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Psychogeography – Providing a Lens on Corporate Culture and its Potential Impact on Career Success: A Novel and Efficient Approach

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Abstract: Psychogeography refers to the loose interface between psychology and geography. Specifically it examines how we impact on the environment and the environment impacts on us. As a process it involves intimately observing the environment and seeing what may have been previously unobserved. Participants then construct meaning from these observations.

This paper describes how we used a time-limited psychogeography approach followed immediately by a focus group as research method. The aim was to determine if examining participants' work environment would potentially enable them to identify enablers and barriers to career success. The findings from these two short interventions are compared to the more often used semi-structured interview approach to reveal that the psychogeography provided another lens to the research. Interestingly factors that were uncovered in the psychogeography and focus groups were generally different to those identified in the interviews.

The participants were a group of high-potential academic women at a large public university in Western Australia. They were enrolled in a career and leadership development program aimed at assisting women access promotions and other senior roles leadership within the university

Much of the women's career development literature focuses on 'fixing women' and not the system. To that end we wanted to use a method, in addition to interview questions, to uncover aspects of the corporate environment that might impact on women's decisions to progress their careers. We asked participants to dérive, stroll or wander within their university campus with a view to observing any 'career enablers and barriers at work'. To not impose any further burden on their time, and to manage the wealth of data generated by the psychogeography, we asked the women to immediately share their insights through a structured focus group discussion.

Participants found the psychogeography exercise a novel approach to discovering and rediscovering their work environment. The findings revealed aspects of the work environment that had not previously been overt. These included participants' appreciation of students having fun and a carnival atmosphere within the campus yet a simultaneous concern at the lack of quiet spaces to support scholarship and research; a disparity of investment in infrastructure improvements across various schools and faculties, which led to discussions of how disparately workload was managed by different managers; staff being segregated from students and other staff with security doors; the number of steps at the university and the impact this would have on some people with a disability.

One pleasing and unexpected outcome of the psychogeography exercise was the level of energy and collegiality it generated. The exercise was conducted at an early stage in an eight-month career development program and its use heightened participant's awareness of aspects of their work environment's impact on career success that may have otherwise remained uncovered or unexamined.

Our view is that psychogeography; within a limited timeframe is a valuable method to employ. When the data from such a method is captured though a focus group the impost on participant' times is lessened, the quality of data is retained with the combined research method producing novel findings that may be different to other more traditional qualitative research methods. In our case, they helped uncover aspects of university culture and enculturation to which many research participants had been previously oblivious.

Keywords: Psychogeography, focus groups, career success, gender, qualitative research, corporate culture

1. Introduction

The research was undertaken at a large pubic Western Australian (WA) university. The university was piloting a career and leadership development program for senior academic women (the Program) that linked with the SAGE Athena SWAN initiative (http://www.sciencegenderequity.org.au/what-is-athena-swan/) launched in

Australia in 2015. The Program was part of a broader gender equity strategy and was linked to research aimed at exploring the enablers and barriers to career success for academic women at the university.

One of the traps in gendered work that we were very aware of is the focus on 'fixing' women (Ely & Meyerson, 2000) to enable them to fit into existing cultures, structures and practices. That is, women are expected to conform to the existing organisational practices and their lack of career success can be ascribed to their lack of conformity with the established norm. Our focus was on the systemic and more complex issues that impact on academic women's careers.

As a result one of the elements we were interested in exploring as part of this research was the impact of the work environment and how this acts as an enabler or barrier to women's career success. We were interested to explore the full extent of the enablers and barriers and felt that semi-structured interview techniques alone may not reveal their full extent and impact. One of the authors was introduced to the dérive and psychogeography methods through the work of Hindley et al (2015) at the 2015 European Conference of Research Methodology (ECRM). Inspired by its novelty in a business setting we turned to it as strategy for adding richness to our data gathering.

