

**THE GOOD ENOUGH SURVIVOR:
STRATEGIES FOR PREPARING ORGANISATIONS AND EMPLOYEES
FOR COLLECTIVE TRAUMA**

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ABSTRACT

A series of earthquakes in Christchurch between 2010 and 2012 caused 185 deaths, destroyed many parts of the city, and led to the largest insurance event in the history of New Zealand. The collective nature of such events affects the whole community in some way and can be such an overwhelming experience that it can impact the psyche of many survivors.

This research has drawn upon the stories of 22 survivors of this collective trauma obtained using a free associative interview technique. Subsequently the data was analysed using both Thematic Analysis and Biographic-Narrative Interpretive Method. Interviewees were both male and female, employees or leaders from New Zealand organisations. Analysis of the research data suggests that a significant challenge to being prepared for a collective trauma arises when people are unaware of how wedded they are to their notion of normality. Conclusions drawn from the analyses refer where applicable to Jungian principles, in particular to the unconscious, to form the basis on which psychological preparation can be developed.

Overcoming a reluctance to prepare requires individuals and organisations to accept that the unimaginable can happen and that known normality can change. With this insight, individuals and their organisations can recognise that they will be psychologically impacted by the complexity of and conflicting pressures from changes to their known world and that they will need to grieve the loss of their

known normality while focusing energy on adapting to their evolving new normality. Those who remain wedded to their past normality can become exhausted by seeking to return to a world that no longer exists.

This psychosocial, qualitative, and inductive research into the personal stories of survivors has drawn conclusions about how organisations and their employees can psychologically prepare for collective trauma. This proactive approach to psychological preparation for collective trauma demonstrates that it is not only possible but advantageous, enabling individuals and their organisations to become what is termed here as good enough survivors.

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LIST OF ABBREVIATIONS

AAD.....	Adversity Activated Development
AIM.....	Anticipate, Identify, and Manage
APA.....	American Psychological Association
BCP.....	Business Continuity Plan
BDC.....	Biographical Data Chronology
BDA.....	Biographical Data Analysis
BNIM.....	Biographic-Narrative Interpretive Method
CERA.....	Canterbury Earthquake Recovery Authority
CISD.....	Critical Incident Stress Debriefing
CLR.....	Critical Literature Review
CODA.....	Referring to any signs of the storyteller ending their story
CRQ.....	Critical Research Question
CW.....	Collected Works (Jung)
DARNE.....	Description. Argumentation. Report. Narrative. Evaluation.
DSM.....	Diagnostic and Statistical Manual for Mental Disorders
EAP.....	Employee Assistance Programme
EH.....	Experiencing hypothesis
EQC.....	Earthquake Commission (New Zealand)
FCO.....	Foreign and Commonwealth Office
FEMA.....	Federal Emergency Management Agency
FH.....	Following hypothesis
GES.....	Good enough survivor
HCE.....	History of Case Evaluation
HFA.....	Hyogo Framework for Action
HR.....	Human resources
IAEG.....	International Association for Engineering Geology
Ibid.....	Refers to a quoted work mentioned in the previous reference
ISTJ.....	Introversion. Sensing. Thinking. Judging on of 16 MBTI profiles
MBTI.....	Myers-Briggs Type Indicator

MCDEM.....	Ministry of Civil Defence & Emergency Management
MIT.....	Massachusetts Institute of Technology
MMP.....	Mixed-member proportional
NATO.....	North Atlantic Treaty Organization
NHS.....	National Health Service
NICE.....	National Institute for Health and Clinical Excellence
NZ.....	New Zealand
OCEAN.....	Five personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism
PACs.....	Personal action constructs
PERMA.....	Positive Emotions. Engagement. Relationships. Meaning. Achievement.
PFA.....	Psychology First Aid
PIE.....	Principles of proximity
PIN or PINs.....	Particular incident narratives
PTG.....	Post traumatic growth
PTSD.....	Post-traumatic stress disorder
PWB.....	Psychological Wellbeing
RCT.....	Randomised controlled trial
ROC.....	Return on Character
SH.....	Structural hypothesis
SNS.....	Social networking service
SQUIN.....	Single Question to Induce Narrative
SS1,2,3.....	Sub-Session 1, 2 or 3
SSS.....	Subjective States of Subjectivity
TA.....	Thematic Analysis
TFA.....	Teller or Thematic Flow Analysis
TRiM.....	Trauma Risk Management
TSS.....	Text Structure Sequentialisation
WHO.....	World Health Organization

MAP OF CHRISTCHURCH NEW ZEALAND



Figure 1. Map of Christchurch. (adapted from Google maps, Boland 1.10.2018). Places mentioned in this thesis are indicated. Inset – map of New Zealand with Canterbury highlighted.

CHAPTER 1: INTRODUCTION

It was as though the colour had been taken out of my life. Life became so very black and white. Not just the debris, dust and lack of electricity but the functionality of being. Panic builds and my gut turns inside out as I ask myself, “How and where are my loved ones?” I know and yet I can’t believe what I am seeing. The ground was opening up, buildings were visibly moving, water was rising all around me and my car was sinking into what looked like quicksand. I couldn’t get out; there was what looked like a whirlpool by the side of the car. The bridge is down. Mums are wading through the water desperate to get to the school on the other side. Nothing was as it should be. Trying to get home later, everything is pitch black, no cues for where we are. Water reaching mid-level on the car windscreen; are we sinking? are we going to drown? Voicing, “I am terrified”, sounding rational, feeling out of control. No energy to think, just keep going, keep doing, don't look back. Craving something or anything to be normal. Days passed in a haze, a new normal appears. Trips to the toilet in the night became an adventure, walking along the street to the porta-loo. Getting to know the neighbours in ways you would rather not. Being excited to buy a chemical toilet, albeit that it wasn't in this month's budget and it was hugely expensive, now it's an essential, a home comfort. Water collected in a nearby village from a huge water tanker, things to carry water in now priceless. A shower, a luxury, constituted a 45-minute trip across town to a friend's house. All of the daily needs were still needed but certainly not obtained in the normal way. Driving anywhere was like off-road driving with the unexpected tree or whatever in your way. I can see the devastation of my physical world but what about the effects of this disaster on me? (A survivor of Christchurch Earthquakes, Dee #45, 2011: 75)

The vignette above was related to this researcher only days after the 2011 earthquake in Christchurch (see

Figure 1).

What an organisation and an individual previously accepted as normal is shaken by an abnormal event, and assumptions about normality are challenged. On some levels, nothing will ever be the same again. No one knows how will to react in such

demanding circumstances and learning to live in a new normal cannot be assumed to affect every individual in the same way.

In this research, a significant obstacle that seemed to face people in terms of preparation for a collective trauma¹ was that they did not fully know how wedded they were to some notion of normality nor where to turn in order to recreate it.

Individuals involved in such tragic events could be considered their “own worst enemies”, criticising themselves for feeling that their reactions to the events were inappropriate. Whether feeling² fear, guilt, shame, or excitement, survivors are, understandably, trying to find absolutes in how they should react.

Often, individuals looked to others as role models to determine the “right way to react” and then, perhaps, pretend to be what they perceived is right or normal. Survivors interviewed in this research project commonly expressed wanting to return to normal. After experiencing collective trauma, survivor’s desire was often to feel grounded, held, and contained, echoing Bion (1963) and Winnicott (1965).

The message from psychological first aid was that “you are having a normal reaction to an abnormal event,” but the normality of those feelings was not apparent to many of the survivors:

¹ Collective trauma - earthquakes are considered a collective trauma because everyone is impacted.

² Feelings are mental experiences of body states which arise as the brain interprets emotions, themselves physical states arising from the body’s responses to external stimuli (Damasio, 2000: 37).

I just wanted to see you because I know this stuff can fuck people up. I feel really sort of numb. One minute I was buying lunch at the dairy and the next I am pulling the lady who was serving me out of the debris. Her head came off in my hands! Her husband and me just sat together on the kerb, not saying anything. What can you say when stuff like that happens? I've heard I shouldn't talk about this stuff and I don't want to get that PTSD [post-traumatic stress disorder] stuff. Am I normal? How should I be reacting? I haven't cried. I was scared but ever since I feel pretty, okay. Shit happens. This was big shit. (An Estimator for the [company name] working in the city at the time of the February earthquake. (Bill #2, 2011: 7)

This was one example of experiences shared by clients only hours after the February 2011 earthquake. Such stories abound.

A collective trauma such as an earthquake can be such an overwhelming experience that it changes the psyche of those impacted (Foster, 2011). Much of psychology today looks to the science of consciousness, failing to acknowledge any below the surface, unquestioned assumptions, attitudes, or beliefs. To bring into the conscious awareness trauma, which usually lies outside of awareness or is taken for granted, could enhance the potential to be a good enough survivor (GES) (see Chapter 7.2; 7.3; 7.4).

It has been proposed in this thesis that the ability to be a GES when a crisis strikes can be enhanced by exploring what lies beneath the surface of our awareness. Foster (2011), in his work looking at environmental disasters and the “nature archetype”,³ suggested that “Jung’s analytical psychology can provide a psychological framework for the changes and adjustments that are needed” (ibid: 21). Such adjustments ideally

³ Archetype is “the inherited part of the Psyche; structuring patterns of psychological performance linked to Instinct; a hypothetical entity irrepresentable in itself and evident only through its manifestations” (Samuels, Shorter, & Plaut 1986: 26). Mother Earth would be an example of a ‘nature archetype’.

would require consciousness of each individual's personal psychology including an understanding of the personal and the collective shadow (see Chapter 3.4.4).

As Blythe (2002) suggested below, knowing what cracks are most likely to appear enhances our ability to survive and thrive when our world shakes.

Your own reactions can be contradictory and confusing. Nothing I can tell you and nothing you can do, can make life logical, or simple, or certain, or completely safe. All you can do is to examine yourself, clarify your intentions, pay attention and do your best. If you do these things, you won't feel so overwhelmed. (ibid: 216)

Cracks can allow a glimpse into the complex networks and structures at play, and offer a better understanding of employees and their organisations, including what we hold important and why. Leonard Cohen sang of such a phenomenon: "There's a crack in everything. That's how the light gets in" (Cohen, 1992).

This psychosocial research project has aimed to contribute to the field of collective trauma and management studies in the area of preparation. The term psychosocial is an adjective used to describe the psychological, social, emotional, and physical experiences within and between people and across groups of people, particular people and collectives of people in the context of particular social and physical environments (Clarke & Hoggett, 2009). This project was specifically aimed at developing strategies for organisations and employees in New Zealand which will enable them to be good enough survivors, advocating preparation for people who work in organisations, as a proactive approach to restoring psychological wellbeing

after an earthquake. The research question will focus upon conscious and unconscious strategies for psychological wellbeing in preparation for a natural disaster.

Accepting both organisational and personal accountability for preparation for such unexpected events will help to minimise the impact of collective trauma and facilitate an adjustment to an evolving new normal. Various mechanisms are examined, and preventative measures are defined that if adopted by organisations will prepare employees for the impact of collective trauma.

1.1 BACKGROUND TO THE RESEARCH QUESTION

The research question was generated from reflections on work undertaken by this researcher when working as an organisational psychologist with leaders⁴ and their employees prior to and after the earthquake series in New Zealand between 2010 and 2012.

Three years before the first earthquake in 2010, this researcher had been invited to research and to develop an intervention to give engineers psychological support while working on natural disasters for the EQC. After on-site visits, a literature review, and

⁴ Leadership and management, although often used synonymously, there are some similarities and differences. Management and leadership do share many similar duties, which consist of working with people and influencing others to achieve goals. Management skills are used to plan, build, and direct organisational systems to accomplish missions and goals “while leadership skills are used to focus on a potential change by establishing direction, aligning people and motivating and inspiring” (Algahtani, 2014: 71).

a review of the EQC customer feedback from 2005 to 2007, a programme was designed, and a pilot programme was conducted to refine the proposed intervention.⁵

Over the following three years, the majority of EQC employees and the associated geotechnical engineers attended this programme. Between 2010 and 2012, this programme formed the foundation of a session delivered by this researcher during the induction period, to over 1,000 people hired by the EQC geotechnical engineering companies to assess the damage in Christchurch.

As the response effort gained momentum, over 1,000 responders were brought to Christchurch within six-months as first-line damage assessors of properties for the EQC. These loss adjusters, assessors and geotechnical engineers were often one of the first people in an official capacity seen by the public after the event. All responders were subjected to the full range of emotional responses that someone affected by an earthquake might experience, such as fear, anger, sadness, guilt, and excitement.

The induction programme was designed to make the responders aware of the issues they could face while working in the community. Over 20 different scenarios were researched and developed during this time to help anticipate needs. As new circumstances became apparent, new problems were faced, new responses were required, and new skills developed.

⁵ A paper entitled Skills for Extraordinary Circumstances: Delivering an Engineering Service with Empathy which outlined the research, design, and implementation undertaken by this researcher in the area of preparation for natural disasters in Christchurch NZ in 2007 was presented at the International Association for Engineering Geology and the Environment Congress (IAEG) in 2010, in Auckland NZ (Williams, Fealy, & Morar, 2010).

Organisationally within the EQC, further support for the responders was provided through a daily newsletter. This was written and circulated for the first 71 days after the earthquake in February 2011 to share experiences and provide collective support. The newsletter gave updates and information on core skills and answered questions about any rumours that were circulating (see Appendix 1).

As requirements became clear, a series of workshops was designed and facilitated. A variety of interventions were designed, for example: caring for children after an earthquake, resilience building, stress management, Emergency Response Team problem-solving, rapid assessment training, field fatigue, relaxation training, handling caller abuse, leading in times of change, and managing transitions to the new normal. These interventions were supported, when appropriate and requested, by one-to-one counselling and coaching for leaders both inside and outside the organisation and employees inside the organisation.

This researcher, in her capacity as an organisational psychologist, saw 53 individuals within hours and days of the traumatic 2011 earthquake in Christchurch. These grounding⁶ sessions provided a variety of individuals with support and preparation for individual circumstances. In this study, field notes from these individual sessions and other work undertaken during this time have been used to illustrate some points being made about the need for preparation. Research data was then gathered five

⁶ Grounding refers to reconnecting the client with the present moment and the using principles of PFA (see Chapter 3.1.4).

years later through 22 interviews from the cohort of the 53 individuals interviewed between 2011 and 2012.

1.2 THE CONTEXT: THE INDIVIDUAL AND THE ORGANISATION IN CHRISTCHURCH

This researcher, an organisational psychologist working throughout the world for over thirty years led to this research cohort being those who were working in organisations.⁷ The individuals interviewed in this study were from organisations that were impacted by the collective trauma. This researcher's experience working with and within organisations before and during the Christchurch earthquake sequence of 2010 to 2012 suggested that the potential for psychological preparation begins with individuals. She consequently sought to understand at depth the impact upon individuals within organisations; and from these insights she draws conclusions for the organisations.

It was proposed that by interviewing survivors working in organisations, a picture would emerge of how to be a GES, individually and organisationally. However, historical facts' are rarely the cold objective materials empiricists make them out to be. As they come in the form of narrative, these facts are made to produce certain meanings and to convey specific interpretations" (Lu, 2011: 33).

⁷ Organisations are defined by the NZ Government Statistics Department (2017); enterprises were dominated by small businesses with only 5,325 businesses, from a total of 528,170, having more than 50 employees. <https://www.stats.govt.nz/information-releases/new-zealand-business-demography-statistics-at-february-2018>

Although individuals working in New Zealand organisations were the target audience, the psychological impacts of collective trauma explored in this thesis are not exclusive to a workplace experience of collective trauma. It is self-evident that with collective trauma comes personal trauma. While the individual experiences a wide range of personal disruptions, organisations experience another range of practical disruptions, for example, changes to supply chains and loss of customers.

In times of crisis, extraordinary demands are placed on many employees, as well as leaders, asking for more than the usual expectations. In these circumstances, the needs of the organisation are often responded to, to the detriment of the needs of the individual. That said, human suffering is not always synonymous with psychological trauma and discerning the delicate balance between therapeutic intervention and therapeutic witnessing is not easy (Papadopoulos, 2002: 40; see Chapter 3.3.4). Therapeutic witnessing “being therapeutic” in more naturalistic settings that are dictated by the specific circumstances of working with refugees and other adversity survivors is a form of ordinary communication within an overall therapeutic intention and direction (Papadopoulos & Gionakis, 2018: 10) (see Appendix 19).

Preparing for and managing trauma in the workplace would help to combat the inevitable vulnerability experienced in times of collective trauma. There are considerable benefits to aiding organisations and their people to return to work. Through preparation, leaders and employees would understand the benefits of restoring optimal psychological function at such a potentially devastating time.

1.3 THESIS STRUCTURE

The following chapters explore preparation, normality, psychological wellbeing, and collective trauma at work. The theme throughout all the chapters is one of preparation and its impact on the psychological wellbeing of individuals and how this may impact the organisations they are working for.

Chapter 1: Introduction

Chapter 1 is an introduction identifying the aims and background of this thesis, why it is of value within the body of current research, and how the thesis has been undertaken.

Chapter 2: Christchurch New Zealand - A Shaken World

Chapter 2 provides a window into the pre- and post-shaking world of the Christchurch earthquakes series between 2010 and 2011, giving context to the thesis. The chapter paints a picture of the people, the place, the economy, the political landscape, the culture, the media, and the hopes and plans for the future of Canterbury. Important cultural aspects are explored, in particular, Pakeha⁸ and Māori.

Chapter 3: Critical Literature Review

⁸ *Pakeha*, is the Māori term for someone of European descent.

Chapter 3 reviews the evolution of the thinking behind this thesis. Literature is reviewed in the areas of preparation, normality, psychological wellbeing, and collective trauma in the workplace through a Jungian lens and from an individual and organisational context. There appeared to be very little written on preparation for collective trauma from a psychological wellbeing perspective, although there has been a substantial body of work on post-traumatic effects, which provides some perspective on what is needed for preparation.

In Chapter 3.2 the research on collective trauma was reviewed, including both the positive effects, post-traumatic growth (PTG) and adversity-activated development (AAD), together with the negative effects of post-traumatic stress disorder (PTSD). Chapter 3.3 on Normality explores the multiple definitions, underlying assumptions, expectations, and past research in the following areas: normality as a standard to gauge mental health, nostalgia and the idealisation of memories, and normality and identity. Finally, in Chapter 3.4 on Psychological Wellbeing reviews the many definitions, characteristics, and current findings to understand what constitutes specific individual wellbeing before a traumatic event. It is proposed that such self-knowledge and associated skills will enable the GES to both survive and, indeed, thrive during and after a traumatic event.

Chapter 4: Research Methodologies

Chapter 4 outlines the fieldwork and methodologies used to analyse the digitally recorded and transcribed interview data. The approach taken used data generated in

the past to explore and illustrate what was happening for individuals and organisations during a collective traumatic event.

Both Thematic Analysis (TA) (Braun & Clarke, 2012) and the Biographic-Narrative Interpretive Method (BNIM) (Wengraf, 2001) were used to capture the reality of the lived experience. In the same way as Freud, Jung, and other psychoanalysts used their clinical material as the source of their research data, in this thesis, extracts⁹ are used from field notes of interviews, together with data from BNIM interviews conducted five years later. The data is quoted in a persuasive manner to focus the reader on the topic of preparation for collective trauma, for both organisations and their employees. This is analogous to the use by psychotherapists of case vignettes to illustrate and amplify various points. It was proposed that both methodologies when applied to the interview data would provide a rich source of material to examine and challenge the concept of normal behaviour under abnormal circumstances. It also provides valuable insights into preparation for collective trauma for the individual and the organisation.

Chapter 5: Analysis of Research Data

Chapter 5 draws on the fieldwork and methodologies described in Chapter 4 to analyse the interview data from survivors of the 2010-2012 Christchurch earthquakes. Presenting results from both the TA of all 22 interviews, and the BNIM analysis of two interviews. The results of these analyses are compared and contrasted to verify conclusions drawn.

⁹ Available upon request are all quotes extracted from the 2010-2011 data.

Chapter 6: Normality – One-Size-Fits-All?

Chapter 6 took the results from the data analysis in Chapter 5 and the key findings from the critical literature review to examine research findings as they related to normality. It was proposed that such awareness would aid the employee, the leader, and the organisation to both survive and thrive in the event of collective trauma. This would provide the basis for psychological preparation and facilitate the construction of the GES in Chapter 7.

Chapter 7: Strategies for becoming a Good Enough Survivor

Chapter 7 builds upon the work in Chapters 3, 5, and 6 to ascertain what the GES needs, both organisationally and individually. The GES is a term used here as a metaphor, taken from the work of Winnicott (1960) on the “good enough mother”. Strategies are developed as guidelines, not with the objective of creating a diagnostic checklist.

Chapter 8: Conclusions and Recommendations

Chapter 8 discusses the conclusions reached. New areas for research and development have been suggested. This chapter has also taken the opportunity to play devil’s advocate in respect to the findings. Thoughts on objections to any recommendations have been posed and discussed.

1.4 WHY JUNG AND DEPTH PSYCHOLOGY

During the 2010-2012 earthquake sequence this researcher was immersed in working with the EQC and their geotechnical engineering support. While still supporting the recovery efforts, she lamented not having time or access to research on whether there was more to be done to help people prepare for possible further earthquakes. She reflected many times that there must be more than we are consciously aware of. She recalls discussing with colleagues that her lifelong interest in Jungian studies would be helpful in understanding what was happening in more depth.

This researcher had over 30 years of experience working as an organisational psychologist designing customised training and development for organisations predominately in the Asia Pacific Region after leaving the United Kingdom in 1990 for New Zealand. Prior to the earthquakes and working with the EQC and their geotechnical engineering contractors for many years she had already designed, piloted, and presented development workshops on psychological preparation for collective trauma.

Two years after the earthquakes, with children having left for university and a husband working in the Falkland Islands, his wind farm business had been a casualty of the earthquakes, time became available. This researcher decided to contact Professor Andrew Samuels as a potential supervisor. Her journey to the Centre for Psychoanalytic Studies at the University of Essex began. She was now returning to study in Essex where she was born and had lived and studied until age 15 before

leaving for London and then, 16 years later, leaving for New Zealand, having married a Kiwi.

With prompting from Professor Andrew Samuels, this researcher started the process of developing her research question. She recalled the many comments by survivors about wanting to return to normal and how they had recounted their automatic, instinctual reactions, how they did or did not respond. She listened to survivors thoughts on what they could or should have done as well as their feelings about what they wished they had done. Most survivors had been overwhelmed by the traumatic events. Everyone knew of someone who had lost their life, and everyone lamented that they wanted normal life again. This researcher had counselled clients that they were having a normal reaction to an abnormal event, conscious that this may have sounded trite, and that it was important to recognise the nature of the collective trauma experience and support pathways to recovery.

This triggered the initial question about whether survivors could add to an automatic repertoire: Could survivors learn to be better prepared? This researcher recalled listening to a client who was incredulous at how she had frozen for what seem like forever in the middle of a rocking building, not initially hearing people frantically calling her to move. Later, safe and unharmed she felt impacted psychologically by her experience. Over time, she recovered as she came to accept her world had forever changed. Conversely, other clients remained profoundly disturbed by their experience exasperated by continued aftershocks and subsequent earthquakes. Despite the first-hand experience of an earthquake most clients failed to prepare themselves for subsequent earthquakes.

Working with clients together with the many first-hand experiences of the earthquakes for this researcher led to many reflections. When collective trauma strikes, not only do people have to contend with their initial instinctive reactions, but they have to integrate these and other associated traumatic experiences to aid their PWB. This researcher wanted to better understand how the unconscious was impacting the psyche of those experiencing collective trauma, and in doing so, whether it was possible to prepare for collective trauma ahead of time. As a mother, this researcher knew that preparation for the trauma of childbirth was possible and effective. She was curious to know if and how the traumatic impacts of an earthquake could be unpicked to provide insights to preparation ahead of the event in the same way as anti-natal classes prepare expectant mothers for childbirth.

Could Jung shed any light on the role of the unconscious in preparation and recovery? As the literature review progressed and while reading the work on PTG and AAD, the question arose of whether through acceptance of the new normal, PTG could be accelerated. What strategies and tools might be added to this researchers repertoire of predominately cognitive and behavioural-based interventions and development tools? An exciting new addition has been made of art therapy, specifically the work of Schaverien (1991) using Jungian principles, and adapting this to a non-therapeutic environment (see Chapter 7.5).

Jung's approach to the human psyche and the unconscious together with his focus on collective phenomena and dynamics may be applied to a psychosocial analysis of collective events such as an earthquake. In Jung's account of his own work, he made

it clear that ‘behind’ or ‘underneath’ an individual’s psychology lie concepts rooted in the history of humanity. This is a salient reason for grounding the present work on Jung’s analytical psychology.

While working as an organisational psychologist during the earthquake period, due to time constraints and the immediacy of client needs, proposed solutions were not explored in depth. The fieldwork and depth psychology suggested that Jungian theories of the collective unconscious and typology, in particular, could provide a deeper understanding of what is needed for both individuals and organisations in preparing for a collective trauma.

While the literature review was extensive and initially too broad, the researcher wanted to understand whether some Jungian concepts might prove useful. Though Jung did not directly talk about preparation for collective trauma he had for example characterised normality, a focus of this thesis given it was what all the survivors interviewed had yearned for but was ill-defined in the literature. Jung also talked about serious play. The researcher found that the themes that were being highlighted throughout the thesis could be interpreted from a Jungian point of view.

Psychoanalysis and narrative enquiry have in common the construction of a meaningful human existence (Polkinghorne, 1998: 182), but their intentions are different: narrative enquiry is not a therapeutic relationship and no interpretations are offered. Furthermore, Wengraf (2001) emphasised some of the specific differences between the psychoanalytic and BNIM interview methods (discussed later). In psychoanalysis, the client pays the therapist for therapy over an extended period of

time with interpretations made at times during the sessions. The interviewees of BNIM, meanwhile, are part of psychosocial research, are typically unpaid, and are seen once. The interpretation is made post interview and not referred back to the interviewee. BNIM researchers are not psychoanalysts; they act as a facilitator in a narrative rather than as a therapist or positivist scientist (Spence, 1982: 67). They can, however, create a safe environment in which a respondent can create a meaningful narrative of their lived experience.

1.5 CONCLUDING REMARKS

Regardless of whether it will ever be needed, preparing for and knowing how to manage collective trauma can no longer be an optional extra for employees or their leaders. Natural disasters and other traumatic events are regularly seen in the media. Being prepared for collective trauma in any organisation is a core leadership function; it is imperative for the organisation to mitigate the effects of collective trauma in the workplace. This consists of creating and maintaining a culture of care, being humanitarian, and meeting the legal requirements of duty of care. Such imperatives have led to a variety of recruitment, training, and leadership interventions for preparation and management in the event of a trauma (Tehrani, 2011: 89). Much can be learnt from such interventions and the professions working in traumatic circumstances, for example, the military, police, fire brigade, and ambulance workers.

Interventions in organisations are often developed in-house and research on such

trauma management programmes is relatively scarce (Maitlis, 2012: 915). It is anticipated that engaging leaders in the need for preparation, especially where there has been no recent collective trauma, will be a challenge, and strategies for engagement need to be developed. An outcome from this thesis is to write a book or a manual targeted at New Zealand organisations and Government, with practical applications from the outcomes of this thesis.

The overall aim of this thesis has been to contribute to the field of collective trauma and management studies and to stimulate further research about psychological preparation for natural disasters. It is hoped that this thesis will play a part in raising consciousness about the role collective trauma plays in people's lives, how fragile and vulnerable people can become, and that it is possible to go to some lengths to help organisations and their employees to prepare. Chapter 2 provides context for this thesis by exploring relevant elements of Christchurch before and during the sequence of earthquakes from 2010 to 2012.

CHAPTER 2: CHRISTCHURCH, NEW ZEALAND - A SHAKEN WORLD

Waking in the morning - it is almost half past four,
The windows rattle wildly! Yes! He-wolf is at the door!
My gliding and colliding books leap freely into space,
And all the things that seemed secure are quickly changing place.
As our foundations tremble and the city starts to groan,
We feel the flick of board and brick...the impotence of stone.
The earth reminds us what we are - mere fleas that crawl its hide...
It battles - rattles chattels a noble building's side.
We went to bed as masters, but we feel the city sprawl
And leap awake, remembering how far we have to fall.

(Margaret Mahy, 2010¹⁰ Permission received from publishers Scholastic NZ Ltd, 2010: 30).

2.1 Christchurch in Context

This Mahy poem, written for the children of Christchurch, captures the overall arc of the narrative of this chapter. The purpose of the chapter is to paint a picture of what it was like to live in Christchurch before and after the 2010 to 2012 earthquakes. For the reader to gain some insight into the people living and working in Christchurch. Who were these people? What was their history? What were the myths and stories

¹⁰ Margaret Mahy a renowned New Zealand children's writer, wrote this poem as an earthquake fundraiser as part of a children's books called *Quaky Cat* (2010) edited by Noonan and Bishop. The Mahy children's playground designed with the input of 6000 local children opened in 2016.

that had been shared in the framing of normality? How had reality changed? Without these insights the reader may be left to ponder what it is in this culture that influences preparation for collective trauma.

Part of the background to understanding earthquakes in New Zealand is to grasp the Kiwis'¹¹ apparent deep and profound attachment to the land and nature, partially due to the agricultural economy and their love of the outdoors. Kiwis are renowned for their farming, hiking, biking, rugby, and skiing and for generally being an outdoorsy kind of people. Is it possible that the strength of this connection made the impact of a collective trauma imposed by Mother Earth all the more traumatic?

The reality is that New Zealand sits on a dynamic tectonic plate boundary and has a long history of natural disasters.¹² Why then did Cantabrians¹³ not prepare? Rationally, people tend to know a natural disaster could happen but typically choose to act as though it will not happen. Hence, preparation tends to engender the attitude of “It will not happen to me” or “No need to prepare” or “We will get around to it one day,” assuming there is plenty of time to prepare. Invariably, decisions to prepare are deferred, or preparations are not made.

Furthermore, it could be argued that New Zealand has an additional barrier to preparing, the cultural mythology of “she’ll be right”, a can-do attitude originating

¹¹ Kiwi is the collective term used for all New Zealanders, both Māori (the indigenous people of New Zealand) and European New Zealanders.

¹² See Appendix 2 for an overview of natural disasters in New Zealand since 1848.

¹³ Christchurch is located in the Canterbury Plains, hence the name Cantabrians for the people living there.

from the legendary number eight wire¹⁴ mentality which paints a picture of the isolated Kiwis' capacity to be pragmatic, to improvise, and to resourcefully solve a problem (Derby, 2015). Whether seen as an optimistic or apathetic outlook, the idiom conveys the belief that, if there is a problem to be solved, somehow it will all be okay in the end, so indeed, why bother to prepare (Keyworth, 1990: 19-27)?

While this assumption that all will be fine has the appearance of flexibility and resilience, it may in fact be little more than a rigid view of the world, one that says there is no need to prepare. This was highlighted in news headlines following the 2011 earthquake suggesting that “she’ll be right won’t work in earthquakes” (Ewing, 2012). The pre-earthquake sense of social stability was no small contributor to how abnormal things felt for Cantabrians after the earthquake. Life felt suddenly out of control.

This chapter reviews some of the relevant aspects of the place, the people, the economy, the culture, the media, and the impact of the earthquakes, highlighting some of the normality people were accustomed to, indeed often wedded to, as a notion of normal life. This raises the question of whether understanding, pre-trauma, more about normality or any illusions of normality, might aid recovery.

2.2 THE EVENTS: THE CHRISTCHURCH EARTHQUAKES

¹⁴ ‘Number eight wire’ is a mentality which comes from the availability of the number eight wire, the predominant gauge used in sheep fencing. It has come to represent how Kiwis could fix anything with this wire.

In Māori mythology, Ruaumoko¹⁵ is the Māori word for earthquake god. He is the youngest child of Rangi-nui (the Sky Father) and Papa-tu-a-nuku (the Earth Mother). When Ruaumoko moves, the earth quakes (Noonan & Bishop, 2010: 29). This beautiful, poetic view is juxtaposed to today's scientific view that earthquakes are caused by a sudden release of energy in the earth's crust that shakes the ground by generating seismic waves. The earth is always in motion, yet nothing seems more substantial or permanent than the ground walked on (Mark, Layton & Chesworth, 1997: 6-7).

Few in Canterbury believed that “the big one” would happen in Christchurch, as it was always expected to be in Wellington, the capital city of New Zealand. In scientific terms, however, the probability of a Christchurch or Wellington big one was about the same.

At 4.35 am on the 4th September 2010, Christchurch was hit by a magnitude 7.1 scale earthquake. The time and the epicentre¹⁶ of the earthquake prevented anyone from being killed (Bennett, Dann, Johnson & Reynolds, 2014: 18). A combination of the severe shaking, landslides and liquefaction¹⁷ left around 16,000 properties severely damaged. Over 90% of the properties in greater Christchurch were damaged in either the September or February quakes. Many of the city's heritage buildings were damaged or destroyed, including the iconic Anglican Christchurch Cathedral. Several of Canterbury's iconic natural features and landmarks were also lost or damaged.

¹⁵ See Appendix 5 to read the full myth of Ruaumoko.

¹⁶ The epicentre was 40 kilometres west of Christchurch near the town of Darfield.

¹⁷ Liquefaction is the process of loose soil acting like a liquid during an earthquake.

The geotechnical engineering company supporting the EQC made a short video which highlights some of the circumstances experienced around the earthquakes (Leeves & Ballegooy, 2011)¹⁸.

As Christchurch slowly recovered, many believed that no more earthquakes would occur within the next 300 years or so, but it was once again shocked at 12.51 pm on 22nd February 2011. A shallow magnitude 6.3 earthquake centred in Lyttleton (see Figure 1) struck in the middle of the day.

That day 185 people from 17 different countries died that day, 164 people were seriously injured. Of those that died, 97 people were New Zealanders, 95 of whom were Christchurch or Canterbury residents with ties to the local community. A significant proportion of those who died, however, were visitors to the region: 28 from Japan, 23 from China, 11 from the Philippines, six from Thailand, three from Israel, two from South Korea, and one each from Canada, Ireland, Malaysia, Peru, Romania, Russia, Serbia, Taiwan, Turkey, and the United States. The majority died due to the collapse of two relatively modern buildings in the centre of the city: the Canterbury Television and the Pyne Gould Corporation building. Falling masonry from the Port Hills killed others. Thousands of others were uninjured but suffered losses of other kinds: homes, jobs, relationships (Farrell, 2015: 70).

As the effects on power, water, sewage, roads, and governance systems overwhelmed

¹⁸The video link is <https://www.tonkintaylor.co.nz/what-we-do/natural-hazards/canterbury-earthquake-sequence/>

the city, the Government declared a national state of emergency, only the second in the country's history.

Help came in many forms. "The heroism in the hours and days after the quake was extraordinary, involving thousands of volunteers, police, fire service, armed forces and urban search and rescue teams from around the world" (Bennett et al., 2014: 18). Christchurch's "student army", coordinated by law student Johnson, amassed an 800-strong force of student volunteers who, armed with spades and wheelbarrows, shovelled tonnes of sediment resulting from liquefaction (Johnson, 2011). The "Farmy Army" pitched in, too. The Federated Farmers initiative saw a tide of volunteers arrive in Christchurch to help in the continuing clean-up exercise (Moore, 2011: 119).

Since the September 2010 earthquake, Christchurch has continued to suffer earthquakes and there were an enormous number of aftershocks (32,828) in 2016 alone.¹⁹ The more recent earthquake around Kaikoura²⁰ on 14th November 2016, a magnitude 7.8 event, released an amount of energy equivalent to 180 times the energy of the deadly 2011 Christchurch earthquake, as illustrated in Figure 2 below. Seismologists' reports identified it as a complex rupture of at least 100 kilometres along two main plates involving multiple faults, shaking the ground for around two minutes (NZ GNS²¹, 2016).

¹⁹ Details of New Zealand earthquakes and aftershocks can be seen at www.geonet.org.nz/quakes/

²⁰ Kaikoura as illustrated in Figure 1. Map of Canterbury.

²¹ GNS Science is New Zealand's leading provider of earth and geoscience research and consultancy services.

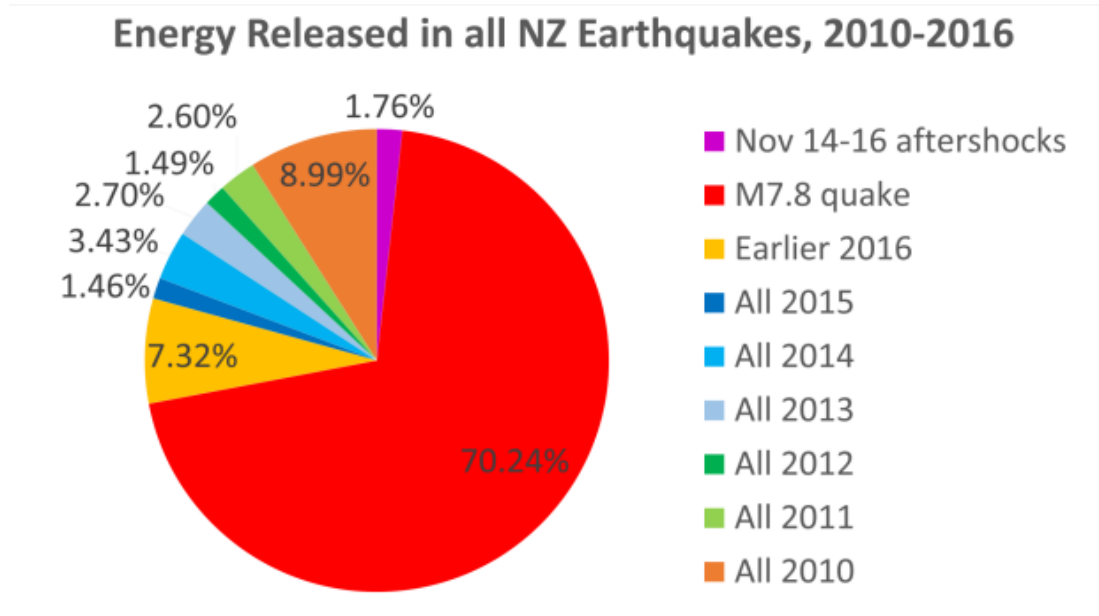


Figure 2. Illustrating the energy released by the 7.8 Kaikoura earthquake in 2016. Indicated in red enormous amount of energy released in November 2016 70.24% (Edens, 2016). Holdaway, a University of Canterbury Physicist, created this illustration of the Energy Released by Earthquakes 2010-2016.

2.3 THE IMPACT

What happened when the 2011 earthquake struck around midday on 22nd February is now known, yet in those early minutes, hours and days, very little was known by those in the thick of it. Everyone did their best with what little they knew. People were thrown back on instincts as old as human beings themselves: survival first, finding family, and helping others (Bennett et al., 2014: 6).

In the aftermath of the earthquakes, Christchurch was significantly changed: homes were damaged, sewage systems were broken, roads and footpaths were damaged, parks and pools closed, the demographics changed where whole neighbourhoods were destroyed, and schools and universities merged, closed or operated out of temporary buildings. Councils were overwhelmed. People were dealing with grief,

disrupted routines, insurance claims and a host of other stressors (Moss & Cederwell, 2013: 73).

The north and west of the city looked virtually unscathed, not so for the lowlands of the east. The ground had liquefied and there were shattered sewers, burst water mains, and devastated homes. Cowles Stadium became a relief centre for over 300 people in the Eastern suburbs. The central city Red Zone,²² a public exclusion zone, reopened on the 30th June 2013 for its 7,000 residents (Farrell, 2015: 150). It had taken 859 days before the centre of Christchurch was safe to be reopened.

For many months, teams of engineers swept through Christchurch, assessing the damage to land and homes (Moore, 2011: 143). Such times of crisis bring both threat and opportunity; “the demolition, repair, and reconstruction are so heavily symbolic and can have distinct psychological effects on the residents of the city...Many issues that were previously hidden, unknown or private become temporarily communal” (Bennett et al., 2014: 23, 42). One such issue was that by October 2016, five years on from the February earthquake, Canterbury had had more attempted suicides than any other region, with men and Māori being particularly highly represented. The Chief Coroner suggested discussion was needed to bring down the unacceptably high suicide rates. “We’ve got to take some note that the community is still hurting after the earthquakes and people are still crying out for help” (Johnston, 2016: 1).

²² The Red Zone was a term used in at least three different ways: 1. The red zone applied to the central city, describing the area which had been cordoned off and remained so for over two years after the February 2011 earthquake; 2. When applied to the residential area, the red zone in the eastern suburbs, it referred to over 7,000 properties whose land was subject to liquefaction and that were deemed uneconomic to repair. These were purchased by the Crown under a voluntary acquisition agreement; 3. In the Port Hills, a range of hills in Canterbury, the red zoning referred to 510 properties where the cost of protecting buildings from the risk of falling rock or unstable cliffs was deemed uneconomic. Here again the Crown offered to buy the land.

In those early days, around 10,600 people left Christchurch, while 1,700 went there to help. Nearly 2.5% of the population were lost, some to surrounding districts, others further afield (Stats NZ, June 2011). The collective trauma will be unevenly distributed on who and what is impacted. Those with the means and the mobility “are better prepared to rebound and take advantage of the new opportunities, there are those who do not have such options” (Moss & Cederwell, 2013: 74).

2.4 THE ECONOMY

New Zealand enjoys a relatively high standard of living, regularly coming high in global prosperity rankings with qualities such as an open market, free people, and strong sense of society (Ministry of Civil Defence and Emergency Management, (MCDEM) 2019: 2).

Canterbury is home to New Zealand’s leading agricultural businesses: sheep, dairy, deer, seed development, wool, meat processing, and some biotechnology (Bateman, 2000: 107). After Auckland, Christchurch is the largest manufacturing centre in New Zealand, working in an array of different markets such as information technology (I.T.), communications, food processing, refrigeration, marine, and wine (Canterbury Development Corporation, 2016: 2-16).

In a study of the economic impact, Parker and Steenkamp (2012) estimated the cost of restoration of “commercial property in Canterbury to be NZ \$4 billion and the cost

to repair and replace damaged infrastructure NZ\$3 billion” (ibid: 15). In 2013, the Treasury “estimated the capital costs to be over \$40 billion, the equivalent of 20% gross domestic product” (MCDEM, 2019: 2).

The business sectors most heavily affected included small businesses, tourism, retail, hospitality, and international education. Other sectors experienced a boom, including utilities, construction, safety, healthcare, social assistance, and care for the elderly. The agriculture sector was mostly unaffected (ibid: 14) (see Figure 3).

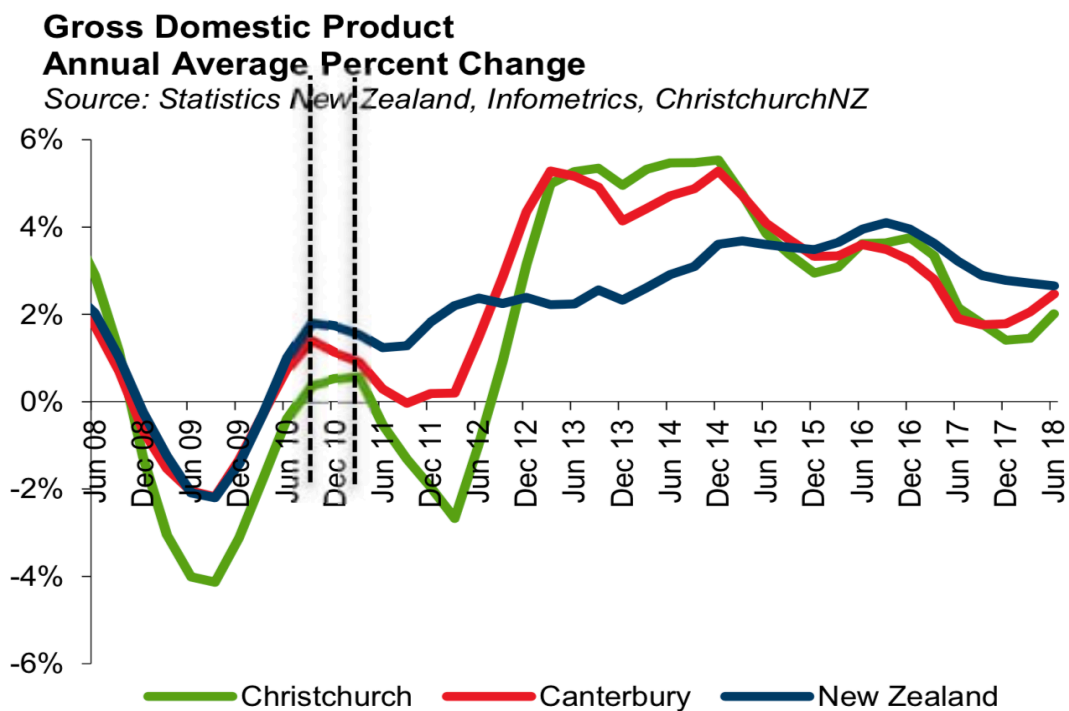


Figure 3. The 2018 Canterbury Report. The Canterbury Report on annual average percentage change. Stats NZ. Permission granted by the CEO through personal communication with the Mayor of Christchurch.

Figure 3 is a graph produced for the 2018 Canterbury Report showing that both Canterbury and Christchurch suffered negative growth in the immediate aftermath of

the 2010 and 2011 earthquakes. Conversely, as Christchurch started to rebuild, economic performance outpaced the rest of New Zealand until 2016 when it realigned with the national economic performance. The rate of growth in the region was extremely high for the subsequent three years with the rebuilding of the central city and with around 50,000 new homes planned for the Greater Christchurch area by 2028. Although that growth is easing, the level of activity remains high.

Furthermore, following both the 2010 and 2011 earthquakes, there was an increase in unemployment (Canterbury District Health Board, 2016). Businesses also found the disruption of the emotional wellbeing of staff a challenge as they struggled to keep business as usual (Stevenson et al., 2011: 3).

2.5 THE POLITICS

The earthquakes of 2010 and 2011 were not merely geological events; they happened in a specific social and political context. After a referendum in 1993, from 1996 the New Zealand democratic political system became a mixed-member proportional (MMP) electoral system replacing their first-past-the-post system. This system ensures that voters have the benefits of both proportional representation and geographical representation. Voters have two votes, one to decide their single-seat constituency representative and one for the political party.

The National Party (the centre-right) led by Key had been in government for two years. He appointed Brownlee (a Cantabrian) as Minister for Canterbury Earthquake

Recovery in 2010. Canterbury also had an elected mayor and council. The sheer magnitude of the events and the need for vast sums of money to restore Christchurch resulted in substantial national resources being required. Managing such enormous resources, both at the national and local levels, was complicated, with ownership and responsibility at times being strained between accountable agencies and institutions. This strain exacerbated the loss of stability with a confusing change for Cantabrians (Farrell, 2015: 75, 273).

2.6 THE NEW ZEALAND EARTHQUAKE COMMISSION

In New Zealand, the Government provides natural disaster insurance to residential property owners through the EQC. This Government organisation also invests in natural disaster research and education. However, it is not an emergency first response service.

Initially established in 1941 under the War Damage Act, this insurance helped New Zealanders repair their homes if damaged by bombing and enemy action. In 1945 the EQC was established as the Earthquake and War Damage Commission. As part of New Zealanders' home and contents insurance, a levy was paid to develop a fund. Commercial property would continue to be handled by private insurers. By 1949, the levy covered natural disasters including earthquakes, landslips, tsunamis, volcanic explosion, floods, and storms and represented a globally unique national organisation for catastrophic natural disasters. Prior to the 2010 earthquake, this fund had accumulated to over NZ\$6.1 billion (Farrell, 2015: 81).

When the earthquake struck in 2010, the EQC had 22 core staff and 27 assessors. Within weeks, thousands of insurance claims had been lodged and staff numbers began to grow. It was staff in Brisbane²³ who most often answered the phones. In planning for a natural disaster, it is standard practice to make the call centre for claims offshore, given that a country is unlikely to know where they will be struck by a natural disaster. For similar reasons, it was a Queensland company that supplied the assessors. Many were Australian ex-police officers, well trained in managing a wide range of incidents (ibid: 87). The EQC had not educated the general public on why such approaches were undertaken and subsequently came under fire, particularly for not giving the jobs to Christchurch people.

The task for the EQC was enormous, unprecedented, and overwhelming. Between September 2010 and November 2016, the EQC had received 160,978 dwelling claims and 187,360 contents claims. This does not include claims expected from both the February and November 2016 earthquakes. Even before the latest events, this was one of the biggest insurance events in the world.²⁴

2.7 THE PEOPLE: MĀORI AND PAKEHA - THE KIWI

The four primary ethnic groups in New Zealand are European, Māori, Pacific and Asian. In the most recent Census conducted in 2013, 74% of people identified with

²³ Gallagher-Bassett in Australia was the designated offshore insurance claims service provider in case of a national disaster in New Zealand.

²⁴For current figures visit <http://www.eqc.govt.nz/canterbury-earthquakes/progress-updates/scorecard>.

at least one European ethnicity, 15% identified as Māori, 13% Asian and 7% identified as Pacific people (Marriott & Sim, 2014: 9-11).

Christchurch is less racially diverse than other regions in New Zealand. It is said that to be a “real” Cantabrian you need to be able to say on which of the first four ships your forefathers made their mammoth journey: *Charlotte Jane, Randolph, Sir George Seymour, or the Cressy* (Jacobs & Jacobs 2006: 2). On meeting a Cantabrian, they will often ask, “Where did you go to school?” Then you can be placed in the social hierarchy. Owning your own home, car, and bach (holiday house) are common aspirations, although ownership rates are falling fast. In the 2006 census, 53% of New Zealanders owned their own home. By 2013 the percentage had fallen to under 50% (Farrell, 2015: 264).

Māori is an integral part of New Zealand’s past, present, and future, and therefore, it is deemed important to give some background to their history and culture. It was not until the Europeans arrived that the name Māori existed. The indigenous people called themselves *Tangata Māori*, Tangata meaning person and Māori meaning normal or ordinary. Even today the Māori people will introduce themselves with a *Mihimihi*, a formal introduction which identifies Māori individuals with their *whanau* (extended family), *hapu* (sub-tribe), *iwi* (tribe) and *waka* (canoe), their river, and their mountain, never as a single race and culture (King, 2003: 239).

Pakeha is the name given to identify a New Zealander, European, British, or Australian person, anyone who is not of Māori descent (Sheehan, 1989: 4). Kiwi is the nickname used internationally for people from New Zealand. The name derives

from the kiwi bird, a flightless bird native to and the national symbol of New Zealand. The name is also given to the kiwi fruit, which originated as the Chinese gooseberry.

An example community connectivity can be taken from Young (2016) who researched community response post-trauma as part of the “People in Disasters Conference”. He wrote about Sumner’s and how the community response was to provide support to those adversely affected and vulnerable. Many wanted to help in the aftermath of the earthquake and the support given was captured in a manual intended to ensure that in future disasters those affected would not have to start from scratch, a tool to aid preparation (ibid: 14).

Cultural approaches to natural disaster management and recovery are rarely acknowledged (Kenney & Phibbs, 2014: 46). One acknowledgement of a cultural approach to the Christchurch earthquakes is the Māori disaster management response and recovery process. It is suggested as an exemplar of best practice when viewed through the Hyogo framework lens. The Māori risk management initiatives were collaborative, effective, and shaped by *kaupapa* (cultural values), especially the value of “*Aroha nui ki te te tangata*” (extend love to all people). The local Iwi Ngāi Tahu were culturally obligated to ensure the wellbeing of their people and initiated a Māori co-ordinated response (ibid: 47).

2.8 NEW ZEALAND SOVEREIGN WELLBEING INDEX

To better understand the wellbeing of New Zealanders and how this is changing, a six-year longitudinal study was conducted by Schofield, Jarden, Mackay, Williden, White, and McPhee (2015). A nationally representative sample of 10,000 New Zealanders was asked 145 questions based on a scientifically validated scale of 10 items developed to assess wellbeing as a multi-dimensional construct, referred to as “elements of being awesome” (ibid:1). Aimed at moving beyond a risk system where measurement of population health is focused on symptoms of malfunction, this scale of flourishing measures characteristics that are the mirror opposite to depression and anxiety to represent positive functioning.

The initial results found that 25% of New Zealanders were awesome, 21% were nearly awesome, and 53% could do better. Older people were awesome. Adults aged 55+ years were 2.2 times more likely to be awesome than adults aged under 35 years. There were no differences between the genders, ethnic groups, or the size of the city people live in. Compared with Southland, those living in Auckland, Hawkes Bay, Manawatu-Wanganui, Canterbury, and Otago were less likely to be awesome.

Living comfortably on present income was a significant predictor of wellbeing, even after adjusting for household income, age and employment. Being employed is good for wellbeing, being retired is even better; 27% of employed adults were awesome, compared with 39% of retirees, and just 10% of unemployed adults. The vision is that this index can help frame both personal choices and public policy and action in New Zealand.

While many see New Zealand as an almost idyllic country inhabited by generous and

friendly people, another perspective is provided by the outspoken journalist McLauchlan. In his provocative book *The Passionless People* (1976), McLauchlan challenged New Zealanders to be honest with themselves. “We really are...a racially and culturally homogeneous group of people who have been nurtured in isolation from the rest of the world, with a Victorian, lower middle class, Calvinist, village mentality” (ibid: 1).

In his book *The Passionless People Revisited*, McLauchlan (2012) concluded that New Zealand was slowly becoming a colony of Australia which he believed to be an economic disaster. He ranted about youth unemployment, family violence, passionless piss-ups, and a growing gap between the rich and the poor, and that this small country was following the lead of large country failures rather than the more positive lessons of Scandinavian and Germany for example (ibid: 44).

Māori, too are not free from his negativity, declaring that having achieved a place in Parliament through savvy and determination, they “have been seduced in the same old way and absorbed into the Pakeha ethos”. Statistics indicating social disadvantage “have worsened since the 1970s as has the feminist’s determination and promise” (ibid: 45).

McLauchlan’s (2012) work is included here in an attempt to give a native New Zealander’s critical perspective on this well-loved nation. His view, although not entirely accurate, contains some grains of truth which highlight that all is not perfect in the land of the long white cloud. National pride, however, overcomes any cultural differences at times, as can be witnessed by the nation’s devotion to sports and their

sporting icon, the All Blacks rugby team.

2.9 THE TREATY OF WAITANGI

To understand the history of New Zealand and the current patterns of social relationships, knowledge of the Treaty of Waitangi is important. The Treaty was a partnership between the Māori inhabitants of New Zealand and the British Government. While it had the potential to be a fair and even arrangement, inequalities between the partners quickly developed. Control, power, and decision making passed from one partner (the Māori) to the other (the British). By 1852, with the passing of the Constitution Act, the administration effectively became the province of the European settlers. The Anglo-Saxon traditions of individual effort, industry, and the promise of full citizenship to male settlers left little room for those whose traditions and values had other origins.

Three principles are derived from the underlying tenets of the Treaty partnership, the three “Ps” are: partnership, participation, and, protection. These underpin the relationship between the Government and Māori under the Treaty of Waitangi. Currently, all Government agencies, organisations, and individuals who receive funding from the Crown are required to act in accordance with the principles of the Treaty of Waitangi. This thesis will adhere to these three principles out of respect for the Treaty and the Māori culture (see Appendix 4).

2.10 MYTHS AND LEGENDS OF AOTEAROA (NEW ZEALAND)

Traditional Māori myth was almost inseparable from religion...there were two versions of a myth: a simple version for ordinary people and a version taught in the sacred house of learning by Tohunga Ahurewa, priests trained in the highest Māori lore. Myth was philosophy, history, poetry, and inspiration. (Bateman, 2000: 442)

Aotearoa, the land of the long white cloud, is the name given to New Zealand by the Māori people. According to Māori legend, on an epic journey from their ancient homeland of Hawaiiki, on seven sea-faring canoes searching for new land, “early one morning, a young man, who had been standing at the prow (the forward part of the boat bow above water which cuts through the water) of his canoe staring out to see, saw on the horizon a long white cloud. As the weary travellers drew closer to the cloud, it revealed a beautiful landmass that had lain hidden in the mists. They made this their home” (Rae Te Ake, 1999: 5).

As mentioned in Chapter 2.2, there is a god of earthquakes and volcanos. In Māori legend, Ruaumoko is the god who causes earthquakes when he decides to move. While earthquakes destroy illusions of stability, for the Māori, the Ruaumoko legend gives meaning to an earthquake.

2.11 THE HUMOUR

To escape the reality of collective trauma, humour can be both a release and even a political tool. “Through its insightful humour, satire encourages reflection on

prominent issues in society” (Bennett et al., 2014: 269). There are numerous examples of local humour in Christchurch, including locals referring to themselves as the “one-eyed Cantabrians”, acknowledging the parochial, narrow outlook of those living in Canterbury.

“You know you’re from Christchurch when” started life as a popular Facebook page by Raines after the February 2011 earthquake. Written to lift the spirits of the people, it showed Cantabrians’ ability to laugh at themselves in the face of the city's devastating earthquakes. It became an earthquake fundraiser which grew into a two-volume book. For example, “You know you’re from Christchurch when...you sleep in one suburb, shower in another, get water in another....When everyone around you freezes as a truck goes past....You ring any business and the guy answering is working from his lounge” (Raines, 2011). These were all humorous insightful comments on the unusual way of living in the aftermath of the earthquake.

2.12 THE MEDIA AND SOCIAL MEDIA

Friend or foe? The New Zealand media often bombarded the public with a myriad of conflicting messages. Fundamentally, media means various forms of communication, whether this is the printed media (books and newspapers), radio, television, video games, music, cell phones, the Internet, or what is often referred to as new media (Logan, 2010: 7). This new media reflects the changing societal values and options available to communicate, and it is also changing the way information is gathered, and how people are entertained and informed. This new world of media includes

blogs, often using mixed media, pictures, videos, virtual reality simulations of places and experiences through a special headset, and social media, where networks are created and maintained. Such communities can be highly interactive and vibrant in exchanging information and ideas.

The following headlines from national and local newspapers aim to capture how elements of the crisis were portrayed: “Small shocks may warn that a big quake is on the way”; “Taking charge” (The Prime Minister is photographed standing with his foot on some rubble in Christchurch); “Grief is the price we pay for love” (Prince William visits Sumner and quotes the Queen); “Quake shakes kiwi dollar off perch”; “Quake hit, firms forced to lay off staff!”; and the affirming, “From tragedy, a chance to start afresh”. The Economist portrayed Christchurch as “Soldiering on” in October 2014; in January 2018 a media release with the headline “New Zealand still under-prepared for the next big earthquake”, reported on about a research report about building policy being on shaky ground and a “recipe for disaster”, recommending that the government should quickly establish certainty about policies, plans, and regulations (Wilkinson, Crampton, & Krupp, 2018: 1-53).

Few can resist watching television coverage of traumatic events, whether out of the need and hope for information, to discover how to avoid or prepare for future events, or to make sense of the natural disaster. Although at times the media may be seen as “intentionally creating seductive and addictive images almost like those seen in an action movie?” (Hamblen, 2018: 1). Interviewees talked of how media images, radio reports, and television coverage had been both informative and frightening. Some were critical of the way the media only showed the most sensational pictures and

repeatedly showed the same images, often seen as unhelpful. People wanted an accurate picture of the city: Was everywhere in the same chaos? and Was the damage universal? Henry, a trauma counsellor in Christchurch, gave an example of an inaccurate picture by the media: “The media...go on about devastating earthquakes, but...they don’t really show the real human toll that it’s caused” (Henry #18, 2016: 198-199).

Whatever causes one to listen to or watch traumatic coverage of an event, research finds some negative impacts from watching such coverage which can make the stressful effects of trauma worse. Schuster et al. (2001), researching the effects of watching coverage of the attacks in the US on 11th September 2001, found more substantial stress reactions in both adults and children. Stressful effects are not universal, although it has been found that the media can be at times a hindrance to recovery (Murphy, 1984). Also, watching a traumatic event “may reinforce the victims’ feelings of vulnerability and fixate their images of death and destruction...and may increase the risk of the development and maintenance of chronic PTSD following a trauma” (McFarlane, 1986: 664).

In Christchurch, at times, the media seemed to become over personal in their criticism, not just of organisations but of specific individuals, for example, there were challenges in the press on nepotism, jobs being given to sons and daughters of senior managers. Such charges of nepotism sadly led to one of the interviewees and some of his colleagues closing down and not talking to the media. From being willing to do an hour on a chat show each week to having “no comment” proved to have quite an impact on people personally but also on their professional reputations (Ross #10,

2016: 258-257). Indeed, one of the key lessons from three senior managers interviewed was the importance of nurturing relationships with key agencies, including the media, before a crisis happens.

The media and public opinion can greatly influence many assumptions about how we might react in a traumatic situation. The following are common myths about natural and human-made disasters, that collective trauma affects all in the same way, that looting is common, and that like in the movies there is mass panic. None of these are in fact universal (Durodié & Wesseley, 2002: 1902). Interestingly, self-control, altruism, and adaptive behaviour are more typical than panic (Drury, 2012: 195).

Social Media. During the 2010-2011 earthquakes, residents of Christchurch turned to social media, in particular Facebook and Twitter, rather than the newspapers, the radio, and television. Mathewson (2012) reported upon Veer's research monitoring social media sites in Christchurch and found that they were being used immediately during the earthquakes, residents telling people they were safe, posting in the moment pictures of what was happening around them, and sharing practical information of where to find water, a porta-loo, help in many guises. Unlike the traditional reporting media of newspapers, radio, and television, this information was in real-time and much of the material appearing in the traditional media had already been aired on social media and was in fact gathered from there. The role of social media was not only practical in these ways but also immensely valuable in bringing people together, creating community groups. Even those who did not normally use social media were engaging with it.

Recognising this trend, the emergency services have utilised social media in other natural and human-made disasters around New Zealand such as for communicating safety messages to the general public. It is becoming almost normal practice to use the Facebook safety check, offering a way to connect with friends and loved ones during a natural disaster by pressing the *I am safe* button and providing a checklist for friends. Plus, the added advantage of knowing you are not alone and receiving messages of support provides huge comfort at such times. Mathewson (2012) reports on the Canterbury lecturer Veer, who has conducted research on the use of social media and how it excelled in the New Zealand crisis; it gave friends and families peace of mind knowing their loved ones were safe. However, when disaster strikes, communication networks go down, just as demand for them goes up. All interviewees in this research, for example, talk in some way of the stress of trying to communicate, to get in contact, to get up-to-date information.

In summary, it seems to be clear that the media plays a critical role in the aftermath of a traumatic event. On the one hand, the media provides needed information, makes announcements and gives instructions regarding services that are available to victims and their families. They are a resource for the community and can provide a source of hope and comfort. On the other hand, the media can be exploitative, sensationalising and too much trauma-related television viewing may have a negative impact, especially on children (Hamblen, 2018: 4). Unfortunately, it is true that most reported news is bad news. Little is reported about the plane that landed safely or the car that made it home without an accident, a reminder that what is seen on the news does not represent the way things are everywhere (ibid: 4).

2.13 THE FUTURE: THE HOPE AND THE PLANS

Beyond the tangible costs of damage and rebuilding resulting from the Christchurch earthquakes lay a web of social and economic disruption and upheaval: “flow-on effects to business and employment, psychological trauma, dislocation of communities, creation or exacerbation of existing social issues, disruption to normal lives and livelihoods, and uncertainty in the future” (MCDEM, 2019: 2).

Cantabrians were invited to give their vision for a new city, and 106,000 of the city’s residents responded, leading to 100 days of frantic planning (Farrell 2015: 15). The *Share an Idea* website was launched, plus a two-day expo attended by 10,000 people. “The combination of high-tech opportunities, including video booths and Facebook and low-tech options, such as Post-it Notes, proved remarkably successful” (Bennett et al., 2014: 59). Despite the difficulties and delays with the recovery of Christchurch, however, the Share an Idea campaign has been characterised as the most successful public engagement campaign in New Zealand’s history.

Another initiative launched in 2013, the *All Right?* Campaign aligns with the psychological wellbeing objectives of this thesis.²⁵ This was an initiative to help combat the psychological impact of living in an earthquake zone, “to encourage Cantabrians to ask the question that starts a conversation about wellbeing” (ibid: 309).

²⁵ See the All Right website at <https://mentalhealthadvocacypeersupport.org/>

Several self-organised urban groups such as Gap Filler,²⁶ Greening the rubble²⁷, Ministry of Awesome, and others have been recognised internationally in the *New York Times* and by Lonely Planet (Farrell, 2015: 145). Christchurch has also been named as one of the Rockefeller Foundation's Global Network of 100 Resilient Cities (Bennett et al., 2014: 256). Not everyone is happy with the progress and processes, however. In February 2016 for example, a rally, "Five Years on, the Battle to Rebuild", took place in which several hundred protesters voiced their anger about delayed rebuilds in Christchurch (Erti, 2016).

A Canterbury Earthquake National Memorial was finished in time for the sixth-anniversary commemorations on the 22nd February 2017. Slovenian architect Vežjak's design for the memorial wall was selected following a call for *Ideas to Remember*, creating a reflective space on the north bank of the river and a memorial wall on the south bank.

2.14 CONCLUDING REMARKS

This chapter has attempted to provide a window into a shaking world, to paint a picture of Christchurch before and after the earthquakes, giving context to the thesis by describing the impact on the people, their city, their culture, and their future. It

²⁶ Gap Filler is a creative urban generated initiative which facilitated a wide range of temporary projects, events, installations, and amenities in the city <http://gapfiller.org.nz>

²⁷ Greening the rubble, a charitable trust which created and maintained temporary public parks and contributed to the rejuvenation of the city, was a positive sign of recovery <http://greeningtherubble.org.nz>

provides background on research material (outlined in Chapter 4) from various individuals and organisations.

So many aspects of daily life radically changed. The reassuring comfort of familiar physical (and psychological) landmarks is so impaired. The constant daily reminders of both physical and psychological fault lines were literally beneath their feet and in front of their eyes constantly. “The human face of the disaster remains etched into the city’s psyche” (Moore, 2011: 186-187). The following quote portrays an essence of the Kiwi culture and lends hope to the notion that the whole nation needs to be engaged: “We are a small agile nation. We are ambitious, innovative, motivated and informed: we can lead the world in our approach to resilience” (MCDEM, 2019: 46).

The land of the long white cloud has its faults; it is part of what makes it such an extraordinarily beautiful place to live. Trauma may strike wherever we live. The need to prepare individually and organisationally to live with such faults, not just the practical but also the psychological ones is, to use a Kiwi colloquialism, a “no brainer”, meaning it makes sense.

CHAPTER 3: CRITICAL LITERATURE REVIEW

The critical literature review set out to determine what was known about preparation for collective trauma and to highlight where there might be gaps in the research. This review has been divided into four parts and includes both an individual and organisational perspective: 1. preparation for collective trauma which addresses what individuals and organisations currently do to prepare for collective trauma psychologically and what can be learned from existing interventions which might aid in the development of the GES; 2. collective trauma research, including the positive effects of PTG and AAD, as well as the adverse effects of PTSD; 3. normality, its multiple definitions, underlying assumptions, expectations, and past research; and 4. psychological wellbeing, including definitions, characteristics, and the wealth of literature which has been growing since the mid-1980s.

Where applicable, a selection of Jung's work has been integrated throughout the critical literature review highlighting where Jungian theory can aid understanding of the deeper psychological, particularly unconscious effects on individuals and how this may impact their organisations. For example, Jung (1959) suggested "Man's worst sin is unconsciousness" (*CW* 9i, para 455) and it is this lack of consciousness, specifically of who we are and what choices we have when crisis strikes, which this thesis is attempting to mitigate. The GES, being more self-aware, would be prepared for the unexpected.

The unconscious level, that which is generally out of conscious awareness, is subdivided into a personal unconscious, containing memories including those forgotten or repressed and the collective unconscious. The collective unconscious contains the instinctive ways of thinking and behaving which are shared within a particular culture or all of humanity, originating from the repeated experiences of ancestors. As Bargh (2014) suggested,

research has recently brought to light just how profoundly our unconscious mind shapes our day to day interactions....Our capacity to identify and try to overcome the automatic impulses and emotions that influence every aspect of our waking life. To make our way in the world we need to learn to come to terms with our unconscious self. (ibid: 22, 33)

When distracted or daydreaming, the unconscious mind may take control while the conscious operates on automatic pilot: driving home without full awareness of the trip, making decisions without really thinking about them. “This is a built-in back-up system that we all take for granted” (Johnson, 2009: 2). It is this back-up system this thesis hopes to enhance in preparation for collective trauma.

For description of the CLR process see Appendix 6.

3.1 CRITICAL LITERATURE REVIEW ON PREPARATION

3.1.1 Preparation: Introduction. Everyone typically prepares every day for something, be it getting the children ready for school tomorrow or practising a presentation to the Board on Thursday. Midwives run regular antenatal classes;

councils invest in civil defence information packs. Preparation is integral to everyday life, giving an illusion of control over a complex and unpredictable world. Being prepared can give hope and it can save lives, money, and time. It is contended that preparation invariably aids success whatever the endeavour.

Butler, Panzer, and Goldfrank (2003) stated that psychological preparation is about building awareness and having confidence that the authorities have plans in place to counter the impact of a community wide collective trauma. In organisational terms, this is crisis management in action (ibid: 34).

Experiencing trauma may lead to a sense of confidence gained from being aware of reactions and coping strategies. Learning from experiences and the research of others can provide valuable preparation knowledge. Inadequate preparation for disaster, however, leads to not knowing what to do nor when or where to do it (Aker, 2006: 5). Being unprepared leads to time and energy diverted away from what is needed and will limit what is thinkable and possible (Statler & Roos, 2007: 78). Preparation can be likened to an insurance policy: “To be prepared and to predict the effects of disaster are mentally protective factors” (Başoğlu, Kılıç, Şalcıoğlu, & Livanou, 2004: 135).

This is not a simple case of taking an off-the-shelf solution; the needs vary enormously. Knowing best practice individually and organisationally involves anticipating the situation and knowing one’s and others’ possible psychological reactions, including stress-related thoughts and feelings. This challenge is increased by the need for extensive practice to ensure tools can be used with ease in a time of

crisis.

The cost of doing nothing, of not being internally and externally psychologically prepared, is hard to quantify, although not difficult to imagine: “People and organisations with the greatest sense of peace are those who have openly examined their risks and prepared for them as well as they can” (Blythe, 2002: 216-217).

Preparation can only be made for what has been experienced or can be creatively imagined and anticipated. Imagining, planning, practising, and sleep, can all provide ways for brain pathways to activate in a time of need in order to make good decisions rapidly. However, there is a risk of only preparing for what is in conscious awareness.

This section explores why people fail to prepare and what insights can be gained into psychological preparation including preparation from a from a depth psychology perspective. Some current practices, including those used by the armed forces, emergency services, civil defence, and humanitarian relief agencies are reviewed in Appendix 7.

3.1.2 Preparation: Why do people fail to prepare? Engaging everyone in the need to prepare is to be up against a range of factors which are fundamental to the way people view the world. The *availability heuristic* concept suggests people judge how often events occur by how quickly they come to mind and problem-solve using “what comes to mind” as the repository of possibilities (Kahneman & Tversky, 1973: 208). This was very apparent in the aftermath of the September 2010 earthquake in Christchurch, because people had assumed the big earthquake would be in

Wellington (see Chapter 2.1).

Another concept, *optimism bias*, is “our propensity to look on the bright side of life, standing guard, keeping our minds at ease, and our bodies healthy” (Sharot, 2011: 22). Optimism bias can lead to the world being seen through rose-coloured glasses. Sometimes, however, we need to know how to correct such biases (ibid: 200).

Alternatively, there is the *immunity to change* concept, where blockages to change are not fears but individual beliefs and collective hidden mind-sets. For example, Kegan and Lahey (2009) suggested that what leaders genuinely intend to do and what they end up doing differs and can lead to immunity to change. An immunity to change can be overcome by focusing on both the technical learning of a new skill and on the adaptive learning, that is, the capacity to learn and grow, which requires rationality and emotion (ibid: 49, 76).

Any of these concepts may, at times, underpin why people fail to prepare for natural disasters. This may be attributable to preparation being a complex act of expressing both conscious concerns and unconscious cultural, societal, institutional, and individual presuppositions (Wengraf, 2015).

Additionally, people fail to prepare because of the fear and anxiety this might arouse. Acknowledging a risk that cannot be easily managed can be anxiety provoking. Traumatic events can be seen as too complex or too unpredictable to know how to prepare for them. Alternatively, individuals and organisations might discount the risks or deny that there is a danger, believing that collective traumatic events only

happen to someone else, but as Blythe (2002) pointed out, “If we are busy denying risks, we are busy not preparing for them” (ibid: 213).

