappropriate referrals and we worked with them who are not quite right for this project. This is because we want to get people on board, and we want people [to be] aware of our services.' ... 'We should have very good understanding of what type of client is right

for the services rather than just getting somebody on board and put them on the Can Do Sessions.’ ... ‘I think we need to have a form of checklist or assessment to see is that client is actually suitable for the support. Everybody go[ing] through our project could get benefit, but I think there are a lot of people there [who] could benefit more from our services.’ (P9 project team)

9.4.2.3 Restricted Influence

The CEC project delivery team members talked about the design of the CEC project in terms of project aims, training structure, one to one coaching and training workshops. Their semi-structured interviews indicated that a number of project managers, team leaders, authorities and experienced social workers had input into the CEC project’s formation and application. However, no project client was involved in the project designing phase.

‘We clearly have bias about what we want the project to achieve. Basically, we invite people [to] come along and actually put together what they feel from their experience would help people in terms of looking for confidence issues and motivation, but linking it back to the self-employment thing. ...There were a number of us had input.’ (P7 project team)

‘One training coach designed all of our Can Do sessions, and for Idea Generation workshops, I think another coach designed all of it.’ ... ‘During my coaching process, I get a feel of what clients they needed, you may notice there are a group of people in the same situation and have similar needs. From my previous experience, I know what clients need most. I decide the way [of] engaging with clients from their background and needs.’ (P10 project team)

The project delivery team participants talked about the impact of the project clients on the CEC project. As the direct beneficiaries, the CEC project clients had significant impact on the project teaching materials and enterprise coaches’ training approach. Client-based teaching approaches were adopted by the CEC project delivery team in accordance with clients’ expectations, personal problems, special needs, background, life status, education level, learning difficulties, disabilities and language barriers. Several interviewees highlighted the enterprise workshops which were specifically designed for the Polish immigrants in Corby. They stated:

‘If clients have any personal problem or special needs, we will discuss it with clients to see if the workshops are appropriate for them. If clients want to go, then we will discuss the situation with the training coaches, because we don't want to make them feel uncomfortable. If we have clients with disabilities, we will book our teaching room with disable[d] access. We had a lot of Eastern European people, we ran a workshop specially designed for them. In order to help them, we paid an interpreter to come along. We try to support them as much as we can.’ (P11 project team)

‘We have [a] wide variety of clients. You do have to be flexible to deal with different circumstance, because sometime we have clients [who] can't read and write, or with learning difficulties, disabilities or language barriers. So in terms of one to one coaching, it is just need to be aware of that and be sensitive to that. In terms of training, I had to let our coaches know we were going to put people on the course with learning difficulty and he had changed the way he dealt with the situation accordingly. The trainer had to think about their training style, make sure it fit with the age of group, and try to make it interesting and engaging for different people. We have done training for Polish people as well.’ (P12 project team)

The project delivery team discussed the situation when the project's aims and objectives conflicted with CBC and the ERDF Regional Office's expectations. Their interviews indicated that CBC and the ERDF Regional Office had power over the project delivery team and the project clients in the project. Although the project delivery team tried to provide essential assistance and meet the needs of the project clients, it must operate within CBC and the ERDF's policies and regulations. The majority of the project team members claimed that conflict would never occur as the project delivery team strictly followed the rules from CBC and the ERDF Regional Office. Without the prior permission for potential changes, the project delivery team would faithfully adhere to the initial project application and the project delivery plan. Participant 11, who was the CEC project team leader, demonstrated the project change process via ‘business support service’. In this example, the project manager (Participant 8) had to obtain the permission from the ERDF regional officer (Participant 14) to offer business support service to the project clients. The project delivery team members stated:

‘When Business Link disappeared, there was a gap in the market. So we went to ERDF and said there was no one in Corby offering business support, and we were required by our clients to do so... We need get permission from CBC and ERDF if we want to have any changes ... We absolutely followed the rules and policies from them. We do what they say. As long as you are in their interpretation and guidance, you won't do anything wrong. We could just employ our new business advisor and consultant without informing CBC and ERDF, but we didn't, because we know this part wasn't in the bid. We followed the right procedure and asked them if this is possible.’ (P11 project team)

‘I guess we would have to. I mean they are our funders, so if they don't agree with what we doing, we are not going to do it. I can't think we are [in] conflict with them. I think it will be very difficult, as the contract was agreed in the project application form.’ (P7 project team)

The monitoring and auditing of the CEC project was discussed by the project delivery team. Their interview transcripts revealed that CBC did not directly involve itself in the CEC project's daily management, delivery, monitoring, audit and evaluation. Surprisingly, the ERDF Regional Office had a dominant influence over the CEC project's lifecycle (Please see Section 9.4.3.2 ‘The Marginalisation of Local Government’ for more details). According to ERDF rules and regulations, the project delivery team are required to submit documents and reports periodically to evidence the project outputs, such as the number of clients, the hours of support/ training provided, attendance rates, project spending, project progress and outputs. The project team members explained:

‘We had data from the day one. We monitored the number of clients, the hour of support, the number of attendance and budget. We had the Article 13 which basically reveals how to monitor project in terms of paper works. We also had the Article 16, which is 100% audit. We need to submit claims every three months. These documents will be able to show you the details. Some documents look at outputs, some looks at money. We have to evidence everything we spent and everything we paid out for.’ (P7 project team)

‘We report directly to ERDF and the regional office... We have to produce quarterly claims explain how much we spent. At the same time, we produce statistic information for them on outputs, like how many people we worked with, what's the breakdown of these people in terms of agenda.

Our primary line of reporting is straight to ERDF ... Although I attend the CBC meeting, I don't report to them. So I don't need to give CBC a report on how the project is performing. I always give them an update, but they don't directly manage the project.' (P8 project team)

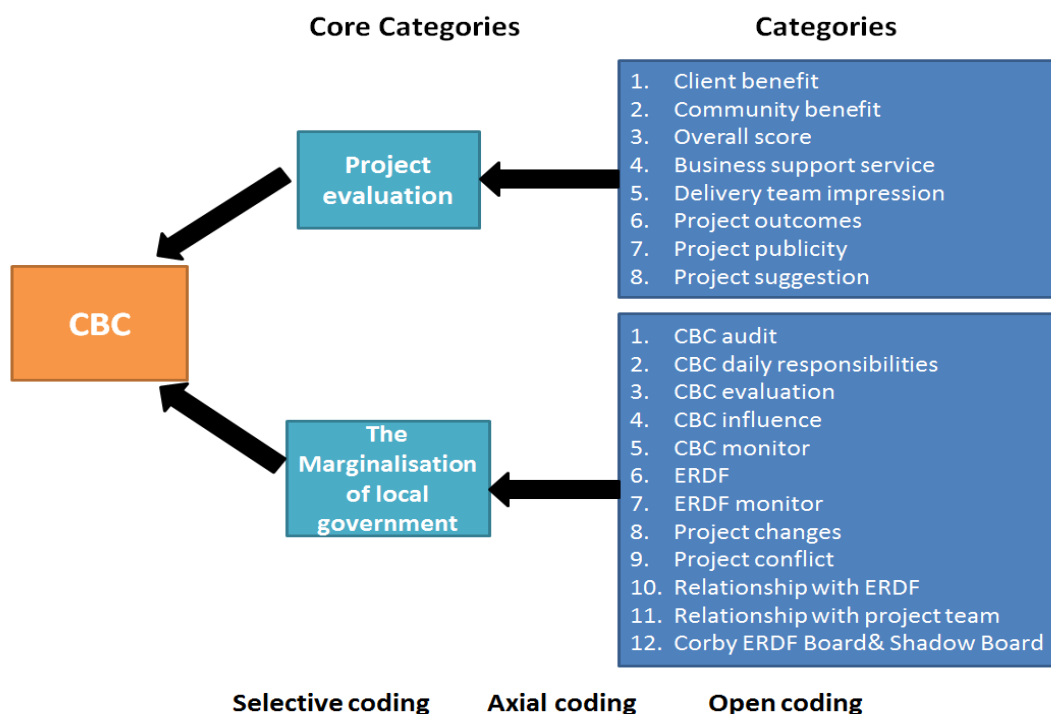
All in all, the project delivery team had made achievements in project outputs, client's benefits and community benefits. As the direct beneficiaries, the project clients benefited from broadening their thinking, increasing their confidence, self-esteem, networking, life changing, goal setting and teamwork. In the meantime, the Corby communities took full advantage of the free events and community activities to increase community publicity and local economy development. The project delivery team's semi-structured interviews indicated the project had two issues need to address: prior community development programme and inappropriate referral. A more extensive prior community development programme is highly required, as it could significantly improve the interaction between the project and the local communities. The CEC project clients were sourced through a range of interventions, such as direct referrals, press advertising, networking. Selecting suitable referrals would maximize their learning and experience in the project. The project delivery team had great flexibility and autonomy in project application, formation, design and delivery. However they had restricted opportunity to modify the project. The project delivery team had responsibility to ensure that every aspect of the project ran properly and in accordance with ERDF rules, regulation and policies. Failure to evidence project outputs, delivery process and spending may result in repayment of the funding.

9.4.3 Corby Borough Council Analysis and Results

Analysis of CBC project participants' interview involved the researcher engaging with the three steps of grounded theory data analysis: open coding, axial coding and selective coding. During open coding, the researcher discovered 20 distinct categories (e.g. 'client benefit', 'overall score' and 'Corby ERDF Board & Shadow Board'). During axial coding, the researcher explored and identified the interrelationships between the discovered categories. During selective coding, the 20 categories were

regrouped into 2 core categories. These 2 emergent core categories were individually interpreted by the researcher as ‘project evaluation’ and ‘the marginalisation of local government’. A tabular illustration of CBC’s Grounded Theory data analysis procedure is provided in Figure 9.5. The researcher proposes that a specific examination of these core categories will illustrate CBC’s evaluation of the CEC project, CBC’s influence, political and financial factors which influence the ERDF project implementation as well as CBC’s relationship with other main stakeholder groups.

Figure 9.5 CBC’s Grounded Theory analysis



9.4.3.1 Project Evaluation

Overall, the CBC members were very pleased with the project delivery and results. On a scale of 1 to 10 (where 10 means perfect and 1 means worst), the CEC project was awarded an average score of 8.3 by CBC members. The CBC members generally talked about their impression of the CEC project and the performance of the project delivery team. They highlighted the project delivery team’s professionalism, enthusiasm, patience, cooperation and openness. Unlike other organisations and enterprise projects in Corby which worked individually and in isolation, the CEC

project worked closely with the project clients, local communities and potential third parties. Participant 21 argued:

‘I think they are wonderful, professional and enthusiastic.We did refer a lot of clients to the project team and they always helped the clients if they can. I think they have done a great job.’... ‘They are good at rethinking what they are doing and involving people. They will ask your opinion, like ‘what do you think if we do this?’ or ‘what do you think if we do that?’ (P21 CBC officer)

‘The partnership as well, for instance, one of the workers wanted to set up a gym and needed funding. The training coach partnered with me and we found funding for it.’ ... ‘Some organisations were working alone, but the CEC project coaches were not.They were working with the communities, us, and everybody. It is not a close door project. Some organisations were like that, not approachable.’ (P21 CBC officer)

The CBC participants described the project’s impact in Corby in terms of ‘client benefit’ and ‘community benefit’. The semi-structured interview transcripts indicated that ‘client benefit’ included participants’ confidence, life change, mindset change, motivation, intensive business support and business opportunities. The local communities also benefited from the project indirectly in terms of business support, economy development, new job opportunities and the utilisation of infrastructure. Support for this interpretation can be found in the CBC officers’ semi-structured interviews:

‘It was about changing [the] mindset of people in disadvantaged communities. Things do not have to be the way they have been in the last 20 or 30 years. That was always an important part of this project for me, attitude changing, giving people motivation and confidence to try things.’ ... ‘We saw people in disadvantaged communities had been supported to get new skills and employment opportunities, and had enough confidence to develop business ideas and set up their own business.’ (P23 CBC officer)

‘The best part of the project is the help and support. I am talking about the whole range of support, like marketing, finance and promotion.’ ... ‘Obviously, they need that help, support and guidance in life to steer them in the right direction and to keep them in the right direction.’ (P13 CBC officer)

The project's deficiencies were also discussed in the CBC officers' semi-structured interviews. Remarks from the CBC participants were often related to the project's publicity and promotion. Similar to the project clients, CBC members believed there was insufficient promotion of the CEC project. Additionally, Participant 13 expressed strong intentions to promote the CEC project to other disadvantaged areas in Corby. He stated:

'Communication is important. We need to let more people know the project is there for them ... We run community events in the borough at the certain time of year, [the] CEC project sometimes come[s] along and promote[s] the services, but not all the times. They need to do a little bit more ... I would like to see more people apply, come forward with business ideas, and generate real businesses. They are doing great, but they need to have extra push, because other people in Corby also need help and support.' (P13 CBC officer)

9.4.3.2 The Marginalisation of Local government

The CBC interviewees talked about Corby's economy development plan and CBC's daily responsibilities. Their statements revealed that the Borough Council endeavored to attract external funding and improve the investment climate for external investors via ground work. The local government respondents speculated that employment opportunities generated became the catalyst for Corby's regeneration and growth. The CBC officers stated that the council's responsibilities were divided into three aspects: general administration, formulating policies for projects, and helping local projects and organisations to acquire ERDF support. The CBC officers argued:

'It is just creating an environment that private money and private investors could come in and provide employment opportunities. I think we are [an] important part and we have done a lot of ground work, providing that investment environment. We have interests on certain sites around the borough for employment generation opportunities, and it is converting the opportunities into things happen[ing] on the ground. So we have done a lot of preparing work, it is now important to make sure we capture those opportunities to create new jobs.' (P23 CBC officer)

'Well, we manage the programme, so we have the administrative responsibilities. With our partners in the university, we are providing

directions and strategies. Of course, we do have a role to create projects to get ERDF support. I mentioned two projects: Corby Enterprise Centre and George Street. We also now hope to find money for other projects. So we administer, set policy and direction with our partners and we create projects through ERDF funding.’ (P23 CBC officer)

The CBC participants emphasised the local Borough Council’s responsibilities and influences in the CEC project application. After the ERDF announcement, the Borough Council would approach the local enterprise partnerships, Higher Education Establishments, public bodies or voluntary sector organisations to introduce ERDF policies and the Borough Council’s investment plan. CBC would then help the potential candidates with project application and promotion. Participant 23 stated:

We gave them the suggestion by saying ‘this is the application, will you be willing to have it implemented? ... I don’t think the Borough Council has played large part of formulating the project. I think that was very much done by those who run the project. but we did give them the support which is necessary to get approved ultimately. In this project, I would claim that the Borough Council is instrumental rather than basically supporting the project. (P23 CBC officer)

For example, we put [the] university in this project, prepared the application, talked to other people about their input, tried to secure funding from the local partnership in the first place and made [a] decision. On other projects when we are not the project applicants, I think we will be the big part in shaping the application. (P23 CBC officer)

Although the CEC project delivery team had not submitted any proposals for changes, the CBC interviewees discussed the situation when the project delivery team and ERDF regional officer’s expectations conflicted with CBC’s interest. The semi-structured interviews indicated that the project delivery team had certain flexibilities in project design and project delivery. CBC would tacitly accept the project delivery team’s changes and adjustments as long as the modifications were not fundamental and the project delivery team could demonstrate the necessity and significance. However, the implementation of changes required permission from the ERDF Regional Office. Support for this interpretation can be found in the CBC officers’ interviews:

‘I mean if they are changing what they are doing, they should inform the Corby ERDF Board and ensure the board is happy with that change.....I think we need to make sure the regional ERDF office is happy with that change as well. The board has created the project on a certain basis and the regional ERDF office has created the project on certain basis. If the project is changing and it is significant, i.e., they have got different focus or different level of outputs, we need to know, because that is not basically what the contract states.’ (P23 CBC officer)

‘I think it depends on the degree of difference. If they are doing something totally contrary to what they should be doing, then I think we will write down the issues and suggest them to change what they are doing. However, if the variation is not something completely different, and there is a good reason for it, then it is not an issue. If it basically changes the direction and it is not for the better or same end products, then it is the time I think we will step in. We are willing to be flexible on the changes depending on the degree of differences from the original objectives.’ (P23 CBC officer)

The CBC interviewees mentioned their impact in the project monitoring, audit and evaluation. As the highest administrative body in Corby and the ERDF’s indirect beneficiary, CBC provided fundamental support and guidance to the ERDF project. CBC had regular communication with the project delivery team regarding the project application, local investment plan and the ERDF funding policies. CBC had the responsibility to ensure approved ERDF funding is properly spent. The statements made by Participant 23 indicated that that CBC had limited influence in the ERDF project’s monitoring, audit and evaluation. CBC was forbidden to conduct the final evaluation for the ERDF project. Compared with CBC, the ERDF Regional Office had more responsibility for monitoring, auditing and evaluating the project. The CBC officers stated:

‘We might provide some logistic support and premises, like what we have done for Electric Corby, which is an ERDF funded project. I don’t think we provide that regular support. We do other things for the project, we will continue to monitor and audit the project. ... That monitoring actually goes directly to the regional office (ERDF Regional Office now runs by DCLG). ERDF Regional Office has more responsibility for monitoring and evaluating ERDF funded projects. They also carry the initial audits. They [are] directly involved in the projects.’ (P23 CBC officer)

‘We are banned from evaluating the programme and individual projects We can overview what we are doing, we might highlight certain projects, but we don’t actually evaluate individual project.’ (P23 CBC officer)

The strained relationship between CBC and the ERDF Regional Office was also discussed by the CBC interviewees. The CBC officers stated that the ERDF has strict and complicated rules and requirements for the funded projects. As the most accountable and knowledgeable stakeholder in Corby, CBC not only understand Corby’s history and background but also has abundant experience in solving local social problems, engaging with clients and communities, networking, as well as promoting enterprise. However, due to the ERDF’s ‘not straightforward ’ approach, ‘top heavy’ structure, ‘bureaucratic’ politics and ‘intervention’ (Participant 23), CBC members felt powerless, ignored and offended. Therefore, CBC had little interest in applying for ERDF funding, not to mention taking a proactive approach to conducting project monitoring, auditing and evaluation. The CBC respondents argued that local government would prefer to apply to other national funding rather than the ERDF.