As noted above we were keen to use a research method that would not only add richness to the interview data but which could potentially provide new or novel insights in relation to gendered workspaces. That is, we were interested in uncovering aspects of the corporate culture that were gendered (Halford & Leonard, 2013) and to which women, especially those that had been at the university for long periods, may have become enculturated. To that end, psychogeography seemed a suitable research method.

Having decided to use psychogeography we were concerned that we should gather and collate the participant's observations in a thorough yet timely manner and not add to their workloads further. To that end we used a focus group with all Program participants immediately at the conclusion of the psychogeography exercise.

This paper reports on the use of an approach to psychogeography coupled with a focus group to undercover aspects of corporate culture that relates to academic women's careers. Psychogeography refers to the loose interface between psychology and geography. Specifically it examines how we impact on the environment and the environment impacts on us. As a process it involves intimately observing the environment and seeing what may have been previously unobserved. Participants then construct meaning from these observations.   In this research we invited a group of 25 academic women to participate in a pyschogeographical exercise to observe their environment with 'career success' in mind.

The use of a focus group is a commonly used qualitative data gathering method. In this case we used the focus group immediately following the pyschogeographical exercise to surface and explore the meaning of the academics' thoughts and observations through a structured group discussion in a timely and time efficient way.

When the results of this approach are compared with in-depth interviews covering similar areas relating to career enablers and barriers with the same group of academic women we found that significant depth and another side to the data had been added. This helped to reveal aspects of the corporate culture that the interviews alone did not.

This paper will be of interest to readers who are tasked with gaining insights into corporate culture or those interested in novel research methods. Particularly the paper reveals the usefulness of the psychogeography technique in making visible a range of signs and symbols that shapes the university's messages to staff and students. The quality of data gathered in a brief period of time utilising a structured approach coupled with the use of a timely focus group has the potential to reveal rich and varied data. A further insight is that the data generated by the psychogeography provides additional insights that interviews alone may not. Finally, the improved sense of camaraderie coupled with the discovery of new spaces and places by the participants in relation to the workplace should be considered.

The paper is structured as follows. The first section is the literature review in which we briefly review the literature on training transfer as it relates to the importance of the participants' work environments. Key

aspects of feminist literature are highlighted in relation to women's career success. The literature on the psychogeography research method and on focus groups is explored. The second part of the paper provides an overview of the methodology. In this section we discuss psychogeography and focus groups and provide a comparison to how and why they are used in our study as compared to semi-structured interviews alone. The third part of the paper outlines our Findings. Of note in this section is the depth and difference of finding compared to a snap-shot of the interview findings. The final section of the paper is the Conclusions and Implications for practice in the future.

2.   Overview of the Literature

We were drawn to three distinct areas of the literature. Firstly we looked at training transfer in relation to career development with a particular focus on organisational context. We then highlight key literature relating to gender and leadership in the academy. This is followed by an examination of psychogeography and its application to date.

There is a significant body of literature on implementation or 'transfer of training' dating back to seminal works by Baldwin and Ford (1988). Across much of the literature the impact the environment has on participants returning to their workplaces after an intervention program is discussed.

Individual's participation in career planning has a strong relationship with training transfer success (Clark et al 1993, Kontoghiorghes 2000, Colquitt et al 2000). However, in exploring enablers and barriers to career success for women it is important to consider not only the women themselves but also the environment within which they work (Heiskanen & Rantalaiho, 2016). There has been a focus over time on 'fixing the women' (Ely & Meyerson, 2000) through a variety of learning and development strategies including training programs, mentoring and coaching. While these may be useful at an individual level, the training transfer literature cites numerous examples of the need to also have a supportive transfer climate. For example, Burke and Hutchins (2007) and Blume et al (2010) have shown that work environment is an important variable for the transference of training investment. Blume et al. undertook a meta-analytic review of 89 empirical studies and conclude that, among other factors, a receptive work environment is vital for training transference. Thus we were mindful of the need to explore perceptions of the work environment given its potential to impact on the success of the Program.