3.1.3 Preparation: Learnings from Christchurch. McClure, Johnston, and Henrich (2012) explored the lessons learnt following the Canterbury earthquakes of 2010 and 2011 and found anticipation to be a critical factor in preparation, that is, prior admission of the risk. They found the main difference between those who prepared and those who did not was that those who prepared “recognised the possibility of an emergency whereas those who did not prepare did not take these precautions and did not think about it” (ibid: 27). For example, the following message was received from a single, 30-year-old geotechnical engineer a few days after he attended one of the workshops on preparation mentioned above.

I thought I would let you know that I had my empathy tested to the limits last Friday. While I was out at a very minor [company name] claim in Waikanae, the claimant suffered a massive heart attack. Only his elderly wife was at home who understandably went into shock and was not coping well. The man subsequently died in my arms and I therefore moved on to CPR for 15 minutes...Very surreal experience which I feel has created a bond between myself and the man's wife that will remain. I visited her the next day and she seems to be coping with the support of the family. Goes to show that you never can tell when you'll have your response tested and be called on to act outside of your comfort zone, thanks a lot for the course...very apt timing...prepared me for the unpredictable!’ (Ted #31, 2011: 65)

There is not a lack of information on how to prepare, but the abundance of information is overwhelming and sometimes conflicting. This information, therefore, needs to be more timely, digestible, and simpler to understand and implement.

3.1.4 Preparation: Current practices. Many psychosocial interventions were reviewed (see Appendix 7); the common feature throughout was the limited or lack of psychological preparation. Most practitioners focused on basic physical needs, stabilisation of injuries, preservation of life, and damage mitigation. Where psychological preparation was addressed, for example the American Academy of Experts in Traumatic Stress (2015), the focus was on how to prepare to address the emergent psychological needs of others post the traumatic event. This researcher suggests that much of the intervention training designed for and available to emergency workers, such as Psychological First Aid, with some modifications, would aid in the development of the GES.

Psychological First Aid (PFA) (Raphael, 1986) is not a formal treatment but a programme of practices that can help individuals cope with the stresses of everyday life. PFA is informed by psychosocial thinking. This is exemplified in the handbook produced by the Australian Red Cross Society²⁸ which has numerous psychodynamic thinkers on the advisory panel. The psychodynamic underpinnings contribute to this having become a keystone psychosocial response to major incidents (Hobfoll, Watson, Bell, Bryant, Brymer, Friedman, et al. 2007: 283-315).

Ørner and Schnyder (2003) have provided a detailed list of the key features of PFA which includes restoring a sense of order and control, protecting survivors from further harm, providing comfort for survivors and counteracting a sense of helplessness. Together with allowing the voluntary expression of feelings, PFA

²⁸ See <https://earlytraumagrief.anu.edu.au/files/Red-Cross-Psychological-First-Aid-Book.pdf>

attempts to provide accurate information, for example, about what has happened, what is happening and what is going to happen. Whenever possible, it is important to reunite natural groups such as families or teams of colleagues and identify at-risk persons who are likely to require professional help (ibid: 57-65).

3.1.5 Preparation: Resilience. Resilience building is often put forward as preparation training and although there are numerous definitions suggested for resilience, the definition below is used for consistency with the NZ Government National Disaster Resilience Strategy:

Resilience is the ability to anticipate and resist disruptive events, minimise adverse impacts, respond effectively, maintain or recover functionality, and adapt in a way that allows for learning and thriving. In essence, it is about developing a wide zone of tolerance – the ability to remain effective across a range of future conditions. (MCDEM, 2019: 2)

Resilience is an outcome; it is a complex, multidimensional, dynamic trait, an interplay of many factors. When researching the heterogeneity of trauma responses after major incidents, resilience is the normal rather than the extraordinary reaction (Bonanno & Mancini, 2012: 74). Resilience is a vital element in coping with sudden-onset disasters and other situations involving volatility and uncertainty (Norris, Stevens, Pfefferbaum, Wyche, & Pfefferbaum, 2008: 127). It can be built up by making active use of developed coping strategies, as well as by facing fears and taking on new challenges. Finding a personal sense of purpose, giving life meaning, and nurturing a supportive social network add to developing a resilience base. Finally, taking care not only of the mind and relationships, but also of the body through physically, exercise may be the “magic bullet” (Robertson & Cooper, 2011: 92).

It cannot be assumed that a stressor is traumatic or that trauma will be experienced as a challenge. Preparations need to be made. Psychosocial responses to major incidents require thorough assessment, organisation, and multi-agency cooperation. As mentioned above, PFA represents the primary initial response of taking action by focusing on self-care, self-efficacy, self-sufficiency, and resilience.

Currently, there is no single approach which describes resilience without limitations. It is not a static phenomenon; rather, it is something that can be built or diminished over time (Hobfoll, Stevens, & Zalta, 2015: 176). The development of resilience builds upon the normal foundation available to all. “The general requirements for resilience are fairly standard...but, depending on their underlying personality, people will develop some of the requirements naturally - and will need work to develop others” (Robertson & Cooper, 2011: 98). They identified a resilience profile which includes focusing on positive emotions and having an optimistic thinking style, developing cognitive flexibility, and having the ability to reframe.

A resilient profile includes having the following: self and environmental awareness; the ability to manage feelings effectively without being overwhelmed by thoughts and impulses; optimism; heightened self-care practices, including rest, taking breaks, and maintaining healthy routines; support groups which have been built in preparation for such an event; and outlets to share your experiences with others. (For other resilience building approaches of building resilience see, for example, Seligman, 2011). With a positive self-view, knowledge of what can and cannot be

done, strong relationships developed, and habits instilled before a crisis strikes, preparation is well underway, enhanced by practice.

Resilient Organisations. Resilience has become centre stage for both organisations and individuals in recent years, predominantly with two main objectives: to cultivate a climate of workplace wellbeing and to enhance productivity. Cooper, Flint-Taylor, and Pearn (2013) suggested that the preventative focus of resilience building had changed aiding anxiety and stress to a much wider brief to “to enable people, teams and organizations to sustain high levels of performance in challenging and difficult circumstances” (ibid: 204). Organisational resilience draws upon more than the sum of its members’ resilience or its business continuity plan. Resilience is built upon “a range of different strategies that enhance both ‘hard’ and ‘soft’ organisational capabilities...that there is no quick fix, no single process, management system or software application that will create resilience (Gibson & Tarrant, 2010: 8). This resiliency can be enhanced by being part of economic policies and not only focused upon the individual, family, and community (Seccombe, 2002: 384).

Resilience requires leadership at middle and senior levels, which differs from traditional stereotypes and is characterised by features such as empathy and openness to learning. Leaders and their employees need to be cognisant of how trauma may affect them individually: their concentration, creativity, interpersonal abilities, and thus, ultimately, the company’s productivity and bottom line. A leader’s role involves establishing the capabilities and culture that support the critical areas of collaboration, organisational learning, and staff wellbeing and engagement.

While resilience may help people recover from a setback, it is mental toughness which helps people avoid experiencing a setback in the first place. Mental toughness is “the personality trait which determines, in large part, how individuals deal with stress, pressure and challenge irrespective of circumstances” (Clough & Strycharczyk, 2012: 2). They propose a four Cs model where mental toughness is a product of viewing challenge as an opportunity; having confidence that is built on high levels of self-belief, having commitment to tasks, and having control, “a belief that you can control your destiny” (ibid: 72).

Furthermore, Davies (2015) warned that teaching resilience and mindfulness to individuals advocates a “silent relationship to the self, rather than the vocal to each other” (ibid: 273). It is not enough to teach people the skills; the organisation needs to provide fertile ground for resilient habits to grow, an environment where problems are discussed, support is given, and learning is encouraged. The answer is not either/or but both; inner work is needed for the individual, allowing individuals to work at the collective, get it wrong, learn to dialogue, and learn to be good enough.

The acceptance of the changing reality and the implementation of preventative measures can be an effective means of enhancing resilience and preventing the overwhelming responses caused by traumatic events (Edwards, 2010: 30). One risk, however, is that, once developed, strategies are not transferred into action and practised repeatedly. It is not the lack of suggestions or strategies for psychological preparation that is the problem; it is the lack of consistent implementation and ability to access what is available, alongside the need for on-going research. Whichever strategy one may choose or develop, the best strategy is always “to implement

preventative disaster-intervention strategies” (Rosenfeld, Caye, Ayalon, and Lahad, 2005: 227).

3.1.6 Preparation: Communication. Research has shown that communication, giving clear, concise information “about damage from the earthquakes, can reduce people’s fatalism about earthquakes and enhance their belief in the value of preparation” (McClure et al., 2012: 27). What survivors attribute to the earthquake damage and its causes are influenced by how the messages are framed (McClure, White, & Sibley, 2009).

It is important to understand that power supplies are likely to be disrupted and that communicating in a usual manner will be challenged. Thinking about other options in advance rather than relying solely on one’s normal practice will also aid survival and recovery. Having an agreed-upon plan, including a communication plan that is adhered to, takes much of the confusion and uncertainty out of the situation. When employees know that their loved ones are safe, they can focus upon the crisis at hand (Chandler, 2004: 1).

Unpredictability can be stressful; not knowing what is going on and thus allowing the grapevine to create the information will escalate an already volatile situation. The more information people receive, the more they can feel in control. If there is bad news, do not make it the elephant in the room (something everybody knows something about but does not discuss), as this can make things worse. Following the 2011 earthquake, it became apparent to a colleague and this researcher that the grapevine information communication processes were causing anxiety and stress in

some employees. To tackle the abundance of rumours, daily newsletters were written in the first 71 days following the February 2011 earthquake. The newsletters aimed to keep people informed, to address any questions, and to listen and respond to the grapevine, confronting the mythology with facts. That the newsletter stayed in circulation for 71 days indicates how valuable many of the EQC staff found it (see Appendix 1).

3.1.7 Preparation: In Organisations. Research has found that “people tend to discount the likelihood that they will experience or be personally harmed by natural disasters” (McClure et al., 2012: 4). People from Western individualist cultures often unrealistically view themselves being at less risk than the actual probability of experiencing a natural disaster would suggest (Weinstein, 1980: 806-820).

Even when the effort to prepare is taken, at times the rewards for that effort may not be felt. Quarantelli (1988) conducted a summary of research in disaster crisis management and found there is only a partial correlation between undertaking preparedness planning and the successful management of disasters (ibid: 374). A written plan is not all that is needed and does not guarantee preparedness. What is needed is a dynamic process of planning, training, and exercises using creative methods and a continuous process to create and maintain disaster preparedness (Perry & Lindell, 2003: 336-350).

Following a traumatic event, effective interactions can minimise the potential that emotionally distressed people will interact counter-productively with each other. In a collaborative environment, employees have a built-in support system and a context

that promotes the discussion and sharing of challenges and difficulties. Robust management procedures are required, allied with high levels of trust and good communication between staff and trustees (Hopper 2012: 112). This needs to be underpinned by accepting that the answers are not always known and that the leader is not always in control. No one needs to hide from the truth and recognising this is necessary for successful problem diagnosis and implementation of the strategy (Kernberg, 1993: 19).

There has been some exciting work on the process of engaging individuals and organisations in preparation for trauma. One example is that of Statler and Roos (2007) and the “practical wisdom” (practices deeply rooted in human experience) of storytelling, dialogue, and integrated experience. They used the term “serious play”, providing a framework that describes how strategists and leaders can balance ethical demands with demands for practical effectiveness. They found that “playful activities can be integrated into management education in such a way as to contribute to the development of practical wisdom in organisations” (ibid: 134-135). This is reminiscent of Winnicott (1971) *Playing and Reality* where he suggested play was a means of reaching the creative, less defended and authentic part of a person’s personality (ibid: 84, 137, 208). He referred to this as the “true self” as distinct from the “false self” (1960: 140-152).

The speed with which workshops are developed in an organisational context can risk a lack of depth in thinking and understanding. Jungian thinking and other research in this area may provide clues to the unconscious impacts of trauma and the lack of willingness to prepare. Insights are also gained from the extensive research available

on the negative (PTSD, see Chapter 3.2.3) and positive effects (PTG and AAD; see Chapter 3.2.4) and links to psychological wellbeing research.

3.1.8 Preparation: Leadership. To be a role model for others to believe in, to be the good-enough leader, is challenging in times of crisis. Whether the leader is the father figure (the autocratic or charismatic leader) or the amenable older sibling (the collaborative leader), enormous pressure is put on the leaders. Samuels (2015) advocated a third approach to leadership, fundamentally different from hierarchical leadership and collaborative leadership, where the leader is good enough and this “good-enoughness always involves failure.” How to manage failure, “even to see failure as an art”, helps “a leader pave the way for greater contributions and more autonomy on the part of citizens” (ibid: 19-29). Making mistakes is part of the reality of leadership and needs to be recognised, accepted, and integrated into the role of the leader.

Another approach to leadership, community leadership, was apparent in Christchurch amongst the Māori community. In the immediate aftermath of the disaster, the community’s capacity was sustained through collective leadership, an approach committed to the Māori cultural values of *whakawhanaungatanga* (building and maintaining relationships), *kaitiakitanga* (guardianship), and *turangawaewae* (tribal authority over a geographical area) (Kenney & Phibbs, 2014: 53).

Whatever the approach to leadership style, Boyatzis and McKee (2005) identified competencies that are keys to effective leadership in times of crisis, including

mindfulness (emotional awareness, empathy, and a keen sense of one's surroundings), self-awareness, and self-control (ibid: 29).

3.1.9 Preparation: Concluding remarks. This section looked at a wide variety of sources to find examples of preparation. Much of the work was focused on emergency workers, post-event, whereas the target audience for this thesis is the survivors (working in organisations) themselves. Although preparation is acknowledged as necessary, this is juxtaposed to the ambivalence or general lack of action in respect to actually preparing. Engagement is undoubtedly one of the challenges to be overcome.

3.2 CRITICAL LITERATURE REVIEW ON COLLECTIVE TRAUMA

3.2.1 Collective trauma: Introduction. “The term collective trauma refers to the psychological reactions to a traumatic event that affect an entire society” (Hirschberger, 2018: 1442). The effects of a natural disaster, an earthquake for example, goes beyond the individuals to include their families, work, communities, and wider society: It is a collective trauma (Somasundaram, 2014: 43). The tragedy is recollected not as an historical fact of what actually happened to a group of people.

The tragedy is represented in the collective memory of the group and like all forms of memory it comprises not only a reproduction of the events, but also an ongoing reconstruction of the trauma in an attempt to make sense of it. (Hirschberger, 2018: 1442)

Furthermore, Alexander (2012) suggested that individual reflections are symbolic reconstructions of actual events. Reflections on collective trauma “are arguments about what must have been and what should be...the contrast between factual and fictional statements....The truth of a cultural script depends not on its empirical accuracy, but on its symbolic power and enactment” (ibid: 226). Herman (1992) graphically describes psychological trauma as

an affliction of the powerless. At the moment of trauma, the victim is rendered helpless by overwhelming force. When the force is that of nature, we speak of disasters. When the force is that of other human beings, we speak of atrocities. Traumatic events overwhelm the ordinary systems of care that give people a sense of control, connection and meaning. (ibid: 33)

Many definitions have been written before and since 1969, yet, as recently as 2015, Greenberg et al. (2015) conclude that “the definition of what constitutes a traumatic event is not clear and is a matter of both scientific and lay debate” (ibid: 2). Stolorow (2015) however, identified two essential features of trauma, context and existential. When the context cannot be emotionally understood and integrated and our illusions of safety confront our mortality (ibid: 23). Consistently, the experience of collective trauma can be defined as overwhelming and profoundly distressing, with the ability to cause physical, emotional, or psychological harm (Greenberg, 2005: 158-161). Whichever definition is chosen, it is sobering to reflect that, in a normal lifetime, everyone will experience potentially traumatic events at some point (Greenberg, Brooks & Dunn, 2015: 2).

Nonetheless, it would be wrong to conclude that all stressful events are traumatic for every individual impacted. Not all individuals will react to trauma in the same way;

“individual and situational factors will influence the effects on individuals” (Tehrani, 2004: 179). For example, survivors of an earthquake cannot be considered as “a homogeneous group of people, as if they belonged to a clearly defined psychological or psychiatric diagnostic category” (Papadopoulos, 2007: 303). Papadopoulos drew our attention to the importance of distinguishing between the traumatic event and the impact or traumatising experiences of the event. “Trauma refers to the way one construes and experiences a fact rather than the phenomenon itself” (ibid: 92).

Jung (1928) suggested that unconscious thoughts and feelings influence how we, others, and the world around us are perceived and what actions are taken.

The unconscious processes that compensate the conscious ego contain all those elements that are necessary for the self-regulation of the psyche as a whole. On the personal level, these are the not consciously recognized personal motives...which appear in dreams or the meanings of daily situations which we have overlooked, or conclusions we have failed to draw, or affects we have not permitted, or criticisms we have spared ourselves. (*CW* 7, para 275)

Jung wrote of a traumatic complex and suggested that a traumatic event could trigger the formation of an autonomous reaction in the psyche: “A traumatic complex brings about dissociation of the psyche” (*CW* 16, para 266). This led to what he called a *dissociated complex*, a protection from being overwhelmed by traumatic memories and the images these might invoke (ibid). Jung postulated that complexes contain an amalgam of personal traumatic experience and archetypal image (see Yakushko, Miles, Rajan, Bujko, & Thomas, 2016: 658) and once trauma material is repressed, the trauma complex is open to association with other unconscious content. The emotional numbing that results from coping with repetitive trauma creates a thick

skin of defensive boundaries. When the trauma complex breaks through into consciousness, the survivor is again unprotected and vulnerable.

For example, Kalsched (1996), looking through a Jungian lens of the inner world of dreams and fantasy, warned of the negative effects on those who have experienced unimaginable trauma. Kalsched described trauma and its developmental impact as the self-care system, a persecutor-protector complex formed in response to early childhood trauma. Ironically, he has found that this self-care system, aimed at protecting the self, can become self-destructive and traumatising (ibid: 3). Although a therapeutic perspective, Jung's work helps to inform this thesis of the potential for deeper, unconscious consequences of trauma and will inform the strategies for the GES. The idea of a self-care system is already used in organisational settings, and the potential risks are important to know.

3.2.2 Collective trauma: Possible reactions. There is a plethora of potential reactions to a natural disaster, including fear, feeling out of control, numbness, stoicism, avoidance, and defensiveness, which have each been widely documented elsewhere (Alexander, 2005: 12-18). Survivors' reactions are often mixed: part excitement (things have changed) and part fear (of the new normal). As time passes, survivors may experience feelings of guilt that they could have done more or that they survived.

Human responses to threat are primarily instinctive and biological and secondarily psychological and cognitive. They are comprised of three innate action plans: fight,

flight, and freeze. These three responses are common to all mammals (Levine, 2008: 6). To be a survivor depends not only on genetics, temperament, and social support networks,²⁹ but also on our capacity to identify and control the automatic impulses that influence daily lives (Bargh, 2014: 30). Furthermore,

when seen through a psychological lens, in a natural disaster, the natural world crashes into the personal psyche with the force of an unmediated archetype and lives are forever changed as individuals struggle to hold the tension of safety and survival in response to the event. (Foster, 2011: 8)

Both organisations and their employees need to learn how to regulate behaviour and to not be overwhelmed by impulses. They need to understand more about the unconscious self and the tug the unconscious can exert on the individual. Self-knowledge seems to be the solid foundation from which to build the GES. Jung (1957) suggested that focusing on observable phenomena informs us about conscious experience, about the conscious ego personality. The ego knows only its own contents, not the unconscious and its contents:

The unconscious depicts an extremely fluid state of affairs: everything of which I know, but of which I am not at the moment thinking; everything of which I was once conscious but have now forgotten; everything perceived by my senses, but not noted by my conscious mind; everything which, involuntarily and without paying attention to it, I feel, think, remember, want, and do; all the future things that are taking shape in me and will sometime come to consciousness: all this is the content of the unconscious. (*CW* 8, para 382)

²⁹ “The term ‘networking’ refers to the systematic establishment and use (management) of internal and external links (communication, interaction and co-ordination) between people, teams or organisations” (van Aalst, 2003: 33-40).

Typically, people measure self-knowledge by what they know about themselves and their social environment and not by any psychic facts which might be hidden from them in their unconscious (*CW* 10, para 491).

As the days pass post-trauma, a plethora of reactions and a variety of distressing emotions can be triggered. These include feeling anxious that there may be more trauma, guilt about survival, shame that one could have done more, fear driven by the desire to avoid reminders of the trauma, out of control or grumpy or angry from the lack of sleep, overwhelmed, sad, numb, stoical, hypersensitive, hyperactive, a need to keep busy, and the list goes on. These reactions can also include feelings of being the victim, the persecutor, or the rescuer.

Herman (1992) identified three stages of trauma recovery: Stage One is to look for safety, connect with loved ones, and manage resources; Stage Two is remembrance, mourning, and acceptance of the evolving new normal; Stage Three is integrating the evolving new normal and moving on (*ibid*: 155).

Furthermore, recovery is aided when an employee's perception of the magnitude and nature of the trauma is balanced by a perceived ability to deal with it (Tehrani, 2004: 26). For some, a collective trauma can be a source of infection, something potentially contagious as experienced by some of those working with trauma sufferers (Coddington, 2017: 66). Many people continue to suffer long after a trauma, albeit not necessarily to a level that might warrant a diagnosis of PTSD.

Identification of a GES profile is complex since the natural response to trauma is to try to banish it from consciousness (Herman, 1992: 1). Remembering and telling the truth about terrible events are prerequisites both for the restoration of the social order and for the healing of individual survivors.

Finding a language to speak of the unspeakable is immensely difficult. Survivors are often forced unconsciously to relive all their earlier struggles over autonomy, initiative, competence, identity, and intimacy (ibid: 133). Those who seem to be more resistant to such stressors, for example, appear to be those with high sociability, a thoughtful and active coping style, and a strong perception of their ability to control their destiny.

THE 'RIPPLE' EFFECT ON NORMALITY

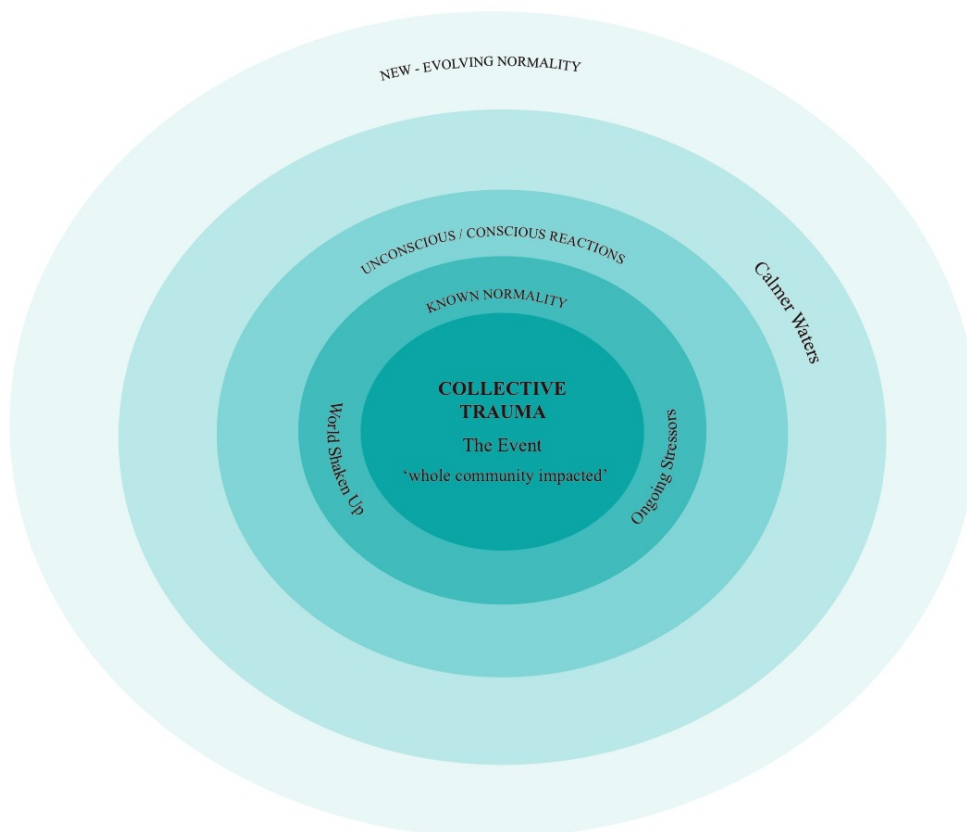


Figure 4. The Ripple Effect image developed by this researcher.

The psychosocial impact of disasters and major incidents also produces ripple effects, referred to specifically by two of the 2010-2012 interviewees after the 2012 earthquake and implicitly by others. For example, “it is a disturbing event that ripples for a long time” (Frank #20, 2016: 164). The researcher created the illustration in Figure 4 to capture this idea for use in workshops, to help to brainstorm what some of the effects might be.

The ripple effects of collective trauma can be wide reaching, affecting not only those directly involved but also witnesses, emergency services, psychological professionals, families, and friends, as well as those who read, hear, or view reports of the disaster through the press, on radio, television, or, increasingly, on social media.

The assumptions about potential reactions in a traumatic situation can also be highly influenced by the media, public opinion, and widely held myths. For example, Alexander (2007) identified the following common myths about disasters: trauma affects everyone the same way, looting is standard, and that panic is common (ibid: 95). As with many of the myths, the dramatic movie image of mass panic when trauma strikes has not been found to be the reality (Durodié & Wesseley, 2002: 19023). Self-control, altruism, and adaptive behaviour are more typical than panic (Mawson, 2005: 95; Drury, 2012: 195).

Although individuals and organisations will react to trauma in their unique ways, it is assumed that the trauma will be experienced to some degree as “psychological discomfort, upset, upheaval, turmoil, pain, disruption or even disturbance” (Papadopoulos, 2007: 304). Some survivors may continue to suffer long after the initial collective trauma, albeit not to the level of a PTSD diagnosis. The mechanisms by which most recover are relatively simple; there is a lot that can be done to help ourselves and only a small proportion will suffer the debilitating long-term effects of PTSD (Greenberg, 2013: 35).

Whatever the reaction, as the crisis unfolds, individuals and organisations are forced to make choices in respect to areas that may be completely uncharted for them. It is what the survivors do with the experience, the meaning attributed to the trauma, which seems to define them (Herman, 1992: 59). Foster (2012) elaborated that

psychologically and ontologically, natural disasters are numinous, shocking, unconscious, primordial, way outside of human control. They defy meaning-making processes characteristic of the human mind, making nonsense of that sense that served us until then. In fact, they eliminate and erase meaning. (ibid: 223)

Throughout the vast array of literature, how survivors cope is a rich tapestry of control and manageability, understanding, meaningfulness, and purpose (Tedeschi & Calhoun, 1995: 75). Research has found positive associations between the number of traumatic events experienced and some cognitive and interpersonal character strengths (Peterson, Park, Pole, D’Andrea & Seligman, 2008: 214). The results are indicative only, however, as further research is needed before it can be concluded that PTG leads to a strengthening of character.

Cultural and religious influences may also determine the subjective meaning of trauma or how the trauma is understood. For example, one engineer heard a parent telling his five-year-old son that the earthquake had been caused by his bad behaviour that day, that God was punishing him. The engineer was outraged and proceeded to give the boy a scientific explanation of earthquakes (Dan #12, 2016: 171-180).

3.2.3 Collective trauma: Post-traumatic stress disorder. In 1980, the Diagnostic and Statistical Manual for Mental Disorders, 3rd Edition³⁰ (DSM-III) (American Psychiatric Association, 1980) took the plethora of symptoms and labels used with trauma cases and created the diagnosis of post-traumatic stress disorder (PTSD).³¹ PTSD is unique in being a diagnosis focusing on external events. Jung (1960), however, when looking at the exogenous and endogenous nature of trauma, identified the exogenous trauma as having a minimal effect on the development of complex formation (*CW* 3, para 163) as discussed in Chapter 3.2.1. Controversy around PTSD diagnosis continues today.

There is no doubt that the PTSD diagnostic category has enabled the identification of a distinct syndrome that was ignored previously (Papadopoulos, 2007). However, it is essential to keep in mind that not everyone responds to trauma in the same way. As Seligman (2011) pointed out, people who are impacted by previous trauma or have mental health issues are at greater risk of PTSD than those more psychologically fit.

³⁰ Latest edition: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Association.

³¹ See also Chapter 3.2.3 PTSD and the DSM-V (2013) Post-Traumatic Stress Disorder No.309.81 page 271 to 280).

“PTSD can often be seen as an exacerbation of pre-existing symptoms of anxiety and depression than as a first case” (ibid: 158).

Kalsched (1996) explored the negative effects of trauma through a Jungian lens, examining the inner world of dreams of people who have experienced severe trauma. He highlighted how the psychic processes that are put in place to defend the self at the time of the trauma can become destructive, resulting in further trauma (ibid: 3). Kalsched’s PTSD research about what manifests in the individual post-trauma can be of enormous value in understanding how to prepare for trauma.

One of the significant findings of trauma research is that it is uncommon for people to develop PTSD even after a major traumatic experience. “Only a small proportion of those exposed to severe stressors respond with PTSD” (Shalev & Yehuda, 1998: 2). Other researchers have found that post-traumatic stress may be the result of a failure in recovery rather than related to the nature of the traumatic exposure (McFarlane & Yehuda, 1996: 155).

Although not of direct relevance to this thesis, the extensive amount of research already undertaken on PTSD is important, since knowing what manifests in the individual and organisation post-trauma can be of enormous value when determining how best to be prepared.

3.2.4 Collective trauma: Post-traumatic growth and adversity-activated development. During the latter half of the 19th century, research into trauma focused upon the negative effects of stress and PTSD and the building of resilience to cope

and “bounce back to normal functioning” (Haidt, 2006: 138). Whereas, traditionally, trauma was been seen in a negative light, later research has suggested that trauma can be the trigger for positive changes, leading to better relationships, personal confidence, and a renewed meaning of life (Tedeschi & Calhoun, 1995: 115). In general, between 30% and 70% of survivors claim to have experienced some form of positive change (Linley & Joseph, 2004).

The terms PTG, as in Tedeschi and Calhoun (1995), or, in refugee care, AAD have been used to describe the positive psychological change experienced as a result of traumatic events (Papadopoulos, 2007: 306). Furthermore, in his work with refugees and trauma, Papadopoulos usefully classified reactions to trauma as positive, negative, or neutral (resilient) (ibid: 309). Jung (1960) also wrote of the possibilities for development after trauma:

The inherent tendency of the psyche to split means on the one hand dissociation into multiple structural units, but on the other hand the possibility of change and differentiation. It allows certain parts of the psychic structure to be singled out so that, by concentration of the will, they can be trained and brought to their maximum development. In this way, certain capacities, especially those that promise to be socially useful, can be fostered to the neglect of others. (*CW* 9i, para 484)

Tedeschi and Calhoun (1996) have conducted a large body of research indicating the positive effects which may emerge after a whole variety of traumatic events, including natural disasters (ibid: 455). Tedeschi and Calhoun (1995) proposed “a general model for personal growth resulting from trauma” that operates as a “self-regulatory system of feedback loops” (ibid: 88-90) (see Figure 5).

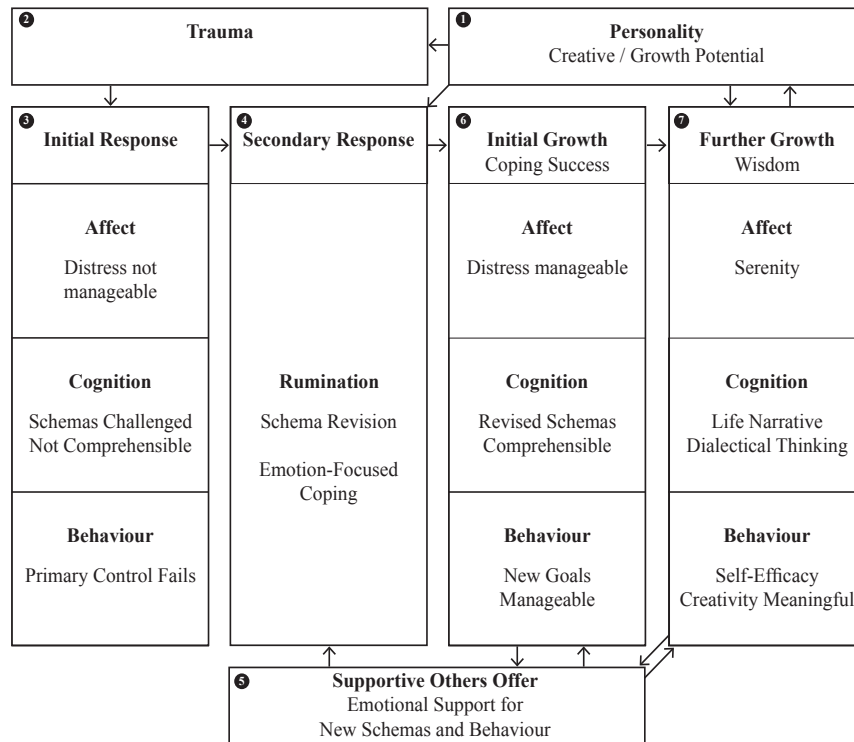


Figure 5. A general model of personal growth resulting from trauma. A self-regulatory system of feedback loops. Adapted from Tedeschi and Calhoun, 1995: 88-90. Copyright © 1994 The New York Times Company. Reprinted with permission.

In summarising the principles of growth, Tedeschi and Calhoun (1995) explained that (a) a change in self or world view has happened, (b) this leads to a more profound understanding of the self and world, (c) this leads to changes in behaviour; (d) what is lost is then devalued or transformed into a more valuable present and future, and (e) the changes that occurred appear to be possible because of the struggle with the challenges presented by trauma and perhaps only because of the trauma (ibid: 87).

Papadopoulos (2002 & 2007) identified a similar phenomenon in his studies with refugees and coined the term AAD, which differs from PTG in a number of ways. For example, the word development rather than growth avoids any negative connotations of growths (for example, cancer) and is perceived as neutral

(Papadopoulos, 2002). He also distinguished between AAD and resilience, with resilience being a more neutral response; in this context, the survivor retains qualities (resilience) that existed prior to the trauma (Papadopoulos, 2007: 307).

Rather than assuming psychological damage, one should first assess the damage to a survivor’s psychological immune system (ibid: 302). Papadopoulos constructed the Trauma Grid (see Figure 6; Appendix 19) to “systematise the variety of responses to adversity” (ibid: 27). The framework although designed from a therapeutic perspective has utility in the organisational setting allowing for the gathering of the three possible reactions to adversity: neutral, positive, or negative. The advantage of the Trauma Grid is that it gives a more comprehensive picture of a survivor’s reactions and serves to avoid the pitfalls of the classic rescuer of the traumatised survivor. The Trauma Grid also allow survivors to see themselves as more than victims of trauma (ibid: 312).

Levels	Negative			Neutral	Positive
	Injury Wound			Resilience	Adversity Activated Development (AAD)
	Psychiatric Disorders, PTSD	Distressful Psychological Reactions	Ordinary Human Suffering		
Individual					
Family					
Community					
Society/ Culture					

Figure 6: The Trauma Grid, Papadopoulos, R. K. (2007), adapted.

Another aspect of the potential positive effects of trauma is the meaning attached to the trauma. Horowitz (1976) suggested the impact of intrusive thoughts and the cyclical attempts at denial were the result of survivors trying to find meaning in their traumatic experience: “Trauma is a very intimate experience, its meaning very personal” (Gadi, 1999: 29). However, as Updegraff and Taylor (2000) found there are no longitudinal studies to show whether any changes, positive or negative, remain over time, indicating further research is needed.

During the last decade of the 20th century, a plethora of self-report questionnaires were developed to measure the positive effects of trauma. One such is the Post-Traumatic Growth Inventory which measures the extent to which survivors of traumatic events perceive personal benefits, including changes in perceptions of self, relationships with others, and philosophy of life (Tedeschi & Calhoun, 1996: 458). However, the validity of the methodology of the self-report questionnaires and interviews used in the assessment of PTG has been challenged (Frazer & Kaler, 2006: 859). In particular, the nature of the questions encompassed by the context of trauma has opened the methodology to criticisms that respondents may be primed to tell stories corresponding to cultural scripts (McAdams, 2005: 70). Furthermore, the measurement challenges remain controversial (Park & Lechner 2006: 47), and Peterson et al. (2008) contend that “to date the studies have been ‘cross-sectional’ rather than longitudinal, leaving unclear the directionality of associations” (ibid: 217).

Questions remain around disposition and expectations of outcome (Aspinwall & Taylor, 1992), genetic predispositions (Kendler, Kessler, Heath, Neale, & Eaves, 1991; Plomin, Scheier, Bergeman, Pedersen, Nesselroade, & McClearn, 1992), and whether resources initially available to the individual are a factor, including self-confidence and social support, together with such things as income and education (Hobfoll, 1988). Research to date has focused predominantly on the characteristics of the individual and not the nature of the event, for instance, a personal attack, a random occurrence, a threat, a loss, or a natural disaster.

Somewhat provocatively, Haidt (2006) asked from the perspective of the *adversity hypothesis* (Nietzsche's [1888] idea that "what does not kill you makes you stronger", advocating adversity as a good teacher) whether we need failures to reach our full potential. In answer, Haidt suggested that "adversity can lead to growth, strength, joy and self-improvement" (ibid: 153). Although survivors may say they have been "profoundly changed by adversity", evidence of such effects is difficult to find (ibid: 142).

The above review highlights the importance of considering both the positive and negative changes reported by people who are confronted with adversity (Updegraff & Taylor, 2000: 20).

3.2.5 Collective trauma: In Organisations. Organisations have become more aware of the need for risk assessment and business continuity planning (Tehrani, 2004), but until recently much of this has concentrated on risks to business systems, resources, and operations rather than on the health and wellbeing of employees, customers, and

the public (ibid: 67). While the physical demands of handling a traumatic situation can be considerable (Holoday, Warren-Miller, Sith, & Yost, 1995: 81), the psychological demands are no less daunting, particularly as the traumatic situation may challenge personal values or abilities to meet organisational expectations (Parkes, 1975: 131). “Traumatic situations impact employees in different ways depending on whether they are involved as victims, rescuers or bystanders” (Tehrani, 2004: 47). Green, Wilson, and Lindy (1985) found that employees were able to deal with traumatic situations provided that their perception of the magnitude and nature of the trauma was balanced by their perceived ability to deal with it (ibid: 53).

In *The Hidden Costs of Trauma in the Workplace*, Lee (2008) painted a bleak picture of the potential damage that trauma causes to organisations and their individuals: “Trauma impacts every aspect of a person’s effectiveness in the workplace” (ibid: 28). The time, cost, and effort needed to prepare can be weighed against the negative impacts on the individual and the organisation. Whether employees are asked to problem-solve, lead, or learn, they may be emotionally, mentally, or physically compromised. The cost alone can be crippling in terms of decreased productivity due to sickness, absenteeism, and lack of concentration post-trauma.

In both New Zealand and the United Kingdom, organisations have a legal obligation and duty of care to ensure a safe working environment. Nonetheless, Tehrani (2004) has observed that employees were unlikely to receive any preparation, training, or post trauma support unless working in emergency service industries (ibid: 40). Lee (2008) stressed that organisations need to make their employees aware of how best to prepare and respond to such events.

3.2.5 Collective trauma: Debriefing. For over 25 years, debriefing post-trauma has been used in organisations. In the early 1980s, Critical Incident Stress Debriefing (CISD) was introduced as a technique to be used with teams in the emergency services post traumatic incidents (Dyregrov, 1989; Mitchell, 1983). CISD is a seven-step process consisting of an introduction, facts, thoughts, reactions, symptoms, teaching, and re-entry (Mitchell & Everly, 1997) which aims to normalise common responses to an incident. This gives a team the opportunity to discuss their thoughts and feelings post-incident with skilled peers and other professionals.

In 2005, however, the National Institute for Health and Clinical Excellence (NICE) guidance for the management of PTSD recommended that single session CISDs “should not be routine practice” (NICE, 2005: 4). The latest update of the Cochrane review of debriefing (Rose, Bisson, Churchill, & Wessely, 2002: 4) identified 15 randomised controlled trials of debriefing and concluded “compulsory debriefing of victims of trauma should cease” (ibid: 4).

Since the NICE (2005) guidelines were published, many organisations have stopped using CISD. Yet many others still seek and use it; the NHS foundation trusts, police services, NGOs, and UN departments all still use CISD, albeit often renamed PFA (Regel, Hannigan, Lamerton, Perone, McNidder, Shaw, Morton, et al., 2014). Nonetheless,

the scientific literature on psychological first aid available to date does not provide any evidence about the effectiveness of Psychological First Aid interventions. Currently, it is impossible to make evidence-based guidelines

about which practices in psychosocial support are most effective to help disaster and trauma victims. (Dieltjens, Moonens, Van Praet, De Buck, and Vandekerckhove, 2014: 1)

However, CISD has been found to have other benefits for emergency workers and British soldiers: improved staff retention and morale, less sick leave and abuse of alcohol, and less use of the mental health services and compensation payments (Deahl et al., 2000; Deahl, Srinivasan, & Jones, 2001). Randomised control trials (RCT) support the decision to ignore the warnings and bolster confidence in the effectiveness of debriefing in those at work in high-risk occupations (Tuckey & Scott, 2013: 38). The RCT studies against debriefing have been challenged as poor examples of RCT research, and there have been calls for the reopening of this somewhat closed debate through further good-quality randomised controlled trials and qualitative research (Hawker & Hawker, 2015: 8). The debate goes on with little clarity for the organisations and with no apparent alternatives.

3.2.6 Collective trauma: Concluding remarks. Fertel (2012) explains that

Trauma, always an intrusion of the unexpected, has the effect of breaking the life story we each and all deploy to make sense of our lives: pulling the rug out from under us, trauma makes nonsense of that sense that served us until then. Recovery can be understood as knitting the lifeline or life narrative back together. (ibid: 93)

The review of the above theories and subsequent studies “suggests that experience with traumatic life events may, in some cases, improve one’s ability to deal with subsequent life events” (Updegraff & Taylor, 2000: 9). Moreover, Linley, and Joseph

(2004) found repeated exposure to be positively correlated with PTG (ibid: 7-8). Research on both the negative impacts of PTSD and positive outcomes through PTG and AAD effects, as well as research into the manifestations of trauma in both individuals and organisations, can be of enormous value when designing preparatory measures to increase the opportunity to limit negative outcomes.

3.3 CRITICAL LITERATURE REVIEW ON NORMALITY

3.3.1 Normality: Introduction. As defined in the *Oxford English Dictionary*, normal is used as either a noun, “the state of being usual, typical or expected” or as an adjective, “conforming to a standard” (Stevenson & Waite, 2011: 967). The word normality is used in a similar manner. A thesaurus search, again from the *Western*, collective cultural perceptive of normality (Kipfer, 2011: 620), shows some of the common terms referring to normality. Some are seen as derogatory: ordinary, standard, banal, average, mundane, typical, mediocre, conforming, and common. These terms are hardly inspirational or aspirational. Why do so many people desire to return to normality when there seems little to accurately define or even recommend it?

Getting back to normal after trauma was often the expressed desire of those employees of New Zealand organisations who were interviewed, particularly when being told that they were reacting normally to an abnormal event, no matter how they were reacting. This message after a traumatic event is meant to be comforting, aiming to give the traumatised person permission to feel, think, and do what comes naturally.

The survivors interviewed undoubtedly did not feel as if they were reacting normally at times though. “I was buying a pizza last night and I just started to cry, I’m a grown man, I don’t do that stuff!” (Geotechnical engineer, Dick #27, 2011: 58).

Employees and their leaders often expect that returning to normality as soon as possible is the best course of action after a major traumatic event. How they propose to achieve this, however, is often unclear. Public and private sector organisations rarely prepare their leaders or employees for the psychological impact of major traumatic events. The focus currently on crisis management in organisations tends to be more on processes and procedures and less on the psychological impact (Blythe, 2002: 9).

Beliefs about what is normal are shattered by a traumatic event (Mother Earth can no longer be trusted) and attitudes are changed (the world is an unsafe place). It is these personal belief systems that give life meaning but which can also derail human experience (Herman, 1992: 72). Furthermore, as Foster (2012) asserted, “our collective illusions of control are being eroded by global communications that confront us with detailed information and images of the damage wrought by such events, leaving us to recognise how fragile our communities really are” (ibid: 8).

What does it mean to get back to normal for an organisation and its employees? Are organisations and people forever changed, and are previously accepted models of normality broken down? What are the new taboos, the “elephants in the room”? Do people use others as their barometer of what is expected of them in times of trauma?

This measuring process is subtle and for the most part, unconscious. This idea including Jung's theory of the persona, will be explored in Chapter 3.4.4.

Some employees may pretend to be back to normal, hoping that the adage of fake it until you make it will work. However, the multiplicity of identities and the notions of conscious and unconscious identities moves beyond the impossible notion of finding any "perfect" image. Such ideas ignore how meanings are constructed or subjectivities are produced. For example, Butler (1988) in the essay "Performative Acts and Gender Constitution," proposed that gender is performative (ibid: 523). She argued that gender is socially constructed through commonplace speech acts and nonverbal communication that are performative in that they serve to define and maintain identities (ibid: 531). Far from being eternally fixed in some essentialist past, identities are subject to continuous interactions of history, culture and power.

Returning to normal was also a theme for organisations. Organisations wanted to return to normal as swiftly as possible. Their behaviour differed from that of the individual, however, in that the desired normal seemed to be more external and functionally based: technology up and running, employees performing, and business back to running as usual. In contrast, individual needs were both internally and externally focused, wanting functional social, and psychological normality including families to be secure, the toilet to function, and the world to stop shaking both physically and metaphorically.

This general sense of normality as something desired, reminisced, or wanted was a theme in many interviews (see Chapter 5). This response to the collective trauma of

the earthquakes, the desire to return home, to normality, resonates with Papadopoulos' (2002) work with refugees and there being "no place like home" creating a "nostalgic disorientation" (ibid: 123).

Some of the attitudes and perceptions are captured in questions and comments from clients following the 2010-2011 earthquakes: "Am I normal?", "What is normal in this situation?", "Nothing seems normal to me anymore", "Is this really a perfectly normal reaction?", "I do not normally behave this way", "Nothing seems normal at work anymore", "When will things return to normal?".

It is not surprising that survivors were asking what the norms were when looking at the alternative, no norms. Durkheim (1897/1951), a sociologist coined the word *anomie* meaning *normlessness*, derived from the Greek word a-nomos (lawless), describing a society with no norms, rules, or standards. Everyone does what they want for their own ends. In such societies, this "anomie breeds feelings of rootlessness and anxiety and leads to an increase in amoral and antisocial behaviour" (Haidt, 2006: 176).

The powerful and proactive term *malignant normality* (a social actuality presented as normal) used in *The Dangerous Case of Donald Trump* (Lifton, 2018) assumes all societies will put forward desirable norms of behaviour to operate within. Such norms can be affected by political and military influences and can at times become destructive to the risk of normalising evil (ibid: xv). Why introduce the concept here? To highlight not only that evolving new normality can be desired but that the norms of that normality can become undesirable. Some stories from interviewees recalled

that norms had changed for the worse, but they had adapted to them by reasoning that normally this would not be okay but in these circumstances it was understandable. For example, Grace talked about sexism and harassment (Grace #23, 2016: 515-516), and Ross talked of the womanising and drinking as life became more pressured (Ross #10, 2016: 573-575). Both reflect how a kind of malignant normality was asserting itself as people were getting more and more exhausted. The objective here is to draw attention to the need to be alert to the propensity for cultural standards of acceptability being challenged in times of individual and collective trauma.

The challenge in this section was to explore what other researchers have discovered about getting back to normal for both the organisation and the individual. What normalities do individuals and organisations want or need to recreate? Is it possible to ever be normal again? Is it correct to assert that life will never be the same again? Scrutinising and defining what constitute various ideas of normality and the inherent assumptions therein will form part of the basis for preparing for trauma for individuals and their organisation.

In the literature, the concept of normality is deconstructed in a variety of ways, for example Jung wrote,

By “normal” I mean a person who can somehow exist under all circumstances which afford him the minimum needs of life. But many people cannot do this; therefore, not so very many people are normal. What we commonly mean by a “normal person” is actually an ideal person whose happy blend of character is a rare occurrence. (*CW* 7, para 80)

This ideal construction cannot be conclusively defined; it implies a range within which normal falls, a dynamic balance between the inner and outer worlds where

the concept of “normality” is an ideal construction. In psychology we speak of the “scope of the normal”, thus implicitly admitting that the concept of normality swings between certain limits and cannot therefore be sharply defined. (*CW* 10, para 477)

The concept of normality involves both internal (beliefs and life stories) and external (organisational and national cultures) influences, hence the complexity of the phenomenon. Wile (1940) viewed normality as an adjustment (*ibid*: 217); Hacker (1945) defined normality as a statistical average (*ibid*: 10), whereas (Szasz, 1970/1997) linked normality with social desirability and conformity (*ibid*: 267); for Davies (2013) normal was simply defined as “the ordinary struggles of ordinary folk” (*ibid*: 161). Therefore, there is no such human as the normal person, except as an ideal: We are all relatively neurotic (Offer & Sabshin, 1966). Darrah (1939) captured the essence of the problem of defining normality when he wrote, “seeking for so-called ‘normality’ is like looking for gold at the end of the rainbow” (*ibid*: 730).

Samuels (1985) was the first to situate Jung within an evolving depth psychological exploration of normality (*ibid*:131-2). Given the repeated usage of the phrase ‘returning to normal’ on the part of the research subjects, what Jung has written is extremely suggestive. Jung expanded on the idea of normality in Volume 16 of the *Collective Works* by first asking, “Can anything lead further or be higher than the claim to be a normal and adapted social being?” (*CW* 16, para 161). He continued, “to be a normal human being is probably the most useful and fitting thing of which

we can think” (ibid). So, having established being normal as a valiant goal, he then stated, “to be ‘normal’ is the ideal aim for the unsuccessful, for all those who are still below the general level of adaptation” (ibid). This implies that being normal places a restriction on being average and is only for someone “who already has some difficulty in coming to terms with the everyday world - a man, let us say, whose neurosis unfits him for normal life” (ibid). Jung continued by saying that for those who are above average, who achieve successes, “for them the moral compulsion to be nothing but normal signifies...deadly and insupportable boredom, a hell of sterility and hopelessness” (ibid).

The positive and negative views above are mirrored in the interviewees’ words about being normal or getting back to normal and this researcher understands that normal is an expression meaning many different things even to the same individual. As Jung explained,

There are just as many people who become neurotic because they are merely normal, as there are people who are neurotic because they cannot become normal. That it should enter anyone’s head to educate them to normality is a nightmare for the former, because their deepest need is really to be able to lead “abnormal” lives. (*CW* 16, para 161)

Everyone develops his own psyche which is related to the collective norm. The mature person has found a satisfactory relationship to this norm. Although this relationship is not by itself an assurance of mental health, without it one cannot attain a state of health (*CW* 6, para 758-762).

Fifty years later, Bartlett (2011) conceptualised normality similarly to Jung (1959) but described it differently. Bartlett (2011) saw “Normality as the set of typical and socially approved characteristics of affective, cognitive and behavioural functioning, a set of characteristics derived from the reference group consisting of the majority in a society’s population (ibid: 10). His model of mental health argued that “mental health is a good deal more than conformity with psychological normality and a great deal more than the absence of mental illness” (ibid: 26). He stated that mental health included “compassion, aversion to violence, moral conviction, unwillingness automatically and uncritically to obey authority, self-discipline and the ability to think and make choices autonomously” (ibid: 29). Dealing with both individuals and the collective (organisations) makes defining normality complex and diverse as well as conflicting and confusing (ibid).

The definition of abnormality has traditionally depended upon the definition of normality, which seems to be rarely questioned, justified, or transparent. If the status quo is presented as natural and normal, then deviation or criticism is, by definition, unnatural and abnormal. The averaging of individual variation leads to sweeping generalisations and fails to acknowledge that people are complex and diverse, and that one size does not fit all. Bartlett (2011) asserted that using the standard of normality fails the human race by confining us to mediocrity and restricting our growth (ibid: 309).

Bisch (1936) injected some humour into the debate when he wrote, “to be normal is nothing to brag about” (ibid: 19). Bisch defined madness as something that looks somewhat more appealing than being normal: “being affected with a high degree of

intellectual independence, not conforming to standards of thought, speech and action, at odds with the majority, in short, unusual” (ibid).

Returning to the question posed above of how one might define what constitutes normality and the inherent assumptions therein, it could be concluded that it is impossible to define normality. Other scholars do not appear to have discussed normality as a basis for preparing for collective trauma, and this gap in the research became a focus for this thesis.

It is not possible to accommodate the complexity and the diversity of the personal, social, economic, and political circumstances affecting normality here; to do so would require a more comprehensive brief. Perhaps it is sufficient to say that normality is specific, familiar, and predictable to a particular individual or organisation and those around them within a given time and culture.

Questions can be raised as to whether returning to normality for an individual is an achievable or even a valid concept. Accepting the proposition that organisations are more likely to be functional and performance-based, returning to normality can be seen as more achievable, as the externalised concept of normality is easier to measure and implement. What is missing and needs to be incorporated are the aspects of the individual psyche and its need for regulation, routine, predictability, and cohesion. For example, for a sales team who have been through a collective trauma, the chief executive officer (CEO) can quickly be clear on what is wanted of his team: to deliver on their sales targets (perhaps reduced by a percentage, to take into account the trauma). Similarly, an engineering project that was to be delivered on time and budget

can be adjusted for new circumstances following a collective trauma. What is not factored into this equation of regaining normality is the diversity of individual needs on a psychological level.

3.3.2 Normality: Nostalgia. What makes a memory nostalgic may be the very act of looking back to what is familiar, looking at those old memories of normality through rose-tinted glasses, idealising or distorting the memories in some way. What is ached for when aching for the old normal? Is it old habits, values, experiences, sensations, sounds, and smells? Alternatively, is it feelings of being secure, happy, and loved? It could be any number of things. There are many memories, whether happy or sad, individual or collective, real or unreal, which can make people feel nostalgic. Perceiving reminiscences of the past as facts of a lived reality is a risk, however; what lies beneath such facts?

The research of Papadopoulos (2002) on nostalgia and its effects resonates with this research. Many of the earthquake victims in Christchurch in 2010 and 2011, this researcher suggests, share with refugees what Papadopoulos referred to as nostalgic disorientation (ibid: 15), which is more than just the conscious, painful loss of their homes and separation from loved ones. Home has a rich metaphorical range of meaning, seen in the expressions “to be at home with something” and “to make oneself at home”. “Home is one of the most fundamental notions of humanity” (Papadopoulos, 2002: 10).

Papadopoulos (2002) drew upon the work of Bowlby (1988) on the home as a secure base and how trauma affects development “interpersonally, intrapsychically, and

socio-politically as well as physically, both positively and negatively” (Papadopoulos, 2002: 19). Papadopoulos (2002) suggested that most homes

provide some kind of continuity that enables co-existence between many opposites, ‘love and discord’...Within the context and relative permanence of home, one can experience the co-existence of seemingly irreconcilable opposites and this experience creates a special feel of containment that is not usually consciously appreciated. (ibid: 16)

A strong case can be made that in the archetypal nature of the homecoming process, home as a secure base can be included in the conceptualisation, planning, and implementation of any interventions for preparation. It could be said that home is where normal life is lived, and if lost in an earthquake, the protective and containing nature of home is lost, producing a gap and little containment for the survivor.

Our homes are a protective shell and when that shell cracks, we are born into another kind of being. It is not just glass and masonry that require repair but our whole sense of who we are. It is not just the structure of the home that is shaken into view but also the entire structure within which we live our lives. (Farrell, 2015: 321)

Although not explicitly concerned with the idea of preparation, the perspective Papadopoulos brings with his insights and interventions in trauma research are relevant to this thesis.

3.3.3 Normality: Identity. When trauma strikes, illusions of who we think we are or claim to be, often taken for granted or unconscious, can evaporate in just a few seconds. Personal identity is derived from a wide range of diverse inputs from the

world around us. This self-styled facade becomes the only reality in conscious awareness. However, this is only part of a person and their life story since so much of life is lived unconsciously. For a survivor, identity “has many parts that cannot be narrated and are indeed not even part of consciousness” (Pinter, 2012: 2). The person we show to the world, that which Jung’s refers to as the persona

is a complicated system of relations between the individual consciousness and society, fittingly enough a kind of mask, designed on the one hand to make a definite impression upon others, and on the other, to conceal the true nature of the individual. (*CW* 7, para 305)

Most people will have multiple personas, the way we wish to be seen by others, for example, there might be the family persona, the work persona, the lover persona. Our personas will express the way in which we would like to be seen by different people and in different situations. Our persona will put forward the characteristics that we wish others to associate with us.

However, this is not a project on persona or about just presenting a positive persona to the world. Mindset will have a great deal of influence on how experiences are framed; therefore, it is important to take a balanced view, or the cracks will show, for example, sadness and grief need to be experienced, too. This idea is captured in the development and training strategies in Chapter 7 and Appendix 19 using the grief cycle and art therapy.

The persona or conscious ego personality is only one part of the personality. Whatever is found unacceptable and denied by individuals becomes part of their

shadow. The shadow is a metaphor for the dark side of the personality, the primitive, the unconscious and the negative. Jung (1963) wrote, “the shadow, that hidden, repressed, for the most part, inferior and guilt-laden personality whose ultimate ramifications reach back into the realm of our animal ancestors and so comprise the whole historical aspect of the unconscious” (*CW* 9ii, para 422). The shadow is sometimes overwhelming, intruding into one’s cognitions, affects, and behaviour. We may see our shadow side in the behaviours of others, criticising and disliking the behaviour.

A man who is unconscious of himself acts in a blind, instinctive way and is in addition fooled by all the illusions that arise when he sees everything that he is not conscious of in himself coming to meet him from outside as projections upon his neighbour. (*CW* 13, para 391)

This quote refers to the unconscious or shadow side that forms part of Jung’s theory of personality. Coming to terms with the shadow by constructively accepting and assimilating it into the conscious personality is central to the process of Jungian analysis and is suggested here to be critical for preparation for collective trauma, but this is outside of the scope of the current research and could perhaps be a focus for further research.

Not all shadow sides are negative. For example, a person may see sadness as an extremely negative emotion and present a very happy, positive persona to the world. There are, however, occasions to be sad in life and this may lead to a disproportionate reaction as the repressed sadness is held under such a rigid persona. The shadow may be repressed in a number of other ways in the body, in the emotions. By becoming

aware of the feelings underlying the behaviour, instead of acting blindly, awareness and control can be learnt, accepting the shadow side. The inner world will influence us “all the more powerfully for being unconscious, it is essential for anyone who intends to make progress....No adaptation can result without concessions to both worlds.”(*CW* 7, para 327).

Developing an identity based on who we think we are is ultimately only a mere approximation of who we really are. When trauma comes crashing into lives, it often reveals more of people to themselves. What has been formed in the past may be shattered, split, and disassociated and the impact on the human psyche can be devastating (Papadopoulos, 2002: 15). Trauma can lead to an encounter with personal inner realities, which is not necessarily pleasant or comfortable and may not feel familiar or normal. It could be extrapolated that, by becoming more aware through this expansion of conscious awareness enhances the ability to be good enough survivors.

A traumatic experience may lead some to attempt to be someone or something they are not and others to deny that things have changed. Hancox (2011) drawing upon Jung, suggested that “what passes for normality is often the very force which shatters one’s personality or sense of self...trying to be what the individual perceives as ‘normal’ rather than being themselves and their normal” (ibid: 41). Inevitably, such striving can drain an already depleted source of energy and violate human inner nature, itself a form of pathology (Bartlett, 2011:139). Bion (1970) talked of the lies we need to tell ourselves in order to protect ourselves from psychological and emotional upheaval (ibid: 97). When the ego is confronted with information that it

finds too uncomfortable, it will employ defences to avoid the psychological discomfort (Foster, 2011: 71).

3.3.4 Normality: Concluding remarks.

There was a strong desire to know what the norm is, and this acted as a driving force to create some order out of the inevitable chaos. Defining what it is to be the GES, borrowing from Winnicott's (1960) concept of the good enough mother, could be an effective way to help people return to, or to recreate, individual versions of normal after a traumatic event. It has been proposed that clarifying what constitutes having sufficient psychological wellbeing to be a GES would go some way toward providing this sense of order and control. As Jung (1960) suggested: "All knowledge is the result of imposing some kind of order upon the reactions of the psychic system as they flow in our consciousness" (*CW* 8, para 362).

Each person and organisation experienced and expressed their trauma in a highly individual way, which is then "understood and rendered differently and equally idiosyncratically (that is, closely related to personal, professional, socio-economic and historico-cultural contexts) by all those who attempt to understand the needs (of that particular survivor)" (Papadopoulos, 2002: 13).

Nostalgia highlights what people are often unaware of, another lens into perceiving normality, of how both the individual and the organisation think and feel about the past. Such insights could be of value in exploring preparation for collective trauma and the GES.

3.4 CRITICAL LITERATURE REVIEW ON PSYCHOLOGICAL WELLBEING

3.4.1 Psychological wellbeing: Introduction.

Psychological wellbeing is difficult to define. To be able to, for example, count on one hand the core elements that one needs to focus upon to develop and maintain psychological wellbeing would be a powerful tool for a GES to have in their repertoire. In contrast, what we need to stay physically well is more widely known and available: to eat a balanced diet, to drink water, to exercise, and more. One outcome of this research is the proposition that the core psychological wellbeing elements to focus upon are known to all.

What follows is an overview of the abundance of literature around psychological wellbeing including links to personality research, organisations, and crisis, with definitions, characteristics, and current findings. By exploring the evolution of thinking around psychological wellbeing, an informed choice can be made as to which approach(es) to apply for the GES. This will be a difficult choice given that each researcher seems to create a new term with a slightly different definition and set of characteristics. From the multitude of research, options seen as critical to preparation for collective trauma are summarised here in the critical literature review and their application explored further in Chapter 7 and Appendix 19.

3.4.2 Psychological wellbeing: History and background. Early research proposed that ticking the following boxes were indicators of psychological wellbeing: having the ability to care for oneself and for others, being comparatively happy or contented, maintaining stable and productive human relationships and finding satisfaction in work or creative activity (Warr, 1978: 111; Ryff & Keyes, 1995: 719). Later research, however, has proposed a broader conceptualisation of wellbeing which includes not only affect but also motivation and behaviour (Van Hor, Taris, Schaufeli, & Schreurs, 2004: 365).

Wellbeing comes in three main guises: physical, social and psychological (Robertson & Cooper, 2011: 3). Physical wellbeing (exercise, diet, sleep, alcohol intake) and social wellbeing (positive, supportive social networks) have to a large extent been defined and are not a particular focus of this research, although of course, all three forms of wellbeing are interlinked.

Psychological wellbeing is not merely the absence of negative emotions like hate, anger, fear, and sadness. Such absence merely leads to a neutral emotional state and is not sufficient to lead automatically to positive emotions like love, gratitude, and joy (Seligman, 2002: 329). These positive emotions provide a protective shield, helping people to bounce back after experiencing adversity (Tugade & Fredrickson, 2004: 328), while undoing the detrimental effects of negative emotions (Fredrickson, Mancuso, Branigan, & Tugade, 2000: 258).

There have been various attempts at a definition of this subjective, transient state of being that varies with individuals and cultures, and there are also a wide variety of

labels for individuals who exhibit this state: Fromm (1942) talked of the “autonomous person”, Maslow (1950) spoke of the “self-actualising individual”; Jung (1956) talked of the “individuated person” (*CW* 5, para 459), Rogers (1961) described the “fully functioning person”, and Bartlett (2011) introduced the term “optimal functioning”, implying that an individual will function as well as possible psychologically given personal limitations.

Nonetheless, the psychological characteristics of excellent or even good enough wellbeing, including the unique abilities and underlying competencies, have yet to have a widely accepted definition. The following is the research seen as critical to this thesis and worthy of detailed exploration.

3.4.3 Psychological wellbeing: Positive Psychology. Seligman and Csikszentmihalyi (2000)³² created an explosion in empirical research with the introduction of positive psychology. They challenged the traditional focus on the medical model of illness within the discipline of psychology. Fundamentally, positive psychology asks some of the key questions needing answers in this section of the thesis: What is wellbeing? What do people need for wellbeing? What enables individuals to thrive? How is wellbeing promoted?

There is a growing body of evidence from cross-sectional, longitudinal, and experimental studies which points to the idea that “high levels of wellbeing are good for individuals and society...including effective learning, productivity and creativity,

³² Csikszentmihalyi’s earlier work talked of people being in the flow, not noticing the passage of time, being fully engaged, and how they are apt to live more satisfying lives (Csikszentmihalyi, 1990).

good relationships, pro-social behaviour and good health and life expectancy” (Huppert & So, 2013: 837).

3.4.4 Psychological wellbeing: Knowing who I am. Personality and Character.

This researcher suggests that knowing as much as possible about who we are and what our individual strengths and weaknesses are will provide a good foundation for preparation for collective trauma. Awareness of self and others is the first step to becoming the GES. Being aware of what is normal before crisis strikes helps in understanding what has been lost and facilitates embracing an evolving new normal. Life will not return to the old, known normal and precious time can be wasted staying wedded to the old normality.

This section begins by drawing upon the work of Jung and *Psychological Types* (1921), often seen as the foundation to the Myers-Briggs Type Indicator (MBTI) used in many organisations. Other approaches to gathering information at the type or trait level of personality will also be discussed briefly. Then a model, the Six Foci of Personality, will be outlined, offering the trait level of analysis more depth (McAdams & Pals, 2006).

Jung Psychological Types. In 1921, Jung wrote *Psychological Types* to overcome the one-sidedness and polarisation of the personality. “In psychological types I tried to establish the general lines along which...one-sided developments move...a

dominating one-sidedness...leads to disaster” (Jung, 1930: 33). Jung had identified eight basic psychological types: two attitudes and four mental functions. Jung’s four mental functions (sensing, intuition, thinking and feeling) have different roles to play. Sensing places value upon facts separately from their implications (intuition), truth (thinking), or worth (feeling) (Myers, 2018: 109). Sensing is a perceiving function, how the world is taken in, how information is gathered through the five senses, which looks at concrete information rather than implications. Intuition is also a perceiving function although the world is perceived using more of a sixth sense.

Having taken in the world either through sensing or intuition it is then time to make decisions or judgements on that gathered information. The thinking function takes a logical, evaluative look at information and ideas and decides or judges. Conversely, the feeling function evaluates the information from a value base, giving an emotive response, concerned for the people involved. Jung referred to thinking and feeling as rational functions and to sensation and intuition as irrational functions meaning that they involved perception rather than judging of information.

For Jung, the two attitudes, extraversion and introversion, were the predispositions to act or react in a characteristic manner. Introverts tend to gain energy from focusing internally on personal subjective thoughts and feelings. Extraverts focus upon the external world and gain energy from interacting with people and activities in the external world. Introverts and extraverts often find it difficult to value their differences and all types may tend to value their own type most, perhaps fuelling Jung’s concern for one sidedness.

Jung observed that most people in the West become one-sided and stay that way throughout life. His type theory assumed that in midlife people mature and report more consistency in their preferences, paying more attention to their tertiary and inferior functions (Myers & McCaulley, 1985: 239). People become even more comfortable with their preferences in later life, not individuating but remaining one-sided (Myers, 2018: 183). Jung (1925) suggested that individuation is the achievement of self-actualization through a process of integrating the conscious and the unconscious. He also noted that this is not the path usually taken; “the great majority of people get stuck in the first stages” (ibid: 197).

Jung’s psychological typology was reviewed as part of the foundation of an approach to self-awareness along with the MBTI. This researcher suggests, however, that the use of the MBTI or other approaches to understanding personality traits (see OCEAN in Appendix 19) is only part of how to understand more about personality and becoming more self-aware.

The Myers-Briggs Type Indicator. A mother and daughter team developed MBTI to identify and value personality differences. The differences between Jungian typology and the MBTI are partly their target audience, the former, therapeutic, and the latter, organisational (applied in leadership development, team building, and career management). Jungian typology is primarily concerned with the organisation of consciousness and the need for balance between the opposites. The opposites are aligned to Jung’s two attitudes, introversion and extraversion, and the four mental functions: sensing and intuition, thinking and feeling. Some, however, have

suggested that the “Myers-Briggs typology is a form of collective transcendent function because it helps mediate between opposites” (Myers, 2018: 89).

One criticism of the MBTI is that it omits the fifth function of typology, the transcendent function. The transcendent function metaphorically describes the interchange of information and images between consciousness and the unconscious, a dialogue through which the psyche transforms itself, (*CW* 8, para 131) and tends to keep personal development limited to the initial profile. That said, a manual was produced in 2004, *MBTI Step II*, which explores the next level of type and has been applied in psychotherapeutic work (Quenk, Hammer, & Majors, 2004).

The New Zealand organisations researched in this study were familiar with the MBTI. It was proposed that by utilising the MBTI, it was possible to start a dialogue about an individual’s strengths and development opportunities, drawing upon the Six Foci of Personality (see below), thus building upon the MBTI insights and ultimately developing more depth of self-awareness. When the levels become unaligned, overwhelmed by circumstances and demands outside normal experience, it is suggested that this lack of alignment between the Six Foci levels will affect psychological wellbeing.

What McAdams and Pals (2006) captured is that human beings are more alike than they are different, for example, all humans have two eyes, a nose, and a mouth, yet all individuals are unique. McAdams et al.’s (2006) approach is outlined below and is proposed as a critical part of the foundation of the GES.

The Six Foci of Personality. The Six Foci of Personality consists of three structural components originally proposed by dams and Pals (2006): traits, personal action constructs (PACs), and life stories. The three parallel process components, states, self-regulation, and self-narration were added later (Hooker & McAdams, 2003: 296).

The Six Foci of Personality framework provides an “integrative, comprehensive understanding of personality and its importance over the life span...incorporating the well-known trait and social-cognitive approaches, enabling researchers to examine stability and change, structure and process” (ibid: 296). The framework is grounded in developmental systems theory (Ford & Lerner, 1992), emphasising the “embeddedness of the individual in nested multilevel contexts (for example, day-to-day living situations, life-course temporal frame, and sociohistorical time) and the dynamic transactions between individuals and context necessarily affect personality” (Hooker & McAdams, 2003: 296).

The Six Foci of Personality acknowledges that personality is “an individual’s unique variation on the general evolutionary design for human nature, expressed as a developing pattern of dispositional traits, characteristic adaptations, and integrative life stories complexly and differentially situated in culture and social context” (McAdams & Pals, 2006: 204). This psychosocial construction of narrative identity moves from focusing solely on broad trends (dispositional traits) and specific responses to daily life demands (characteristic adaptations) to the challenge of making meaning out of one’s life in a complex world (ibid: 204).

Although personality changes over the life span and is shaped by experience and influenced by culture, the underlying personality helps to determine reactions to events and experiences (Mischel & Shoda, 1995: 253).

The approach, illustrated in Figure 7, was proposed as a critical part of the foundation of the GES and is described as a continuum of a relatively universal set of traits (Foci 1) along with states (Foci 2) associated with those traits, particular goals and development tasks (Foci 3) which are relevant to some but not all, self-regulation (Foci 4), one's life story (Foci 5), and self-narration (Foci 6) (Hooker & McAdams, 2003:298).

At the structural level, Foci 1 are the relatively universal dispositional traits, such as those presented in the MBTI suggested in this thesis, where people fall on a continuum. Another option is the Big Five trait taxonomy (OCEAN).

Whatever model is used, the relationship between traits and the whole person is at best generic. Personality scores rarely change a great deal in the long term (McAdams, 1989, Foci 1). When friends and family of a survivor are asked about the changes the survivor claims to have experienced, they typically do not see profound changes. Longitudinal studies of personality have indicated that traits existing before the traumatic events endure relatively unchanged afterwards (Tedeschi & Calhoun, 1995: 54). This does not mean that there are not profound changes after adversity, but that Level 1 personality may be the wrong place to look for them.

At the process level Foci 2 are the associated states, for example, emotions, moods, and tiredness; the parallel process constructs to traits. These states are transient, short-term, and internal to the individual (Hooker & McAdams, 2003: 297). These trait structures, together with understanding state processes paint a fuller contextual picture of the individual (Nesselrode, 1991: 223).

In Figure 7 the triangles depict the structural level of traits, personal action constructs, and life stories. The other triangle shows the process level of states, self-regulation, and self-narration.