‘Applicants in ERDF find democracy is very heavy loaded, nothing is straightforward. We are going back to audits. For the George Street project, we had three separate amounts of money. The smallest amount was ERDF (250,000 pounds). Growth Area funding, we have never been audited. County Council funding, if we have been audited, I am not aware of it. We had three separate audits from the ERDF: local office, original office and national office. The whole audit process took almost 15 months. I think that is just a pretty good example of how bureaucratic and top heavy the ERDF is.’ (P23 CBC officer)

‘It is not like the normal grant schemes I have been involved in before. We were given amount of funding, and we managed it. We were responsible for monitoring, audit and evaluation. However, ERDF is a different thing.’ ... ‘I would join other national grant schemes rather ERDF. In our first grant schemes, we had 5 million pounds annually. The local civil servants, the principal officers and the local authorities had much more contact with me. You don’t seem to get that level of communication in ERDF funded projects.’ (P23 CBC officer)

‘As I just said ERDF is top heavy and they will administer the project anyway. The responsibility of project monitoring not goes to the local accountable body, but goes straight to the ERDF original office. It seems very odd to me, but this is the way how it has been conducted.’ (P23 CBC officer)

CBC had a Corby ERDF Board and Shadow Board in place to enhance the communication between funded ERDF projects, CBC and the ERDF Regional Office, and to ensure existing ERDF projects align with the Corby development plan. The ERDF regional officer was invited to attend both Corby ERDF Board and Shadow Board meetings to update the latest ERDF information, funding policies, project application progress and project performance. However, CBC officers' interviews argued that the Corby ERDF Board and Shadow Board did not fulfill their functions and duties due to the strained relationship between CBC and the ERDF Regional Office. The Shadow Board was set up to question the main board's decision on the ERDF projects in terms of project funding, project outputs and changes. Nevertheless, limited communication was found between the two boards. The only approach for Corby ERDF Shadow Board members to know the latest ERDF project progress is through the ERDF regional officer. Support for this argument can be found in the CBC officers' responses:

'Because the ERDF officer is a member of the Corby ERDF Board, she comes and reports to Corby ERDF Shadow Board as well. She lets the Shadow Board know what is happening, what are the projects, and how the projects running.' (P13 CBC officer)

'Basically, the main board decides whether projects should be put forward for ERDF funding. There is a Shadow Board, we have to look through it and agree it.' ... 'The meeting was very short and it depended on whether the ERDF officer is there, because she will go into details, such as what access we are on and how much is left, the minimum payment and things like that.' ... 'It was very simplistic, we have only met three times. I don't think there is a need for the Shadow Board. To be honest, I think it is to tick the boxes.' (P21 CBC officer)

'I think there is not a huge amount of communication as far as I can see between the Shadow Board and the main board. So that is something [that] needs improvement. I don't get a feeling that there is enough dialogue between key members of the board and the Shadow Board.' ... 'I think we should have a communication dialogue. I mean the ERDF officer regularly attends Corby ERDF Board meeting, but there is not a lot of communication and dialogue in and between the board meetings.' (P23 CBC officer)

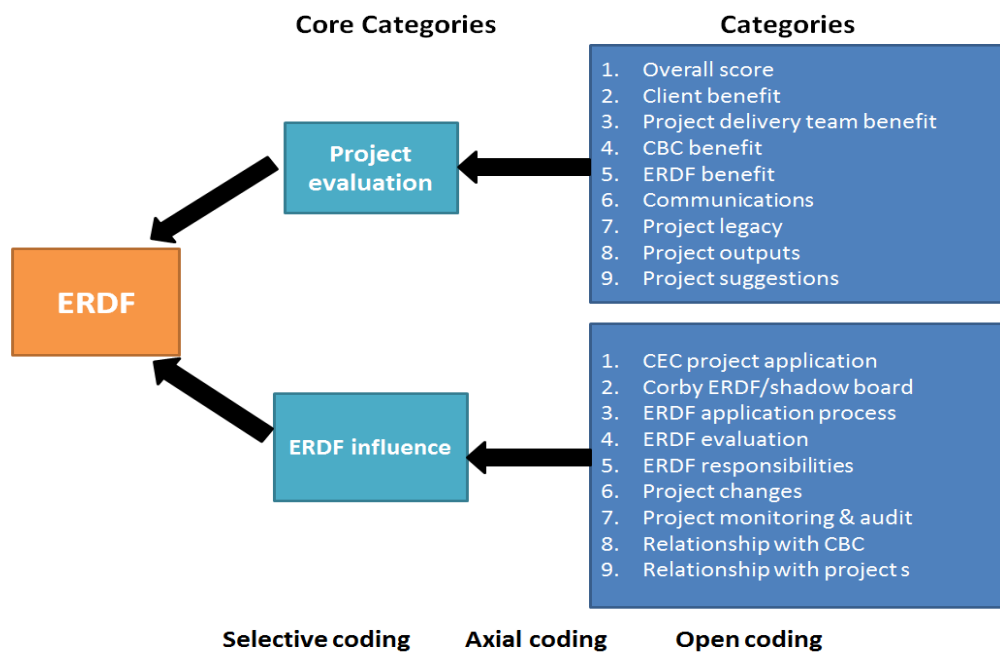
Overall, CBC members highlighted the project delivery team's professionalism, enthusiasm, patience, openness and collaboration. The project not only developed the residents' confidence, self-esteem, motivation, business skills and mindset but also improved business support, business formation, economy development and the utilisation of local infrastructures in Corby. As CBC was not directly involved in project delivery, monitoring, auditing and evaluation, the focus of CBC members' evaluation of the project was largely on Corby's economy regeneration and development. In agreement with the project clients' views, the CBC members suggested that the project could be improved by increasing project publicity and promotion. As the highest administration body in Corby and ERDF's indirect beneficiary, the local government has responsibility for attracting external funding and improving the local investment environment. However, because the ERDF Regional Office's 'not straightforward' approach, 'top heavy' structure, 'bureaucratic' politics and 'intervention', the power and the responsibility of ERDF project monitoring, auditing and evaluation were delegated to the ERDF Regional Office once the project was approved.

9.4.4 ERDF Analysis and Results

Analysis of the ERDF Regional Office participant's interview transcript involved the researcher engaging with the three steps of Grounded Theory data analysis. The researcher discovered 18 different categories in open coding (e.g. 'client benefit', 'overall score' and 'project legacy'). During axial coding, the researcher explored and identified the interrelationships between discovered categories. During selective coding, the 18 categories were regrouped into 2 core categories. These 2 emergent core categories were separately interpreted by the researcher as 'project evaluation' and 'ERDF influence'. A tabular illustration of ERDF's Grounded Theory data analysis procedure is provided in Figure 9.6. The researcher proposes that a detailed examination of these core categories illustrates the ERDF Regional Office's

evaluation of the CEC project, ERDF's influence, the political factors, financial factors and EU policies which influenced ERDF project implementation as well as the relationships between the ERDF Regional Office and other main stakeholder groups (the project clients, the project delivery team and CBC).

Figure 9.6 ERDF's Grounded Theory Analysis



9.4.4.1 Project Evaluation

The ERDF project officer gave the CEC project a score of 9 (on a scale where 10 means perfect and 1 means worst). The ERDF Regional Officer was impressed by CEC project's outputs and achievements. The interview transcripts demonstrated that the project met all the requirements of the project contract and the project delivery plan. The ERDF officer stated:

‘The project itself had got a high number of outputs. It achieved its outputs, which is great. ...The conversion rate between the numbers of people assisted to people started up their businesses was certainly higher than other projects ... People were assisted to start business, new businesses were started and jobs were created.’ (P14 ERDF officer)

Overall, the ERDF office targeted project outputs in terms of the number of new businesses established and the number of jobs created. The interview revealed that the ERDF had strict and complicated definitions and requirements for project outputs. For instance, the created jobs needed to be permanent positions and have a minimum of 30 working hours per week. Similarly, the established businesses would only be counted after a 12 months normal operation. Project outcomes are direct result of the project output in the short term, while project impact indicates the project's long term achievements as a result of combined outcomes (McLoughlin *et al*, 2009). The ERDF officer did not mention the ERDF project outcomes and impact in the final evaluation, such as clients' confidence, self-esteem, motivation, life changing and personal skills. These soft outcomes were completely missed in the ERDF project evaluation. Support for this interpretation can be found in the ERDF officer's responses:

'For instance, there was a requirement for job created. The created job had to be minimum 30 hours a week, and it had to be a permanent job, and it had to be checked with a contract. We had different requirements for project outputs. For business start-up, we did not capture that output after 12 months, because we did not want to get a lot of business start-up and then failed. The idea was to create sustainable businesses. The output did not count until that business had been existed for 12 months ... We would come back after 12 months and make sure that business was still there, we would check their NRIC (National Registration Identity Card) number, made sure they were proper registered companies. ' (P14 ERDF officer)

'We were not just starting business up and getting outputs for ERDF. We wanted to make sure the projects had potential growing and could support local economy development. It was not about getting numbers, we wanted to make sure these businesses survive in the future, so that was an important aspect for the programme going forward. ' (P14 ERDF officer)

The ERDF officer talked about the benefits that the project clients, the project delivery team, CBC and the ERDF Regional Office potentially received from the CEC project. As the project's direct beneficiaries, project clients received one to one business support, workshops and business training. These intensive enterprise support and assistance motivated and supported project clients to become self-employed. The project delivery team members achieved their self-satisfaction and self-esteem via

helping the project clients resolve their dilemmas in life and business. CBC benefited from the CEC project in terms of promoting local communities, creating employment opportunities, enhancing economy development and improving investment environment. The ERDF, as the project funder, could also apply the successful project model to other ERDF projects in future. The ERDF officer explained:

‘Obviously, the clients are the beneficiaries. They received one to one support, workshops and different things. We had business support advisors going to clients’ house and doing one to one support. The result is the people who had never gone into job market would start their own business, so it has been great benefit to individuals.’ (P14 ERDF officer)

‘I think it will be a lot of self-satisfaction for the project delivery team. Some people didn’t work for a long time and it is very difficult for you to reach them. When clients say ‘this is changing my life’, that is the major satisfaction for somebody working on the project.’ (P14 ERDF officer)

‘Solve employment issues and social issues in Corby indirectly. Although they are all secondary products, they are the results of the project ... Improving economy, improving jobs in Corby and improving the number of people who start business will help the future investment in the area.’ (P14 ERDF officer)

‘This is one of the projects we can go out and sell. The biggest positive point about this project is Corby has one integrated project ... It will be better to have an umbrella organisation leading the project rather than a lot of small individual projects.’ (P14 ERDF officer)

The ERDF officer talked about the communication between the ERDF Regional Office, CBC and the project delivery team (including the University of Northampton). Interview transcripts revealed that the ERDF Regional Office had a close relationship with the project delivery team rather than CBC, as the ERDF Regional office was directly involved in the CEC project delivery. In order to promote the CEC project in Corby, the ERDF officer even attended the project’s ‘Dissemination Event’. The ERDF officer’s interview indicated there was a lack of communication between CBC officers and the ERDF Regional Officer, which reconfirms the strained relationship between local Borough Council and the ERDF. The ERDF Regional Office expected the local council to formalise a more suitable and efficient communication approach for ERDF projects in Corby. Support for this interpretation can be found in the ERDF

officer's semi-structured interviews:

'The communication between the project team and us is great. We have [a] really good relationship with [the] university. We have been to the Project Dissemination Event, we did speak and present. ' (P14 ERDF officer)

'The relationship from the bottom up is not there. I don't think the people on the ground are feeding back. I guess the people in the council are aware of this, they need to formalise the communication approach. ' (P14 ERDF officer)

9.4.4.2 ERDF Influence

The ERDF regional officer talked about her three major responsibilities in Corby. First, the officer helped the ERDF applicants with the project application, making sure funding applications met the ERDF structure and requirements. Second, the ERDF officer ensured that the grant funding was used in line with the Corby investment plan and project contract. Third, the ERDF officer facilitated and maintained communication with the project team and the local authority, assuring information was shared between main project stakeholder groups efficiently and effectively. The ERDF officer stated:

'My job is to make sure the project works its way through our system, to the funding and agreement stage. ' (P14 ERDF officer)

'My role is to boot up the funding and make sure the local authority is spending that properly, sharing the information, looking at where some project to work and making sure all the contracts we funded are doing what they should be directed. ' (P ERDF officer 14)

'In theory, my role should be just like an advisor. For instance, I come to the board, I am an advisor, I can't write [the] application for them obviously, but I do trying to make sure projects put forward are eligible, the project fits ERDF. ' (P14 ERDF officer)

The ERDF project application procedure was also discussed by the ERDF regional officer. Interview transcripts indicated that the ERDF project application had four steps. First, the local authorities release its local investment plan and launch its 'call for funding' requests. The local investment plan expressed CBC's expectations,

priorities and interests. Second, the interested local organisations, project organisers or institutes submit their 'Expression of Interest (EOI)', which are short presentations introducing project aims, objectives, structure, delivery plan, outputs and funding requirements. Third, the Corby ERDF Board members from CBC, local enterprise partnerships, higher education institutions, public bodies and volunteer sector organisations are invited to conduct the initial assessment for the proposed projects. The local authority then forward the projects which have the highest assessment score to the ERDF Regional Office. Fourth, the ERDF regional officer takes over approved projects and conducts ERDF project daily management, monitoring, auditing and evaluation. Interestingly, CBC as the ERDF projects advocators and approvers, were only involved in the project application stage rather than being involved in the project daily management, delivery, evaluation and monitoring, demonstrating ERDF's dominance in funded projects. The officer stated:

It was no longer for CBC to deal with the ERDF project, it was my team. So CBC involved in bringing project application forward, and I ensured the project fits with the local council's interest. The point when the application came through, CBC had finished their duties. Although they might have interest, they no longer had direct involvement with the project.' (P14 ERDF officer)

The Interviewee talked about ERDF project monitoring and auditing. The Interviewee's transcripts revealed that the ERDF Regional Office had three independent teams to conduct project monitoring and audits: the General Contract Management team, the Article 13 team and the Article 16 team. The Article 13 team examined project's reports, declared outputs and other documents and ran the preliminary audit before Article 16 team's involvement. The Article 16 team, the representative of the European Committee, rechecked all the source documents but in more detail. The General Contract Management team attended quarterly meetings with the Corby ERDF Board and Shadow Board, ensuring that the funded projects were delivered according to the project plan, ERDF policies and regulations in addition to updating project progress and outputs. Interview transcripts indicated that

the ERDF regional office endeavored to prevent Article 16 team from discovering problems. Any major problems might cause funds to be directly recovered with no opportunity provided to rectify the problem. The ERDF Regional Office needed to keep the projects' error rate below 2%. The officer explained:

‘We have Article13 team, Article16 team and my team. My team is basically the General Contract Management team. Our team has quarterly meetings with Corby ERDF Board and Shadow Board. We also visit each project once a year. We will ask them to see if everything is running ok? Is there any problem? Has the project outputs been achieved as expected? ’ (P14 ERDF officer)

‘Article 13 team goes to the source documentations. It is making sure things have been done correctly and things are ready for audits... The Article 16 is an independent team. They are independent to our team. They do very similar job to the Article 13 team, but more intensive. Normally, it takes three days. They will go into a lot of details. For instance, if you do tendering, they will check every document and make sure everything is there and they are ready for audit. ’ (P14 ERDF officer)

‘When Article 16 team finds things wrong, if it is in regular routine, it would mean the money comes back. So it is very important we help projects minimise regularities problems. Our programme as a whole needs to under 2% error rate. ’ (P14 ERDF officer)

The ERDF regional officer also talked about situations when the funded project's aims and objectives conflict with ERDF's intentions. Interview transcripts revealed that the project delivery team is allowed some flexibility in project design and delivery, such as training approach, teaching materials and target clients. As long as the project does not make essential changes or deviate from the project contract, the ERDF Regional Office would approve any modifications. However, if the changes were related to the funding or the outputs of the projects, the project delivery team requires approval from both the local authority and the ERDF regional office. Additionally, the ERDF officer talked about what she perceived as CBC's dereliction of duty.