It was also important to be informed by gender literature particularly as it relates to professional women's careers. In her study on the influence of organisational culture and increasing numbers of senior women, Boyd (2013) found that there is a need to engage employees in the assessment of the corporate culture and changes that need to be made to make it more inclusive for women. Women continue to report in higher numbers than their male counterparts that they have experienced a range of gender specific barriers in relation to their career success. These include childbearing and care responsibilities as well as sexism, discrimination and prejudice (Miller Burke & Attridge, 2011). Research by Carter and Silva (2010) showed that men are more likely to climb higher on the career ladder and to get there faster despite women having the same or similar qualifications and experience. They found it was perceptions rather than ability that impacted women's careers. That is, perceptions that women weren't as ambitious (Fels, 2004) or that child bearing or child caring slowed women's careers (Howe-Walsh, Turnbull, Papavasileiou & Bozionelos, 2016; & Kahn, Garcia-Manglano & Bianchi, 2014). Changing perceptions is challenging as it requires changes to underlying beliefs and behaviours about how work is done and who should do it (Sanders, Hrdlicka, Hellicar, Cottrell, & Knox, 2011).

Blackmore (2014) argues that the corporatisation of universities acts as a disincentive for women to aspire to leadership roles in the academy. The lack of recognition of women's leadership capacities further restricts women's opportunities for leadership and continues to reinforce narrow definitions of leadership (Morley, 2013). Morley (2014) reports on a small study of women academic leaders. They were asked what in their view makes leadership attractive or unattractive to women and what might encourage women to enter leadership roles. The group also reflected on their own career journeys and what had been for them either enablers or barriers. They reported that they were rarely 'identified supported or developed for leadership' (p 124). Among other issues they identified was that women's human capital was often devalued and they weren't always 'strategically positioned on pathways to leadership' (p 115). Many of the respondents viewed leadership as potentially unobtainable given the paucity of women in senior roles and as a restrictive role that would limit rather than enhance their academic identity.

Acker (2012) reflecting on her experience as a departmental chair noted that if she had had 'more training and access to institutional information when I began my term as a head of department, my transition into the position would conceivably have been eased, if not easy' (p 423). Given that women are less likely to be in pathway roles or to have access to the same levels of support as their male colleagues there is a need to provide preparation for leadership both through formal organisational roles and access to training and development opportunities.

We were also conscious of the limited body of literature on psychogeography and feminism. While some (Craig et al, cited in Knowles 2009) caution us to beware of the vulnerability of female researchers working and walking alone. Others, such as Bridger (2013) and Knowles (2009), discuss engaging people as research 'instruments' which can result in seeing the world through a fresh and subjective lens, not necessarily embodied in the 'male gaze'.

We were interested in how psychogeography may be used as a research method to reveal corporate culture. In doing so our aim was to see if this approach enhanced training transfer for a cohort of senior academic women.

Psychogeography has emerged from the literary traditions. Writers such a Defoe (Robinson Crusoe) and Joyce (Ulysses) perhaps started the tradition of meticulously observing and describing the, for them fictitious, inextricably linked relationship between the environment and its characters. The use of the term Psychogeography came about when Situationists, including Guy Debord, in Paris first coined the term in the 1950s. It refers to the loose interface between psychology and geography, that is, how we impact on the environment and the environment impacts on us. Bridger (2015:np) notes that psychogeography is, '*about opening ourselves up to the experiences of spaces, place and other people, …in order to develop fuller critiques and challenges to the contemporary order of things* …'. It involves intimately observing the environment typically by walking through it slowly and painstakingly seeing what may have been previously unobserved. The research participants then construct meaning from those observations.

Some researchers suggest that psychogeography research should occur only in urban environments (Coverley, 2012). Others, such as Debord, and more contemporary writers such as Will Self (2007) and Ian Sinclair (in Martin, 2015; Cooper and Roberts 2012) use the term more broadly to apply to any environment.

Whilst there is mixed support for psychogeography as a research method (e.g. Knowles, 2009; Bridger, 2013; Smith 2010), there is general consensus that it can provide an extra layer or richer texture of data than may otherwise not be accessed (or even noticed). There is also strong evidence to suggest that findings can be used to challenge the status quo (Bridger, 2015).