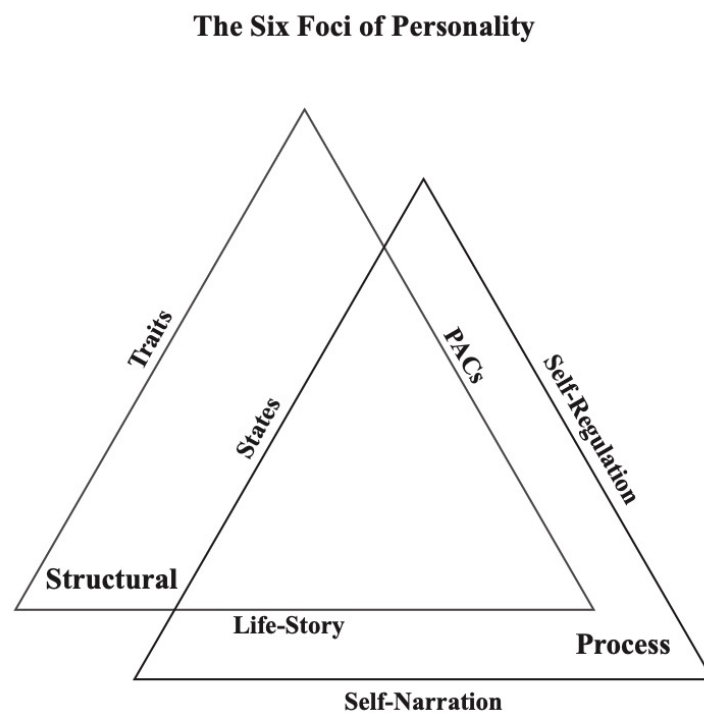


Figure 7. The Six Foci of Personality Framework

(adapted from McAdam et al., 2019).

Foci 3, known as the personal action constructs (PACs) as coined by Little (1983), is the forward-looking part of the personality: personal goals, developmental tasks, and motivations which are relevant individually (Hooker & McAdams, 2003: 299).

The characteristic adaptations of Foci 3 can be categorised in four ways: “work and achievement, relationships and intimacy, religion and spirituality, and leaving a legacy” (McAdams, 1989: 118). Characteristic adaptations will be impacted by the basic-level traits (Foci 1): The extravert’s preference for activity, involvement with others, and positive emotion has been linked to personal growth (Tedeschi & Calhoun, 1996). Furthermore, an extravert’s preference for being open to new experiences, being “curious, imaginative, and willing to entertain novel ideas” will also facilitate growth (Costa & Widiger, 1994: 3).

Foci 4, the process construct at level two characteristic adaptations, is a self-regulatory process, for example, self-efficacy, outcome expectancy, and control processes.

Foci 5, the life story, the narrative understanding of self, is an “evolving story that integrates a reconstructed past, perceived present, and anticipated future into a coherent and vitalizing life myth” (Haidt, 2006: 143). “People create life stories that reconstruct the past and anticipate the future in order to provide their lives with some sense of meaning, unity, and purpose” (Hooker & McAdams, 2003: 297). At Foci 5, the concern is not merely writing one’s life story but having something worth writing. Haidt (2006) champions the idea that people are less likely to listen to a life story that does not have some form(s) of adversity within its pages. From the perspective of

Foci 5, it thus becomes clear why adversity might be perceived as necessary for optimal human development (ibid: 143). Nevertheless, not everyone will be driven by the desire to have a life story full of adversity to ensure that people want to read their memoirs.

In Foci 6, the audience and the social context makes a difference in storytelling. What personal history is remembered tends to align with current realities (ibid: 297). Telling a coherent life story allows the individual to make sense of life experiences from the earliest memories onward. As mentioned in Chapter 6.2.1, memories can be inaccurate, therefore, the life story composed over the years is rarely a historical account. Life stories potentially provide answers to two key questions: Who am I? How did I become the person I am? It is the way the life narrative is recalled that will affect who we think we are and how we got to be that person (Van der Kolk, 2015: 181).

When due to trauma the person's characteristic adaptations change, new ways of adapting to the new normal need to be found (Tedeschi & Calhoun, 1995). The Six Foci approach to understanding personality is a powerful approach for fully articulating the complexity of personality, the basic traits together with facts about an individual's environment and life story. The aim is for a "more integrative, comprehensive understanding of personality and its importance over the life span" (Hooker & McAdams, 2003: 296).

The need for coherence between McAdams' (1989) three levels of personality, Foci 1, 3, and 5, (referred to here as part of the Six Foci of Personality) has exciting

implications for post-traumatic growth and the concept of the good enough survivor. Situational influences can prime these cognitive-motivational strategies. Their cognitive, affective, and behavioural implications may vary depending on the characteristics of the particular context in which they are used. As such, the focus in respect to prevention may be best conceptualised as characteristic adaptations (Foci 2), which are clearly contoured by culture and the social ecology of everyday life (Foci 3).

These are presented in Appendix 19 as one of the tools for individuals in organisations to use as a structured approach towards a foundation of self-awareness for becoming a GES. An illustration of the Six Foci of Personality in practice is given in Chapter 6.2.6.

Psychological Wellbeing: Optimism. In his book *The Happiness Hypothesis*, Haidt (2006) cited research on the way people cope in a crisis and drew upon the three levels of personality proposed by McAdams (1989) together with optimist and pessimist traits (ibid: 143). Firstly, Haidt (2006) drew upon research on the primary strategies by which survivors cope with adversity: active coping or taking direct action to fix the problem; reappraisal or reflecting on the situation, getting one's thoughts right and looking for silver linings; and avoidance or attempting to blunt one's emotions through distraction, denial, drugs, or alcohol (ibid: 146-153).

Secondly, Haidt (2006) suggested that people who have a basic-level trait of optimism (McAdams' Level 1) tend to develop a coping style (McAdams' Level 2) that alternates between active coping and reappraisal. Optimists expect their efforts

to pay off and tend to go right to work fixing the problem, but if they fail, they expect that things usually work out for the best, and so they cannot help but look for possible benefits. When they find them, they write a new chapter in their life story (McAdams' Level 3), a story of continual overcoming and growth.

In contrast, people who have a relatively negative affective style live in a world filled with many more threats and have less confidence that they can deal with them. They have a coping style that relies more heavily on avoidance and other defence mechanisms and work harder to manage their pain than to fix their problems, so their problems often get worse. Concluding that the world is unjust, uncontrollable, and that things often work out for the worst, they weave this belief into their life story, where it contaminates the narrative (Haidt, 2006: 146).

There is hope for the natural pessimist. Pennebaker (1997) found that making sense of and drawing constructive lessons from a crisis is important and pessimists can, with some effort, learn to be optimistic. He suggested that self-disclosure and talking to trusted others would aid recovery from and sense-making of the adversity. Those who fared best and had fewest health impacts from the trauma were those who talked to friends, support groups, and loved ones. Interestingly, the nature of the trauma was virtually irrelevant (ibid: 110).

Psychological Wellbeing: Character. Character and personality are related, but not the same thing. Personality consists of inborn traits, and character consists of learned behaviour. Character is a set of behaviour traits that defines a person, relating to attitudes and values that are typically learned from direct observations or learnings

from parents, teachers and friends. It determines whether goals will be achieved, rules of a group will be obeyed, and whether dealings with others will be forthright. Character may vary with the situation or circumstances or may be purposely changed. Whether an introvert or extravert, character concerns attitudes toward doing difficult tasks, dealing with other people, and following the cultural rules. Since character was taught when young, it is often difficult to change attitudes and values. Nonetheless, it is possible to change character; a choice can be made, but a conscious effort will be needed.

PERMA In 2002, Seligman identified three elements of wellbeing in his book *Authentic Happiness*. He defined these as pleasure, engagement, and meaning. Later, in *Flourish*, Seligman (2011) added two more elements, relationships and accomplishment, and referred to these five pillars of authentic happiness with the acronym PERMA. These are set out in more detail below.

P stands for positive emotions, feelings, and attitudes. Research has shown that there are health benefits to optimism and positivity. There will always be highs and lows in life, and when trauma strikes, it is impossible to imagine a positive reaction when telling people to be optimistic and positive when dealing with a crisis. This positive attitude needs to be balanced with the need to grieve, to experience sadness for what was lost, is important too.

E is for engagement. Engagement in life's activities is vital for people to learn, grow and nurture personal happiness. Everyone is different and finds enjoyment in different things, whether it is playing an instrument, playing a sport, working on an

exciting project at work. Everyone needs something in life that entirely absorbs them in the present moment, creating a flow of blissful immersion into the task or activity. This type of flow of engagement is essential to stretch intelligence, skills, and emotional capabilities.

R is for relationships. Relationships and social connections are one of the most important aspects of life. Having strong supportive relationships will help in difficult times.

M is for meaning and purpose. Having a purpose and meaning to why each of us is on this earth is important to living a life of happiness and fulfilment.

Finally, A is for achievement or attainment. Having goals and ambition in life can help achieve things that can give a sense of accomplishment. Having accomplishments in life is important to challenge people to thrive and flourish. These five facets of wellbeing are “the best approximation of what humans pursue for their own sake” (ibid: 97).

Building upon this work in 2004 Peterson and Seligman created the *Values in Action* project, identifying 24-character strengths, and Park and Lechner (2006) developed a survey to assess each of these strengths. Their findings corroborated the work of Tedeschi and Calhoun (1995): improved relationships with others (kindness, love), openness to new possibilities (curiosity, creativity, love of learning), greater appreciation of life (appreciation of beauty, gratitude, zest), enhanced personal

strength (bravery, honesty, perseverance), and spiritual development (religiousness) were identified as strengths of character (Park & Lechner, 2006).

The positive psychology research continues to develop the PERMA concept, and in 2016, Butler and Kern developed a brief measure of PERMA, a 23-item measure for individuals to use to measure their wellbeing across multiple psychosocial domains. “The PERMA-Profiler demonstrates fit, internal and cross-time consistency and evidence for content, convergent and divergent validity” (ibid: 1).

This overview of research on wellbeing serves to highlight the overlaps, multi-dimensionality, and differences between recent research projects in this area. In Chapter 7, PERMA and its growing research and measurement are drawn upon when creating the foundations for psychological wellbeing and the GES.

3.4.5 Psychological Wellbeing: Organisations and their Leaders. This thesis was premised on the idea that being good enough in and after a crisis will be aided by preparation. Study after study showed that psychological wellbeing precedes important outcomes, including “fulfilling and productive work, satisfying relationships and superior mental and physical health and longevity”, all “indicators of thriving” (Lyubomirsky, King, & Diener, 2005: 824). Low levels of psychological wellbeing, on the other hand, have apparent consequences for sickness-absence and presenteeism (Robertson & Cooper, 2011: 18). What follows in this section is presented as the foundations for best practice when the world, the known normality, turns upside down.

The literature abounds with theories on the nature of what makes an organisation successful, all of which fit into one of two general categories: climate and resources (Evans, Prilleltensky, McKenzie, Prilleltensky, Noguerras, Huggins, & Mescia, 2011: 50). For example, Prilleltensky, and Prilleltensky (2006) advocated that an organisation's health is dependent upon the extent to which the organisation creates a climate that is affective, effective, and reflective (ibid: 175).

Not surprisingly, performance in an organisational context was a popular topic, with several studies finding psychological capital (PsyCap) to be positively related to employee performance (Donaldson & Dollwet, 2013; Youssef-Morgan & Luthans, 2007). Empirical evidence linked to interventions from positive psychology including “coaching, mindfulness [emotional awareness, empathy, and a keen sense of one's surroundings], strengths development...resilience, hardiness, engagement, gratitude, hope, and goal attainment, among other outcomes” (Donaldson, Dollwet & Rao, 2014: 8).

Other possible interventions include hope, the belief that hope represents a self-healing return to the point where psychological growth was suspended (Winnicott's, 1965: 157). Spirituality, in a broad sense a connection to something greater than the individual, and, more generally, identification and use of character strengths have been found to predict wellbeing (Donaldson et al., 2014: 8). They also found that PTG could be predicted “by emotional expression and positive coping strategies, including positive attitude, hope, optimism and spirituality” (ibid: 8). Furthermore, Donaldson and Dowlett (2013) and Donaldson et al., (2014) give an overview of the current applications of wellbeing in organisations: positive leadership, positive

organisational development, and change, organisational virtuousness, psychological capital and flow.

In times of crisis, what is needed is a strong foundation, ideally positive, innovative, collaborative, and energised (ibid: 110) not a lack of clarity exacerbated by a lack of alignment, attunement, and resilience. Negative character habits can be seen in organisations, where behaviour is self-focused, dishonest, unreliable, defensive, hostile, competitive, and untrustworthy. Altogether, this is an unstable foundation on which to build an organisation prepared for the unexpected.

Work is important for psychological wellbeing and psychological wellbeing is important for work (Robertson & Cooper, 2011: 4; 11), depending upon who you are, what you do, and how you are treated at work. Rewarding work, involving good relationships with colleagues and opportunities to feel a sense of achievement regularly, is a critical factor in psychological wellbeing. Robertson and Cooper's research suggested that psychological wellbeing at work is the result of three main influences: personality, the situation, and the interaction between the two (ibid: 71).

In his ground-breaking work, *Good to Great*, Collins (2001) identified five levels of leadership, a blend of humility and professional will, as the reason why some companies leap to greatness and others do not. To be a Level 5 leader requires the capabilities of all the lower levels, plus the special characteristics of Level 5. Level 1: Highly capable individuals make productive contributions through talent, knowledge, skills, and good work habits. Level 2: Team members contribute to the achievement of group objectives and works effectively with others in a group setting.

Level 3: Competent managers organise people and resources toward the effective and efficient pursuit of predetermined objectives. Level 4: Effective leaders show commitment to and vigorous pursuit of a clear and compelling vision, stimulating the group to high-performance standards (ibid: 238).

Kiel (2015) believed his research supported Collins' work by supplying "a tool for identifying such high-value leaders and mapping their inner development" (ibid: 9). He argues that "we are all guided by our subconscious minds" with character habits we learn and modify throughout life:

Many moral actions that define and express our character are the result of automatic response to a given situation, the unfiltered expression of our beliefs. Character habits, in combination with a leader's beliefs...directly influence the individual's decision-making skills and other leadership activities. (ibid:185)

In *Return on Character* (ROC) Kiel (2015) showed a direct relationship between strong character, principled behaviour, and sustainable business results. He defined character as an individual's unique combination of internalised beliefs and moral habits that motivate and shape how that individual relates to others. That is, character is defined by behaviour, by what is done and not what people say they will do. "To date, there is no leadership model that combines a sense of duty to create value with a desire to leave the world a better place" (ibid: 8).

In ROC Kiel (2015) investigated the inner and outer journeys that form the keystone habits of leadership and how the life experience of a CEO shapes his or her ability to develop as an integrated person who demonstrates the best of those attitudes and

behaviours. He identified four keystone character habits, two from the head and two from the heart: integrity (head), responsibility (head), forgiveness (heart), and compassion (heart) (see Figure 8). Decision making serves as a lever for all the character habits, with trust flowing from the fount of such habits (ibid: 84). Kiel (2015) created practices and tools, providing the ROC *playbook* for creating the leaders of the future (ibid: 9).



Figure 8. Kiel (2015) ROC Four Keystone Character Habits (2015)

(reproduced with permission).

Kiel’s work on these ROC keystone character habits may give some further insight into the good enough leader in the context of leadership in times of crisis.

From a different standpoint, Samuels (2001) pointed to the two most commonly depicted approaches to leadership: heroic and collaborative (see Chapter 3.2.8). He advocated recognition of a third kind of leader, the good enough leader (ibid: 81-82).

Taking the notion from Winnicott's good enough mother, Samuels (2001) advocated that a less rigid distinction be maintained between success and failure, idealisation and denigration. Winnicott wrote, "So in the end we succeed by failing - failing the patient's way" (Winnicott, 1965: 258). Where success and failure are less rigid and making use of Winnicott's reflection that "good-enoughness always involves failure, the key thing is how to manage failure, even to see failure as an art" (Samuels, 2015: 82, 91). This notion of the good enough leader resonates with the GES, and with Kiel's (2015) ROC leadership playbook is included in the development toolbox in Appendix 19.

3.4.6 Psychological wellbeing: A critique. Given the plethora of concepts, characteristics, and interventions offered in respect to psychological wellbeing, it is essential to remain cognisant of the context and influences at play when utilising any solution. "Current conceptions of positive organisational psychology tend to be culturally constrictive, tied broadly to North American cultural norms of individualism, optimism, and self-confidence" (Fineman, 2006: 270). Other concerns specifically with positive psychology research include the lack of attention to the negative in some constructs, the focus on the individual rather than the collective, and lack of originality (Lazarus, 2003; Hackman, 2009).

Davies (2015) in his book *The Happiness Industry: How the Government and Big Business Sold Us Wellbeing*, challenged the larger goals of workplace wellbeing. The suggestion is that by making individuals more resilient, mindful, and productive, we are settling for less. Wellbeing is on the organisation's agenda; it is in the training budget. The risk is that this focus on wellbeing increasingly deprives our societies of

true social bonds, democratic participation, critical thinking, and even happiness itself (ibid: 141-145).

The strategies put forward in Chapter 7 balance the needs for support in the current working environment with the knowledge that all is not ideal and, thus, should not be blindly accepted as the appropriate organisational culture.

3.5 CONCLUDING REMARKS

When disaster strikes, individuals and companies need to be both physically and psychologically prepared. Psychological preparation can have a significant bearing on the success of response and recovery efforts; “preventive approaches are effective because they can enhance resilience or prevent the responses caused by traumatic events” (Guterman, 2005: 9).

The ultimate purpose of preparation is to create self-reliance by giving people and their organisations the tools and skill needed to be the GES. This researcher contends that preparation would be enhanced by including a depth psychological perspective, focusing on both the conscious (what we know we know) and bringing more into conscious awareness from the unconscious (what we do not know we know, and what we may need to know). This entails a particular focus both on preparation for a collective trauma and on the process by which such content might become part of everyday psychological wellbeing through self-awareness.

CHAPTER 4: RESEARCH METHODOLOGIES

4.1 INTRODUCTION

This chapter outlines the origins of the research data as well as the two data analysis methods used: TA (Braun & Clarke, 2006, 2012) focuses upon the general human experience while the BNIM (Wengraf, 2001) focuses upon the specifics of human experience. The rationale, assumptions, potential pitfalls, and some basic principles of using these methods of analysis in depth psychology are presented below and outlined in more detail in Appendices 14 and 15.

4.1.1 Research aim. This psychosocial research project has aimed to contribute to the field of collective trauma and management studies in the area of preparation. The project was specifically focused upon developing strategies for New Zealand organisations and their employees to prepare to be the GES, advocating preparation as a proactive approach to restoring psychological wellbeing after an earthquake. The research question focuses upon conscious and unconscious strategies for maintaining psychological wellbeing in preparation ahead of a natural disaster. The inner experience and the social context, while recognising inter-subjectivity, places this research study within the field of psychosocial studies (Hollway & Jefferson, 2000; Clarke & Hoggett, 2009).

It was proposed that strategies for preparation for and managing through abnormal events would emerge from this research, fostering the development of, metaphorically speaking, good enough survivors (GES).

4.1.2 The use of narrative. Although there is no universally agreed definition of narrative, the more general definition of a narrative as a sequence of events in time (Berger, 1997: 7) has been used in this thesis. The narrative analysis of individual stories illuminated a great deal about people through their language about their social, environmental, economic, and political worldviews (Andrews, Day Sclater, Squire, & Treacher, 2000: 97).

The narratives used in this study were stories from earthquake survivors collected using free associative BNIM interviews. This narrative interview approach gives the narrator the opportunity to tell their story their way, thereby allowing for a deeper story in which may emerge aspects of preparation that the storyteller may not be consciously aware of. For this research project, it was assumed that when narrators told this researcher about their earthquake experiences, they revealed their present sense of self and how they saw themselves in their social and cultural context. Adversity itself will not determine the development of the life story, how an individual reacts to adversity, however, will. The narrative may help to map self-identity, give structure to life stories, and facilitate coming to terms with an experience and the meaning given to it.

Life stories are constantly evolving; “there is no natural or unchanging life story: it is created and recreated through the telling” (Ricoeur, 1992: 162). It is the cognitive process that organises human experiences into meaningful episodes, making sense of an experience and sharing it with others (Polkinghorne, 1988: 1). From this, the

researcher can extract the adopted narrative structure and determine how the narrator positions themselves within the social order (Abrams, 2010: 115-117).

Narrative analysis captures what people say about the complexities of their lives and can add to what is known, while also highlighting assumptions being made individually, socially, and politically (Andrews, Squire, & Tamboukou, 2013: 176). However, the “small and individual stories that are important for the mental recovery of victims” are easier to cope with than the big stories (Foster, 2012: 50). Foster (2012) reminds the researcher how important these stories are: “Care of soul means care of stories” (ibid: 49). A normal psyche seems to recover from a crisis after several months if there is a supportive environment and if the crisis does not continue. The reading of narratives must also take note of the context in which they are told.

However, “if it is the case that psychological knowledge is constructed in the context of an interchange between researcher and researched, then understanding the determining characteristics of that interaction, including what the researcher brings to it, is crucial for evaluating the significance of any research findings” (Frosh, 2010: 214). The BNIM analysis processes aim to capture many of these subtleties by focusing not only on the interviewee’s narrative but also on a series of subjective field notes made by the interviewer (see Chapter 4.4.8).

The way an individual understands his or her life story is a critical issue (Kiel, 2015: 54). Indeed, many identity theorists now conceptualise personal identity as the accumulation of stories told about individuals, either by others or by themselves. In personal narration, a particular personal, social, cultural, political identity is claimed

by narrators which functions to express, confirm, and validate the “claimed identity” (Mishler, 1986: 243). Narration allows for the uniqueness of the individual voice, the psychic reality of the individual. Psychoanalysis takes seriously the biography and the contradictions with which lived lives are riddled (Hollway & Jefferson, 2000: 136).

Trauma breaks a survivor’s life narrative, undermining the belief systems that give meaning to human experience (Herman, 1992: 104). A sobering reflection is that without narration nothing would remain, either of the individual or of the communal life (Cavarero, 2005: 90). Compulsive storytelling is not always the path to recovery, however, as survivors can get stuck in their trauma narrative. Trauma psychologists offer a useful mnemonic for a more rigorous and effective process called BASK. BASK stands for Behaviour (what happened), Affect (what it felt like to experience it), Senses (what happened in all its sensuous aspects), and Knowledge, (understanding why this could have happened) (Foster, 2012: 93).

The focus is not to recover the literal past but to reconstruct the life story in light of the client’s present awareness. To know what and how to prepare for crisis can be informed somewhat by the stories of other people’s experiences. Today, few would argue with Freud’s position that psychoanalysis fosters a reconstruction of the past rather than being an archaeology of memory (Loftus, 1994: 17-32).

4.1.3 Ethics: Consent forms and participant information sheets. Essex University Ethics Committee granted permission to use the 2010-2012 field notes provided permission was individually given. Having received ethical permission, an attempt

was made to reach each client from 2010 to 2012. Potential quotes were identified from the client notes and were only used when the client had been contacted, by email or telephone, and written permission had been given. Great care was taken to avoid individuals being recognised from any quotes used. Permission was also sought and granted by the Essex University Ethics Committee to conduct further interviews with the original clients in New Zealand in 2016.³³

Each participant was sent an invitation to participate in this research, together with an information sheet outlining the purpose of the study, which was to gain a better understanding of whether more can be done to help employees, their leaders, and organisations to prepare for traumatic events. They were informed of why they had been chosen and that they could choose to withdraw at any point and would not be contacted again. They were also assured that their names would never be used and that the information provided would be written up as part of a post-graduate thesis without identifying them as a participant. Of the 53 people contacted 23 returned signed consent forms and were either emailed or telephoned to arrange a time and place for an interview.

Given that the stories the participants were asked to tell would be evoking memories of a traumatic event, provision was made for post-interview support. The participants were told verbally and in writing that, in the unlikely event any problems did arise, they would be given assistance to find appropriate support. Contact had been made prior to the interviews with a trauma specialist centre in Christchurch offering free

³³ A copy of the original documentation for ethical approval from Essex University is available upon request.

post-earthquake counselling. Having worked for over 30 years as an organisational psychologist, this researcher had experience in being empathetic to the vulnerabilities of others and to relational or power issues. No interviewees raised issues of lack of information, guidance, or concern for their wellbeing.

Each interviewee was made fully aware that the interview was primarily for research purposes and not to help or empower or change the informant at all (Wengraf, 2001: 3). The principles of voluntary participation, informed consent, and confidentiality were guiding forces ensuring highly ethical research. The study was primarily about interpreting rather than representing the experiences of others, not relying on the assumption that the participants always have full insight. All expressed an interest in seeing the final thesis.

Given that the data was generated in New Zealand, this researcher fully intended to comply with the spirit and principles of the Treaty of Waitangi, giving full acknowledgement where appropriate to the underlying principles.³⁴ These include partnership, participation, and protection (Cram, 2001: 35-52).

Finally, a strategy was designed for disseminating the outcomes to the interviewees, communities, and organisations. All participants will be contacted after completion, given a letter of thanks and the electronic link to the completed thesis. A book or manual will be written targeted at organisations in New Zealand with practical applications from the outcomes of this thesis.

³⁴ For further information on the Treaty of Waitangi see Chapter 2.9 and Appendix 4.

4.2 THE RESEARCH DATA

Following the earthquakes of 2010 to 2012, this research project used data gathered through interviews, five years on, in Christchurch in 2016. These free associative interviews generated retrospective narratives from 22 survivors about their earthquake experiences while living and working in Christchurch.

The demographic data from the 53 clients interviewed between 2010-2012 is as follows: 33 males and 20 females, with ages ranging from 18 to 65 years. The cultural mix was predominately New Zealander (Pakeha of European descent and Māori), with four British, one Canadian, and two Australians. There were 20 managers (12 males and eight females) and 33 employees (21 males and 12 females) with a mix of politicians and parliamentary services, geotechnical and civil engineers, geologists, scientists, loss adjusters, insurance estimators, builders, ex-police officers, administrators, managers and leaders, a professor, lecturers, a forensic accountant, and an antiques dealer. For confidentiality and anonymity all 53 clients were allocated a number and pseudonym.

An additional source of data was the researcher's client notes, made during the period 2010-2012 while working as an organisational psychologist in Christchurch with 53 people involved in and affected by the Christchurch earthquakes. These were a valuable source of on-the-ground information and stimulation for this project. However, they were not collected as research data and, therefore, were only used to

inform thinking about the relevant questions to be asked and answered in this research project. In any instance where this original material was referred to or was quoted, permission was sought and received.

Interviews five years on in New Zealand in 2016. While all 22 interviewees in 2016 had been exposed to earthquakes in Christchurch during 2010-2012, it was acknowledged that, with their differing roles and responsibilities, the interviewees would potentially have had different experiences and associated meanings. An attempt was made to contact all 53 clients from the 2010-2012 interviews for a follow-up interview five years on. Twenty-eight of the original cohort were not contactable. The remaining 25 individuals were sent emails requesting an interview and responses were received from all 25.

Ultimately, 23 people were interviewed as two were out of town during the interview period between October and November 2016. This was a purposively sampled group in that those interviewed were willing and able to be interviewed in the window of time this researcher was available in New Zealand in 2016. Twenty-three people were interviewed; however, the thirteenth interview was beset with digital recorder issues and could not be used.

One exception to the above process was the last interviewee, for number 23, which was scheduled to have been on the morning of the 14th November 2016. That morning at two minutes past midnight, however, the magnitude 7.8 earthquake hit Kaikoura

at the top of the South Island.³⁵ The interviewee lived in Wellington and her apartment block was badly hit. She was evacuated and left town for four days. We agreed to conduct the interview over Skype when she felt ready to do so. The interview eventually took place on Skype in February 2017.

An attempt was made to have an equal number of male and female interviewees, with a minimum of six in each category. Ultimately, 14 males and eight females were interviewed. Gender, age, race, culture, role, and organisation were noted but were not part of the initial selection criteria. The cohort ages ranged from 32 years to 65 years, one was single, 13 were married, seven were divorced, and there was one widow. Two marriages and three divorces took place after the first earthquake.

Nine interviewees were employees and 13 were managers. There were a range of professions from government and commercial organisations: loss adjusters, building assessors, administrators, geologists, geotechnical and civil engineers, a human resources director, a marketing manager, a marketing assistant, a university professor, a senior lecturer, a psychotherapist, a counsellor, a partner in forensic accountancy, and an antiques dealer. Table 1 provides the following details of the 2016 interviewees: pseudonym, allocated number, employment position (manager or employee), gender, profession, nationality, and transcript word count, which was used in the selection of the two transcripts which were then subjected to a BNIM analysis.

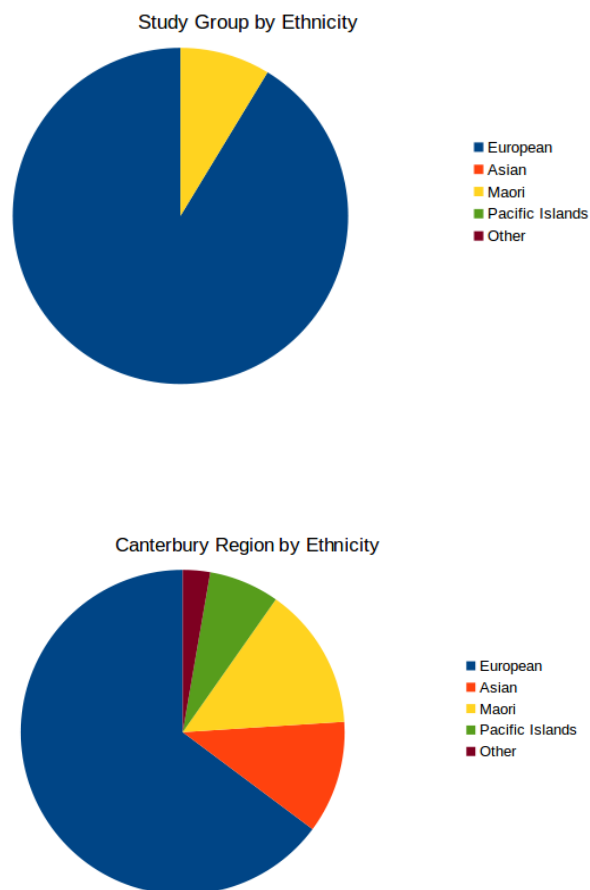
³⁵ Following the Kaikoura earthquake this researcher conducted a survey which is briefly outlined with results in Appendix 20.

Overview of 2016 Interviews Five Years On 22 Interviewees Details:					
Pseudonym/ Allocated #	M/F	Manager/ Employee	Profession	Nationality	Word Count
1.Steve	M	Manager	Civil Engineer	New Zealander	5,928
2.Richard	M	Manager	Forensic Accountant	New Zealander	6,170
3.Peter	M	Manager	Geotechnical Engineer	New Zealander	6,142
4.Kate	F	Manager	Manager Ex.Detective	New Zealander	15,160
5.Laura	F	Employee	Geologist	New Zealander	3,980
6.Carol	F	Manager	HR Director	New Zealander	5,760
7.Dave	M	Manager	Marketing Manager.	Australian	9,311
8.Adam	M	Manager	Antique Dealer	New Zealander	3,740
9.Wendy	F	Employee	Marketing Assistant	New Zealander	6,338
10.Ross	M	Manager	Manager	New Zealander	15,308
11.James	M	Employee	Loss Adjuster	Scottish	11,221
12.Dan	M	Manager	Manager Engineer	New Zealander	3,805
Unused due to digital recorder failure					
14. Mia	F	Manager	HR Ex. Army.	New Zealander	6,526
15. Mark	M	Employee	Building Assessor	New Zealander	7,915
16. Ben	M	Employee	Geotechnical Engineer	New Zealander	9,233
17. Charles	M	Manager	Lecturer	Māori	4,291
18. Henry	M	Manager	Manager Engineer	New Zealander	7,342
19. Sophie	F	Employee	Psychotherapist	New Zealander	3,570
20. Frank	M	Manager	Professor BioMed.	Australian	4,265
21. Harry	M	Employee	Counsellor	British	7,061
22. Alice	F	Manager	Manager Engineer	New Zealander	5,523
23. Grace	F	Employee	Personal Assistant	New Zealander	14,153
Total Interviewees = 22 (14 males and 8 females)					
Total Managers = 14 (10 males and 4 females)					
Total Employees = 8 (4 males and 4 females)					

Table 1: Client details - interviews five years on in 2016.

Confidential and any identifying details have been removed. Names have been replaced with pseudonyms and numbers. Transcription word counts are included as this number was part of the selection for the two BNIM candidates.

As seen in Figure 9 the proportion of ethnic backgrounds surveyed for this study roughly reflected the ethnic background of New Zealand as a whole with 77.3% NZ European, 4.5% NZ Māori, 9.1% Australian, and 9.1% British Nationals.³⁶ Christchurch, however, had a population distribution of European 77%, Asian 10%, Māori 9%, and Pacifica 4% (see Figure 9). These statistics were reflected in the interview data collected, with only one Māori being interviewed out of a total of 23 people. There were no Pacific Island or Asian interviewees. Thus, there was insufficient data to make broad assumptions about ethnicity and preparation.



³⁶ See <http://archive.stats.govt.nz/Census/2013-census.aspx>.

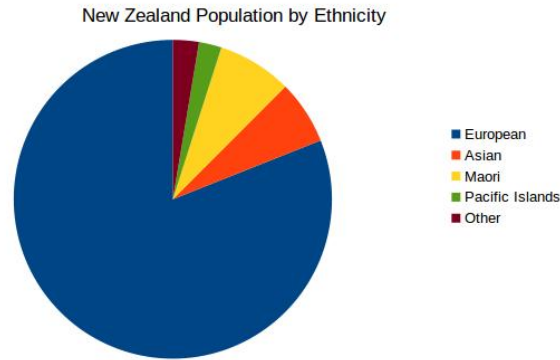


Figure 9: Three Pie Charts Reflecting Ethnicity in Christchurch, Canterbury, NZ³⁷

Although the distribution of ethnicities in Christchurch closely correlated with the distribution of ethnicities in the wider New Zealand population, it is important to point out that this study did have a bias towards the New Zealand European population. The author did not believe that this would have a far-reaching effect on the outcome of the study, however, it was important to declare.

The selection criteria for the two transcripts to be analysed using the BNIM was as follows: one employee and one manager, with one male and one female, selected from transcripts with the largest word count. Attempting to make this selection as random as possible, the number of words per transcript were calculated and compared, assuming longer transcripts would contain more breadth and depth to explore. Ross, a male and a manager with the highest word count of 15,308, was clearly one option given these criteria. However, the second highest word count of 15,160 belonged to a female who was also a manager. Hence the third highest word

³⁷ <http://archive.stats.govt.nz/Census/2013-census.aspx>.

count number was selected. Grace, having the third highest word count of 14,153, which was just a few hundred below the second highest, and she was both a female and an employee.

The fact that the two BNIM interviewees worked for the same organisation was seen as both an advantage and a disadvantage. This is discussed as part of the analysis in Chapter 5.

4.3 RESEARCH METHODOLOGIES

The epistemological stance taken is from a depth psychology perspective.³⁸ The theoretical perspective taken, also from depth psychology, is implicit in the research question asked in this thesis (see Chapter 4.4.2) and is indicative of the choice of qualitative methodologies. It was assumed that there are both conscious and unconscious reasons why people prepare (or not) for natural disasters. It is contended that preparation is both possible and advantageous.

The qualitative methodologies employed in this psychosocial study focused upon both the general and the specifics of human experience, acknowledging that “experience is meaningful and human behaviour is generated from and informed by meaningfulness and therefore worthy of further exploration” (Polkinghorne, 1988: xi). There is a risk that “when we aggregate people, treating diversity as an error

³⁸ Epistemology can be defined as the “study of how we know that we know, of what constitutes a valid understanding/explanation/knowledge” (Papadopoulos 2006: 11).

variable, in search of what is common to all, we often learn about what is true of no one in particular” (Josselson, 1995: 32).

As part of this exploration of methodologies, the free associative approach taken by Hollway and Jefferson (2000) was reviewed. This approach has significantly influenced psychosocial studies and research in individual, internal subjectivity and the social, external world. While continuing to look for a qualitative, narrative, psychosocial approach, this researcher attended a BNIM training course. This psychosocial method focused upon both the objective and the subjective, facilitating the intention to research the depth of preparation for trauma. While the BNIM would give the opportunity for an in-depth analysis, it was deemed that only one or two iterations would be possible in the time available. An additional method was, therefore, needed to analyse all 22 interviews.

This researcher attended a semester-long online module on narrative research methods at the University of East London. With the professor’s guidance, she identified Braun and Clarke’s (2006) approach to TA as a means of gathering the broad themes from the data. Applying TA to the whole dataset of 22 interviews would therefore complement and triangulate the more in-depth analysis of two transcripts conducted using the BNIM through the use of external panels.

A TA was undertaken on all 22 transcripts, which afforded the opportunity to look at all transcripts collectively and assess their depth and breadth. Ideally, all 22 interviewees’ data would have subsequently been analysed using the BNIM. The time and resource constraints inherent in this thesis, however, dictated the need to be

selective. Therefore, the BNIM was applied to two transcripts judged to be representative of the 22 transcripts and which spoke particularly to the themes identified in the TA.

4.4 DATA COLLECTION: THE INTERVIEW PROCESS

4.4.1 Introduction. The BNIM is a methodology for exploring the lived experiences of individuals and collectives through biographic-narrative interviews. It is a qualitative psychosocial methodology which draws from the German tradition of in-depth hermeneutics while fitting more within the interpretative tradition of critical realism than hermeneutics (Wengraf & Chamberlayne, 2013: 63-90). The method strives to understand (1) the living of the lived life and (2) the telling of the told story (Wengraf, 2015: 80). “why it [the story] is being told, in just this way, in just this setting” (Mishler, 1999: 8).

The BNIM processes would help unearth the lived experience of individuals undergoing changes to their normality, the impact on their psychological wellbeing, and the unconscious and conscious ways in which they survived and coped through multiple earthquakes and aftershocks. The BNIM provided a methodological approach that could elicit the embedded narratives. “An uninterrupted telling facilitates the emergence of what might be omitted from constructionist narrativism, namely that the narrative self is both ‘in life’ and ‘about life’ and that it is possible to identify not only the latter, but also the embedded narrative” (Moen, 2018: 58).

Once the data was collected and transcribed, the total dataset was first analysed using TA in order to understand general human experience, and then two transcripts were selected to be analysed for specific human experience using the BNIM. As outlined in Chapter 4.7, the BNIM provided a deeper analysis of questions around preparation for collective trauma and more robust data to support a compelling argument.

In 2015, this researcher attended training delivered by Wengraf, a major proponent of BNIM, who subsequently provided post-training coaching and support. Although the BNIM has been used in multiple studies, it is a complex process and is constantly being reviewed and updated by Wengraf (2018b).³⁹

Wengraf (2001) drew on the work of Freud and many Gestalt psychologists who also believed

that the observation of “free behaviour” would reveal to the researcher, the current “structuring principle” (gestalt) of all the particular behaviours being expressed. The freer the behaviour was from external constraint, the more completely the internal dynamic could be expressed and the more intelligible to the researcher that internal dynamic would then become. (Wengraf, 2001: 69)

To go into something in depth is to get a sense of how the apparently straightforward is more complicated, of how the surface appearances may be quite misleading about depth realities (Wengraf, 2001: 5). By going beyond an interviewee’s self-report, the interview research was designed to uncover both conscious and unconscious aspects

³⁹ Wengraf (2018b) latest update of the Biographic-Narrative Interpretive Method Detailed Manual Volume 5 has a list of research using BNIM.

of preparation. What are the attitudes towards preparation?, What is done?, What is learnt?, and Why do people prepare or not prepare? The BNIM asked interviewees specifically to tell their earthquake stories although the interviewees were fully aware that the nature of the research topic was preparation for collective trauma.

Wengraf (2015) proposed that narratives express both conscious and unconscious cultural, societal, institutional, and individual presuppositions and processes. Moen (2018) referred to this as “researching under the surface” (ibid: 62-64). This facilitates an integrative understanding of both the inner and the outer worlds of “historically-evolving-persons-in-historically-evolving situations” and particularly of what would be expected to be the surprising interactivity of inner and outer world dynamics (Wengraf, 2015: 75). The principles of free association allow the interviewer access to interviewee concerns “which would probably not be visible using a more traditional method” (Hollway & Jefferson, 2013: 37).

The core premise of the BNIM, that narratives are expressive of both the conscious concerns of interviewees and of unconscious personal and socio-cultural assumptions and processes, allows the interviewee to “wander in and out of recovered memories, in particular those that are seemingly trivial” (Bollas, 1995: 138). For example, socio-cultural variability will shape an organisation’s and its employees’ normal; the same response may be normal in one culture and disordered in another (Horowitz & Wakefield, 2007: 46).

The BNIM protocols helped to extrapolate the implicit emotionality of a person’s account of their earthquake story by considering the sequence of the telling and the

way in which the storyteller related different topics. This researcher then looked to extract meanings and make visible the elements which highlighted the particular subjectivity in the told story. Subjectivity, Wengraf (2001) suggested, is “the way in which those events and actions were experienced and are now understood from the perspective of the person giving the interview” (ibid: 239). Embedded within each interview, in the way the story is told, text type, speech patterns, topic changes, and the biographical data, is the gestalt particular to the narrator at the time of telling the story (Moen, 2018: 62-64).

The rigour Wengraf (2001) has imposed on analysing the interview data goes some way towards acknowledging that it cannot be known if any account of a narrative is correct, and challenges the criticism that qualitative research interviewing tends to under-theorise its data. However, the BNIM emphasises the importance of the interviewer acknowledging their subjectivity when interpreting the interview data by constant reflection and writing of field notes.

Furthermore, Kuhn (1962) argued that the researcher is influenced by the norms and exemplars of the professional research community to which they belong, and these too need to be acknowledged. To expand upon this idea, Romanyshyn’s (2007) work on the *wounded healer* is relevant. “The wounded researcher is a complex witness who, by attending not only to the conscious but also to the unconscious subjective factors in his or her research, seeks to transform a wound into a work. The work comes through the wounding” (ibid: 111). The BNIM takes note of many of these influences and makes them more conscious through rigorous and innovative research practices.

4.4.2 The research question. Fundamental to the BNIM is the identification of the central research question (CRQ). For this study, the CRQ was “what are the conscious and unconscious strategies for psychological wellbeing in preparation for a natural disaster?” This CRQ was derived from the original research question for this thesis: Preparation for Collective Trauma: Strategies for the Restoration of Psychological Wellbeing for Organisations and their Employees. This evolved to The Good Enough Survivor: Strategies for Preparing Organisations and Employees for Collective Trauma.

In the BNIM the significance of having a single question aimed at inducing biographic narrative (SQUIN) is to create a space within which the storyteller is free to fill as a personal creation, a unique gestalt (Wengraf, 2001: 239). The SQUIN used in this research was created with help from Wengraf during the aforementioned training course in 2015:

As you know I am interested in preparation for natural disasters, so, can you please tell me your personal story about the earthquakes? All those events and experiences that were important for you, personally.

For consistency the above statement was read to each interviewee prior to the interview.⁴⁰ No questions were asked by any of the interviewees at this point, and the interview started at as soon as the question had been read.

⁴⁰ The full script read to every interviewee appears at the beginning of each transcript. See Appendix 12 Ross #10 for an example.

4.4.3 Pre-interview preparation. The participant information⁴¹ given prior to the interviews was aimed at ensuring that the interviewees had enough information available to decide whether they wanted to participate, as well as ensuring that they knew that they were free to withdraw from the study at any time should they wish to do so. Every care was taken during selection and interviewing to manage any sensitivities and potential vulnerabilities. The appropriate local support and referral process was explained and readily available.

4.4.4 Sub-session 1 (SS1). The interviews, timed to be convenient for the interviewees, were conducted at a slow and relaxed pace, in a safe and containing environment, and at a place of the interviewees choosing: their office, their home, or an agreed private meeting place. This allowed interviewees to tell their stories in their own words and at their own pace (Jack & Anderson, 1991: 11). The form and duration of the process were fully explained. The length of the interviews ranged from about 20 minutes to three hours for a single session.

Given the nature of the topic, it was important to be aware that questions could trigger emotional responses and to watch for non-verbal as well as verbal cues. The interviewer undertook Jungian supervision and was alerted to the possibilities of countertransference, the possibility of experiencing similar symptoms and emotions, for example, powerlessness (Krog, 1999: 55).

⁴¹ See Chapter: 4.1.3 on Ethics and Appendix 8 for Consent forms and Participant Information sheets.

In SS1, the interviewees were asked to tell their earthquake stories at their own pace. The interviewer listened to each story, the situation, how it happened, the events, the incidents, the occasion, and the timing of elements of the story. Significant phrases, structures, thoughts, or feelings observed during the interview were noted by the interviewer as particular incident narratives (PINs). “BNIM continuously takes steps to get as close as possible to the situated subjectivity, the experiences of the interviewee in particular situations, by focusing on the PINs” (ibid: 49). Any signs of the story ending were responded to by checking if that was all and asking, “Can you remember anything more?” (referred to as the Coda). Once the interviewee finished, the digital recording was stopped and a short break, the interlude, was taken to prepare for SS2.

4.4.5 The interlude. A short break was taken while the interviewer prepared narrative seeking questions for the next interview, SS2, by looking at any key phrases or PINs highlighted in her notes while the story was being told by the interviewee. The interviewer used the storyteller’s own words and questions were asked in the sequence in which the story was previously told, in order to maintain the gestalt. The Gestalt principle “requires the spontaneous pattern of the speaker to complete itself fully and so be fully exposed for analysis” (Wengraf, 2001: 113). As the meaning of what is said is believed to depend on when and where in the interview it is said, it is important to adhere to the order in which the words are said. If a word or phrase is missed, it is never returned to; this avoids the risk of “cracking the gestalt” (Wengraf, 2015: 277).

4.4.6 Sub-session 2 (SS2). Pushing for PINs is core to the BNIM interviewing method and forms the basis of the data for SS2. Starting with an early statement using key words or phrases identified during SS1 and working through in the order narrated, the interviewer asked, “You said (insert interviewee’s key-phrase from interviewer notes). Can you remember (any more detail) about that particular incident and how all that happened?”

In SS2, interviewees were encouraged to answer questions in their own way, in their own time. The interviews were conducted in English and the questions were simple and short, with no technical jargon or acronyms, looking for factual information such as demographics or points of clarification. Closed questions requiring short, factual answers, such as date of birth or ethnicity, were asked only in SS3. Leading questions, as well as complex, academic, or abstract questions, were also avoided.

4.4.7 Sub-session 3 (SS3). This session is optional and is available as a backup for information researchers might need to gather or clarify, using closed questions requiring short, factual answers such as demographic information. It can be conducted in person or by telephone or email.

4.4.8 Recording the interviewer’s subjective states. Self-reflection is a key component of the BNIM, involving a collection of free associative fieldnotes written to capture, at each step of the process, the subjective thoughts and feelings of the researcher. This is aided by the interviewers self-awareness, on-going personal development and personal observation, coupled with personal therapy and supervision.

The practice of instant subjective debriefing is reminiscent of Schon's (1983) model of the "reflective practitioner" (ibid: 21). "The reflective practitioner tries to discover the limits of his expertise through reflective conversation with the client" (ibid: 295). This process of reflection-in-action and reflection-on-actions highlights the embedded values, assumptions, purposes, and techniques of the reflective practitioner (ibid: 338). This researcher has over 30 years of experience working as an organisational psychologist, developing customised interventions on a needs analysis basis. She was familiar with the reflexive process and respectful of the importance of how the BNIM incorporates a process of extensive reflexivity, and reflections on the transference and countertransference (All interviewer reflections are available, and some examples are related throughout the thesis.)

Transference and Countertransference. This practice lends itself to the interpretation of subjectivity of the interviewer and interviewee. This interviewer has highlighted aspects of the transference and countertransference occurring during an interview. These are subjective reflections of the interviewer however, the practice of referring back to the interviewee the patterns of the interaction are not processed in the BNIM. This is because those patterns observed are often the interviewees earlier relational experience which is not under study.

In a therapeutic context *transference* refers to a redirection of a patient's feelings for a significant person in his or her life on to the therapist. The term describes the unconscious contents that can be projected on to the therapist about other people and situations. Human connection "is the core of the whole transference phenomenon,

and it is impossible to argue it away, because relationship to the self is at once relationship to our fellow man, and no one can be related to the latter until he is related to himself' (CW16, para 445).

Countertransference refers to the therapists physical, emotional and psychological reactions towards the client. Therapists must be able to identify the impact the client is having on them. One personal indicator for this researcher was to react defensively when triggered by something an interviewee said. An example was when negative comments were made about the EQC and their employees. She had seen how hard they had worked and had insight into the difficult circumstances they were working under.

The practice of mindfulness has helped this interviewer particularly in moments when countertransference occurs; practicing being present helps to note emotions and bodily experiences such as jaw clenching, tears welling, stomach churning, holding breath, tensing shoulders or feelings of angry, anxiety, sadness. Questions may come to mind that need to be listened to. Why is the interviewee telling their story in this way? What is making the interviewer or the interviewee reaction this way? In practicing self-care, it is important to include self-soothing techniques such as focused breathing in the moment, later a cup of green tea and a focus upon self-regulation including sleep.

Both transference and countertransference can take various forms which are not always easy to identify. They can be positive feelings of affection or pride or negative, feelings of anger or resistance. The goal of therapy might be healthy

functioning which is projected onto the therapist. The clients' tasks in therapy are to understand and nurture their inner caretaker, to be empathetic to themselves, to emulate the therapists attitude of health and thereby to attain a better level of adaptation. This research is NOT therapy. The reflexive process of BNIM drew on the nature of the relationship between the interviewer and interviewees which was built over time, developing authentic trust and rapport. Throughout the process, the researcher was reminded of many of her personal experiences of the earthquakes. This allowed her to both understand some of what it was like for the interviewee to retell their stories and to be empathetic and appreciative of how they were trusting her with such memories.

The BNIM captures the subjectivity of the interviewer through a series of field notes, debriefings, memo-ising, and journals. The interviewer is continuously reflecting during SS1 while listening and noting any questions that come to mind about the story being narrated. A review of the interviewer's conscious and unconscious interest in the field is also a way of manufacturing distance and creating a space in which the data of the research project can take issue with the quasi-unconscious assumptions and ideologies of one's research purposes (Wengraf, 2001: 94). The researcher acknowledges the psychological, emotional and physical impact of doing this research and notes in Chapter 8 her specific reflections and strategies for working at being the GES.

The original fieldnotes, often hard to read since they were written *in situ* during the interview, were subsequently rewritten providing a polished version. After the interview and after transcribing, this researcher wrote fieldnotes to capture the

evolving thinking around each transcript. Finally, these field notes were summarised and captured together with any memos, reflections, and journaling that had been undertaken.

During the entire interview and analysis process, any random thoughts this researcher had that were considered potentially relevant were captured in the form of memos and journaling. There were 14 notebooks journaling the journey: events, challenges, successes, reactions, people encountered, and supervisory comments and feedback. Supervision and psychotherapeutic support were also a part of this subjective process. Finally, it is acknowledged that another researcher may analyse the narrative completely differently, such is the richness of the data.

4.5 TRANSCRIPTION OF INTERVIEWS

The interview recordings were labelled with the title of the project; the name, allocated number, pseudonym, and contact details of the interviewee; and date, place, and duration of the interview. The recordings were backed up and stored digitally in a safe, password protected, dry place. A complete verbatim transcript of each interview was made by this researcher. Although time-consuming, this was enormously valuable for familiarisation with the data. Copies rather than the originals were used during the analysis phase to prevent loss or damage.

A total recreation with all its nuisances of a told story is not possible, and given that no one speaks as they would write, a completely accurate transcription of what

occurred is impossible. It is important to look beyond the words and acknowledge that words can be interpreted in quite different ways. No context- or meaning-free interpretations can be made. Any judgements or inferences about inner states of thought and feeling are the responsibility of the researcher; the cues and clues are indicative only. “Any representation of a complex event such as an interview interaction will be less complex and more selective/simplified than the event” (Labov & Fansell, 1977: 22).

4.6 DATA INTERPRETATION: THEMATIC ANALYSIS AND BNIM

The goal was to tease out the implications for preparation and construct strategies that prepare organisations for collective trauma. The 2016 data were recorded, transcribed, and analysed using both TA and BNIM in order that the critical research question could be addressed. Narrative interpretation is a subjective process involving reflection and is enhanced by the creation of a contained environment (Bion 1963; Winnicott 1965; Clarke & Hoggett, 2009).

4.7 THE THEMATIC ANALYSIS INTERPRETATION PROCESS

Once the interviews had been transcribed, all 22 were first analysed using TA, a qualitative method of analysis adapted from Braun and Clarke (2012). TA focuses on making sense of collective or shared meanings and experiences across a whole dataset (ibid: 57). It provided a systematic approach to analysis by identifying, organising,

and offering insights into coherent patterns of meaning, implicit or explicit, in the narratives studied.

One advantage of using TA is its flexibility; “through its theoretical freedom it can provide a rich and detailed yet complex account of data” (Braun & Clarke, 2006: 5) and can be used in both inductive and deductive methodologies (Hayes, 1997: 93-114). For deductive approaches, the emphasis is generally on causality, while for inductive approaches the aim is usually focused on exploring new phenomena or looking at previously researched phenomena from a different perspective. Inductive approaches are generally associated with qualitative research, as is the case with this thesis, while deductive approaches are more commonly associated with quantitative research (Wengraf, 2001: 73).

TA is not tied to any particular technical or theoretical knowledge, as are approaches like Grounded Theory, and it can work both to reflect reality and to unravel the surface of that reality (Willig, 1999: 37-51). The TA analytic process involves the raw data being coded to provide insight into what are the dominant narrative themes (Joffe & Yardley, 2004: 67). Themes are defined as common patterns related to a lived phenomenon linked to a specific research question.

Braun and Clarke (2006) recognised the need for a clear process for conducting a TA and developed a six-step approach for this purpose: Step 1. Become familiar with the raw interview data by reading and rereading the transcripts; Step 2. Code the raw data; Step 3. Identify and refine themes from the codes and identify extracts; Step 4. Review, refine, and create a final TA map; Step 5. Define and name themes, and sub-

themes; Step 6. Write the report (ibid: 87-93). The process and details of TA is fully described in Appendix 14.

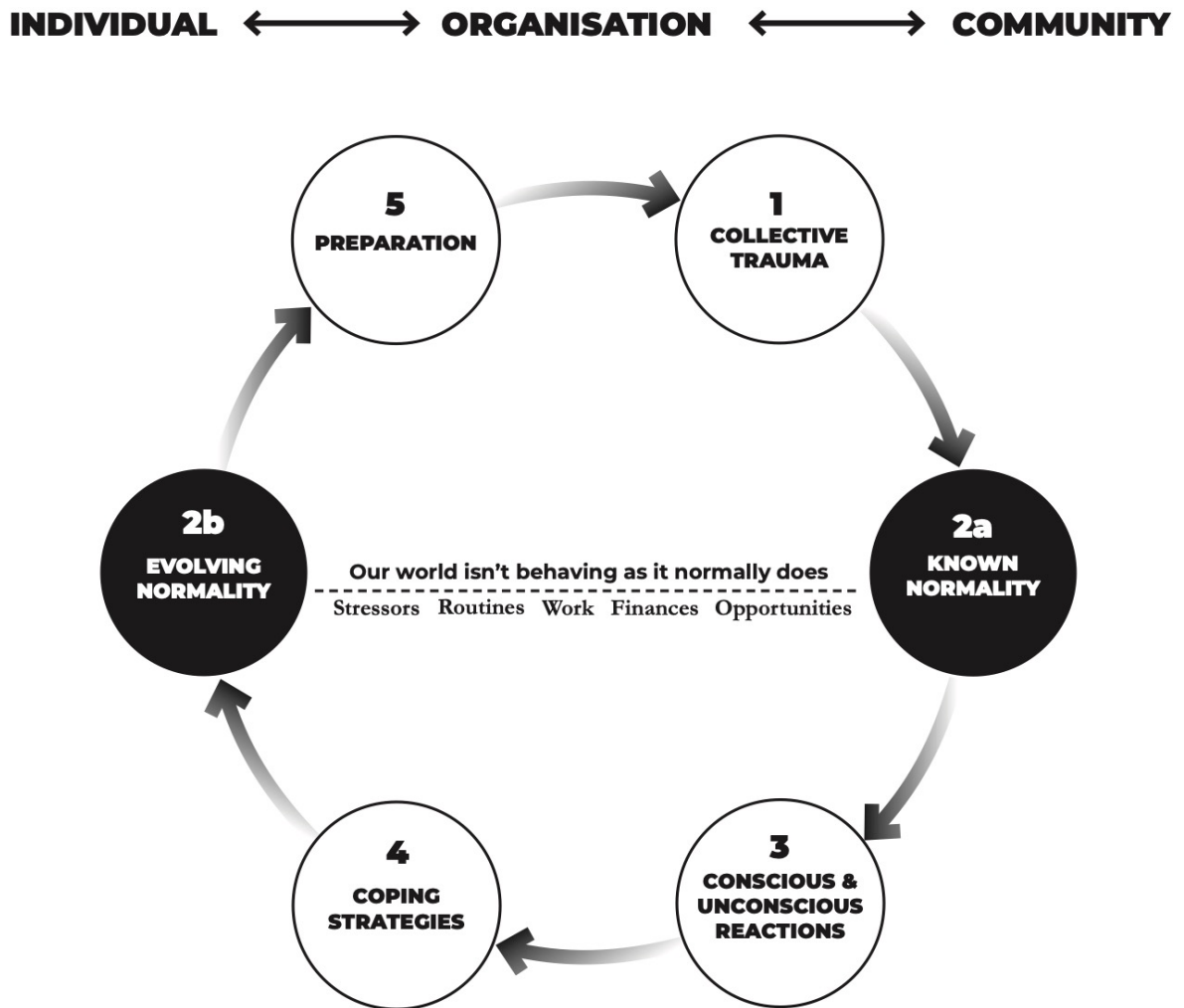


Figure 10: The Thematic Analysis Map. The final version showing the five themes in a visual representation to capture the essence of the data set and the analysis.

The result of the TA describes the generalised themes which emerged from consideration of all interviews, with sub-themes detailing poignant aspects of the analyses. In this way, the common and specific themes could be readily understood. One or two descriptive words were used to capture the themes. Once again, the coding was regrouped into more condensed themes, and the extracts, with line numbers for identification, were then collated under each theme. See Figure 10 for an illustration of the TA Map with five themes and Figure 11 which illustrates the related sub-themes.

Having created a broad view of the themes from the total data set of 22 transcripts, two transcripts then underwent a second analysis, the more in-depth BNIM interpretation process.

4.8 THE BIOGRAPHIC-NARRATIVE INTERPRETIVE METHOD INTERPRETATION PROCESS

The BNIM interpretation involved a twin-track process; one track focused on living the lived life, and the other track focused on the telling the told story. The analysis addressed among others, the research question: “What are the conscious and unconscious strategies for psychological wellbeing in preparation for a natural disaster?”, which was derived from the original research question for this thesis.

The process was rigorous, complex, and time consuming. Each transcript was interpreted twice: first to understand the pattern suggested by how the person lived their life; second, to understand the pattern suggested by how, in the interview, they

told their story, leading to a third question about the relationship between the structure of the lived life and the told story. The analysis of the relationship between parts and whole led to this researcher’s understanding of the situated nature of subjectivity (Moen 2018: 78-80).

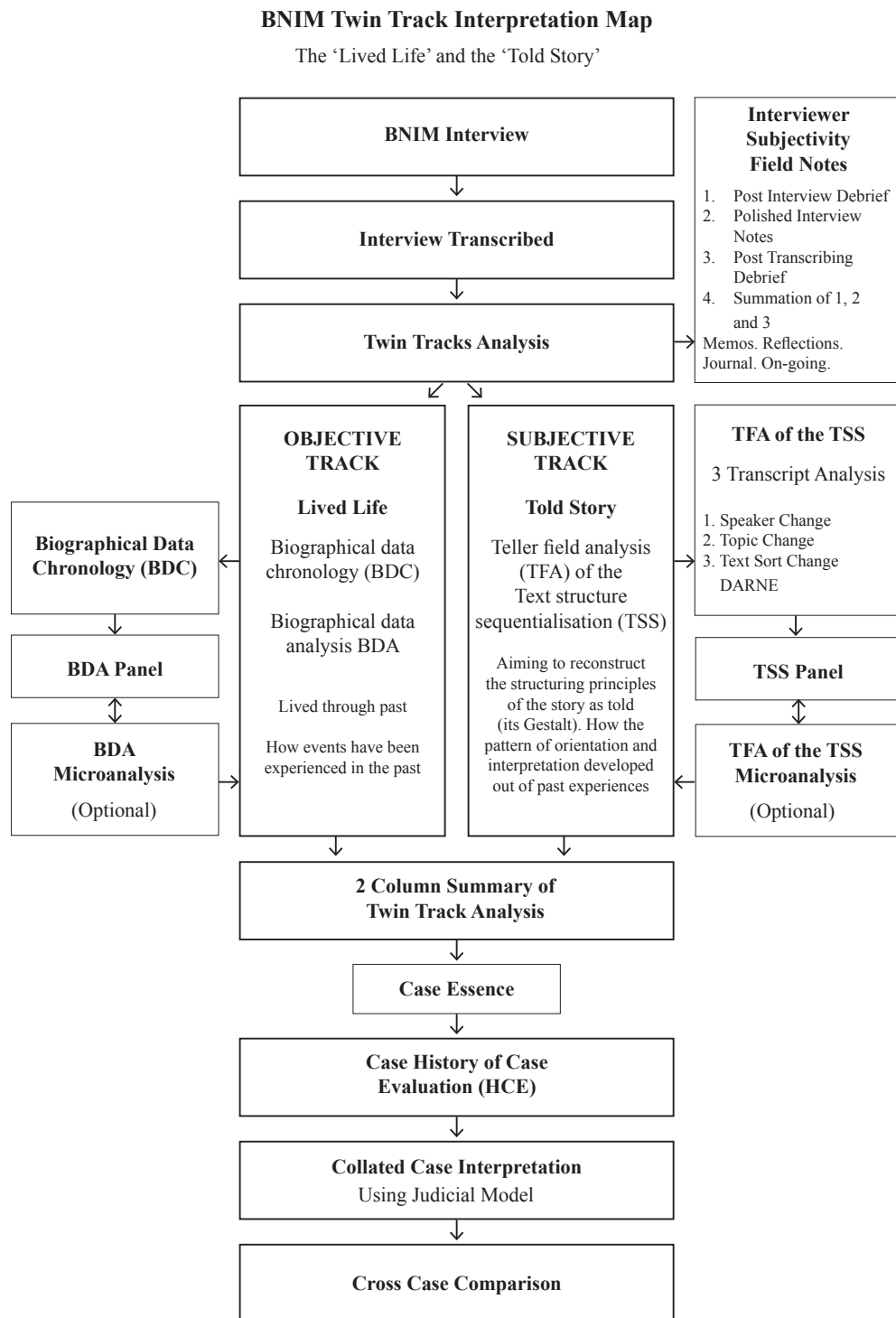


Figure 12: The BNIM Twin Track Interpretation Map (adapted).

The Biographic-Narrative Interpretive Method Twin Track Interpretation Map (adapted) in Figure 12 has been developed in an attempt to visualise this somewhat complicated process. Full details of the process undertaken are given in more details in Appendix 15, written with the aim of facilitating repetition (adapted from the work of Wengraf, 2001 to 2018). The full datasets are available upon request.

A Case Dossier was finally assembled. This includes all relevant analyses and documentation associated with the case from conception to case history. The full table of contents for the case dossier is detailed in Appendix 16. Once these processes had been completed for each of the interviews subjected to the BNIM analysis, the two cases were then ready to be compared, looking for similarities and differences.

4.9 COMPARING THEMATIC ANALYSIS AND BIOGRAPHIC-NARRATIVE INTERPRETIVE METHOD

Used together, the qualitative methodologies employed in this psychosocial study (TA and BNIM) gave insights into both the general and the specifics of the human experience. The TA looked into the broad aspects of the collective, the 22-interview dataset, with deeper exploration of two individual cases using the BNIM.

Both the BNIM and TA identified themes in the narratives. A fundamental difference between the two approaches is that BNIM is a narrative methodology with epistemological and ontological assumptions. TA is a method, a tool used to break

data down into themes, and is not tied to any one research perspective having no specific theoretical underpinnings.

Each was labour and time intensive, the difference being that TA covered all 22 interviewees in the analysis and only two were analysed using the BNIM. The TA needed a large amount of data and was easier to apply, at least at a more superficial, operational level. To conduct more than one or two BNIM analyses is seen as prohibitive for many researchers due to the complexity and time-consuming nature of the analysis process. Both the BNIM and TA identify themes; what differentiates them is that BNIM purports not to fracture the data (see Chapter 4.10). During the interpretation process for both the TA and BNIM, it was impossible to leave the data completely in its original unfractured form, given the nature of coding and text sequentialisation. Every attempt was made to keep the coded extracts with their original context, but they ultimately clustered into themes and became, therefore, fractured data. The fracturing was done after the story had been told, however, leaving the data intact for other researchers to interpret.

The TA and the BNIM are comparable in their attempts to address reliability through the rigour of their processes. Risks to reliability were also mitigated by the triangulation inherent in conducting TA on all 22 transcripts while conducting BNIM analysis on two. The added advantage of triangulation, applying these two methodologies in tandem afforded the opportunity both to validate the analysis of the same data on the same topic and to capture different dimensions of the same phenomenon. The risk here is of confirmation bias which would necessitate further research across groups.

Ensuring reliability during the analysis was paramount, and the principles outlined in Guba and Lincoln (1989) regarding credibility, dependability, confirmability, and transferability were followed. Objectivity, impartiality, and being value neutral, as with all research, can only be guarded against and not completely neutralised (see Mishler, 1990). The validity of qualitative research is much maligned and generates much debate and controversy (Moen, 2018: 71-73). Polkinghorne (1985) stated that

in narrative research, “valid” retains its ordinary meaning of well-grounded and supportable... A valid finding in narrative research, however, although it might include conclusions based on formal logic and measurement data, is based on the more general understanding of validity as well-grounded conclusion. (ibid: 175)

This study addressed validity by ensuring this researcher’s ontological and epistemological assumptions were clear and aligned with the work of Braun and Clarke (2012) who gave a clear outline of the primary and secondary criteria for validity: Primary criteria are credibility, authenticity, criticality, and integrity, and secondary criteria are explicitness, vividness, creativity, thoroughness, congruence, and sensitivity (ibid: 72).

The intention here was not to reach an objective truth but to assume that no interviewee or interviewer has full insight into his or her story and how and why it was told in the way it was. This researcher’s assumption was that there are both conscious and unconscious reasons why people prepare (or not) for natural disasters and that preparedness is both possible and advantageous.

While issues of validity and reliability can never be totally eliminated, following a rigorous empirical process can minimise negative impacts. It is important for the researcher to pay meticulous attention to the documentation of processes and the impact of subjectivity, together with acknowledging the importance of alignment, or not, with the researcher's epistemological and theoretical underpinnings, underlying assumptions, and research questions (Riessman, 2008: 220).

The initial TA on all 22 interviews sought to identify shared themes, providing a grounding in the assumptions which might erroneously be drawn from over analysis of the small number of BNIM cases. The data gathered from the TA process gave an overview of the themes which were then explored in more depth using the BNIM. The triangulation provided by using TA alongside the BNIM allowed this researcher to gain insight across the narratives (TA), as well as in-depth analysis within two narratives (BNIM).

4.10 CHALLENGES, CRITICISMS, POTENTIAL PITFALLS

It is important to acknowledge and attempt to address any challenges, criticisms, and potential pitfalls of the BNIM and TA methodologies. As with any methodology and its techniques, there are limitations. These may lie in asking the wrong question(s) or sequencing of questions, missing PINs, having an insufficient number of co-researchers in panels, or lacking time or money, the need for which can be prohibitively high for BNIM analysis.

Furthermore, fierce debate continues about the reliability of memory, the subjective nature of the interview relationship, and the need to work at considerable depth. This renders this approach open to criticism due, also, to the often small and therefore less broadly representative sample sizes (Perks & Thomson, 1998: ix). The work of Thompson (1981 to 2000), from an oral history perspective, helped to address these criticisms to some extent by suggesting that all evidence is socially constructed, reducing the distinction between so-called reliable and unreliable evidence and asserting that “all history depends ultimately upon its social purpose” and hence all evidence is socially constructed (Thompson 2000: 1). The debate, however, is by no means resolved.

The aims and needs of the researcher and the interviewee are both important (Jack & Anderson, 1991: 11). Figlio (1988) pointed out that “if the analyst can observe his or her own feeling-states and thoughts, probably even bodily states, then it provides a way for the conscious mind to reflect upon unconscious communication between patient and analyst” (ibid: 126). In psychoanalysis, this is referred to as countertransference, a form of unconscious perception. It is important to be aware of the risks of subjectivity as the researcher can never be completely objective. This was addressed within the BNIM by the constant reflexivity of the researcher as evidenced by the 15]4 journals and post interview and analysis reflections mentioned earlier.

Hollway and Jefferson (2000) also wrote about human subjectivity and the potential for the “defended subject”. The defended subject, both the interviewer and the interviewee, comes to the interview with histories, anxieties, and defences “whose

mental boundaries are porous where unconscious material is concerned,” all of which can influence the data (ibid: 45). Each person may both project and introject the thoughts and feelings expressed by the other. The relationship will be impacted by what is said and done during any interaction and will be “mediated by internal fantasies which derive from our histories of significant relationships” (ibid: 45).

A defended subject may not tell a complete and transparent story, which may or may not be a conscious or unconscious act. Some things are too difficult to talk about or to express, often because they threaten to break down emotional defences. Becoming aware of these defences and their underlying causes can result in an enriched understanding of the interviewee’s deep-rooted feelings and enables the interviewer to recognise the undercurrent of emotions which underpin the socially acceptable front which is performed on a much more conscious level. Such interpretation is a subjective process involving reflection and is enhanced by the creation of a contained and holding environment (Bion, 1963; Winnicott, 1965; Clarke & Hoggett, 2009). The challenge for the researcher is to analyse interviews bearing in mind the potential objective, subjective, and intersubjective influences (Abrams, 2010: 76).

Over-interpretation is another acknowledged danger faced by all qualitative researchers, particularly by those who seek to explore the unconscious dimensions of personal and social life. The potential gaps between what is said, what is meant, and how the interviewer interprets the interview are problematic (ibid: 154). This requires inviting the reader to make an associative and connective leap into territory which is not explicitly addressed in the text of the interview (Hollway & Jefferson, 2013: 152).

The BNIM is not built upon a therapeutic relationship and should not be interpreted as such or, if done, should at the least be presented as a hypothesis with supporting evidence. The debate regarding free-association narrative techniques such as the BNIM, incorporating the use of psychoanalytic thinking and techniques in research continues. Wengraf (2001, 2015) has argued that the rigour with which the BNIM is practised goes some way to address criticisms aimed at the lack of structure and process.

The rigour of the BNIM is a challenging question to address. The datum analysis is dependent upon the experience, knowledge, and imagination of the researcher and panel members. The interpretative process of future predicting, conducted here in panel work with only four independent individuals, was less robust, particularly given that the entire text was not subjected to this process. Although every attempt was made to have a larger panel, this proved too difficult to facilitate. Differences of gender, age, profession, and ethnicity were all achieved but again the number, four people, was a limiting factor. Furthermore, “the construction of a principle of connection between the lived life and the told story is always an uncertain task, but one where individual idiosyncrasy is subject to challenge by the panel” (Wengraf, 2001: 300).

A more rigorous approach would require trying to predict from the entire dataset. Notwithstanding this, it could be said that the role that the lived life interpretation plays in the BNIM is a defining feature, rarely found in other methods, and goes some way to address the challenges of rigour, reliability, and realism in narrative analysis. It should be noted that, in this research, the use of the lived life interpretation was, as

mentioned earlier, somewhat limited by the selected timeframe which was the focus of this study.

The challenge is to analyse the interviews bearing in mind the potential objective, subjective, and intersubjective influences (Abrams, 2010: 76). Craib (2000) would caution that human experience is not totally captured in narrative; some experiences are outside of consciousness awareness (ibid: 64-74). Furthermore, Frosh (2003) argued that

the idea of the psychosocial subject as a meeting point of inner and outer forces, something constructed and yet constructing, a power-using subject which is also subject to power, is a difficult subject to theorise and no one has yet worked it out. (ibid: 1564)

Notwithstanding the cautions given by Craib (2000) and Frosh (2010), however, the BNIM is a method which embraces the subjective and intersubjective context of the interview. Narrative research inevitably will have its shortcomings, and care has been taken to stay cognisant of the limits of what can be interpreted. Choices between breadth and depth are often a challenge in research. Nevertheless, if the goal is to understand conscious and unconscious motivations, how and why people think, believe, and act as they do, then scientific approaches will give parochial answers to these questions.