‘It depends on what kind of change [it] is. If you want to change the workshop style to one to one, you can do it straightaway’ (P14 ERDF officer)

‘Depending on the nature of the query, if you want to ask for more funding or change project outputs, the query needs to come through me first. I normally forward to Corby Borough Council. All I need to do is to get the Corby ERDF Board to agree and be happy with the changes. ’ (P14 ERDF officer)

‘The only change we had was increasing the funding. Apart from that, we haven’t got any changes. We only had suggestions from the project delivery team. We don’t have direct involvement with project clients. Corby Borough Council could suggest changes but they never did. ’ (P14 ERDF officer)

‘The ERDF requirements were set up and we can’t change it, so the project had to incorporate with the ERDF requirements. The actually projects delivery is decided by organisations ... You must bear in mind the requirements from the ERDF. ’ (P14 ERDF officer)

The Interviewee talked about the responsibilities and performance of the Corby ERDF Board and Corby ERDF Shadow Board. The Corby ERDF Board is the decision-making board for prospective projects, while the Corby ERDF Shadow Board reviews the main board’s decisions. The ERDF regional officer was disappointed with the local Borough Council’s performance in the CEC project. Responses revealed that the Corby ERDF Board was established to provide intensive support and on-going assistance to funded projects. Nevertheless, CBC only showed interest in the projects that were led by the local Borough Council. Once the recommended ERDF projects were approved, CBC left the projects daily management, monitoring, auditing and evaluation to the ERDF Regional Office. As a result, Corby ERDF Board and Corby ERDF Shadow Board became nominal and meaningless to the project delivery team. In the CEC project, perhaps, the only function of the two boards was to meet the EU requirements and secure the located funding. The ERDF officer criticised the structure of the Corby ERDF Board via voluntary sector advisors. It was proposed that a more proactive and efficient communication approach was needed between CBC and the ERDF regional office. Support for this interpretation can be found in the ERDF officer’s semi-structured interviews:

‘The CBC ERDF Board has very little interest. The board is led by the wrong people, it really should be some interest from the board level. Corby ERDF Board should proactively go out and say ‘what we are doing?’ ‘How are the outputs?’ ‘Has any things changed in Corby?’ ‘Do we need to relook at it?’ However, these questions haven’t been asked. This is not just happening in this project, this is the general problem about the Corby ERDF Board. Compared with other boards I sit on, the boards are willing to engage in some of the projects. Unless the board has direct interest, like the Corby Enterprise Centre, because the Corby Borough led it, they probably have more local interest in that project. ’ (P14 ERDF officer)

‘Corby Borough Council is a big stakeholder in the programme. It should not just approve the project and let it go. We all want this project to work. Therefore, what we need to do are the partners and the stakeholders in this project to work together. ’ (P14 ERDF officer)

Although the ERDF regional officer highlighted the benefits that the project clients, the project delivery team, CBC and the ERDF Regional Office received from the project, their focus of attention was largely on the outputs. For example, the number of new businesses, the number of new jobs created and the conversion rate between people assisted and the one started businesses. The projects’ soft outcomes (e.g., clients’ confidence, self-esteem, socialisation, motivation, life changing and personal skills) were totally ignored in the ERDF project evaluation. Unlike CBC, the ERDF Regional Office was directly involved in the CEC projects implementation. The office had the responsibility to ensure projects delivered adhere to the project contract, Corby’s investment plan and the ERDF requirements. The ERDF Regional Office had three teams to audit the funded projects: the General Contract management team, the Article 13 team and the Article 16 team. Each team targeted at different aspects of project performance. The regional office allowed certain flexibilities to the project delivery team in daily management and project design. However, any major changes or problems in the funded project might lead to the ERDF Regional Office withdraw funding. Additionally, the ERDF office was disappointed with CBC’s performance and claimed that CBC should pay more attention to the ERDF projects rather than the projects led by the local Borough Council.

9.5 Conclusion

This chapter demonstrates the four main stakeholder groups' evaluation opinions and their influence in the project delivery and evaluation. From the discussion in Section 9.4 the four stakeholder groups' influence and evaluation focus in practice can be summarised in the Table 9.5. All four stakeholder groups evaluated the CEC project positively and believed it was professionally run and provided great value for money. However, their evaluation focuses were totally dissimilar. The project clients' focuses matched their personal needs. The project delivery team focused on the requirements of both the clients and the ERDF during project delivery. Nevertheless, they only measured and reported the project outputs in practice. CBC had little interest in the CEC project's delivery and evaluation. They merely influenced the project in the funding application stage. The ERDF Regional Office was found to have significant power and control over other main stakeholder groups in the project delivery and evaluation. Although they noticed the project had soft outcomes and impact in Corby, these important evaluation indicators were totally disregarded in the final project evaluation report.

Table 9.5 The Four Stakeholder Groups' Influence and Evaluation

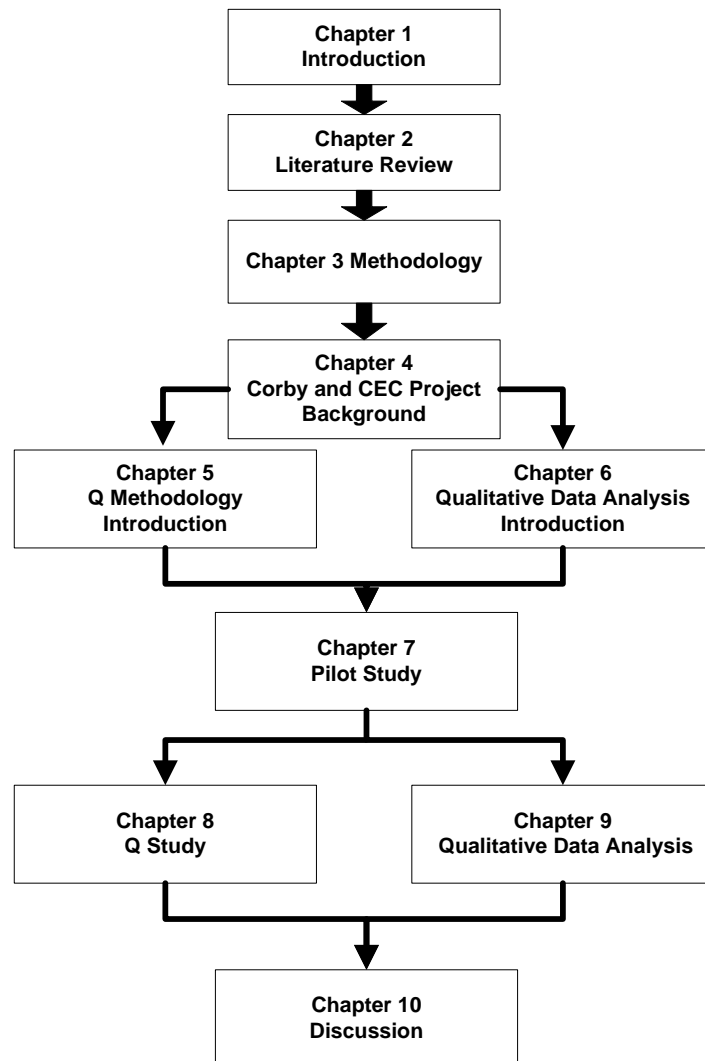
Stakeholder Groups	Influence	Evaluation focus in practice
Client	Project delivery team	Business support and personal development
Project Team	Project design and delivery	ERDF requirements (project outputs)
CBC	Project application	No evaluation Little interest
ERDF	ERDF rules, project contract, funding agreement	ERDF policy and requirements (project outputs)

Chapter 10 Discussion

10.1 Research Overview

This chapter discusses the current research findings with reference to the research aims, objectives and existing literature (see Figure 10.1 for a diagrammatic overview).

Figure 10.1 Thesis Structure Review



The early project management literature is mainly focused on the 'iron triangle': time, cost and quality (Atkinson, 1999). Post Freeman's 'stakeholder theory' (Freeman, 1984), project management researchers began to realise that a project cannot be considered as successful, if it fails to meet project stakeholders' expectations simply based upon the 'iron triangle' (Bourne & Walker, 2005). There has been recent increased research interest regarding project stakeholders' expectations. Results of this recent research reflect a common recognition that project stakeholders should be included in project decision making and delivery process (Yang, 2013). However, the truth is that democracy in project design, delivery and evaluation is more like rhetoric than reality (Taylor, 2007). Therefore, a study integrating project stakeholders' expectations and their corresponding behaviours in project is needed. The focus of the current research was to identify the main project stakeholder groups in the CEC project, their expectations and the interrelationship between their expectations, evaluation opinions and actual behaviours via an ERDF funded enterprise coaching project in Corby (the CEC project).

A mixed method approach was adopted in the research. Q methodology investigated project stakeholders' expectations and provided the researcher with meaningful explanations from the participants' point of view (Donaldson, & Walker, 2005). Compared with conventional interview and survey, Q methodology has advantages by minimising researcher preconceptions, wide participation and a non-threatening approach. Most importantly, it gave the researcher an opportunity to collect genuine viewpoints, feelings and information from the project clients many of whom had low levels of literacy skills, poor confidence, personal issues and communication disorders. Once a friendly, open and cooperative atmosphere was built between the researcher and the CEC project stakeholders, the semi-structured interviews were conducted to reveal the project stakeholders' evaluation opinions and their actual behaviors in the project delivery. Collected primary and secondary data are rich and provide

interesting findings in the area of project management, stakeholders' expectation management, project implementation and project evaluation.

10.2 Research Findings and Theoretical Implications

As presented in Section 3.6 (The Research Design), there were four main objectives in this PhD research.

1. To identify stakeholders and their expectations in the CEC project
2. To identify how stakeholders expectations influence the project delivery
3. To determine how stakeholders' expectations influence the project evaluation
4. To develop a grounded model for use in future social projects

This section provides a synthesis of the findings from the research with respect to each research objective and presents how these findings may impinge on existing literature, theories and understanding.

10.2.1 Objective 1: Stakeholders and Their Expectations

Project stakeholders are people, groups, institutions or organisations that have significant interests and abilities to affect project outcomes (Boddy & Paton, 2004). Literature Review (Chapter 2), the CEC project application (The University of Northampton, 2010) and the CEC project delivery plan (The University of Northampton, 2012) indicated that there were four main stakeholder groups in the CEC project: the project clients, the project delivery team, CBC and the ERDF Regional Office. These four groups had significant interests in the project. More importantly, theoretically, each group had the ability to shape the project delivery and outcomes.

Twenty-three project participants from the four main stakeholder groups participated in the Q study. The results of the Q study revealed three distinct expectation factors, which were interpreted as: Factor 1, 'Big Change'; Factor 2, 'Business Support'; Factor 3, 'Personal Development'. Participants significantly loaded on Factor 1 were focused on Corby's overall economic development and new enterprise promotion. Participants on Factor 2 showed great interest in clients' business support. Participants loaded significantly on Factor 3 targeted personal development and training. This research finding is consistent with previous studies that argue project participants normally possess different expectations about the provided products or service (Oliver, 1980; Crump & Logan, 2008; Hietbrink & Hartmann, 2012; Yang, 2013; Mazur *et al*, 2013; Forouzani *et al*, 2013; Davis, 2014).

The Q study results also indicate that different stakeholder groups may share similar expectations in the project. For instance, Factor 2 'Business Support' participants were from two different stakeholder groups (the project clients and CBC) suggesting researchers and project managers should pay more attention to stakeholders' expectations rather than their positions in the project, level of association and legal relationship. Additionally, the researcher further discovered that people within the same stakeholder group may have different expectations. For example, the project clients had two different expectations: 'Personal Development' and 'Business Support' as evidenced by their appearance in the two different factors. Out of 10 project client, 6 people preferred 'Personal Development' and 4 people preferred 'Business Support'. Similarly, within the project delivery team, some had 'Big Change' and others had 'Personal Development', while CBC officers were interested in 'Big Change' and 'Business Support'. This finding is matched with Huse and Rindova's (2001) research of company board members, in which they discover that within the same stakeholder group there are different expectations about company's board roles. The above Q study results confirm that understanding different project stakeholder groups'

expectations is critical in the project management as it may provide the basis for project funders and policy makers to develop more flexible and appropriate strategies in practice (Forouzani et al, 2013).

10.2.2 Objective 2: Stakeholders' Expectations and Project Delivery

It is essential for the project management team to identify and deal with stakeholders' expectations in the project delivery appropriately and efficiently (Mazur *et al*, 2013; Walker, 2007). Nguyen *et al* (2009) outline that project stakeholders may use their power, legitimacy, interest, urgency, proximity, knowledge, and attitude to affect project delivery process so as to achieve their personal expectations. However, limited research was found to illuminate the relationship between stakeholders' expectations and their actual behaviours in the project. In order to discover the relationship between stakeholders' expectations and their influence in the project, the Q study and the semi-structured interview findings regarding the CEC project stakeholders' expectations and their influence in the project delivery are triangulated. For example, the Q study indicates that the project clients had expectations of 'Personal Development' and 'Business Support', but their semi-structured interviews demonstrate that they could only affect the project delivery process via project delivery team. The following paragraphs explain how the four stakeholder groups using their attributes to fulfill their expectations in the project.

Stakeholders' powers are the abilities that enable stakeholders to fulfill their expectations while ignoring the resistance (Weber, 1947) or the capabilities to remove resources from the project (Post *et al*, 2002). As discussed in Chapter 9 (Qualitative Data Analysis), the CEC project clients, as the direct beneficiaries in the project, possessed a relatively low level of power in the project delivery. They anticipated

using the project delivery team's power to achieve their personal expectations rather than fighting for their own benefits. Thus, the project clients' influence was mainly on the project delivery team. Strong connections and good relationships were built between the project clients and the project delivery team via continuous project delivery, one to one coaching, daily interaction and community activities. The CEC project delivery team, as the project designers and implementers, had certain powers in the project application, design and delivery. However, its powers were greatly affected by the ERDF Regional Office's rules, regulations and policies although they endeavored to change the project delivery approach, course structure, training material and workshop content to meet their expectations: 'Big Change' and 'Personal Development'. CBC obtained great power in the project application process in terms of promoting the project and locating potential funding. CBC only forwarded the project applications which were matched with their expectations: 'Big Change' and 'Business Support'. Nevertheless, CBC's powers were delegated to the ERDF Regional Office once the project was granted. The ERDF had dominant power over the project clients, the project delivery and the CBC through ERDF rules, project contracts and funding agreement. Unlike CBC, the ERDF's influence was established in the project delivery, auditing, monitoring and evaluation. Although the ERDF Regional Office gave certain flexibilities to the project delivery team in project design and daily management, any major changes that did not match with ERDF's requirements may lead to them requiring funding repayment.

Project stakeholder's legitimacy means stakeholder's activities fit in with social norms and values (Freeman, 1984). The project stakeholder's legitimate relationship can be a contract, moral or legal (Mitchell *et al*, 1997). Corby local investment plan (2011), the CEC project application (The University of Northampton, 2010), the CEC project delivery plan (The University of Northampton, 2012), the CEC stakeholders' Q study and their semi-structured interview reveal that the project clients, the project

delivery team, CBC and ERDF Regional Office all had legitimate request in the project. The project client signed up the CEC project for the purpose of solving their businesses ('Business Support') or personal issues ('Personal Development'). The project delivery team contracted with CBC and the ERDF Regional Office to deliver a series of enterprise coaching workshops to Corby residents. CBC, as the local authority, assisted the CEC project to acquire ERDF funding and expected the project to promote enterprise simulation activities ('Business Support') in the town and improve Corby's economic regeneration and development ('Big Change'). The ERDF Regional Office approved the CEC project and anticipated the project to improve Corby's business development.

Project stakeholders have enormous expectations in a project (Cleland & Ireland, 2007). The four main stakeholder groups' Q studies indicate there were three distinct expectations in the CEC project: 'Business Development', 'Big Change' and 'Personal Development'. The analysis results show that although the project stakeholders have dissimilar expectations, their influences in the project delivery were greatly affected by their power. As demonstrated in Section 9.4.2.3, although the project delivery team was strongly interested in 'Personal Development' during the project delivery process, they needed to get permission from the ERDF Regional Office in order to make changes to the project. All changes must be operated within the ERDF's policies, regulations and funding agreement. Otherwise, the ERDF Regional Office may withdraw funding from the project.

Project stakeholders' urgency can be interpreted as stakeholders' claims which need immediate action (Nguyen *et al*, 2009) and it occurs when a relationship or claim has a time sensitive nature and the requirements are important to stakeholders (Mitchell, 1997). The researcher discovered the project clients and the ERDF Regional Office had urgent requests in the project as evidenced by their semi-structured interviews.

For example, Participant 22, a project client stated: *'From 9 am to 5 pm, I know I can call my coach and ask for help at any time, even it is an emergency (P22 project client).'* Participant 8, the CEC project manager explained: *'we have to produce quarterly claims explaining how much we spent. At the same time, we produce statistic information for ERDF Office on outputs, like how many people we worked with, what's the breakdown of these people in terms of agenda'*. (P8 project team)

Proximity indicates the extent to which a stakeholder is engaged in the project. Project stakeholders who have direct involvement with the project processes have close proximity, while stakeholders who relatively remote from the project delivery processes are classified as 'low proximity' (Bourne, 2005). The project clients and the project delivery team' responses in the semi-structured interviews showed they were the necessary components of the CEC project implementation and they were directly involved in the project delivery. Thus, both the project clients and the project delivery team had close proximity to the project. CBC and ERDF Regional Office are classified as medium proximity as they were detached from the project delivery but had regular contact with or indirect input to the project delivery process via quarterly Corby ERDF Board & Shadow Board meeting.

Stakeholders may find it difficult to achieve their expectations if they lack knowledge about the project (Mallak *et al*, 1991). Nevertheless, the current research findings demonstrate that although stakeholders have vast interest and abundant knowledge in the project, their influence on project delivery is significantly limited by their power level. For instance, As the most accountable and knowledgeable stakeholder in Corby, CBC not only understands Corby's history and background but also has abundant knowledge in solving local social problems, engaging with clients and communities, networking, as well as promoting enterprise. However, CBC officers' semi-structured interviews indicate that they were excluded in the CEC project delivery, monitoring,

auditing and evaluation due to the ERDF Regional Office's power and intervention.

Project stakeholders' attitude will lead them either to support or oppose the project (Nguyen *et al*, 2009) and it can be subdivided into five different attitudes: passive support, passive opposition, active support, active opposition and no commitment (McElroy & Mills, 2000; Chinyio). The project clients have been assessed as 'passive support', because they were willing to attend the workshops and receive project information although they did not obtain power to influence the project delivery process. The project delivery team members have been assessed as 'active support' because they were essential to the project success and were directly engaged in the project life cycle. More importantly, they were endeavoring to promote the project and receive external information about the project. CBC officers have been assessed as being ambivalent about the project; they neither support nor oppose the project. CBC officers did not care about project progress due to the ERDF Regional Office's intervention. Consequently, Corby ERDF Board and Corby ERDF Shadow Board became nominal and meaningless. A strained relationship was found between CBC and the ERDF Regional Office. Similar to the project delivery team, the ERDF Regional Office has been assessed as 'active support' as it provided positive support for the project delivery. The ERDF Regional Officer not only attended quarterly board meeting, but was also directly involved in the project monitoring and auditing. Table 10.1 summarises the project client, the project delivery, CBC and ERDF Regional Office's attributes in the project delivery.