Hindley et al. (2015) note that psychogeographical methods are potentially innovative and highly effective methods for building multiple perspectives about sense of self and formation of identity. One method is to 'walk around', or 'stroll', '*dèrive*' or 'drift'. It is reflective and 'slow speed' research (Knowles, 2009). The purpose of pyschogeographical strolling can be lengthy and undefined (Sinclair in Martin, 2015). However, there are precedents where purposeful *dèrives* have been used with a minimum time limit (1 hour) rather than more lengthy explorations (Hindley et al, 2015).

This section has examined some of the key literature that informed our thinking. It highlights the rationale behind wanting to deploy a novel approach to uncovering organisational culture through the use of a psychogeographical approach. Our methodology and approach is explained more fully in the next section.

3. Methodology

An interpretive inquiry perspective informed data collection and analysis (Yin 2015, Denzin and Lincoln 2008, and Angen 2000). Two methods were used to explore academic women's perceptions of career success and associated barriers, challenges and enablers. One method, the results of which are reported in detail elsewhere, was semi-structured interviews with 23 of the 25 women on the Program. We compare the high-level findings from the interviews with the findings of the more novel psychogeographical approach used. The findings from the psychogeographical approach were captured through the use of a focus group. The combined psychogeographical approach and focus group are elaborated on below.

The group of participants for this research were drawn from a high-potential group of academic women participating in an executive education program offered by their university. The group of 25 women were from all faculties and were one or two levels away from positions as full Professors (i.e. Associate Professors or Senior Lecturers).

We wanted to use psychogeography as a way of encouraging research participants to see what they may not have seen before, to study the interplay of identity and 'the politics of spaces and places' (Bridger, 2015, n.p). The process of psychogeography had the potential to add an additional, richer dimension that may not have been consciously visible to participants prior to the process. Knowles (2009:51) has compared psychogeography against key research evaluation criteria and concluded that, when used correctly is 'worthwhile' research in that it meets the research criteria for reliability, validity and generalisability.

We were also aware that time constraints was an issue for nearly all the participants. As a result we combined the data gathering via psychogeography principles with sense-making through a focus group with all participants immediately following their stroll, *dérive* or drift around the campus.

Participants were invited to take around 90 minutes to stroll, *dérive* or drift around the university campus, or the university's intranet for those unwilling or unable, to walk. The focus of this exploration was loosely the topic of 'career enablers and barriers'. We asked them to observe their environment slowly and conscientiously: watching and listening to people and how they interacted; to view the organisation's logos and signage; look at unofficial graffiti and visit areas with which participants were less familiar. They could also surf the intranet with less pragmatic purpose than they may usually utilise.

The principles of psychogeography were broadly explained as were the 'psychogeographic tactics of play' (Souzis, 2015) or having fun. Participants were encouraged to 'wander' in pairs or triads, invited to take photos, record voice memos and make notes that may jog their memories. Several structured activities were proffered for consideration to aid those who may have felt uncomfortable or unconfident with the process. (see Appendix 1) Participants were also encouraged to simply wander in anyway and anywhere they wished.

One concern raised in relation to psychogeography is the vulnerability of the participant, especially women. We noted the gendered nature of such concerns, in that the advice generally relates to women modifying their behaviour to ensure their safety. However, given that the environment was familiar to participants; they 'wandered' in pairs or triads and that the exercise was conducted in day light hours when the campus was busy, our view was that personal risk was minimised. Additionally, one of the researcher's mobile number was provide in case of emergency and participants were all versed in university emergency protocols. An online psychogeography activity was also proffered that negated the need for participants to even leave the room, or face the elements.

All the women participated in the activity willingly joining with one or two others to create the dyad or triad. This seemed to allow a greater level of deeper discussion to take place as well avoiding the inevitable process loss that a larger group can cause (Corey et al, 2013). Some revealed that they initially saw it simply as a nice after lunch stroll. Some took the sheet with the activities outlined in Appendix 1 and some took dice to go with one activity detailed on the sheet.