In weighing up the reliability of a particular example of remembered evidence, it is important for researchers to accept that there are no absolute rules but rather a number of factors that should be considered. These include cross-checking with further

sources and other basic tenets of reliability for internal consistency (Thompson, 2000: 153). The BNIM does not assume transparency in self-awareness and acknowledges how unconscious defences may motivate not knowing. Andrews et al., (2013) suggested, “It is now taken for granted in much contemporary work on subjectivity that a narrative is drawn from social, cultural and, perhaps, unconscious imperatives, which it at the same time reveals” (ibid: 8). Furthermore, as Riessman (2008) suggested, narrative research privileges subjectivity and does not assume objectivity (ibid: 117).

The BNIM is a very complex process with several points of interpretation and an invitation for subjectivity, all of which can bias the outcome. Again, to alleviate the impact of such errors, the empirical process, including subjectivity, must be well-documented with sufficient data available to evidence the researcher’s claims. This rigour, maintained throughout the BNIM in this thesis, also supports meeting the challenge of generalisability.

4.11 CONCLUDING REMARKS

Narrative research affords the opportunity to research how people make sense of their past, how they connect individual experience and its social context, how the past becomes part of the present, and how people use it to interpret and help regulate their lives and the world around them (Perks & Thomson, 1998: 79).

By holding together the BDA and the TFA, the interpretive method facilitates a construction of the phases of mutating subjectivity and, hence, extrapolates from the biographical narrative “how the informant has changed perspectives and priorities about self, her life, her world and how best to understand and act in it” (Wengraf, 2001: 558). The methodology elicits the interviewee’s “acquired gestalt, her habitual projective and receptive dispositions, which interpose themselves between primary experience and meaning making” (Moen, 2018: 57).

The BNIM offers a methodological interpretive means to explore what lies beneath the surface. With the psychoanalytic principle of free association in the narrative interview, this research explored stories of survivors’ trauma experiences in depth using TA and BNIM. With the capacity to deliver challenging insights, this approach was used to explore similarities and tensions between individual and collective memory. These insights help to facilitate the development of preventative strategies for coping with collective trauma.

Chapter 5 presents the interview data and the TA and BNIM processes and analyses undertaken. Interpretation and insights from these analyses are presented and discussed in Chapter 6.

CHAPTER 5: ANALYSIS OF RESEARCH DATA

5.1 INTRODUCTION

Chapter 5 considers the interview data from survivors of the 2010-2012 Christchurch earthquakes in a two-fold analytic process and this chapter is constructed in two phases with an introduction to each. Drawing upon the fieldwork and methodologies described in Chapter 4, using both TA (Braun & Clarke, 2006, 2012) and the BNIM (Wengraf, 2001).

Phase 1 includes the TA of all 22 interview transcripts with an analysis of five themes and sub-themes. Phase 2 includes a BNIM analysis of two individual cases; Ross #10 and Grace #23, together with a comparative analysis across the two cases. This is followed by a summary of the findings, with the broader aim of identifying common themes across all interview transcripts and exploring the particular by eliciting individual accounts.

The two methods of analysis presented various dimensions expressed by the interviewees of their lived experiences of an earthquake(s), along with the associated reactions, coping strategies, and any preparation undertaken.

Since all the research data originated from personal narratives, it was assumed that all the data was highly subjective in its expression. All researchers will have

unconscious biases which will undoubtedly influence their processes and interpretations. The approach used was predominately data driven, and inevitably the interviewer had some preconceived ideas, for example, the idea of preparation which will have influenced the interview questions asked in SS2. As the interviews proceeded and the theme of normality was identified, this too may have influenced some questioning.

The processes and steps taken in all the analyses have been outlined in Chapter 4 and can be seen in full in the Appendix 14 for TA and Appendix 15 for the BNIM.

5.2 PHASE 1. THEMATIC ANALYSIS FINDINGS

Themes and sub-themes were identified through the TA process of coding and clustering, which attempts to capture the essence of what is being narrated by the interviewees (see Appendix 14).

The initial TA coding led to 181 different codes which, after four reviews, merged into five core themes with embedded sub-themes as listed in Table 2. These themes can be seen in the TA Map in Figures 10 and Figure 11 and are discussed in the text below.⁴²

⁴² The 125 pages of the collated lists of the coded themes extracted from the interview data are available upon request.

5 THEMES				
1. Collective Trauma	2. Known Normality and Evolving New Normality	3. Conscious, Unconscious, and Instinctual Reactions	4. Coping Strategies	5. Preparation
SUBTHEMES				
Earthquakes	The world is not behaving as it normally does	Instinctual survival mode reactions	Taking practical action	Practical tips
Aftershocks	Routines turned upside down	Meeting basic needs	Taking care of yourself and others	Psychological preparation
Lives lost	Personal and relationship stressors	Emotional reactions		Organisational preparation
Overwhelmed by racing thoughts and feelings	Loss of business and livelihood	Old attitudes and beliefs confronted		Why people do not prepare
Confusion	Financial concerns	Communications and media both help and hinder		
Communication and Media	Evolving normality and new opportunities	Critical leadership skills under pressure		
		Organisational growing pains		
		Plan it-do it-review it		
		Politics with a little and a big 'P'		
		Working together in uncertain times		
		Communities		
		Everyone impacted		
		Relationships nurtured		
		Rekindled and broken		

Table 2: Five themes with embedded sub-themes.

The TA Map, suggests that when a collective trauma happens, shaking the known normality, every survivor is impacted, and all will have conscious, unconscious and instinctual reactions. These reactions draw on coping strategies from past experience, instinct, intuition, watching others, and new innovations to meet the needs of the evolving new normality.

This adaptation to the new evolving normality, rather than attempting to return to the old known normal, ideally leads to reflections on and subsequent integration of the experience(s) where psychological preparation is reviewed or further developed. The thematic logic suggests the possibility for and advantages of preparation prior to and after a collective trauma. In this study, however, the research data showed that only four interviewees did any form of preparation in advance and those who did so prepared for physical and rarely for psychological needs.

Collectively, the themes and sub-themes illustrate the subjective perspective of the interviewees' lived experience of the collective trauma, the earthquake(s). This includes their reflections on any impact upon themselves, their work, their organisation, and their community. For brevity, a few examples selected from the available interview data on each specific topic are given as an illustration of each sub-theme. Each quote was selected for its poignancy, clarity, and conveyance of the particular theme or sub-theme. The names for themes and sub-themes were brainstormed and chosen after numerous iterations in an attempt to portray the essence of all the data collected and collated in each particular cluster. The TA findings are collated in the concluding remarks at the end of this chapter.

5.2.1. Collective trauma. The first core theme was collective trauma. This theme painted a picture of the collective trauma(s) survived by the interviewees and what collective trauma meant to them individually, to their organisations, and their communities. The six sub-themes of collective trauma have been described below:

Earthquakes. In the first sub-theme all interviewees alluded to some aspect of the earthquake's physical impact: damaged buildings everywhere, huge cracks appearing, rocks falling, liquefaction, flooding, people dying, an overwhelming sense of helplessness. For example, an engineer who was at a meeting in town as the earthquake hit described what he saw: "I saw the cathedral fall down...we were in a building next to it...a cloud of dust goes across Cathedral Square and you saw people running" (Henry #18, 2016: 118-122).

Aftershocks. The second sub-theme was feeling out of control and later, the mind playing *what if* scenarios. Earthquakes, unlike many other traumas, have constant reminders in the shape of aftershocks, which potentially retraumatise over and over again. "Everyone talks about aftershocks, but you know, 10,000 aftershocks are a lot...it is a long time, before you are free of those feelings" (Frank #20, 2016: 165-167).

Lives lost. The third sub-theme speaks of how in the February 2011 earthquake, 185 people died, and many people were living with recurring nightmares and confronting their mortality. Adam was working in his antique shop in the city; he was hit and bleeding from falling debris and witnessed the devastation around him: "Someone was squashed by a veranda, killed, like it was only 20 metres away. Behind me was

the Pine Gould Guinness building where 23 people lost their lives” (Adam #8, 2016: 60-62).

Overwhelmed by racing thoughts and feelings. In the fourth sub-theme, 50% of those interviewed mentioned in some way that logical thought was impaired as survivors became overwhelmed. Kate, an ex-police detective familiar with trauma in many other forms recounted,

we were actually lucky (laughs) we were on the bottom floor. Anyway, I remember the earthquake hitting and I remember hugging the pole. No, actually was it was P (colleague) hugging the pole? One of us was hugging the pole, the other one was by the window saying, “oh, shit, glass, I had better move, fuck this is actually really big. This is a big fuck”, and we both went, “oh fucking Jesus, what does this mean?” (laughs)...we were both thinking workwise, and I remembered oh, my god, thinking this is bad enough, I am on the hill [at home]and this is really bad, and I remember going, this is really bad. (Kate #4, 2016: 168-175)

Confusion. The fifth sub-theme was that in the moment, none of the interviewees had enough information to know what was happening or what to do: “To be perfectly honest, I actually stopped and thought, shit, what do I do? Because here I am with the kids, what do I do...go and sit in the car, put the radio on and listen to the radio” (Mia #14, 2016: 36-39).

Communications down, media focus is up. In the sixth sub-theme, the entire interviewee population consistently mentioned aspects of communications and the media impact in some way: the initial reaction, once safety was reached, was to try to communicate with family, friends, and colleagues, as highlighted by Dave:

The isolation of not knowing where your family was....How am I going to contact them? It was like, have they got their cell phones?...It's kind of overloaded, but one txt made it and I knew they were all ok phew! Death.com.⁴³ I could relax a bit. (Dave #7, 2016: 466-468)

Almost half of the interviewees (10) talked of the media images and radio reports being both informative and frightening. Dave had talked both of how valuable the radio had been in the aftermath, and, with no electricity, that being able to listen in the car was priceless.

I had been lucky enough that I had parked my car outside the garage because there was no power and I could get into the radio because I could unlock the car and listen to the car radio. And I always remember thinking that that was a stroke of luck because we had an electric garage and we couldn't have gotten into the garage to actually get anything and in the house, nothing to listen to. (Dave #7, 2016: 25-30)

Dave also illustrated how information was often only giving part of the picture and how frightening this was: "Radio live...were streaming stuff about what was happening, and they said that some schools had been destroyed...now I am really panicking, the frustration of not being able to do anything. Being powerless" (Dave #7, 2016: 91-96).

5.2.2 Known normality and evolving new normality. The second core theme saw all 22 interviewees mentioning normality in one context or another. This theme recognises that collective trauma can overwhelm the known world, dislocating the

⁴³ Death.com: Dave chose to use the language he had heard in a movie to illustrate the gravity of what he felt hearing that his family were ok. Death was avoided; his sense of an enormous relief even at the moment of his retelling was palpable.

survivors' felt sense of what is currently normal individually, within their organisations, and in their communities. The interviewees' world was suddenly unpredictable and forever changed, shaking up their expectations and changing their realities, challenging their identity. "I don't normally do..." (Kate #4, 2016: 86). The experience of the earthquake(s) had reset the interviewees' prior known normality into something often more insecure and evolving.

Six sub-themes were clustered from the data. This researcher contends that as survivors began to accept that the old known normality was no longer valid and that they must embrace the new, only then did they seem to redirect their energy away from attempting to recreate the old normality towards coping with the evolving new normality.

The world is not behaving as it normally does. The first sub-theme focused on how the collective trauma put the old, normal life on hold, momentarily for some, but more profoundly for others. Both physically and metaphorically, the world had been shaken, as Grace related:

I was just completely paralysed with fear...dividers⁴⁴ were kind of wobbling around and I thought, that's not normal....It was almost like my brain couldn't keep up with the speed with which things were happening. Because I thought to myself, the building is falling down, not necessarily that we were having an earthquake and the floor is moving up...that paralysed state...(Grace #23, 2016: 304, 792-796, 812)

⁴⁴ Dividers are the partitions used in Grace's #23 office to create individual workspaces; they are typically free standing and shoulder height.

Routines turned upside down. The second sub-theme was that everyday needs were suddenly hard to fulfil, with availability unpredictable: water, food, fuel, toilets, supermarkets, blocked communications, roads and travel. Carol, a senior executive working in HR, was drawing on her past knowledge, skills, and beliefs

trying to keep a sense of routine, and knowing that for anything I wanted to do, whether it was for friends, family, partner, work, whatever, I really needed high levels of resilience...I knew that the only way I could do it, just like I always have, is through my fitness, food and networks. (Carol #6, 2016: 116-118, 285-287)

Dave also recognised the impact on his normal day-to-day life: “Our routine had just been turned upside down, so you go from a routine that...something you know and understand, to something that is completely foreign” (Dave #7, 2016: 354-356).

Practical needs were difficult to meet in normal ways, such as traveling half an hour for a shower at a friend’s house or people talking to strangers, asking if they are ok. Even some normal behaviours appeared abnormal when faced with the extraordinary:

I hopped onto my bike...I had tried to go on the footpath, but it was thick with mud, so I stayed...in the middle of the road, it was the safest place to ride...because the water was too deep (for cars)...So, I was riding in about 300 millimetres of water for most of the way. (Adam #8, 2016: 45-53)

Personal and relationship stressors. The third sub-theme was that the normal stressors of life continued alongside the collective trauma; the rest of life does not stop because of an earthquake. “Mum was in hospital...I needed to be there for her

and oh, I have got all these competing demands. I should be home with my children” (Kate #4, 2016: 858-860).

Loss of businesses and livelihoods. The fourth sub-theme drew attention to the loss of businesses, some never to be rebuilt and others having to find new premises. How to earn a living in Christchurch changed overnight for many: “I basically lost my business....I was an antique dealer....It was probably the saddest day I have ever had...everything was just so broken” (Adam #8, 2016: 101; 199; 205-206).

Financial concerns. The fifth sub-theme was worry about finances and job losses, especially as time went on and insurance claims and the costs of repairs became a reality. Survivors with destroyed homes needed to move, often multiple times, with children changing schools each time. People rented while still paying mortgages and rates or took on new mortgages. There were differing impacts depending on the socioeconomics of the survivor, as mentioned by one interviewee:

Unfortunately, when you look at natural disasters it normally hits people who are in a less strong financial position and...because of the type of housing they have picked, and they suffer more and of course, they are the ones that need more help. (Henry #18, 2016; 323-326)

Evolving normality and new opportunities. Finally, as the sixth sub-theme illustrates, people had to change their behaviour and adjust their choices. Other departures from normality were due to social facilities that were no longer available or slow to reopen. Such simple changes to everyday life can cause frustration, anxiety, and even boredom, as Frank found with his two teenagers: “They were

supremely bored because all the things they did were cancelled or where they went was fallen over or people were preoccupied with other things and it, yeah, their normality, it was gone” (Frank #20, 2016: 75-77).

Pride was taken in some of the innovations driven by the evolving new normal. The new opportunities were often seen as freeing: “That license to actually do stuff until you get told you can’t, that is so freeing and so amazing that we need to tune into it more often, less red tape, more real kind of experiences” (Dave #7, 2016: 495-497), free to be innovative without red tape gives Dave an opportunity for PTG.

5.2.3 Conscious, unconscious and instinctual reactions. This third theme looks at the various *reactions* among individuals and organisations. This theme represented a large body of the data collected and led to twelve sub-themes. Three attempts were made to reduce the sub-themes, but it was decided that to reduce any further would lose the essence of the reactions narrated. Some interviewees specifically used the word unconscious. For example, Kate stated that “maybe it [the it was her ignoring her feelings] was my coping strategy, unconscious coping strategy” (Kate #4, 2016:834).

Instinctual survival mode reactions. The first sub-theme is from the individual perspective and referred to as instinctual because of the automatic nature of the reaction. Five interviewees observed that they “went into survival mode”, an instinctive reaction to an adverse event. Harry was a counsellor working with many of the earthquake survivors and hypothesised that

primarily we flick into survival instinct, survival mode. And so, our sole focus is on just getting by...our emotional centre, our processing centre kind of shuts down, it's taken offline for the short term. So that our focus is literally on surviving. (Harry #21, 2016: 31-35)

Kate was managing over 500 staff which put her under pressure to get things done with little tolerance for not meeting her targets. She was trying to survive in more than just her job: Her husband was leaving her, her children were not sleeping well, her mother had experienced an earthquake-induced heart attack, and there were high-performance demands at work. She was being pulled in all directions, and here she used her idea of survival mode to justify her behaviour:

So, in the survival mode you could be this heartless bitch who said you are gone because they were contractors....And in a lot of ways I didn't like who we were, but we had to get the job done. So, I guess torn, knowing what we had to do, using people. screwing them up, burning them up, which we did. There was a fair bit of that that went on....I reconcile that it was extraordinary times...for the first two years people could go and scream at people. Customer services people took it. We all took it, allowed it, said oh, they must be stressed. But actually, it is not ok, it is not cool. Actually, how do you restore that social order? (Um), I mean initially you would be sympathetic, and empathetic and eventually you would at some point say, I still have a fucking job to do, (laughing). And it is funny that it brings out the best and the worst in people. (Kate #4, 2016: 931-947)

Meeting basic needs. The second sub-theme is also from the individual perspective. When humans are overwhelmed by the inability to fulfil essential needs in their normal way, it can be anxiety provoking. The need to contact loved ones was paramount, safety, security, food, water, fuel for the car, and a place to sleep, were all at the forefront. "So, when we had these hotel rooms it was like there is no power, there is no water, no heating, not enough beds for everyone, but we have a roof over our heads" (Steve #1, 2016: 324-326).

At such times a survivor's focus often mimics Maslow's hierarchy of needs (1950):

1. meeting physical safety needs in the moment, for example, getting into a doorway;
2. making things secure, for example, getting to a safe place;
3. satisfying needs of belonging and love, seeking contact with others (Many interviewees mentioned that possessions were no longer of so much value, people were more important);
4. addressing esteem needs, comparing own actions with others and feeling good or guilty;
5. assimilating what had happened, putting self-actualisation put on hold.

Emotional reactions. The third sub-theme was also from the individual perspective. Very visceral reactions to the collective trauma need to be addressed, as van der Kolk wrote in 2015 in *The Body Keeps the Score*. Two of the interviewees froze, disconnected from their thoughts and feelings, their terror linked with helplessness, and their decision making compromised. Physical reactions continued over time as Harry described, "You still see people do that momentary shoulders hunch, eyes widen when they hear a truck because in that split second, they are considering, is it a quake?" (Harry #21, 2016: 66-68).

Richard reflected about his mother and how she had changed

She is a different woman because of the earthquakes, the uncertainty of knowing, of not knowing... watching on my mother's face as to whether it is just an aftershock or is this the start of another big one. (Richard #2, 2016: 101-105)

All the narratives portrayed the cumulative effects of the shock of the earthquake(s) in some way. Uncertainty, helplessness, guilt, and anger were increased by terror and the underlying question of mortality. Steve gave a clear account of the psychological disassociation he may have experienced watching a woman stranded.

When some of the aftershocks came through and she was still there on the first floor of the Cathedral, the wall and stairs gone, and nobody knew how to help her, and she was watching us, knowing that something could happen but was helpless....I was almost disconnected at the time. (Steve #1, 2016: 206-208, 266)

Old attitudes and beliefs confronted. The fourth sub-theme was also from the individual perspective. Such a catastrophic stream of events inevitably affects the perspective, the meaning associated with what happened, and subsequent reactions and in the following example for Dave perhaps PTG. “My whole value system changed: live for today, be mindful, enjoy the moment, enjoy little things, family are important” (Dave #7, 2016: 251-254). Whereas Richard, talking about his parents, showed how attitudes can become entrenched: “Under no circumstances were they going to leave. They were actually quite critical of people who had bailed. Because you stand and fight against this” (Richard #2, 2016: 249-251).

Communications and media, both help and hinder. The fifth sub-theme was also from the individual perspective. Everyone sought to communicate with someone immediately; this need for information from and connection to the outside world came with the challenges of overloaded networks. Despite the necessity to communicate, the complexity of effective communication is all too often underestimated.

A communication strategy for the individual, their family, and their organisation is possible and will help to avoid many stressors experienced post-earthquake (this idea is developed in chapter 7.4). Furthermore, a lack of contact, listening, and dialogue can lead to a breakdown in relationships. “Like my first mistake on February 22nd (laughing) was I texted [his boss] before I texted my partner and the cell phone coverage dropped out” (Ben #16, 2016: 8-10).

The media was looked to for information and comfort but sometimes fell short, often presenting the devastation of the earthquakes without focusing on the toll it was taking on people. “The media...go on about devastating earthquakes but actually they don’t really show the real human toll that its causes” (Henry #18, 2016: 198-199).

Critical leadership skills under pressure. The sixth sub-theme was from the organisation’s perspective. Leadership in times of trauma comes with new challenges. Some people stepped up; some disappoint. Role models were sought, often expected, as direction was needed. Dave went to find his CEO in order to get direction, “And I turned around to say to him, do you think now we should evacuate? And he had run for it. So, he had already taken off, he was gone, absolutely, I was left there” (Dave #7, 2016: 58-60).

Listening and learning were evidenced in the data as important leadership behaviours at times of crisis as Ross pointed out:

Hindsight 20:20, part of the problem was that they [Government Agencies] had views on how we should deal with it...we thought they were talking rubbish again...in hindsight if we had actually just let them talk and we had listened instead of talking back, we would have had much stronger relationships. (Ross #10, 2016: 370-375)

Ross here pointed to the key role of communication and to some evidence of PTG. In the moment the interviewer reflected that his overtalking was very much her experience of Ross and she felt pride at his reflection. Ross was very willing now to show his vulnerabilities to her which she experienced as a new level of trust. Despite the desire to communicate, the complexity of effective communication was all too often underestimated and potential solutions rejected. “Right from day one...we just couldn’t get a message out to our customers. So how do you communicate with 450,000 customers in one hit? So, I suggested...it’s a national crisis...why don’t you go to TVNZ?” (Ross #10, 2016: 321-325).

Mia showed how processing after the event can also inform learnings for preparation in the future and the importance of post-event reviews. She gave a very candid view of what it was like making decisions in such an environment.

Were some of the decisions made, right? Yep. Were some of them wrong? Yep. Did we need to have a far better policy than what we had? Absolutely. Because you could have driven bloody trucks through what we had. (Mia #14, 2016: 372-374)

Another useful insight, highlighted by Dan, was that in times of crisis leaders do not necessarily have the luxury of time to evaluate the quality of their decisions. “Someone just needed to make a bloody decision...a decision had to be made, not

sitting on the fence. Classic, no decision is worse than a bad decision” (Dan #12, 2016: 152-155).

Dan’s anger at his company’s lack of leadership and decision making was very evident during the interview. He often talked as though the researcher agreed despite the interviewer, in the role of free associative interviewer, made no comments. There certainly were grains of truth in what Dan was recalling. The researcher at times felt concern for Dan; this was five years on, and he could still cathect such anger. Post interview options for support were discussed with Dan.

Leaders of organisations have a particular role to play. They must ensure that planning and training are undertaken ahead of the event and that plans are followed during and after an event. They also need to be aware that politics, with both a little p and big P,⁴⁵ will likely complicate responses to and recovery from a collective trauma. People typically wanted to help each other, but there was fertile ground for confusion when there was a lack of information, planning, and clarity of roles.

Organisational growing pains. The seventh sub-theme acknowledged challenges of growth faced by some organisations. Business as usual stopped for a short period in some cases and, in others, forever. By contrast, an insurance company which had to grow from 22 employees to 1,800 within six months. The challenges of managing rapid growth, finding and integrating new people and identifying the processes and

⁴⁵ This expression is used in organisations to refer to the organisational politics as the little p and governmental politics with a capital P.

systems needed were all undertaken in a potentially dangerous, unpredictable environment. As Ross recalled the adjustments were challenging as Ross recalls,

We were told we were expected to be out on the street writing cheques by Friday. The problem being we had no staff, we had no structure, we had no paper, we had no computers...they told us we would have thirty staff the next day and we had five people who had never done an earthquake or land assessment in their lives. So that was the start of it in Christchurch. (Ross #10, 2016: 35-40)

Strategies designed to meet a wide range of scenarios, with the ability to scale up or down, were inadequate for the magnitude of the collective trauma which had hitherto been unimaginable.

[Company name] was efficient for small events. It worked like clockwork. When it came to a big event it was overwhelmed. It didn't have the resources and the resources it did get were the wrong ones....But there was no monitoring of the type of person that was coming in....And that was horrifying. It really was. (James #11, 2016: 304-310)

Strategies could evolve to meet the growing needs of the situation, however,

We were also, I think, really concerned that we were going to have a lot of really stressed people. We knew that, but I don't think we knew how, until we had done some more work with you [Ross is referring to this Researcher] how we were going to build into a programme to cover that off...we put everyone that came to the organisation through that induction...they actually...dare I say it was the first piece of leadership and possibly the last piece of leadership in the organisation that they actually saw. (Ross #10, 2016: 791-803)

Ross is referring to the work the researcher did with his teams. His comment indicated to the researcher the level of respect and trust built over the past several years working together. While enjoying the recognition the researcher also reflected on what he might be telling her about how their relationship might affect the research. The positives of trust which had made his earthquake story, so candid weighed well against the possible negatives of, for example, him saying things to please the researcher, although unlikely for someone like Ross.

Plan it, do it, review it. The eighth sub-theme was also from the organisation's perspective. Three people specifically mentioned there being no plan, for example, "We didn't have a plan. We had no fucking plan after the last time of how we would coordinate" (Kate #4, 2016: 182-184). Ross went further by suggesting what could have been done differently

If we had taken another ten days...to draw breath and put in place...a coherent plan and actually train some people to process it...I think it would have been completely different...it would certainly have been easier. (Ross #10, 2016: 409-413)

As part of preparation and crisis management, some leaders did have a plan, yet it often could not be scaled up or was not acted upon. Plans put in place and acted upon showed immediate benefits but even the best plans, still needed to be known, taught to staff, and implemented.

Politics with a little p and a big P. The ninth sub-theme was also from the organisation's perspective. The NZ Government reacted quickly, appointing a

Minster for Earthquakes. (Company name) was an extraordinary facility, yet, despite their best efforts, there remained a sense of unfairness for some of the insurers and a disappointment in the employees. The company was trying to do the right thing, but it was not the role they were designed for as Mia highlighted:

I am not saying we worked well because we weren't hamstrung by, by policy and the Government going boof, boof, boof over the top of us. We just made it work. We had to make it work. Because our focus was the people of Christchurch...[Company name] has never been designed for first response. (Mia #14, 2016: 379-384)

Working together in uncertain times. The tenth sub-theme was also from the organisation's perspective. Managing work relationships and working together in teams can be a challenge in any normal working day; add a collective trauma, and the complexity and scale of the challenges multiply.

We didn't have any relationships with other Government Agencies, so when they turned up...they were generally late to the dance and they generally didn't have a date!...if we had had a relationship with MSD (Ministry of Social Development) with Health, with Works, all those other key Government Agencies, our life would have been much easier. My real concern is that we don't have those relationships now. (Ross #10, 2016: 416-422)

Communities: Everyone impacted. The eleventh sub-theme was from the community perspective. Some communities were completely destroyed. Social services were stretched, and some facilities closed. Relationships were nurtured, forged, strained, and broken. Previous responsibilities typically continued but with many additions. There was a high level of community involvement and sharing of

responsibilities, at least in the short term, which, according to many, exceeded anything seen prior to the event.

Having a role to play often seemed to aid recovery or at least to be a means of distraction, denial, or comfort. Interviewees cited the highly professional and dedicated help given immediately by the emergency services and the student army volunteering with their shovels to help clear the liquefaction. There were several references to people immediately checking on their neighbours and the elderly and helping others:

I remember going to the supermarket...he was closed for obvious reasons, there were wine bottles and stuff for Africa [an expression of the magnitude of stock on the floor] so we, so a whole group of us went down and said, "hey, would you like some help cleaning up." (Mia #14, 2016: 322-325)

Relationships nurtured, rekindled, and broken. The twelfth sub-theme was from the individual's, organisation's, and community's respective viewpoints. The immediate reaction of 90% of those interviewed was to call family and friends to express concern for their wellbeing and to let them know they were okay. While this was universal, other stories also emerged.

By the time I got home...and the kids were all over you and you, you gave to them and then there was nothing left for my husband. So, I can see in hindsight...I know since that time, whenever I feel overwhelmed like that, I will drown it out. I will drink too much. (Kate #4, 2016: 870-877)

5.2.4. Coping strategies. The fourth core theme, coping strategies, has two broad sub-themes. This theme captures both the positive, PTG aspects of a crisis (motivations, learnings, and reviewed priorities) as well as the more negative outcomes such as PTSD (with constant reminders, triggers, and the inability to move on). Some interviewees lamented that there was no rule book for coping strategies in such circumstances.

Taking practical action. The first sub-theme identified some of the actions taken immediately at a physical level; these focused upon the basic necessities of life.

So, like when Kaikoura happened the other day I was like, right, I need to get the Ute full of diesel this morning (laughs). I need to make sure and I said to K [his wife] I don't care what you say but our transport lines are down, so I am going to buy a bit more milk and a bit more bread... I just think that; I need to get a little bit more prepared....So, you jump onto things a little bit quicker. (Ben #16, 2016: 231-237)

Taking care of yourself and others. The second sub-theme recognised the focus on the psychological needs of self and those nearby or those who are important to them. One interviewee commented that in order to take care of others it was important that "I take my own mental health and self-care and wellbeing as more of a priority" (Grace #23, 2016: 494-495).

Knowing yourself, reflecting upon your limitations, your strengths, your weaknesses, and your trigger points were all mentioned in some way. The interviews reflected that some recognised that their sense of identity was challenged by the shifting norms and their self-awareness was confronted. "One of the things I feel that I'd love to do

better is, I would love to help more in the moment...but you have also got to know your strengths and weaknesses” (Ben #16, 2016: 63-67).

Acknowledging that you are not invincible is sound advice to avoid burnout in times of crisis; when your adrenaline is pumping, it is all too easy to forget human vulnerabilities, as James graphically described:

and that is what Loss Adjusters are, they are people, people. But that was, they turned them into something else down there. They became, well not little monsters, but in our heads, we yeah. We got very tired of it. You can only do so much. Yeah. It is like flying over Germany, dropping bombs, you know, you can only do so many tours. And then you just lose your ability to do it and then you are dead. I mean, do you remember D? He had a heart attack [and died]. (James #11, 2016: 716-722)

Many reflected on their lack of self-care indirectly: “I am working 60-hour weeks! My house has got no power. My family are god knows where” (Kate #4, 2016: 333-334).

5.2.5. Preparation. The fifth core theme of preparation ahead of the earthquakes in Christchurch was often talked about but rarely undertaken, and certainly not for the magnitude or multitude of the events. Curiously, even after the initial major events in 2010 and 2011, with the constant reminder of aftershocks, most were not prepared for further major events.

Practical tips. The first sub-theme captures a variety of items which were perceived as essential for emergency preparation, and such details which were outlined well by

the civil defence agencies: water, food for three days, fuel in the car, batteries, and battery-operated radio, candles, matches, wood, torch, essential medications, and a family crisis plan. One interviewee reflected that, “one of the last things that I have got from the whole experience is that I am very rarely without a car without a full tank of gas” (Dave #7, 2016: 129-131).

Grace and other interviewees gave some good examples of things to think about from lessons learned post-earthquake: checking on neighbours; being aware of the old and less able and offering help; having a store of water, petrol in the car, and cash available as the banks and cash points were closed, having enough food for a few days; cooking and sharing what is in your freezer because there is no electricity and it will spoil; calling to check on family, and utilising known resources, for example, grandparents’ spare rooms. These practical steps are important since they represent both awareness of the possibility of future trauma and psychological engagement in preparing for them.

Survivors referred to comfort in having an emergency kit prepared although few actually had one. Also helpful was being clear on what is best to do: getting under a doorway, bed, or table; or to *drop, cover, and hold*,⁴⁶ as the MCDEM (2019) advises. However, Charles suggested that even when emergency measures are in place, if not practised they can be forgotten in the urgency of the moment:

⁴⁶ “Drop, Cover and Hold: Can save lives and reduce the risk of injury. Everyone, everywhere, should learn and practice what to do during an earthquake, whether at home, work, school or traveling. Drop where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby. Cover your head and neck with one arm and hand. If a sturdy table or desk is nearby, crawl underneath it for shelter; If no shelter is nearby, crawl next to an interior wall (away from windows); Stay on your knees; bend over to protect vital organs; Hold On until shaking stops: under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts” (<https://www.myece.org.nz/health-safety/170-safety-when-there-is-an-earthquake>).

I eventually got out but the funny thing about getting outside; right next to where my office door is there is an emergency exit you know and for some reason we never thought of smashing the emergency lock, we took the long way out, that is because we had in the past. (Charles #17, 2016: 47-51)

Psychological preparation. The second sub-theme focused on being psychologically prepared but there was little consistency in what this meant or how to achieve it.

Harry was the only interviewee to talk specifically about psychological preparation

I am thinking that preparation is more about mental attitude. It's not actually about having a survival pack; it is really about how you are actually going to interact with the experience. I think as humans we are charged in life with choices and we are at liberty to make any choice you choose. The only condition of that choice is that you accept responsibility for the outcome when it is your personal choice. (Harry #21, 2016: 298-303)

Organisational preparation. The third sub-theme highlighted an organisation's need to plan for unforeseen events, to have an emergency response, and a crisis management plan. That plan needs to be externally focused on relationships with outside agencies and the media, and internally focused on the needs of employees and the organisation. Organisational planning for collective trauma needs to occur before the event to ensure strategies and training are in place and to ensure that leaders and their functional support teams are not overwhelmed by the demands and complexities of initially surviving and later adapting to collective trauma. Critically, organisational plans need to include in this a focus on and care for their people. For example,

the company did some amazing things, including you, Mandy, to talk this through and actually having our minds opened to how people were feeling

rather than just the tactical stuff. Because that is actually the stuff, upon reflection, it was nice to have the tactical things to go on with because it gave you something to stop you obsessing with, you know the, the *what ifs* and so on. (Dave #7, 2016: 269-274)

Dave was acknowledging the long-term working relationship with the researcher, which could be perceived as transference, in which the researcher's projection of her role as the professional is supportive on a more wholistic level. Dave's transference was his sense of trust in the relationship and her professionalism. The researcher reflected at the time a feeling of embarrassment, wanting to deny what Dave was intimating yet resisting. The researcher recalled feeling vindicated, that he understood what she was trying to create.

Why people do not prepare?⁴⁷ The fourth sub-theme acknowledges that not everyone interviewed thought it was possible to prepare for such unpredictable events. Some were too afraid to face the idea of another earthquake; others were just too busy or procrastinated. One survivor, a psychotherapist, made an interesting point, however,

I mean people argue that a natural birth is quite traumatic for a baby, so it is like you can't get through the human experience without trauma, so it is a sort of, a kind of quaint naivety that we don't really need to be prepared. (Harry #21, 2016: 138-140)

There were differing views on the value of preparation, from "I do not want to think about it" to "I do not believe preparation will help" or reflective:

⁴⁷ See Chapter 3.1.2 on why people fail to prepare.

What have we done to prepare for any of that?...and even now we sort of have a plan, but we don't really because having a plan reminds us of all trauma. So, it a sort of, funny way I don't want to be prepared for the next one because I don't want to acknowledge there is going to the next one. We all know it is going to be the major fault line....I don't want to collectively think because I am very much of the view that if I think about it, I am going to bring it into my consciousness, and I may well attract it. So, I think spiritually like that, so I try and block it out. (Kate #4, 2016: 588-596)

Or, as Harry philosophised,

it confronts people with their mortality. And I think that is what significantly stops people from preparing in advance....The country has been banging on about having your survival kit, your, getting through pack and all that and I think for a lot of people they don't prepare because it's almost as if, a sense of, if I don't acknowledge it is a possibility, then it is not going to happen. So, they are sort of putting themselves in the ignorance is bliss category in some respects. (Harry #21, 2016: 41-47)

5.2.6 Thematic analysis concluding remarks. There are four generalised conclusions which can be drawn. Firstly, the survival instinct immediately comes into play, both at a physical level (buying food) and at a psychological level (getting in contact with family and friends, as well as wanting to help others). Secondly, trauma affects individuals and organisations in different ways. Thirdly, there is a reluctance to prepare despite the advantages of doing so and finally, normality is consistently mentioned by survivors.

The research data also indicated, however, that many people were averse to thinking about or planning for the unimaginable, since it conjured up unwanted thoughts of loss of property, identity, and even death, thoughts that are hard to reconcile and integrate into daily life. Even if individuals do think about collective trauma, it is

possible that they may limit their thinking to a scale which is imaginable to them. This reluctance transcends rational thought, since people with experience of multiple collective traumas still fail to prepare for future unimaginable collective traumas.

One of the characteristics of a collective trauma is that both organisations and the individuals within them are overwhelmed in differing but related ways. Jungian theory is helpful here in linking the microcosmic and the macrocosmic aspects of collective trauma. In a way this is not that surprising because a collective is made up of individuals. Jung's contribution is to point out that there is more to the collective than a sum of individuals, which implies the interconnectivity of the individual, the organisation, and the community.

Normality, as mentioned earlier, has been highlighted as a central theme. It was mentioned by all 22 interviewees and by over 50 people seen in the initial 2010-2012 interviews. One hundred percent of the interviewees talked about normality in some shape or form: wanting to be treated normally wanting to return to a normal way of living, and expressing that there was no rule book written for normal living. Due to the high frequency of this response it was deemed worthy of further discussion in Chapter 6.

5.3 PHASE 2 - THE BIOGRAPHIC-NARRATIVE INTERPRETIVE METHOD

The research analysis utilising BNIM represents an in-depth psychological approach to the research data and its analysis. The findings from this analysis have been viewed and informed through Jungian principles, for example, the unconscious. However,

the BNIM research is not therapeutic and consequently the thesis does not profess to be therapeutic in nature. Psychoanalysis has been used not as a method or an approach to treatment. Psychoanalysis has been used here as a body of knowledge which conveys an approach of conceptualising human functioning (where the unconscious is its most fundamental concept).

Having conducted a TA on all 22 interviewees, two transcripts were then analysed in more depth by conducting a comprehensive BNIM analysis on one male manager, Ross #10, and one female employee, Grace #23. By exploring two transcripts in more depth, an attempt has been made to employ Jungian theory, these interpretations were necessarily speculative and inferences only, not definitive diagnoses, aimed at stimulating thinking and further research.

5.3.1 Biographic-narrative interpretive method analysis of Ross: Manager.

This case history focuses predominantly upon the post-earthquake period, 2010 to 2016 (see Appendix 16 for the Case Dossier of Ross #10). The objective track of Ross' lived life gave little insight into his pre-earthquake period of 1966 to 2010. The subjective track, Ross' told story, illustrated the phases and insights from his 109-minute interview conducted in November 2016.

Ross was deployed to Christchurch after the earthquake in September 2010. He was 44 years old, an experienced loss adjuster, and ready for action. His earthquake story was one of working as a leader in an organisation in Christchurch. Very little of Ross' narrative was about his personal life; any feelings he mentioned seemed to be linked

to his experiences of frustration, disappointment, and exasperation, mostly aimed at the lack of support, leadership, and planning from his company's headquarters. This was juxtaposed to his feelings of self-worth and pride in leading his organisation locally in the early days and achieving a great deal without significant leadership support.

Initially working as a contractor, Ross enjoyed the project nature of his work and the excitement of being called upon whenever there was a natural disaster. At the start of the pre-earthquake phase, Ross' situated subjectivity seemed grounded in his self-belief and experience, "used to the adrenaline rush" and "I am always good in a crisis" (Ross #10, 2016: 532-533, 590).

Initially, life in post-earthquake Christchurch was normal for Ross; he had experience with natural disasters. As his normality was derailed, he became overwhelmed by the political dimensions introduced into his operational scope, due to the complexities arising from the enormous scale of the disaster. He did not notice or realise that this was happening and failed to adapt. He kept expecting, for example, leadership to be provided from head office, and he lamented the lack of planning.

The events were overwhelming. The complexity and scale of stakeholders' involvement (for example, government, local politicians, community leaders, business leaders, local response organisations, and the media) were outside of his experience (normality), and he did not know how to adapt well to the evolving situation. He complained, he blamed, and he rebelled while working and doing the

best he could within the old operational context with which he was most familiar and comfortable.

Ross, his family and his home were not in Christchurch when the 2010 earthquake struck. Eventually, he moved his family to Christchurch and over the next four years experienced a number of internal and external earthquakes. His life became more disrupted as time went on. His family very nearly broken apart, his health suffered from work pressure and excessive alcohol consumption. He alienated many, either directly by his arrogant behaviour or by the nature his role, often having to tell people bad news. It was partly through undertaking a master's degree in 2014 that he began to grow and understand his experience from different perspectives, indicating PTG (see Chapter 3.4.1 and 3.4.4), and linking with Jung's theory of individuation (*CW* 5, para 459).

After months of long days and hard work, Ross and his team came under fire from the media and the community. Upon reflection, Ross became aware that his top management team of five had tightened up, particularly around the media when public perception of the organisation and his team became very negative. The management team, feeling under siege, contracted and closed ranks. For Ross, an ex-policeman, this was not an uncommon response to external personal attacks (see Ross #10, 2016: 199-202).

It was not until topic 22 in his transcript, which occurred 29 minutes into the interview, that Ross mentioned anything about the impact of the earthquakes on him personally. He talked then of his sadness at the negative impact of some of his actions

and how these had cost him several relationships with what he considered old friends (Ross #10, 2016: 473-474). He not only said how he was feeling but showed it, with tears in his eyes and a sad softer tone in his voice. He seemed to pull himself together quickly and continued talking about people having to handle change or get out. His controlled exterior now fully restored, he alluded to how this was no longer a small company but a big corporation, highlighting his underlying belief that big corporations are callous (see Ross #10, 2016: 477-478).

Growing ever more reflective, Ross posed a rhetorical question of whether he would do the same senior management role again (Ross #10, 2016: 484). He joked that they would have to pay him more but reflected that he had learnt a lot and would do some things differently, again alluding to PTG. He related something this researcher found quite shocking, that he had never been debriefed for lessons learnt. He told this researcher she was the first person to ask him in any capacity about his experiences and reflections.

Any time we had a debrief it always had to be a positive debrief. So, you were not allowed to critique... I have never had a debrief for lessons learnt with anyone, you are the first person to ask me! (Ross #10, 2016: 437-439, 492-494)

This seemed extraordinary to this researcher since he had so much experience and many insights to offer. What this might reveal about the relationship between Ross and the organisation may be indicative of possible relationship challenges during such times, highlighted in Chapter 6.2.3.

Ross looked at his now former company and could see problems going forward. He hypothesised that part of the problem was that the company did not want to be wrong (Ross #10, 2016: 506). This researcher, at the time silently reflecting on this, thought that perhaps neither did Ross. Later this researcher learned that this assumption was not completely justified. Eventually, he did accept that, particularly after the time and distance provided by his master's studies, he could have been wrong. Nonetheless, he wanted someone to at least acknowledge that he and his team did some good work.

Given the nature of this research project and the initial briefing information given to all interviewees, it was surprising that only a handful of interviewees actually directly mentioned anything to do with preparation. In Ross' case, he stopped, reflected, and asked himself a question about whether he was prepared or not, answering that he was not even close to being so (Ross #10, 2016: 564). One hypothesis is that Ross may have unconsciously assumed he was prepared psychologically and that his previous experience and training had armed him with the appropriate operational experience to tackle the job as he admitted in the summary above.

This also raised questions around which elements of his experience, maturity, or resilience were not up to the task. Perhaps he was derailed by much of what he saw as the incompetence of head office, the playing of politics, and the negative stance of the media. Later, after undertaking his master's studies in emergency management, in which he wrote a paper on what the head office could have done differently, he came to accept and understand more of what he, too, could have done differently (Ross #10, 2016: 828-829). Ross talked about his learning and insights from his studies and that, metaphorically speaking, he had built a development toolbox that

he carries with him; he did not, however, elaborate on what this box contained (Ross #10, 2016: 593-594).

Psychologically and physically, Ross did not seem to see the signs of being overwhelmed by events. Under stress, he, like so many around him, returned to doing what was familiar, normal: in Ross' case, drinking, focusing upon operational matters, keeping a closed team, and womanising. Womanising and drinking could be seen as unconscious symptoms, acting out behaviours when unable to own his vulnerabilities. Ross, with his background in the police, portrayed as archetypally masculine, having to be strong, needing to learn to be vulnerable. At the time of the interview there was evidence from his demeanour and his story that he was maturing and willing to seek help, evidencing PTG.

Ross captured how he saw this chapter of his life by calling it a "boy's own adventure" (Ross #10, 2016: 565). He was animated and showed mixed feelings: It was fun and then it was no longer fun. This researcher reflected that boy's own adventure was an interesting way to encapsulate what he experienced, such boys' annuals and terms abounded when Ross was a boy. However, the expression trivialised the complexity and confusion he experienced at times.

In his story, Ross returned on several occasions to examples of PTG and his PWB. Ross started by lamenting he had no support, no leadership, and that he was left alone to deal with an enormous event, unprecedented in his line of business worldwide. He talked of there being no planning and of learning the need to plan after the second earthquake. That planning for the unimaginable meant planning not for a specific

event but, for instance, how to keep people informed, how to ensure their safety, how to build relationships with key agencies and the media.

We often see our shadow side in behaviours in other people that we do not like and criticise. Ross worked as a leader. He became angry with the leadership who he felt was neglecting him and his team. His anger and frustration may have been out of proportion to what was actually occurring. There were also some aspects of this neglect that he was paralleling with the people he was leading. This was something at the time Ross was unaware of, yet unconsciously he may have been. He was getting angry at the other leaders who he was also the neglectful leader.

His experience of the negative consequences of not listening taught him the need to listen. He also discovered that the organisation's culture, Human Resources (HR), and recruitment policies are important, particularly when there is a need for rapid growth. At the end of his story Ross, returned to his core theme of lack of leadership, stating that he was pleased when head office appointed a regional manager to whom he reported. Ross learnt from the experienced senior manager, and he liked the man and his pragmatic approach. Ross offered some excellent insights into working within an organisation under enormous pressure during and after a series of collective traumas. He highlighted many of the factors that would have aided his leadership and the functioning of his team.

Much of what Ross narrated and the learnings he took from his experiences came from role models of what not to do. It is important to be reminded of the context: a collective trauma, an extraordinary environment where people were exhausted from

experiencing a mix of emotions and lack of sleep due to being woken by ongoing aftershocks, together with being confronted with the constant need to make decisions without having the necessary information available, and, at times, the assaultive nature of the media coverage. This amounted to a corrosive combination of pressures that would attack the psyche of even the most capable and mature of leaders.

Ross conveyed himself as a man who started out ready for action, became overwhelmed, but then learnt his limitations, growing and maturing over the earthquake period. He remained committed to Christchurch, showing enormous resilience when many would have run home. He was proud of what he and his team had done. He framed himself as a realist, a fighter with a tenacious streak, constantly having to fall back on his own resources. Yet over time he became more of a loner which he suggested was due to trust issues. He developed more awareness of when he was out of balance and was able to self-regulate; he seemed more stable and psychologically wiser. Overall, he remained bruised and hurt, but no longer worn out. He needed time away from natural disaster work to experience some normality, some time and space separated from the demands of the collective.

5.3.2 Biographic-narrative interpretive method analysis of Grace: Employee.

(See Appendix 17 for the Dossier of Grace #23.) As with Ross, the history of the case evolution of Grace involved bringing together the objective track of the BDA, the lived experience pre-1985 to 2010 and the post-earthquake period 2010 to 2016, and the phases of the subjective track of Grace's told story, the TFA from during the 113-

minute interview conducted in March 2017. The objective and subjective tracks are interwoven into a narrative of the case-history.

The start-state of Grace's given historical evolution for the purposes of this thesis is taken as the pre-earthquake phase (pre-2010). Grace's development through to young adulthood had a number of trials and tribulations of relationships and career paths. Then Grace's world was further disrupted by a series of earthquakes at the age of 25. Five years on, her experiences seemed, in the longer-term, to have aided her in developing an understanding of her need for better self-care. Links can be made here with PTG and Jung's theory of individuation which allows for the possibility that personal growth and how transformation may emerge from trauma and chaos (*CW* 5, para 459).

At the start of the pre-earthquake phase, Grace's situated subjectivity seemed organised around certain contradictions in herself: "one of the things that I have always kind of found remarkable about myself is that although I do suffer with anxiety when there are issues in my life from time to time, but I have always found that I am always quite good in a crisis" (Grace #23, 2016: 84-87).

Grace was lonely during this phase; she was experiencing a variety of relationship challenges. A two-year relationship had just ended, and she was shocked when a man she was working for as a temporary administrator decided to leave his wife to pursue a relationship with her. She quickly (within 24 hours) decided to change her job. She related her story unemotionally, in a very matter-of-fact manner. She did this

consistently throughout her interview, keeping her emotions in check and under her control.

Grace told this researcher that she was having a tough time prior to the earthquake in 2010, alone, unsure of her future in both relationships and her career. She appeared to be out of touch with her inner world, focusing upon and distracting herself with work.

She talked about herself very much as an enabler at times, a bystander, an observer of others. Her kindness to others was apparent, juxtaposed against her kindness to herself. She thought about what others needed and even helped them to meet those needs. She was a *people pleaser*,⁴⁸ and it was not until the Wellington earthquake, five years on, that she learnt to focus on what she referred to as self-care. The earthquake experience(s) perhaps forced her to be reflective about her inner world and to start to integrate and focus on self-care (Kalsched 1996; Levine 2005).

She seemed to excel in her work within her organisation in Christchurch. Work was where Grace functioned even while “her inner world was in chaos,” and within one month she was promoted. She felt that she could manage her external world, appearing competent and in control. However, her inner life felt chaotic and in turmoil. Emotions overwhelmed her and she claimed that her personal life was out of control, although her outer world of work helped to regulate her.

⁴⁸ The term *people pleaser* is used here from five common motivators (Kahler, 1975: 280-284).

Metaphorically speaking, she was dealing with earthquakes both internally and externally, but the external earthquakes were nothing compared to her inner quaking world. There was also a deeply unconscious belief that she could automatically return to normal, and thus, perhaps she did not need to prepare. After all, she was “good in a crisis”. At this stage, it could be speculated that there was a disconnect between her inner and outer worlds. Had the earthquakes disrupted her psychological development or provided the condition for growth? Because of the obvious ethical and epistemological issues, it is not possible to speculate further.

She learned that having a focus during times of trauma helped her to cope; this shows links to PTG research (Tedeschi & Calhoun, 1996). She was maturing, becoming more reflective, and she was now perhaps on a new trajectory. This raised the question of why Grace, a person in this situation, did not prepare. Perhaps, as other interviewees said, to do so would be to acknowledge that there was a continued risk, causing her to confront her mortality and bringing the potential for collective trauma into her normality.

Part of her ego development was to acknowledge her vulnerability, from her initially using a little girl’s voice and a childlike manner in the interview evolving into a woman starting to reflect and integrate her inner world, coming into a relationship with Self (see Chapter 3.5.3). Perhaps believing her ability to be good in a crisis was enough.

She was the focus of several inappropriate practical jokes at work, and, despite her constant desire and apparent belief that it was possible to return to her normality, she

seemed able to adjust to the very different norms around her. By 2016, she had managed to create her new normal but had not reflected in any great detail upon what she could do differently in the future.

Grace remained true to her claimed value of loyalty, including to a manager who was “a lovable rogue” (Grace #23, 2016: 411). There was a sense that she was emotionally attached to her boss. Grace was outwardly accommodating, perhaps unconscious of her inner feelings of resentment, disappointment, and disgust when recalling examples of the pranks she was subjected to. She talked of how she would now handle the inappropriate humour and “minor sexual harassment” (Grace #22, 2016: 515-16) behaviour differently. For example, the inappropriate jokes played at her expense and the way she felt discounted when her boss would first treat her as a confidante, a person to bounce his ideas with, and then, when the bosses from Wellington arrived, treat her as the tea girl. Her perception of this problem was related to the conflict she felt at being more competent than her role and job title would indicate. She was critical of both the media and the dysfunctional behaviour around her but felt powerless to change anything.

She had learned to manage her boundaries and was now willing to protect things that, until very recently, were very permeable. When these boundaries were pushed and others’ safety was involved, as in a case of the threatened shooting of employees at work, she accepted her unofficial role of locking down the office and calming the waters.

Grace grew through the experience of several earthquakes, developing strategies for better self-care. She became more aware and expectant when she lived in Christchurch, acutely aware of earthquakes and their aftermath. She moved to Wellington to get away from the trauma of Christchurch and her organisation. Moving away from the source of the trauma indicated rational thinking and action. In Wellington, however, she was again psychologically unprepared for the possibility of another earthquake, perhaps unconsciously hoping her being good in a crisis would be enough.

During the November 2016 earthquake, she was dealing with the reality of a life-threatening situation, the shock that it had happened again, and the disbelief that she “didn’t even have an emergency kit”. While she knew better and knew what she could do to take away some of the psychological pressure, she at some level chose not to prepare.

In summary, Grace’s inner life and emotional life were in chaos when at the point at which the February 2011 earthquake happened. The earthquakes afforded her the opportunity to channel her energy into work and her emotions into caring for others. While her focus remained consistently on returning to normal, this was ill-defined, and she appeared not to notice that the normal she was returning to, was a new normal. It was only after she had moved away from Christchurch that she began to reflect on her experiences, and her inner world began to stabilise. At the time of the interview, there was a sense of relief, of cleansing, of being reflective, and of coming to terms with, and moving on to, her new normal. The survivor needs to be open to

reflecting upon the traumatic experience, learning from the experience, and thus building more self-awareness.

During the interview, Grace displayed maturity and understanding of her current situation. She was terrified by the earthquake in Wellington in 2016, and yet she was nonetheless capable of taking steps to care for herself and her inner world. The anomaly was her choice to stay in an earthquake zone and not to prepare, admitting that “I absolutely did not have an emergency kit” (Grace #22, 2016: 588). Looking to the end state, after the earthquake period of 2010 to 2016, Grace displayed greater maturity, with more stable personal and work relations. She now had a career in government policy. She had become more reflective and interested in taking better care of herself, again evidencing PTG. Despite Grace’s obvious maturation, she had moved to an earthquake zone in the centre of New Zealand. Wellington is purported to be in the highest risk zone for future earthquakes, and yet still did not prepare.

5.4 COMPARING THE TWO BIOGRAPHIC-NARRATIVE INTERPRETIVE METHOD CASES

The two transcripts analysed using the BNIM are deemed representative of the 22 transcripts, and they speak particularly to the themes identified in the TA. Demographically, they were quite different: Ross was aged 50, and Grace was aged 32; Ross had been married for over 20 years, and at the time of the earthquakes Grace was single whereas six years on she was in a committed relationship; Grace had no children, and Ross had two adult children and two grandchildren. The male was a manager and the female had been a personal assistant and administrator working in

the same organisation. Grace and Ross appeared aligned in their commitment to the organisation and in the resilience they portrayed in coping with the ever-changing landscape for over two years, notwithstanding having different roles, experience and backgrounds and experiencing the earthquakes in different ways.

Ross and Grace also shared some common ground. They both earned master's degrees after 2012. Both were New Zealanders though neither was born in Christchurch. Grace did have grandparents in Christchurch and had lived there for a short while when she was twelve. Both choose not to live in Christchurch long term. The fact that Ross and Grace worked for the same organisation was seen to give contextual depth while perhaps limiting opportunities for diversity. When interviewed five years later, they were each working for different organisation.

Both Ross and Grace were critical of senior leadership and the media, but, unlike Ross, Grace felt powerless to do anything about it. Lack of leadership was a dominant theme in their narratives, voiced partly as a criticism of the company's headquarters. It was also apparent in the trials and tribulations of local leadership, including the lack of recognition of personal strengths and weaknesses in leaders.

Grace talked about becoming disillusioned by some of the politics she observed, both little p and big P games. Ross was more of a realist who had learnt to play both the small organisation p and big 'P' games. He recounted, for example, when his management team were apprehensive about presenting the idea of rapid assessments to the Earthquake Minister; Ross was sent in alone to face the Earthquake Minister and "his mini ME's" (Ross #10, 2016: 401). He was outlining how he had to deal

with the politicians, not usually part of his role. When there were times to step up, both took leadership roles in extraordinary circumstances: Ross as described above, and Grace, who stood up and took a stand when others were looking for leadership. As Grace, pointed out, “there were all these people who didn’t know what to do” (Grace #23, 2016: 96); people were looking for answers, direction, decisions, and help and Grace gave it.

Ross’ interview differs from the interview with Grace in that Ross’ interview was in person in November 2016, meeting at his home at his convenience. Grace’s interview was over Skype in March 2017. The interviews were of very similar length: Grace, 1 hour 53 minutes 2 seconds and Ross, 1 hour 49 minutes and 16 seconds. Neither narrative was experienced by this researcher as a rehearsed narrative, a well-told story. Their approaches to telling their stories differed in that Grace’s narrative was about both her work and home life, while Ross spoke solely about work and leadership with very few personal references. Both referred in some way to their *winging it* in their jobs at the beginning, having to make things up to some extent as they went along.

In the case of Grace, this researcher often felt a concern for her wellbeing. She appeared fragile, although growing in strength during the period 2010-2016. During the interview Grace demonstrated self-reflection and self-knowledge, now seeing what she had often denied in 2010 to 2012, that she had at times been treated badly, working in an abusive environment.

Ross, on the other hand, was engaging, funny, and in control the majority of the time. He saw pressure externally, rarely understanding or facing the inner impact on him from the issues of lack of leadership experience and support. When life is that overwhelming it is difficult to process and learn, but eventually Ross emerged as more reflective than was initially apparent.

Both used normality as a concept in some form. For Ross it was as a benchmark against abnormal and normal organisations, and for Grace it was about being back in control. She reflected on many occasions that when things are back in control, life is back to normal. Normality was the comfort blanket she sought, being back in control, in an organised predictable world. A few days after the first earthquake, Grace reflected that, “life went pretty much back to normal after that” (Grace #23, 2016: 315).

Those who had experienced prior trauma appeared better-equipped to manage new trauma. Ross, for example, had experience of operational trauma responses at work but not in his personal life. Whereas for Grace, who had experienced personal trauma, trauma at work post-earthquake was a new experience; she was thrown in the deep end with no old norms to draw upon. She accepted what was on offer, being too young and inexperienced to take a stand when, for example, inappropriate behaviours were offensive to her (Grace #23, 2016: 522). The experience of a series of earthquakes in Grace’s case informed her desire to be in control, a defence mechanism against her overwhelming feelings of anxiety. She talked of having had a long history of anxiety and of trying therapy and mediation at times, adding that

she was good in a crisis, which she intimated was inconsistent with her normal anxiety.

The narrators told their unique biographical narratives, relating their world views in their idiosyncratic ways. The apparent resemblances between their narratives, however, draws our attention to significant organisational and cultural phenomena albeit drawn from one organisation.

Both Grace and Ross showed evidence of better PWB and PTG five years on. Recovery could be that they came to terms with their traumatic experiences and had moved on with their lives in a constructive way. They had resumed their personal and professional lives in a positive manner after integrating the pain and learnings of their traumatic experiences. Both the case studies seemed to suggest that the interviewees shared an increase in awareness, although they were at times overwhelmed and behaved out of character. In 2016, both still seemed bruised and hurt by their time working and living in Christchurch. With the benefit of experience and the willingness to reflect, they have however, learnt some powerful personal and professional lessons.

Personal engagement with this researcher was extremely high in both interviewees, although the experience of working with each of them was somewhat different as evidenced above. The researcher reflected during and post interviews upon her the sense of pride and privilege to have been so trusted by the two interviewees that they were so candid with her. Of course, there were also many moments during each interview where memories and emotions were rekindled.

The fact that Ross and Grace were from the same organisation and that much of the research data was generated from just two organisations it is not possible to extrapolate the findings to the collective. The two people studied in depth in different power positions, different genders, different age groups, and with different experiences of the internal politics, all of which could provide a rich source of data on those specific organisations. Further analysis of the data might give more understanding of specific organisations in times of crisis and what are the threats to employees PWB. The problems of confidentiality and ethics would need to be addressed of course.

5.5 CONCLUDING REMARKS

In the same way that no one knows what trauma they may be exposed to or when such a trauma may happen, it is impossible to say how any particular individual or organisation will be affected by a trauma.

The TA teased out a wide range of reactions to the events in Christchurch during 2010-2012 from a range of people and organisations. The analysis further emphasised that one of the most poignant factors which affected survivors was the extent to which the collective trauma challenged and changed their sense of normality. Likewise, the extent to which individuals had a level of preparation or were involved in recovery aided their acceptance of changing circumstances and the evolution of a new normality (discussed further in Chapter 7).

Both the TA and the BNIM analyses of Grace and Ross lent support to the notion that, faced with new circumstances outside of an individual's experience, people will either revert to old norms and continue in their struggle to make sense of a changed situation, or they will learn to adapt in one way or another, showing evidence of PWB and PTG. The intensity and significance of changes to circumstances during a collective trauma can be so profound as to inhibit an orderly learning of lessons and process of adaptation.

As Hollway and Jefferson (2013) suggested, through our unconscious motivations we can all be defended subjects and it is through life stories that we can get some insight into what is being defended. There appeared to be insufficient evidence in the TA and the BNIM analyses of the interview transcripts of either conscious or unconscious preparation. Implicit in this was an understanding that, even when trauma is repeated, individuals do not focus on preparation. These broad conclusions are further amplified in Chapter 6.

CHAPTER 6: NORMALITY – ONE-SIZE-FITS-ALL?**6.1 INTRODUCTION**

To return to normal was what people desired. All 22 interviewees mentioned normality in some way, albeit expressed differently by different interviewees and even the same interviewee at different times. The interviewees instinctively yearned for a return to some form of normality, attempting to recreate the past. However, not one of those interviewed painted a comprehensive picture of the normality they wanted to return to, particularly psychologically. When the old-world changes, it is often hard to have a clear idea of what was lost and what was normal before the event.

Normality was further depicted in the TA as a known or evolving new normality to accentuate the tone of the interviewees' narratives. As discussed in Chapter 3.4, the literature review on normality corroborates that philosophically there is no such thing as normal. Interestingly, our desire for normality refuses to acknowledge the philosophical arguments that normality does not exist. Jung, despite his assertion that "the normal man is a fiction" (*CW* 17, para 343) suggested that normality lies in finding one's needs being met in the situations of daily life.

The interviewees' world had become unpredictable and forever changed, shaking up expectations and changing realities. The experience of the earthquake(s) reset the interviewees' prior known normality to something different, an inevitably evolving new normality. This so-called evolving new normality was a recognition that something, which had in the past been taken for granted, had changed. The new

normality included confronting old beliefs and reprioritising what was important. For example, for some there was a decision to focus on people rather than material possessions.

Judgements cannot necessarily be based on the old normal; each situation needs to be reassessed. As Blythe (2002) suggested, “When an event occurs that pushes individuals beyond their normal coping mechanisms, we enter an emotional and cognitive zone that is out of the ordinary” (ibid: 9). Jung’s theory of individuation illustrates the need for the inner and outer worlds of individuals to work towards the regulation of their psyche, driven to resolve inner and outer conflicts of consciousness (*CW* 7, para 92), for example, by making constant comparisons between the perception of an old normality, the present experience, and the new reality.

The earthquake images could be seen symbolically as a fundamental shift in the ground of consciousness. An archetypal psychic upheaval that has the potential literally to move the earth on which we stand to a different place changes our conscious standpoint in a radical way. It can easily shake our sense of security, throw us off balance and, if we don’t move quickly enough, swallow us up in the grinding maw⁴⁹ of Mother Earth. (Schoen, 1951: 104)

The psyche has an almost organic natural process with which psychic energy moves innately towards regulation and homeostasis. This researcher suggests that the survivor’s energy needs to be directed towards the future rather than attempting to recreate the past (see Chapter 3.2.1). It is proposed that acknowledging, accepting,

⁴⁹ Maw refers to the jaws or throat of a voracious animal.

and actively embracing the new normal is core to surviving and thriving post-earthquake.

It is to the idea of normality for the individual and the organisation that this chapter turns, cross-referencing the findings of this research from both the TA and the BNIM analysis with the relevant research literature to take an in-depth look at normality. It is this researcher's contention that, whether normality can be defined accurately or not, it is worthy of acknowledgement. Jung puts this in context with his suggestion that normality is collectively objective and individually subjective (*CW* 7, para 80). It is proposed that those who are wedded to their known normal will struggle to adapt and embrace the new normal, whereas those who adapt, investing energy in adjusting to the new normal, are more likely to restore and enhance their psychological wellbeing. This idea has profound implications for preparation and subsequently became a central theme of this thesis.

Following on from the in-depth look at normality and the cross-referencing of research findings in this chapter, a discussion of the findings across all cases in relation to the central research question (CRQ) and relevant theory will be discussed in Chapter 7.

6.2 WHAT IS IT ABOUT INDIVIDUAL NORMALITY THAT CHANGES?

6.2.1 The immediate effect of collective trauma on normality.

The theme of normality and the six sub-themes delineated in Chapter 5 recognised that collective trauma can be overwhelming, dislocating the survivors' felt sense of what is currently normal, both individually and within organisations. The following extracts from Dave, a marketing senior manager in a software company interviewed in 2016, reflected this interplay between the known and evolving new normality. He talked of what was needed, "You had to say, am I going to be able to get food tonight. Am I going to be able to get shelter? You know, is something going to be difficult? (Dave #7, 2016: 358-360). He continued by describing how he coped: "and everything, certainly in those early days there weren't any answers that were readily available, so you had to make the stuff up as you went along (Dave #7, 2016: 360-362). Dave then outlined what had changed:

We were all poleaxed by this thing [the earthquake] to the extent that we didn't see it coming...so, to the Internet, it's what we use all the time, quick to the Internet and let's find out. There was none of that because there was no Internet. You know, there was no power, there was no phones, no comms, [communications] you know everything that you had to use, so you had to kind of fall back on your own internal knowledge, you know, to actually understand that and that was wearying and that was hard work. I guess too there was a leadership aspect to that as well. Where if you were a leader of other people, you had to help them make decisions and so on. So not only at home but at work with how, you know, how do I help these people? Well they want to know what they should do, well (um) there is no rule book here, until Mandy finishes the rule book (he jokes with a smile), we have no rule book here, (um). But and that was quite wearying and quite stressful. Because just not knowing. (Dave #7, 2016: 365-377)

Dave painted a picture of his internal and external turmoil and concluded that "you had to kind of fall back on your own internal knowledge", a comment that reflected the need for and the advantages of preparation to aid in developing such internal knowledge for if or when an earthquake happens. This researcher suggests that

preparation aids the development of the store of internal knowledge survivors have available. At one point, he mentioned Mandy making the rule book. Our relationship was one of mutual respect. I had worked closely with him and his team over a few years. The interventions I had made had gone well and he trusted my professional ability. I wondered if there was something else he was telling me; he was an extravert who liked to be liked and I had to take part of his comment in this way.

It is important to acknowledge that these were not therapeutic relationships and this researcher does not claim to have had access to the interviewees' inner thoughts and feelings. The focus of analysis has been upon what people said as an observable fact, which may not necessarily have been what they felt, thought, or meant. There is no way of knowing or interpreting the inferences of unconscious effect, and any attempts at interpretations have been marked as such while maintaining the focus upon what was said as opposed to how it is interpreted and expanding on what warranted analysis.

The in-depth BNIM case study of Grace, for example, described the abnormal environment, from stocking up with water, to baking food for the Eastern suburbs, to cooking lunch for shocked managers (Grace #23, 2016: 149-150). Grace was using statements about normality as a metaphor for regular, familiar activity. When the world was familiar, when she was busy, she felt in control, validated and normal.

This interview alone provided evidence suggesting that getting back to normal was not possible. Returning to normal was not an option but turning to a new normal was.

For example, normality at work and in Grace's personal life was desired, pursued, and lamented, and finally a new normal was accepted.

There was an alternative hypothesis, however, that returning to normal was possible, whether fully, partially, or in one or another dimension. Taking these in turn, in respect to fully returning to normal, examples from the data did not support this hypothesis and in respect to partially returning to normal, Grace did state she had experienced the sensation that she got on with her normal life. Under scrutiny she referred to physical day-to-day actions rather than psychological life lived as before. As the data suggested, however, her life at times did reach equilibrium, and in 2016 she began to integrate her traumatic experience as suggested by her comments on learning more self-care (Grace #23, 2016: 474, 484). In some respects, physical life can return to what it was like before, but it must be recognised that the psyche of individuals is forever changed despite the appearance of physical normalities.

Grace talked metaphorically of both her outer and inner quakes. In this, she described external earthquakes which were nothing compared to her inner quaking world. She could manage her external world, appearing competent and in control, but her inner life was chaotic, in turmoil. A pattern therefore emerged, highlighting how the external earthquakes helped to regulate her inner earthquakes. She described how life was for her

I was in this position where a lot of things outside my work life felt out of my control, but at work I felt I was very much in control, most of the time. So, when I was back in the workplace which made me feel quite good and obviously secure. (Grace #23, 2016: 62-64)

Grace narrated how she liked to have a role, to take control, to be “a little bit bossy” (Grace #23, 2016: 166). She reflected that she was pragmatic and liked to be organised, stating that “I have always been anal⁵⁰ about organising” (Grace #23, 2016: 59-60). She did not seem to plan in her personal life, however, even though her organisation and planning at work clearly showed she had the knowledge and skill to do so. She was an achiever, a performer who wanted to be part of the action, a doer; this was her preferred persona (see Chapter 3.3.3) and perhaps her survival mechanism.

Grace became chaotic when she was faced with her emotions and compartmentalised them (Grace #23, 2016: 63). Each time Grace was in her story, narration text style,⁵¹ she seemed engrossed, emotions flowing, and then she would suddenly, often quite sharply, talk of returning to normal, moving from the heartfelt narration of her story to a cold factual report: “Life went pretty much back to normal after that” (Grace #23, 2016: 315). This may have indicated a defence mechanism or dissociation, moving from narration of her story to a report. It was as though she used this as a form of a full-stop on her emotions. She referred to periods between the earthquakes as normal life, and she forgot the detail of life during those periods. A hypothesis might be that with no crisis for her to cope with details of everyday living were easy to forget. This raised the question for this researcher of whether this was an innate, unconscious reaction, or learnt resilience, or something else. This is an interesting question to ask, but without further evidence it would be mere speculation to answer.

⁵⁰ *Anal retentive* is a term deriving from Freudian psychoanalysis which today appears in everyday language. It is used to describe a person who pays meticulous attention to detail. Grace used this Freudian term, probably unconsciously which is perhaps an example of how jargon and metaphors can come to be used in everyday language, having entered the collective unconscious.

⁵¹ See text sort analysis using DARNE: Description, Argumentation, Report, Narrative, and Evaluation outlined Chapter 4.8.2 and Appendix 15.

One hypothesis emerging from the data analysis was that crisis confronts normal life. In the BNIM microanalysis (see Chapter 4.8; Appendix 15), it was suggested by the panel that Grace's normal life had equipped her with a few coping strategies for crisis. For many, normal life had not equipped them for collective trauma. The panel hypothesised that being an only child and experiencing her parents' divorce and marriages might have been enough to develop some skills for coping with adversity. Of course, this point risks making an over interpretation; it cannot be assumed that she was not surrounded by other family members such as grandparents.

As the environment became uncertain and unpredictable, traditionally accepted modes of normality broke down. Over half the interviewees said they could not help but move into survival mode (see Chapter 5.2), operating out of instinct or learned behaviours. Staying in survival mode tends to focus on restoring the past, the known normality, rather than addressing the needs of the evolving new normality. The long-term impact of this and the potential for accumulative stress can be hazardous.

This researcher suggests that automatic reactions in a crisis, whether instinctive or learned, can be enhanced by reflecting on what can be learned. Henry indicated how his professional training influenced his reactions as a building rocked: "You know, you do flip into automatic mode being a civil engineer, that is what you do" (Henry #18, 2016: 131-132). Henry's prior training and his internal knowledge had helped him make sense of what was happening around him. At a time when he was being flooded with unusual stimuli, he "flip[s] into automatic mode" (ibid: 31) based upon his current internal knowledge, helping him make sense of what was happening

around him. To address the new evolving normality, the unfamiliar world often requires new attitudes and skills which will necessitate conscious preparation.

Once survival is assured, survivors enter the processes of response and recovery. These processes are driven by many factors, not least the extent to which individuals and organisations have prepared for collective trauma and have the cognitive and psychological capacity to manage their reactions to the event.

One premise is that if survivors do not invest time in recovery, accepting and adapting to the new normal, they can become overwhelmed and exhausted, potentially extending the recovery period. For example, Grace, 25 years old at the time of the 2011 earthquake, reflected that “I was, I was exhausted. It took me a really, really, long time to feel like I was back on my feet and 100%” (Grace #23, 2016: 455-456). Another interviewee reflected that it was leaving the city that finally allowed him to reset.