Table 10.1 Stakeholders' Attributes in the Project Delivery

	Power	Legitimacy	Interest	Urgency	Proximity	Knowledge	Attitude
ERDF Office	High	Yes	Yes	No	Medium	No	Active support
CBC	Low	Yes	Yes	No	Medium	Yes	No commitment
Delivery Team	High	Yes	Yes	Yes	Close	Yes	Active support
Project Clients	Low	Yes	Yes	Yes	Close	No	Passive support

The research findings demonstrate that although each stakeholder group in the CEC project tries to promote its expectations and brings its own needs to the project delivery, the project stakeholders' influences in the project delivery were mainly restricted by their role and responsibilities, namely, the project stakeholders' power. It was found in the CEC project that stakeholders' power has a significant impact on the other attributes in the project delivery process. For instance, the ERDF Regional Office would use their power (withdraw funding) to force other stakeholder groups to accept its expectations and requirements. This finding contradicts the argument that the project clients have highest level of impact on the project delivery, followed by the project delivery team (Nguyen *et al*, 2009). The project stakeholders' expectation(s) was/were poorly understood and project stakeholder expectation management was ignored in practice (Maylor, 2001; Bryde & Robinson, 2005; Yang, 2013).

10.2.3 Objective 3: Stakeholders' Expectations and Project Evaluation

This section demonstrates the relationship between project stakeholders' expectations and their evaluation focuses. The project clients' evaluation focuses were matched with their expectations in the CEC project. They highlighted the 'Business Support' and the 'Personal Development' in the project, such as enterprise coaching, one to one support, self-esteem and confidence improvement and life change. The project delivery team recognised that the project not only met the ERDF outputs requirements but also had positive impact in the clients and the communities. However, due to the project contract, the ERDF's policies and funding requirements, the project delivery team ignored its initial expectations 'Personal Development' and 'Big Change', and merely measured the project outputs which were required by the project funder: the ERDF Regional Office. CBC was aware of the client benefits and the community benefits as well, nevertheless, CBC was not directly involved in the daily management of the project and its final evaluation because of the ERDF Regional Office's intervention and bureaucracy. The ERDF Regional Officer was satisfied with the project outputs. The officer admitted that the project had benefits for other stakeholder groups: the project clients, the project delivery team and CBC. Nonetheless, the ERDF Regional Office only requested the project delivery team to provide information on outputs and funding records. The officer stated '*The ERDF requirements were set up and we can't change it, so the project had to incorporate with the ERDF requirements..... You must bear in mind the requirements from the ERDF*' (P14 ERDF officer).

This research finding reveals that there was no rigorous connection between the stakeholders' expectations and the actual project evaluation criteria. Powerless stakeholder groups' expectations were excluded in the CEC project evaluation process. This finding suggests project funders are still ignoring other stakeholders'

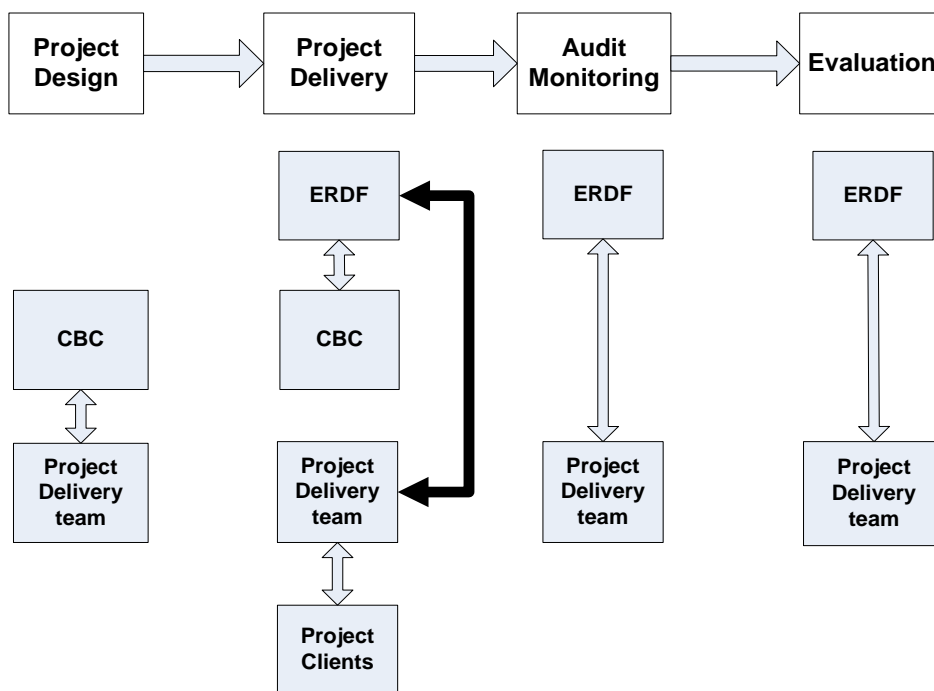
expectations and simply count project outputs in the evaluation (Turner & Zolin, 2012; Davis, 2014). This proposition was supported by Turner & Zolin (2012) and Li *et al* (2013) who argued that although there was some consensus between different stakeholders: expectations should be included in the project evaluation or employed as the most critical criteria for measuring project success, it is still the funders or the local government who make the decisions in practice (Li *et al*, 2013; Turner & Zolin, 2012). The finding also confirms that there is a potential mismatch between what stakeholders think important and the actual evaluation criteria employed by the project (Trevino & Weaver, 1999). The stakeholders' perceptions of success and the increasing value of stakeholder expectation management are seriously underestimated in the project (Turner & Zolin, 2012; Hietbrink & Hartmann, 2012). In order to bring the true spirit of stakeholder theory into project management, each of the stakeholder groups' expectations, needs and evaluation opinions should be thoroughly and comprehensively included in the project life cycle. A model which promotes effective and efficient dialogue and communication between different project stakeholders is presented in Section 10.2.4.

10.2.4 Objective 4: To Develop a Project Stakeholder Management Model

Limited communication and dialogue were found to exist between the project clients, the project delivery team, CBC and the ERDF Regional Office. Figure 10.2 demonstrates the CEC project stakeholders' communication. In the project design, CBC had regular communication with the project delivery team regarding the project application, local investment plan and the ERDF funding policies. However, as the project promoter, CBC was excluded in the project delivery, auditing, monitoring and evaluation. The only communication between CBC and the project during the project implementation was the quarterly Corby ERDF Board/Shadow Board meetings. The project clients, as the direct beneficiaries, their expectations were unmatched with

their actual influence and power in the project. More importantly, their voices and desires failed to be reflected in the project life cycle. The ERDF Regional Office had a close relationship with the CEC project delivery team in the project delivery, audit, monitoring and evaluation. The project delivery team had to submit project progress report periodically to the ERDF Regional Office regarding project outputs and expenses.

Figure 10.2 CEC Project Stakeholders' Communication

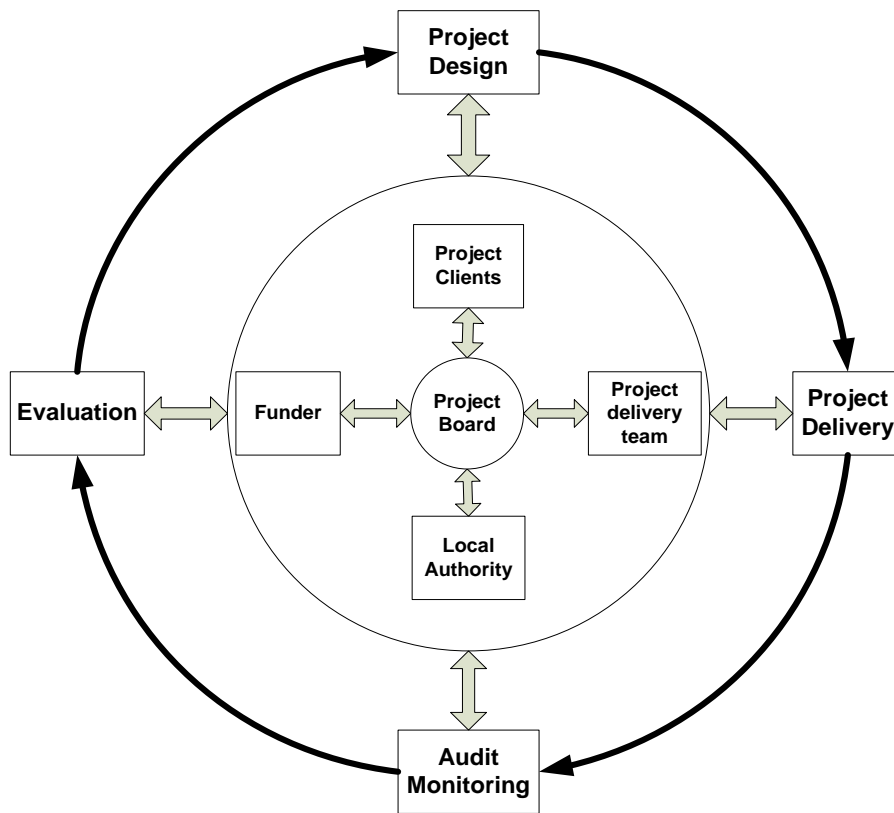


The research findings in section 10.2.1, 10.2.2 and 10.2.3 reveal that different project stakeholder groups had different expectations in the CEC project. However, the project clients, the project delivery team and CBC's expectations were partly or totally ignored in the project delivery and evaluation. One possible explanation for this pattern is authorities may have cynical and negative attitudes towards other stakeholders' expectations as stakeholder participation and overactive clients may cause disorder and conflict (Shan & Yai, 2011). Harmony cannot be achieved between the project delivery and the evaluation if the funder over emphasises its own

requirements and neglects other participants' existence (Li *et al*, 2013). If the project delivery team, policy makers and the project funders position themselves close to the powerless project clients in the project design, the negative impact can be minimised (Brayde & Robinson, 2005; Gibson *et al.*, 2006; Fageha & Aibinu, 2013). For instance, if the ERDF Regional Office, CBC and the project delivery team understood the project clients' expectation of 'Personal Development', they might develop some specific enterprise workshops targeting residents with low level of confidence, self-esteem and literacy skills. As a result, the CEC project can reduce 'inappropriate referral' and the project clients can move to higher levels of business support courses after their confidence, self-esteem and literacy skills have improved. The client-focus strategy has been approved as a key precursor to project success (Egan, 1998). Such an approach requires the project delivery team, policy makers and the project funders not only to understand the traditional 'iron triangle': time, cost and quality imperatives, but also consider other stakeholders' expectations, needs in the project designing phase, delivery process, monitoring and evaluation (Davis, 2014; Yang *et al*, 2011). The stakeholder focus approach will generate win-win situations through trust, openness, democratic and shared aims and objectives (Beringer *et al*, 2013).

Hence, there are four imperative issues that need to be addressed in constructing the new model. First, the model must be stakeholder-focused, in terms of understanding, supporting and fulfilling main project stakeholders' expectations in the project lifecycle. Second, the model should facilitate regular communication and dialogue between the main project stakeholder groups. Third, marginalised stakeholder groups should be empowered in the project daily management and decision-making process. Fourth, problems and weaknesses identified during the project implementation should be resolved in the design of new projects. Based upon the above discussion, the Three Circles Project Stakeholder Management model for further enterprise coaching project is proposed (see Figure 10.3)

Figure 10.3 Three Circles Project Stakeholder Management model



The model has three concentric circles, consisting of an inner, middle and outer circle. The inner circle (the project board), which is the highest decision making body throughout the project life cycle, has representatives from four main stakeholder groups. The project board has regular meeting, in which stakeholder representatives with different perspectives, backgrounds and knowledge could communicate liberally and freely, as well as gaining an improved understanding of each other and of the problems and potential solutions. Q methodology is adopted by the project board to gain further understanding of main project stakeholder groups' expectations. Once project stakeholders' common expectations have been identified, the project board needs to ensure it is reflected in the project design, delivery and evaluation process. The middle circle includes the most important stakeholder groups. Here, the

researcher only uses four typical stakeholder groups: project clients, project delivery team, local authority and project funder as an example. For instance, the middle circle will only have three stakeholder groups: project clients, project delivery team and project funder if local authority is also project funder. The outer circle represents different project phases: project design, project delivery, auditing and monitoring, and evaluation. The two-sided arrows between three concentric circles signify the communication and dialogue between different stakeholder groups and project phases.

The stakeholder representatives must acknowledge that each stakeholder group has diverse expectations (Li *et al*, 2012). For instance, the clients want to receive an expected product or service. The project delivery team wants to meet the clients' expectations and keep expenses as low as possible when achieving project objectives and funder requirements. The local authority has a desire for community development, economy regeneration as well as creating and safeguarding jobs. The funder expects that the funded projects meet its requirements, aims and objectives. It is relatively easy for the project delivery team, local authority and the funder to select representatives for their expectation and interest, as they have knowledge and a general sense of overall issues that confront the project via routine work and previous experience. The representative of the project client needs to have interest, outstanding communication skills and great enthusiasm as some project clients may have a low level of literacy skills, confidence problems or communication disorders.

The project board members would have the following responsibilities: (a) represent each stakeholder groups' expectation and needs; (b) attend regular board meetings; (c) continuously communicate with representatives from other stakeholder groups; (d) forward the latest information regarding project progress, project mission, service and other stakeholders' expectation to respective stakeholder group members; (e) provide emergency assistance when needed. Through stakeholder representative participation,

the expectations of different stakeholder groups can be systematically captured and built into the project application, project delivery plan, and evaluation criteria, which will greatly help the projects' overall viability and increase the benefits to the participants, communities and local areas (Li *et al*, 2013; Olander, 2007) .Ultimately, the enterprise coaching project stakeholders would all strive to reach one common outcome: a successful, effective, efficient and democratic project which meet each of the stakeholder's expectations.

The Three Circles Project Stakeholder Management Model, in contrast to the Power/Interest Matrix Model (Mendelow, 1981), the Stakeholder Interest Intensity Index Model (Cleland, 1999), the Social Network Mapping Model (Walker, 2005), the Stakeholder Circle Visualisation Model (Borne & Walker, 2005) and the Stakeholder Impact Index Model (Olander, 2007), takes the dynamic and diverse expectations and perceptions of multiple stakeholders as starting point. It proposes that conflict and problem solving in the projects should be a constant process, in which the interaction and communication between different stakeholders creates additional value for the project.

10.3 Original Contribution to Knowledge

As was discussed in Section 10.2, this thesis has made a number of original contributions to knowledge in terms of methodology, theory, project design, project delivery, evaluation and project stakeholder management.

Firstly, Q methodology was adopted in the research to identify and clarify four project stakeholder groups' expectations. Conventional stakeholder expectation management heavily relies on surveys and questionnaires, in which the researcher may accidentally impose predefined frameworks, perceptions or responses on participants. Q

Methodology is based on participants' viewpoints rather than the preconceptions from the researcher. The methodology provides social researchers with a systematic approach to investigate different stakeholders' expectations while maintaining the richness of the original data.

It was found in the research that Q methodology is a more efficient and effective method to investigate the participants with low level of literacy skills, poor confidence, personal issues and communication disorders. The method provided the researcher with a non-threatening approach to breaking down potential barriers between the researcher and the participants. All the possible responses are already contained in the Q sample, as a result participants feel less stressful when answering sensitive questions. The research also demonstrated that Q methodology could help the researcher 'warm up' respondents and significantly increase respondents' proactivity in the data collection. Thus, the methodology has great advantages in minimizing preconception, wide participation and data collection compared with traditional methods.

Secondly, research findings indicate that enterprise coaching projects need an innovative approach to classify project stakeholders and manage their expectations. In the CEC project, four main stakeholder groups had three different expectations: 'Big Change', 'Business Support' and 'Personal Development', suggesting that project stakeholders from different stakeholder groups have similar expectations in the project. However, these similarities are often ignored in practice. One possible explanation for this outcome is that project managers prefer to classify stakeholders according to their position, level of association and legal relationship (Nguyen *et al*, 2009).

A project cannot be considered successful if the project manager and the delivery team fail to address different stakeholders' needs and expectations even if it is delivered within planned time, budgets and scope (Bourne & Walker, 2005). Thus, using stakeholders' expectations to classify project stakeholders and design communication strategies seems more reasonable and logical in practice. This stakeholder classification approach not only helps project managers understand the interrelationship between different project stakeholders but also helps the management team to develop appropriate aims, objectives and stakeholder management strategies. It will maximise stakeholders' positive contributions to the project and minimise negative impacts.

Third, the project funder was found to have dominant power over other stakeholder groups in the project life cycle. Project stakeholders' other attributes: legitimacy, interest, urgency, proximity, knowledge, and attitude had limited influence in the project delivery and evaluation. Research findings further revealed that the CEC project funders and the local authority failed to consider the expectations of the project clients. Funders and local authorities predefined project targets, outputs and outcomes according to their prior-knowledge, experience, their understanding of the project, which is limited by a lack of understanding of the project clients. Although there is increasing literature arguing that different stakeholder groups should be involved in the project decision-making process, stakeholder theory was absent in the enterprise coaching project in practice.

In order to address these issues, the current study proposes a new model (The Three Circles Model) for project stakeholder management, in which project stakeholder representatives with different expectations, perspectives, backgrounds and knowledge could communicate often and freely, as well as gaining an improved understanding of each other of the problems and potential solutions. Unlike Power/Interest Matrix

Model, the Stakeholder Interest Intensity Index Model, the Social Network Mapping Model, the Stakeholder Circle Visualisation Model and the Stakeholder Impact Index Model, the Three Circles Model aims to solve problems in the project design, delivery, monitoring and evaluation as a constant process. More importantly, the model empowers marginal stakeholders which were traditionally powerless or limited in their ability to equally participate in the project daily management and decision-making process.