When participants returned to the room there was a flurry of different conversations. Lots of excitement was observed and a clear need by participants to share their observations and generally debrief. The focus group discussion was facilitated immediately after all participants returned.

The aim was to highlight and capture key effective and affective observations and insights. The ORID technique (Observe, Reflect, Interpret, Decide) (Stanfield, 2008) was used to structure the focus group discussion. It enabled deeper exploration of meaning from their observations. The ORID focus group discussion has four parts. Participants were first invited to share what they had 'Observed' which included, for some, photographs of the environment they had discovered. Questions included, *What visual images do you recall? What photos did you take? What are some of the sounds you heard? What words or phrases did you catch? What did you and your partner/s talk about? Did you notice any smells – what were they?* Participants were then invited to 'Reflect' on these observations. Questions included: *What was a highlight for you? What frustrated you? What made you feel happy? What surprises were there? How did you feel about the activity?*

The third stage invited the participants to comment in their 'Interpretations' or the impact this may have had in terms of their careers at the university. Questions here included, *What was the greatest learning for you or your pair? How do you think your observations impact on your career? How would it be if the messages you've observed were different?* Finally, participants were invited to give their first thoughts on 'Decisions' they may be making. Focus group questions here included, *What might you do differently as a result of this exercise? Who might you share this information with? What change is needed?*

In this section we have provided an overview of the methodology used with a focus on psychogeography coupled with focus groups. The findings resulting from these data gathering and collating methods is discussed in detail on the section below.

4. Findings

Both affective and effective outcomes were observed. Firstly, there was joy and camaraderie displayed as a result of participants being involved in the psychogeography activity. None of the participants used the activity sheet preferring instead to wander semi-purposefully to explore what their university revealed to them as 'career enablers and barriers'. When asked why they had not used the activity sheet the general responses were that they felt informed and confident enough with the request to wander purposefully, and that they were enjoying the novelty of the approach so much they didn't want or need the guidelines that had been provided.

We noted that participants returned to the room commenting with enthusiasm, on the insights they had gained by this brief but purposeful exploration of their university. This is reflected in the focus group comments below:

> *'I didn't know those parts of the university existed'.*
> *'I'm so new and have been taken on a wonderful introductory tour'.*
> *'I've been at this university for 20-odd years and hadn't noticed that so much had changed'.*

One woman took several photographs of herself with other participants. She was relatively new to the university and enjoyed meeting others and knowing that her collegial circle had grown considerably as a result.

Perhaps one of the most rewarding aspects of the activity, for the researchers, happened over the next few weeks when participants incidentally reported back that they had met other participants in unrelated meetings and how they greeted each other with hugs and excitement at actually knowing someone else, or seeing a familiar, friendly face in the group. Thus, an unintended outcome of the psychogeography activity was to quickly bond the group of women participating in the Program.

Whilst overall there was not a particular focus by the participants on gendered enablers and barriers, four key effective areas emerged based on their observations. These were a focus on students having fun over staff and scholarship; perceived inequity regarding working spaces; physical barriers; and exclusive rather than inclusive images. These are discussed below.

4.1 University as a Carnival

Participants identified a festival or carnival feel about the university with lots of colour, vibrancy and meeting places designed for students to congregate. They appreciated the sentiment but they also noted as they wandered that there were lots of '*sound bites*' which created a feeling of lack of depth. This raised questions as to whether this is what students expected or, was the University in danger of providing too much celebratory stimulation that detracted from its academic pursuits. There was a level of concern expressed regarding the emphasis on fun without a corresponding emphasis on research, scholarship and academic achievement.

4.2 All academics are equal but some of more equal than others

A number of participants visited each other's work areas, which ranged from individual offices, to shared offices to large open plan formats. What they noted was the disparity in space allocations, resources and the general condition of each other's workspaces, some were in newly refurbished workspaces while others were in aged infrastructure. This also led to discussions regarding expectations of presenteeism (Quazi, 2013). At

least one participant reported that she had been instructed not to work from home whilst others were encouraged to focus on their research and teaching outcomes that allowed them to work flexibly and wherever they wished. These aspects had been largely invisible to previously Faculty-insular, conscientious academics, who had assumed that their experiences were the norm.