It wasn't until I actually left Christchurch that I realised how tense I was being in the city and I think that is true for a lot of people; that it has become their new reset, what is “normal” for them....A lot of people were not aware of the stress they were under but the ramifications for other people that they were interacting with is that they may be shorter tempered and often they may be distracted. (Harry #21, 2016: 70-76)

6.2.2 Trying to make sense of traumatic change: The stories we tell. The evolution of an individual's normality can be influenced by fallible memories which take shape against the backdrop of collective memory: the memories shared with other individuals from the same family, community, culture, or things thought of as

common knowledge (Ricoeur, 2004: 178). An individual's evolutionary past may also influence these memories and early years' experiences, despite there being limited recall, will have shaped the individual in some way (Bargh, 2018: 72).⁵²

What is learnt from an event and the memories created need to be integrated, to become part of who the individual is. For instance, Dave reflected on his learnings through his experience, indicating an integration of what he had learnt and a reshaping of his attitudes showing evidence of both PWB and PTG.

And the other thing upon reflection too...my whole value system changed quite dramatically. It's is typical kind of textbook stuff, live for today, be more mindful, enjoy the moments, enjoy the little things um, you know, family is important. You know, all those kinds of things come out. But, (laughs), it's an interesting kind of space you get into where you kind of question everything you have taken for the truth. It's kind of (um) now what? (Dave #7, 2016: 249-256)

Personal memories can be shaped into a coherent, interesting story to share based on a compilation of what was experienced: what was paid attention to, what the individual was influenced by and chose to remember, or what the media portrayed, which colloquially or culturally influences personal subjective perception. It is important to acknowledge, however, that these stories are not exact recalls of what occurred. Despite subjective feelings of remembering events exactly as they occurred, this is typically not the case (Van der Kolk, 2015: 54). It is only the hidden future, not the past and only to a limited extent the present, that individuals can assert

⁵² This idea of influences on the individual links with the collective intergenerational effect and could be part of future research.

some control over by dreaming of the future, making plans, and preparing for collective trauma (Bargh, 2018: 8).

Furthermore, despite general agreement that everyday memories are remembered differently from traumatic memories, the exact nature of this difference is still unclear (Strange & Takarangi, 2015: 27). For some, the event can be recalled in all its vivid detail, and for others, the memories are repressed or painful to recall. “We can remember that we underwent grief or rapture, but not just how the grief or rapture felt” (James, 1890: 474).

Evidence shows that survivors often develop a matter-of-fact approach, coping by distancing themselves and remaining detached. Alternatively, memories can be silenced by cultural constraints, collective responses, or unconscious factors impeding the ability to provide a clear story of what happened (Abrams, 2010: 93).

In times of collective trauma, individuals may forget the reality of the old normal world, changing details or invoking nostalgic memories of the past. There are theories as to why victims of trauma can have memory problems. Physiologically, the body releases high levels of the stress hormone cortisol which in turn can affect parts of the brain which are responsible for memory processing (Van der Kolk, 2015: 54).

Neuroscience has also found that the worry and anxiety caused by the crisis occupy the area of the brain responsible for processing memories (ibid: 409). Whatever the reason, it is clear that memory failure during a crisis can cause people to forget how to use emergency equipment or how to follow emergency procedures (Robinson,

Leach, Owen-Lynch, & Sünram-Lea, 2013: 597). An earlier example of one interviewee walking past the emergency exit when exiting in an emergency is a powerful example of this neurological phenomenon (Chapter 5.2.5 and Charles #17, 2016: 47-51). For this researcher, this is further evidence for the need to make such behaviours part of what Dave referred to above as internal knowledge. Emergency response services know this and train their people to follow prescribed behaviours to cement in place their organisation's internal knowledge.

There is no benchmark or picture of an individual's normality; it is recalled, often nostalgically, as a mixture of fact and fiction (see Chapter 3.3.2). For example, nostalgic memories of the post-earthquake environment were evoked:

Like you would go to the shop, once the shops were opened again and chat to the cashier. Everyone was a bit nicer to each other. You know, the roads were terrible, so everyone was a bit more patient, no road rage or anything like that. Which has probably gone back to normal now. (Wendy #9, 2016: 224-227)

Like all human activities, memory is social and may be shared. Memories can be personal, to the individual, public or social to the entire community. It becomes collective memory only when it is abstracted and detached from the individual (Portelli, 1996: 157).

The term collective memory was first coined by Halbwachs who argued that an individual's memory is always situated within a collective or group consciousness of an event or experience (Halbwachs, 1992: 53). Furthermore, the function of memory is to unite people socially, and commonly agreed upon memories will tend to

predominate while alternative ones will receive little recognition and therefore fade (Abrams, 2010: 96). A memory might feel personal, but it is always influenced by shared memories, whether at a family, community, or even national level:

Collective memory of trauma is different from individual memory because collective memory persists beyond the lives of the direct survivors of the events and is remembered by group members that may be far removed from the traumatic events in time and space. These subsequent generations of trauma survivors, that never witnessed the actual events, may remember the events differently than the direct survivors and then the construction of these past events may take different shape and form from generation to generation. (Hirschberger, 2018: 1442)

Collective memory is an amalgam of individual memories blended and often brought to the consciousness around anniversaries. Collective memory often transmutes into what is called public memory or organisational memory, where the traumatic experiences are commemorated in public, thus reinforcing a particular version of the event (Abrams, 2010: 98). For example, just yesterday, as the researcher was writing this passage (in February 2018), Dalziel, the Mayor of Christchurch, was hosting a remembrance event seven years on from the February 2011 earthquake. It is the “tragedy as well as triumphs, that can be recalled and in some cases plays a role in a community’s attempts to emerge from a difficult past” (Ritchie, 2011: 13). Conversely, “communal forgetting sometimes involves deliberate efforts to expunge unpleasant events from the record” (Ritchie, 2011: 14).

Recognising the fallibility of individual and collective memory argues for the need to maintain connections with others, often a powerful means to avoid overreaction and being overwhelmed. Together with making a deliberate effort to record successes

and failures for individuals and organisations at times of collective trauma, these memories and their stories can form part of the internal knowledge for good enough survivors.

6.2.3: Collective trauma impacts all: Everyone's experience is unique.

Anyone can experience trauma and in any number of unique ways. An extraordinary event overwhelms normal functioning, decision making is impaired, adaptations to everyday life are affected, and dependency on other people, situations, or factors in the environment might fail. When trauma strikes, the overwhelming feeling is one of powerlessness: The empowerment of the survivor becomes the first principle of recovery (Herman, 1992: 133). The coping mechanism of self-care, which can give survivors a sense of meaning, control, and connection, can be rendered impotent (Van der Kolk, 2015: 110). Under traumatic circumstances with preparation, survivors may have the capability to choose how to react to such an abnormal event.

Some interviewees specifically referred to being aware of the potential impacts or consequences of the earthquakes and mentioned what might need to be undertaken to prepare. For example, some considered what it might be like to be without the civilised comforts of modern society such as electricity and the internet. Awareness was also mentioned in relation to others in terms of what both other people and other organisations might have done to prepare. Finally, people mentioned awareness in the context of being aware of what might happen in an earthquake and what might need to be done to mitigate any effects.

Of course, human beings are not mindless automatons at the mercy of incoming stimuli marching through life like windup dolls (the Behaviourists' view, see Skinner, 1972) but neither are individuals all-seeing masters of themselves who control each and every thought (the Cognitivists' view, see Miller, 1962). There is constant interplay between the conscious and unconscious operations of the brain and between what is going on in the world outside and what is going on in our heads, whether current concerns and purposes or the residual effects of our most recent experiences (Bargh, 2018: 34). It cannot be assumed that responses to collective trauma and their effect on any sense of normality can be accommodated solely by past experiences. As the world changes, so too must our approach change.

Studies on creativity and learning show that emotional safety is essential to optimal use of the human intellect (Kaufman & Sternberg, 2006: 78, 345; Runco, 2007: 155). This is a core belief of Jung, as highlighted in his work with clients, and there are numerous instances of Jung using drawing, sand play, and dance. Creativity can help to release pent up psychic energy by externalising the internal trauma and can be cathartic, moving the survivor towards integration from a Jungian perspective.

Jung tried to establish inner life as a science, developing psychology as an empirical science (*CW* 11, para 2). Until recently though, "it was not possible to systematically and rigorously test how the unconscious affects thoughts and actions" (Bargh, 2018: 6). Introspection, subjectivity, thoughts and feelings, anything to do with the inner life, were not considered scientific, reliable sources of evidence. Psychosocial and neuroscience research, however, has confirmed that people can learn, change, heal emotional wounds, break habits, unearth and redecide on prejudices, and rebuild

relationships (Bargh, 2018: 4). One of the pioneers of modern neuroscience, Gazzaniga (1985), argued that the impulses which drive much of everyday behaviour are outside of conscious awareness (ibid: 50-57). Our conscious and unconscious mental processes are complementary, working together: the conscious mind makes sense of our unconsciously generated behaviours after the fact, the unconscious holds past experiences which influence the future (ibid: 280-281). This suggests that there is a plethora of human potential available to aid preparation.

Furthermore, to help negotiate the trade-offs necessary to survive and thrive, human beings have two brains, one fast and one slow. These two operating systems are used to navigate everyday life. The fast brain, or subconscious intuitive brain, where all cravings, habits, and emotions reside, drives patterns of behaviour aimed at safety, security, food, and social connection. The slow brain, or conscious, rational brain, provides the tools of logic and reflection (Kahneman 2011: 41). Kahneman, who won the Nobel Prize in 2002, highlights how the fast brain can generate behaviour through habits and automatic responses. With rational pre-planning and continuous practice of particular activities, effective habitual, automatic responses can be developed for when crisis strikes.

Creating such automatic, habitual responses when crisis strikes is at the heart of the proposed long-term outcome of this research. In the moment when an earthquake strikes, it is what is already known, thought, or done that is important. There is no time to consult the preparation for earthquakes manual even if it did exist, hence a “major component of skill is how much you have on automatic” (Seligman, 2011:

110). An example of an effective preparation for when an earthquake strikes is the “drop, cover and hold” mentioned earlier and advocated by the NZ Civil Defence.

To cope with collective trauma, its impact on collective normality, and the interplay between the mind, the body, and an individual’s relationality all need to be considered. Dreams, plans, and actions can all change the survivor’s mind, body, and relationships (see Chapter 5.2.3). Coping in an unpredictable, complex and evolving context could be said to mean being a GES, a desired long-term goal of this thesis. By coping this researcher is referring to remaining psychologically functional and relational, physically able, and emotionally aware. This will be expanded upon in Chapter 7 with the strategies given in the development toolbox in Appendix 19.

6.2.4 Self-Care: Our mind, our body, and our need for relationships.

Caring for our mind and our body are only part of what needs to be taken care of post-trauma; relationships are critical too. Siegel (2016) argued that the mind is more than the embodiment of the brain; it is relational, challenging the view that “the mind is what the brain does... the mind is both social and neurological, conscious and subjective...we connect through our stories, stories are the way our mind remembers” (ibid: 11) and heals (*CW* 13, para 478). As Jung in *Modern Man in Search of a Soul* (1933/2001) wrote “the meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed” (ibid: 49).

In 1983 “relational psychoanalysis” was coined by Greenberg and Mitchell confronting the classical biological drives model which advocated that relationships

are shaped by the need to gratify biological needs (ibid: 304). They suggested that “the relational model stresses respect for the intricacy of human relationships” (ibid: 398), highlighting the importance in therapy of giving the patient the opportunity of a new experience of a human relationship, that between the patient and therapist. “The contemporary relational perspective maintains a dialectical approach by considering *both* that individuals determine relationships and that relationships determine individuals” (Aron 2013:138). By repeating old patterns of being in relationship, in therapy the patient and therapist work together to “move beyond these repetitions to free up their relationship and construct new ways of being with each other” (ibid: 214), which can ultimately lead to change.

To further emphasise the necessity of human relationships, in *Psychological Types* Jung wrote,

since the soul, like the persona, is a function of relationship, it must consist in a certain sense of two parts – one part belonging to the individual, and the other adhering to the object of relationship, in this case the unconscious. (*CW* 6, para 279)

Human beings it is argued here, cannot be understood apart from others and that self-realization could only happen in a social context, “we are literally *made* by our contacts with others!” (Liebman, 1946: 61, 177)

This suggests that recovery cannot occur in isolation and needs a connection to others. Through connection with others, the survivor can recover from psychological damage to identity, independence, initiative, intimacy, trust and competence caused by the

traumatic experience. Connections to others are also a powerful means to avoid overreaction and being overwhelmed. Just as these capabilities were originally formed in relationships with other people, however, as mentioned earlier, they must be reformed in such relationships (Herman, 1992: 52). Grace and 18 other interviewees talked of how relationships were important and yet often dysfunctional or at least not easy: “relationships were starting to get more strained” (Grace #23, 2016: 227-228). Acknowledging the need for connection, nurturing relationships is caring for a key component of preparation (see Chapter 3.1). As social beings, survivors need this connectivity “to survive and stay physically safe is inherently social” (Bargh, 2018: 44).

Our mind is adaptable to changes in circumstances. Our minds, our brains, and our bodies can be trained; relationships can be built and nurtured. How to respond to abnormal events can be learned. While an earthquake destabilises a sense of being, a known normality, the reality is that people can recover through adaptation to the evolving new normal. “Human survival depends on our collective abilities, our ability to join together with others in pursuing a goal, not on our individual might” (Seligman, 2011: 145).

6.2.5 Making sense of our unique situation: We are the *meaning makers* of our reality. The stability (normality) enjoyed in relation to the meaning of life is tentative, subject to the influences of the material world, including the powers and afflictions of one’s body and the actions of other people and institutions, together with one’s own emotional and cognitive states (Ricoeur, 1985: 180). The meanings

attributed to a collective trauma can be shared through collective dialogue. Below Jung described his personal experience of an earthquake:

It is not storms, not thunder and lightning, not rain and cloud that remain as images in the psyche, but the fantasies caused by the affects they arouse. I once experienced a violent earthquake and my first, immediate feeling was that I no longer stood on the solid and familiar earth, but on the skin of a gigantic animal that was heaving under my feet. It was this image that impressed itself on me, not the physical fact. (*CW* 8, para 331)

Jung and, to varying degrees and in a multitude of ways, all the 22 interviewees depicted how an earthquake has the capacity to disrupt the core of our being. To address in some way the impact of such imagery and associated meanings can be a disturbance to identity. Hence, “recognising that the major upheaval provoked by the traumatic event in internal, as well as external worlds, is not something that can be adjusted to quickly or easily if they are to make a good working recovery” (Garland, 1998: 6). Survivors responses, both initially and after, need first to be recognised and then made sense of, not dismissed as irrelevant, unlucky, or unimportant.

What researchers have found is that it is not necessarily the reality that shapes us, but it is the lens through which the brain views the world that shapes reality; if the lens can be changed, so can the outcome (Achor, 2018: 120). As *meaning makers*, people draw upon creative processes, consciously and unconsciously. It is this ability to find meaning, purpose, and connection following a collective trauma which facilitates better coping and recovery. Toby reflected on how his earthquake experience changed him:

Life will never be the same again, I will never forget that day and that poor man. I have thought about what I did, could I have done more, it has really changed what I think. I'm ok though. I am eating and sleeping fine really. I do keep thinking about it. (Toby #33 2011 :67)

The individual and the collective can both suffer from disconnection, where meaning is hard to find. Two years on from the first earthquake, Tina had still not been able to return to her hometown:

I feel I should but feel pressured to get on with life, why can't I cope. I have always been a bit nervous, I guess. But this is stopping me living my life. (Tina #32, 2011 :66)

According to the results from a longitudinal study published in 2008, practices such as helping others, compassion, gratitude, hope, kindness, and teamwork all help enable individuals to “transcend collective trauma” (Updegraff, Silver, & Holman, 2008: 2). An example of helping others hit the national news when an assessment team found that a

couple of old ladies that had been living in their garage for the first few days....They said they had heard people were dying in the city and just thought they could wait for help as their needs were much less. (Jim #15, 2011: 31)

The theme of having something to do, having a role to play during a crisis was commented upon in two interviews as adding meaning to their experience and helping adaptation to the new normal. “I had never felt that sort of terror or unsafe feeling in

the Christchurch earthquakes because I had a job to do. I had something to focus on and I had a different reaction here in Wellington” (Grace #23, 2016: 465-466).

Staying busy after the event can help to keep survivors connected and grounded and give a much-needed sense of purpose. This could include encouraging survivors to help others as mentioned above. Another example is established crisis management training which involves drills that explicitly put people into specific roles so that when a crisis strikes they know their role regardless of the nature of the crisis. Within organisations, this practice could be part of the planning process, with meaningful roles allocated to all team members (see Chapter 7).

Rumour also plays a part in meaning-making, adding both fact and fiction to what is understood about what has happened. An example is given from the 71 newsletters created by this researcher and a colleague (see Appendix 1). As mentioned earlier, these newsletters were written following the February 2012 earthquake as part of an initiative to counter the rumour mill. Their role was in part, to address the conscious experience of the individual and the collective, and the meanings attributed to the earthquakes and subsequent aftershocks, rather than ignore or avoid the rumours and misinformation that can abound in such circumstances.

6.2.6 Knowing who I am - Personality and character. Using the Six Foci personality framework (Hooker & McAdams, 2003) and the Myers-Briggs Type Indicator (Myers, 1980), as outlined in Chapter 3.4.4 and listed as part of the development tools in Appendix 19, this researcher suggests that knowing as much as possible about who we are provides a good foundation for the GES.

To illustrate the Six Foci's three structural levels, extracts from interview transcripts are given below. An example of Level 1 was taken from Kate who talked about her known strengths and development needs:

We need to do this or that and I am good at dishing tasks and doing that. Even when the trauma hits in my own life, I can section it out and go right, and it is a good way of deflecting. I realised in hindsight the feeling wasn't the bit I was prepared to do. And I wasn't resilient enough to do. (Kate #4, 2016: 575-579)

Kate's MBTI profile was Extravert, Sensing, Thinking, and Judging (ESTJ), one of the 16 possible profiles of the MBTI. Her inferior function was feeling, as her quote above highlighted. *Inferior function* is an MBTI term used to depict the part of an individual's personality which is least preferred; it is the least conscious and likely to become more important in midlife, opposite to the dominant function. In Jungian typology the unconscious manifests through the opposite function. When stressed, ill, or not acting normally, the negative function shows itself and is seen as negative or at least, unlike the normal self. Becoming aware of the inferior function can be a way of tapping into a deeper awareness of yourself. "The smallest share of conscious psychic energy goes to our inferior function, so it is essentially unconscious...the unconscious nature of the inferior function gives it a very special role in providing balance in an individual's personality" (Quenk, 1996: 3).

Conversely the *dominant function* is the most conscious function used in the preferred world of the introvert or extravert. "A conscious mental function is one we are aware of and can direct and control...We usually very much enjoy using it, so we tend to

acquire a lot of experience and facility with it. The desire to use our dominant function as much as possible influences our choice of work, the way we relate to others and many other aspects of our lives” (ibid: 2).

Returning to the 6 Foci model, Level 2 is influenced by the content and timing of characteristic adaptations, as Laura showed in her tendency to look after others rather than herself: “I think I put too much effort into work. Just trying to help everyone else out rather than me” (Laura #5, 2016: 33-34). Alternatively, Peter’s transcript highlighted his tendency to follow the rules: “They told us not to go looking, so I didn’t. But I probably should have because those people who did from our profession probably benefited from that” (Peter #3, 2016: 24-26). Peter was an ISTJ⁵³ and was not a rule-breaker; he was an engineer who had learnt to follow due process.

Level 3 of the 6 Foci model of personality provides the narrative forms out of which people make meaning of their lives. Charles highlighted his Māori traditions by reciting a karakia:⁵⁴ “I sort of grabbed my wife and we both hugged, and I quickly said a karakia” (Charles #17, 2016: 11-12).

Another example is Ross whose MBTI traits were Extraverted, Sensing, Thinking, and Judging (ESTJ). He was someone who stepped up and took responsibility, tended to favour an autocratic approach, and was somewhat egotistical. He was critical of others’ leadership but was not initially reflective of his own. He referred to this part

⁵³ Introvert, Sensing, Thinking, and Judging (ISTJ).

⁵⁴ Karakia is Māori for reciting ritual chants, saying grace, praying, or reciting a prayer or a chant.

of his life story as “a boys own adventure”.⁵⁵ He seemed to lose his way, nearly ending a marriage of over 20 years by having an affair. During the interview, he reflected that it was the adversity caused by the on-going nature of the earthquakes that eventually led to him making adjustments to his thinking and behaviour. This researcher contends that this allowed him to achieve coherence between the three structural personality levels: his strengths and weaknesses, his core values, and the story of his life to date. Change can be slow but achievable.

It is proposed that by using MBTI to start a dialogue about an individual’s strengths and weaknesses and then using the Six Foci of Personality to build upon these insights, it is possible to attain more depth of personal awareness. When the levels become unaligned and when a person becomes overwhelmed by circumstances and demands outside normal experience, this researcher argues that this will affect psychological wellbeing.

The Six Foci of Personality and the MBTI are outlined in Chapter 3.4.4 and are part of the development toolbox in Appendices 19 for individuals in organisations to use as a structured approach for building a foundation of self-knowledge for a GES.

6.2.7 Preparing for changes in normality: Our choices, motivations, habits.

Individuals and organisations have choices. Preparation for a collective trauma is one such choice. Choices, motivations, and habits will all affect these choices in some way. Two fundamentally primitive drives subtly affect choices, thinking, and actions:

⁵⁵ A boy’s own adventure refers to *The Boy’s Own Annual*, stories of a boy’s adventures which Ross would have grown up reading and are still available now as collectables at AbeBooks.com.

the need to survive and the need to mate (Bargh, 2018: 23). Dawkins (2016), in a contemporary Darwinian argument in his landmark book *The Selfish Gene*, argued that human genes are all focused upon getting themselves into the next generation (ibid: 202). Certainly, during an earthquake, a survivor tends to focus first upon survival and safety, followed by the need for connectivity, a skill developed “out of experience and practical use” (Bargh, 2018: 29).

In recent research on the structure of habits, Pulitzer Prize-winning author Duhigg (2012) claimed that individuals can “make almost any routine into a habit because habits allow our minds to ramp down more often. The effort-saving instinct is a huge advantage” (ibid: 18), particularly as part of the preparation for collective trauma. Marc reflected on the effect of routine: “It’s the work that feels like life is just a little bit like it was, a routine to follow” (Marc #23, 2011: 51).

Duhigg (2012) pointed out that a sequence of emotions, thoughts, or behaviours does not become habitual until the reward has become meaningful enough that it is eagerly anticipated. Whatever the goal, identifying and implementing habits is the difference between success and failure. Habits can become faithful friends, a source of knowledge and wealth, and a reliable refuge from pain and suffering. This internal knowledge can be the line of first defence for individuals and organisations in times of collective trauma. There is a risk, however, that the very behaviour that works in coping with the traumatic stress becomes an unnecessary habit when the stress is prolonged, adversely affecting any return to equilibrium. Ross related how past coping mechanisms were recalled in stressful circumstances:

It is probably the closest I have seen to the police...since I left the police 20 years ago. So, um, not all the time but often um you know what do, you do when you are stressed, when you are under pressure you go well let's have a wine eh, and talk about it. And lots of alcohol and lots of false lifestyle. (Ross #10, 2016: 270-274)

Another example is that extra vigilance necessary at the time of the earthquake may become a habit over time if there are repeated aftershocks as illustrated earlier by Richard's mother who jumped whenever she heard a truck go by, preparing herself for another earthquake.

6.3 WHAT IS IT ABOUT AN ORGANISATION'S NORMALITY THAT CHANGES?

Much can be learnt from the case studies of Ross and Grace (and the other 20 interviewees), who related their experiences and ideas of what they believed was needed in an organisation and its leaders during times of crisis. Both Ross and Grace observed a lack of planning, resources, support networks, communication, visibility of senior management, and processes and systems capable of growing with the unpredictability of the task.

It is contended, that organisations and their employees need to invest in adapting to the new evolving normal rather than attempting to recreate the old. Unlike individuals, the need for this adaptation is often visible and largely conscious. Nonetheless, leaders and employees may find that individual and teamwork behaviours require some element of modification in order to cope with the additional stresses associated with organisational change caused by a crisis.

The structures that enable the organisation to function in ordinary times, for example, decision making and communications, inevitably weaken under traumatic stress although having a strong emotional support system can reduce the negative impact. At the organisational level, this means creating a climate where the importance of a support system and the necessary interpersonal skills to maintain it is not only recognised but respected throughout the organisation.

One of the many potential issues could be the need establish clear boundaries to ensure staff do not over commit and burn out. Grace talked about when a new manager implemented restorative time, insisting people took leave and much-needed breaks. Other examples of learnings from the data suggest for example: spending time planning manpower, leaders modelling appropriate behaviours, building support networks, using clear and concise communication, managing relationships and maintaining boundaries, and not drinking excessively or womanising. Many of these challenges need to be and can be prepared for in advance and are incorporated in the strategies in Chapter 7.

HR runs through the veins of the entire organisation from workforce planning to recruitment, retention, development, training, and, in some circumstances, payroll. In many organisations, they act as strategic thought partners with the CEO and Executive Team. HR can also make the provision for an external Employee Assistance Programme (EAP), offering an independent counselling service for all employees with the option to include families. The demands on the HR function increase during times of crisis, at times becoming overwhelming.

All those interviewed indicated a lack of crisis management planning or communication of the plans. A well-rehearsed crisis management plan is key to foreshadowing some of the potential mistakes and avoiding issues with new growth, new roles, and a challenging positive and negative news media. In Grace and Ross' organisation, there was no plan for such an event, as the scale was far in excess of anything imagined, and in other organisations where there was a plan it was invariably unknown, unclear, or not followed. "So, as I said before it is about building a development toolbox that you carry with you when the balloon goes up. Not trying to build one halfway through. I think that is really important" (Ross #10, 2016: 593-595). Make a plan; follow and adapt the prepared plan; be aware of where to get help, resources, information, and support (see also Chapter 3.1).

Additionally, as mentioned earlier 60% of those interviewed suggested that having a defined, clear role to play during a crisis helped both their wellbeing and that those of others around them. Grace, as mentioned earlier, reflected that when the earthquake hit in Wellington in 2016, one of the things that had helped her in Christchurch in 2011 was that she had a role to play, she had something to do that felt meaningful.

Leadership and Organisations - What is Good Enough? Bringing awareness of what could potentially happen and be needed into consciousness ahead of the event will invariably equip a leader to be not only a GES but also a good enough leader (see Samuels, 2001 in Chapter 3.4.5). There are inevitable complexities, decisions, trade-offs, and unpredictable circumstance which will challenge the most experienced

leader at times of collective trauma. The organisation, like the individual, has changed, and priorities, processes, and resources may need to be reset.

Leaders are at the same time individuals, representatives of a group, and expressions of a collective unconscious phenomenon (Myers, 2018: 38). In times of crisis, leaders and staff need to be recognised as human too, with feelings and their own personal crisis. Leading during and after an earthquake is a profoundly human experience. It requires people to reach deep within and bring to others the best of themselves. It is painful, tiring, rewarding, and meaningful. The responsibility can be heavy, and, at times, leaders feel alone (McNaughton, Wills, & Lallemand, 2015: 40).

The primary task of the leader in the context of a collective trauma is to name the confusion, step back and form the formal meeting agenda, and open up a transitional space (Winnicott, 1986) in order to clarify the next set of tasks, the constraints of the context, and the resources and options in the group. This builds upon the leadership that needs to be in place prior to a crisis and includes pulling “the whole organisation together in a common purpose, to articulate a shared vision, set direction, inspire and command commitment, loyalty, and ownership of change effort” (Huffington, Armstrong, Halton, Hoyle, & Pooley, 2004: 31).

Hopper (2012) suggested that “in a Winnicottian sense, there is neither a leader nor a follower, but only a relationship between them” (ibid: 210). “It is time to separate from the magical thinking associated with the currently fashionable idea that it is all up to the one and only leader and a compliant and malleable band of dedicated followers” (ibid: 213). The group analytic perspective sees leadership as shared

between the leader and the group and the interdependent sub-groups of the whole organisation (ibid: 210); “for the first time, in some cases, organisations have had to think about what they can do for their staff as well as what their staff can do for them” (Huffington et al., 2004: 31). This perspective can also be seen in the way the psychological contract has changed, as hierarchies are levelled and as hot-desking and matrix organisations are changing the boundaries. The psychological contract today in the United Kingdom and New Zealand at least, advocates reciprocal rights and obligations, acknowledging the mutual need and dependency between employer and employee (ibid: 162).

Nonetheless, Hopper (2012), in *Trauma and Organisations*, observed that in times of trauma, what is needed is the emergence of authority figures:

Someone who engages with the groups’ anxiety about the nature of the task and the uncertainty provoked by the context by modelling responsible organisational parenting and by giving directions and taking due care of the group dynamic when the leader or no one else is able, in the moment, to enact the role of the authority figure. (ibid: 214)

This effect was observed by Carol just after the 2011 earthquake:

Seeing people that were not in leadership roles stepping up and just reinforcing you didn’t need to be one of the leaders...to make, really good decisions and it often wasn’t someone in one of our key leadership roles that were... just actively doing things, actually doing things. (Carol #6, 2016: 205-208)

Before a traumatic event, who will step up to lead is unclear. It is not necessarily the archetypal saviour or just one person who will lead. Leaders are looked to as role models although in reality the wise choice is “someone we can look up to and is within our reach to emulate” (Bargh, 2018: 283) and who may not be the designated leader. Bargh (2018) also noted that behaviour can be contagious, good or bad, what he refers to as the “chameleon effect” (ibid: 182). On the positive side, the ability to mimic others can promote bonding and without conscious awareness, although the mimicry and contagious effects of others can lead to antisocial behaviours (ibid: 196).

The influence people can have on each other is especially true for leaders; what employees see from their leader is highly likely to be what they do. The need for trustworthiness and authenticity are high when the pressure is on. A good enough leader needs to contain the group, ensuring that feelings of helplessness, abandonment, scapegoating, or us-and-them thinking do not emerge. It is this latter behaviour that Ross lamented and, even five years on, felt bereft by (Ross #10, 2016: 115, 117-118, 297-298, 300-301).

The BNIM analysis gave several insights into the psychological needs of leaders during a crisis. The leader needs to create the environment, to be separate from the demands of the collective yet be visible and supportive. One significant omission of leadership identified in this research seemed to be leaders’ lack of visibility: “We didn’t get a visit from anyone from Wellington for about, in any shape or form, for about three or four weeks....The visibility of the really senior people in the organisation, that I think was really absent” (Ross #10, 2016: 91-93, 866-867). Some companies did this excellently, offering all the support their staff needed, while other

organisations were overwhelmed and focused elsewhere on, for example, moving to a new building or ensuring the processes and systems were up and running again.

Relationship in Organisations – Internal and external. Preparation lays the foundation of trust in order to facilitate a smoother transition into the new normal collectively. Ross made a key point about the need to build relationships, as mentioned earlier, to have an extensive network nurtured before any natural disaster.

Because there was no trust in relationships between people (um), there was a disconnect between Wellington and the people....So, (um), right from day one there was this divide between Christchurch and Wellington about how this would operate, (um), and it just failed miserably. Is it working now? It got better towards the end because we built some relationships. (Ross #10, 2016: 992-1001)

Relationship building and communication between central management and those people working on the front-line were also critical. The perception was often that those people on the ground living in the post-earthquake zone were better equipped to lead and understand the needs of the situation.

The communications team was completely driven and managed out of Wellington. So, (sighs, pauses) we just didn't have enough people in those senior roles living on the ground in Christchurch living and breathing it every day. (Ross #10, 2016: 926-929)

Hopper (2012) argued from an open systems perspective that, as a result of traumatic experience, groups oscillate between a tendency to either split into separate, self-protecting, and isolated units or to demonstrate extreme clinging, admitting no dissent

or individual difference, diversity, or variety (ibid: 111). The conditions that prevent an organisation from functioning properly include a faulty structure, especially when authority and accountability are mismatched. There can also be a dysfunctional administrative hierarchy or inadequate resources to carry out the assigned task. This was certainly the case with Ross and his small team when they felt under attack from the media:

So probably three, four, maybe five of us, (um), really tightened up particularly around the, um, media. When, when the public perception of the organisation and us personally started to change we really contracted into this really tight, tight group, um, and in some ways, I think that was really, really good and in other ways I think it might have been detrimental. (um), Cartel is not the right word but perhaps it portrayed a clique, a privileged clique of people. (Ross #10, 2016: 256-262)

In times of crisis, employees may seek support by belonging to a large group affording both identity and security to the individual: “We sacrifice our sense of ‘I’ on the altar of a merged ‘we’, giving a sense of being part of something bigger and more powerful than their helpless selves” (Hopper, 2012: 204).

Idealisation can also allow for rationalisations to explain why things were better in the past, are unbearable at present, and will improve in the future. Group members can develop stories that cast the CEO in the role of the lone hero who has a good vision but is working in a vacuum. The leader can be turned into the object of messianic hope (Wilke, 2014: 194).⁵⁶ An example of this from Christchurch of this was when Sutton’s appointment as CEO of the Canterbury Earthquake Recovery

⁵⁶ Messianic hope refers to the hope of Messiah, a better life, someone to rescue the people and the situation, a ‘knight in shining armour’.

Authority (CERA) in May 2011; he was depicted in the newspaper as a “knight in shining armour” (see Appendix 18).

A leader may be projected as a scapegoat, something that Ross felt happened to him and his team when they were being referred to as cowboys (Ross #10, 2016: 629). To idealise or denigrate an organisation, its leader, or the local team “deprives the cumulatively traumatised group of a holding container in which it could, when it has attached securely to a leader, act out its fear of retraumatisation” (Wilke, 2014: 194).

Good enough leaders⁵⁷ know that failure or success is not the defining benchmark. Rather, the ability to learn and evolve represents an equally important barometer of leadership. In the face of collective trauma, such leaders will wish to be self-aware of his or her limits, of their internal knowledge of what to do, and their level of competence in carrying it out. The responsibility can be heavy and at times leaders feel alone (McNaughton, Wills, & Lallemand, 2015: 40).

A key question arising from this research was how might employees and leaders in an organisational setting better prepared psychologically for the consequences of a natural disaster? For example, from an organisational perspective, more could have been done to support Grace. Grace acknowledged that some of the funny things she related would not be funny in normal times, reflecting on the dangers of humour and the use of dark humour in times of crisis, and she noted: “...most are totally inappropriate...this is an example of something that was inappropriate that now I

⁵⁷ See Chapter 3.4.5 for more on the good enough leader (Samuels, 2001).

wouldn't stand for. At the time, I was a bit annoyed" (Grace #23, 2016: 863-865). This was one of many examples of poor boundary management during times of crisis.

Being aware of the possibility of a natural disaster in itself can to some extent prepare people. Awareness alone will not be enough, however. Memories fade over time, and it is important to take what has been learnt and create a plan becomes so familiar that it is so well worn that it becomes an automatic reaction when an earthquake struck.

We got all drilled in having plans through television ads. There was something like, if something major happens have a meetup point to go to. I don't think we have actually to this day got a plan...we don't have a plan, that is probably something that needs to be addressed actually thinking about it. (Dave #7. 2016: 312-316)

Over the years, this researcher has asked many clients and participants in workshops what are the five to seven pieces of knowledge they need to know about personal psychological wellbeing. Very little comes to mind for these participants other than broad comments of happiness; unlike physical wellbeing, there is very little awareness of what constitutes psychological wellbeing. In Chapter 7, the concept of the GES will be used to outline some ideas about what to focus on in order to promote psychological wellbeing.

6.4 CONCLUDING REMARKS: NORMALITY – ONE-SIZE-DOES-NOT-FIT-ALL

Whichever way the concept of normality is characterised, individually or organisationally, it will never be definitive. The best to aspire to is an understanding

of what an individual and an organisation believe to be the unique and transient normal at any given time and context. Establishing this pre-trauma will be a useful benchmark for what has changed or needs to change post-trauma. Individuals in this research wanted to reconnect to what felt familiar, to regain a sense of self and to rebuild the old life. Losing normal life, that which provides containment, leaves a gap in life, a vacuum needing to be filled.

This research led to the question, is returning to normal a realistic objective for an organisation and their employees after a collective trauma? The resounding message throughout the interview data was, “No”; returning to normal was not a realistic objective. Why? Because life was never the same again, individuals were never the same, and normality was not a realistic objective against which to measure life expectations. One survivor reflected on how she felt she had changed just days after the 2011 earthquake:

I can't believe I am thinking this way; you will think I am evil. I saw the news of the earthquake and tsunami in Japan on T.V. and all I could think of was, that's it everyone will forget about us in little New Zealand now. This isn't me, I'm normally so caring. I keep telling myself I will come right but I am afraid this has changed me and for the worse. (Fay #8, 2011: 17)

Interviewees did make assumptions that things had returned to normal: “Which has probably gone back to normal now” (Wendy #9, 2016: 227). When explored further, for example, the normal Wendy referred to would fit under the banner of a new, not an old, normal.

Given that individual and organisational lives are so varied, there will be different needs, and thus no-one-size-fits-all solution can sensibly be proposed. A critical point of difference for this thesis is the highlighting of the need to focus upon a known and evolving normality. It is suggested that what makes a difference to restoring psychological wellbeing for survivors is accepting and adapting to the new normal and believing that one day life will feel normal again, whatever the shape that new normality might take. Invariably, any loss or change will be grieved in some way and the changes will always deplete, to some extent already depleted, time and energy.

This researcher suggests that preparation will give survivors more choices and lessen the amount of time and energy expended on integrating the inevitable new normal. People can plan, train, review and make regular updates. Relationships can be built with other key agencies including the media and roles can be clarified.

The probability of a traumatic event needs to be faced, a hard reality which creates tension between the known and evolving new normalities. When relaxed, our individual functioning, decision making, creativity, and logical ability can be optimal. Conversely, in times of crisis, normal functioning can become significantly impaired. The meaning attributed to what happens to the individual, their organisation, and the world around them is captured in the stories told, the memories made, and the internal knowledge accumulated. This meaning comes from learning the value of paying attention to the external and inner worlds, personal thoughts, feelings, attitudes, and behaviours. Developing a good enough level of self-knowledge, being realistic about abilities, and preparing for challenges which can never be fully anticipated, are all important elements of preparation in becoming a good enough survivor.

Understanding what is involved in psychological wellbeing, for example the need for self-awareness, can lead to better preparation. Listening to a survivor's stories of events can help build awareness. Learning about the psychological strategies used by others or suggested by professionals aids coping at work during and following a natural disaster. Planning for the unexpected and unimaginable is crucial. Know the principles of self-care for self, family, and colleagues.

What can make a difference is both individual and varied. For some having a role, something to do, and/or taking responsibility will give meaning and purpose. As social animals, relationships, communication, and belonging are critical once the basic needs of food, drink, and sleep are adequately met.

Preparation will help ensure that the internal knowledge mentioned by Dave in Chapter 6.2.1 is available to fall back upon when crisis strikes. It is important to allow survivors to grieve and to acknowledge that this is part of the healing process. Prior experience of a collective trauma helps survivors to adapt through their knowledge and skills; individuals and organisations need to have plans in which people are given a meaningful role and are trained to aid recovery. As the literature has shown (for example, see Duhigg, 2012), survivors can choose to change, learn, heal and break habits. Being self-aware, knowing strengths and weaknesses, and believing you are good enough will lay a good foundation for preparation for collective trauma.

Chapter 7 turns to strategies to help individuals and the organisations prepare and addresses becoming a GES. How does a psychologically well individual behave,

think, and feel? How can an organisation support its employees? What do leaders need to be good enough leaders? How do we engage ourselves and our organisations in moving from preparation for collective trauma being a good idea hypothetically to the reality of preparing for and taking action before crisis strikes? Psychological preparation strategies are proposed as guidelines, not as a result of a diagnostic checklist, to facilitate the construction of the organisational and individual GES.

CHAPTER 7: STRATEGIES FOR BECOMING A GES**7.1 INTRODUCTION**

Chapter 6 has examined in depth the concept of normality and what this researcher's findings can bring to the understanding of what is required to prepare psychologically for collective trauma and to be the GES. The GES is used here as a metaphor, taken from the work of Winnicott (1960) on the good enough mother. Coping in an unpredictable, complex and evolving environment could be said to be remaining psychologically functional, physically able, and emotionally aware, and thus a GES. Defining what it is to be the GES will be an effective way to help people prepare for the possible psychological effects of a collective trauma.

The findings from this thesis' research data suggest that not one of the interviewees prepared psychologically and only three did any significant physical preparation. All those interviewed, to varying degrees, did not seem to want to face the reality of the need to prepare despite the obvious conclusion that awareness of what can be involved in a collective trauma could help them in facing future earthquakes. This researcher proposes that every individual needs to face the reality that a crisis will strike sometime.

Many sources throughout this research align with the proposition that preparation can make a positive difference to the effects of collective trauma (see Chapter 3.1.1), including the latest research from the NZ Government (2019): "Disasters may seem

inevitable and intractable, but there is much we can do to reduce the change that hazards will affect us, and much we can do to lessen the impacts if and when they do” (MCDEM, 2019:13).

This research drew attention to the individual equilibrium often talked of by the interviewees as getting back to normal or living a balanced life. This finding, the expressed desire to return to normality, is reviewed with reference to Jung and the homeostasis of the psyche, the individuation process, and the recognition that there may be unconsciously derived resistances to any conscious desire to undertake training that is needed.

From the critical literature review, it was also deduced that normality could be considered a cornerstone of psychological wellbeing. The principles for psychological wellbeing are taken from current best practices and adapted to be applied before, during, and after an earthquake. The proposed approach acknowledges that there is an existing embedded cultural attitude towards preparation in New Zealand, the she’ll be right mentality outlined in Chapter 2. The premise is to make it easier to recall what is needed in times of crisis and to show it is feasible to have a simple, effective, and memorable approach to becoming the GES. Building upon the idea of the evolving new normality (see Chapter 6) and aligning with the work in New Zealand mentioned above, the outcome of this thesis is to develop and argue for the implementation of GES guidelines for organisations and employees, that is, for employees, to be personally accountable for their development as GESs with the support of their organisation.

From the research findings particularly around normality and from this researcher's idea of the GES is born the belief that one-size-does-not-fit-all. Papadopoulos (2002) suggested from his work with refugees that survivors need be understood as individuals, not clustered together but recognised as being from "their own personal, professional, socio-economic and historico-cultural contexts" (ibid: 13). Each organisation and employee experience and express their trauma in a highly personalised way.

It is this researcher's contention that psychological preparation would be enhanced by including a depth psychology perspective focusing on both the conscious and bringing more into conscious awareness from the unconscious. This entails a particular focus both on what preparation for a collective trauma might require and on the process by which such content becomes part of everyday psychological wellbeing. Fortunately, with careful observation, individuals can become alert to the kind of situations or events that trigger the subconscious responses individuals may want to eliminate or change. However, as mentioned in Chapter 3.3.3, regarding the notions of conscious and unconscious identities and the multiplicity of those identities there is no perfect solution. It is this that is at the heart of this thesis using the concept of GES; it is possible to be good enough.

It is postulated here that those instinctual reactions demonstrated in the immediate aftermath of a trauma, such as survival instincts are representative of the unconscious components of the psyche. Jung highlighted the conscious as the mediator of the unconscious components of the psyche, that all the knowledge in the unconscious

only becomes real when we mediate it and bring it into the consciousness, thereby we grow as individuals (*CW* 9i, para 484). The central tenet proposed for preparation in this thesis is self-awareness. This research has indicated that when crisis strikes both conscious, a call to physical action, and unconscious, a flooding of emotion, become apparent. Self-awareness of how the unconscious impacts the psyche could lead to better understanding and open up the possibility for preparation.

The unconscious components of preparation are accepting that a crisis could happen, understanding how individuals might react emotionally and psychologically, and recognising the need for adaptations to the evolving new normal. It is proposed that these unconscious components of preparation can be brought into consciousness through using the 4 A model which underpins self-awareness of each individual's psyche using such models as the trauma grid, shared stories, the grief cycle, and art therapy, thereby activating PTG/AAD.

By learning to use PERMA, employees can better understand and have a language to discuss what psychological wellbeing means for them. The idea grew out of reflecting that many survivors knew how to maintain physical wellbeing although some still chose not to do any physical preparation. It became clear that survivors did not know how to prepare psychologically. A simple, understandable tool for gauging PWB was needed. PERMA has been suggested.

Preparation is not a passive, inactive, others-are-responsible process. Preparation and practice take effort but pay premiums. This researcher has proposed an effective and imaginative way to help people survive psychologically after a crisis and recognise

that after a crisis adaptation to the evolving new normality is needed and that it is possible for individuals and organisations to recreate their version of the new normal after the traumatic event.

7.2 THE PRINCIPLES OF A GOOD ENOUGH SURVIVOR – THE 4 AS.

The concept and subsequent characterisation of the GES, together with strategies for preparation in this research are meant as a guiding framework which would need to be customised for the individual and the organisation. This researcher contends that clarifying what constitutes having sufficient psychological wellbeing to be a GES prior to a collective trauma would go some way towards providing a sense of order and control. By knowing what cracks are most likely to appear, the ability to survive and thrive when the world shakes will be enhanced. The principles of psychological awareness are identified as guidelines only, not as a result of a diagnostic checklist.

This researcher suggests 4 As, the principles of Assessment, Awareness, Action and Adaptation as a psychological framework to complement the NZ Emergency Management Strategy which advocates utilising the 4 Rs of Risk reduction, Readiness, Response, and Recovery (MCDEM, 2019).

Figure 13 outlines the 4 Rs of physical Risk reduction, Readiness, Response, and Recovery and the 4 As of psychological Assessment, Awareness, Action, and Adaptation. Employees are encouraged to prepare and to acknowledge the realities of collective trauma by using the 4 Rs from a practical perspective and the 4 As from a psychological perspective.

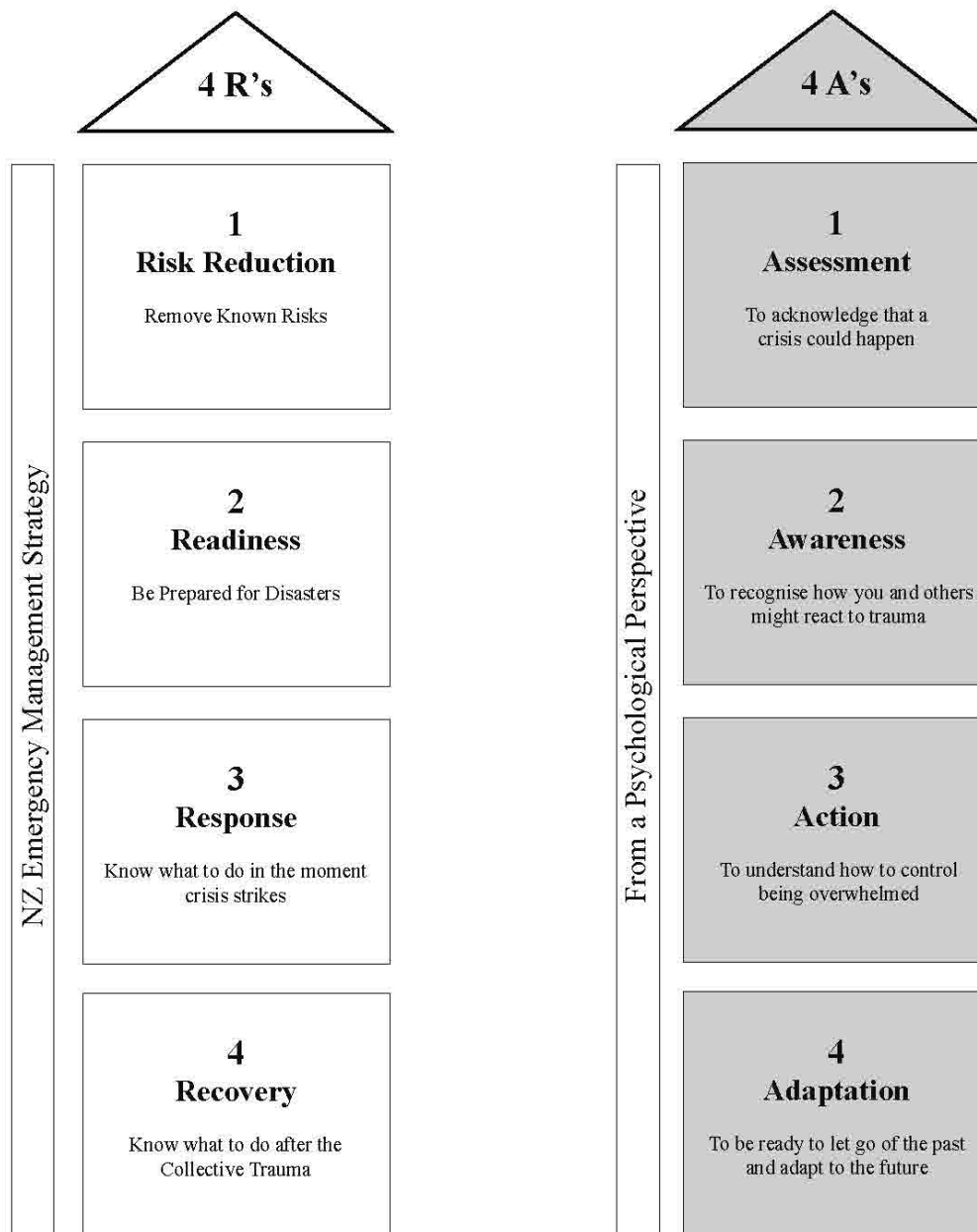


Figure 13. The 4 Rs and 4 As.

The 4 As of psychological preparation are intended to be an integrative approach, a way of forming new habit laden behaviours with prompts and commitment to action, taking deliberate steps to becoming a GES. Using preparation with hindsight and foresight, smarter choices can be made for times of crisis. The GES, whether an

organisation or individual, can build internal knowledge, as suggested by Dave (see Dave #7, 2016: 369; Chapter 6.2), by using the 4 As.

The four dimensions of Assessment, Awareness, Actions, and Adaptation encourage preparation to cope with the immediate shock of the collective trauma, preparation to build sufficient internal knowledge for survival in the moment, preparation to be functional in the aftermath of a collective trauma, and preparation to understand how to adapt to the evolving new normal post-collective trauma.

The first principle of being a Good Enough Survivor is Assessment: Acknowledge that a crisis could happen and commit to being psychologically prepared for that eventuality. The research data indicated that most survivors failed to prepare despite their understanding of the value of preparation. Interviewees cited that their reluctance was representative of their fear of engaging in an activity which represented a risk of mortality to themselves and their loved ones (see for example, Kate #4, 2016: 588-596; Chapter 5.2.5).

The second principle is one of Awareness: Recognise how you might react to trauma and what you need to prepare psychologically, physically, and emotionally for a crisis. The research data indicated that even those who accepted that a crisis could happen failed to reflect on the steps necessary for preparation. While some learned that physical preparation was important, they failed to understand that the impact of a crisis may be outside of prior experience and may overwhelm the psychological wellbeing of individuals and the health of their organisation. Organisations for their part needed to have crisis management plans, emergency response plans, and staff

GES development programmes in place with staff trained in their implementation (see for example, Ross #10, 2016: 409-413; Chapter 5.2.3).

The third principle of being a Good Enough Survivor is Action: Understand how to control being overwhelmed and actively manage the immediate impact of an unanticipated and unimaginable disaster. At such times of crisis, everyone becomes overwhelmed to some extent, whether it be by the physical shock, the resulting physical demands, the psychological shock of the events, or of colleagues' unpredictable and uncharacteristic reactions. Understanding these potential consequences, how to identify them, and how to manage their demands is essential to maintaining psychological wellbeing and enabling rational decision making. In organisational terms, action is taken through implementation of crisis management and emergency response plans, including integration of external links and coordination with outside agencies and institutions, also ensuring that the PWB of employees is part of these actions (see for example, Steve #1, 2016: 214-217).

The fourth principle of being a Good Enough Survivor is one of Adaptation: Be ready to let go of the past and adapt to the future. This recognises that the landscape has changed, physically and metaphorically, and that returning to the pre-disaster normal world is not possible. The research data indicated that all survivors, unconsciously at least, initially denied that normality had forever changed. Those that remained wedded to their old known normality often remained in survival mode, experiencing loss, anxiety, and depression, which without intervention could result in PTSD. Individuals needed to both grieve the loss of their known normality and adapt to their evolving new normality. In a similar vein, organisations needed to

reallocate their resources; change their plans, systems, and processes; and support employees (see Ted #31, 2011: 65).

Through self-awareness, knowing your normal, knowing your PWB, using techniques to support you, for example, mindfulness, the aim is to be a self-sufficient GES with the resilience, critical thinking, decision-making and environmental mastery you need at such times of crisis. While remaining connected and with the altruism to help others. Remembering that having a meaning, creating a purpose if you need to, will aid in your recovery.

7.3 THE INDIVIDUAL GOOD ENOUGH SURVIVOR CHARACTERISTICS

In the context of New Zealand, the proposed approach to preparation acknowledges that there is an existing embedded cultural attitude towards preparation, as outlined in Chapter 2, the she'll be right mentality. This researcher contends that to avoid putting preparation into the often held *too hard basket* requires having a simple, effective, and memorable approach to becoming the GES, one which is easy to recall in times of crisis.

Strategies for individual preparation focus upon building external and internal knowledge, with self-knowledge seen as a fundamental principle of the GES (see Chapters 3.4 and 6.2). Self-knowledge seems to be the solid foundation upon which to build the GES and to cultivate autonomy, initiative, and competences for coping with collective trauma. For instance, in New Zealand, farmers typically have many

of these characteristics since their life is always exposed to the uncertainties of weather, disease, and other unknown risks. Nonetheless, they are comfortable living in this environment with the self-knowledge of how to cope with the unexpected.

Self-knowledge as the basis for preparation. Knowing yourself and recognising your strengths, your limitations, and your trigger points were all mentioned by survivors in some way. Some interviewees reflected that their sense of identity was challenged by the shifting norms and their self-knowledge was confronted. More specifically, the GES needs to understand the importance of self-awareness, knowing individual strengths and weaknesses, and to bring into conscious awareness knowledge of automatic triggers and vulnerabilities. Identifying the people, situations, or events that trigger subconscious adverse reactions can control and even eliminate knee-jerk responses (Kiel, 2015: 170). Self-knowledge represents being knowledgeable about collective trauma, having the best practices available about what to do and what not to do, and acknowledging assumptions, attitudes, and beliefs about collective trauma.

The idea that there are more than just the conscious components to preparation provided the impetus for this research. Those experiencing knee-jerk reactions, automatic responses to stimuli, often feel as though there is no other choice. There is always a choice (see Chapter 6.2.6) even if a reaction is automatic; being aware of what can happen can, for example, help the individual exercise more choice after the reaction.

A GES will be able to hold the tension of safety and survival at times of collective trauma, knowing that optimum functioning is aided by self-awareness. The GES will

build awareness and habits for what is needed in a crisis and be able to adapt to an evolving new normal.

Each individual and organisation is unique. While a collective trauma affects everyone, it affects each in a unique way. This perspective is constructed in alignment with Jung's insights into the uniqueness of normality. "The needs and necessities of mankind are manifold. What sets one man free is another man's prison. So, also with normality and adaptation" (*CW* 16, para 163). Jung acknowledged that people are all different, and he further discussed in the quote below the axioms of the diversity of normality and the notion that what makes people individually happy and able to flourish is not discernible generically:

Even if it be a biological axiom that man is a herd animal who only finds optimum health in living as a social being, the very next case may quite possibly invert this axiom and show us that he is completely healthy only when leading an abnormal and unsocial life. (*ibid*)

Jung further expanded on this human phenomenon in terms of practical psychology and the complexity of the unique individual in response to any situation:

It is enough to drive one to despair that in practical psychology there are no universally valid recipes and rules. There are only individual cases with the most heterogeneous needs and demands so heterogeneous that we can virtually never know in advance what course a given case will take, for which reason it is better for the doctor to abandon all preconceived opinions. (*CW* 16, para 163)

Jung suggested that from a therapeutic stance there is no one interpretative approach or manual to heal human disease. It is true that how a survivor of an earthquake will react cannot be predicted and what they will need to do cannot be known. This researcher is proposing, however, that a more generic psychological preparation before an event is feasible, will help to build resilience, and can be customised to the individual and an organisation. Despite the fact that we are all unique and will be affected in unique way by a collective trauma, the principles of preparation to become a GES can be generalised in a practical manner.

The power of storytelling. It is not possible to anticipate what reaction(s) there will be to a crisis. By listening to the stories of others and learning from reactions and insights, it is possible to develop a more comprehensive approach to preparing for trauma. It is proposed that an outcome from this thesis will be the development of a manual for psychological preparedness for organisations and their employees drawing on interviewees' earthquake stories and utilising specific strategies and development tools. Learnings from such stories of survivors provides not only a knowledge of how to survive but also a positive attitude to survival with an understanding of how to exercise self-care psychologically.

Fortunately, with careful observation, it is possible to be alert to the kinds of situations or events that trigger the subconscious responses that might be useful to eliminate or change. Once aware, the exercises in conscious control over them can begin; learning to identify these triggers and manage responses to them is a critical

step in adopting new habits and behaviours that can reshape an individual's character in powerful ways.

A GES can hold the tension of safety and survival at times of collective trauma by knowing that optimum functioning is aided by the 4 As: Assessment, having thought about potential risks beforehand; Awareness, developing self-knowledge and planning; Action, building habits so the action needed in a crisis becomes automatic; and Adaptation, accepting evolving new normal. Individuals, however, are not alone in developing as a GES. They are supported by and supportive of others as part of an organisation. In the next section, the organisation as a GES is discussed.

7.4 THE ORGANISATIONAL GOOD ENOUGH SURVIVOR CHARACTERISTICS

The very nature of a collective trauma is that it cannot be accurately predicted, and, in the face of the evidence that such events will occur. However, organisations generally understand that having an agreed upon plan and sticking to it takes much of the confusion and uncertainty out of evolving situations. A communications plan as part of this is paramount, not only for the business but also for the employees.

Organisations need to be aware of the psychological stress which its employees, and its leaders, may encounter in a collective trauma and need to know how to both prepare for and manage their responses to such an event. Employees, leaders and organisations must recognise that unprecedented challenges which need addressing may be outside of their experience, compromising existing organisational structures, systems and competencies.

In the context of preparation, however, there is often an attitude of “we could spend our entire GNP [Gross National Product] on preparedness and still be unprepared” (Statler & Roos, 2007: 25). They asked the critical question, “prepared for what?” To help organisations avoid exhausting their available resources on inappropriate or inadequate preparedness, they have suggested the need “to respond with practical wisdom to unexpected change”, and that we need to “develop everyday strategic preparedness for ourselves, for our organisations and for our communities” (ibid: 37).

All organisations in times of collective trauma will need to focus their energies on their traumatised employees while still meeting the needs of their customers, maintaining business as usual in abnormal circumstances. Organisations will differ in needs and the ability to meet those needs, depending on the nature of the work they undertake.

Ideally, a GES organisation has the following in place, which is actively managed and kept updated: 1. a risk assessment and risk register which is regularly updated and monitored at board level; 2. a risk management plan which includes a crisis management plan together with emergency response plans for specific areas of business which have been identified as high risk; 3. a business recovery planning process which recognises that business strategies and investment plans may need to be rapidly overhauled as a result of a collective trauma; 4. a regular programme of training to build internal competency with these plans; and 5. a customised development programme for individuals within the organisation (see Appendix 19).

Some of the above processes are often in place in large corporations but may be lacking in the medium to small organisations. Research carried out by Resilient Organisations NZ (Stevenson et al., 2011) following the 2010 and 2011 Canterbury earthquakes showed that most small organisations did not have a Business Continuity Plan (BCP). This research also found that the organisations studied that did have some form of BCPs struggled to use them effectively when facing real events that did not align with the BCP. Although the BCPs do a good job of preparing organisations to deal with technology and operational disruptions, there has been virtually no coverage for ensuring the continuity of people available for work. Issues surrounding staff welfare and engagement were amongst the most crucial issues faced by Canterbury organisations, yet impacts of societal and personal disruption did not feature in BCPs (ibid: 23).

Organisational Resilience. People and communities can show remarkable psychosocial resilience. Up to approximately 75% of people recover without requiring expert intervention given the care, assistance, and good relationships with their families and friends and the support of their communities. Although the proportion changes with the nature of the disaster and the circumstances of particular people. The potential for immediate and short- to medium-term distress is great. A high percentage, around 25% to 40% of people experience long-term health complaints after their exposure to traumatic events. The risks are substantial for a sizeable minority to develop a mental disorder or other psychological morbidity and dysfunction in the medium- or long-term.

Resilience can be built up by making active use of developed coping strategies as well as by facing fears and taking on new challenges. Finding a personal sense of purpose, giving life meaning, and nurturing a supportive social network all added to developing the original resilience base. Finally, taking care, not only of the mind and relationships, but also of the physical body through exercise may be the *magic bullets* (Robertson & Cooper, 2011: 92). Seven to eight hours of uninterrupted sleep has also been evidenced to as incredibly important (Walker, 2017: 126).

In *Managing for Resilience*, Crane (2017) highlighted how leaders can support employees' resilience by "(1) reducing unnecessary drains on staff resilience, (2) promoting adaptive workplace behaviours and thinking in the face of difficulties, (3) supporting the development of both personal and social resources and (4) allowing employees the opportunity to access needed resources" (ibid: 7). Furthermore, Boyatzis and McKee (2005) identified competencies that are key to effective leadership in times of crisis, including mindfulness, self-awareness, and self-control (ibid: 29).

Working in the United Kingdom, Tehrani (2004) has recommended that all organisations exposed to high levels of traumatic incidents need to have their trauma support programme integrated into the organisation's existing policies and procedures (see Chapter 3.2). This researcher would add that, in New Zealand, this recommendation stands for all organisations, not just those in relevant specialist areas.

Earthquakes create rapidly changing situations, with the needs of both organisations and employees changing day by day. Early interventions, therefore, have to be robust and capable of responding to the evolving needs that emerge during the crisis management and business recovery phases. A randomised controlled trial (RCT) early intervention evaluation is difficult to achieve in organisations due to the problems involved in meeting the experimental design requirements of an RCT in a dynamic business environment. From the organisation's perspective, the measures of success are often seen through a more practical lens including a cost benefit analysis, improved employee attitudes, reduced sickness and absenteeism, avoidance of compensation claims, and enhanced business performance (Tehrani, 2004:154-158).

Tehrani (2004) has used case studies to demonstrate the benefit of group debriefings and the creation of a trauma narrative by creating a shared meaning of what happened (ibid: 200) (see Chapter 3.2). Henry shares his reflections on the opportunity to build greater team identity leading to improved engagement and commitment:

It is quite a major change and the key thing, looking back, that I have installed here... that we are one big family and family comes first...looking after each other and certainly that is what kept the dynamics of the office working well...you have got to celebrate successes, the small steps as you go along and value everyone's contribution. (Henry #18 2016: 19-23)

New Zealand organisations, at least the large corporations, have worked towards refining the strategies to protect their businesses from the impacts of earthquakes in terms of risk assessment and risk management technologies, including emergency response plans and crisis management plans. Staff training and regular drills have further enabled some organisations to have a degree of confidence in their business

preparation for when crisis strikes. Likewise, preparation for individuals has seen a large number of initiatives such as keeping an emergency response kit at home and the development of family and community response plans. The research in this thesis, however, suggests that while the physical dimensions of planning for a crisis are well understood and accepted, the psychological dimensions of preparation are less well covered and often focused on the professional emergency worker, not on the individual working in organisations.

Through building the habits of anticipation and planning, the survivor can be self-sufficient and independent, non-reliant on others for survival. The strategies proposed in this thesis aim to enhance the survivor's internal knowledge and coping skills to avoid being overwhelmed with powerlessness and the needless depletion of energy.

7.5 PREPARATION: PRACTICES AND DEVELOPMENT TOOLS

As mentioned before in this thesis, the researcher has over 30 years of experience of designing, developing and facilitating training and development interventions in an organisational setting. This is stated again to acknowledge that much of what appears in Chapter 7.5 and Appendix 19: A Development Toolbox for becoming the GES, for developing deeper self-awareness, is from many tried and tested solutions the researcher has personally used. However, it is important to highlight new aspects of these interventions that have been added as a direct outcome of the research undertaken during this thesis. These are outlined below: The six foci of personality and PERMA have been explored earlier and art therapy, a technique based on Jungian

principles encouraging unconscious exploration. This technique will require specialist training and add a depth to the preparation process.

The 6 Foci of Personality. This represents a more in-depth focus on personality using the 6 Foci of Personality by Hooker and McAdam (2003). Taking what is often focused upon in organisations at the Level 1, of traits, “I am an ENTP” type of assessments, this approach looks beyond this to the dominant and inferior functions which link to Jung’s theory of typology. The Level 3 focus on life stories, also used in Kiel’s ROC for leaders, where he identifies the critical leadership characteristics as integrity, responsibility, forgiveness and compassion. The 6 Foci of Personality approach is profoundly different from the trait or typology alone approach. It gives employees a better understanding of who they are when things are going well but also when under extreme pressure.

PERMA. PERMA has been highlighted to give individuals a clear idea of what PWB may look like for them today and act as a benchmark when crisis strikes, giving structure to the issue of wanting to return to normal but being unable to articulate what that is. PERMA provides a memorable mechanism to understand pre-crisis levels of PWB as a benchmark of what might be returned to.

Art Therapy. The seminal work of Schaverien (1991) in art therapy established from a Jungian point of view looks to understand the imagery observed in the artwork produced. She acknowledges the complexity of one-to-one and group work and the client’s transference within the transference to both the artwork and the therapist (ibid: 71), making “the point that it (transference) is merely a concept; that is, a

convenient way of structuring experience through language” (ibid: 13). It is however a very valuable concept, traditionally focusing upon emotions originally experienced in childhood being transferred in the therapeutic setting. In Chapter 4.4.8 the practices of transference and countertransference are outlined and referred to during the analysis in Chapter 5.

A client is encouraged to create what comes into focus when thinking about trauma, and it is this image that provides a focus for discussion on how to prepare. The technique is borrowed from the therapeutic setting where “object representations are what the client can project and are explored as a central part of the...process” (Rycroft 1968: 168). Schaverien (1991) has named the images created in the art as transactional objects, which are understood to serve a related function (ibid: xi).

A group interactive process for Art Therapy. The interactive group aspect of art-therapy techniques allows for reflections on feeling about creating a piece of art and how it speaks to its creator, together with what reactions it might evoke in the group. The exchange is fluid from one individual to another allowing each to express and explore what is evoked personally: “People create and continually re-create themselves in contact with others: indeed, the self *is* ultimately a process” (Alvesson & Skoldberg, 2000: 4).

By creating a safe space through art, the deeper questions leading to the emotional truth about a traumatic experience can emerge, externalising the unconscious through images, symbols and creative works. Artwork is helpful in reflecting the group process with the potential to bring to the fore often avoided feelings which can be contagious “expanding the material in the group and in holding and containing strong

feelings in symbol and metaphor” (Skaife, 2000: 116). The group dynamics are a valuable part of this rich, reflexive, and dynamic process. Art will quieten the mind and heighten self-awareness while facilitating collaboration, appreciation of each other’s illustrations and understanding of traumatic experiences.

In this researchers opinion, the use of Schaverien’s (1991) use of art therapy work in psychotherapy will lend itself to the corporate environment particularly with groups. Employing the specialised techniques from art therapy, much can be discovered and explored. When using art materials and the creative process to explore emotions, reduce anxiety, increase self-esteem, explore aspects of personality, learn techniques that help in stress reduction and self-healing and resolve other psychological conflicts, all that is needed is imagination and an open mind.

The use of art in teams in organisations is not new; creating collages of an ideal life in career management workshops has been used by this researcher since the early 1980’s. Brainstorming using imagination is a tried and tested process in organisational development and training. In preparation, there needs to be a process of brainstorming the unthinkable possibilities. This need to think about the unthinkable is highlighted in the work of Herman (1992), who suggested that it is the things we have not thought about that are potentially the most dangerous and that tend to derail survivors (ibid: 2-4). However, the significant difference in the work of Schaverien (1991) for example, is working at depth, rather than having a descriptive and ideas-generation objective.

All techniques will have their strengths and weaknesses, some are flexible, mobile and often multi-levelled, some easy and cheaper to administer than others. As with any approach it has its critics. Mann (1990) for example, asserted there are not two transferences (ibid: 33-4) as Schaverien (1991) described. Notwithstanding the inevitable challenges, working as a psychologist this researcher, working as a psychologist, found themes that could be interpreted from a Jungian point of view (for example, the unconscious and balanced psyche) and intends to align this approach with the process of serious play as outlined in Chapter 7.6.

Facilitator Training. It is important to emphasise that none of the development tools being outlined are without the need for specialist training. A process of training the trainer would be part of the overall strategy for the customised training. In some instances, it would be appropriate to engage specialists, particularly in the Jungian interpretative work of art therapy.

The proposal here is that this brief can be widened and experimented with in organisations preparing for trauma. Using drawing, painting, collaging, and colour, creations can be explored and see where the discussions can tease out the trauma that may be evoked in the individual. Topics can include drawing personal earthquake stories, your PWB and much more using symbols, pictures, colour, or whatever speaks to the creator. No one needs to be a budding artist to get great value from exploring the self and the organisation through art.

Developing a manual of preparedness. This researcher's past expertise and these interesting new additions to the development toolbox provide an eclectic array of

development tools (see Appendix 19) as possible resources for meeting an organisation's and employee's specific needs. A manual of preparedness can be built and customised from this foundation as the subsequent outcome of this thesis. There is a hierarchy of what needs to be focused upon. Although basic needs are recounted in this thesis as examples of what interviewees often thought of as preparation, here the focus is upon psychological preparation, including how emotions will be affected by the crisis and how the roller coaster of such emotions can be understood and strategies to manage them developed. Trying to balance instincts and rational thinking with more emotional intelligence is what needs to be brought into consciousness. It is proposed that such interventions would have the following 4 As framework see Chapter 7.5 and Figure 13.

Assessment. This involves brainstorming facilitated by the sharing of earthquake experiences and stories considering the unthinkable possibilities, and asking, What might change, what might the ripple effects be?

Awareness. Developing GES habits comes through building self-awareness by using PERMA for PWB, the 6 Foci of Personality, art therapy, the trauma grid, and PFA. Additionally, resilience building, mindfulness, optimism, grief cycle, hope, spirituality plus reminder of the emotional intelligence work by Goleman (1995), the JoHari window, and Kahneman's fast and slow brain have been part of the interventions already made in these organisations.

Action. This is activation of the habits formed to avoid being overwhelmed, focusing on clear, direct and concise communication, prioritising networking, and nurturing

relationships and includes problem-solving and decision-making processes designed to acknowledge the extraordinary circumstances, plans actioned and reviewed, and additional goals set.

Adaptation. This explores the impact and acknowledges the grief cycle; adapting to and accepting the new normal.

These suggestions are for illustrative purposes only; further strategies, interventions and specific development tools are provided in Appendix 19. However, it is not enough to just teach people the skills. Inner work is needed for the individual, allowing individuals to work at the collective, and the organisation needs to make the environment fertile ground for GES habits to grow, an environment where problems are discussed, support is given, learning is encouraged. An important feature of the GES development is the need to recognise human fallibility, the value of dialogue to learn from others, and to accept that being good enough is enough.

7.6 THE PROCESS OF PREPARING: SERIOUS PLAY

The content of what needs to be learnt is one aspect of developing as a GES; the how, the process(es) of the interventions, is another. Organisationally, this is traditionally achieved through formal training. Preparing for collective trauma presents a somewhat unique challenge since not only is the likelihood of a crisis remote, but contemplating the consequences of a crisis is both painful and outside the psychological norms of most.

The research demonstrates that without some sort of intervention, people and organisations will not psychologically prepare for a collective trauma. There is no single recipe for such interventions, rather there are many ways to change, and everyone differs in adaptation. Habits can be reframed, modified, or changed, a routine can be adjusted, and a plan can be made and followed (see Chapter 6.2.6).

Kahneman's (2011) research on the slow and fast brain supports the argument above, indicating that our slow brain may not be paying attention and that the triggering of our gut reactions by our fast brain can be inconsistent and, at times, wrong (see Kahneman, 2011, in Chapter 6.2.3). Like all habits, character habits are formed in the fast brain or the subconscious mind (below consciousness). Kahneman (2011), talked of the two brains having different approaches to encoding memories. While the slow brain remembers consciously, the fast brain memories are not in conscious awareness. The fast brain memories can trigger memories and responses which can be "inappropriate, unproductive and damaging to our interactions and outcomes" (Kiel, 2015: 185).