10.4 Research Limitations & Areas for Further Research

This study is based on a particular ERDF funded enterprise coaching project in Corby. It was found in the research that the ERDF Regional Office, as the project funder, had strict evaluation requirements and strong intervention in the project. Further broader and longitudinal research would assist understanding of whether the current research findings and the Three Circles Stakeholder Management Model are appropriate in other projects with different sectors, locations, funding bodies, project structures, funding requirements and cultures.

Another limitation of the current study is the relatively small sample size of CBC and the ERDF Regional Office. Although the researcher contacted a large number of officers in these two stakeholder groups, only 3 CBC officers and 1 ERDF officer were found who had direct relationship with the CEC project. Having more participants from CBC and the ERDF Regional Office would give the researcher additional information and opportunities to study the local authority and the project funder's expectations, interrelationship, interaction and their influences in the project delivery and evaluation.

Third, although the project stakeholders' legitimacy, interest, urgency, proximity, knowledge, and attitude were found to have limited impact in the CEC project life cycle, these attributes still affected the project on certain level. Future research is needed to detail the influence of stakeholder legitimacy, interest, urgency, proximity, knowledge, and attitude in project design, delivery, auditing, monitoring and evaluation process.

It was found in the research that the ERDF Regional Office had dominant power over other stakeholder groups via ERDF policies, regulations and the project contract. However, how specifically policy, regulation and project contract influences other stakeholder group is still unknown. A detailed investigation in these areas would help the ERDF Regional office develop more suitable and flexible rules, policies, regulations and funding requirements.

Finally, four main stakeholder groups were identified in the CEC project: the project clients, the project delivery team, CBC and the ERDF Regional Office. The research did not consider and examine other external stakeholder groups' expectations, such as local communities, other enterprise coaching projects, and local enterprise organisations. Although these external stakeholder groups may not have been directly involved in the project, they may have affected the project delivery and evaluation by other means.

10.5 Conclusion

The research presented in this thesis has discussed the delivery of the CEC project and its context within Corby. A mixed method approach was employed in the research to investigate how project stakeholders' expectations affect the project delivery and evaluation. The research finding reveals that although there is consensus that different

stakeholders' expectations should be equally considered in project life cycle, stakeholders' influence is greatly affected by their power. The Three Circles Stakeholder Management Model, including stakeholder expectation management, power distribution and regular communication, is developed to help project managers and policy makers to maximise project stakeholders' support in practice. The The Three Circles Stakeholder Management Model not only helps project delivery team understand the expectations of clients, local authorities and funding body, but also supports the local communities to achieve long term sustainability through stakeholder engagement.

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Appendices

Appendix A- List of Stakeholder Definitions

Author	Year	Definition	Type
SRI	1963	Those groups without whose support the organisation would cease to exist.	4
Rhenman	1964	Are depending on the firm in order to achieve their personal goals and on whom the firm is depending for its existence.	4
Ansoff	1965	The objective of the firm should be derived by balancing the conflicting claims of the various 'stakeholders' in the firm. The firm has responsibility to all of these stakeholders and must configure its objectives so as to give each a measure of satisfaction.	4
Ahlstedt & Jahnukainen	1971	Participants in a firm are driven by their own interest and goals and thus depend upon on it. The firm also depends upon them.	4
Freeman	1983	Who can affect an organisation's objectives and on whom the organisation is dependent for its continual survival.	4
Freeman	1984	'A stakeholder in an organisation is any group or individual who can affect or is affected by the achievement of the organisation's objectives. . .'	1
Cleland	1985	'Who have a vested interest in the outcome of the project.'	2
Cleland	1986	'Individuals and institutions who share a stake or an interest in the project.'	2
Cornell & Shapiro	1987	'Claimants' who have 'contracts'.	2

Evan & Freeman	1988	Has a stake or claim in/on the firm and can benefit from or be harmed by corporate actions.	2
Cleland	1989	‘Stakeholders are those persons or organisations that have, or claim to have an interest or share in the project undertaking	2
Dinsmore	1990	‘Who has a stake in the project outcome(s).’	2
Starik	1994	‘Any naturally occurring entity which affects or is affected by organisational performance.’	1
Donaldson & Preston	1995	Those who experience or anticipate experiencing potential benefits or non-benefits as a result of the organisation’s actions	1
PMI	1996	‘Stakeholders are individuals and/or organisations that are involved in or may be affected by the project activities.’	1
Gray <i>et al</i>	1996	‘Any human agency that can be influenced by, or can itself influence, the activities of the organisation in question.’	1
Wright	1997	‘Stakeholders are any individuals who have an interest in the outcome of the project.’	2
McElroy & Mills	2000	‘A project stakeholder is a person or group of people who have a vested interest in the success of a project and the environment within which the project operates.’	2
PMI	2001	‘Individuals and organisations that are directly involved with the project and who have a vested interest in the resulting deliverables of the project.’	3
Freeman	2002	‘Groups or individuals who can affect or are affected by the accomplishment of an organisation’s mission.’	1
Post <i>et al</i>	2002	Those that contribute voluntarily or involuntarily to the organisation’s wealth-creating capacity and activities (i.e.	1

		potential beneficiaries or risk bearers)	
Phillips	2003	Those who have any input in decision making. Those that benefit from the outcomes of a decision.	1
Newcombe	2003	Groups or individuals who have a stake in, or expectations of, a project's performance	1
PMI	2004	'Individuals and organisations that are actively involved in the project or whose interest may be affected as a result of project execution or project completion.'	3
Boddy & Paton	2004	'Stakeholders are individuals, groups or institutions with an interest in the project, and who can affect the outcome.'	3
Andersen	2005	'A person or a group of persons, who are influenced by or able to influence the project.'	1
Bourne & Walker	2006	'Stakeholders are individuals or groups who have an interest or some aspect of rights or ownership in the project, and can contribute to, or be impacted by, the outcomes of the project.'	3
El-Gohary <i>et al</i>	2006	'Stakeholders are individuals or organisations that are either affected by or affect the development of the project.'	1
Sutterfield <i>et al</i>	2006	'Any individual or group of individuals that are directly or indirectly impacted by an entity or a task.'	1
Javed <i>et al</i>	2006	'Stakeholders are the people who have some kind of interest in the project.'	2
Olander	2007	'A person or group of people who has a vested interest in the success of a project and the environment within which the project operates.'	2
McElroy & Mills	2007	A person who has or group of people who have a 'vested interest' in the success of a project and the environment	2

		within which the project operates	
Walker <i>et al</i>	2008	‘who have an interest or some aspect of rights or ownership in the project, and can contribute to, or be impacted by, either the work or the outcomes of the project.’	3
Edum-Fotwe & Price	2009	‘Individuals or groups who are directly and/or indirectly involved in the selected scales and beyond and whose lives, environment or business are affected by the three spatial scales and beyond the adopted constructs.’	3
Couillard <i>et al</i>	2009	‘Entities or persons who are or will be influenced by or exert an influence directly or indirectly on the project.’	1

Appendix B- Ethics Considerations

<p>Authority</p>	<ul style="list-style-type: none"> • The researcher will have a Northampton University student ID card and reference letter for identification purposes • When the research is being conducted in private space (e.g. coffee bar), the owner will be contacted in advance to obtain permission. • For the safety of the researcher, the principal supervisor will be informed the research schedule, location and time.
<p>Consent</p>	<ul style="list-style-type: none"> • Consent will be gathered from each participant. • Participants will be given enough information and time to make decision whether or not take part in the study. • The process of consent will be continuous throughout the research process.
<p>Participants</p>	<ul style="list-style-type: none"> • The participants will be informed the aims of the research, estimated time, and how their data will be used in the research. • Participants will be notified they have right to withdraw from the study without explain their reason. • Participants will be advised that only anonymous open comment quotes will be used in the study.
<p>Data collection and storage</p>	<ul style="list-style-type: none"> • Participant Q sorting results will be photographed and interviews will be recorded. • Recorded data and any translated documents will be kept securely in a locked cabinet at Northampton University Business School • The Data protection Act will be adhered to at all times. No information will be disclosed to parties beyond the research and supervisory team
<p>Confidentiality and Anonymity</p>	<ul style="list-style-type: none"> • A series of non-personal code numbers will be used in order to keep confidentiality. • Project participants will not be named until researcher obtains

	<p>participants' agreement.</p> <ul style="list-style-type: none">• Data will be kept for six months after the defense of the thesis to cater for any issues arising from the study.
Feedback	<ul style="list-style-type: none">• Each participant will receive a research summary along with the researcher's contact details if any issues arise subsequently. Any issues will be dealt with appropriately in consultation with the supervisory team.

Appendix C- Consent Form

My name is Sheng Hu. I am a PhD student from University of Northampton, I am conducting a research study as part of the requirements of my research degree and I would like to invite you to participate in this study titled ‘Are Enterprise Coaching projects more than just good intentions? A critical evaluation of policy and practice’. This study is based on the Corby Enterprise coaching project and is sponsored by The Northampton Business School.

My research has the following aims:

- To identify stakeholders and their expectations in the project.
- To identify how stakeholders’ expectations influence project delivery.
- To determine how stakeholders’ expectations influence project evaluation.
- To develop a grounded model for use in future social projects.

In order to have a better understanding about the Enterprise Coaching Project, I need to record the conversation. You can check the recording after the interview/ discussion, all voice recordings will be carried out according to guidelines set out by Northampton Business School. The voice recordings will only be checked by me. The recordings will be stored securely and treated as confidential. You may ask for the voice recorder to be switched off at any time during the interview/discussion. If, after leaving the interview/discussion, you prefer that the voice recordings are not used in the research, please contact me as soon as possible.

I will be happy to answer any questions related to the study. You may contact me at [01604892527](tel:01604892527) and sheng.hu@northampton.ac.uk. If you would be prepared to participate in my study, please sign this form in the place provided below.

Kind regards
Sheng Hu

Knowledge Exchange
The University of Northampton
Park Campus
Boughton Green Road
Northampton
NN2 7AL

Name:
Signed:
Date:

Appendix D- Participants' Expectation Statements

A Project Application Form		
NO	Statement	Page
A1	'Compliment the Business Link start up service (BLSS) and Business Link IDB for established businesses by providing a range of interventions which are not currently available and which are designed to comply with the support for business national portfolio.'	P3
A2	'Promoting self-employment at the pre-pre start stage.'	P3
A3	'Develop the competency of new entrepreneurs; improve the survival and growth rates of new businesses.'	P3
A4	'Support the delivery of an innovative enterprise programme within Corby by seeking to deliver enterprise simulation activates in disadvantaged communities.'	P3
A5	'Remove barriers to enterprise and entrepreneurship by delivering practical solutions.'	P3
A6	'Fill the gaps in enterprise support within Corby.'	P3
A7	'Provide more intense enterprise support.'	P3
A8	'Project fostered a local entrepreneurial culture.'	P3
A9	'Deliver sustainable growth in the business base of local community.'	P3
A10	'Creating employment opportunities for local people.'	P3
A11	'Increasing engagement in the legitimate economy.'	P3
A12	'Provide a focused approach to stimulating and developing enterprise, supporting and reducing the barriers and inequalities faced by deprived communities.'	P3
A13	'Stimulating interest in enterprise activity and supporting individuals with intensive interventions.'	P4
A14	'Building an individual's confidence and self-esteem.'	P4

A15	'Empower individuals to explore self-employment confident that they are being taken seriously.'	P4
A16	'Help people make a life change.'	P4
A17	'Help people create business ideas.'	P4
A18	'Provide guidance for self-employed.'	P5
A19	'Help people realise their strengths and weakness and support them to identify life and business plans, how they can implement these plans, and the resources they have and need to support them.'	P5
A20	'Promotes networking and development of peer support as part of the delivery method.'	P5
A21	'Develop clients' enterprise skills, such as leadership, team building, creative thinking, problem solving, decision making, interpersonal skills (verbal and non-verbal), time management, emotional resilience etc.'	P5
A22	'Provide opportunity to connect local business and potential suppliers and customers.'	P5
A23	'Work close with the key organisations involved in enterprise stimulation and delivery to address the local barriers to enterprise development.'	P5
A24	'Stimulate enterprise and social enterprise.'	P6
A25	'Overcome the barriers to enterprise stimulation within deprived communities.'	P6
A26	'Help small businesses to innovate, develop, and gain new customers in order to make the most of the opportunities to sustain their businesses through the downturn.'	P6
A27	'Help clients to gain access to grants, soft loans and commercial financing arrangement offered by other providers.'	P6
A28	'Help local deprived communities to achieve sustainable socio-economic development.'	P6

A29	'Specially designed to help local priority groups: young entrepreneurs, innovators and existing workers that want to start businesses; women; communities wanting to develop local entrepreneurial solutions to local problems; hard to reach and disadvantaged groups.'	P6
A30	'Give local entrepreneurs the opportunity to meet and exhibit their goods/services to potential customers (both business to business and business to consumer).'	P7
A31	'Help clients realise the knowledge and skills which can be used in their business ideas.'	P8
A32	'Help clients develop life plans, undertake a social stock take of their resources, friendships, family connections, networks and abilities. '	P9
A33	'To contribute to creating an enterprise culture within Corby.'	P11
A34	'To increase the levels of economic activity within disadvantaged communities.'	P11
A35	'To support early start businesses, including high growth startups, to grow.'	P11
A36	'Increase the business stock within Corby.'	P11
A37	'To improve the entrepreneurial competency of individuals within disadvantaged communities.'	P11
A38	'Encourage the development of enterprising and entrepreneurial communities characterised by enterprise and innovation.'	P11
A39	' Increase long term business survival rates by ensuring appropriate support/ advice has been received by individual latent and would-be entrepreneurs, as well as by early start businesses.'	P11
A40	'Higher business formation rates achieved.'	P11
A41	'Increased levels of employment (people in work) within deprived communities, with a consequent reduction of those on benefits.'	P11
A42	'Increased levels of enterprise from deprived areas accessing public sector procurement opportunities.'	P11

A43	'Integration of project with both other ERDF initiatives in Corby and economic and social development initiatives taken by Corby Borough Council, including the Corby Enterprise centre and Business Link activity.'	P11
A44	'Mainstreaming of project beyond ERDF support through development of a sustainable enterprise ecologies business model.'	P11
A45	'Reduction in the barriers to enterprise.'	P11
A46	'Increased levels of enterprise.'	P11
A47	'New social enterprises created.'	P11
A48	'Higher business formation rates.'	P11
A49	'Increased levels of skills.'	P11
A50	'Increased levels of employment.'	P11
A51	'Increased business survival rates.'	P11
A52	'Increased enterprise networking.'	P11
A53	'Increased entrepreneurial activity, individuals and communities.'	P11
A54	'Transformation of culture of deprived communities to one characterised by enterprise and innovation.'	P11
A55	'Increased number of people starting up in business or becoming self-employed including those currently economically inactive.'	P11
A56	'Increased wealth within deprived communities.'	P11
A57	'Increased levels of GVA.'	P11
A58	'Provide a focused approach to stimulating and developing enterprise, supporting and reducing the barriers and inequalities face by deprived communities.'	P12
A59	'Develop the confidence and competence of clients so that they can benefit from the regional business support package.'	P13

A60	'To address issues like high levels of inactivity, higher than average claimant rates, low aspirations, inability to access work due to the absence of basic skills etc.'	P13
A61	'Increase Corby's enterprise number.'	P22
A62	'Increase employment and job opportunities and less dependence on benefits will result both short and long term.'	P22
A63	'Engage with underrepresented groups within disadvantages communities within Corby.'	P22
A64	'Addressing local residents' needs by removing barriers to economic inclusion and social cohesion.'	P23
A65	'Move the barriers to economic inclusion and thus social cohesion, ensuring economic opportunities are maximised for all.'	P23
A66	'Focus on engaging with groups/ individuals within deprived communities who have traditionally found it difficult or have not had the opportunity to access and engage in enterprise or business support. Such as BMEs, women, disabilities, ex-offenders, long term unemployment, low educational attainders, young people, and lone parents.'	P23
A67	'Developing the capacity of local businesses access local procurement opportunities.'	P26
A68	'Facilitate business to business contact.'	P26
A69	'Improve business startups and survival rates, as well as developing a culture of enterprise.'	P25
A70	'support and enable Economic Renewal in that it will contribute to building local capacity, resources and support.'	P25
A71	Stimulate new markets and enterprise opportunities – through public procurement/ stimulation of social enterprise. Social enterprises have the potential to deliver additional benefits as they deliver economic, social and, in many cases, environmental benefits.	P25
A72	'Provide on-going business support.'	P25
A73	'Provide both enterprise skills and innovation skills.'	P26
A74	'Developing the capacity of local businesses to access local procurement opportunities.'	P26

A75	'Increasing productivity through innovation.'	P26
A76	'Improving resource efficiency in businesses and communities by encouraging local businesses and local employment.'	P26
A77	'It will aim to increase the size and diversity of the enterprise base; and stimulate demand for new services within localities i.e. exploiting local procurement opportunities.'	P27
A78	'It will target resources at areas of need with low levels of economic and enterprise performance to help create the right conditions to generate new and sustainable forms of economic activity which will lead to a more knowledge intensive economic base.'	P27
A79	'It will improve access to finance.'	P27
A80	'Access to new markets.'	P27
A81	'Help communities wanting to develop local entrepreneurial solutions to local problems.'	P6
A82	'Increase employment opportunities and wealth.'	P22
A83	'Developing the capacity of social enterprises to access local procurement opportunities.'	P26
A84	'CEE will facilitate business to business contact, providing greater opportunities for local procurement and possible support to enter new markets and tender for public contracts.'	P26
A85	'Enable the required differentiated action within disadvantaged communities to meet the needs of specific clients groups to create enterprising, innovative and transformed neighbourhoods.'	P3
A86	'All of which helping to address self-confidence issues, self-esteem and their ability to interact with the word around them in order to achieve their goals.'	P9
A87	'Assisting individuals to start up their own business/ become self-employed.'	P11
A88	'Referring to the BLSS for startup support.'	P3
A89	'Providing greater opportunities for local procurement and possible support to enter new market and tender for public contracts.'	P26

B Project Delivery Plan		
No	Statements	page
B1	'Promotes enterprise, raises aspirations and realises people's potential in all sectors of the community.'	p2
B2	'Deliver a service that is both socially inclusive and that encourages and supports the development of individuals to play a significant role in Corby and working in line with local and county strategy.'	P2
B3	'Supporting clients to achieve their aspirations and realise their potential will be as important and will play a significant part in making Corby enterprising and sustainable.'	P2

C Enterprise Coaching Notes (Idea Generation)		
No	Statements	page
C1	'To contribute to creating an enterprise culture in Corby.'	P2
C2	Starting your own business, becoming self-employed.'	P2
C3	'Learn skills of thinking creatively, problem solving and moving ideas forward.'	P2
C4	'Takes those skills forward to generating real business ideas and explores techniques for moving them forward.'	P20
C5	'Even if you decide that self-employment is not for you, the techniques will help with personal growth or employment.'	P20

D Enterprise Coaching Leaflet		
No	Statements	
D1	'Enterprise Coaching is a free service for Corby that can help to motivate people to overcome barriers by supporting them to make positive changes to their lives.'	