4.3   You're welcome?

Participants noted and encountered a number of physical barriers in moving around the campus and in gaining access to office spaces. They spoke of encountering '*stairs everywhere'*. Others spoke of being behind a physical barrier (security accessed areas − not available to all staff). This created a barrier in terms of connection with students, who have '*to be given permission*' to enter staff spaces. This was noted particularly as a barrier by academics with student-facing roles. One women cited walking 4-5 minutes to and from her office several times each day to meet with students. Participants reported a further barrier to connection, especially those in shared or open plan offices, was the lack of meeting rooms or collaborative workspaces.

4.4   Someone who looks like me

It was noted than many of the images that participants observed during the exploration of their environment were '*nearly always young and thin'* and not very ethnically diverse. This was not seen as reflective of the whole student and staff cohort. Participants reflected on the messages such images gave about who fitted in and what the ideal student or staff member was supposed to look like. They also noted the number of images or stories of achievement related to exemplary men but very few to women.

In summary, participants discovered and re-discovered their work environment even though for most they considered it a familiar landscape. They became aware of the messages they were receiving from their work environment and how these potentially impacted on their view of their place in the academy.

5.   Discussion

The purpose of the Program was to increase women's representation in senior roles in the university and preceding development sessions had focused on a range of gender based issues we therefore had expected that participants may have observed or become more aware of gender related career enablers and barriers in their environment.   However, as noted above, this was not the case. Whist elements of a gendered environment were reported there was greater focus on the changing ways that universities promote themselves and how they connect with their students and staff.

For many participants this was the first time they had consciously observed their work environment and explored not only their immediate work area but had wandered further afield. The psychogeographic exercise enabled them to reflect more deeply on how the broader work environment impacted on them, their sense of place, their work, and on their collaborations with other staff and students.

As noted earlier the psychogeographical approach described above was part of the data collection process. Semi structured interviews were also conducted with twenty-three of the participants. The interviews averaged around one hour in duration. Key themes relating to career enablers and barriers at the individual, organisational and sector level were identified.

Comparing the time and resource commitments between the psychogeographical approach used and the semi-structured interviews we noted that there was minimal administration required for the psychogeographical exercise as participants were already attending the development program. The psychogeography took 90 mins and the focus group took 90 mins. Both were embedded into the program. One researcher facilitated the focus group while the other took detailed notes. The analysis took a further 3 hours. There were no monetary costs. In contrast the interviews whilst revealing rich data required considerably more resourcing (approximately 350 hours) to set up, conduct, transcribe and analyse the interviews. There were costs involved relating to transcription and data management training.

From the psychogeography exercise we received rich data. It was apparent from the discussion that the exercise had led to a deeper reflection on a range of aspects of university life including the physical aspects of the environment. The complexities of university life are often taken for granted norms, which are unquestioned and often unacknowledged organisational practises. Also often unquestioned is the opportunity

to reflect on and influence the university environment. The psychogeographical exercise provides, in our view a way for participants to become aware of their environment and how it impacts on them and to facilitate discussions on how they might wish to exercise agency and impact on their environment.

As noted, we also received rich data from the semi-structured interviews including observations of perceived differences between men's and women's careers and career success and perceived barriers and enablers to career success. Barriers included difficulty in building national and international profiles in resource constrained times, finding adequate time for research; poor line management; teaching being perceived as secondary to research; and constantly changing university expectations. Enablers included clear institutional signals for gender equity, supportive line management, role models and informal mentors and personal ambition.

Our observation is that both the psychogeographical approach and the semi-structured interviews provided rich but different information. The interview data revealed more gender aware and personal information relating to career barriers and enablers and what this meant for their career success. The psychogeography and focus group surprised us by revealing cultural differences that in the main had little to do with gender. The attraction of using the psychogeography coupled with the focus group is that it put another lens on 'career success' and how the visible manifestations of corporate culture impacts on this.