Serious play as a vehicle to learning. There is a vast amount of research on play undertaken in a variety of academic fields. Psychologists, for example, have long argued that play develops the capacity for logical operations and cognitive processes (Piaget, 1964: 183-186), as well as the capacity to understand the meaning in culturally specific contexts (Vygotsky, 1978). Psychotherapists have also used play to encourage creativity (Jung, *CW* 6, para 196; Winnicott, 1971: 54). In the constructivist tradition of learning and educational research, play has been shown to involve the development of basic cognitive functions such as assimilation and

accommodation. Among psychologists and sociologists, play has also been considered as the activity through which the capacity to make meaning in social contexts is developed. On the most primary level, psychoanalysts have argued that “play” names the healthy exploration of object-relations and self-identification processes (ibid: 2).

Borrowing from the work of Schiller in the early 1900s on the play instinct, Jung highlighted one problem with the word play and the need to add the word serious when he stated,

Now it cannot be denied that these two concepts [seriousness and play] are in some sort opposed, since play and seriousness are scarcely compatible. Seriousness comes from a profound inner necessity, but play is its outward expression, the face it turns to consciousness. It is not, of course, a matter of wanting to play, but of *having* to play; a playful manifestation of fantasy from inner necessity, without the compulsion of circumstance, without even the compulsion of the will. *It is serious play*. And yet it is certainly play in its outward aspect, as seen from the standpoint of consciousness and collective opinion. That is the ambiguous quality which clings to everything creative. (*CW* 6, para 196)

This is suggested as being reminiscent of Winnicott (1971) in *Playing and Reality*. As previously noted, he wrote about play being a means of reaching the creative, less defended, and authentic part of a person’s personality (ibid: 84, 137, 208).

Statler and Roos, (2007) have applied the concept of serious play in an organisational setting and found it is an effective way of transferring learning and helps to build habits through repeated experience (see Chapters 3 and 6.2.7). They suggested that serious play and practical wisdom can be cultivated to deal with the complexities and

uncertainties of today's world (ibid: 9). "The activity of play itself may be the most natural way for people in organisations to develop practical wisdom" (ibid: 119), achieved through story telling or other playful activities with a diversity of participants (ibid: 108).

This is an idea supported by the work Schaverien (1991) in art therapy and of Mathers (2001) who added that "to explore meaning we need to play. When we play with meaning, change occurs in the collective and in ourselves" (ibid: 3). Mathers (2001) advocated play as free movement between ego and self, between self and collective, and between time free and time-bound perceptions, enacting the creative, transcendent function (ibid: 19).

Robinson (2010) also advocated play as a critical learning tool, going further by arguing that creativity defines human beings; it is the very heart of humanity, the lifeblood (ibid: 74). Creativity is the practical application of imagination; it is an iterative process that is often generated by constraints, highlighting that failure is often hidden and should be celebrated (ibid: 135; Samuels, 2001; Chapter 3.1.8). Whatever the process of learning, play, exercises, or dramatisations, all allow experimentation in a safe environment without risk of consequence and are powerful learning tools for the GES.

Creating Habits. Gladwell (2008) in *The Outliers*, wrote in regard to creating habits that a daunting 10,000 hours needs to be invested in becoming an elite practitioner of most skills (ibid: 37). The GES, however, intends to develop good enough habits rather than attempt to become an elite practitioner. Many myths have formed advising

that a habit can be established in 21 days, although this has been contested. Current research has found it can take from two to eight months (Lally, Cornelia, van Jaarsvel, Potts, & Wardle, 2009: 998-1009 and see Chapter 6.2.7). Whether it be 21 days or two to eight months, a crafted programme of development using serious play could accomplish the integration of new habits.

Whatever the approach to learning, it will fade if not repeated; approaches such as practical wisdom and serious play need to be habituated. Examples can be seen in the fire service where procedures are repeatedly drilled. To facilitate this need for practice and continued repetition, the following additional approaches are put forward as examples: case simulations, national and international educational exchange, apprenticeship-style shadowing and internships. “These different practices appear to provide playful (that is, experientially rich exposures to ambiguity, yet without the direct consequences of an unexpected event) habituation to the ethical challenges of management in a global and uncertain environment” (Statler & Roos, 2007: 130).

Bargh (2018) suggested a three-point process in developing good habits to be the person you want to be: 1. Being aware of what you think is essential knowing that there are things out of this awareness that can influence behaviour; 2. Counter-intuitively, it is suggested that the awareness in point one will actually “increase the amount of free will and control you truly have”; 3. Self-control helps in stifling unwanted habits (ibid: 262, 284).

Bargh's (2018) use of *implementation intention*, the process of making plans and following them through, is an excellent short-term strategy (ibid: 268). For longer-term objectives, however, sheer will power is not the answer. By wanting to change, committing to that change and establishing routines, sound habits can be formed, taking away the constant need to remember and exert willpower (ibid: 274):

Research is demonstrating that forming good habits that delegate control of your behaviour to routine daily situations and events is the most effective way we can regulate ourselves in the long run... Once the new desired behaviour is in place, after several successful days of using the implementation intentions, then it will become the new habit, your new routine, and situational cues... become the unconscious triggers of this new complex behaviour. (ibid: 274-275)

Although some research would not agree with the timeframes Bargh (2018) suggests (for example, Lally et al., 2009), the processes of habit development are sound. The processes for learning to prepare are also linked to the need to motivate organisations and employees. The internal knowledge, which individuals and organisations have, needs to be balanced with a realistic assessment of what the individual and organisation can achieve. This self-knowledge is equally important to the notion of preparation and represents realism to counter the complacency of those who do not want to prepare. In today's world with its considerable focus upon self-development, the self-improvement industry tends to offer one-size-fits-all solutions. Engaging with the unconscious through, for example, art therapies, sharing stories, and the use of serious play with practice offer a different perspective.

The next section turns to the challenges of getting people and organisations engaged in the need to prepare.

7.7 GETTING ENGAGED

A core challenge for the ideas proposed in this thesis was how to engage organisations and their employees to prepare for a collective trauma. As highlighted throughout this thesis, this was not something that individuals chose to do, and organisations tended not to do so from a psychological perspective.

MacLeod and Clarke (2014) defined workplace engagement as “a workplace approach designed to ensure that employees are committed to their organisation’s goals and values, motivated to contribute to organisational success, and are able at the same time to enhance their own sense of wellbeing” (ibid: 1). Macleod and Clarke (2014) found evidence linking employee engagement, psychological wellbeing, and sustainable organisational performance outcomes. Positive employee engagement was linked to factors such as employees’ ability to participate in workplace decisions and a sense of achievement with the work performed. Conversely, lack of employee engagement has been linked to increased absenteeism, presenteeism, and lower levels of performance and productivity (Purcell, 2008: 6), all very costly to an organisation (MacLeod & Clarke, 2014: 1).

Research by Robertson and Cooper (2011) also found that an employee’s wellbeing and engagement influenced performance. Further research supports their findings.

Schaufeli, Taris, and van Rhenen (2008) found that burnout was negatively correlated with engagement at work, whereas wellbeing was found to strengthen engagement and meaningful work led to less absenteeism. Customer service has also been found to be enhanced by employee wellbeing and commitment (Bevan, 2010). Finally, a Gallup survey found fewer health problems and more resilience in engaged employees (Gallup, 2013).

MacLeod and Clarke's (2009) research is a social movement promoting engagement, which is laudable in its objective of wellbeing and engagement.

The evidence of positive business outcomes is as strong as you can get it, even if it is never conclusive. And employee engagement is a classic win-win initiative since it is associated, when done properly, with better employee wellbeing, as well as wealth creation. (Purcell, 2012: 15)

Purcell (2012) pointed out a significant limitation, however, when he stated, "I do not think it good enough for the government just to give its blessing and then sit back and do nothing" (ibid: 14). He addressed a concern about the significant limitations around "building trust, perceptions of fairness, and of organisational justice", which he argued are pre-requisites and the antecedents of engagement (ibid: 7). He suggested that "representative-based employee consultation arrangements can make a substantial contribution to doing this" (ibid: 1). For employees' voices to be heard there needs to be more than one activity. These should not be limited to direct communication and involvement through team briefings, workforce meetings, problem-solving groups, and, to a much lesser extent, via employee surveys. These

are mainly top-down initiatives that do not necessarily give the employee a voice.

Purcell advocated including representative consultations:

The distinctive characteristic is senior managers briefing employee representatives on major plans and strategies and exploring the need for the decision and especially working through the consequences and how best to ensure a fair and just implementation. This is where informational justice can be achieved. (ibid: 14)

The literature suggests that when employee engagement is conducted as a win-win initiative, the organisation thrives and so does the employees' wellbeing.

Aligning with New Zealand's established practices. In the critical literature review (Chapter 3), the reviews of current practices were mainly limited to New Zealand, Australia, and the United Kingdom, with some international organisations included partly for potential cultural fit and partly due to limited time and resources. There are a plethora of well-researched guidelines and information in the form of checklists, questionnaires, workshops, and tools giving good solid practical advice on what to do to be prepared in times of crisis. However, few research-based interventions have been found which address psychological preparation for individuals other than emergency workers.

In 2019, the NZ Government released the report mentioned earlier, an extensive review of disaster preparation. The report outlined comprehensive lists of what particular groups can do as individuals, families, businesses, and organisations. These include understanding and reducing the risk due to possible disruptions, exposures, and vulnerabilities. Some specific examples are future proofing, preparing the home, planning for disruption, staying informed, knowing the neighbours,

understanding the risks, building networks, and making resilience a strategic objective (MCDEM, 2019: 39-43).

The NZ Government surveyed what Kiwis care about most and how to treasure and measure it; the research results on these wellbeing indicators will be published in June 2019. These are said to go beyond economic measures such as gross domestic product to include wellbeing and sustainable development. The indicators will build on international best practice and will be tailored to New Zealand by including cultural and Māori perspectives. Unfortunately, the outcome from the survey of New Zealanders on wellbeing was not published until 26th June 2019 thus too late to be incorporated here.

Seligman's (2011) PERMA (see Chapter 3.4.4), a best practice, well-researched model for psychological wellbeing advocated as the measure for PWB in this thesis is now being used in Australia and New Zealand and will be the foundation of psychological wellbeing used in this study. The Wellbeing and Resilience Centre of South Australian Health and Medical Research Institute, for example, have put forward the work of Seligman and PERMA. An objective has been set to equip all Australians with Seligman's wellbeing tool, PERMA+, where the plus covers physical activity, nutrition and sleep. PERMA+ is hoped to become the clarion call for a mentally healthy society in Australia with the aim that it becomes as memorable in the community as *Slip, Slop, Slap, Seek, and Slide*, a very successful, iconic skin cancer prevention strategy in Australia and New Zealand.

This study is aligned with this objective of finding a simple, memorable, and effective way to aid people in preparing for collective trauma, called here the GES. This thesis has built upon what is advocated for wellbeing, adapted where necessary for the evolving new normality post-collective trauma. PERMA, however, does not provide all the answers required for the GES. PERMA was not designed with collective trauma in mind, and there are other tools that can aid in the self-awareness being advocated as a fundamental principle for the GES (see Chapter 7.2; Appendix 19).

Barriers to engagement. Barriers to the application of many researched strategies can be the lack of availability to everyone. They are often written for the experts in the field and not disseminated to the general population, and when they are, they are often complex and acted upon once or guiltily ignored.

The facts are clear: New Zealand has earthquakes and will have more. Yet there are so many possible barriers to engagement and many conflicting priorities. For some it may be an increase in costs in time, energy, or money; low perception of risk; vulnerability of services; ageing equipment; a high-risk location; and the challenge of keeping up to date with technology, communications, and social media. Risk reduction and resilience building are often perceived as expensive, and it can be difficult to translate preparation strategies into practical actions (MCDEM, 2019: 45).

7.8 CONCLUDING REMARKS

No one is bulletproof, and it is not possible to prepare for every eventuality, nonetheless there are many opportunities for improving the chance and quality of

survival and recovery. Saving time and energy during a crisis is invaluable and results in less reinventing of the wheel or second-guessing what to do. Individuals will be less overwhelmed when a crisis strikes if they are more aware of personal triggers and have a choice of how to react. Remaining unaware of these triggers can lead to regrets: lamenting reactions, feelings of guilty, and damaging relationships. Positive change can be affected through preparation by creating good habits and becoming a GES.

The main thrust of this thesis is that people and organisations need to prepare for collective trauma, and the contention is that this is not something to be proved. Instead, it is something that needs to be done and the doing needs to be based on thinking that is deep, reflective, and derived from human experience *in situ*. This premise is based upon the first-hand experience of seeing overwhelmed individuals and organisations in the wake of the Christchurch earthquakes. The critical questions are around what kind of preparation is required, what strategies need to be employed, and how to engage everyone in the need for preparation.

The acknowledgement that organisations and individuals could be subjected to another earthquake is the first step to internalising sufficient awareness to prepare. Preparation is needed to cope with the immediate shock of the earthquake, to build sufficient internal knowledge for survival in the moment, and to adapt to the post-earthquake environment. As discussed in Chapter 6.2, Dave suggested, while consciously working towards growing a preparation database of internal knowledge, creating strategies available to fall back upon when crisis strikes. These included embracing the need for rest, restoration and planning, as discussed in Chapter 3.1.1.

While planning is crucial, so too is giving people a meaningful role, investing energies in helping themselves and others. Furthermore, as social animals, relationships, support networks, connection, communication, and the building of trust all have a role to play in avoiding overreaction and aiding recovery with family, friends, and colleagues. Belonging and getting involved in the community can also offer support and, of course, the basic needs of food, drink, and sleep need to be adequately met.

The GES is used in this thesis as a metaphor permitting survivors to be imperfect, fallible human beings, to be good enough. The desired outcome is that the GES will have learnt how to regulate energy and behaviour and not be overwhelmed by impulses, reserving energy for when and where it is needed most. The GES will be prepared to survive the immediate impact of a collective trauma and then to grieve for the loss of the old normality while adapting to new evolving normality.

Strategies for individual preparation focus upon building internal knowledge, with self-knowledge seen as a fundamental principle of the GES. Self-knowledge is the solid foundation upon which to build the GES and to cultivate autonomy, initiative, and competencies for coping with collective trauma. Development guidelines for the individual and the organisational GES are proposed drawing upon the research findings and the critical literature review. The principles of serious play are suggested as a viable technique to install and integrate new preparation habits for the GES.

This researcher contends that preparation and being the GES needs to become part of an organisation's culture and not merely a response to a disaster. Once trauma

happens, this research indicated that acceptance and adjustment can make the difference to a survivor's recovery.

Finally, in Chapter 8 the conclusions are reached, and recommendations are made for further research. The opportunity to play devil's advocate on the conclusions has also been taken, and possible objections to recommendations have been posed and argued.

CHAPTER 8: CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

This chapter summarises the conclusions and considers the academic merits of this thesis, outlining its aspiring practical applications and suggestions for further research.

A final chapter is also an opportunity to reflect over the six-year journey of this thesis and, in light of the research aims, to consider the learnings, the findings, and the pitfalls. While there is a substantial body of research on post-trauma recovery, including PTG, existing literature on psychological preparation for organisations and their employees is sparse and does not appear to explore the idea put forward here, that collective trauma results in the loss of normality nor the implications of this loss on the psyche of those impacted. The PWB of those impacted is restored in part by recognising that life will never be the same again and that acceptance of this with adaptation to a new normal is needed.

The principle aim of the focus on preparation for collective trauma in this thesis has been to help employees and organisations be self-sufficient, independent, and non-reliant on others for psychological wellbeing. It is proposed that this can be achieved by instilling the habit of anticipation and planning, and gaining self-knowledge about one's PWB, thereby avoiding being overwhelmed in the event of a collective trauma, with the ultimate outcome of being the good enough survivor (GES). It is argued that being unprepared diverts energy and time unnecessarily, both of which are critical in

times of crisis and the aftermath (see Statler & Roos, 2007: 78 in Chapter 3.1.1). It is acknowledged that it is all too easy to respond to an earthquake in the moment, without forethought, in ways that come naturally and automatically, leaving to chance individual reactions and limiting choices of how to react.

Before the 2010 earthquake, the researcher designed, piloted, and implemented interventions for natural disaster responses for engineers and loss adjusters, working from 2007 with the NZ Government agency for earthquakes, the EQC, and the contracted geotechnical engineers. The focus of this work was on preparing psychologically for natural disasters in general, not specifically for earthquakes. Interventions ranged from a practical backpack list of contents needed for quick response, to a two-day pilot programme and one-day workshops on preparation for natural disasters, which included scenario awareness and empathy training.

This researcher personally experienced the 2010-2012 earthquakes while also working intensively with the EQC and its principle geotechnical consultant. During this time, the researcher had first-hand experience of the trauma in addition to working directly with survivors and supporting those caring for the survivors. These experiences brought into sharp focus the need for further research on psychological preparation for such extraordinary events for employees and their organisations. This realisation and the apparent lack of existing literature on this subject gave birth to this thesis.

This researcher, as a professional working in such an extraordinary situation, was presented with a unique opportunity to conduct research. This opportunity was

coupled with the desire to give something back through this self-funded research to colleagues in New Zealand who had worked so hard in such difficult circumstances.

The database for this thesis was derived from the stories of survivors of the New Zealand earthquakes. This researcher sought to discover and analyse the qualitative findings from the voices of survivors working in Christchurch during the 2010-2012 earthquake sequence. She argues that this thesis contributes to the raising of consciousness about collective trauma and the effect it has on people's lives. It highlights how fragile and vulnerable people can become during and after times of collective trauma. It also demonstrates that psychological preparation ahead of an event is possible and that this preparation has significant benefits for individuals and organisations.

8.2 A BRIEF SUMMARY OF THE THESIS CHAPTERS

Chapter 1 introduced the background to this research, the thesis aims, the questions raised, and the perceived gaps in current research. It focused specifically on psychological preparation for individuals working with and being supported by their organisation. Acknowledging that while everyone is affected in some way not all stressful events are traumatic for everyone and not everyone is affected in the same way.

Chapter 2 drew a contextual picture of Christchurch, a city that was shaken to its core, giving the reader context by describing the place, the people, and the culture upon which this thesis was grounded. Much of what was in Christchurch pre-quake

remained, albeit in a cracked, compromised way. There were cracks in the physical world, in the roads and foundations of people's homes. There were cracks in individual psyches and society, in the ways people interacted with one another and the environment. There were cracks in the functioning of organisations and government agencies. Cracks, however, let the light in; they allow a glimpse into the complex networks and structures at play and give an opportunity to better understand what is needed to prepare the GES.

Chapter 3 provided an in-depth critical literature review of four key areas of research: preparation, collective trauma, normality, and psychological wellbeing. Furthermore, relevant Jungian theory in respect to preparing for collective trauma was synthesised throughout this thesis in an attempt to take theory developed for the individual and apply it to a more collective, organisational setting. While Jung did not directly talk about preparation for trauma, he did talk about normality and serious play for example. The researcher also found that there were themes such as normality coming to light through the research which could be interpreted from a Jungian point of view.

The overview was by no means comprehensive but focused on theory and practice that was potentially worthy of further exploration for collective trauma preparation, both working at greater depth and simplifying, where possible, without losing the essence of what Jungian thinking can add to the practice of preparation for collective trauma. This would ultimately inform the creation of the GES to aid individuals and organisations.

Chapter 4 outlined the fieldwork and qualitative methodologies used to collect and analyse the 22 interviews conducted in New Zealand in 2016. What was needed was a method that spoke to psychosocial studies to gain insights into both the general and the specifics of the human experience.

The analysis of the narrative data was through the combination of the more generalised analysis of all 22 interviews using the TA of Braun and Clarke (2012), which allowed a cross-sample analysis of the coded data, giving breadth and identifying themes common across the 22 interviewees. Two carefully selected transcripts underwent a more in-depth analysis afforded by the BNIM (Wengraf, 2001). This more in-depth analysis, using the reflexive process of the BNIM to elucidate further findings from the data, helped to unearth much of the lived experience of the survivors.

Furthermore, the challenges of using these two qualitative methods, which were open to subjective bias, were discussed. The challenges were somewhat countered by the robustness of the approaches used. The rigour of the BNIM, for example, builds extensive reflexivity into its methodology. The use of two methods of analysis also offered triangulation and afforded the opportunity to both validate the analysis of the same data on the same topic and to capture different dimensions of the same phenomenon.

Chapter 5 presented the results of the interview data analyses, drawing upon the fieldwork and methodologies described in Chapter 4. This was undertaken in two phases, the first, TA (Braun & Clarke, 2012), and the second, BNIM (Wengraf,

2001). A robust and more in-depth understanding was drawn from the narratives of the psychological effects experienced by leaders and employees during and after the Christchurch earthquakes between 2010 and 2016. This dual approach also provided valuable insights into preparation for collective trauma for the individual and the organisation. From the analysis in this chapter, it was found that 100% of those interviewed mentioned the desire to return to normality in some way, deeming it worthy of further analysis.

Chapter 6 took the data analysis from Chapter 5 and the key findings from the critical literature review, focusing on both known normality and the evolving new normality. It was suggested that the triangulation of using both methodologies when applied to the interview data collected, provided a rich source of material through which to examine and challenge the concept of normal behaviour under abnormal circumstances. Such awareness, the researcher suggests, will aid the employee, the leader, and the organisation to both survive and thrive post-earthquake. Together, Chapters 5 and 6 provided the basis for psychological preparation strategies and facilitated the construction of strategies for the GES in Chapter 7.

Strategies were developed for the GES, and the academic merits of such an approach were summarised. The strategies were developed as guidelines, not as a result of a diagnostic checklist. Further suggested practical applications are outlined in Appendix 19. Engaging individuals, leaders, and organisations in the need for preparation, especially where there has been no recent trauma, could be a challenge, and customised strategies for engagement are proposed for further development.

The collection, extraction, and analysis of data in Chapters 4, 5, 6, and 7 all culminated in Chapter 8 to substantiate the conclusions drawn from the findings. The qualitative, inductive, reflexive approach suggests a significant potential for future in-depth exploration of psychological preparation and the evolving new normal.

8.3 BACKGROUND: REFLECTIONS ON THE EVOLUTION OF THE THESIS

The initial research topic arose from the experience of working closely with organisations and their employees during the Christchurch earthquake sequence from 2010 to 2012. The starting proposition for this thesis was built upon initial research and development of interventions to emotionally and psychologically prepare employees and organisations involved in dealing with a natural disaster and the aftermath.

The researcher's first-hand experiences led to reflections that when trauma strikes both conscious (call to physical action) and unconscious (flooding of emotion) forces are brought into play. She wanted to better understand how the unconscious was impacting the psyche of those experiencing trauma and, in doing so, how it might be possible to prepare for trauma ahead of time.

One thought was how useful it would be if people understood what psychological wellbeing meant for them. The idea grew out of reflecting that the survivors understood what would be necessary to maintain wellbeing physically. Although some still chose not to do any of the physical preparation, there was awareness around

what was needed; however, how to prepare psychologically was less clear to the survivors. A simple, understandable tool for gauging PWB was called for.

As the idea grew and to acknowledge this researcher's desire to work at more depth, a supervisor with both organisational understanding and a Jungian background was sought. This researcher contended that to prepare psychologically there was a need to focus on both conscious reactions (what we know we know) and unconscious reactions (what we do not know we know or do not know). It was proposed that such awareness would aid the employees, the leaders, and the organisations initially to survive and then thrive in the event of collective trauma.

It was not until later, when rereading the original field notes, that the notion of normality and the part it played in preparation and recovery became an area of interest to this researcher. With a Jungian lens and normality as an emerging theme to be explored, alongside preparation for psychological wellbeing, the initial research question was created, focusing on preparation, strategies, organisations, and their employees. Where applicable, the researcher has attempted to underpin the literature review and research findings with Jungian theory. Over the next six years, this topic evolved into its specific focus: *The Good Enough Survivor: Strategies for Preparing Organisations and Employees for Collective Trauma*.

It is essential to acknowledge that this research was explicitly aligned with New Zealand and natural disasters. The cohort of people whose stories are captured in this thesis were all known to this researcher from either 2010 or 2011. There is no claim being made for a wider brief.

The free-associative interview approach was chosen after first reading Hollway and Jefferson's (2000, 2013) work, learning of its strengths and its limitations. Subsequently, a professor recommended reviewing the BNIM, which built upon Hollway and Jefferson's free-associative interviewing method and was deemed a more rigorous approach (see Chapter 4.3).

The approach used also aligned with a Jungian epistemological stance (for example, consciousness and unconsciousness) together with qualitative narrative research which drew on the lived experience of those being researched. Foster (2012) wrote of unexpected events being an intrusion that causes a break in the survivor's life story (ibid: 93), which undermines the belief systems that give meaning to human experience (ibid: 104). This resonated with the researcher's own experience and that of many of those interviewed. The explanation that they were having a normal reaction to an abnormal event, although accurate, felt inadequate and did not reflect the psychological fractures in the lives of the survivor. Listening to survivors telling stories, to not only what was said but how the story was told, was deemed an important part of learning more about preparation.

On attending the training with Wengraf in 2014 on the BNIM, although it was evident that it was a complex, continually evolving approach, it became clear to this researcher that this approach rather than the previously explored oral history method would be a powerful method to explore the wealth of data collected for this thesis (see Chapter 4.3).

One challenge with the BNIM, however, was that it was not possible in the time available for this thesis to conduct more than one or two transcript analyses. This would mean not using the 20 other transcripts which felt dismissive of those interviewed and a waste of very rich material. This problem was resolved by Professor Squires who suggested conducting a TA on all 22 transcripts to highlight generic themes using the method developed by Braun and Clarke (2012), who, coincidentally, were New Zealand researchers.

Data was collected after ensuring that all ethical concerns and other boundaries were met in a manner consistent with the reflexive nature of this thesis. From the first week attending a research conference at Essex University, a reflexive process and techniques to facilitate it were advocated. Over the next six years, 14 journals were filled with this researcher's reflections. These captured many thoughts, feelings, behaviours, actions, learnings, and developing ideas as this researcher became less of a pragmatic, organisational psychologist looking for solutions and growing into a more reflexive, academic researcher.

Such boundaries are critical in research, ensuring the highest standards of care for the research subjects and consistency of academic standards. In particular, care was taken in the interview process given the nature of the research subject and potential vulnerability of the interviewees. Provision of support was made and offered to all interviewees, and the gentle, free-associative interview process allowed each interviewee to choose the nature of the story told. These stories needed to be heard without contamination by the researcher's subjective bias; it was also important to acknowledge that the interviewees' narratives were being told five years after the

event. This researcher believed however, that this was not an impediment, given the nature of this study.

Normality became a focus as it was what survivors yearned for. However, normality is ill defined in general terms for an organisation and individuals. The research data and analysis revealed that while normality in some way was always desired, it was suggested by this researcher not to hang onto the desire for the past normality but to accept the world would never be the same again and adapt to a new evolving normality. The critical literature review suggested that such adaptation could be a dimension of PTG. If this is true, then a further question could be whether PTG could be accelerated; if so, this would then accelerate a move toward accepting the new normal, something which would warrant further research.

As part of this research, the researcher has been able to add to her behaviour and cognitive strategies and development tools repertoire. Self-knowledge of how an individual might react under such circumstances offered a pathway to preparation ahead of the event, mitigating the loss of control that survivors felt when overwhelmed by the trauma.

8.4 THE RESEARCHERS PERSONAL REFLECTIONS

At times during the PhD journey the researcher has been asked about her own GES strategies and experiences with the earthquake events and how her experiences might have affected the research process. In response, as the PhD comes to a close, it has been valuable to reflect further on this. These reflections are shared here.

For added insight, I am an ENTP in MBTI terminology: an extravert, intuitive, thinking, perceiver (see Appendix 19 for a snapshot of this profile).

I completed my masters in organisational psychologist in 1983 and have worked professionally for 30 years. I am a trained hypnotherapist; I trained in mindfulness and make good use of it. I trained at Metanoia in London in the late 1980s in both Transactional Analysis and Gestalt in Organisations and was in therapy in both these modalities during my training. I am also trained in transcendental meditation, which I have used since the late 1990s. In 2001, I added to my skill set Dr. Madan Kataria's Laughter Yoga. For several years I was in Jungian analysis with George Rodwell in New Zealand and have been supervised throughout my professional life. I have grown through my life's journey and believe that I am a balanced, mature, and very competent professional. As a mother of three and grandmother of two with over 30 years working as an organisational psychologist, I feel I am well trained and practiced both personally and professionally in knowing who I am and how best to maintain my PWB.

Before asking all the interviewees to share their earthquake story. I believed it appropriate for me to write mine. What I wrote can be read in Appendix 10.

My Good Enough Survivor strategies. In my earthquake story in Appendix 10, I have recounted some highlights and at times lowlights of my experience to give context to my answer to the question: What are your own GES strategies and experiences with the earthquake events and how might this have affected the research process? These are some of my strategies: 1. Stay connected: Communication was crucial with

family, friends, colleagues; 2. Take care of those important to me: I made sure I had people around to support me, including therapy and supervision, while supporting those dear to me; 3. Know who I am and how I function best: Self-talk was my term for keeping myself balanced, “you are doing ok”, “you are doing your best”, etc. Knowing my strengths and what cracks might appear was necessary, as was setting up professional backup and supervision within hours of the earthquake; 4. Have on-going plans: I grasped that things would not be the same again; 5. Believe in what I am doing: I understood the value of what I was doing and that this would end, making it possible to dream for the future.

How might my experiences have affected the research process? I sought a research process that recognised the depth of the relationships I had built with the interviewees and my own personal survival experience. This led me to select a research methodology which was particularly strong in highlighting the potential influences of subjectivity on the research data.

The positive impact was the depth of relationships I had built with the people I was later to be supporting. I knew them by name, I often knew their personal circumstances, and in some instances, had met their families. I had a good level of trust with the leadership and employees, I was a familiar face and had professional credibility.

All of the above can also be a negative, as familiarity and my own experience risked my making assumptions. The BNIM process of panels and constant reviewing by the interviewer of her subjectivity was very valuable in this regard. The interviews were

not conducted in a therapeutic environment. Neither was the working environment therapeutic. I would be the first port of call before referring people on to a psychotherapist or clinical psychologist. Examples of both transference and counter transference have been explored in the thesis.

8.5 SUMMARY OF RESEARCH FINDINGS

As the research evolved, the evidence-based research findings could be summarised succinctly as follows: 1. There was no evidence of survivors either consciously or unconsciously preparing, implying that preparation needs to be driven in some way. 2. There are benefits to individuals and organisations from psychologically preparing for collective trauma; preparation is not only feasible but desirable. 3. It is important to acknowledge that the known normality changes for individuals and organisations after a collective trauma and that an adaptation to the evolving new normality needs to be embraced. 4. Trauma effects every survivor and organisation in a unique way, one-size-fits-all solutions are not the answer. Being prepared for collective trauma primarily involves self-awareness within the context of an unforeseen event. This self-awareness is perceived in this thesis as the foundation for the GES who will be aware of the potential psychological impacts from a collective trauma and be able to adapt to an evolving new normality (see Chapter 7.3 and 7.4).

This thesis suggests that preparation can be integrated into an organisation's culture to become part of the value system with a collective understanding. Many organisations in New Zealand have already taken numerous steps towards preparation

for extraordinary events although there is less emphasis on the complexities of the psychological wellbeing of the individual.

In pursuit of psychological preparation and, ultimately, to becoming the GES, the following findings are outlined in two categories: normality and the GES for organisations, leaders, and employees.

8.5.1 Findings: Normality. Normality has been highlighted as a core theme. All 22 interviewees mentioned it in 2016 as did over 50 people in the initial field notes in 2011. Due to the high frequency of this response, normality was deemed worthy of further analysis and discussion in Chapter 6.

The findings from the analysis of the interviews indicated that the phenomenon of normality has a part to play in psychological preparation. If individuals or organisations do not accept and act on the changes in an evolving new normality, they will do what they did in the past, either fail to prepare or prepare in the same old way. Once trauma happens, it is acceptance and adjustment that make the difference to recovery. Those who accept the need to embrace a new normal will free up energy to focus on the emerging new needs and on aiding others.

This researcher proposes that psychological wellbeing could be a realistic and pragmatic standard of normality for individuals and organisations to return to. Interviewees wanted to reconnect to what felt familiar, to regain a sense of self, who they were or thought they were, and to rebuild their old lives. Losing normal life, that which contains us, leaves a gap in the lived life, a vacuum which needs to be filled.

It is critical to understand that getting back to normal is not a realistic goal, as there is a risk of losing sight of what is important, and that embracing, or at least having the awareness of, an evolving new normal is necessary.

One approach as part of self-awareness could be to establish, pre-trauma, a benchmark of psychological wellbeing using established tools such as PERMA (see Seligman, 2011 in Chapter 3.4.4). This would mean that the evolving new normality could be monitored and managed, identifying what has changed or needs to change post-trauma.

8.5.2. Findings: The GES: Preparation for Organisations and Individuals.

Organisations can benefit from these research findings. In particular, the data demonstrates the need for organisations to have emergency response and crisis management plans (see Chapter 7.3) which are both externally focused on relationships with outside agencies and the media and internally focused on the needs of employees and the organisation. Organisational planning for collective trauma needs to occur before the event in order that strategies and training are in place, ensuring leaders and employees are not overwhelmed by the demands and complexities of initially surviving and later adapting to collective trauma. Even when organisations have emergency response and crisis management plans, there is still the risk that these will not be executed well despite best intentions. To keep these plans alive, they need to be reviewed and practised on a regular basis.

All 22 people interviewed had at least one previous experience of an earthquake and had still failed to prepare for future earthquakes. From the findings, it was apparent that planning for the unimaginable was a necessary prerequisite for maintaining psychological wellbeing in times of collective trauma for both individuals and organisations. This planning brings the possibility of the unimaginable into consciousness. Taking practical steps to prepare (such as keeping a store of food in the house and petrol in the car) builds awareness of what could happen. Practising a plan provides individuals and organisations with confidence which can be enhanced by having meaningful roles during a collective trauma. Self-awareness, practical steps, and meaningful actions are three facets of planning which will help individuals and organisations invest in the new landscape they could find themselves in.

The findings from this study will be valuable to organisations and individuals working in organisations seeking innovative and effective ways to achieve being the GES. The concept of the GES is that it is not necessary for survivors to be perfectly prepared but sufficiently prepared to weather the trauma of a crisis and to recover. The proposal is that preparation and being the GES becomes part of an organisation's culture.

It is this researcher's suggestion that psychological preparation can be learned. Adjusting to the impact of collective trauma is within reach and involves self-awareness, psychological wellbeing, resilience, and playing to strengths while taking care of weaknesses. Self-care needs self-knowledge. This, too, can be thought about

in advance of a crisis with the possible loss of the existing, known normality, requiring an acceptance of an evolving new normality.

Furthermore, it is this researcher's contention that to prepare psychologically a focus is needed on both conscious reactions and unconscious reactions. For example, resilience is a normal, not extraordinary, reaction open to everyone (see Chapter 3.1.5). Some personalities, however, may have to work harder at certain elements, but these can be developed. It is proposed that such awareness will aid employees, leaders, and their organisations initially to survive and then to thrive in the event of collective trauma.

Recovery is also aided by having a defined role to play during and post-earthquake. Those survivors who have a meaningful role after an event may cope better with the psychological impacts of the collective trauma by investing energies in helping others and making productive adjustments to the new reality. This tentative finding resonates with the NZ government's strategy which advocates that "We all have a role in a disaster resilient nation" (NZ Government Draft National Disaster-Resilience Strategy, 2018: 1).

One possible benefit of the adversity of collective trauma is that it can act as a filter for relationships, as some interviewees reflected, "You begin to realise who your real friends are." There are also other opportunities for post-traumatic growth (PTG), focusing on the positive rather than the negative, for example, collective trauma may lead to a re-evaluating life, seeing an opportunity and experiencing a wake-up-call (see Optimism in Chapter 3.4.4).

One major area to be addressed is the need to engage people in the possibility, necessity, and feasibility of preparing psychologically. People tend, instead, to think of specific physical preparations and events:

I do not have an emergency response kit at my house I don't believe there will ever be a significant earthquake in Auckland...I don't think we can conceive it can be until we have been there. And the TV coverage of Christchurch after the event doesn't tell you what it is like to actually be there. So, I don't know how you prepare anybody for something like that. (Steve #1, 2016: 344-353)

This comment above came from a senior civil engineer with a lot of natural disaster experience, indicating the challenge for engagement in this research. As outlined in Chapter 7.8, effective implementation of any intervention will require a comprehensive and effective engagement strategy to drive an organisation and its employees. Fundamentally, individuals and organisations must accept that a collective trauma will occur and, once this is accepted, that preparation is not only desirable but necessary. Suggestions are made in respect to these challenges to engagement, and these should be part of the customised programme developed for individual organisations. For example, art therapy (Schaverien 1991) and serious play (Statler & Roos, 2007) are suggested as effective ways of transferring learning, helping to build habits through repetition of exercises, as discussed briefly in Chapter 3.1.5 and Chapter 7.6.

8.6 CRITIQUE: LIMITATIONS OF THIS RESEARCH

As suggested in this thesis, promoting the raising of an individual's consciousness, and PTG which can potentially be problematic and end up achieving the one-sidedness which Jung was trying to avoid. Myers (2013), wrote "about the dangers of artificially raising an individual's consciousness" (ibid: 655). This concern is addressed somewhat by Jung's primary goal, as stated earlier, as a two-way adaptation to both the inner and outer worlds, which is the main theme that runs through all aspects of his theory. It should be noted that Jung did not suggest everyone must work towards individuation, but rather that they should "get involved in the very fate for which they were suited" (*CW* 7, para 236). He gave strong warnings against forcing someone into anything other than their destiny. For example, it can be dangerous to artificially bring unconscious contents to the surface (*CW* 17, para 260), akin to "digging an artesian well and running the risk of stumbling on a volcano" (*CW* 7, para 192). He also warned against the collectivisation of those whose destiny is individuation, because the predominance of collective ideals and organisations, through "the suppression of individuality, is a moral defeat for society" (*CW* 6, para 123).

The challenges of applying analytical psychology in a non-therapeutic environment is to balance individual and collective needs in a way that meets society's and individual's needs. This requires a culture that values all parts of the collectivity-individuation spectrum, encourages individuals to find the natural place on it for them, and enables an ongoing progression, while avoiding the problems of excessive one-sidedness, unconsciousness, and risks to the individual.

There are numerous critiques that could be put forward on the limitations of this study. In drawing implications, it is important to highlight the small number of participants and the potential limitations of generalising from qualitative data. Some authors do highlight, however, that transferability rather than generalisability can be a valuable contribution to qualitative studies (Guba & Lincoln, 1989). This can be defined as the extent to which the reader can generalise the findings of a study to her or his own context (Morrow, 2005: 250).

Specifically, the heterogeneity of the cohort studied limits the applicability of any findings to a wider population. While the sample size of 22 is deemed adequate for the TA undertaken, the sample size of only two for the in-depth BNIM is small; and, therefore, the findings from these analyses are indicative only. Furthermore, only two organisations were part of this research cohort, and all people interviewed were working in New Zealand and available to be interviewed within a limited window of time (when this researcher was in New Zealand in October and November 2016). Such metrics in research are important, but all too often what is measured is only what it is easy to measure rather than what matters. This researcher tried to remain aware that the cost of measuring may be greater than the benefits and that the thing that gets measured may draw effort away from the things cared about (Muller, 2018).

This research has several limitations. The 22 earthquake stories, the source of the data, were told from memory, and this alone has numerous issues. The evidence was collected using interviews and was then interpreted by this researcher; thus, the subjectivity of this researcher will have inevitably influenced the data analysis.

As Hollway and Jefferson (2013) suggested, life stories can give insights into our unconscious motivations, given that we are all defended subjects (see Chapter 6). After both the TA and the BNIM analyses, however, this researcher concluded that there was insufficient evidence in any of the interview transcripts of either conscious or unconscious psychological preparation. Implicit in this was an understanding that even when trauma is repeated, individuals do not focus on preparation.

Furthermore, leaving behind the old known normality could take away a much-needed comfort blanket, even if it is imaginary. Also, the nature of the change may make a difference to its impact: Was it forced (I have to leave my home to survive)? Or was it undertaken willingly (an opportunity to rethink what is important in life)? Or was it that a world view changed?

It is hoped that enough information has been included of this research's context, processes, and participants to enable the reader to decide how the findings may be transferable. Some potential implications will be outlined in the following section although this is not to suggest that these will apply in every setting. They do, however, raise some alternative ways of thinking that might benefit from wider investigation. In particular, it is hoped that the findings become useful in the field of psychological preparation for a collective trauma.

8.7 RECOMMENDATIONS FOR FURTHER RESEARCH

There are a range of areas highlighted in this thesis which can, and this researcher believes should, be subjected to in-depth analysis. From this researcher's perspective, the areas for a future research agenda are outlined below.

8.7.1 Individual differences and preparation. What, for example, is the difference between those who do and those who do not prepare, and is the understanding of this something which can be used to develop more engagement in preparation? More needs to be done to understand why there can be so much resistance to change in normality. The work of both Siegel (2016) and Bargh (2018) on the conscious and unconscious mind, the brain, the body, and relationships affords opportunities for further research in perhaps laying down new habits and creating mental scripts that would facilitate becoming the GES.

Butler's (1988) notion of performativity has been suggested as a useful way of offering a more balanced examination of what constitutes 'successful' psychological preparation. She highlighted that

gender is in no way a stable identity or locus of agency from which various acts proceede [sic]; rather, it is an identity tenuously constituted in time-an identity instituted through a stylized repetition of acts. (ibid: 519)

Butler's (1988) concept of performativity looks to expose the hegemonic concepts of identity as fiction, how a person's identity is modelled in terms of the perceived normal. She argued that the performance of gender is a historical idea and that gender creates gender. Exploring in depth the work of Butler and the concept of normality

would give more breadth and depth to the work on normality included in this thesis (see also Chapter 3.3.2 on persona).

There is a compelling argument that those with an awareness of the potential implications of a collective trauma and a positive attitude towards survival will fare better than those with little or no physical or psychological preparation. This suggests that awareness of what a collective trauma may entail aids preparation by enabling individuals and organisations to consider the unimaginable, devise practical contingency plans, and prepare themselves psychologically for the possibility of the unimaginable.

8.7.2 Past experience and preparation. Another area of possible future research is that of past experience of trauma. Research has found positive associations between the number of traumatic events experienced and several cognitive and interpersonal character strengths (Peterson et al., 2008: 214). The results are indicative only, and further research is needed before it can be concluded that PTG leads to a strengthening of character.

Furthermore, as discussed in Chapter 6, normal life may not have afforded the survivors the opportunity to equip themselves for the crisis. One hypothesis emerging from this research data was that a crisis confronts what is familiar, often referred to as our normal life. In the BNIM microanalysis, it was suggested that the normal life is not equipped for crisis because it was not formed by a crisis. Thus, no coping strategies have been formed and normal life, life as it was known, breaks down. For example, was Grace better or worse in a crisis? Somewhere along her life's journey

she had experienced adversity, to come to the conclusion she is good in a crisis, we can assume she will have experienced dealing with something surprising her, shocking her, and causing her world to shift. Further research may make a valuable contribution to this line of research.

8.7.3 Locals, immigrants, transient people, and preparation. Reactions certainly varied between people who were born and raised in Christchurch, those who were more transient, and those who arrived after the earthquakes. Understanding this distinction between those born and the raised and the others, plus other variables such as having responsibility for children or lacking the means to take care of themselves, could add to the knowledge and skills needed for the GES.

8.7.4 Archetypes, the hero's journey, and preparation. Research using narrative criticism, archetypal narrative, and mythology, including Jung's work on the hero's journey, could be explored for possible connections in the context of collective trauma. The ideas imbedded in mythology and identified by Jung (1963) and Campbell (1949) can give valuable insights into the understanding of many human problems. As Jung suggested, "Myth is the natural and indispensable intermediate stage between consciousness and the depths of the unconscious" (Jung 1963: 343).

8.7.5 The event and the experience of the event. Another example to add to the above would be Papadopoulos' (2000) work on collective trauma highlighting the difference between the event and the experience of the event (Papadopoulos, 2000: 97 as mentioned in Chapter 3.2.1). The BNIM interview questions and subsequent subjective track analyses intended to highlight how victims experience and respond

to tragic events, but a more in-depth understanding of why some experience events differently to others would require further analysis.

8.7.6 *Solastalgia: Affliction of the soul and preparation.* Solastalgia is a term coined by philosopher Albrecht, Sartore, Connor, Higginbotham, Freeman, Kelly, et al., (2007) to describe the psychic disturbance experienced by humans when the landscape has been destroyed or altered radically by human or natural causes. The feelings of loss, powerlessness, grief, and anger can be part of the experience. This would constitute a whole new area of exploration and could give depth and soul to the GES pool of research (ibid: 95).

The above ideas for further research are tentative and are meant to inform thinking for future research on preparation for collective trauma for the GES. A full and comprehensive exploration of these areas is not, however, within the scope of this thesis or this researcher's expertise.

8.7.7 *The Kaikoura earthquake 2016 survey.* There was one unpredicted variable: a 7.8 magnitude earthquake occurred during this researcher's time in Christchurch while conducting research interviews in 2016. This affected the research process by delaying the final interview but afforded an unusual opportunity to supplement the research data with a short survey which is discussed very briefly below.

There is synchronicity in this researcher being in Christchurch conducting interviews

five years after the Christchurch earthquakes interviews when a huge, 7.8 magnitude earthquake struck in Kaikoura, 200 miles north of Christchurch, releasing 180 times the energy of the deadly February 2011 earthquake.

This experience was followed up within four weeks by a survey circulated to all 22 interviewees. The survey asked nine questions about experiencing the November 2016 earthquake and was sent electronically in December 2016. Twenty-one people responded; the one interviewee who did not respond rang to say they had no internet access due to moving to a new house. The analysis present various dimensions expressed by the interviewees of surviving an earthquake and the associated experiences, reactions, coping strategies, and any preparations undertaken⁵⁸.

The survey confirms the results of the TA and the BNIM analyses and, while not exhaustive, indicates that respondents had experience on which to draw, had thought about self-care and physical preparation, and that in some cases, were better prepared to accept the new reality of another earthquake, while others continued to deny the need for preparation. The survey provided another source of rich data which in no way contradicted the data from the TA or the BNIM analyses. Due to limitations of time and word count constraints, however, the data analysis can only be indicative.

8.8 CONCLUSION

⁵⁸ See Appendix 20, The Kaikoura Earthquake 2016 Survey for full details of the survey including questions, answers, and analysis.

Although it is impossible to anticipate how any particular individual or organisation will be affected by or react to an earthquake, this research analysis teased out a wide range of understandable reactions to the events in Christchurch from 2010 to 2012. This analysis emphasises that one of the most poignant factors which affected survivors was the extent to which the collective trauma challenged and changed their sense of normality.

From the analysis of all 22 transcripts, normality was identified as a theme and has been analysed in this thesis as core to becoming a GES. This researcher extrapolated from the data that getting back to the known normal after a collective trauma is not a realistic goal and argues for the adaptation to an evolving new normal. Both the TA and the BNIM analyses of Grace and Ross lend support to the notion that, faced with new circumstances outside of an individual's experience, people will either revert to old norms and continue in the struggle to make sense of a changed situation or they will learn to adapt.

It was this researcher's contention that preparation would be enhanced by including a depth psychological perspective. To prepare psychologically, a focus is needed on both the conscious and the unconscious. A GES prepares, bringing into consciousness the possibility that a collective trauma could happen, and possesses self-awareness of the potential psychological impact of a collective trauma. Good enough survivors are aware of personal strengths and weaknesses; recognise that, in the event of a collective trauma, adaptation to the post collective trauma environment will be needed; and understand the importance of relationships to psychological recovery after a collective trauma.

Understanding and accepting that individuals can psychologically prepare for collective trauma paves the way for organisations to broaden their approach to emergency response, crisis management and employee development. Regardless of whether it will ever be needed, preparing for and managing collective trauma can no longer be an optional extra for employees or leaders. All employees, leaders, and organisations can and must prepare psychologically by becoming a GES.

I would like to finish this thesis, with these words of wisdom from Benjamin Franklin (1706 -1790):

By failing to prepare, you are preparing to fail.

**THE GOOD ENOUGH SURVIVOR:
STRATEGIES FOR PREPARING ORGANISATIONS AND EMPLOYEES
FOR COLLECTIVE TRAUMA**

APPENDICES

And

BIBLIOGRAPHY

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APPENDICES

APPENDIX 1: NEWSLETTER


(see Chapters 1.1, 3.1.6 and 6.2.5) An example of one of the 71 newsletters created for Earthquake Commission staff post February 2011 earthquake.

THURSDAY 17TH MARCH # 12

Kia Kaha

Forever Strong Christchurch

Taking Care of YOU and Others



HOW TO AVOID MAKING FOOLISH DECISIONS

It's easy for your mind to lead you astray when it comes to making a good decision. In the current stressful environment it is worth allowing time before you sweep into action. Below are ways to avoid the common pitfalls in decision making.

1. **CLEAR YOUR MIND.**
Judgements based on a piece of information you have recently had in mind, even if it is irrelevant.
2. **DON'T BE TAKEN IN BY THE SPIN.**
We have an inclination to be strongly influenced by the way a problem is framed
3. **DON'T LET EMOTIONS GET IN THE WAY.**
They often interfere with our assessment of risk.
4. **BE FACT BASED.**
Don't allow your beliefs and opinions to cloud your analysis
5. **THINK CAREFULLY ABOUT THE LONG-TERM CONSEQUENCES.**
When considering how a course of action will make you feel, talk to someone who has been through a similar situation if you can, rather than try to imagine your future state of mind; run mental movies about how an option might play out. Or get help with thinking through your options.
6. **LOOK BEYOND THE OBVIOUS SOLUTION**
Don't accept the first thing that pops into your head.
7. **THIS IS PERHAPS NOT THE RIGHT TIME.**
If you don't have to make the decision today DON'T. Wait until you have the information to make a good decision.

What's Happening?


National Christchurch Memorial Service

This Friday in North Hagley Park, 18 March, From 10.30am – 3.30pm.
The memorial service will take place from midday.

The National Christchurch Memorial Service offers people the opportunity to reflect on recent events and remember the loss of New Zealanders and citizens of other countries. International guests will also be able to pay their respects for citizens from their countries that lost their lives.

The service will remind Christchurch of the support it has from the rest of the country and the international community. It also offers the opportunity to thank all those involved in the rescue response and acknowledge the efforts of all others who have contributed in working towards the recovery.

HRH Prince William, Prime Minister John Key, the Governor-General Sir Anand Satyanand, the Mayor of Christchurch Bob Parker and other dignitaries will also be at the service to pay special tribute to the people of Christchurch and all families who have lost loved ones.



More later...

What Else Would You Like To Know? Need Some Support? Call...
Mandy Fealy 021 393956 mandyfealy@xtra.co.nz
Joan Baker 021 749122jbaker@wealthcoaches.net

APPENDIX 2: LIST OF DISASTERS IN NEW ZEALAND

For preparation perhaps the best indicator we have of the future is the past. Presented here is evidence of the need to have prepared in the past (see also Chapter 2.1). Disasters in New Zealand and throughout the world come in many forms, ships sinking, coalmine explosions, aircraft accidents, floods, wars, and earthquakes. Reaching back to the mid 1800's there are records of some of the disasters that have rocked New Zealand. Below only the earthquakes have been recorded.

- 1848:** 16th October an earthquake in Marlborough assumed to be magnitude 7.5 (the Richter scale was not invented until 1934) led to a Day of Humiliation and Public Fasting (Farrell, 2015: 76).
- 1855:** 23rd January an earthquake in Wairarapa, of magnitude 8.2, the largest recorded in NZ. It raised the land 20 feet vertically and up to 55 feet laterally, and 30-foot-high tsunami waves were experienced in Wellington Harbour. (ibid: 76).
- 1863:** 23rd February a magnitude 7.5 earthquake was recorded in Hawkes Bay.
- 1868:** 19th October a 7.5 magnitude earthquake strikes Cape Farwell.
- 1888:** 1st September in North Canterbury a magnitude 7.3 earthquake strikes.
- 1893:** 12th February in Nelson a 6.9 magnitude earthquake strikes.
- 1929:** 9th March in Arthurs Pass in the South Island was hit by a 7.1 earthquake.
- 1929:** 17th June in Murchinson in the South Island was struck by a 7.8 earthquake killing 17 people.
- 1931:** 3rd February, in the Hawkes's Bay a magnitude 7.8 earthquake killed 256 people and caused immense destruction in the towns of Napier and Hastings (ibid: 77).
- 1934:** 5th March an earthquake in Pahiatua, a magnitude of 8.2.
- 1968:** 24th May three people lost their lives at Inangahua in a 7.1 earthquake.
- 1987:** 2nd March, 50 homes were destroyed by a 6.5 magnitude earthquake in Edgecombe.
- 1995:** 6th February on the East Cape a 7.0 earthquake struck.
- 2003:** 22nd August a 7.1 magnitude earthquake hit the Fiordland.
- 2004:** 23rd November a 7.2 earthquake hit Puysegur Trench.

- 2007:** 30th September a magnitude 7.3 earthquake struck the Auckland Islands.
- 2007:** 20th December Gisborne was struck by a 6.8 magnitude earthquake.
- 2009:** 15th July 2009 a 7.8 magnitude earthquake in the Dusky Sound.
- 2010:** 4th September at 4.37 am a 7.1 magnitude earthquake struck Christchurch and surrounding area on Saturday causing extensive damage but no loss of life.
- 2010:** 19th November an explosion in the Pike River mine on the West Coast of the South Island killed 29 men. Their bodies have not been recovered and remain in the mine (This tragedy is added because it followed so closely after the earthquake series reviewed in this thesis).
- 2010:** 26th December, Boxing Day a magnitude 4.9 earthquake struck at 10.30am in Christchurch.
- 2011:** 22nd February at 12.51 and 42 seconds a magnitude 6.3 struck the centre of Christchurch killing 185 people (Ministry of Culture and Heritage, 2019).
- 2011:** 13th June 1.00pm magnitude 5.9 earthquake in Christchurch.
- 2011:** 13th June 2.20pm magnitude 6.4 earthquake in Christchurch.
- 2011:** 23 December 3.18pm magnitude 6.2 earthquake in Christchurch.
- (Bennett et al., 2014: 10).
- 2016:** 14th November at 12.01pm a 7.8 earthquake struck Kaikoura.

APPENDIX 3: NATIONAL DISASTERS PREPARATION AT HOME

General Social Survey. Statistics New Zealand (2008) (see Chapter 3.1.3).

New Zealand General Social Survey 2008 Fact Sheet



Natural disaster preparation at home

The New Zealand General Social Survey 2008 (NZGSS) asked people what preparations their households had made for a natural disaster. This information helps determine how prepared New Zealand households are for natural disasters. This information can also be used to find out which types of households are the most and least prepared, and to monitor changes over time.

For this fact sheet, three groupings of natural disaster preparations are used to assess how prepared New Zealand households are for a natural disaster. The groups, created in consultation with the Ministry of Civil Defence and Emergency Management, are as follows:

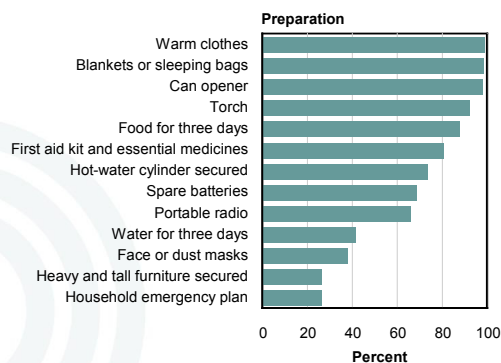
- **Basic preparation:** household has a three-day supply of food and water, and a household emergency plan.
- **Better preparation:** household has a torch, portable radio, spare batteries, first aid kit and essential medicines, as well as a three-day supply of food and water, and a household emergency plan.
- **Damage mitigation:** household has secured heavy and tall furniture, and/or a secured hot-water cylinder.

Natural disaster preparations of New Zealand households

- 15 percent of households had all the requirements needed for basic preparation. Ten percent of households did not have any basic preparation.
 - While most households (87 percent) had food for three days, less than half (41 percent) had a three-day supply of water and one-quarter (26 percent) had a household emergency plan.
- Fewer households (11 percent) had all the requirements needed for better preparation.
- Of households that had heavy and tall furniture, one-quarter (26 percent) had it secured. Three-quarters (73 percent) of households with a hot-water cylinder had it secured.

The graph below shows a range of natural disaster preparations collected in the NZGSS from the most common (warm clothes) to the least common (household emergency plan). It shows that households are more likely to have items that are in everyday use.

Natural Disaster Preparations of New Zealand Households
April 2008–March 2009



Note: Results have been weighted to represent the number of households in New Zealand.

APPENDIX 4: THE TREATY OF WAITANGI ACT 1840 (TE TIRITI O WAITANGI).

Although it was signed over 179 years ago, on the 6th February 1840, at Waitangi in the Bay of Islands, the Treaty of Waitangi is still regarded as an important document for all New Zealanders (see also Chapter 2.9 and 4.2). For many years, the Treaty was regarded “as a symbol of enlightened, humane and generous respect for the rights of an indigenous population by a colonising government”. This, however, “has been increasingly condemned in recent years as a fraud by a growing number of Māori and Pakeha” (Bateman, 2000: 240).

The Treaty, in essence, was a partnership between the Māori, the inhabitants of New Zealand, and the British Government. By 1860, as the European population of 79,000 surpassed the declining Māori numbers, little heed was paid to the concept of partnership declared only 20 years earlier. The Māori had become a political minority in their own country and are now only 10% of the population with very little influence on the running of their own affairs (Sheehan, 1989: 12).

Inherent in such a treaty were the problems of vocabulary, culture, politics and legal structures, in particular, the notion of sovereignty. “These difficulties were compounded by the fact that the Māori translation of the Treaty, the one most Māori would be addressing, debating and signing, did not correspond to the English version in several key respects” (King, 2003: 159).

Grievances from the past linger on today: land, language, authority, and self-determination are exacerbated by current economic, employment, and social problems. A court case in 1987 was the first to define treaty principles in some detail. The NZ Māori Council asked the Court of Appeal whether the government’s plans to transfer land to state-owned enterprises breached the principles of the Treaty of Waitangi. To answer that question the court had to decide what those principles were. A judge in the case, Justice Robin Cooke, described the 1987 lands case as “perhaps

as important for the future of our country as any that has come before a NZ Court". The court's judgment became a precedent for later judgments and Waitangi Tribunal reports.

Since 6th February 1960 this day has been known as Waitangi Day, the anniversary of the signing of the Treaty of Waitangi and celebrated as a public holiday. However, controversy and conflict still surround the Treaty today and the celebrations are often marred by protests, as captured by Robins (2016) reporting on the suggestion of Waitangi Day to become a New Zealand national holiday:

Replacing Waitangi Day with a white supremacist dream (a New Zealand Day) stirs a certain kind of racist arrogance which papers over those crimes, allowing them to be committed again ...a New Zealand Day would allow us to feel comfortable with the fanciful myth that this country is a paradise. A way to imagine that Aotearoa's supposed richness comes from hard graft and number eight wire, not the theft and plunder of a people. A way to forget that even today's industry still exploits and subjugates on the basis of colour (ibid: 2).

APPENDIX 5: A MĀORI MYTHOLOGY OF EARTHQUAKES

In the Māori legend Rūaumoko is the God of Earthquakes and Volcanoes who causes earthquakes when he moves. (see Chapter 2.2 and 2.10). His name in Māori means earthquake, ru is to shake, au is to smoke, and moko means lizard and is also the word used for tattoo.

The legend of Rūaumoko begins with Rangi (Ranginui - the Sky Father) and Papa (Papatūānuku - the Earth Mother). Rūaumoko is the youngest of their two sons. Their sons yearned for light and space in the dark while living in the cramped world living between the loving embrace of their parents. Their combined strength forced apart their parents embrace allowing sunshine to bathe the earth, but the separation caused Rangi and Papa painful sorrow. His father, Rangi, cried tears of rain, flooding the earth. The sons turn Papa, their mother, face down so that Rangi and Papa could no longer see each other's sorrow.

There are two versions of this legend, one where Rūaumoko is at his mother's breast when his parents are pulled apart and turned away from each other. The other where he is still in his mother's womb. Either way, he is carried into the underworld and given fire to keep warm, and when he moves he creates earthquakes, volcanoes, and the change in seasons. Despite his reputation in Māori mythology as a kind god who lives in the belly of his mother, once unleashed he is an inimical force with the potential to bestow much harm and destruction. It is wise to have respect for Rūaumoko (Carian, 1994).



Figure 14: Rūaumoko God of Volcanoes, Earthquakes and Seasons.

APPENDIX 6: THE CRITICAL LITERATURE REVIEW PROCESS

The critical literature search was conducted using a variety of sources. The types of academic literature reviewed included theoretical, research, policy literature, and practice. The search terms and keywords used were preparation, preparedness, collective trauma, normality, psychological wellbeing, Jung, and depth psychology. Other terms used to expand searches were archetypes, business as usual, crisis management, culture, dreams, emergency, empathy, interventions, leaders, myths, occupational wellbeing, personality, PTG, psyche, PTSD, resilience, self, strategies, stress management, temperament, transgenerational trauma, and unconscious.

The search was limited to material that was written in, or translated into, English. Google, Google Scholar, and Google Books, the British Library, Essex, and other university libraries, the PAP database, Microsoft Academic Search, Business Source Premier, Education Resources Information Centre, PsychInfo, and PsycArticles. Also explored were publications under the auspices of the following societies: American Psychological Association, Association of Jungian Analysts, British Psychological Society Crisis and Disaster Section, European Federation of Psychologists' Associations, European Society of Traumatic Stress Studies, International Association for Analysis Psychology, and International Society of Traumatic Stress Studies. The following academic journals were some of those targeted and included in the search: *Journal of Traumatic Stress*, *Journal of Analytical Psychology*, *Journal of Occupational Behaviour*, *Journal of Management Studies*, *International Journal of Psychology*, *International Coaching Psychology Review*, and *Spring*. All sources were then scrutinised for relevant references.

APPENDIX 7: ADDITIONAL APPROACHES TO PREPARATION REVIEWED

(See Chapter 3)

What follows is a brief overview of an additional review of emergency approaches by humanitarian agencies and international agencies.

United Nations: HFA and Sendai Frameworks. Since 1994, the United Nations has adopted a layered approach for disaster risk reduction, ranging from macro-level initiatives such as creating legislative frameworks to mitigate natural hazard risk to micro-level actions aimed at encouraging individual preparedness (Kenney & Phibbs, 2014: 55). The United Nations Operational Stress Training Package is a good example of preparation (Deahl et al., 2000:78), although prevention entailed addressing preparation before any traumatic event. Each new framework builds upon the last, starting with the Yokohama Strategy in 2005-2015, superseded the Hyogo Framework for Action (HFA) (UNODRR, 2005) and in 2015-2030 has become the Sendai Framework for Disaster Risk Reduction (UNODRR, 2015). However, the professional soldier is the target audience and the inconclusive results suggest such a package maybe of limited value for the GES.

North Atlantic Treaty Organisation Guidance (NATO) (2008) emphasises the following principles as essential to an effective psychosocial response: good co-ordination among agencies; good leadership; flexibility of service provision and delivering a multi-agency response; strategy and practice based on the best evidence; and regular rehearsal of the major incident plan. Furthermore, survivors of major trauma usually have some critical basic needs which can be met with interventions such as the resumption of normal social and community activities; religious events including services and memorials; restarting schooling; outreach programmes for at-risk individuals; walk-in centres; helplines.

The NZ Government Disaster Risk Reduction Framework aligns with updating the United Nations frameworks. One recommendation made by the Hyogo Framework and held up as best practice was the Māori approach to community leadership (see Chapter 2.5).

Preparation: Australian Psychological Society. In 2013 they created a tip sheet for psychological preparation for natural disasters, which goes some way to answer the challenges being addressed in this thesis. It uses the acronym of AIM, which stands for Anticipate, Identify, and Manage:

Anticipate feelings of anxiety and remember these are normal, although not always helpful, responses to a possible life-threatening situation. *Identify* what the specific physical feelings associated with anxiety are and whether there are any frightening thoughts that are adding to the fear. *Manage* responses using controlled breathing and self-talk, helping people to stay as calm as possible and can focus on the practical tasks that need attending to. (ibid: 2)

Similarly, Blythe (2002), in his book *Blindsided: A Manager's Guide to Catastrophic Incidents in the Workplace*, developed a field-tested, six-step preparedness process with a crisis planning committee. The steps are as follows: Step one: Analyse vulnerabilities, determine foreseeable risks; Step two: Evaluate what current procedures, policies and controls are in place to address potential risks; Step three: Identify any new procedures necessary; Step four: Organise the plan; Step five: Utilise the plan; Step six: Self-scrutiny, initiate an ongoing process to monitor personal processes, procedures, and controls for future effectiveness (ibid: 197). This how-to book of practical emotional and cognitive support for preparation focuses very little on the depth of psychological preparation.

Preparation: In the Armed Forces and Emergency Services. Many excellent examples of good preparation can be found in the emergency services, such as the Fire Brigade, Armed Forces, Police, and Humanitarian workers. These services have hundreds of years of experience in dealing with emergencies, some of which can be of value to the GES. For example, Greenberg, Langston, and Scott (2006) have

reported on the only research-based training programme identified, the Trauma Risk Management (TRiM) programme.

TRiM is an innovative system of post-incident peer group traumatic stress management (ibid: 36) developed in the late 1990s for the Royal Marines and subsequently made available to the Foreign and Commonwealth Office (FCO) and other emergency services. Greenberg et al. (2006) state that the main aim of the TRiM project is

about culture change at the grassroots level so that people accept that stress is an inevitable part of military service, that it is not anything to be ashamed of, is not per se a professional mental health problem and that coming forward and seeking the help that is available...can be done without shame. (ibid: 35)

The TRiM process, however, focuses on emergency professional preparation to help the survivors of trauma. Again, this is valuable information but does not address the same cohort of this thesis, which is to prepare the survivor prior to a traumatic event.

Preparation: The British National Health Service. In 2009, the Emergency Preparedness Division of the National Health Service (NHS) developed a fully coordinated and integrated Emergency Planning Guidance document that covers planning, preparing, and managing psychosocial and mental health care for people affected by major incidents and disasters (NHS Emergency Planning Guidance, 2009: 5). All developed for those helping the survivors not easily accessible for the survivors themselves.

Preparation: Civil Defence. Civil defence, victim support, and a myriad of emergency services are what people often rely on when disaster strikes. The demand for help can be overwhelming, but those who wish to help must prepare to be a volunteer before an event. This help is typically not psychological. As Spittal, McClure, Walker, and Siegert (2008) state, preparedness can be grouped into two

main categories: survival actions and actions to mitigate damage. Civic programmes attempting to enhance preparedness tend to focus on the former but not the latter (ibid: 798).

The Federal Emergency Management Agency (FEMA), a branch of the US Department of Homeland Security (civil defence) has a host of pre-disaster mitigation programmes focusing on identifying risks, potential injuries, property loss or damage, and recovery times. The agency also has major analysis programmes for natural disasters, offering mitigation grants and forecasting potential threats. At the time of writing in 2016, these include an expected earthquake to occur along the Cascadia subduction zone which spreads from Northern Vancouver to Northern California. Drills and precautions for this have been made available on a website but do not include psychological preparation.

Preparation: Humanitarian Relief Work. There are a vast network of mental health and other professionals working in humanitarian relief organisations such as the Red Cross,⁵⁹ Oxfam,⁶⁰ Save the Children,⁶¹ and Doctors Without Borders.⁶² All are providing programmes to ensure the physical, social, psychological, and spiritual wellbeing of those dealing with traumatised individuals in abnormal circumstances, but it is unclear from published information what their programmes entail.

⁵⁹ Red Cross disaster training see www.redcross.org/take-a-class/disaster-training.

⁶⁰ Oxfam policy-practice. oxfam.org.uk/publications/creating-a-culture-of-disaster-preparedness.

⁶¹ Save the children emergency response plan. www.savethechildren.org/us/what-we-do/emergency-response

⁶² Doctors without borders www.doctorswithoutborders.org/who-we-are/how-we-work/emergency-response

APPENDIX 8: PARTICIPANT INFORMATION AND CONSENT FORM

Mandy Fealy,
University of Essex
The Centre for Psychoanalytic Studies
Wivenhoe Park, Colchester,
CO4 3SQ, U.K.

Dear *client name*

I am doing a PhD degree part-time at Essex University in the United Kingdom. My PhD will look at whether more can be done to help employees, their leaders and organisations prepare psychologically for such traumatic events.


The interview will be based on open-ended questions, so it will feel more like a conversation where you are free to talk about whatever you like to express in relation to preparation and your earthquake experiences.

If you would like to know more, I am happy to answer your questions by email or please feel free to call me on the number below. I have attached a Participant Information Sheet, which is intended to give you a little more detail.

Please see the Participant Information Sheet below and if you are ok to continue than complete and return the consent form.

I look forward to hearing from you. With warmest best wishes

Mandy Fealy
Tel: +39 329 865 3577
mandyfealy@gmail.com

Participant Information Sheet	 University of Essex
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An Invitation

You are invited to take part in a research project. Before you decide to participate, it is important for you to understand why the research is being done and what it will involve.

Please take your time to read the following information carefully and discuss it with others if you wish. Please feel free to ask if there is anything that is not clear or if you would like more information. Your participation in this project is entirely voluntary. You can choose to withdraw at any time and with absolutely no consequences. This invitation is seeking your permission to use notes made during our previous session(s) around 2010 to 2012, and a follow up interview in October or November 2016.

My project title is: Preparing for collective trauma: Strategies for restoration of individual and organisational psychological wellbeing.

What is the purpose of this research?

The purpose of this research project is to gain a better understanding of whether more can be done to help employees, their leaders and organisations to prepare for traumatic events.

What happens to the information I provide?

The information obtained from the results of this study will be part of my research project, which is looking at the concept of preparation for trauma and what would facilitate preparation and restoration of our psychological wellbeing. The report of the findings will be written up as part of a post-graduate thesis. It is also hoped that the results of the study will be published in relevant trauma and management journals. You will not be identified as a participant in the study in any of the reports.

Your name will never be used.

How was I chosen for this invitation?

I had the privilege of working with you before, during or after the 2010 and/o 2011 Christchurch earthquakes. If you choose to participate and/or you would like to ask any questions, please respond to this email. If you are willing to participate, a consent form is attached below. Please complete, sign, scan and email to mmfeal@essex.ac.uk.

Should you at this or any point chose to withdraw you will not be contacted again.

What will happen in this research?

If you choose to take part, you will be asked to sign a consent form to allow use of data generated during session(s).

What are the discomforts and risks?

None that we are aware of and you will always have a choice whether you answer a question and/or leave the study.

How will these discomforts and risks be alleviated?

You can choose not to talk about anything you do not want to discuss. You can of course, withdraw from the study at any time. In the unlikely event any problems do arise, help will be given to find appropriate support.

What are the benefits?

There are no immediate benefits to you for taking part in this study. However, you will be contributing to information that could help to provide better interventions for psychological wellbeing and trauma, in the future.

How will my privacy be protected?

Interview transcripts will only be available to the research team. No information identifying you as a participant in this project will be included in any of the project reports or publications.

What are the costs of participating in this research?

The cost to you taking part in this research is your time, which is precious and really appreciated.

What opportunity do I have to consider this invitation?

You are asked to indicate if you would like to take part in the research by emailing back to me **within two weeks** of receiving this information sheet.

How do I agree to participate in this research?

You will need to complete a consent form to take part in this research, please see the Consent Form below. It can be completed, signed, scanned and returned by email. If there are any problems with this, please indicate in your return email and we will find a way to make it happen.

Will I receive feedback on the results of this research?

You can choose to receive a summary of the findings of this research. Once these are available, you can choose to have them sent to you at the email address you provide. No paper versions will be sent, in the interest of all those poor trees!

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, my supervisor's name and contact - Professor Andrew Samuels. Concerns regarding the conduct of the research should be notified to the Essex University Ethics Committee.

Whom do I contact for further information about this research?

Researcher contact details: Mandy Fealy - mmfeal@essex.ac.uk.

Project Supervisor contact details: Professor Samuels - andrew@andrewsamuels.net

Approval has been granted by the Essex University Ethics Committee

Date Information Sheet Produced 1stSeptember, 2016

Consent Form	 University of Essex
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Project title: Preparing for collective trauma: Strategies for restoration of individual and organisational psychological wellbeing.

Project Supervisor: Professor Andrew Samuels

Researcher: Mandy Fealy

- I have read and understood the information provided about this research project in the Information Sheet dated 1st September 2016.
- I have been given an opportunity to ask questions and to have them answered.
- I understand that interviews will be taped, notes were/will be taken during the interviews and that they will also be used anonymously in the study.
- I understand that I may withdraw my involvement or any information that I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
- If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.