D2	'We can help individuals to look at self-employment.'
D3	'Support people with positive changes.'
D4	'Empower individuals to realize their potential.'
D5	'To build your confidence and self-esteem.'
D6	'Offer a confidential, friendly, flexible and honest service tailored to your needs.'
D7	'We can help individuals to look at employment.'
D8	'We can help individuals to look at education.'

E Can Do Workshop leaflet	
No	Statements
E1	'Build up a vision of what you would like to achieve and work towards in the future.'
E2	'Motivate and inspire you to help make those positive changes in your life.'
E3	'Gain a better understanding of promoting yourself in a positive way.'
E4	'Improving your communication and negotiating skills and generating a sense of achievement.'
E5	'To feel more confident in using color to enhance your appearance, boost self-esteem and explore options to dress for less.'
E6	'To understand the benefits of networking and building a support network around yourself, practice questioning skills, and feel more confident when communication.'

F Enterprise & You leaflet	
F1	'Self-analysis looking at your skills and competencies and how these are transferable into your business.'
F2	'Gives tips on how to recognise potential opportunities.'

F3	'We Will look at Tax returns, National Insurance and record keeping.'
F4	'This session will offer a better understanding of what networking is, why it is important and how to do it.'
F5	'The session will provide step by step guidance on what to write and how to write business plan.'

G Clients' Focus Group Interview	
G1	'Enterprise Coaching the way been taught to be enterprising in every thought way.'
G2	'Sort out the gibberish of you head and getting some kind of where you can see it.'
G3	'Essentially, an opportunity of come across could lead me to the pass of self-employment and the general skills around that. Because of a lot of ideas and sort of where I am going, and, EmWith the help of this course like this, help me to do my business plan and think in that way, and eventually structure. And that's important thing, because I can go around and around for years.'
G4	'I am thinking I don't work for anybody else. I don't want to advance in the company. I don't want to be told what to do. I want to do for myself and I want to be independent, strong minded, strong will and self-driven.'
G5	'Structure is highly important to me at the stage. I tried that idea in the past, but I have done nothing with them. I want to put my ideas into actions.'
G6	'Self-confidence is really important for me as well.'
G7	'Self-employ is the way where I want to go.'
G8	'All these workshops training and reminding the way to make you think different about the way where you are going.'
G9	'Working for yourself, Boots you in ways, that what I am looking at the moment.'
G10	'I don't know, I have been in bad way for so long, and I had to deal with it, and being in a place coach Help me back to a decent way.'

G11	'I have been doing jobs I don't really like doing. And the job I want to do I come to know my disability. When I first hear this workshop, I just want to have a go.'
G12	'I want to move to the right direction.'

H Project Client's interview	
H1	'I am not looking for work, and I just come in to see coaches'
H2	'I come to meet different people, I am quiet enjoying it, and there is not something else.'
H3	'Because I can talk to people, when I go back to work, I know exactly what job I am looking for.'
H4	'Instead of my friend telling me and my family, I got something else telling me, I don't need my friends, my family or my dad, it is not relates to them.'
H5	'I like to talk and communicate with people, be myself, be friendly and be me again, before it is not me at all.'

I Project coach interview	
I1	'Eight training courses target at specific different learning outcomes, like communication, confidence building, planning and preparation, networking, so each programme target at a specific learning outcome.'
I2	'For me, it is about building confidence.'
I3	'But it is giving them an informal but structured leaning opportunity for them to explore their options to be able to look at different skills they already have and how they can develop them.'
I4	'It is about challenging idea and energy and thought processes to be able to take them on further.'
I5	'Another thing with enterprise coaching is we got this great network support around us, with coaches, business advisors, so there are all sort of somebody there can help to take on to starting business.'
I6	'Self believe, I think it is a big part of it.'
I7	'Many of clients have been unemployed for a long time, so therefore, they come along to the workshop and they just don't think them going to be able to move forward, so I think, building that self believe.'

I8	'It is very much a nurturing, coaching, motivation type workshop to open up self believe for themselves.'
I9	'Getting the ideas'
I10	'Building that motivation.'

J Corby Borough Council Staff interview	
J1	'At the moment, I would say unemployment is the main problems, it is not high, especially finding skills and descent work for the young people in the borough.'
J2	'The older ones, they're usually settled, they've got some work to do, but the younger one are finding it a little bit difficult.'
J3	'I think. Especially, give them skill; give them trade that they can carry on with throughout their life.'
J4	'Be great if you can set up a training center if you have the money and then bring through and make them as brick layer, plasters, and working with college.'
J5	'The skill side of it in the borough is very low. We don't have the skills we used to have, because we do not got manufacturers any more, it is mostly logistic type.'
J6	'We have got young family in the borough, their Mon and Dad have never worked, and family coming up no working needs, and they never work, so they not have job culture.'
J7	'they have not been to job to learn skills of working.'
J8	'They don't have the opportunity to get into full time employment.'
J9	'job not only gives you a wage, but it gives your life skills.'
J10	'We got to address the jobs, the job's shortage.'
J11	'We got to address the skills levels.'
J12	'Give something to them to aim for.'
J13	'I am hoping at the end of the session, when we get all the results through, there will be some, I would not say millionaire in there, but there will be some people who has done a little bit, start a little bit business, and took the risk.'
J14	'I got vision for the people in town get better.'
J15	'I got vision of full time employment.'
J16	'I got vision for the people in town skill level rising.'
J17	'You cannot get very far without descent education.'

J18	'Give people the opportunity to come along, if they want to start a business.'
J19	'An ordinary person in the street, if they want to start a business but never had any business experience, so enterprise coaching give them nice experience through workshops, one to one talks, this open the door for them, just show them how to do, where to go, where to get help and assistance.'
J20	'Nine out of ten that's most of people need, just start little a bit of push and guidance.'
J21	'It's sort of building confidence and give the person an opportunity go for a job or start up a business and have that confidence to go to bank manager, and sit in front of them and sell his ideas.'
J22	'The project will boost confidence.'
J23	'The project will help their motivation.'

K ERDF staff Interview	
K1	'So things like Corby Enterprise Coaching programme, this particular programme is about business support.'
K2	'So things like Corby Enterprise Coaching programme, this particular programme is about enterprise, and things around enterprise.'
K3	'So it is not about training, we have done lots of training in the past program, this is about make sure we empower people to run their own business.'
K4	'People to consider options they would not have done.'
K5	'So what that does in the end actually improving economy locally.'
K6	'All these little impacts we do the end results actually are about Improving the economy.'
K7	'Improving jobs in Corby.'
K8	'Improving the number of people who start business, that will then help the people future investment in the area.'
K9	'So the ultimate aim is to have economy improvement.'
K10	'Probably a lots of business in Corby with little bit of support, it's not always financial.'
K11	'It's about one to one guidance.'
K12	'It's about sitting down with them and saying if you make these changes, this is how your business could improve.'

K13	'What's need in the place like Corby isn't these high level ones, what actually it needed is some really basic ICT (information communication technology), people probably in some case have got a computer already, may be what they need is to have them do something like how do you use, for instance, go on one page design, how do you get people using it, it's all basic.'
K14	'It gives them confidence.'
K15	'Project like Corby Enterprise coaching is there hopefully to start encouraging that desire to people to start business.'
K16	'With the project like Corby Enterprise Coaching project, we need really be supporting the business. Because after 12monthes or 36 menthes, a lot of business fail, and this possible because no one support them.'
K17	'It's not just about getting numbers, we Want to make sure these business survival in the future as well.'
K18	'We want to make sure the businesses have potential growing.'
K19	'The enterprise coach will continually work with these business, give them support, help their business growth, and have business assistant to improve performance and output.'

Appendix E- Q Sample Process

Statement 1 Help business get financial support		
A27	Help clients to gain access to grants, soft loans and commercial financing arrangement offered by other providers.	P6
A79	It will improve access to finance.	P27

Statement 2 Buildup people's confidence and self esteem		
D5	To build your confidence and self-esteem.	
A14	Building an individual's confidence and self-esteem.	P4
G6	Self-confidence is really important for me as well.	
A59	Develop the confidence and competence of clients so that they can benefit from the regional business support package.	P13
E5	To feel more confident in using color to enhance your appearance, boost self-esteem and explore options to dress for less.	
A15	Empower individuals to explore self-employment confident that they are being taken seriously.	P4
A86	All of which helping to address self-confidence issues, self-esteem and their ability to interact with the word around them in order to achieve their goals.	P9
I2	For me, it is about building confidence.	
J21	It's sort of building confidence and give the person an opportunity go for a job or start up a business and have that confidence to go to bank manager, and sit in front of them and sell his ideas.	
J22	The project will boost confidence.	
K14	It gives them confidence.	

Statement 3 Improve the social enterprises		
A47	New social enterprises created.	P11
A24	Stimulate enterprise and social enterprise.	P6

A71	Stimulate new markets and enterprise opportunities – through public procurement/ stimulation of social enterprise. Social enterprises have the potential to deliver additional benefits as they deliver economic, social and, in many cases, environmental benefits.	P25
A83	Developing the capacity of social enterprises to access local procurement opportunities.	P26

Statement 4 Improve people's business skills		
F3	We Will look at Tax returns, National Insurance and record keeping.	
F1	Self-analysis is looking at your skills and competencies and how these are transferable into your business.	
A21	Develop clients' enterprise skills, such as leadership, team building, creative thinking, problem solving, decision making, interpersonal skills (verbal and non-verbal), time management, emotional resilience etc.	P5
C4	Takes those skills forward to generating real business ideas and explores techniques for moving them forward.	P20
A73	Provide both enterprise skills and innovation skills.	P26
F5	The session will provide step by step guidance on what to write and how to write business plan.	
A17	Help people create business ideas.	P4
A19	Help people realise their strengths and weakness and support them to identify life and business plans, how they can implement these plans, and the resources they have and need to support them.	P5
A31	Help clients realise their knowledge and skills which can be used in their business ideas.	P8

Statement 5 Fill the gaps in enterprise support within Corby		
A1	Compliment the Business Link start up service (BLSS) and Business Link IDB for established businesses by providing a range of interventions which are not currently available and which are designed to comply with the support for business national portfolio.	P3

A43	Integration of project with both other ERDF initiatives in Corby and economic and social development initiatives taken by Corby Borough Council, including the Corby Enterprise centre and Business Link activity.	P11
A6	Fill the gaps in enterprise support within Corby.	P3
A44	Mainstreaming of project beyond ERDF support through development of a sustainable enterprise ecologies business model.	P11
A7	Provide more intense enterprise support.	P3

Statement 6 Improve social inclusion and economic inclusion		
B2	Deliver a service that is both socially inclusive and that encourages and supports the development of individuals to play a significant role in Corby and working in line with local and county strategy.	P2
A65	Move the barriers to economic inclusion and thus social cohesion, ensuring economic opportunities are maximised for all.	P23
A64	Addressing local residents' needs by removing barriers to economic inclusion and social cohesion.	P23

Statement 7 Solve local social problems		
A60	To address issues like high levels of inactivity, higher than average claimant rates, low aspirations, inability to access work due to the absence of basic skills etc.	P13
A81	Help communities wanting to develop local entrepreneurial solutions to local problems.	P6
A56	Increased wealth within deprived communities.	P11
A62	Increase employment and job opportunities and less dependence on benefits will result both short and long term.	P22
A41	Increased levels of employment (people in work) within deprived communities, with a consequent reduction of those on benefits.	P11
J6	We have got young family in the borough, their Mon and Dad have never worked, and family coming up no working needs, and they never work, so they not have job culture.	
J14	I got vision for the people in town get better.	

Statement 8 Support people to make positive life change		
D3	Support people with positive changes.	
A16	Help people make a life change.	P4
D1	Enterprise Coaching is a free service for Corby that can help to motivate people to overcome barriers by supporting them to make positive changes to their lives.	
B3	Supporting clients to achieve their aspirations and realise their potential will be as important and will play a significant part in making Corby enterprising and sustainable.	P2
E2	Motivate and inspire you to help make those positive changes in your life.	
G9	I don't know, I have been in bad way for so long, and I had to deal with it, and being in a place coach Help me back to a decent way.	
G5	'Structure is highly important to me at the stage. I tried that idea in the past, but I have done nothing with them. I want to put my ideas into actions.	
G4	I am thinking I don't work for anybody else. I don't want to advance in the company. I don't want to be told what to do. I want to do for myself and I want to be independent, strong minded, strong will and self-driven.	
H4	Instead of my friend telling me and my family, I got something else telling me, I don't need my friends, my family or my dad, it is not relates to them.	
H5	I like to talk and communicate with people, be myself, be friendly and be me again, before it is not me at all.	
I4	It is about challenging idea and energy and thought processes to be able to take them on further.	

Statement 9 Help people find jobs		
C5	Even if you decide that self-employment is not for you, the techniques will help with personal growth or employment.	P20
J1	At the moment, I would say unemployment is the main problems, it is not high, especially finding skills and descent work for the young people in the borough.	

J2	The older ones, they're usually settled, they've got some work to do, but the younger one are finding it a little bit difficult.	
J8	They don't have the opportunity to get into full time employment.	
J10	We got to address the jobs, the job's shortage.	
D7	We can help individuals to look at employment.	
J15	I got vision of full time employment.	
K7	Improving jobs in Corby.	

Statement 10 Help people start their businesses		
G8	Basically, working for yourself, Boots you in ways, that what I am looking at the moment.	
G7	Self-employ is the way where I want to go.	
C2	Starting your own business, becoming self-employed.	P2
A87	Assisting individuals to start up their own business/ become self-employed.	P11
A2	Promoting self-employment at the pre-pre start stage.	P3
A18	Provide guidance for self-employed.	P5
J13	I am hoping at the end of the session, when we get all the results through, there will be some, I would not say millionaire in there, but there will be some people who has done a little bit, start a little bit business, and took the risk.	
D2	We can help individuals to look at self-employment.	
J18	Give people the opportunity to come along, if they want to start a business.	
J19	An ordinary person in the street, if they want to start a business but never had any business experience, so enterprise coaching give them nice experience through workshops, one to one talks, this open the door for then, just show them how to do, where to go, where to get help and assistance.	
K15	Project like Corby Enterprise coaching is there hopefully to start encouraging that desire to people to start business.	

Statement 11 Help People go back to education		
D8	We can help individuals to look at education.	
J17	You cannot get very far without descent education.	

Statement 12 Help people get some working skills		
J3	I think. Especially, give them skill; give them trade that they can carry on with throughout their life.	
J4	Be great if you can set up a training center if you have the money and then bring through and make them as brick layer, plasters, and working with college.	
J5	The skill side of it is in the borough is very low, very low, we don't have the skills we used to have, because we do not got manufacturers any more, it is mostly logistic type.	
J7	They have not been to job to learn skills of working.	
J9	Job not only gives you a wage, but it gives your life skills.	
J11	We got to address the skills levels.	
J16	I got vision for the people in town skill level rising.	
A49	Increased levels of skills.	P11

Statement 13 Help people find the right life plan and direction		
G11	I want to move to the right direction.	
G7	All these workshops training and reminding the way to make you think different about the way where you are going.	
G2	Sort out the gibberish of you head and getting some kind of where you can see it.	
E1	Build up a vision of what you would like to achieve and work towards in the future.	
A32	Help clients develop life plans, undertake a social stock take of their resources, friendships, family connections, networks and abilities.	p9

G3	Essentially, an opportunity of come across could lead me to the pass of self-employment and the general skills around that. Because of a lot of ideas and sort of where I am going, and, EmWith the help of this course like this, help me to do my business plan and think in that way, and eventually structure. And that's important thing, because I can go around and around for years.	
H3	Because I can talk to people, when I go back to work, I know exactly what job I am looking for.	
J12	Give something to them to aim for.	
I9	Getting the ideas	
G12	I want to move to the right direction.	