A further benefit of the information gathered from psychogeographical approach was the efficiency of the process. Both the researchers and participants had fun and were energised by the process. Within, less than half a day, we had gathered and analysed data that provided another dimension for the university to consider.

One of the challenges universities face is their need to appeal to a wide range of stakeholders. Images and stories that appeal to one cohort may have the potential to disenfranchise another. There was a sense from the participants that they were being forgotten as active participants in the shaping of the university's identity as well as their own academic identity. The use of psychogeography has enabled the surfacing of a range of organisational symbols and images that shape identity and can act as both physical and psychological barriers. The insights gained from a diverse group wandering with purpose have the potential to challenge this status quo and create more inclusive spaces.

6. Conclusion

One of our aims was to explore the use of psychogeography as a means of gaining richer insights into the enablers and barriers of career success. Whilst the findings identified a number of barriers these related more to a sense of belonging and inclusion rather than gendered career barriers. The enablers identified related to the building of collegial networks beyond normal discipline or structural barriers. The barriers and enablers the participants identified do have the potential to impact on career success but perhaps not as directly as we had anticipated. However, their indirect impact should not be overlooked. Overall we found that psychogeography is a useful method to examine work environments as it surfaces shared insights and awareness that are difficult to surface via interviews alone.

We are cognisant that the group we worked with are high potential, confident, mid-career academic women who were asked in a safe environment to share their observations of how the work environment impacts their career success. We are also aware that prior to the group embarking on the activity they were given a simple but very clear mission and when they returned, the focus group was facilitated by a researcher with extensive experience in facilitation and thus could harness the excitement, energy and feelings in the room leading to a reflective process and a productive outcome.

Thus the elements we have identified for the successful application of the approach include the embedding of the activity into career development programs; inviting participants to 'see' perhaps for the first time their work environment and its surrounds; using a skilled a facilitator to debrief the exercise facilitating the discussion and providing some ideas for the group (Appendix 1) as a way to get the process underway.
Such an approach has the potential to surface aspects of organisational culture that are often hidden, taken for granted or unacknowledged. The use of a psychogeographical approach as part of a larger data gathering exercise has added richness and valuable insights into the participants' perception of their work environment and what this might mean in terms of their career development.

Appendix 1 - Psychogeography Activities

1. Throw the dice
Attribute each side of the dice with a different direction (N, S, E, W, up or down) and head off literally or investigate that space until you reach the next turn in the 'road' then throw the dice again. Allow up to 90 mins for this exercise. Take notes and photos (if you wish) to jog your memory.

2. Freedom to Sit
Set aside around 90 mins and go to one of the busiest section of campus where you could sit and enjoy the scene without buying or doing anything, even if you wanted to. Find a spot and just sit and look around.
Why do you think none of the passers-by have taken advantage of your spot? How do people seem to treat you now you've sat down in this public sitting space? How comfortable do you feel just sitting and observing and not demonstrating you are working or active in some way? Take notes of what you see and how you feel and photos (if you wish) to jog your memory.

3. The "Eye Spy" Stroll
Your task for this activity is to set around 90 mins to wander around noting any graffiti (yes, you can access toilets and read the walls), official signs, logos, media, bus stops, , good citizenship, patrons at the Tavern. Try to go to places where you don't usually go and observe what you may not usually see. Were there some places you felt more or less comfortable? Take notes and photos (if you wish) to jog your memory.

4. Wander the Web (University's intranet)
If you don't feel like literally strolling around you may choose to wander the University's website. But remember you're not there to attend to emails or research (turn off Outlook for the 60 – 90 mins you might want to set aside for this activity). Take notes of ease or difficulty of access to sites, imagine a new employee using it, observe the logos, key people, follow links, what surprises you? What disappoints you? Take notes and screen shots (if you wish) to jog your memory.

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