Please tick either Yes or No.	Yes	No
I agree to take part in this research	<input type="checkbox"/>	<input type="checkbox"/>
I give permission for any previous interview notes to be used with no mention of my name.	<input type="checkbox"/>	<input type="checkbox"/>
I wish to receive a summary of the research findings	<input type="checkbox"/>	<input type="checkbox"/>

Participant Signature:.....

Participant Name:

Participant contact details (if appropriate).....

Date:/...../2016

Note: Please retain a copy of this form.

Approval has been granted by the Essex University Ethics Committee

APPENDIX 9: CLIENT LIST AND FIELD NOTES EXTRACTS - 2010 TO 2012

The list of clients interviewed between 2010 to 2012, when the researcher was working as an organisational psychologist, is listed below. For confidentiality numbers and pseudonyms have been allocated and any identifying details have been removed including name, date of birth, and company name. The twenty-two names in **bold** were also interviewed in 2016.

Total Interviewees = 53 (33 males and 20 females). Total Managers = 20 (12 males and 8 females). Total Employees = 33 (21 males and 12 females).

Client List - 2010 to 2012 and 2016						
Allocated # and Pseudonym	Gender	Age	Comments	Ethnicity	Written Consent	
Employees						
1	Bob	M			New Zealand	
2	Bill	M		Quoted	New Zealand	✓
3	Clare	F			New Zealand	
4	Adam	M	65	Interviewed	New Zealand	✓
5	Don	M			New Zealand	
6	Drew	M			New Zealand	
7	Harry	M	35		British	✓
8	Fay	F	18		New Zealand	
9	Gary	M			Canadian	
10	Charles	M	63	Interviewed	New Zealand	✓
11	Holly	F			New Zealand	
12	Jack	M			New Zealand	
13	Jamie	M		Deceased	New Zealand	
14	Jim	M			New Zealand	

Client List - 2010 to 2012 and 2016						
Allocated # and Pseudonym		Gender	Age	Comments	Ethnicity	Written Consent
15	Jean	F		Quoted	New Zealand	✓
16	Kirk	M			New Zealand	
17	Laura	F	37	Interviewed	New Zealand	✓
18	Keri	F			New Zealand	
19	Lisa	F			New Zealand	
20	Lena	F			New Zealand	
21	Grace	F	31	Interviewed	New Zealand	✓
22	Mike	M			New Zealand	
23	Mark	M	64	Interviewed	New Zealand	✓
24	Mac	M			New Zealand	
25	Wendy	F	35	Interviewed	New Zealand	✓
26	Ben	M	33	Interviewed	New Zealand	✓
27	Dick	M			New Zealand	
28	Rita	F			New Zealand	
29	Rob	M		Deceased	British	
30	Tony	M			New Zealand	
31	Ted	M			New Zealand	
32	Tina	F			New Zealand	
33	Toby	M			New Zealand	
Managers						
34	Anna	F			New Zealand	
35	Alice	F	32	Interviewed	New Zealand	✓
36	Kate	F	51	Interviewed	New Zealand	✓
37	Curt	M			New Zealand	
38	Carol	F	65	Interviewed	New Zealand	✓
39	Richard	M	41	Interviewed	New Zealand	✓
40	James	M	65	Interviewed	British	✓
41	Henry	M	52	Interviewed	New Zealand	✓

Client List - 2010 to 2012 and 2016						
Allocated # and Pseudonym		Gender	Age	Comments	Ethnicity	Written Consent
43	Ike	M			New Zealand	
44	Dan	M	50	Interviewed	New Zealand	✓
45	Dee	F		Quoted	British	✓
46	Steve	M	59	Interviewed	New Zealand	✓
47	Unused data as individual highly recognisable					
48	Dave	M	49	Interviewed	Australia	✓
49	Ross	M	50	Interviewed	New Zealand	✓
50	Sophie	F	47	Interviewed	New Zealand	✓
51	Peter	M	38	Interviewed	New Zealand	✓
52	Mia	F	35	Interviewed	New Zealand	✓
53	Frank	M	45	Interviewed	Australia	✓

What follows are Extracts from 2010 to 2012 Field Notes

All Confidential details have been removed: name, date of birth, employers name, contact details and any identifying items. Numbers and Pseudonyms were randomly allocated. Numbers 1 - 33 were identified as employees and numbers 34 to 53 identified as managers. The first number is the client's number. Second number the quote number for example, 1 to 73. The names in bold were also interviewed in 2016, although allocated numbers are different for 2016 data.

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
1. Bob	1	I was at the wrong place at the wrong time.	Trauma
	2	I don't think there was anything I could have done differently.	Psychological wellbeing
	3	I don't think I am going to need any counselling, I slept ok last night, my appetite is fine. I have good family support and the support here is great. I know I can come back for help if I need it.	Psychological wellbeing
	4	Is there anything I should watch out for? What's normal in these things?	Work Normal
	5	It makes a big difference knowing you are not on your own and we have such good back up.	Work

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
2.Bill	6	Sorry I didn't want to stay in my room, better to be with others I think tonight. Thank you for coming to see me.	Work
	7	I just wanted to see you because I know this stuff can fuck people up. I feel really sort of numb. One minute I was buying lunch at the dairy and the next I am pulling the lady who was serving me out of the debris. Her head came off in my hands! Her husband and me just sat together on the curb, not saying anything. What can you say when stuff like that happens? I've heard I shouldn't talk about this stuff and I don't what to get that PTSD (Post Traumatic Stress Disorder) stuff you mentioned in the course. Am I normal? How should I be reacting? I haven't cried. I was scared but ever since I feel pretty ok. Shit happens. This was big shit. It was like at the time I just did stuff. It is only afterwards you think about it and think Shit... sorry for swearing but you know what I mean.	Trauma
	8	The guys came and got me to join the BBQ it was good to see them all, but I didn't want to talk about it. Having a BBQ seems so normal. What we would usually do after a hard day once a week. But today wasn't anything like I have experienced before.	Normal
	9	I was in the cordoned off area. I wasn't a hero. You just did what needed to be done. I will never forget today but I don't want it to change me.	Trauma
	10	Did I react normally? What is normal anyway? I don't know what to think. I feel numb.	Normal
3.Clare	11	This isn't about just the earthquakes. There were problems before them. It's just that since the earthquake things seem to have gotten worse.	Relational
	12	It has been going on for ages and is getting harder to deal with. Given how busy and difficult things are just for everyday living nothing is simple anymore. You know what it's like just getting a toilet or shower or supermarket it so much more effort.	Normal
	13	...because I feel I am not coping as well anymore. I love my husband and I don't want to fight but things are getting worse and worse and I don't know what to do.	Relational
	14	There are people around that don't seem to be coping so well but that's normal, I guess. Some people had people affected in the city. That must be terrible.	Normal
4.Adam		No quotable material.	
5. Don		No quotable material.	
6. Drew	15	I was anxious to see you and at the same time a little ambivalent. I don't think I need to, but I thought I would just in case. I wanted to talk a lot about what happened yet not talk about it.	Anxious
	16	I still can't believe this has happened in Christchurch. We sort of expect it in Wellington, right? But not Christchurch. I still can't believe it. My mind can't take in what has happened. What I saw. Not normal stuff.	Trauma Normal

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
7. Harry		No quotable material.	
8. Fay	17	<p>I just feel really scared all the time. I can't sleep. The aftershocks wake me if I do and my body just starts getting ready to run. I know I need to sleep, and I try to do everything you are telling us to do in the newsletters, but I just can't. I have been to see our GP and he offered sleeping pills, but I don't really want to take them. I don't feel like going out with my friends. I don't drink lots of coffee or alcohol. I just want to leave Christchurch but that wouldn't work because then I would be worried about my mum and everyone. I have always been a bit on the anxious side but nothing like this. It's starting to affect my work because I am so tired, I can't concentrate, and it doesn't help that mum and dad aren't ok either they are rowing. I don't mean to moan, and I know there are lots of people out there that died or lost their family or friends, some lady even lost her leg I saw on the news that's happening to lots of people. So why can't I just be thankful...I didn't know anyone directly who died. A few of my friends do and everyone then tells you the horrible stories about what happened to them. That poor lady whose baby died killed by the shop awning that fell on her, I think the mum died as well. And the people in the building died from the fire, I guess the smoke killed them first, but it must have been horrible for the emergency workers. See this is what is happening all the time. I have tried not watching the TV but then someone just tells you about it anyway. There are so many horrible stories. It is so hard to ignore them when they happen in your town. You know how we see earthquakes in other parts of the world it's not the same. Except the one in Japan with the Tsunami god we were lucky that was terrible. It's like my mind is racing around all the time and all I can find is bad things and I get more and more scared. I have tried not thinking about them, but it just doesn't stop. Is it the same for others? Am I different? Is there something wrong with me? Is there something I should do?</p>	Anxiety Normal
9. Gary	18	<p>J. J. [Geoff's boss] said I might see you and I think it's a good idea. I think they want to get rid of me. I am being performance managed. Even the other guy T. came out to see how I was working on site. This made me nervous and of course I then got slower. The more they monitor me the more anxious I get, and the worse things get. I know what I am doing why can't they just leave me alone.</p>	Performance
	19	<p>The loss adjuster I was working with at first had a drink problem and was useless, but everybody loved him because he was one of the boys. They all drink together at night normally and have dinner together because they are all living in hotels because they are from out of town. BUT I live in Christchurch and I want to go home to my family at night.... I don't think there is any point in my telling the</p>	Drink Local Culture Normal

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		POD manager ⁶³ or others about the Loss Adjusters because they will just see it as me making excuses but I'm not, they are all just out there to get as many houses seen each day.	
	20	We want to move but can't. I know everyone is in the same boat here except these guys who are just coming in for the money. They don't really care about Christchurch they just want the money and run.	Choices Culture
	21	Things will be easier for me once the stuff at home gets sorted out. I just need a couple of weeks to get it all together.	Stressor
10.Charles		No quotable material found.	
11.Holly	22	I was really pissed off by those with less damage who yelled the most. Yet a 90-year-old not telling or asking for what they need and even asking if I need anything.	Choices Culture
	23	I love claims review now and the group I work in. They are nice. But I am making too many irrational decisions.	Decision -making
	24	Why couldn't I figure it out myself? Am I over analysing? I know I'm a control freak. I'm stressed not depressed. I took a sleeping tablet and had a good night's sleep made a world of difference. I'm smiling again. I can now make decisions. It's been unknown for so long; I feel so good... I also want to know how not to take relationships for granted. I guess there are no guarantees. It has been good to verbalise. I need a goal.	Relational Goal
	25	Just a short note to say thanks for your assistance in helping me through my 'patch' I'm back to normal now.	Normal
12.Jack	26	I'm 54.I can deal with this. I have dealt with more. For example, death of a child, murder attempt on my family. It's just the normal frustrations of the job. I'm a perfectionist.	Coping Normal
	27	And I have a good sense of empathy [he had attended this researcher's induction session which is often referred to as the 'empathy' session]. I take away with me their concerns and I try to help them. I know you and everyone tells us not to, to just highlight our concerns and you will get other agencies involved. But sometimes it just seems quick for me to just do it or to go back later and help, I like to help. On Wednesday what happened I got totally overloaded. I had thrown up my arms and said I must get out of this. Most of my team [the people he had been working with up until the earthquake on the 22 nd February] went to Timaru, I was left behind because I live in Christchurch, and they are all from out of town. That sort of hurt.	Empathy Helping others Belonging
	28	I was given an Estimator who on Wednesday was intoxicated. I tried to deal with it, but I guess I was just overloaded. I'm a blunt person. Our POD manager came across as an arrogant asshole. I had just had enough.	Drinking Frustration
13. Jamie	29	I want to do a good job and I just can't concentrate. Is that normal?	Suicide Normal

⁶³ POD manager was the name given to the manager in a particular area referred to as PODs.

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14. Jean	30	I don't ever want to be in a building that is higher than ground level again. It was terrifying. Having to get down those stairs not knowing what was going to happen and so many of us all scared. No one panicked it seemed quite normal, but I know there were lots of us who were panicking inside. I really don't want to make a fuss, but it just doesn't feel safe. I can't stop thinking of the building and what it did when the quake came through. A building just doesn't do that not in my experience. And I know others have been through the same stuff and lots more in many cases so I want to pull myself together, but I just can't. I keep crying too. I have a strong faith and I have found some comfort there.	Trauma Faith Coping Normal
15. Jim	31	Very stressful it is unbelievable the way that some people are living. The little old couple that has liquefaction coming up through their living room carpet who just get on with it. That couple of old ladies that had been living in their garage for the first few days and when they were found by one of our teams. They said they had heard people were dying in the city and just thought they could wait for help their needs were much less. Then you get the Aucklander with a holiday home here or a rental going ballistic because they have a few cracks. It's difficult. You never know what you are going to get and often it's more difficult when you have been to a sad case then get some prima donna... It certainly is stressful work. Unpredictable and immensely sad at times huh? Yep and I find it exhausting when I don't work with a buddy but with someone who is always looking for you to make a mistake and it's got worse because I am now on this disciplinary programme, they call it development, but we know what it means. I am being watched all the time. I'm sick of it. How can I be expected to do a normal day's work for a good day's wage in those conditions?	Normal Stress Sad Stories Performance
	31	I keep thinking could I had done anything. Not with the Press building that was just fate, wrong place at wrong time.	Trauma
	33	Did I take her for granted? Did I tell her just how much I loved here enough; I think she knew though?	Mum died
	34	I will just get on with things. I won't dwell on it. I want to keep talking about it, about mum, about what happened. But I'm really worried about dad and my brother.	Coping
	35	K. worries me though. He doesn't want to talk about it all the time, he says. He wants to do other stuff too. Dad and I don't understand that, we want to talk all the time.	Coping
	36	Poor K. is one of those introverts you talked about and keeps it all bottled up inside.	Personality
16 Keri	37	I said his property wasn't on our list today, but I would call back to the office, which I did. A. said we should leave the street if we were worried and would we like her and S to come out, but we said no. Probably should have said yes. We went to his house. He was agitated and then ok and nice. His mum had died at the house during the February earthquake, so we felt really sorry for him and sort of understood he was pretty upset. We wanted to help but he	Difficult Death Gender Leadership Back up

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		was making it very difficult as he kept abusing us. I don't think he would have been the same if we had been men! He was acting like a bully. Unfortunately, the assessment wasn't easy and took some time, which made him even more agitated. We were both relieved to leave and come back to the office.	
	38	We feel like we didn't handle it that well really. We did our best in a tricky situation it would be good if you would tell everyone what a good thing would be to do just in case others get like this. This is the first time we have had problems usually people are so nice.	Learning
17.Kirk	39	They are being so supportive. It will be good to go home. Get away from all of this and back to normal life. I feel guilty saying that when I know so many people here don't have the choice to get out. They have to say it must be so hard. Nothing is easy here, trying to get food; many of the supermarkets are closed or completely destroyed. There are very few restaurants and the hotels are so full of all us coming in to help. What a sad state of affairs. I have to stop thinking about it.	Choice Not local Normal
	40	My wife is saying we should turn off the TV so I can have a week of thinking about the other world, not the earthquake world.	Media
18.Laura	41	My husband [a Christchurch engineer too] and I went out and looked all around Christchurch straight after the February 22 nd earthquake. It was so upsetting. What we saw was far worse than after last year's earthquake. We did lots of assessments and gathered lots of information and I have offered to be available to help but they don't seem to want me. I can't stop crying. I don't sleep and I can't concentrate I'm pregnant and people say that is normal.	Local Pregnant Normal
	42	I can't do this I don't want others to see me crying. I can't stop. I want to stop working, to stop looking at all of this but I must keep going. No one understands what this means to Christchurch. It is all right for all the others they are coming in on a Monday and flying out again on the Friday we have to live in it, but no one is listening to me. I feel they don't value me or realise what I can offer. They have hired people above me.	Local Values
	43	A week later...I am at my aunts. She thinks I should talk to you. I came here because she listens to me. I can't continue to do this work. But I can't stop I want to help I want to be the one who helps. My doctor thinks I should stop for a while for the baby. Perhaps this is what happens when you get pregnant. Is my career ended? All my family are involved. At night it is all [husbands name] and I talk about. You were right I do feel like I need to compete with him. I have always felt I am not good enough for my dad and now it is happening with [husbands name]. What can I do? I still cry all the time and can't sleep and. Feel obsessed with getting out there and doing more and more assessments. More than anyone else so they will recognise my worth.	Trauma Not good enough

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19.Lisa	44	I have a question for you. Just wondering if others have mentioned this from the office. While the earthquake isn't constantly on my mind, I find that if I'm not actively engaged in my work, there's this feeling of premonition... kind of like in the next second there is going to be a big horrible shake. When I notice it, most is probably when I let my mind relax. For example, say I'm walking over to a co-worker's desk and for a minute my mind is just taking in the setting/staff, etcetera..... not really thinking of anything in particular. I'll have this déjà vu type feeling and it's almost like I can just see the whole room in the next second going through a horrible shake and chaos. No, I'm not losing my mind. I figure it is just my body gearing up for a 'just in case'. You know, that feeling where when you get too close to an edge of a cliff your mind will suddenly throw that idea at you about jumping off the cliff just so it startles you and causes you to pay attention to your surroundings and step back. I'm thinking this is much of the same. Giving me a fake glimpse of what could be so that I am aware and alert. wondering if others have mentioned it or if I'm the lone ranger in this one! And if I should be worried about me! This isn't happening all the time just enough that I am conscious of it.	Normal
20.Lena	45	I hope no one can see me here. I don't want [name] my boyfriend, to find out. I know I should be coping better, but I find it all so difficult.	Coping
	46	I am so worried about everything I don't want to eat, or sleep or do anything normal, and I know that is not good. It is like I am hyper ready just in case there is another earthquake or if [boyfriend] loses it again. It is good to have someone I can trust won't tell anyone else what is happening to me and what I am feeling. Yes, I would really like to see someone that can see me regularly for a while that might help me make the decisions.	Trauma Relational Normal
21. Grace	47	Sort of stress I am experiencing...The biggest one for me at the moment is taking on stress from R. [her boss] mostly and others. I worry about them. [R. had just been caught by his wife having an affair with one of his employees and his best friend and work colleague was always having affairs]. The other big one [stressor] is that while I know a lot of people are stressed out and not coping well, I have been on the receiving end of some blasts recently where I know [logically] that I don't deserve it, but such aggressive confrontation really makes me upset. Because I don't really feel anger as an emotion. I never have really. I get upset instead. And then being upset makes me feel stupid, usually because I start crying, which makes me more upset...And so I'm stuck in this cycle where I build up stress until I burst and end up in tears. Not really ideal. Especially in this role I feel it's not professional and others can handle conflict without bursting into tears, why can't I. Have you come across this before?	Stress Work Aggression Normal
	48	I was really wound up last night. I had lots of deadlines. I was woken thinking about what had to be done. I had had	Stress

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		3 glasses of wine before I went to bed, which is unusual for me; I am not a big drinker. But I felt on edge.	Drink
22.Mike	49	My son in law was lost in the earthquakes leaving my daughter and 2 kids. L. my Daughter is in Nottingham she is 22 years old and she is there as an international student. Her mum is in UK. She has been there since March. L. was only there a few days and she noticed bruising and her gums were bleeding. She has Leukaemia. The first round of treatment failed but hope remains, for a second and third there is still hope. We hope she can then come home. Her bone marrow not reacting yet. Lost her vision.	Relational Trauma Death Illness
	50	In a 3-month period, lost my brother in law, my daughter in critically ill lost my job. So much loss of our normal lives, nothing is as it should be or has been...I lost another brother to suicide, he was schizophrenic... I am from a catholic family.	Normal Loss Faith
23.Marc	51	Thank you for seeing me. I am fine really. I have a lot of good family and friends supporting. I know the POD manager is concerned about me because my wife died last week just a few days after the earthquake. She had been sick with cancer and we had both decided it was time to move her into a hospice, I just couldn't cope anymore. My daughter had moved home too to help but it was a better place for N. they could manage her care and drugs better. Its early days and I am making sure I listen to what others were telling me and accepting support when offered. Not easy, Nola and I had been married for over 40 years [tears in his eyes]. I miss her so. She has always been in my life. I really like working at the [company name] and I don't want to take time off. It's the work that feels like life is just a little bit like it was, a routine to follow. It is good my daughter is at home and the church has cooked us so many meals the freezer is full. People are being so very kind.	Support Faith Family Deaths Normal
	52	My sister was in the CTV building. She died there. You probably saw it on TV because her two teenage children were sitting in the park, as near as you could get to the centre and watching the smoke from the burning buildings. It was heart breaking. They knew their mum was in the building but hoped she was ok. The humanity that was around was amazing, but these things bring out the good and bad, I guess. While they were sitting there someone was robbing their home. I was so outraged I called the TV guys; they had given me their number when they talked to me, because it was my sister, I guess. They did a news bit on them. I was on TV quite a bit which I think scared the [company name] CEO because he had someone have a word with me about not talking about the [Company name] work at all. I hadn't and I wouldn't, and I felt a bit upset they thought I would. The news crews kept asking me about the claims and people out there, but I didn't tell them.	Death Media
24.Max	53	Ok, the only reason I have agreed to see you is that I want you to arrange for an email to be sent to my wife to say wives shouldn't visit. I don't want her here getting in my	Culture Values Relational

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		way. You know what it's like with the Mrs. around, cramps your style.	
25. Wendy		No quotable material found.	
26. Ben	54	It would be good if I could have some help to get me facing all this if that is possible. I hear there is free counselling for us in Christchurch.	Stressor
	55	The wall was amazing came right over towards us and then went straight again. Really disorienting but nothing like others have experienced. We see lots of the damage out there, but I don't think it is adversely affecting me. To be honest it gets a bit tedious at times. And there is not a lot to do here in the evenings is there.	Trauma
	56	I am worried about my buddy he isn't sleeping so well and that's usual for him. I liked what you said about watching for differences in yourself and others. It makes it easy to think about what we have to look for. Thanks for all your debriefing information the one on alcohol was spot on.	Support
	57	I also then get frustrated because I can 'normally', day to day, either suck the frustrations in or ignore them...The concerning thing is I feel very relieved once I have vented a lot, and this concerns me because I didn't realise how much some items have been getting at me...I also get concerned because I feel as though I don't have anyone to go to, I don't want to "download" on some people at times. Normally, I am fine it's just every now and then I let it all go and it's not that healthy living on canned up food. If you can point me in the right direction or refer me to someone that may. Be able to help this would be greatly appreciated.	Normal
27. Dick	58	I was buying a pizza last night and I just started to cry, I'm a grown man, I don't do that stuff, that's not normal.	Normal Trauma
28. Rita	59	I feel under so much personal pressure. I am here working, and my kids are in C. [6 hours' drive away]. My marriage is breaking up, my partner now doesn't work. It's a time issue. My performance is ok but hard because I have extra work between rotations, I have no rest. I feel I am being attacked from all sides. I have 2 kiddies, a three-year-old little girl... and my 5-year-old little boy... I have shared custody hence I am able to come here and do this work, but I find it so hard I really miss my children. We both live in C., but I am the sole one earning. S. has been my EX for two years now our breakup was his choice. Having shared custody, alternate weeks, it crushes me. He left me for a friend. I have had no break since, and I am exhausted. I have limited options because of the money situation; I need the money from this job. We lost our house; it was sold at a loss and I am now renting. I was a police officer before this. Now my ex. has the kids for 3 weeks and then I have them for one week on my week off. His mum had lots to do about our breakup. My mum and dad rang today saying I need to be with the children. I have two sisters who are in Auckland who are awful. They say what type of mother am I to leave my kids. And I feel so guilty. I have 3 sisters; they	Relational Stress Culture Organisation Performance Normal

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		<p>are all older. My sisters are vicious and judgmental. I feel a bit of me dies...so much stuff. Medically I have already had cervical cancer and three quarters removed. I am now engaged to a lovely man. But he keeps getting abusive messages from his ex-wife, she is not normal. They are very scary and threatening aggro [aggression]. He, my new partner, has also just discovered he has fathered a child who is 6-month-old. Then at work I feel I am being targeted by P. [the POD manager- everyone calls him the Nazi] I feel panicky that you might talk to CD(Mc) about me and PW it doesn't feel safe. I am paired with D. who I went to school with who reminds me of my ex, he is very controlling. He tells me what to do and keeps people away from me. I'm adaptable but give too much. He is really rude to people. It's like, don't ask questions just do what I tell you. I have told him not to talk to me that way. I suggested he list his questions and talk to me in 40 mins. He went to O. [another POD leader] and P. who are very good friends with D. Then I was called to a meeting, which went well I think, I felt heard and we agreed to try and start again. Now D. is telling everyone I am lazy. I am not. I take pride in my work. I know I don't take criticism well and I think that has got me offside with people like [one of the senior managers]. Towards the end of the last tour I felt I was being targeted. I get emotional when things are unfair. O. and P. say D. [my estimator] is brilliant. Then they put me with R. who is fantastic. Two days into it I was told to buck your ideas up! We were both questioned by P. and confronted that we had only done 3 [house assessments in a day]. He was questioning our use of time and it was directed at both of us. D. had told P. I had lots of personal issues, which are true, but he had no right to say that then P. asked me if it was true? I felt really targeted. I was then told we are not after you, but R. not you. We need to get one house in 58 to 1.40 minutes and do 4 per day. P. said I have time management issues and I had only done 1.3 houses. They keep saying they are trying to help but it feels more like bullying R. has been great. He rang HR and asked for another week off. But I have to come back to B rotation [a different week so she would not be with the same estimator whom she liked and felt supported by] S from HR rang and told me that ... I am on a performance management process because a blue file has been generated and there is nothing she can do now.</p>	
29.Rob	60	<p>I am so sorry to take up your time when I am sure you will be very busy with people really struggling after the earthquakes. I am ok about the earthquakes really, but it is stopping my wife from wanting to come and live here. And that is why I wanted to ask if you have any ideas for me. I have been to see a GP because I am feeling very low and lonely. I do love the work and I am so happy to be working again but I miss my wife and children. T. is quite strong willed and when we talk on the phone it normally ends in a row. All she seems to want is for me to send home the money to pay for our very large home in UK. I would like</p>	Suicide UK Relational Normal

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		to sell up and come here. It would be a good live for us all, but she won't even listen, and we just end up shouting at each other which is not what I want to happen when I call. I want her to understand that I do understand but it's difficult and lonely for me here. She doesn't seem to care about me at all. I am due to go home in the summer and we will go on a holiday to try and work things out. She keeps saying she will come eventually but then avoids discussing it. I just want out old family life back. Living in a flat with other guys and not seeing my kids or wife for months on end is not a normal way to live and I don't want to go on. But she knows I can't find work in the UK and that this is a good job for us.	
61		Two weeks later... I hope you are well; you must be very busy. My state of mind is still fragile and the long-distance relationship as rocky as ever. I am going to have some free counselling sessions but can't help thinking it would be more beneficial with you. I guess the main issue is my wife's mindset. which leads her to say things like "I will decide about moving to New Zealand if we get on in April", when I next go home. Probably said in a state of annoyance...But with me missing the family and not firing on all cylinders at work I keep wondering if they will ever get here. It really sends me down... I did email her my feelings, which were essentially give over, get real and give me some support. Not at all what we had talked about of thinking about her situation and empathising. I also can't help thinking that I should go my own way, which I have been close to doing now three times in the past, and I am not sure why I don't, is it because there is still love there or is it because I haven't the courage and of course there is the children too. I am sorry about this, but I would prefer to see you when get back if possible. I will be back doing [company name] work next week before I leave for the UK.	Relational
62		A week later... I am slowly getting back to normal am now doing much more exercise which is great. However, I still lose my cool at the slightest thing and my memory has definitely deteriorated in the last year. I wondered if you had any thoughts on this. Is there anything I could do practically or medically?	Normal Coping
63		I have tried again to talk to T. And I did spend more time asking her questions and listening, really listening to her answers. I found myself feeling very sorry for her and we had for once a really good discussion. I am sure I do still love her, and I would like to try and make this work. She is just scared of making such a big move and with the earthquakes and aftershocks she worries about the children. I will go home again for our holiday in August and we will discuss it then. Perhaps then we could have the children start schools in January next year that would be great. Although I have been worried that the work might dry up because I am not sure my performance is good enough. It all seems to come at once and overwhelm me. The doctor keeps saying	Relational Performance

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		give myself time. It's good to have these chats and I am hopeful again.	
30.Tony	64	I'm ex-police so there isn't much I haven't seen. I was in the NSW police for years. I was with B. (coded here as Bill #2) in town. There was very little we could do to save anyone it all happened too quickly. B. was amazing getting people organised and moving. Time seem to slow down as it does in these tragic situations... I called home... it all looks so bad on the TV they are worried sick. Ok now I have told them I'm ok, but my wife wants me home now. I am fine I am experienced. I just agreed to see you so you could see I'm ok, normal. I learnt in the force that it's a good idea to get input from you guys. Thanks for being here tonight I think the other guys might need to see you more.	Experienced Normal
31.Ted	65	By email...Mandy, I thought that I'd let you know that I had my empathy tested to the limits last Friday. While out at a very minor normal [company name] claim in Waikanae the claimant suffered a massive heart attack. Only his elderly wife was home who understandably went into shock and was not coping well. The man subsequently died in my arms and I therefore moved on to CPR for 15 mins. The volunteer fire brigade arrived and worked on him for another 20 mins. with no result. Very surreal experience that I feel has created a bond between myself and the man's wife which will remain. I visited her the next day and she seems to be coping with the support of the family. Goes to show that you never can tell when you'll have your response tested and be called on to act outside of your comfort zone. Thanks a lot for the course, very apt timing. Cheers.	Empathy Death Relational Normal
32.Tina	66	I am still experiencing anxiety attacks, not sleeping and having recurring dreams or nightmares about Auckland having an earthquake etcetera, etcetera. etcetera...I have seen a GP up here but not my usual GP as he is in Christchurch. I have talked about being anxious, I have some medication and have been offered counselling which I haven't done yet. I feel I just need to get on with it. The Auckland Field Office is probably going to wind down about the end of May and then I will have to return to Christchurch. I don't feel I will ever be ready to. I don't know what to do. I would love to get back to normal. I know that others are coping. Why can't I? I am very open to any help [yet doesn't follow up when offered, again recommended support... I have been up in Auckland since just after the quake and have not been back since. I feel so guilty, I share my flat in Lyttleton and it is habitable, we were lucky. My flat mate still lives there, she can cope, it's not easy for anyone I know. I just can't get past feeling. Feeling anxious. I feel sick at the thought of going back. I really want to come back I just can't... My boss suggested that maybe I need to come back to Christchurch just for a weekend to see that the city was still here, and people were still going about their usual daily tasks. She thinks that if I know I am just going to be there for a couple of days before returning to Auckland I may not be	Trauma Left town Normal Anxiety

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		so worried about it. I feel I should but feel pressured to get on with life, why can't I cope. I have always been a bit nervous, I guess. But this is stopping me living my life.	
33.Toby	67	<p>I was in Cashel mall [central city] everyone just going about their day as usual. Then I am looking at a baby and mother dead. There was nothing I could do. I was involved in the rescued of a man he was badly injured. He was in great pain and thirsty, stayed with him for an hour. He needed to get to hospital, but we knew that waiting for an ambulance even if there was one would be too late. So, we took him to hospital on roof of police car. Such a strange thing to do but we had no option. The man died. He was the friend of the son of a Fletchers manager. I have been around home until Monday in shock. Pulling bodies from rubble... not what you expect to do on a normal day at work huh!</p> <p>[3/3 Followed up]. I'm just getting prescription nothing new. [Sounded better. Had been at work]. Life will never be the same again, I will never forget that day and that poor man. I have thought about what I did, could I have done more, it has really changed what I think. I'm ok though. I am eating and sleeping fine really. I do keep thinking about it.</p> <p>[4/3 followed up] I have finished work for week. I had a few beers with friends. Now I am going to watch the rugby with a mate. Then I am planning to mow the lawn, do the washing, etcetera for the weekend, nothing too much. Trying to get life back on track really.</p>	Normal In City Mum Baby Died Hospital -via top Of police Car
34.Anna	68	<p>I just want to start by saying; I can't thank you enough for your help. We are both so grateful. D [husband] was really excited last night when I told him I'd talked to you and found out that the [company name] was going to be advertising jobs. Just so you know, he was so worried about still having to pay rent and overheads even though his business is gone he took off on his bike Monday morning going around businesses seeing if anyone would give him work. Anyway, by lunchtime that day he had a temporary job as a security guard for patient care at Christchurch Hospital. So anyway at least he has a basic income but he's really keen to get a job that uses his skills. Thank you again for being so supportive. If you have time, we would really appreciate you taking a quick look at his CV. If you think it needs a bit of tweaking, please let me know. Any advice you can give would be so valuable and very appreciated. Bless you! Thank you again you are so kind to think of us. I can only imagine how busy you are with everything right now. ...My husband, as you know, has had his uninsured business destroyed in the earthquake and has lost his normal income. My 84-year-old mother, who is a chronic asthmatic, is staying with us since the earthquake, as her home is damaged and authorities say the sewage and water treatment plant, which supplied her area, is destroyed and it's unknown when these services will resume. She is upset and insists on being in her home, in difficult conditions, during daylight hours...Many of the freelancers and</p>	Stressor Relational Business pressure Normal

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
		<p>contractors I work with in Christchurch have lost their business or are in high stress personal situations. There is a scramble to source alternate suppliers for some deliverables...Mum is being very difficult and expecting me to go home to have lunch and being back for dinner. It is understandable but is putting so much pressure on me. She has no friends; she never did just rely on dad and me. So sad and day-to-day so hard, D (husband) is being so good, he is great with her.</p> <p>Going through trauma and coming out the other side, you are certainly stronger for it. D. is checking websites for jobs and will keep doing that. He hopes to get his computer up and running tomorrow that he got out of his shop this week. The water in my mother's house came on yesterday, so D. is helping her shift back into her house today with a bit of luck.</p>	
35.Alice	69	<p>Alice was one of the Geologists on the original empathy programme pilot and also one of the team I followed around to gain an insight into their natural disaster work] ...it is time to stop living in denial and try to deal with the events of the last 15 months so that they don't cause me more trouble in the future. Any advice or recommendations would be ...A long hard road lies ahead of our family. We have actually got victim support on our case... the [company name] accommodation administrator and Alice have clashed and a dispute broke out...I am very disappointed that you have thought it necessary to send the below email to everyone but me and were not able to come and discuss this with me first if you had an issue. This itself is extremely unprofessional and unnecessary... I have tried very hard to follow every instruction that you have given me with regards to accommodation. The week following the earthquake was a trying week for us all and a little bit of compassion and understanding would be most appreciated if processes were not followed exactly during that period.</p>	Suicide Relational Work
36.Kate		No quotable material found.	
37.Kurt	70	<p>Glad [we a family of 2 boys] are in Melbourne now. Day to day living in Christchurch is certainly going to take years to get back to the way it was and better... I am considered entrepreneurial, high energy and ambitious. I want to influence the track we are on. [Company name] has been good. Rewarding. Frustrating. Need to create expertise. Lots of potential. It is BUSY. I like it when plans come together. I like seeding ideas. I like seeing people breaking constraints... I am an INTJ/P and some of the challenges in my profile. I want to build a shared vision. This is what, this is why. How to create, communicate and educate. Get involved. Get clear on new rules. Can't do what you like any more things have changed at Company name now. You will be held accountable. Too much non-performance or under performance around. I want to know how to create a leadership communication strategy and communicate it...More politics, self-management than expect its ok just to need to adjust. I would like to see more organisational</p>	Normal Left CEO Organisation

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
		collaboration at senior level. It is not a very supportive environment. The senior management team have no communication goals. We are not all pulling in the same direction. Lots of different agendas. The organisation is still adjusting to a change in leadership. Not a lot of accountability in the past and now accountability is there.	
38.Carol	71	Well like you our house is a mess. We are still waiting to be assessed to see if we are a red or it is worth rebuilding. My brother and his partner are still with us, their house, the one just below us has been red stickered. They were so lucky not to be home we look down on it now, a huge boulder went past our place and landed on their roof. It will probably never be moved. It's so enormous. He is trying to find a place to rent but rentals are like gold dust. And he is still trying to understand the insurance, it looks like they only pay for 6 months rental. And he is being told by the [company name] that they cannot say how long things will take. But you only have to look around at how many places are destroyed and damaged to know it will take years. The centre is still cordoned off and people are now saying that could be for a few years too. Unbelievable isn't it. Sumner and Taylors are becoming like a ghost town. We are doing ok though. Tired like everyone else. Looking forward to a break we are going over to Queenstown for a long weekend in a couple of weeks... just to sleep!! ...At work people are struggling with lots of different issues and we are thinking information, education, practical things that people can do could help? Are you willing and able to help with some sessions for our staff after earthquake? To start with there would be a need for at least two. One for anyone, open to all who are interested about how to help your children. I have staff coming to me with lots of different stories of how their children are handling the earthquakes and aftershocks. Many are having even their older children coming to sleep with them because they are scared. That is fine for a couple of days but over an extended period it means they are not getting a good night's sleep. Any ideas you have, giving ideas of what they can usually expect, what they can do, what to look out for, that type of thing. Then there is a whole other area around how to lead right now. Leading traumatised people is complex so again any ideas would be great. I want to make this flexible whoever wants to come and to start late and finish early, they need the time at the beginning and end of the day to sort things out with their families. Lots of the guys are doing makeshift repairs at home or at their parents. Plus wondering around getting water and the supermarkets for many are now miles away. Dialogue style would be good, where they can tell their stories if they want to and talk about solutions with everyone. I want to create an environment where they know we do care, and we want to help but just don't know how sometimes. Perhaps talking about things, they are doing will jog ideas for others.	Normal Trauma Leadership Training

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
39.Richard	72	What are my biggest challenges? At the moment it is not using so many feeling words. I have taken to writing down any crucial conversation... my natural inclination to use feelings words... The objective is to link culture to strategy.	Work MBTI
40.James	73	I had a good break and try hard to remain within my circle of responsibility and not get steamed about what I perceive as incorrect approaches! Hard for me, but trying and generally succeeding, although there are a few "moments"! ... still hangin' in there, but very tired of it all. I find the constant negativity of the claimants, which is not their fault, to be very draining, plus it's full on all day, every day with no respite; however, this too shall pass, and I do get home at weekends. My wife is a constant support and I really love to get home and spend time with her and our dog. Having a few good walks recently and trying to be good where eating is concerned, a few wins on that front, few losses too... Things have continued to be difficult. There are a lot of people playing politics and some good people who don't fit anymore are getting hurt. It's hard to watch. We had all worked well together before this. All had our roles to play but this had really needed some to step up and there have been a couple that just have not been able to. I think there is still a lack of leadership a lot of the time. Difficult I know because things are moving so fast and people are mostly trying to do their best. We all want what is best for Christchurch ultimately. Some are drinking too much, me included although I am really trying to cut down... I don't feel I can leave until this work is done; it seems wrong to let all these people down. Although sometimes I would really like to throw it all in. The constant negativity of claimants is understandable but so hard especially when I know we are trying to do our best. This is the biggest ever insurance claim worldwide, I think. Its massive. The training I do is ok but gets repetitive, but you would know that with your induction sessions - you would never know you had done it loads of times though always looks and sounds fresh... I sit there waiting for you to say joke around paying attention and its great, it always gets them. Anyway, back to my retirement I would really like to stop or at least slow down I have had a health check - overweight, eating and drinking too much and too much stress - but hey that's normal around here. Seriously though I am concerned about the lifestyle. In the past it has been the same but not for such extended periods of time away from home. I have a break coming up which I really look forward to. Can't see a way out yet though. It's good to talk with you though.	Work Frustration Relational Leadership Malignant normality
41.Henry		No quotable material found.	
43.Ike	74	Thank you for being here for the guys we all really appreciate it... I'm ok. Tired. A full-on day. Hard to know what is right to do at these times? So, I just thought what we would normally do to get together. A BBQ seemed a good idea. Not that anyone was really that hungry and I made sure there wasn't too much alcohol. I wanted to everyone to feel they could relax but not that they would get drunk. Just	Work Support Normal

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
		<p>being together and chilly together seems to have worked. Funny no one really talked about today in any detail. We all skirted around those. We just talked about what we can do next. How we might help, what we could have or should have had in place today. Things worked pretty well for most.</p> <p>The guy's texted immediately [the earthquake hit] if they could, which made my job of finding the guys easier. There were some hairy moments for sure. I didn't hear from one or two for a while, they had trouble getting through or were dealing with too much at the time. It was like for some that time just slowed down... Then poor A managed to get out of the building he was in, didn't sound easy with things falling around him. He gets into the back yard and sinks into liquefaction up to his thigh, now that would have been very scary. Poor guy. It must have been terrifying. Then eventually he realises he isn't going to die, that he wouldn't sink further, and he can't get his legs out. By then others were around so he was helped. There are some great examples of things that happened today that really show us humans at our best. We are all pretty tired now but I'm not sure how much sleep some of them will get. I have told them to come to the office late tomorrow. I thought it best we get together and then I will get them all to see you before we send them home if that is what the plan is... I may stick around for a couple of days more to check out how the guys are doing. It's going to take some time to get things back on track or guess but now we have even more work to do. I don't want to be insensitive to what has happened of course. I just want to make sure we can deliver what Christchurch needs even more now I have talked to home, and they are all ok, worried of course. I would really appreciate any ideas tomorrow of what I need to do, look out for that type of stuff. The sessions you do gives us some ideas of how we might react, but I think it's worth perhaps restating some of it. Let's talk in the morning. Thanks again Mandy, great of you to help, you must be tired too, big day huh!</p>	
44. Dan		No quotable material found.	
45. Dee	75	<p>It was as though the colour had been taken out of my life. Life became so very black and white. Not just the debris, dust and lack of electricity but the functionality of being. Panic builds and my gut turns inside out as I ask myself, 'How and where are my loved ones?' ... You know and yet can't believe what you are seeing. The ground was opening up, buildings were visibly moving, water was rising all around me, and my car was sinking into what looked like quicksand. I couldn't get out, there was what looked like a whirlpool by the side of the car... The bridge is down, and mums are wading through the water desperate to get to the school on the other side. Nothing was as it should be... Trying to get home later, everything is pitch black, no cues for where we are. Water reaching mid-level on the car windscreen; are we sinking? are we going to drown? Voicing, "I am terrified", sounding rational, feeling out of</p>	Stressor Normal Trauma

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
		control. No energy to think, just keep going, keep doing, don't look back. Craving something or anything to be normal... Days passed in a haze, a new normal appears. Trips to the toilet in the night became an adventure, walking along the street to the porta-loo. Getting to know the neighbours in ways you would rather not. Being excited to buy a chemical toilet, albeit that it wasn't in this month's budget and it was hugely expensive, now it's an essential, a home comfort. Water collected in a nearby village from a huge water tanker, things to carry water in now priceless. A shower, a luxury, constituted a 45-minute trip across town to a friend's house... All of the daily needs were still needed, but certainly not obtained in the normal way. Driving anywhere was like off-road driving with the unexpected tree or whatever in your way. I can see the devastation of my physical world but what about the effects of this disaster on me.	
46. Steve		No quotable material found.	
47. Unused - Interviewer easily identifiable from the notes.			
48. Dave	76	I'm ok. How can I help my team? What do we all need to do to take care of each other? What are some of the normal pressures?	Relational Normal
49. Ross		No quotable material found.	
50. Sophie		No quotable material found.	
51. Peter	77	[I worked for over 2 years with Peter running sessions at the end of the day initially every day then every couple of days. I was always available at the end of the day to debrief any issues that arose]. Our teams are being told to bugger off by some nice residents in Woolston. It appears that they have seen too many [company name] staff in the area lately. Can't please some, and I think it was a bit heart-breaking for the teams. Also, P. reported on a frail elderly man, address, Woolston, recently had a heart attack in process of selling his house and is stressed about [company name] insurance and private insurance response and may need some assistance. We'll try to let an appropriate person in the [company name] know to prioritise the claim as well... It seems that the public are just fed up. I can provide you with evidence of a clean-up. I did today around claimants unhappy about our teams climbing fences through to the claimant today that was talking about guns not directed at our guys but definitely a bit of deranged individual, not normal... This is an example of what Peter would be dealing with. Recruitment - All, have just had a conversation with a senior employee (and director) of Soil and Rock who was cold called by a head-hunter today. He said that the recruiter suggested he was calling on behalf of a consortium, and suggested [engineering company name] was involved. The employee wasn't very happy, and suggested that it was his perception that the [company name] field office was being used as a screening ground for TT to recruit people? Not sure if this is the case though. He was concerned that the	Leadership Support Team Normal

Allocated # and Pseudonym	Quote # and Extracts/ Client Extract (Quotes)		Topic
		recruiter had got his phone number from our field engineers' database but noted that his contact details were equally accessible through the Geotech Society. Can anyone enlighten me? Luckily in this instance I was able to plead ignorance, at least in relation to this topic, as I have no knowledge if this is in fact going on behind the scenes? ...Obviously if this vibe gets out then there will be reluctance by companies to send staff here, for fear of losing them. This will obviously dent our ability to cope with the workload long term. The hard work that has gone into developing a great atmosphere in this field office, which is full of people that are usually competing with each other for work, could unravel very quickly.	
52.Mia		No quotable material found.	
53.Frank		No quotable material found.	

APPENDIX 10: MY EARTHQUAKE STORY

This is the researchers earthquake story.

I experienced five major earthquakes and thousands of aftershocks. Every earthquake experience was different in terms of location, level of risk of injury or death, and support received from and given to family and friends. At the time of the February 2011 earthquake, my family was scattered around town, and it was hours before all were accounted for. I tried desperately to contact my son and daughter. My daughter answered immediately; she was at school and all was ok. The students were in the playing field, and she was going to go home with her best friend. I could not get in touch with my son for hours. I decided to drive into town to pick him up but as I reached town the police were putting up barricades and turning us around. I offered a lift to two stranded German tourists, and we spent a few hours together in the car. I drove through a growing depth of water and liquefaction trying to get home, not knowing if my little VW Beetle car would make it through. At one point when there was no one else with me, I literally closed my eyes and with a very dry mouth, put my foot down to get out of the carpark I was in. I later realised I had lost the front licence plate.

My short-term memory was negatively affected. It was difficult to remember how to get home when the usual routes were damaged. My fear of personal safety although overwhelming was voiced as 'I am terrified right now' consciously not allowing myself to think I could die. Within minutes of the earthquake, I received a call from a Geologist I worked closely with in Auckland. She had seen the earthquake on her monitor, and knowing immediately it was huge, rang to ask if I was ok. Apparently, all I could muster was "Fuck" before phone cut out. I was frustrated by the inability to call my family, friends, colleagues, anyone, and the that talk on the car radio continued as though nothing had happened. I needed to know the bigger picture and the radio presenters, for what seemed like hours, knew less than I did. I saw an old man trying to drive his car, but it was stuck in liquefaction. I waved down a young guy to help him and then got back on the road, joining the long queue of traffic. When

I got to the small bridge over the causeway on the road to my house, I saw a woman wading through the water and imagined she had children at the school on the other side.

After a couple of hours and feeling physically desperate. I convinced a service station owner to allow me to use the toilet in the shop even though he advised it was unstable and dangerous. I was still desperately trying to contact my son when my husband managed to call to let me know he was ok, then the line died. There was no chance to ask him for ideas of how to get home. The two young tourists were still with me in the car, trying in broken English to ask what was happening. I decided to drive up over the hill and down through Lyttleton. What I did not know was that Lyttleton had been very badly effected and the back road to Sumner was blocked with falling rocks. We drove up the hill and stopped at the 'Sign of the Kiwi' a local café. There were about five other cars hoping to go either up or down the hill. I stopped and spoke to two drivers who said not to go one way, a man on a bicycle had been crushed by a falling boulder. That left the narrow road down to Lyttleton as our only option. So off we set. Halfway down we saw a fire engine zooming towards us. The driver slowed as he came close, gesticulating that he had to push past and saying "sorry" repeatedly as his fire engine pushed my little VW up and onto its side. As he slowly passed, the car went up and down again, and before he zoomed off, he called out the window that he was sorry and to turn around because Lyttleton was a mess. The poor tourists were terrified and so concerned that the side of my car had been crushed.

I took a deep breath, I seemed to be doing a lot of deep breathing that day. I very gingerly turned the car around; the road is narrow with a sheer drop on one side. I felt lucky in a way that the young tourists were in the car because I was being 'the mother'. I would not let myself fall apart, telling them repeatedly we would be ok.

After hours on congested roads, I arrived home to a cocktail of flour, oil, and everything else that had fallen from the kitchen cupboards on to the floor, and with the tourists in tow. Two doors were hard to open, and windows were jammed in place. While surveying the damage, I got a call to go straight back out to an airport hotel (usually 20 minutes away but now taking over an hour) to support the EQC workers

coming in from town. That night it took me over an hour and a half to get home. I was busy grounding client after client in a hotel room while the hotel emptied its broken freezers of food and fed anyone coming in to shelter. Everyone clustered around the TV, watching image after image of what had happened. Because I was working, I was saved from the trauma of seeing the full media coverage. I now recommend to clients that they limit watching the media reports.

Finishing around midnight, I drove to the family who had taken in my daughter. They lived out of town where there was no evidence of an earthquake. Hugging my daughter and checking she was ok. I was offered what seemed so unnecessary at the time but became a necessity; the use of their shower. Driving home after midnight there were no streetlights and it was so very dark. At one point my small car disappeared up to the windscreen in water, it sounds pretty numb now, but I just kept going. Weaving a path through the flooding to get home, I was amazed at one point to be turned back by a soldier. I was shocked to see the army deployed so quickly, one more clue to the tragedy that was beginning to unfold. At this point I had forgotten there would be no water or electricity at home, and it was February and pretty chilly. We arrived home to a cold, dark house with no water or functioning toilet.

I had been in contact with my son during the evening and knew he had managed to get home from town. He had been working part time from university at EQC, inputting claims data. One of my colleagues had checked to make sure he was alright and told him to walk home in the middle of the road, watching out for lamp posts, falling debris, etc. To this day, my son will not talk about his traumatic walk home. He avoids any discussion around the earthquakes and refuses offers of help.

Very late that night I rang a colleague and good friend who was also very familiar with the engineering company although not working with EQC. The conversation centred around her asking how she could help and my suggesting she try to fly here the next morning, to Christchurch, which she did. I asked her to come to be a functioning brain. I knew that I, too, had been traumatised and would need support particularly as I expected to continue to work feeling a pull to help wherever I could.

This turned out to be a smart decision and one I am very proud I had the insight to make.

That night my husband and I barely slept, instead we discussed what we would need to do. The next morning was busy taking my two teenagers to the airport knowing they would be able to get a flight that day but not exactly when. Just that morning I had arranged for them to live in Auckland with family and attend school and university there for the foreseeable future. My husband left on his scheduled flight for the Falklands where he had been working alternate months since the first earthquake the previous September. With family out of harm's way I felt I could focus on my work, doing what was asked of me or what I believed was needed. That first day I saw around 45 survivors, they were being sent home and where their manager perceived a need, some were advised to see me before leaving.

The following days became a blur of long hours and sleepless nights rocked by aftershocks. Food was difficult to find, so a big Tupperware of almonds and raisins saved from the kitchen at home was put in the car. Bottles of water were filled at the tanker in the next village on the way to work and again on the way back in the dark each night. Sleep was a problem. The aftershocks were constant and made sleep restless. I lived on the beach, which now came with the joys of tsunami threats which meant sleep was also disturbed by the sound of an old air raid siren; constant for fires and intermittent for tsunamis. After the February earthquake when people were killed by falling rocks at the back Sumner where I lived, running for the hills was no longer a good option, nor was staying to see how high the tide might rise. Within a week of the February earthquake, I had a conversation with a senior engineer who lived in Auckland, I asked, "Do you think I should still be living here?" The answer was unexpected, "NO. I wouldn't even be living in Christchurch right now!" In those early days I joined hundreds of others trying to find rental accommodation, wanting to move into town nearer the airport where there had been less damage.

Working 12- to 18-hour days for weeks on end with a constant tsunami of people and organisations asking for support, seeing people individually, designing and facilitating workshops and customised interventions, being part of the EQC induction

programme for over 1,000 new employees all eventually took its toll. After 18 months, exhausted, burnt out, my children settled out of town, I moved to Auckland. Initially we lived in temporary accommodation because we planned to go on holiday via Geneva for my father's 80th birthday celebrations a few months later, intending to return and buy a small apartment in Auckland. Our house in Sumner, which we called our destroyed retirement plan, was not selling. It took four years and three attempts before it eventually sold; The first attempt was the day of the second earthquake, the second was the day of a news headline which read, "Sumner Cut Off Again With 100 Year Floods" and the third came after a neighbour, a builder, kindly decided to renovate the house from all the damage. The house finally sold. We were third time lucky. Two years after the first earthquake, we left for a holiday in Italy and decided to start our retirement early. We did not return to New Zealand for five years. Unlike many others, we had options.

APPENDIX 11: TWENTY-TWO TRANSCRIPTS

Due to the volume of the 22 transcripts 20 of the transcripts are available upon request from: mandyfealy@gmail.com. The two transcripts used in the BNIM analysis are however, included in Appendices 9 and 10. Below is a summary of 22 interviewees allocated numbers, pseudonyms and transcript word count. Please note the interviewees are numbered one to 23, number thirteen was not used due to technical problems with interview recording.

Allocated Number	Pseudonym	Transcript Word Count
1	Steve	5,928
2	Richard	6,170
3	Peter	6,142
4	Kate	15,160
5	Laura	3,980
6	Carol	5,760
7	Dave	9,311
8	Adam	3,740
9	Wendy	6,388
10	Ross	15,308
11	James	11,221
12	Dan	3,805
13	Not Used	Not Used
14	Mia	6,526
15	Mark	7,915
16	Ben	9,233
17	Charles	4,291
18	Henry	7,342
19	Sophie	3,590
20	Frank	4,265
21	Harry	7,061
22	Alice	5,523
23	Grace	14,152

APPENDIX 12: ROSS (#10) TRANSCRIPT

Pseudonym: Ross

Number: #10

Date Interviewed: 31.10.2016

Input file: 161101-001

Interview duration: 1 hour 49 mins 16 seconds

Consent form: Signed

Gender: Male

DOB: 50 years

Place of birth: Omitted due to ease of identification

Ethnicity: New Zealander

Marital status: Married

Family: Wife. Son. Daughter. Other details known but omitted here
due to ease of identification

Education: MSc.

Occupation: Omitted due to ease of identification

Employer: Omitted due to ease of identification

Word count: 15,308

Prior to turning on the digital recorder the following was read to all interviewees:

“We are going to start the interview in a moment, before starting, I just want to say that, while the interview is going on, if a question comes up that you do not want to reply to, just tell me that you would prefer not to respond, and that is fine. I also want to say that, at the end of the interview, we will have a space in which you can think and decide whether there is anything you would like to add. If that is OK, are you prepared to start?”.

1 **Mandy** “As you know, I am researching preparation for collective trauma and
2 developing strategies for restoration of individual and organisational psychological
3 wellbeing. So, can you please tell me your earthquake story. All those events and
4 experiences that were important for you personally. Start wherever you like, please
5 take the time you need. I will listen first; I will not interrupt. I will just take some
6 notes in case I have any questions for after you have finished. Any way you tell your
7 story is fine. Please take your time. Please begin wherever you like”.

8 **Ross** Jeepers, (long pause), so, [clears his throat], [I feel concerned I am
9 reopening old wounds]. Mine starts at 5.15am on September, what day in September
10 was it? [laughs]. On the 4th September at 4.45am when my brother rang me from
11 Kaipo to say that there had been a massive earthquake and his house was full of
12 liquefaction. [Intake of breath] (long pause). So, I tried to ring my boss. No one could
13 find him, and I think we tracked him down at 11am the next morning. So, he said to
14 me, “yeah, you need to get yourself organised. You are going down to Christchurch
15 to set it up”. [He chuckles and breathes in heavily]. So, I said, “that’s fine mate, I will
16 come to the meeting in Wellington”, which was at 12 0 clock on the Saturday. It was
17 a Saturday, wasn’t it? [Saturday 4 September 2010, a magnitude 7.1 earthquake]. He
18 said, “No, no, you don’t need to do that, I will come via your place on the way home
19 tonight and brief you and you can go down on Sunday and set up the office”. He rang
20 me at 7 0 clock on the Saturday night and said, “I am too tired to call round now, the
21 day has been too long, but be on a plane tomorrow you know what to do. Just go and
22 set it up”. So, that was the starting instructions [makes a sound like tut], (long pause).
23 So, got to Christchurch on a Sunday afternoon after sorting out an issue with my
24 daughter’s school. [I think this is interesting on a Sunday but decided not important
25 here to follow up]. And there was three of us, me, [the lead engineer], [a colleague]
26 and [another colleague] who were contract loss adjusters from down south. And we
27 sat on a table in the, what was it called then, now the Rydges hotel? Looking at maps
28 and deciding where we were going the next day. And we did that for two weeks, I
29 suppose. We, we would get up at 5 0 clock in the morning and go walk the streets
30 mapping damage. [The lead engineer] had all his engineers out, we were trying to
31 build a strategy for assessments, trying to find out when we might get some people
32 to help us. Day four, [a colleague] and I were in a car at Brookland’s [a suburb hit
33 badly by the earthquake] doing (um), a review and we called into a phone conference

34 in Wellington with the Executive. We were told we were expected to be out on the
35 street writing cheques by Friday. The problem being we had no staff, we had no
36 structure, we had no paper, we had no computers, (um) so they told us we would have
37 30 staff the next day only and we had five people who had never done an earthquake
38 or land assessment in their lives. So that was the start of it in Christchurch [he sits
39 back], (pauses). So, the next day we isolated, we decided that Kaipoi was a good
40 place to start because it was small. So, we put three guys down the street, counted up
41 the houses and split them up so they had an even number of houses and we got all the
42 owners of the houses onto the street (pauses), while the other teams, the two guys
43 would assess the damage and we told them what was going to happen with their
44 claim. So, how the assessment process would work, how the land process would
45 work. And we did that street by street (um) until we got a call to say that, shivers, I
46 can't remember the name of the suburb, was it, Bexley? [another very badly effected
47 suburb]. No, it was Burwood. Burwood is really badly damaged we need to go to
48 Burwood, (um). So, there was real angst in that community about us disappearing
49 and not being seen again. So, we agreed we would leave one person behind. That
50 person ended up being in Kaipoi in three years, I think, yeah. He ran the whole show
51 in Kaipoi for three years and did a fabulous job. Then we went to Burwood and did
52 exactly the same thing there and I think, I am not sure whether you were there Mandy
53 [I nod indicating I was there] the next day we sitting meeting with [the lead engineer],
54 because I didn't drink, you will be amazed by this, I never drank for three months
55 when we went to Christchurch. (Um), I was having a chat with [name] who was the
56 MP for Christchurch East and She said, "there are media all over Bexley you need to
57 come tomorrow". So, we, that was meant to be our first day off, so we immediately
58 cancelled the day off. We got everyone and briefed them, and we went and did exactly
59 the same thing in (um), Bexley the next day. And I think, [sighs and moves in his
60 chair], (um), for five weeks I would meet [the lead engineer] for breakfast at half past
61 five, six in the morning then we would go, get the assessment teams, do the mapping,
62 go into those communities (um), I would then go to a public meeting get back to the
63 hotel, the hotel would have kept me a meal in the oven out the back and then I would
64 go to the airport with a sign that said [company name] because we never knew who
65 was getting off the plane so generally picked those guys up about 1am or 2am, take
66 them back to the hotel and then start all over again the next day, [big breath in and

67 sighs]. So, we did that for three months, we never had an HR (human resources)
68 roster, (um), and my first weekend off, [wife's name] and I went to Taupo and I got
69 call from [boss in wellington]. Do you know [name of boss in Wellington]?

70 **Mandy** No.

71 **Ross** So, he said, "how do you think we would go if we brought the army in to
72 look at what we are doing? Maybe they can give us some advice on how we can do
73 things better", which I thought was a great idea because they were probably the only
74 other place in the country at the time that had the experience of bringing masses of
75 people in and out although we had not got to that point at the time. So, the army came
76 in and shook their head in disbelief at the fact that we had no HR [human resources]
77 systems, nothing in place and said, look we will be back in two weeks. Although they
78 were a week too late because by the time they got back, we had built our own HR
79 roster for 1200 people; 700 people I think on the street and we had built the infra
80 structure internally and we had functioning computers and about the same time [the
81 leader of his company operations] came down for the first time and we took him to a
82 public meeting in Darfield and he told me that we had till the 31st March 2010 to
83 assess all the claims. Which I said, that's fine we can do that, but we need 250 people
84 with teams, 500 people on any given day on the ground, (um). So, we set about
85 finding offices around town to accommodate all these people. Setting up the
86 computer and the infrastructure training them, so we had to put in place an induction
87 programme [long pause]. Managing some expectation around the town I suppose,
88 (um). So, (long pause), really interesting we didn't get a visit from anyone from
89 Wellington for about, in any shape or form, for about three or four weeks. The first
90 week we got there when we were looking for accommodation we asked where one of
91 our managers from Wellington, (laughs), was, because he was meant to be sourcing
92 the property, but we were told it was his day off and he had gone for a round of golf.
93 [smiles, chuckles, shifts in his chair], just brilliant. So, (um, pause), I suppose one of
94 the challenges that we had was that there were 21 of us contracted guys across the
95 country and we had always dealt with reasonably small events, 7000 in Gisborne
96 which was the biggest one. So, we had a system that worked, (pause), but it was really
97 clear that wasn't going to work in Christchurch. So, we had one of our Wellington
98 managers ask us if we could start assessing the claims in the order that we received
99 them. And I, [chuckling] asked him a question which one of the 80,000 claims we

100 received in the first week do you want us to start with? [laughs], (pauses), was it 80?
101 No, it was 60,000 in the first week, do you want us to start with? [big intake of breath
102 and shifts in his seat]. So, we started trying to develop, [sighs], paper work, systems
103 and processes that would (um), cope with the volumes of claims that we had and
104 actually we were on track, if we had not had February [the second earthquake that
105 resulted in 185 deaths] 80,000 claims would have been assessed (um), paid or either
106 had gone to [name of building repair company] for repair by the end of March, [deep
107 intake of breath]. And, I think, (um, sighs), that was down to some pretty sterling
108 work by [his colleague] he did a great job in terms of that operational plan that we put
109 in place. But I think that we were critically well placed. so, we went and found (um),
110 we didn't have any insurance industry experience, so we went and found people with
111 that (um, pause). We didn't have (um, pause), a lot of leadership or management
112 experience so we went looking for some old police people. We found [female
113 colleague from police days] that was really important because we didn't have any
114 women in our leadership team. So, we made a conscious decision to do that, (um),
115 but at the same time, we kept getting, [company name] had a contract with, this is
116 hardly coherent, is it? (um), with a company in Australia called Verifact. We were
117 flying ex-cops who were great because they were perfect for the situation because
118 they were used to dealing with trauma, they were good with paper and, actually they
119 were pretty good with people, (um). But they were also bringing in a whole heap of
120 people that had no qualifications or relevance to the disaster. One guy was a chicken
121 farmer [pauses. laughs]. There was, [laughs], they were just roping people in because
122 there was some serious money on offer to be fair, (um). So, we challenged that system
123 and went to an (um) and managed to get them to recruit New Zealanders and it was
124 really interesting. We were really resistant to recruiting Christchurch people (um),
125 and there were a couple of reasons for that. The first is that (um), actually they were
126 really traumatised by the event, they were too emotionally involved (um), in that,
127 (pause), they had, god this is going to sound terrible, they gave stuff away. So, if they
128 went to a house, it didn't matter what they saw it was earthquake damage because
129 they had all been through it (um, pause). That changed a little bit after February when
130 we were really desperate for staff. We lost a lot (um), we agreed to bring in some
131 Christchurch folk but we changed we had, we were, Head office was in the Baileys
132 (real estate agents) building if you remember in Deans Avenue (um), Baileys real

133 estate basically closed down because they had no customers so we took on seven or
134 eight of their real estate agents (um) and again because they were good with property
135 and they were good with people they had to sell themselves they were good with
136 processes (pause, um), so the day of, Christ, the day of February, (long pause). We
137 had been really concerned about how we were going to account for our staff in the
138 event of another earthquake. So, we put in place (um) and [name of HR manager] did
139 a bit of this, she did a great job, (um) laminated instructions for every car and as it
140 turned out we evacuated the buildings where all our administration staff were and we
141 accounted for them within half an hour or something. We accounted for the 500
142 people that were out in houses in town doing jobs in under two hours [said with a
143 smile on his face and pride in his voice] (um), we knew; our engineer did an
144 assessment of the building at Deans Avenue and said well you are not back in there
145 for a couple of weeks. So, within an hour we had secured three conference rooms at
146 the Commodore which would take [the engineering company employees, his
147 company employees and the building repair company employees]. [name of the
148 building repair company] were on board for the repair programme at that time. Then
149 we stood everyone down (um), and I think the next day, I don't know if you were
150 there or not [I nod indicating I was there] we had 600 people in the car park where
151 we said sorry it's not our time you are going home. That was really difficult because
152 lots of our people were so intrinsically motivated to be there and help. They just
153 thought they should be out there helping [sigh], (um), but actually it wasn't their time
154 because there was nothing they could do. what we did do was we supplied 70 cars
155 and 70 drivers for the council to do safety assessments of buildings around town
156 which was great and we managed to reopen two or three hotels by getting our
157 engineers (um), into the hotels to assess them because we knew there were going to
158 be lots of search and rescue people coming in, so we got those open and sent our
159 people home because primarily because we didn't have, there was nothing for us to
160 do but equally when 500 people are taking up beds around Christchurch when your
161 hotels are bugged didn't make any sense. And then after that we spent three weeks
162 planning for how we were going to attack February, (um, long pause), I think what I
163 have missed out of that, and I touched on it before, the 21 guys and the paperwork
164 was masses and masses of changes and, and it was just because, and I should, that
165 sounds a bit glib, but (um). It wasn't just because, in my mind it was because we were

166 never going to get through the volume of claims we had if we didn't search for
167 answers and I think, you know, we had been making good money going away on
168 tour, having a few beers for a while and (um), I think there was some grief for a lot
169 of us about that ending. There was definitely a change in the hierarchy and there was
170 a lack of leadership out of Wellington round how that was managed. And the army
171 reflected on that, they did a lesson learnt paper that I know got thrown in the bin,
172 (um), that said. we had largely succeeded even though we had largely been set up to
173 fail by Wellington. They were surprised (um), given our backgrounds and experience
174 that we were able to cope with what we were dealing (um), so, yeah, the first time I
175 read it I was pretty gutted. I thought it was a pretty horrible report, the second time I
176 thought that was a pretty fair assessment of where we were at, [big sigh]. So, [long
177 pause, tut]. After February (erh, erh, um), it changed a lot in that (um, pause), we had
178 lots of people that every time we; our people were really affected by that earth, that
179 February earthquake. We had lots of our staff that Christ if the wind blew the window
180 too hard they would really struggle with it. And again, I don't think that as an
181 organisation that we, you know, we had a contract with EAP (employee assistance
182 programme) as most government departments do but to be fair it was pretty
183 inadequate, and I think it was the start of some of our change. We also changed our
184 systems and processes at that time, so (um) prior to February we had mail physically
185 posted; a scope of works for every job listed the damage to the person's home;
186 persons home; and, (um), and rough cost of repairing. We stopped doing that and I
187 think that is where we lost a lot of trust across the community, when they stated to
188 think that these guys are trying to hide something, you know, governments out of
189 money. We are not, you know, they are basically trying to screw us, basically. and
190 (um) I think that was the start of (pause, sigh), our organisation starting to (erh), put
191 up the shutters. You know, upon till then we had been, we had spent time, you know,
192 forced to, in a lot of respects because we didn't have the infra structure out in the
193 community talking to people, delivering what we said we would deliver and after that
194 the shutters went up. And, again, that is when we started to get some pretty poor
195 media coverage which started to affect a lot of our people [sighs, and moves in the
196 armchair], (long pause). There was almost a feeling at that time of the world being
197 against us, (pause, um, pause), and at the same time we were starting to see some
198 quality issues. Towards the end of 2012 there was starting to be some quality issues

199 bubbling away with [the building contractors]. Part of the reason for that was when
200 February hit we just went straight back to reacting to a crisis and putting in place a
201 model that would (um) get the assessments done as quickly as possible and get
202 cheques out the door. And something that I am actually really proud of is that Rapid
203 Assessment Programme that we ran. So, I think worldwide, you would do it
204 differently now I suppose but (um), I think it was one of the great innovations where
205 we did assess 180,000 houses a triage assessment in five weeks and out of that we
206 understood (um), those homes that we could do some emergency repairs on so they
207 could stay in their homes. Because we would never have coped if they didn't because
208 we didn't have enough accommodation. We knew where the heating was lost, we
209 knew where we had to focus our people and then, which was great and that informed
210 the [contractor builders] programme. Which, I said, they had been largely left on their
211 own after that because we needed to go and put all our resources to assessment, [huge
212 chuckle]. And at that point, were our real quality issues and we didn't get on top of
213 those quality issues until [new regional manager] arrived into the organisation [late
214 2011] and it was around that time that we changed. We tried to change, to slightly
215 change our culture. or our perceived culture. To a customer centric culture. and that
216 was more language based than reality based because if you look back now in reality
217 what we did right through those first few months and how we communicated with
218 our customers and how we trained our people (um) and what we put in place to deal
219 (um), with the situation was really customer focused. The problem was we had a
220 claims management system that only managed claims as we. Oh, gee, I forgot to tell
221 you we had no communication strategy. We had one person in the organisation
222 dedicated to comms. and he was largely writing letters to schools to advise them what
223 to do in an earthquake. They bought in a guy from Telecom and the IRD [inland
224 revenue department] called [name], (long pause). He was just hopeless. He believed
225 that the whole communication focus should be in Wellington. And then a local guy
226 [name] actually wrote a suburb by suburb communication strategy that they binned.
227 So, he looked at every suburb in Christchurch and said, Sumner has got these issues,
228 and this is how we need to communicate, and these are the messages we need for
229 Sumner. These are the messages we need for Bexley; Bexley has got these issues but
230 actually over here (um) here in Bishopdale it is actually just cosmetic damage. So,
231 we can actually tell those people that it's not that bad, you are going to have to wait.

232 And they would not act on [name] communication strategy and that was another
233 reason why they lost the public [the organisation Ross worked for], (um). Well when
234 [the new regional manager] came in we, we, there was a real focus on changing our
235 language from claimant to customer which was entirely appropriate. But we also
236 started to look really closely at [name of the building contractors]. Because we had a
237 (long, pause), contractor that had been brought in by the organisation who sat on the
238 executive, but he was commercial project manager and he was too closely aligned at
239 a business sense in my humble opinion and we sacked him. That is when we really
240 started to uncover the quality (um) issues. [name of colleague] who was a BA
241 [business analyst] that did a stunning job, with a representative sample, of quality,
242 (pause), that we actually, that out of that, we actually developed a quality programme
243 and the issues changed around quality over night. But there is still a legacy of it now
244 with 6000 that need to be done, [breathes in deeply], fixed, (long pause), [big sigh].
245 Oh Jesus. [long, pause]. I'm just trying to think. That's, that's the earthquake story.
246 That's the high-level shit that we did.

247 **Mandy** Does anything else come to mind when you think about your earthquake
248 story?