Statement 14 Help local economy development		
A9	Deliver sustainable growth in the business base of local community.	P3
A28	Help local deprived communities to achieve sustainable socio-economic development.	P6
A57	Increased levels of GVA.	P11
A70	Support and enable Economic Renewal in that it will contribute to building local capacity, resources and support .	P25
A78	It will target resources at areas of need with low levels of economic and enterprise performance to help create the right conditions to generate new and sustainable forms of economic activity which will lead to a more knowledge intensive economic base.	P27
A11	Increasing engagement in the legitimate economy.	P3
A74	Developing the capacity of local businesses to access local procurement opportunities.	P26
A34	To increase the levels of economic activity within disadvantaged communities.	P11
K5	So what that does in the end actually improving economy locally.	
K6	All these little impacts we do, the end results actually is about Improving the economy.	
K8	Improving the number of people who start business,that will then help the people future investment in the area.	
K9	So the ultimate aim is to have economy improvement.	

A67	Developing the capacity of local businesses to access local procurement opportunities.	P26
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Statement 15 Help local business networking		
A20	Promotes networking and development of peer support as part of the delivery method.	P5
A22	Provide opportunity to connect local business and potential suppliers and customers.	P5
A30	Give local entrepreneurs the opportunity to meet and exhibit their goods/services to potential customers (both business to business and business to consumer).	P7
A52	Increased enterprise networking.	P11
F4	This session will offer a better understanding of what networking is, why it is important and how to do it.	
A84	CEE will facilitate business to business contact, providing greater opportunities for local procurement and possible support to enter new markets and tender for public contracts.	P26
A68	Facilitate business to business contact.	P26
I5	Another thing with enterprise coaching is we got this great network support around us, with coaches, business advisors, so there are all sort of somebody there can help to take on to starting business.	

Statement 16 Help disadvantaged communities		
A29	Specially designed to help local priority groups: young entrepreneurs, innovators and existing workers that want to start businesses; women; communities wanting to develop local entrepreneurial solutions to local problems; hard to reach and disadvantaged groups.	P6
A4	Support the delivery of an innovative enterprise programme within Corby by seeking to deliver enterprise simulation activities in disadvantaged communities.	P3

A58	Provide a focused approach to stimulating and developing enterprise, supporting and reducing the barriers and inequalities face by deprived communities.	P12
A63	Engage with underrepresented groups within disadvantages communities within Corby.	P22
A12	Provide a focused approach to stimulating and developing enterprise, supporting and reducing the barriers and inequalities faced by deprived communities.	P3
A66	Focus on engaging with groups/ individuals within deprived communities who have traditionally found it difficult or have not had the opportunity to access and engage in enterprise or business support. Such as BMEs, women, disabilities, ex-offenders, long term unemployment, low educational attainders, young people, and lone parents.	P23
A85	Enable the required differentiated action within disadvantaged communities to meet the needs of specific clients groups to create enterprising, innovative and transformed neighborhoods.	P3
A42	Increased levels of enterprise from deprived areas accessing public sector procurement opportunities.	P11
A37	To improve the entrepreneurial competency of individuals within disadvantaged communities.	P11
B1	Promotes enterprise, raises aspirations and realises people's potential in all sectors of the community.	p2

Statement 17 Create enterprise culture		
A33	To contribute to creating an enterprise culture within Corby.	P11
C1	To contribute to creating an enterprise culture in Corby	P2
A8	Project fostered a local entrepreneurial culture.	P3
A54	Transformation of culture of deprived communities to one characterised by enterprise and innovation	P11

Statement 18 Promote enterprise in Corby		
A46	Increased levels of enterprise.	P11
A77	It will aim to increase the size and diversity of the enterprise base; and stimulate demand for new services within localities i.e. exploiting local procurement opportunities.	P27
A53	Increased entrepreneurial activity, individuals and communities.	P11
A38	Encourage the development of enterprising and entrepreneurial communities characterised by enterprise and innovation.	P11
K2	So things like Corby Enterprise Coaching programme, this particular programme is about enterprise, and things around enterprise.	
A13	Stimulating interest in enterprise activity.	P4

Statement 19 Remove barriers to enterprise		
A45	Reduction in the barriers to enterprise.	P11
A5	Remove barriers to enterprise and entrepreneurship by delivering practical solutions.	P3
A25	Overcome the barriers to enterprise stimulation within deprived communities.	P6
A23	Work close with the key organisations involved in enterprise stimulation and delivery to address the local barriers to enterprise development.	P5

Statement 20 Improve people's personal skills		
E6	To understand the benefits of networking and building a support network around yourself, practice questioning skills, and feel more confident when communication.	
E4	Improving your communication and negotiating skills and generating a sense of achievement.	
E3	Gain a better understanding of promoting yourself in a positive way.	
F2	Gives tips on how to recognise potential opportunities.	
C3	Learn skills of thinking creatively, problem solving and moving ideas forward.	P2

I1	Eight training courses target at specific different learning outcomes, like communication, confidence building, planning and preparation, networking, so each programme target at a specific learning outcome.	
K13	What's need in the place like Corby isn't these high level ones, what actually it needed is some really basic ICT (information communication technology), people probably in some case have got a computer already, may be what they need is to have them do something like how do you use, for instance, go on one page design, how do you get people using it, it's all basic.	

Statement 21 Increase employment opportunities		
A50	Increased levels of employment.	P11
A10	Creating employment opportunities for local people.	P3
A82	Increase employment opportunities and wealth.	P22

Statement 22 Increase business survival rates		
A35	To support early start businesses, including high growth startups, to grow.	P11
A51	Increased business survival rates.	P11
A69	Improve business startups and survival rates, as well as developing a culture of enterprise.	P25
A88	Referring into the BLSS for startup support.	P3
A39	Increase long term business survival rates by ensuring appropriate support/ advice has been received by individual latent and would-be entrepreneurs, as well as by early start businesses.	P11
A26	Help small businesses to innovate, develop, and gain new customers in order to make the most of the opportunities to sustain their businesses through the downturn.	P6
A3	Develop the competency of new entrepreneurs; improve the survival and growth rates of new businesses.	P3
K17	It's not just about getting numbers, we want to make sure these business survival in the future as well.	

Statement 23 Higher business formation rates achieved		
A40	Higher business formation rates achieved.	P11
A48	Higher business formation rates.	P11

Statement 24 Help business growth and performance		
K18	We want to make sure the businesses have potential growing.	
K19	The enterprise coach will continually work with these businesses, give them support, help their business growth, and have business assistant to improve performance and output.	
K12	It's about sitting down with them and saying if you make these changes, this is how your business could improve.	

Statement 25 Provide business support		
A72	Provide on-going business support.	P25
K3	So it is not about training, we have done lots of training in the past program, this is about make sure we empower people to run their own business.	
K1	So things like Corby Enterprise Coaching programme, this particular programme is about business support.	
K10	Probably a lots of business in Corby with little bit of support, it's not always financial.	
A13	Stimulating interest in enterprise activity and supporting individuals with intensive interventions.	P4
D6	Offer a confidential, friendly, flexible and honest service tailored to your needs.	
K11	It's about one to one guidance.	
K16	With the project like Corby Enterprise Coaching project, we need really be supporting the business. Because after 12monthes or 36 menthes, a lot of business fail, and this possible because no one support them.	

Statement 26 Help business marketing		
A80	Access to new markets.	P27
A89	Providing greater opportunities for local procurement and possible support to enter new market and tender for public contracts.	P26

Statement 27 I have no Idea		
G10	I have been doing jobs I don't really like doing. And the job I want to do I come to know my disability. When I first hear this workshop, I just want to have a go.	

Statement 28 Increase business productivity		
A75	Increasing productivity through innovation.	P26

Statement 29 Give clients a chance to talk to others		
H2	I come to meet different people, I am quiet enjoying it, and there is not something else.	
H1	I am not looking for work, and I just come in to see coaches.	

Statement 30 Help people realise their potential		
I3	But it is giving them an informal but structured leaning opportunity for them to explore their options to be able to look at different skills they already have and how they can develop them.	
K4	People to consider options they would not have done.	
D4	Empower individuals to realize their potential.	

Statement 31 Improve people's self-belief		
I6	Self-belief, I think it is a big part of it.	
I7	Many of clients have been unemployed for quite a long time, so therefore, they come along to the workshop and they just don't think them going to be able to move forward, so I think, building self-belief.	

I8	It is very much a nurturing, coaching, motivation type workshop to open up self-belief for themselves.	
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Statement 32 Motivate people		
I10	Building that motivation.	
J20	Nine out of ten that's most of people need, just start little a bit of push and guidance.	
J23	The project will help their motivation.	

33 Improve business resource efficiency		
A76	Improving resource efficiency in businesses and communities by encouraging local businesses and local employment.	P26

34 Increase business number		
A36	Increase the business stock within Corby.	P11
A61	Increase Corby's enterprise number.	P22
A55	Increased number of people starting up in business or becoming self-employed including those currently economically inactive.	P11

Appendix F- 34 Q Statements

1 Help business get financial support
2 Buildup people's confidence and self esteem
3 Improve the social enterprises
4 Improve people's business skills
5 Fill the gaps in enterprise support within Corby
6 Improve social inclusion and economic inclusion
7 Solve local social problems
8 Support people to make positive life change
9 Help people find jobs
10 Help people start their businesses
11 Help people go back to education
12 Help people get some working skills
13 Help people find the right life plan and direction
14 Help local economy development
15 Help local business networking
16 Help disadvantaged communities
17 Create enterprise culture
18 Promote enterprise in Corby
19 Remove barriers to enterprise
20 Improve people's personal skills
21 Increase employment opportunities
22 Increase business survival rates
23 Higher business formation rates achieved
24 Help business growth and performance
25 Provide business support
26 Help business marketing
27 I have no Idea
28 Increase business productivity
29 Give clients a chance to talk to others
30 Help people realise their potential
31 Improve people's self-belief
32 Motivate people
33 Improve business resource efficiency
34 Increase business number

Appendix G- Participants' Q Sort Results

Participant 1

25	23	16	26	4	5	8	30	32
27	22	18	14	3	12	31	2	13
	34	15	19	7	6	29	20	
		1	10	21	24	28		
			33	9	11			
				17				
-4	-3	-2	-1	0	1	2	3	4

Participant 2

7	3	21	23	24	25	5	13	30
27	29	19	34	6	26	32	31	2
	20	16	1	9	14	18	8	
		15	33	22	4	10		
			12	17	28			
				11				
-4	-3	-2	-1	0	1	2	3	4

Participant 3

16	24	5	6	9	13	32	11	20
28	26	3	27	29	12	10	30	2
	33	25	34	15	21	18	17	
		7	22	14	31	8		
			23	19	4			
				1				
-4	-3	-2	-1	0	1	2	3	4

Participant 4

10	33	24	23	4	3	18	8	13
25	15	28	34	16	11	32	30	2
	26	1	21	14	20	19	31	
		22	27	17	6	5		
			12	7	9			
				29				
-4	-3	-2	-1	0	1	2	3	4

Participant 5

27	1	21	19	31	14	13	30	29
25	16	6	10	34	22	2	32	8
	28	24	15	9	12	4	20	
		33	23	11	18	7		
			3	17	5			
				26				
-4	-3	-2	-1	0	1	2	3	4

Participant 6

32	7	10	1	23	11	24	5	18
27	26	14	28	4	15	2	8	30
	22	21	25	6	12	31	29	
		19	17	13	9	20		
			34	33	16			
				3				
-4	-3	-2	-1	0	1	2	3	4

Participant 7

28	15	1	11	6	5	13	17	19
23	24	27	21	31	10	18	16	8
	33	26	7	12	14	2	30	
		22	9	25	20	32		
			29	34	4			
				3				
-4	-3	-2	-1	0	1	2	3	4

Participant 8

27	26	24	15	13	4	8	10	18
22	23	28	29	31	14	21	6	19
	33	7	11	25	2	30	17	
		9	3	12	32	5		
			1	34	20			
				16				
-4	-3	-2	-1	0	1	2	3	4

Participant 9

27	29	12	26	13	32	19	18	17
21	1	22	25	14	20	16	4	5
	33	28	6	31	30	2	10	
		7	24	11	23	8		
			15	9	34			
				3				
-4	-3	-2	-1	0	1	2	3	4

Participant 10

33	24	23	1	18	31	20	13	8
22	15	5	3	21	7	16	29	2
	28	26	14	25	9	6	30	
		34	27	10	32	12		
			17	19	11			
				4				
-4	-3	-2	-1	0	1	2	3	4

Participant 11

27	23	28	9	15	19	20	31	2
24	33	34	1	4	16	32	13	6
	22	3	7	17	11	30	8	
		26	21	5	12	14		
			25	29	18			
				10				
-4	-3	-2	-1	0	1	2	3	4

Participant 12

23	26	33	11	7	5	17	32	19
24	28	15	12	6	31	30	20	2
	22	3	27	14	29	13	8	
		1	9	4	16	18		
			25	34	10			
				21				
-4	-3	-2	-1	0	1	2	3	4

Participant 13

33	27	22	14	11	6	32	29	31
12	34	28	9	3	10	19	5	17
	7	23	20	25	1	2	26	
		13	8	18	30	21		
			15	24	4			
				16				
-4	-3	-2	-1	0	1	2	3	4

Participant 14

27	11	1	6	28	23	32	8	2
26	7	33	22	34	31	4	25	19
	12	16	21	29	3	18	30	
		14	13	15	5	10		
			17	9	24			
				20				
-4	-3	-2	-1	0	1	2	3	4

Participant 15

9	23	15	5	8	18	21	29	32
27	7	6	14	20	4	34	30	10
	3	11	28	2	22	26	24	
		1	17	16	31	33		
			13	19	25			
				12				
-4	-3	-2	-1	0	1	2	3	4

Participant 16

6	7	18	3	1	10	4	2	8
27	9	19	11	5	15	25	13	30
	16	21	14	12	22	31	29	
		34	23	17	24	32		
			28	20	26			
				33				
-4	-3	-2	-1	0	1	2	3	4

Participant 17

11	7	3	5	14	18	2	8	1
21	9	6	12	15	20	4	26	10
	16	17	13	19	24	25	31	
		27	22	28	30	32		
			23	29	33			
				34				
-4	-3	-2	-1	0	1	2	3	4

Participant 18

21	11	13	6	19	8	18	25	10
27	14	16	23	20	15	22	26	1
	9	17	28	29	24	30	4	
		7	34	31	33	2		
			12	32	5			
				3				
-4	-3	-2	-1	0	1	2	3	4

Participant 19

11	7	6	5	3	2	1	10	8
12	16	9	15	14	18	4	19	13
	27	17	21	23	20	25	30	
		33	22	26	24	32		
			29	28	31			
				34				
-4	-3	-2	-1	0	1	2	3	4

Participant 20

3	6	19	14	1	12	4	9	2
27	16	20	15	5	21	8	10	13
	18	22	17	7	29	25	11	
		23	24	26	30	31		
			32	28	33			
				34				
-4	-3	-2	-1	0	1	2	3	4

Participant 21

9	12	23	34	8	31	17	3	30
21	11	22	15	28	18	32	13	5
	16	27	29	26	19	33	4	
		7	1	20	2	10		
			6	24	14			
				25				
-4	-3	-2	-1	0	1	2	3	4

Participant 22

27	7	33	6	18	2	13	25	32
11	3	5	16	15	9	20	10	1
	34	17	23	26	28	12	30	
		24	14	22	29	21		
			19	4	8			
				31				
-4	-3	-2	-1	0	1	2	3	4

Participant 23

27	15	1	3	4	2	7	6	14
29	26	11	22	8	5	10	17	30
	28	24	23	9	19	16	21	
		33	25	12	31	18		
			34	13	32			
				20				
-4	-3	-2	-1	0	1	2	3	4

Appendix H- Unrotated Factor Matrix

Q Sort	Factor1	Factor2	Factor3
1	0.6054	-0.1548	0.4577
2	0.7192	0.2517	0.0863
3	0.6443	-0.2670	0.1381
4	0.5927	-0.5781	0.1219
5	0.6126	-0.2067	0.2752
6	0.4300	-0.0995	0.1692
7	0.7415	-0.4090	-0.3538
8	0.7031	-0.2775	-0.4662
9	0.5978	-0.1260	-0.4093
10	0.6019	-0.4719	0.3127
11	0.7582	-0.4323	0.1223
12	0.7656	-0.4449	-0.1803
13	0.4803	0.0125	-0.1887
14	0.6813	0.1830	-0.2347
15	0.4290	0.4249	-0.0703
16	0.6602	0.4898	0.3656
17	0.4753	0.7057	-0.0475
18	0.3668	0.7171	-0.1548
19	0.6710	0.4569	-0.1244
20	0.4053	0.1368	0.4840
21	0.5739	0.2167	-0.2858
22	0.4998	0.3236	0.1402
23	0.4533	-0.4001	-0.2785
Eigenvalues	8.2094	3.4187	1.6946

Appendix I- Cumulative Communalities Matrix

Q Sort	Factor1	Factor2	Factor3
1	0.3665	0.3905	0.6000
2	0.5172	0.5805	0.5880
3	0.4151	0.4864	0.5055
4	0.3513	0.6855	0.7003
5	0.3752	0.4180	0.4937
6	0.1849	0.1948	0.2234
7	0.5499	0.7171	0.8423
8	0.4943	0.5713	0.7886
9	0.3573	0.3732	0.5407
10	0.3622	0.5849	0.6827
11	0.5749	0.7618	0.7767
12	0.5861	0.7840	0.8165
13	0.2306	0.2308	0.2664
14	0.4642	0.4977	0.5528
15	0.1840	0.3646	0.3695
16	0.4359	0.6758	0.8095
17	0.2259	0.7239	0.7262
18	0.1346	0.6488	0.6728
19	0.4503	0.6591	0.6745
20	0.1642	0.1829	0.4172
21	0.3293	0.3763	0.4580
22	0.2498	0.3545	0.3742
23	0.2055	0.3656	0.4431
VV	36%	15%	7%
Cumulative VV	36%	51%	58%

Appendix J- Factor 1's Z scores

No	Statement	Z-SCORES
19	Remove barriers to enterprise	1.707
17	Create enterprise culture	1.605
18	Promote enterprise in Corby	1.456
8	Support people to make positive life change	1.284
30	Help people realise their potential	1.263
10	Help people start their businesses	1.082
5	Fill the gaps in enterprise support within Corby	0.913
16	Help disadvantaged communities	0.852
2	Build up people's confidence and self esteem	0.778
32	Motivate people	0.704
6	Improve social inclusion and economic inclusion	0.654
14	Help local economy development	0.621
4	Improve people's business skills	0.597
20	Improve people's personal skills	0.448
13	Help people find the right life plan and direction	0.387
31	Improve people's self-belief	0.062
21	Increase employment opportunities	0.058
34	Increase business number	0.012
25	Provide business support	-0.136
12	Help people get some working skills	-0.148
3	Improve the social enterprises	-0.243
11	Help people go back to education	-0.498
9	Help people find jobs	-0.555
7	Solve local social problems	-0.58
29	Give clients a chance to talk to others	-0.843
1	Help business get financial support	-0.913
15	Help local business networking	-1.02
24	Help business growth and performance	-1.14
26	Provide business marketing	-1.189
23	Higher business formation rates achieved	-1.304
22	Increase business survival rates	-1.321
33	Improve business resource efficiency	-1.469
28	Increase business productivity	-1.469
27	I have no idea	-1.654

Appendix K- Factor 2's Z scores

No.	Statement	Z-SCORES
10	Help people start their businesses	1.947
1	Help business get financial support	1.331
30	Help people realise their potential	1.325
8	Support people to make positive life change	1.199
25	Provide business support	1.119
4	Improve people's business skills	1.113
32	Motivate people	1.058
26	Provide business marketing	1.022
2	Build up people's confidence and self esteem	0.958
31	Improve people's self-belief	0.832
18	Promote enterprise in Corby	0.7
24	Help business growth and performance	0.455
13	Help people find the right life plan and direction	0.264
20	Improve people's personal skills	0.191
19	Remove barriers to enterprise	0.186
33	Improve business resource efficiency	0.143
5	Fill the gaps in enterprise support within Corby	-0.014
22	Increase business survival rates	-0.038
28	Increase business productivity	-0.084
29	Give clients a chance to talk to others	-0.097
15	Help local business networking	-0.208
34	Increase business number	-0.235
14	Help local economy development	-0.377
23	Higher business formation rates achieved	-0.605
3	Improve the social enterprises	-0.637
12	Help people get some working skills	-0.76
6	Improve social inclusion and economic inclusion	-0.826
17	Create enterprise culture	-0.828
16	Help disadvantaged communities	-1.291
21	Increase employment opportunities	-1.335
9	Help people find jobs	-1.375
7	Solve local social problems	-1.582
27	I have no idea	-1.755
11	Help people go back to education	-1.797

Appendix L- Factor 3's Z scores

No.	Statement	Z-SCORES
2	Build up people's confidence and self esteem	1.964
13	Help people find the right life plan and direction	1.726
8	Support people to make positive life change	1.686
30	Help people realise their potential	1.593
29	Give clients a chance to talk to others	1.287
20	Improve people's personal skills	1.281
32	Motivate people	1.203
11	Help people go back to education	0.8
12	Help people get some working skills	0.741
31	Improve people's self-belief	0.723
4	Improve people's business skills	0.442
9	Help people find jobs	0.393
7	Solve local social problems	0.199
10	Help people start their businesses	0.132
17	Create enterprise culture	0.008
6	Improve social inclusion and economic inclusion	-0.041
21	Increase employment opportunities	-0.045
5	Fill the gaps in enterprise support within Corby	-0.212
18	Promote enterprise in Corby	-0.297
14	Help local economy development	-0.298
19	Remove barriers to enterprise	-0.422
26	Provide business marketing	-0.723
3	Improve the social enterprises	-0.736
28	Increase business productivity	-0.777
1	Help business get financial support	-0.791
24	Help business growth and performance	-0.836
16	Help disadvantaged communities	-0.878
34	Increase business number	-0.888
15	Help local business networking	-0.981
25	Provide business support	-1.069
23	Higher business formation rates achieved	-1.146
33	Improve business resource efficiency	-1.164
22	Increase business survival rates	-1.258
27	I have no idea	-1.615

Appendix M Differences between Factors 1 and 2

No.	Statement	Factor 1	Factor 2	Difference
17	Create enterprise culture	1.605	-0.828	2.433
16	Help disadvantaged communities	0.852	-1.291	2.143
19	Remove barriers to enterprise	1.707	0.186	1.522
6	Improve social inclusion and economic inclusion	0.654	-0.826	1.48
21	Increase employment opportunities	0.058	-1.335	1.392
11	Help people go back to education	-0.498	-1.797	1.299
7	Solve local social problems	-0.58	-1.582	1.002
14	Help local economy development	0.621	-0.377	0.998
5	Fill the gaps in enterprise support within Corby	0.913	-0.014	0.927
9	Help people find jobs	-0.555	-1.375	0.819
18	Promote enterprise in Corby	1.456	0.7	0.756
12	Help people get some working skills	-0.148	-0.76	0.612
3	Improve the social enterprises	-0.243	-0.637	0.394
20	Improve people's personal skills	0.448	0.191	0.257
34	Increase business number	0.012	-0.235	0.247
13	Help people find the right life plan and direction	0.387	0.264	0.123
27	I have no idea	-1.654	-1.755	0.101
8	Support people to make positive life change	1.284	1.199	0.085
30	Help people realise their potential	1.263	1.325	-0.062
2	Build up people's confidence and self esteem	0.778	0.958	-0.18
32	Motivate people	0.704	1.058	-0.354
4	Improve people's business skills	0.597	1.113	-0.517
23	Higher business formation rates achieved	-1.304	-0.605	-0.699
29	Give clients a chance to talk to others	-0.843	-0.097	-0.746
31	Improve people's self-belief	0.062	0.832	-0.77
15	Help local business networking	-1.02	-0.208	-0.813
10	Help people start their businesses	1.082	1.947	-0.865
25	Provide business support	-0.136	1.119	-1.255
22	Increase business survival rates	-1.321	-0.038	-1.282
28	Increase business productivity	-1.469	-0.084	-1.385
24	Help business growth and performance	-1.14	0.455	-1.595
33	Improve business resource efficiency	-1.469	0.143	-1.612
26	Provide business marketing	-1.189	1.022	-2.211
1	Help business get financial support	-0.913	1.331	-2.244

Appendix N Differences between Factors 1 and 3

No.	Statement	Factor 1	Factor 3	Difference
19	Remove barriers to enterprise	1.707	-0.422	2.13
18	Promote enterprise in Corby	1.456	-0.297	1.754
16	Help disadvantaged communities	0.852	-0.878	1.73
17	Create enterprise culture	1.605	0.008	1.597
5	Fill the gaps in enterprise support within Corby	0.913	-0.212	1.126
10	Help people start their businesses	1.082	0.132	0.95
25	Provide business support	-0.136	-1.069	0.933
14	Help local economy development	0.621	-0.298	0.919
34	Increase business number	0.012	-0.888	0.9
6	Improve social inclusion and economic inclusion	0.654	-0.041	0.695
3	Improve the social enterprises	-0.243	-0.736	0.493
4	Improve people's business skills	0.597	0.442	0.155
21	Increase employment opportunities	0.058	-0.045	0.102
27	I have no idea	-1.654	-1.615	-0.039
15	Help local business networking	-1.02	-0.981	-0.04
22	Increase business survival rates	-1.321	-1.258	-0.063
1	Help business get financial support	-0.913	-0.791	-0.122
23	Higher business formation rates achieved	-1.304	-1.146	-0.158
24	Help business growth and performance	-1.14	-0.836	-0.304
33	Improve business resource efficiency	-1.469	-1.164	-0.304
30	Help people realise their potential	1.263	1.593	-0.329
8	Support people to make positive life change	1.284	1.686	-0.402
26	Provide business marketing	-1.189	-0.723	-0.466
32	Motivate people	0.704	1.203	-0.499
31	Improve people's self-belief	0.062	0.723	-0.661
28	Increase business productivity	-1.469	-0.777	-0.692
7	Solve local social problems	-0.58	0.199	-0.779
20	Improve people's personal skills	0.448	1.281	-0.833
12	Help people get some working skills	-0.148	0.741	-0.889
9	Help people find jobs	-0.555	0.393	-0.948
2	Build up people's confidence and self esteem	0.778	1.964	-1.187
11	Help people go back to education	-0.498	0.8	-1.298
13	Help people find the right life plan and direction	0.387	1.726	-1.339
29	Give clients a chance to talk to others	-0.843	1.287	-2.131

Appendix O Differences between Factors 2 and 3

No.	Statement	Factor 2	Factor 3	Difference
25	Provide business support	1.119	-1.069	2.188
1	Help business get financial support	1.331	-0.791	2.122
10	Help people start their businesses	1.947	0.132	1.815
26	Provide business marketing	1.022	-0.723	1.745
33	Improve business resource efficiency	0.143	-1.164	1.307
24	Help business growth and performance	0.455	-0.836	1.291
22	Increase business survival rates	-0.038	-1.258	1.219
18	Promote enterprise in Corby	0.7	-0.297	0.998
15	Help local business networking	-0.208	-0.981	0.773
28	Increase business productivity	-0.084	-0.777	0.693
4	Improve people's business skills	1.113	0.442	0.671
34	Increase business number	-0.235	-0.888	0.653
19	Remove barriers to enterprise	0.186	-0.422	0.608
23	Higher business formation rates achieved	-0.605	-1.146	0.541
5	Fill the gaps in enterprise support within Corby	-0.014	-0.212	0.198
31	Improve people's self-belief	0.832	0.723	0.109
3	Improve the social enterprises	-0.637	-0.736	0.099
14	Help local economy development	-0.377	-0.298	-0.079
27	I have no idea	-1.755	-1.615	-0.14
32	Motivate people	1.058	1.203	-0.145
30	Help people realise their potential	1.325	1.593	-0.267
16	Help disadvantaged communities	-1.291	-0.878	-0.413
8	Support people to make positive life change	1.199	1.686	-0.487
6	Improve social inclusion and economic inclusion	-0.826	-0.041	-0.785
17	Create enterprise culture	-0.828	0.008	-0.836
2	Build up people's confidence and self esteem	0.958	1.964	-1.007
20	Improve people's personal skills	0.191	1.281	-1.09
21	Increase employment opportunities	-1.335	-0.045	-1.29
29	Give clients a chance to talk to others	-0.097	1.287	-1.384
13	Help people find the right life plan and direction	0.264	1.726	-1.463
12	Help people get some working skills	-0.76	0.741	-1.501
9	Help people find jobs	-1.375	0.393	-1.767
7	Solve local social problems	-1.582	0.199	-1.781
11	Help people go back to education	-1.797	0.8	-2.597

Appendix P Semi-structured Interview Length

Participants	Stakeholder Group	Length
Participant 1	Project Client	29 mins
Participant 2	Project Client	27 mins
Participant 3	Project Client	25 mins
Participant 4	Project Client	30 mins
Participant 5	Project Client	28 mins
Participant 6	Project Client	23 mins
Participant 15	Project Client	36 mins
Participant 16	Project Client	39 mins
Participant 17	Project Client	33 mins
Participant 18	Project Client	56 mins
Participant 19	Project Client	44 mins
Participant 20	Project Client	25 mins
Participant 22	Project Client	48 mins
Participant 7	Project Team	45 mins
Participant 8	Project Team	36 mins
Participant 9	Project Team	35 mins
Participant 10	Project Team	29 mins
Participant 11	Project Team	48 mins
Participant 12	Project Team	35 mins
Participant 13	CBC officer	52 mins
Participant 21	CBC officer	39 mins
Participant 23	CBC officer	73 mins
Participant 14	ERDF regional officer	100 mins

Appendix Q- Interview Questions

Project Clients Interview Questions

1. Could you please introduce yourself a little bit? What did you do before? What are you doing now?
2. How many coaching courses and workshops have you attended?
3. Which coaching course, workshop or support do you like or dislike most? Why?
4. Overall, how would you describe your feelings about the Enterprise Coaching project?
5. Did the project meet your needs? Could you please describe what you have learnt from the Enterprise Coaching project?
6. What score would you give to the Enterprise Coaching project out of ten? Why? (Why not ten?)
7. In your opinion, how could the Enterprise Coaching project be improved?
8. How responsive were the coaches to your needs? (How do you feel about the support from the CEE project delivery team? Please explain your answer.)
9. Do you feel able to shape the project to suit your needs? (If you don't like the workshop, what will you do?)
10. Have you ever had any suggestions on how the workshop/project should be delivered? How? What happened afterwards?
11. If you have any suggestions about the project, what would you do to make your voice heard? Would you contact Corby Borough Council or the ERDF board directly? Why?
12. What rights and power do you think you have in the project?

Project Delivery Team Interview Questions

1. What score would you give to the Enterprise Coaching project out of ten? Why?
2. In your opinion, how could the Enterprise Coaching project be improved?
3. How could project clients/ local communities benefit from the Enterprise Coaching project?

4. Could you please describe how you designed the workshops and training sessions? (On what basis? Experience? Corby/ERDF development strategy?)
5. Were there any changes to the delivery of workshop? Why?
6. How could you change the workshops or training sessions to suit clients' needs? Any examples?
7. If clients have suggestions about the workshops and training sessions, what would you do?
8. What do you do if the project workshops or training sessions conflict Corby Borough Council's or the Regional ERDF strategy?
9. Who do you report to? How? Or what are you responsible for?

CBC officer Interview Questions

1. As the new Acting Chief Executive of the Corby Borough Council, Could you please describe your daily responsibilities?
2. You have been working in the local government for 29 years, 9 of which have been with CBC. More importantly, you were the Head of Regeneration and Growth and the Corporate Director of Operational Services. From your experience and knowledge, what are the main problems Corby faces in the regeneration and development?
3. Ideally, what would be the most appropriate strategy to help Corby's development? Why? Is this the current strategy adopted by CBC?
4. What is CBC's role in the ERDF project tender? What kinds of support does CBC provide in the project application?
5. Could you please explain why did CBC support the CEC project in the tender? What did CBC hope to achieve? (Output/outcomes/impact)
6. What are the main purpose of the Corby ERDF Board and the Shadow Board? What are their responsibilities?
7. How do you describe the efficiency of the Corby ERDF Board and the Shadow Board? In your opinion, how could it be improved?

8. From 0 (low) to 10 (high), what score would you give to the Enterprise Coaching project in Corby overall? Could you please explain why? On what basis?
9. Do you give the same score to all aspects of the project? Which aspects do you rate particularly highly? Why? Which aspects do you think have been particularly poor? Why?
10. How could the project be improved? For instance, communication, project design, delivery, results, etc.
11. There are four stakeholder groups within the CEC project (Clients, Delivery Team, CBC, and ERDF), in your opinion, how each stakeholder group should/has/will benefit from the project?
12. In practice, does CBC provide support to the CEC project on a regular basis? If yes, what kind of support? If no, why?
13. If the CEC project delivery team and Corby Borough Council have different understandings about the project (strategy, aims, objectives or delivery plan). How would the CBC deal with it?
14. Have project clients or project delivery team suggested any changes to the CBC? If yes, who suggested the changes? Which changes did they suggest? What did the CBC team do as a result of these suggestions?
15. If the project clients, project delivery team wanted to make some changes to the project, do they need to report to CBC? What is the procedure?
16. How does the CBC monitor and evaluate the CEC project? What aspects of the project are monitored? What is evaluated and how?
17. In your opinion, does the CBC have any impact or influence on project clients, project delivery team or ERDF during the project delivery? If yes, could you please explain how? If no, could you please tell me why?
18. How is the relationship between the CBC and each funded project?
19. How is the relationship between CBC and ERDF? From your point of view, is there any change we could make to improve the relationship?

ERDF Regional Officer Interview Questions

1. From 0 (low) to 10 (high), what score would you give the Enterprise Coaching project in Corby overall? Could you please explain why? on what basis?
2. Do you give the same score to all aspects of the project? Which aspects do you rate particularly highly? Why? Which aspects do you think have been particularly poor? Why?
3. How could the project be improved? For instance, communication, project design, delivery, results, etc.
4. There are four stakeholder groups within CEC project (Clients, Delivery Team, CBC, and ERDF), in your opinion, how each different stakeholder group should/has/will benefit from the project?
5. Could you please explain why ERDF issued funding to Corby Enterprise Coaching project? What did it hope to achieve?
6. How does the ERDF team monitor and evaluate the Corby Enterprise Coaching project? What aspects of the project are monitored? What is evaluated and how? (Article 13, Article 16 and your team).
7. As you also sit in the Corby board and shadow board, does Corby Borough Council monitor and evaluate the Corby Enterprise Coaching project as well? If yes, How?
8. If the project delivery team or Corby Borough Council had different understandings about the project, how would the ERDF team deal with it?
9. Have project clients, project delivery team or Corby Borough Council suggested any changes to the ERDF team? If yes, who suggested the changes, which changes did they suggest, whom did they suggest the changes to, how did they suggest the changes. What did the ERDF team do as a result of these suggestions?
10. If the project clients, project delivery team wanted to make some changes to the project, do they need to report to Corby Borough Council or the ERDF team? What is the procedure?

11. In your opinion, does the ERDF team have any impact or influence on project clients, project delivery team or Corby Borough Council during the project delivery? If yes, could you please explain how? If no, could you please tell me why?
12. Does the dismissed of BLSS have any impact on Corby Enterprise Coaching project? How?
13. 'Did the demise of EMDA (East Midlands Development Agency) and introduction of the DCLG as the ERDF management team in the East Midlands, have any impact on the Corby Enterprise Coaching project? If so, what was the impact?' Any difference between the two?
14. Article 13 (Monitor and appraise) & Article 16 (auditors) and your team (contract management)? How many teams or departments in ERDF doing monitoring and evaluation?