249 **Ross** [Sighs and breath in deeply]. Yeah look, [sighs], we don't reflect on it
250 very often but when you look at (um), help, we as a group in Christchurch reacted to
251 it. We just went like this. So probably three, four, maybe five of us (um) really
252 tightened up particularly around the (um) media when, when the public perception of
253 the organisation and us personally started to change. We really contracted into this
254 really tight, tight group (um), and in some ways I think that was really, really good
255 and in other ways I think it might have been detrimental, (um). Cartel is not the right
256 word but perhaps it portrayed a clique a privileged clique of people (um), and
257 probably added to some of the nepotism stuff that was floating around at the time.
258 (um), I think we (um), when [regional manager] came in, we made a real mistake,
259 (um). We had an opportunity to really (um), portray to the public, (um), the press
260 wanted to write a story on us, because our staff were being confronted in
261 supermarkets and fish and chip shops if they had anything with an [company name]
262 sign on it. They were being abused, some of them had been threatened (um) and we,
263 the press were keen to write a story about it but it was high jacked actually by
264 [regional manager] who talked about himself [he laughs], rather than our people and

265 I think that was a mistake and turned people off us even more. I can remember sitting
266 in a café (um), a really nice café actually, (wife's name) and I had gone out for lunch
267 and (um), there was two, clearly a professional couple, sitting in the booth next to us
268 and in the press that day was a story about how one of our people had been threatened
269 physically and might of even been assaulted and their attitude was, what do you
270 expect, (um). And it took all my energy not to jump up and say if I came into your
271 chambers or wherever you work and threatened you, you would be the first person to
272 ring the police, but you think this is acceptable? And I think. I don't think, I know,
273 that a lot of us turned off Christchurch. We didn't turn off delivering the result, but
274 we turned off the City and the people, (um, um). [I got the impression he was thinking
275 this through and confirming to himself again that this was correct], (long, long,
276 pauses, sigh). Yeah. [almost in a whisper]. I don't think there is much more than that
277 Mandy, (long, long, pause), [he taps the arm of the chair]. And I think, I think, for
278 me personally I think that it, when we tightened up it sort of became (em) I wouldn't
279 say, what is the word, an abnormal environment. It is probably the closest I have seen
280 to the police or the services since I left the police 20 years ago. So, (um), not all the
281 time but often (um), you know, what do you do when you are stressed, when you are
282 under pressure? You go well let's have a wine (eh) and talk about it. And lots of
283 alcohol and lots of false lifestyle. I was one of the few that moved my family down
284 eventually, but a lot of the guys lived out of hotels and bars for four years and it's not
285 healthy and yeah, I think that it probably contributed to our (em), to our tone of stuff
286 as well. I really think, and I think I have said this to you before, that at the end of the
287 day they were probably symptoms of an organisation that probably didn't value its
288 staff they thought that (um). There was a perception out of Wellington that these guys
289 and girls are making really great money. So, everything is ok but actually often, I
290 would say, they, it doesn't matter what money you make you still got to have a staff
291 or workforce that is, feels as though it is valued and that they have a visible leadership
292 team. And I don't think we ever had that. Not till much later in the piece when we
293 had me standing on containers (um), in carparks and trying to get around and talk to
294 the guys I don't think there was any leadership out of Wellington. I think [CEO] did
295 a fabulous job of saving us from double digit (um) mortgage rates (um) straight after
296 September and February by the work he did in Europe, but I don't think operationally
297 he ever displayed any leadership, (um). I think we got more from some of our partner

298 agencies than we got from him, (um), to a point where, for three weeks in a row, very
299 early on, I got calls on late Friday or Friday evening from our finance team in
300 Wellington to tell me, “oh! sorry we have not been able to get the pay schedule
301 through so no one is getting paid today and we are all going home”, (um, um, pause).
302 And I still can’t, to this day, figure out why, you know, in a crisis you would not have
303 rung Westpac [the companies bank] and say, hey, we have got 1200 people in
304 Christchurch that we can’t pay, what can you do to help us and they would have
305 pushed a button based on what they had the week before. So, I think maybe the
306 valuing of the staff started there. I don’t know, [em. long pause]. I don’t know, [long
307 pause]. I think (um), oh, it’s a leadership thing again, (um), I think for me personally
308 and there is a bit of ego in this, the opportunity to (um), work at the level I did but
309 also to have that voice of Canterbury, you know, be the face of the, the, (um) of the
310 recovery (um) there was, there has been a price to pay for that. (um), and again like
311 that is reflected again in job opportunities or, or job opportunities I have missed since
312 I left, (em, sighs, long pause). Yeah. it comes back to leadership. I just, actually the
313 more I think about it the more the more [CEO] was absent so, (pause), right from day
314 one actually when [name] came in to run the communications strategy [sighs] we just
315 couldn’t get a message out to our customers. So how do you communicate with
316 450,000 customers in one hit? So, I suggested to [CEO] that again it’s a national
317 crisis, we have got a red zone blah, blah, blah. Why don’t you got to TVNZ and say
318 after the 7 0 clock news on a Sunday night, you know, how they always have that
319 little good news story? Well you could isolate that good news story; you could say
320 that in Christchurch we are going to have an update from the about what [company
321 name] are doing today, (um), and they laughed at me. And I still believe that that
322 would have worked, (um), but again there was never any strategy for communication.
323 So, the first public meeting we did with [the local labour MP], I rang and I should
324 have known I was naive, I rang looking for permission to go and speak at a public
325 meeting and because [the engineering company] were going to be there [name] and
326 [name] and they said, “oh, no you can’t possibly do that”. So, I said, “so, how am I
327 meant to tell these people what is going on”. So, I rang [the local labour MP] and said
328 I can’t go. I can’t come and she said, “well you have to because I have 600 people
329 coming to the bloody Samoan church hall in Bexley”. [chuckles], they will be there
330 [chuckles], (um). So, we did lots of that stuff behind the bike sheds [meaning without

331 head office permission] because no one else would do it. and again, like I think that
332 if you are going to respond properly you have to have that stuff in place up front
333 [preparation comes to mind for me] because although I think we came across as
334 genuine and knowing our stuff, we didn't have a coherent plan on how we were going
335 to deliver it. We would just stand up in front of 600 people in a church and not make
336 it up, but you know, well ask me some questions, it is easier that way. And initially
337 that was easy because that was on a community level but as you got deeper and deeper
338 into the time zones of delivery it certainly wasn't about community it was about what
339 are you going to do for me and that is really bloody difficult to answer in a public
340 forum, (pause, um), and the other thing, and this, I am meeting these in Auckland
341 next Wednesday (um), couple of the reinsurers we had caught up well into it and
342 (um), they couldn't believe that the same people were still at the coal face four years
343 into Christchurch. And we talk about it now, you know, if they had actually let you
344 go away for six months you could have gone anywhere, you could have gone to
345 Wellington and worked in policy, they could have sent you to Geneva to work for a
346 bloody reinsurer whatever, we would have actually had those people back, not lost
347 the IP and probably delivered a better outcome. I think there is a school of thought
348 within the organisation and even when we were there (um), that there was an inflex,
349 we weren't flexible enough to try new things, but nothing could be further from the
350 truth. we tried lots of different strategies. Again, with no support around initiatives
351 on how we were going to tell customers, I don't know if you remember this? but we
352 put in place the flying squad which was targeting vulnerable customers on day one.
353 Well it wasn't day one, but it was certainly in the first early weeks. We had, we set
354 up an email address for MPs because we realised that constituent MPs were getting,
355 they were going to deal with some of the most vulnerable people in the community
356 and we built enough trust with them that we knew they would separating the wheat
357 from the chuffs that the stuff they sent through was going to be worthwhile doing,
358 (um). What else can I tell you? Shit. (pause, long pause). We, well it was [colleague]
359 again, when, when, [another colleague] and some of those other customer groups
360 emerged we had them in the office before they even really had a profile trying to
361 build relationships with them. And oh! you know hindsight, 20:20, part of the
362 problem was that they had views on how we should deal with it and I have got to put
363 my hand up to this, coming out of the small events we had done we thought they were

364 talking rubbish again, (um). In hindsight if we had actually just let them talk and we
365 had listened instead of talking back we would probably have had much stronger
366 relationships. Now I know we had the 180,000 files downstairs. I know [media
367 colleague] had brought through [radio presenter] from ZB [talk show radio in
368 Christchurch] and they ended up with a really great relationship because they could
369 see the physical size of the challenge, (um), and he had John Campbell (popular news
370 presenter with own show at 6pm each week night) organised to come in. And he got
371 told by Wellington, “you won’t achieve anything by doing that, so he is not coming
372 in”. Well actually, HELLO. So, I think again we did lots of really good stuff, (um).
373 We did all our own reporting, so we set up all our own reporting because the
374 Wellington numbers we knew were wrong because we were counting basically
375 counting claims every day and I would meet the (um), [colleague] and ah, god sorry
376 Mandy (um), what was his name, [name], behind the bike sheds, these reports that
377 we were doing turned out to be far more accurate than they were getting from
378 Wellington and we built all this trust with (um), the Minister which didn’t (eh),
379 actually exist out of the Wellington office. So, when we did the rapid assessments,
380 they, they told me at 12 0 clock they would get on a plane to Wellington and pitch
381 the rapid assessment to Gerry [Gerry Brownlee the Earthquake Minister]. I was with
382 [CEO of his company] and as we were walking through the airport we banged into
383 Gerry and Gerry said I don’t want to see you, go away, go away. Because there was
384 no, no, just it was a surprise to him. So, we got back to the office in Willis Street and
385 they are all in panic mode. What are we going to do? I disappeared to the Board room
386 and rang [colleague] and said, “they we have got a really good plan you need to come
387 and have a look at it and then I will take it back to the Minister”. So, she came, and
388 we spent two hours going over it, and she is a challenging woman at the best of times,
389 I can tell you, [he chuckles]. So, the next day Gerry came to Wellington. None of the
390 leadership team were going into the room. I went in on my own with him and all his
391 bloody henchmen, which all look like mini ME’s. And again, an hour and a half in
392 the room and he said, we like the idea, are you sure you can do this. I said I promise
393 you Minister we can. (um), and, [he laughs]. Two weeks later, [he laughs again], he
394 was already telling us to slow down because you are going too fast! (um), [sighs]
395 (long pause), [looks reflective]. But [CEO] and [colleague], none of those guys would
396 put themselves in the room. (long pause). Amazing, [tuts]. (pause, um, long, pause),

397 [shifts in his chair], (um). What would I change, Mandy? (um, long, long, pause).
398 That phone call we had with [the lead engineer]. If there is a lesson (erh), it is time.
399 We were really too quick to rush off onto the streets to write cheques. If we had taken
400 another ten days, (pauses), just to, (pauses), to draw breath and put in place the, a,
401 coherent plan and actually train some people to process it, train some people, I think
402 it would have been completely different [he sighs and shifts in his chair] maybe some
403 people may have changed it but it would certainly have been easier [he sounds sad].
404 I think (um) and I talked a lot about this just before I left. But I had done a lot of
405 reading, around Katrina and other disasters and (um) what is really evident now with
406 [company name] is that (um), we didn't have any relationships with other government
407 agencies so when they turned up, you know they were generally late to the dance and
408 they generally didn't have a date, I promise you! But (um), if we had had a
409 relationship with the MSD [Ministry of Social Development] (long pause), with
410 Health, with Works, all those other key government agencies (um). Our life would
411 have been much easier. My real concern is that we don't have those relationships
412 now. They haven't gone out and built those relationships because (um), there is
413 almost the Stockholm Syndrome that they have at [company name]. Because they
414 have been held captive because they think they have failed so much that they think
415 they have got to do whatever they have to. They are almost in love with the cactus
416 (um), I think it is survivor guilt more than Stockholm Syndrome. What am I thinking?
417 They feel really guilty and they genuinely believe that they have failed their
418 customers. When actually there is only a small percentage of those customers in
419 Christchurch who they have failed, (um). That they don't, that they take on too much
420 so instead of going to look for the people that can actually help (eh), are best equipped
421 to help this person, they hold on to it too long and it all turns to custard, so it all blows
422 up in your face. And there are lots of examples of that. So, they have, they need the
423 social agencies and even education. We, (um), think that schools have been such a
424 focus for recovery and normality, but they have not done it, they are not doing it. [He
425 knows this first-hand because he now works within the education system], (um),
426 which is interesting, (long pause). I think (um), I don't think they have learnt any
427 lessons. Like, before Christchurch we never had, any time we had a debrief, it always
428 had to be a positive debrief. So, you were not allowed to critique. But they are still
429 not looking at, and they certainly went wrong, how, how do you develop and train

430 your people so that when the next one goes off, (pauses)? So, we are an organisation
431 of 22, right? So, you can't have, you can't have, five people on a comms. team
432 twiddling their thumbs waiting but actually you can have found five really passionate
433 people around and lots of other government agencies and bring them for a week or
434 two every to review the plans, to do scenario planning, (um), make sure everything
435 is aligned. Do you need HR (human resources)? No, you don't? Just bring in a
436 contractor that when the balloon goes up they have got your data base of people (um),
437 but none, we didn't have any of that because we had never thought about it. I'm not
438 saying we did a bad job. We did a fabulous job, but I still don't see that playing out.
439 I think they are going to end up with 200 people and they will spend more than they
440 have in premium trying to maintain the beast and the organisation will be at risk of
441 closing completely, (sighs, pauses). The other thing they have got to do is (um), they
442 have got to decide what their role is. So, before we went to Christchurch I would have
443 said, yes, we should assess every claim. You can't trust the insurers. you know, our
444 customer they should not do the insurers job; they are the insurers customer. We
445 should be a training and audit and financial function and act as reinsurers, (um). That
446 will get [a colleague] going if you mention that to him, (um, sighs), and actually I
447 think we probably should have been that before we went to Christchurch, but I think
448 we had this model, (pauses), that had worked really, really well on smaller thinks.
449 Like, for Gisborne in 2007 we had 7000 claims and it took us nine months to clear
450 them. We went to Invercargill in 2009, we had just under 6000 claims, and we cleared
451 them in seven weeks. All done and dusted and paid for. So, we had actually made
452 some real process in turns of efficiency, (pauses, um). So, I, I think they were sold on
453 the idea that the model was right. But when you are an organisation of 22 it is really
454 hard for people to accept that other people are going to come and play in their sand
455 pit. When just after Christmas has arrived, if that is a reasonable sort of way to put it
456 [he is alluding to these 22 who were mainly contractors, who could look at disasters
457 as a way to get a very good and often extra income] and that was a real battle for
458 some of our long-standing executive. It was certainly a battle for a number of the
459 people that were in the contracting model, that did a really good job and where you
460 could spend time with people and outcomes didn't matter because no one was really
461 looking, so you could just write a cheque and, (um). Look I am still really, sad about
462 that, it cost me, (um), two or three really strong relationships that I had. There are

463 several of the guys that I have not spoken to now for three years, and (um), that is
464 just about (um), I suppose, (he laughs), give that guy a, [laughs and doesn't finish
465 sentence]. You know, if you can't manage the change then you have to just accept
466 your role, up role or you have to leave. That is really callous but actually we ended
467 up being a big corporate and that was the way it was to be far [I think to myself,
468 having worked in some big corporates that he was making an interesting assumption
469 about big corporates, his thoughts on how the term big corporate was giving
470 permission to do some things without compassion and perhaps even ethics], (um),
471 yeah, [tut], yeah, (long pause). Christchurch, (long pause), there is so much more,
472 (long, long, long, pause). [shuffles in his seat and starts to tap the arm of the chair
473 several times]. Would I do it again? [shuffles, ponders], (um, long pause). It would
474 cost them a lot more money, (long, long pause). Yep, I would, with, with changes,
475 with a couple of changes, that we have talked about here, (long pause). I, I, although
476 I am saying that, look I, as I said before, you know, I don't think the people, I don't
477 think we were greatly valued. I suppose I was lucky where I probably saw the value
478 (um), more than some of the other guys, but you know, when I left, (long pause). You
479 see I never got a phone call from [the CEO] on my last day, (long pause). Two weeks
480 later he rang me. So that probably for me tells a story about the organisation in its
481 entirety. I mean in turns of leadership, zero. I have never had a debrief for lessons
482 learnt with anyone, you are the first person to ask me! (um, long pause), [shuffles in
483 his chair]. Maybe it is like that leaving any organisation? You know, once you have
484 gone, like trout and port, once you catch one, then another one and another one swims
485 in. And that is actually, really positive, positive at times but I don't think they have
486 done this well. I don't think they have talked to people that have seen an array of
487 different events and have seen things tried or failed and are doing that all the time,
488 [tuts]. (sighs, long pause, um). I don't think they will ever close Christchurch either.
489 I don't think they will ever fix it. I think that in ten years' time when we are in our
490 dotage (um), we could have a conversation about (um), how many customers are still
491 left in Christchurch and it will be about 1000 that aren't satisfied. And that's, that's,
492 a couple of things, an it's a break down in trust. A complete breakdown in trust, (um),
493 and a willingness for people within the organisations to agree to an outside entity
494 having a look and making a decision because they don't want to be wrong, (um). You
495 know, my friends from London [he talked of the two insurance investment guys

496 earlier] that I am talking to next week in Auckland. They were here last February and
497 we had dinner in Wellington and (um), I think their share of the cheque from
498 Wellington was NZ\$3 or NZ\$4 billion dollars and they are starting to say, “hey hang
499 on, it is nearly six years, you know, how much have we spent saying no, how much
500 will it cost us to say yes?” And (um), I know again if you go back and look at the
501 other side of the fence, they say I want equity, that nothing is ever equal at all and
502 actually you have got to get over that you have just got to close this. And I know that
503 the people there now, one of the big things to get over, is people who hold the
504 authority to pay some stuff but that is not equal to what we do with the other person.
505 Well the other person is happier, go away. Make this person happy and let them go.
506 On that basis, I don’t think they will ever change it. They actually asked me to go
507 back. Yeah, they reckoned they had two people in the world that they would have the
508 confidence to go and (um), close this shit down and close these claims, (um). I was
509 one, I said, (eh), “I am not sure about that, and only if I can work for you and not
510 [company name], (eh), but [company name] not surprisingly were very reluctant to
511 do that, not surprisingly”, yeah, yeah. [tut], (um, long pause), [taps the armchair
512 several times]. I don’t know if I have got much more than that Mandy, (long pause).
513 That seems very light to me. [deep breath in and moves in his chair], It is interesting
514 isn’t it when you go to someone now, you go to a job interview, and you try and give
515 examples of what you have done, [he whispers], yeah, well that doesn’t really stack
516 up. But yeah, maybe it is, maybe it is because we had lived it so long you know that
517 it seemed like it is normal, and it is absolutely not normal. You know now it is
518 interesting for me trying to set up in a role in a normal organisation and I think I said
519 years ago that I really worried about when it is over, and about what we would do
520 because we were all so used to that adrenaline rush that you are almost like ADHD
521 kids, you know. Like do you remember the old (um), what bloody ad [advertisement]
522 was it where the kid goes, I walk fast, I talk fast, I do everything fast. It is almost like
523 that. I see it in my role now, people go, I have got to do this, and I just say it’s not
524 that hard mate, just go and do it. It seems to take them to take two or three days. when
525 you can pick up the phone and have it done in half an hour. And I think again that’s
526 normal or perhaps we are abnormal where we have lived in the environment every
527 day, you just had to get it done. You didn’t have a choice, you just had to get it done.
528 Dun, know, [taps his leg], (um, long pause, um). No, may be my life has just been

529 different to anyone's? You know having had a few years in the police, I don't know,
530 it was probably helpful in Christchurch, (long, long, long pause). Mandy, nothing
531 else comes to mind, [sighs, big breath, in changes position on the chair]. I, (um), no,
532 you know, I don't think about them that much. So, since I left I have deliberately
533 stayed away from people, and that is not because I don't like the people I worked
534 with. But there are a couple in particular that when you talk to them they just drag
535 you down a black hole. So. And they are still there you know and they, and they (um,
536 sighs, pause), they are really (um), hurt, (pauses), by the changes. They, they feel that
537 because, and, he is more animated now, it's exactly the same as the 21 of us that were,
538 you know, we went through this, and I drove a lot of it. I know I did, (um). We went
539 through this change period and people felt really hurt by it and maligned and
540 undervalued (um), and they couldn't understand it. But (um), from people who (um),
541 are still there now and end up in a lot [sighs], higher roles than some of the other
542 contract guys or guys who were contractor (um), that, it's the same thing you know,
543 they didn't value what we did, that's still why are they doing this. We have always
544 done a good job? and I'm going, it's just fresh ice mate, you know. So, I don't, (tuts,
545 sighs], (long pause), yeah that is primarily why I don't go back and talk (um).
546 [Colleague] will ring me and say, have you seen what those idiots are doing now, and
547 I say, No, No. How is electricity? [chuckles], you know, does that excite me? (um)
548 and yeah, I suppose, look, (long, long pause, yeah), [very sombre now], and I am not
549 sure it does you any good to be fair, (long, long, long pause, sighs, long, long, long
550 pause, um). And, you know, I suppose in the context of what you are looking at (um,
551 big sigh, long pause). Was I prepared personally? No. not even close to it really. We
552 (um), it was, it was a boys' own adventure! Boys' and girls' own adventure. You
553 know, typically, as I said earlier, you know, (sighs), the pressure came out in the bar,
554 you know. Lots of money in your hand, really unhealthy, (um) [he moves and looks
555 very uncomfortable]. He knows I will probably know that he left his wife during this
556 period and was having an affair with a young woman], (er, er), as I said, I was lucky
557 because I had given up drinking. I didn't have a drink for three months, which was
558 huge, huge for me. Like the rest of the guys were getting on the grog. I was too busy,
559 and I would have had a bloody breakdown. This body would have collapsed, (um),
560 you know, I can remember the night I broke the wagon. And it, we just went straight
561 back into those old traps of bloody, out for dinner, lots of wine, chasing women, (er),

562 it was almost the police services mentality, [deep breath in], (um), all over again (um,
563 long, long, long pause), (um). And I think if I recall that (um), before I got myself in
564 trouble, that we had actually talked about (um), putting something, something in
565 place for relationships, can you remember?

566 **Mandy** Yes.

567 **Ross** (Um), because there was [sic] lots of it, lots of hard times for people going
568 home. And you know how when you plan for an event like Christchurch that you
569 never overcome that it is just human nature I think. Well. But (um). I think for me
570 (um, sigh). I have probably grown up a lot since then. I think, again, I had lots of
571 opportunities and [shuffles in his chair, long pause]. I think, (long pause), if I look
572 back on what I have taken out of it. So, I got to do some study which I was really
573 fortunate about. So, I think even now, seems a bit new, but it is true, (pause). You
574 know, the guys and girls that were on the ground were so operationally focused. So,
575 what my study did was just broaden my thinking so, it became still operationally
576 focused but much more holistic and I actually think in a roundabout way (um), I am
577 much better now. I was always good in a crisis, but I am much better now because
578 the thinking is much broader. It is not as narrow as right follow me lets charge off
579 into battle [his energy seems to be up again now and sits higher in his seat]. So, (big
580 sigh, pause) as I said before it is about building a toolbox that, that you carry with
581 you when the balloon goes up. Not trying to build one halfway through. I think that
582 is really important, yes that is what it is, it is diversity. The diversity of the people
583 that you take with you is really critical and I would have said when we went to
584 Christchurch. No, I want these guys and these girls because (um), they have all done
585 this shit before and for example, [colleague] and I have known each other for 30
586 years. I recruited her because I knew she (um), had survived in a man's world in the
587 police and men liked her naturally but equally she was a really strong intelligent
588 person. Do I regret recruiting [colleague]? Not on your nelly. Would I recruit her
589 again, maybe not? So, do you need a strong operational person with you? Absolutely.
590 do you need five of them. No, you don't. No, so, yeah, (um), I hadn't thought about
591 it in that way before, (um). And I think that changed a little bit through the time that
592 we recruited another couple of people. Even if [colleague] was an ex-cop she had
593 come back from England. She was an academic, a PhD. associate Professor at
594 Durham I think, who brought a little bit of operational focus but far more broadly

595 than just the operation. Then we recruited a guy called [name] who is a lawyer who
596 had spent a lot of time in a regulatory environment, (um). So, we got that right later
597 on, but yeah, I think if someone rang me tomorrow and said do you want to go and
598 sort Wellington then I think diversity of the people would be one of the important
599 things, (um, pause, long, long, long, long pause). The other thing you do is, go and
600 make a, I don't know whether it is possible, but you know when, (erh), I think you
601 have to be really clear with your people. Right from day one. I don't think; on the
602 one hand, I think that was really valuable for me to live in Christchurch. I think, sort
603 of, in terms of public perception, it was really good. So, I think that if you are going
604 to Christchurch or Wellington and you are going to be there for four or five years
605 your team have to be Christchurch based they can't commute in and out. and I think
606 they have to know that up front because if they are not prepared they shouldn't do it.
607 I think I said to you earlier on that I was THE person in Christchurch. I was left on
608 my todd a lot, carrying a whole lot of stuff. I should not have had to have carried (um,
609 um, long, long, long, long pause), [moves in his chair], yeah, (um). I remember the
610 four years I was there, and [colleague] and I wrote a formal response plan for
611 [company name], you know, until then we had never seen a response plan for
612 [company name]. So, there was no plan on paper that we were given to work to, (long
613 pause). They just said you go down and set up you know what to do. Incredible ay?
614 When, when you actually think about that you go, and this is why I struggle with a
615 couple of the guys when they ring and say we mucked it up. Oh, you know, that they
616 think we were cowboys. Well actually you know, you have to tell the story (um), and
617 if you tell the story and actually we did a pretty incredible job to be fair, [big intake
618 of breath long pause]. One of our mistakes and [regional manager] was really big on
619 this and I think he was right, [tut, sigh], because they should have cut Christchurch
620 off. Did you ever meet [colleague]? He was the right guy to deliver Christchurch. I
621 know a lot of people who really didn't like him, they can't stand the sight of him. He
622 really was good. I just love him; I think he is fabulous. Underneath that gruff exterior
623 (he laughs, um), he is actually one of the kindest people I have meet to be fair. If they
624 had cut Christchurch off and said to [regional manager], right you are Chief Executive
625 of [company name] delivery, go and recruit your comms person, go and recruit your
626 legal people, or actually just go and have a chat to these legal people. Christchurch
627 would be finished. It would have been finished two years ago. It absolutely would be.

628 And you know, there would be some, (he laughs), we would have needed some
629 consultants to come in and shoot the wounded once the battle was over. And they
630 would have been our people but actually it would have been done. And (um), I think
631 after that initial response, I think since then all my conversations are circular at the
632 moment. The place I now work if they asked me to do it again I would say absolutely
633 yes, if this was cut off. So, you would move your corporate function over here, do
634 your reinsurance, your education, your research, perfect but down here is completely
635 deliver. So, you might still be 100 people and yeah, come in anytime you like but you
636 just have to leave us to deliver it. And that for me would have to be at the heart of the
637 plan they have got in place now for Wellington or Wakatani which is the next one to
638 go, to deliver that, (um, um, pause), and, and some on-going scenario training. We
639 needed people to come together to test the theories and how, how do you recruit your
640 people, do you know, right (pause, um), so how do you? Recruit, we never liked this
641 but how did the police, people that we targeted, nurses, people who have come out of
642 those backgrounds. I think you have got an innate ability just to flick the switch and
643 when you are walking home you leave it at the doorstep, and you pick it up on the
644 way-out next morning. Now I am not sure some of the people got our black humour,
645 it was always very private but so, how do you recruit those people, how do you find
646 them? How do you get your key people into the right positions? So, Oh god. (sigh.
647 long pause). Do you have to test them? Again, do you identify your leaders in each
648 group? Do you bring them in and test to make sure they have not had some bloody
649 catastrophic event in their life that makes them unable to perform in this role
650 whenever it happens? (um, long pause), so, it was really interesting we (um), in the
651 first three weeks, we had a guy in a really senior role that decided that he was going
652 to be the face of Christchurch. He was off doing his own thing. Holding meetings that
653 no one knew about, (big sigh). Putting in place things that actually had not been
654 discussed. But in the background, he was (um), there had been a couple of issues with
655 him prior to Christchurch, running around the country doing exactly what he wanted
656 and charging the earth for it, (um), and it was quite interesting. and he got wind that
657 someone was looking at his invoices and he went on this bloody spiral almost to the
658 point of paranoia. So, I said to him, "look mate, I am not sure what is going on, but
659 you are not in a good place (um), you probably need to go home for three weeks".
660 So, we had the conversation and he went, and he came back three weeks later which

661 was cool because he is really smart and good at his job and within three weeks he
662 was back in the same place again. And he was walking around the room, and when I
663 say the room the people who were working for us; (um), people that he had been
664 maligning for two or three years, were just gathering some forces behind them and I
665 can recall just walking in the bar and seeing it happen. So, I said to him, “look mate
666 this is not a happening thing, you are not in a good place”, and we sent him home.
667 And then Wellington said, “no, no, no, you are going to keep him, and you have to
668 pay him”, and I said, “no”. He is going (um), so we moved him to another area and
669 eventually he moved to Auckland. But it was really interesting (um), not long after
670 he left, and we had moved back here (he is referring to his hometown of in the North
671 Island) and I was bored and said let’s see if I can pick up some contracting work. The
672 guy in Wellington who was our boss at the time. I was actually in Wanganui playing
673 golf with a buddy at the time and his phone rang. He said, “that will teach him to fuck
674 me over with that guy five years ago”. So, the guy had said to him, “hey, I know you
675 have got some work offshore. God that would be awesome. And he said to give me
676 an hour and he made a phone call to Wellington. Someone who was now completely
677 removed of this but (um), no, he knew me, and said I was not a team player, and I
678 missed that role on the back of this, (um). Cost me a lot of money too (um, um, sighs).
679 And so, the egos, and mine is pretty big as you know, the egos that went along with
680 this event were people who were actually absent and ineffective that still come in to
681 play now. Incredible, (em, um, long pause). So, no, I guess what I am trying to say it
682 is about people, people, people. You have got to find the right people up front. I don’t
683 know how you do that without taking on like 500 claims they have got to have some
684 similarities but no you don’t want that, but they have got to have some similarities,
685 but I don’t know, I don’t know. But I suppose your paper will come up with a theory
686 for how you do this. But if you, I don’t know, what the common theme is but we
687 recognise that you have to have, some degree of empathy (um), you have to be able
688 to. No, it took us a long time to get to this, and rather than telling people what to do,
689 you have to listen to their stories and respond to those and we were really late picking
690 up on that, (um), but I think that is all part of empathy, (pauses). But you also have
691 to have a real degree of resilience and, and so, for me it is the ability, and I am quite
692 an emotional person so, at times it was hard for me because I quite like people but
693 don’t tell anyone that as it will ruin my reputation! But that ability to walk out of a

694 house and flick a switch and say let's go for a coffee because if you carry them with
695 you every day you will go nuts as you know, and that might be where the humour,
696 you know like the fire service and police stuff. So, a fair chunk of empathy, got to be
697 resilient I don't think I have much more of that, (long, pause), [sigh, tut]. I am talking
698 about the masses the people who are on the ground dealing with their customers every
699 day. Yeah, there you go and oh, a modicum of intelligence I guess too. Yeah, I think,
700 if you can find some people that tick that resilience box you are not far away. What
701 upset me about [name of his son] he got into the media, I was accused of nepotism
702 but he actually, he had done more insurance work than 90% of the people recruited.
703 I think when it came down to it, how can he be 19 and doing this job and if they had
704 cared to sit down with him he is actually really good with people. I remember it was
705 after the February earthquake, he had been out and done a claim for this 92-year-old
706 guy and we couldn't find him. [Wife's name], she was really worried about him. But
707 what transpires, they were halfway back to town and had done another job, the other
708 guy was driving and said, oh well, we will go back to the hotel and [son's name] said
709 no. And they went back to the 92-year old's house and spent some time with him to
710 make sure he was alright. Now, my son I know, but that is the quality you need. And
711 I think that was one of the things that stung [his wife] and me more, it was the
712 perceptions. It was the lack of leadership for me, and the lack of communications that
713 brought this into play and that actually exposes someone who is actually doing a
714 pretty good job, to the shit that he got. I suppose (um). It's an interesting thing when
715 you are lacking in leadership isn't it. (um, long pause).

716 **Mandy** [Very softly], does anything else come to mind?

717 **Ross** Nah. It will probably come to mind tomorrow when I am sitting in this
718 conference bored out of my tiny mind! (chuckles). I don't know if there is anything
719 more really Mandy, (long pause).

720 **Mandy** Let me stop the tape. Thank you for telling me your story.

721 **Sub-Session 2**

722 **Mandy** Thank you, that was fantastic. I have so many questions. What I will do
723 is I will start at the beginning.

724 **Ross** That is great.

725 **Mandy** You said you got a phone call from your brother, his place was full of
726 liquefaction, can you remember any more detail about that moment?

727 **Ross** Yep. Because if the phone goes at that time in the morning someone should
728 be dead, well not should! But he was really (um), he was, [tuts], almost excited like
729 it was this adrenalin fuelled, you are not going to believe this is happening. You will
730 be down here; you will be down here for days. It is massive. And I went, and I know
731 I remember this, [whispering], I am not even sure he knows what liquefaction is,
732 [laughing], and thinking this is completely overstated you know, blah, blah, blah.
733 (erh), but no, he was quite calm, but you could hear the adrenalin really coursing (um,
734 um), but I think it was quite like my brother, he does suffer from small man's a bit.
735 He had walked out of his house and had fallen into this big, [he chuckles], hole, it
736 was awesome. But that is the thing I remember, he was really clear but this excitement
737 and yeah me thinking it is probably not bad [whispering], he doesn't really know
738 what he is talking about, (um, yeah, pauses).

739 **Mandy** You said, you got a call saying we want you writing cheques by Friday,
740 can you remember any more detail about that incident?

741 **Ross** Yep. I can tell you the house where we were parked actually, [he has a
742 visual memory of the moment], so [the lead engineer] and [colleague] and I were in
743 the car and we, I were relaying what we had seen and we said to them [the bosses in
744 Wellington who were on the phone] that this is an earthquake but it is a land event
745 with earthquake damage and (eh), they said, "No, there is political pressure we need
746 you on the street assessing claims or writing cheques by Friday". And I said, "(um),
747 we just need some more time, we are not ready to go, we don't, we are not set up for
748 what we are doing, we don't have people" and [the lead engineer] said, he is right,
749 we can be much better prepared if we can just wait and we were told "NO", there is
750 no waiting, get on with it. And I remember hanging up and going (eh) here we go.
751 And we sort of just looked at each other and said, if that's the way it is, then that's
752 the way it is. And we started talking about the way, on the way back out, about where
753 was the best place to start, (um). Because we had such a small workforce, no skill.
754 So, we picked Courtney Drive in Kaipoi because it was a really badly compacted
755 area. So that, we knew that on this side of the road significant damage and on this
756 side of the road, not so bad, so we could manage it. So, there was a bit of thought that
757 went in to the, how we could do it? and as we got more people and how we could
758 expand it while we keep mapping, (um, pause).

759 **Mandy** You said, the induction programme, can you remember any detail around
760 that?

761 **Ross** Yes. So that was the pretty standard, it was the standard [company name]
762 induction programme. So, that every time we would set up an office and new people
763 were coming to work for us they would go through an induction programme. So, they
764 would learn how to fill out the forms. We would give them an overview of the damage
765 and they would learn how to fill out the forms with pieces in there for the builders
766 around how to scope. There was a piece in there around, about managing customer
767 expectations and (um) [colleague] actually to his credit produced some stuff around
768 health and safety but it was things like your hand going through the bloody shredder
769 or something. Ah, but what I do remember is that we actually started really, really
770 late on in the piece, talking about it would be a reinsurance event and how we needed
771 to be prudent in everything we did because the re-insurers would be coming. And
772 then I am not sure after how long we were there that we started to introduce the
773 touchy-feely stuff, [Ross is referring to the sessions I did] Mandy, (um), but again
774 that we were really cognisant right from the start that it was big, that it was gunna go
775 through a reinsurance cap. We were also I think really concerned that we were going
776 to have a lot of really stressed people. We knew that but I don't think we knew how,
777 until we had done some more work with you, how we were going to build into that
778 programme to cover that off. We tried to do it with the customer expectation piece
779 but that wasn't that was no good. But we put everyone that came to the organisation
780 through that induction. We talked a lot about what a great organisation it was and
781 what its philosophy was and why it was there and, and for the greater good of people
782 really, (um). But still now when I run into the odd person, particularly people who
783 came in from an admin. [administration] perspective they still remember those
784 inductions, (um, um). They were actually a pretty important part of what we did. They
785 actually, (pauses, sighs), dare I say it, was the first piece of leadership and possibly
786 the last piece of leadership in the organisation that they actually saw! Well from that
787 small group of people that they saw, who presented it. But at the same time, it was
788 also a problem. We pushed a couple of people into there to present because they were
789 problem people for us. Which in hindsight was wrong. We should not have done that
790 (um, erh), where do we put these guys that are causing us grief? Oh, let's send them

791 to induction but actually you are impacting, yeah, yeah, you are impacting your
792 induction (um, pauses).

793 **Mandy** Can you remember any more detail about that?

794 **Ross** You know, it was about attitude. You know, like, why do we have to do
795 it this way? We have always done it that way. That kind of thing, like we have been
796 here five days and we have 85,000 claims how are we going to get through them if
797 we don't try different things, [big intake of breath], (um), yeah, so a bit of that (um,
798 sighs). I think it was a, it was a bit broader than an induction, but it was a believe that
799 because you had a contract with the [company name] you were automatically capable
800 of assuming a leadership position, (um) and that is just not the case. So, (um), and I
801 think we really struggled with that early on, like with some of our guys, yes, they
802 were capable of leadership (um), [tut], but was it the right leadership at the right time?
803 Possibly not. Were they capable of managing a process because they were different,
804 the shades between management and leadership? Again, there were a lot of them that
805 were not interested, who didn't see process enhancement as of importance or
806 developing a process to meet the need of the, yeah, so, we were pushing people
807 around all the time and I know it caused a huge amount of grief, a huge amount, (um,
808 big sigh). No. So, do I have any regrets about that? I do. Would I do anything
809 different? No, I wouldn't because actually we had to, we did not have a choice we
810 had to, to actually get the place moving and if we, you know, yeah, we are back to
811 leadership, [laughs], (um). Yeah, so my, yeah, role was, I wrote a paper on it for my
812 master's actually. On situational leadership and that is very much what it was, you
813 know, in the absence of anything else, you are the person there and in that situation
814 you just get on and do it and I think that in any crisis there is a fear element of
815 command and control about that and as we moved through we tried to divulge through
816 different leadership styles where we were more inclusive and unfortunately for a lot
817 of the contract guys who moved out into the hubs and were away from that central
818 decision making, were in that environment a lot of the time.

819 **Mandy** Building on that, you said, that there was a lack of leadership from
820 Wellington can you remember any particular occasion or moment?

821 **Ross** I think the first example, is getting the first phone call to just get on the
822 plane and go do it. And then not seeing those people for two weeks. Yeah, (um)
823 [headquarters colleague] who was part of the leadership team meant to be the logistics

824 guy doing the property stuff, was out playing golf, (big sigh, um), [company
825 executive] would come down, he wouldn't, he wouldn't step up into that, I'm in front
826 of the people role. He kept pushing me I suppose, out in front of the crowd but the
827 container talks out in the carpark are a classic example. [company executive] was
828 standing on the ground and I said to him you have got to lead this mate and he said
829 no, no you are the guy here you are doing it, (um, very, big sigh), we never saw him.
830 So, on the one hand I sort of get that, so there was a lot of work to be done in
831 Wellington but when he came he never got in front of the people and you know, he
832 stammers. There is an element of follow me in this stuff Mandy and we never had
833 any of that, that was left up to us on the ground probably to do, (um), I remember, oh
834 god, old [colleague] and [company executive], me and someone else, he clicks his
835 fingers trying to remember, with glasses, his name will come to me. Anyway, we
836 were talking about the structure and I said, look, you know, I have not seen this guy
837 for three months, why am I reporting to him? (um), [company executive] should be
838 reporting direct to you and can you make the decision? And there was no decision
839 and we never saw them, and we were just left to get on with it really. So, [name] who
840 was the MD [managing director] of APA [Re-insurers] came to New Zealand and
841 (CEO) never even came down to meet with him. So, yeah, no. So, my, [he laughs],
842 MD is now in my network, [laughs]. So, yeah, so, I picked him up and we did the
843 tour and I ran through what we were doing and the numbers and the boys that I am
844 meeting in Auckland next week, they lead the Lloyds Syndicate and they still say you
845 are still the first person we met from [his company name]. In December when we first
846 came to New Zealand it was you that took us inside and gave us a trip around town
847 and you had a power point presentation about what you were doing. I was asked to
848 do that Mandy and I'm just a broken arse cop. So that's what I mean, I think that was
849 the, the visibility of the really senior people in the organisation that I think was really
850 absent.

851 **Mandy** You went on to say about the loss of trust and how shutters went up, is
852 there any more detail you remember about how that all happened?

853 **Ross** Yeah, there was a couple of things. (um). [company executive] actually
854 got moved on, on the basis of a letter that was written by some people. (Long pause).
855 Penned by a number of people and circulated to several and I signed it, (sigh, pause),
856 and it was a communication issue for the industry and for some of the staff, (um). So,

857 he got moved on and then it was around the same time we started having all this stuff
858 appearing in the press and we knew, we knew that someone in the organisation was
859 leaking stuff to the press. So, and we knew we couldn't keep sending emails and
860 doing stuff like that, but we stopped having those informal conversations. So, for me
861 now, (um), I think that informal conversations are a really useful tool in organisations,
862 just taking the time to talk to people, you get lots of value out of them, (um), and they
863 are really good for building relationships. They stopped. you know, it is where you
864 get to know your cattle, that's a terrible phase and I use it all the time. So, that all
865 stopped and we all just went like this [indicates with his hands clasping together their
866 closing ranks]. I very seldom went out, if there was a function on, I might go and
867 quickly disappear because it just wasn't the place for me, I didn't think. But even
868 when there were much smaller groups. I just stopped talking to anyone in the room
869 on any level. I would just say, how are you, how is the job going? That's good. You
870 should give me a bell, see you later. And only talking to the people that you actually
871 really trusted, (um, sigh, pause), which is really sad actually? Because I think, again,
872 if you have got to build a culture people actually, yeah, you have to expose yourself
873 to people a little bit, (um, pause), yeah, (pause).

874 **Mandy** You said, there was no communication strategy, was there a particular
875 incident, or moment when that happened?

876 **Ross** Yeah, [he shuffles in his chair, sighs], (um and pauses). I think (erh), it
877 was when they brought [names the communications guru] in. Upon till then I hadn't
878 really thought about it in any other terms than (CEO) fronting up and actually being
879 the face, being on the radio being seen (um), but when they brought [communications
880 guru] in and so, who is he? Oh! he is this communications guru. And what is he here
881 for? To make sure of comms. And I said to him, at about same time I pitched the
882 Rapid Assessment Plan, which was February, so it was really late in the piece, you
883 know, that he should stop, blowing smoke up the Ministers arse and start worrying
884 about what was actually happening on the ground in Christchurch. He just looked at
885 me as though, he was completely dumbfounded, [big intake off breath], (sighs,
886 pause). And I thought, Mate you don't see this in any other way but being run in
887 Wellington and the only people that matter is what the Minister is hearing in
888 Wellington. And that was when I realised we, didn't have any strategy at all, for
889 dealing with customers on the ground, other than Assessors and the Estimators

890 actually in the house. Talking to people that is at best a two-hour interaction and if
891 they went wrong and then there was a void, (long pause).

892 **Mandy** Do you remember any more detail about that situation?

893 **Ross** Yeah, well ok. We had started to equip with locals. So, the first guy to do
894 comms, I can't remember his surname. He was just a drunk. All he wanted to do was
895 just take you out for a beer. A really nice guy, (um), but again really low-level stuff.
896 It was just you know, I have done some PR for a local company and you know, I
897 know the town you know (um), so we got rid of him and then [another
898 communications man] turned up. And he, yeah, he made mistakes too, but to be fair
899 he was really passionate, so he got it. Bit of a lone wolf though, (um), and then when
900 they started, [name of communications woman] was recruited around this time.
901 [name of communication woman] brought lots to the organisation in terms of (um),
902 this is how we are going to communicate with our customers, we are going to have
903 you continue the public meetings which we hated but we knew were pretty important.
904 But she got the radio, she got the print going, the social media stuff going. And she
905 did a fabulous job (um), and around that time we were changing the language from
906 claimant to customer focus, (um), she resigned three times, then she would take her
907 resignation back. It was really nice to see her recently she is much happier now and
908 has her sparkle back, (um). But again, the communications team was completely
909 driven and managed out of Wellington. So, [sighs], (pauses), we just didn't have
910 enough people in those senior roles living on the ground in Christchurch, living and
911 breathing it every day. To some extent you know Mandy, you know. We brought a
912 place out in Bishopdale and it was a nice little suburb with a Pub and a supermarket.
913 But [the female communications manager] was the start of getting it right. But (um),
914 I know a lot of people that came in and left reasonably quickly and when I say that I
915 mean within 12 months and we were really frustrated about a lack of local focus
916 around the communications, (um, pauses). I don't know if that answers your question
917 or not? I'm not sure that it does.

918 **Mandy** It does in that you say she came in and made a lot of difference. Is there
919 any more detail you remember about that, what she did that made the difference?

920 **Ross** Yeah, (pause), yes, I think yes, probably yes. There was an internal and
921 an external strategy developed. So, we started getting better messaging through our
922 own people so that they could understand there was a coherent plan and not just you

923 know, here is another ad [advertisement] in the paper, (um), [tut]. I think a lot of the
924 frustration, she [communications manager], did a fabulous job. We were having a lot
925 of this toxic relationship with the press and one of the things that put a barrier between
926 the comms. team in Wellington, was we kept saying they are printing all this shit
927 about us how, a lot of it was really personal, but he was still spending all this money
928 on advertising? Use the advertising money as a leverage to have a good conversation
929 about the quality of their journalism and all the rest of it and there was a point-blank
930 refusal to do it. And on the one hand I understand it was really important messaging
931 for the customer but again it didn't show a lot of value for the staff. To her credit, she
932 tried to get (um), John Cameron (TV presenter mentioned earlier) on side but it was
933 impossible, they had this belief about the organisation. But she did bring a coherent
934 plan, (sighs, pauses, stutters, sighs), but then, (sighs), they got really heavily involved
935 in this, (sighs), customer piece. He breaths in heavily, it was all about the customer
936 and who owned the customer and actually what caused the breakdown. I just twigged,
937 he sounds happy, what caused the breakdown in her [communications manager],
938 stress was that there was a massive breakdown in the relationship between her and
939 [his senior colleague] and it came down completely to who owned the customer and
940 [his senior colleague] attitude was that the customer is mine. They are in
941 Christchurch; I am the bloody General Manager of Christchurch they are my
942 customers and you will support me to deliver whatever to the people of Christchurch.
943 And [the communications manager] took completely the opposite view and it just
944 blow up and in the end [his senior colleague], yeah, never going to die wondering
945 (um), just couldn't help himself until you had to say, you have to go, it was a real
946 shame. Again, I am not sure it has answered your question, (um) and then I am not
947 sure, [communications manager] left, who did they bring in after her? Oh god, oh
948 [name] who was Acting General Manager of Comms. So, she [the previous
949 communications manager] was the only real communications manager we had in my
950 time at [company name]. The only one that understood there had to be a consistent
951 message that would have to be delivered through different mediums (um) she was a
952 good girl, I liked [her name], (pauses).

953 **Mandy** Nearly finished. You talk about going to a shared model, can you say any
954 more about that?

955 **Ross** A share services model?

956 **Mandy** Yes.

957 **Ross** Yeah, [breaths out heavily], yep, so, (pauses), it was [name of new acting
958 head of communications who was also head of HR], coming in I think she came out
959 of LSE [London Stock Exchange] or something and decided that this was the right
960 model for [company name]. So, we did a whole lot of workshops around this and she
961 got a whole heap of resistance from (um), sort of level five up to level three, that it
962 was not the right thing. And there was a lot of talk about you don't actually understand
963 what we do. And I can distinctly remember her saying, we were at the George Hotel,
964 she said oh, I have worked for AXA [an insurance company]. I know about claims.
965 And she actually lost the room at point. So, no one really knew (pause), what they
966 were trying to achieve looking back at it now. They were probably looking for a
967 reasonably normal model for, for a corporate entity, but, [sighs and breaths heavily],
968 we had all these new people coming in so, particularly at the senior level, so [name]
969 came in as the Risk and Insurance guy for three weeks and walked. [name] came in
970 from Treasury as the Strategy and Policy Manager and none of them knew anyone
971 and even at [CEO's] top table, (um, sighs), [name] was just bloody hopeless he had
972 been here for 22 years and he could pay people. So, there was just no trust in the
973 middle, (um), because there was no trust in relationships between people (um), there
974 was disconnect between Wellington and the people. What are they doing coming in
975 and changing all the stuff that we had in place that was working? (um), it didn't seem
976 to be, and thinking back now, we were probably wrong in some respects (um), I think
977 it goes to diversity. They didn't know what we knew so we were the experts in the
978 delivery of the stuff and these people weren't. So, (um), right from day one there was
979 this divide between Christchurch and Wellington about how this would operate. (um),
980 and it just failed miserably. Is it working now? It got better towards the end because
981 we built some relationships. [regional manager] didn't help because he was such a
982 yeah, he, he wanted Christchurch to himself. So, he could never embrace them all,
983 (um), when he left we tried really hard to work across the organisation and it did
984 improve but (um), yep, there was just a lack of maturity, lack of trust, lack of a game
985 plan. You know, how was this plan going to help us deliver this and close
986 Christchurch, because right from day one it was always about closing Christchurch
987 and it didn't seem to add any value to that. You know, yeah, (um), for me all down
988 to trust and again [CEO] never stood up and led that process. He left it to [new head

989 of HR] a lovely person, you know, the queen of hugs (laughs), and really well
990 intentioned, but she just didn't hold the room. She wasn't one of those people who
991 could just say stand up and say just follow me, this is why we are going to go to this
992 model. It was more because this is what I am bringing with me from LSE rather than
993 this is the benefits to us as an organisation and this is how it is going to help us. You
994 know, get out of the People's Republic of Christchurch as quickly as possible. And
995 actually, this is what is in it for you. There was none of that, (pause).

996 **Mandy** Thank you. Is there anything else you would like to add or any comments
997 you would like to make about the interview process?

998 **Ross** Ah, it was a hell of an adventure Mandy. [laughs]. No, it's all good. It's
999 interesting because you know I said this is really circular. So, I have never been
1000 through this before, it has been quite an interesting experience, (um).

1001 **Mandy** Interesting in what way?

1002 **Ross** Oh just in that I knew I was keeping on circulating around this stuff and
1003 I was trying to stop myself doing it, (um).

1004 **Mandy** You were finding it valuable as you circulated around?

1005 **Ross** Yes, yeah, (pauses). So, we were so deep in it and now pleased to be out
1006 of it and trying to stay out of it that I am not sure now when you talk about it whether
1007 you get all the detail and the depth or that what people are looking for. So, no that
1008 was cool. Thank you.

1009 **Mandy** Thank you.

APPENDIX 13: GRACE (#23) TRANSCRIPT

Pseudonym: Grace
Number: 23
Date Interviewed: 09.03.2017
Input file: 170309_002
Interview duration: Starts at 23.00mins for 1.53.02
Consent form: Signed
Gender: Female
DOB: 29.07.1985 32 years age
Place of birth: Dunedin grew up Queenstown
Ethnicity: Pakeha New Zealand European 4th generation
Marital status De facto
Family: Mum and Dad Divorced
Mum 58yrs Comms manager. Dunedin
Dad Comms manager Wellington
Half sister
Half brother
Position in family – Only child
Education: MSc.
Occupation: Senior adviser in policy team –service design policy- co design the operational policy. On secondment to develop a diversity strategy with CEO.
Employer: Ministry of business innovation employment Ex PA to Head of Ops at [company name] Christchurch
Word Count 1415

Prior to turning on the digital recorder the following was read:

“We are going to start the interview in a moment, before starting, I just want to say that, while the interview is going on, if a question comes up that you do not want to reply to, just tell me that you would prefer not to respond, and that is fine. I also want to say that, at the end of the interview, we will have a space in which you can think

and decide whether there is anything you would like to add. If that is OK, are you prepared to start?"

1 **Mandy** "As you know, I am researching preparation for collective trauma and
2 developing strategies for restoration of individual and organisational psychological
3 wellbeing. So, can you please tell me your earthquake story. All those events and
4 experiences that were important for you personally. Start wherever you like, please
5 take the time you need. I will listen first; I will not interrupt. I will just take some
6 notes in case I have any questions for after you have finished. Any way you tell your
7 story is fine. Please take your time. Please begin wherever you like".

8 **Grace** Ok. Alright, so, my earthquake story, I think, starts for me on the day
9 (um) probably the day of the first earthquake in September, (um). I had been in this
10 workplace and we had a staff Christmas do. Or something, we had a staff happening.
11 And we had gone to that restaurant, that Greek restaurant that used to serve the ouzo
12 and people would dance around the river and so we had had this big night and,
13 (pauses) [sounds a little uncomfortable]. We had gone out afterwards and I had (um),
14 I can't remember exactly how old I was then I must have been about 25. And so, I
15 had had this huge night out and (um), all this information is confidential yes?

16 **Mandy** Absolutely.

17 **Grace** Cool. So, I went out and I was single at the time and met a young man
18 thought well this might be fun. [sounds embarrassed]. So, we went home to my house
19 and (um), nothing had happened. We were just chatting and a drink and kissed a few
20 times and things. And then this earthquake happened. And this earthquake kept
21 happening. [voice becomes high pitched and childlike] While nothing had happened
22 yet, we were in a state of chaotic undress. And I was sharing a flat with one of my
23 very best friends and her brother and her brother's fiancée. And we bolted for the
24 door. Getting dressed as we ran and (um) it was terribly embarrassing. And the shock
25 was pretty, intense. So, there was this slight comedic element to being stuck in this
26 environment with someone I really don't know (um), but the thing that I remember
27 about those earthquakes is that they kept coming. And I felt overwhelmed by that.
28 So, I have always had a bit of a problem with anxiety and over time I have (um), I
29 have had some therapy for that, and I have done some small doses of medical
30 interventions as well, (um). Although that's not my preference but I, it is certainly

31 something I am aware of. I remember just feeling that real sense of no control which
32 is a very familiar feeling for people that suffer with anxiety. And the earthquake kept
33 coming. I felt I was pretty safe because I was in this old villa in Beckingham there
34 was lots of noise but there was no, you know, no big drama, (pauses). And the next
35 day we went about our lives doing some normal coping things, (eh). Then it must
36 have been the day after we went back to the offices and I can't even remember how
37 it happened but there was this guy. Look it was just so, so strange. And this is a story
38 that is so intertwined for me. So, and this is the reason my memory is a little bit fuzzy.
39 So, this had happened, and I was very, very freaked out. My boss rang me to say he
40 had left his wife so that we could have an affair. I was completely shocked, this was
41 crazy, I had no relationship with him. His wife rang me ranting. It was mad. I told
42 [name of the temporary agency she was working for] and I was a temporary and the
43 agency were really, really supportive. I was very, very freaked out by this. He had
44 insinuated that he knew where I lived. I didn't talk to him again at all, after the day
45 he had called me on the phone. I asked his manager to tell him that if he ever
46 approached me I would call the police, and I kind of just got on with my life for a
47 while. The Agency told me to take a day off and the next day I started at [company
48 name], and [company name] for me was a really, interesting place to be for a while
49 because there was this web of enthusiasm and a little bit of disorganisation but more
50 the feeling that, of, you know, here we go again. At the start, it was people who had
51 done this kind of work before, (um). Perhaps who were a little bit rusty on some bits.
52 But most of the processes and systems and were familiar with each other. And so,
53 (um) that was my launch into [company name]. So, they had the staff who had worked
54 in different field offices and has done this kind of work before. And for me a lot of
55 what was happening was me establishing myself in [company name], (pauses). My
56 work relationships with these people, I need to establish myself and have a sense of
57 being good at something. So, I was in a job that came naturally to me because I have
58 always been anal about organising, you know, things. (laughs), and that sort of thing
59 and I was in this position where, you know, organising and all that sort of thing. So,
60 I was in this position where a lot of things outside my work life felt out of control but
61 at work I felt very much in control, most of the time. So, when I was back in the
62 workplace which made me feel felt quite good and obviously secure. And, Claims
63 work was easy for a while. I have never really gone through periods of

64 unemployment. I didn't have a regular job, but I was a temp. I was earning ok money,
65 (um), so, things were pretty good. And then, I have to admit I don't remember a lot
66 between that first quake. I have crystal clear memories of the actual earthquake and
67 the next day for that first earthquake, (um) But, you know going to check on
68 neighbours and figuring out what we should do about water and all that sort of stuff.
69 But then I don't really remember much about what actually happened between the
70 2010 and the 2011 earthquake. But I do remember very clearly the February
71 earthquake and the June earthquake I can remember very well. The February
72 earthquake. We were established in the Baileys building and at that time we were still
73 sharing with Baileys [a real estate company] on the same side of the building. And
74 [my boss] and I had been sharing an office. We had a glass wall and glass windows
75 looking out to the park on the other side. His desk was near the door and mine was in
76 the back of the office. There was his desk and a filing cabinet. When the earthquake
77 hit, I was standing, amazingly, I was standing under the door frame. I was walking
78 out into the main area to something and this huge earthquake hit, and I think I was
79 quite lucky because the filing cabinet fell into where I would have been sitting. I think
80 if I had been at my desk, I don't know if I would have been seriously injured but I
81 certainly would have been, I don't know, you know. It was a few days later that it hit
82 me. And so, one of the things that I have always kind of found remarkable about
83 myself is that although I do suffer with anxiety when there are issues in my life from
84 time to time, but I have always found that I am always quite good in a crisis. And I
85 am quite a pragmatic person and I just like to get on with it. So, we evacuated the
86 building I stopped to see if [a colleague] was ok because she was by herself. And we
87 all got together in the car park and everyone is just milling around. So, I say ok I will
88 call the (CEO), in Wellington, to let them know what is happening. So, I called (CEO)
89 and he was slightly bemused, anyway he was being really nice and generous, with his
90 time and with me and he answered the phone. So, I said, this has happened, and you
91 know, it is a really big one. By that stage, [my boss] and [his second in command]
92 were back. One of my clear memories of the February earthquake is standing in the
93 car park, the Baileys car park with all these people who just didn't know what to do
94 because of (um), that sense of shock and you go, what is my reaction here, can I leave,
95 can I stay? (um), especially, I think, for a lot of the staff at that time were not just
96 field workers but were desk-based office workers who probably weren't on a regular

97 wage and a lot of them would be relying on the hours they got financially (um). So,
98 there was always that power dynamic issue where they don't know whether it is was
99 ok for them to leave until someone tells them too. So, I waited it out for a while trying
100 to figure out whether to go home. But it became really obvious quite quickly that the
101 earthquake size was fairly big and that the damage was very big. And then, so, people
102 started to leave to go home but there were a few people who couldn't go home for
103 various reasons, (um). One man had diabetes and his insulin supply was in the
104 building and he couldn't leave given the size of the earthquake because he was
105 concerned he wouldn't be able to get other supplies, (um) and the same with a couple
106 of women who, and there tended to be more women who, I think it is just because
107 men have pockets but they didn't so they didn't have their house keys or whatever.
108 So, we hung around for a while and tried to figure out as much as information wise
109 as we could. And I feel really bad because I can't remember his name but the guy
110 who used to work really closely with [my boss] and his son who was really unwell.
111 This guy had been staying at the hotel (um), the one, gosh I can't remember any of
112 the details of this. It was a sort of a hexagonal shape, it wasn't the chalet on the park
113 or anything, this was white and very 80's style and it was, it was just not looking
114 good at all. So, he had nowhere to stay. So, I rang my grandparents, who lived in this
115 huge house just across from Willow Bank and said, look, you know, first of all, are
116 you ok, blah, blah, there has been this big earthquake? And then, do you have some
117 space to house people in? I remember thinking my gran who, you know, I had grown
118 up in this really, generous family, yet they seemed a little bit strange about it on the
119 phone. And then of course, no that's ok, blah, blah, blah. And then I later realised that
120 was because they had almost no damage and they didn't know the extent of the
121 earthquake. And she thought it was a strange thing for her to call up out of the blue
122 and say can you put up these people that you have never met before, (um). But once
123 they had realised the scope you know, she spent the week cooking all the food they
124 had in the freezer and delivering it out to the Eastern suburbs and things, and so, (um).
125 So, I was trying to sort those immediate fires and I think one of the things that was
126 lucky for me at that time was that I was (um, pauses, um), I was single and (um), and
127 I was, I didn't have children and I didn't need to be worried about other people except
128 for myself. And so, my mum (um) lived in Christchurch with her partner and I had
129 my brother living there as well and I had managed to send a text to her and said look

130 I am fine and (um), she had said the same, and she said that she had gone to pick up
131 my little brother from school. Because there is quite a big age difference between us.
132 And I kind of knew that everyone I knew in Christchurch was safe. So, I could feel
133 fine to be there to help with that stuff and after a while a couple of the guys went back
134 into the building to pick up some of our stuff. And (um), then we kind of all started
135 to disperse and I found out that my flat (um), my ceiling in my room, just the plaster
136 had collapsed and so I thought well that's a bit of a bugger because there was dust
137 and crap everywhere according to my flat mate. So, I could not have easily stayed
138 there so I thought well I will go and stay with my gran. And so, we all headed to,
139 sorry, I am just trying to make sure I haven't confused the different earthquake days
140 in my mind, (um, pauses, um). First down to I think and [a colleagues] flat, I think
141 they were living a few blocks down the road. In like a rented townhouse, (um). yes
142 so, that is right, that is what happened, because I realised that when we got there,
143 everyone was kind of shocked, trying to figure out what to do and I realised it had
144 been lunch time and none of the sort of executive team, for want of a better term, had
145 eaten. We were all starving and all getting angry and all the rest of it. And so, I cooked
146 up this huge lunch for everyone and we all sat there sitting in silence, all freaked out,
147 eating this lunch. At the end of that I ended up getting a lift out to my grans and we
148 ended up setting up this sort of hotel mini emergency session out at the hotel near the
149 airport, the Commodore. The manager was great, you know, he had given us a
150 conference room facility and [the engineering company]were out there and (um),
151 funnily enough, the kind of patriarch of the hotel who was no longer the manager but
152 the original owner, who would still be there all the time. He went to New Zealand's
153 tiniest primary school with my grandfather. There was only 12 people or something
154 at the school. And [her boss] had introduced me, and he had said my surname and he
155 had said are you related to T? and blah, blah, blah a story about my granddad and so
156 he said you can stay at my hotel, I will put you up. I will give you this, you know, he
157 gave me one of the executive rooms and he said you can stay for a few nights. Yeah,
158 it was really sweet of him and lovely and yeah, very generous. So yeah, I got to stay
159 at the hotel which was great because at that stage we were all working (um), from
160 about 7am to about 11.30pm, (um). And you know, it was nice to, you know, just get
161 dinner and then stumble up to bed. And, probably because I am a little bit bossy and
162 (um), but also because everyone was feeling really tired we sort of fell into this pattern

163 of (um), me running these daily updates and I would kind of, you know, go around
164 the table, and make notes, you know. I picked up, sort of, I had essentially inherited
165 chairing some of those meetings because people were in various states of shock still
166 and they were doing their very best and firing off and using all their energy out at
167 fixing things and so there wasn't a lot left. And by that stage we had already had
168 months of pretty poor media, angry state holders and upset people, (um). I can't
169 remember the exact time; I feel pretty certain it was before the February earthquake,
170 (um), yeah, at least a couple of claimants who had committed suicide and it wasn't
171 sure, it wasn't clear at all that it was related to the earthquake but certainly it was
172 assumed that the stress of all that had been part of that. I can't remember the details,
173 but I do remember feeling at the time, you know, there was already quite a lot of
174 pressure and everybody. The one thing I remember from the whole experience now
175 but I knew at the time but I forget, was that the feedback from the press or the
176 interpersonal relationships or politics or whatever, I so honestly believe that
177 everybody was doing their very best all the time and people were there working hard
178 for the most part, not because they were earning money and it was their job, but
179 because they wanted to help. Anyway, [she claps her hands] we went through this
180 period of time where people were working hard, and they were playing hard. People
181 were drinking a lot and there were classic coping mechanisms around partying, (um),
182 a few people probably made some poor choices in their personal life and I saw a lot
183 of that first-hand and the fallout from that. And I remember thinking (um, pauses), I
184 remember thinking, that is sad that, that is happening, but I can understand it in this
185 pressure cooker situation that we were in. Particularly around some of the family
186 dynamics and that. And so, we had been at this motel for a few days running these
187 kind of emergency sessions and (um, um), trying to figure out what to do and we
188 (um), eventually, got back to our building and I eventually got back to my house and
189 cleaned it up (um) and then, from then really, for me, was the time when I remember
190 the real grunt work. Where days were just continually, were always really hard and
191 you know, and most of the time we got along so it wasn't necessarily that. But the
192 work was never, ever ending. We would have this weight of trying to help on your
193 shoulders and this trauma that you had been through in your own life and trying to
194 compartmentalise those sometimes was challenging. One thing that I have really
195 reflected upon now is that a lot of the difficulty for me was that there was never a part

196 of my life after that, when I left Christchurch, that earthquakes didn't feature. So, for
197 most people it was just their personal life or their work life. But those of us at
198 [company name] who had lived there, because a lot of the staff hadn't been there for
199 that September earthquake and had mostly been there for the February earthquake,
200 but you know, it was a bit more fresh [sic]. If that makes sense? But for those of us
201 who had been, you know, through this a couple of times, in their personal life
202 everyone is talking about the earthquake all the time, (um). You know, what had
203 happened, what had happened to their house. All of that stuff and then work life, that
204 is all you talk about all the time. I don't think there was a lot of time for the kind of,
205 restorative rest that is reported for resilience. Particularly emotional resilience, (um),
206 yeah, and I remember thinking as well that February day, a sense of shock and
207 upsetness, I guess, that seeing people, like the story that I guess came out afterwards.
208 But see the people get out of their cars and run to pick up their children because they
209 were stuck in traffic or hearing that people had been killed and seriously injured and
210 there were problems and that they were evacuating the hospital, (um). I have always,
211 I think had pretty high levels of empathy and felt quite emotionally drained [she cries]
212 even just knowing that people were having a really hard time. Even when I think
213 about it now it makes me feel quite upset [she looks visibly very upset], (um). My
214 mum had been working, she used to work for a consultancy firm and their building
215 was a block of so down from the CTV building [where many people died] and she
216 had been walking past the CTV building about five minutes before it collapsed, [this
217 reduces her to tears again]. It is just that kind of surrealness of, I know this has just
218 happened because of the impacts just everywhere but I can't really believe it that it
219 has happened. All that shock stuff. Anyway (um), [visibly crying now], and work was
220 really hard, [her voice breaking].

221 **Mandy** Grace, are you ok to continue?

222 **Grace** Oh yes. Yeah, so life continued, and relationships were starting to get
223 more strained. I guess also for me I should make it clear that so much of my
224 earthquake story is actually an [company name] story. So, I am trying not to make it
225 all about that, but I can't help but separate them. Relationships were breaking down
226 at work (um), yeah, people were feeling stressed. My home life, so I was back
227 together with an old partner at the time and the trigger for us to get back together was
228 the kind of thing that when big events happen you kind of have to rethink your

229 priorities and so we had rekindled this romance that had been on and off for a long
230 time and so that was great. But my best friend who I was flatting with she decided to
231 move to Europe and her brother and her brothers' partner weren't get flat mates. So,
232 there was a little bit of home stress. You know, just the little things that start to niggle
233 away at you when you have been flatting for too long. So, I was finding it all a bit
234 challenging and then I went through this period of time where I found it difficult to
235 deal with the personalities that were happening at work which I think were largely a
236 reaction to the earthquakes because people had been under these prolonged periods
237 of stress who had these huge jobs, lots of responsibilities, lots of staff and in at least
238 a few cases I can think of, where people perhaps would have been better off not being
239 people managers. Some are good but some are more technical people, (um). and I
240 don't mean [her boss] by that because I have always thought he did a pretty
241 reasonable job. And he is good at standing up and communicating. But there were a
242 few people who weren't great. I can't get the timing exactly right but there had been
243 some changes in the senior management team based in Wellington and that person
244 had been a sort of dark cloud in Christchurch (um), but he left and things in
245 Wellington started to become quite (um), more management focused. So, the first
246 couple of earthquakes were (um), there was more of a light touch. So that didn't
247 change our organisation, (um). We had these people coming in one day a week or one
248 day a fortnight who felt (pauses, um) so disconnected from it all to me. Because they
249 didn't know our stories and experiences and a lot of times they didn't know people
250 personally. They came in just to do the job, which of course they should be just
251 allowed to do but, you know, everyone was so fragile at that time that I think that
252 (um), it was quite discombobulating (laughs) hard to deal with it in that kind and that
253 period I remember there was a lot of angst and understandably in a true love hate
254 relationship between most of the managers based in Christchurch. They would be
255 screaming and throwing things at each other and they would end up having lunch
256 together the next day (um), which for me always sounded a bit strange because for
257 me, I am a person that feels a lot of emotions, but I don't tend to switch that quickly.
258 I don't think of myself as that reactive in that capacity, I suppose. And certainly, I
259 don't consider myself an angry person. So, I found that really interesting and quite
260 challenging to deal with, because a lot of the behaviour in Christchurch was very
261 masculine. And so, there was a lot of the classic (eh), reactions a lot of the time,

262 (pauses), and, (um). There was a lot of what I would call peacocking and you know,
263 trying to show off and show up at people and there was also a little bit of even like,
264 the most basic of internal espionage, where people were trying to you know. It was a
265 bit of a ridiculous time but (um), I do think that for the most part one thing that kept
266 things together emotionally pretty well for me and for other people that were working
267 together that I knew well, was that we behaved like a family instead of a work place
268 so just like you have brothers and sisters you sometimes fight with your colleagues
269 but you still love them. And so, (um), we were doing lots of social things together
270 which was partly a reflection of the fact that most of them came down from
271 Wellington and didn't have any friends, (laughs), you know, who lived there and
272 (um), I think a lot of that was tied together. So, we had this pressure cooker situation,
273 but things were good, um. And then there was the June earthquakes. They for a lot of
274 people probably don't stand out but they really do for me. Because they were the first
275 earthquake where I felt my safety was compromised. So, I had (um), I had lunch with
276 [a colleague], we had lunch out walking in park, walking towards the restaurant that
277 we were going to for lunch. When this earthquake hit. And it was a smallish one and
278 it almost immediately after there was this much bigger. No hold on I have got that
279 story there was an earthquake while we were in the park which was a real wave, and
280 so, we could literally see the ground moving. It was like being on a roller coaster.
281 You actually felt the grass, the trees everything moved, and it was really, really big
282 out there (pauses), we kind of looked at each other ran back to the office (laughing),
283 (pauses), and organising evacuations and that kind of stuff. Again, you have got the
284 classic milling around waiting for instructions. Then it became clear that people
285 needed to leave so they did. There were a few of us that waited because what we did
286 needed, for continuity, I suppose, was sort of tied up in the building, (um). So, you
287 know, laptops, cell phones, handbags (um), whatever, were there. And so, the engine,
288 so, [an engineer] and possibly others came out and said yes, we could go back in the
289 building possibly an hour or two later. So, [names three senior managers] and I went
290 in to get some stuff. And we got up to our floor and at that stage we had taken the
291 Baileys side of the building upstairs and that was kind of where all the managers
292 were. And we were in there and I remember this second earthquake hit. And I think,
293 I can't quite remember but it was like a six or something. But it was quite a size. But
294 that was terrifying to me because I was standing in the middle of this floor and (erh,

295 pauses), the ceiling and ground got closer together because of the type of earthquake
296 it was. And I thought (pauses), having seen what had happened, and heard what had
297 happened in February, that the building was collapsing. And I was just completely
298 paralysed with fear. Everyone else had a quick reaction which is what I had always
299 had in the other earthquakes getting into the doorways. And others were noticing that
300 I couldn't move, and I could hear them yelling at me to get under the desk and I just
301 couldn't move, (pauses). And I remember thinking that, that was really strange for
302 me because I had not had that experience of being locked up before, (pauses). And it
303 was terrifying and so we turned around and legged it out of the building and I don't
304 remember anything else really about that time, except for that. It is so clear. Like I
305 can still see the line and the ceiling and the feeling of it and talking about it still makes
306 my heart rate increase. Like I can feel myself getting a little bit, ohhh, wobble. So,
307 yeah, but, that was interesting, (um). I think then, (um), yes, life went pretty much
308 back to normal after that. Pretty much, yes, we went back to the office and big days
309 and all that stuff, (pauses), [draws a deep breath]. One of the things that was part of
310 my earthquake experience was what was happening in the media, (pauses). And so,
311 we had (um), I remember, and this is a little melodramatic, but I remember, I
312 remember the day that the earthquake (um), the February one, the one of big impact.
313 I remember watching that and feeling the same sort of feelings that I felt as a teenager
314 watching the twin towers and the 911 stuff on TV, (pauses). And again, that feeling
315 of, I know this has happened and in our case I really knew what was happening
316 because I had been there, I had seen the kind of carnage around town, but it still,
317 (pauses), that distance that you have from things that you see where you can't really
318 believe it either, (um). So, there was all this media coverage and it was so all
319 emotional, and the terribly sad stuff and you know, everything was devastated, but
320 thinking every time after there had been that crisis response there became this time
321 in media where it became a blame game scenario and at that time everyone at the
322 [company name] felt they were working their butt off. But at time it felt like no
323 recognition or appreciation for an organisation that I felt was trying to do the right
324 thing and nobody else was doing it, (um). And for a kind of person living there it just
325 felt like this continue emotional bashing from the media. They were so detrimental
326 to my mental health, I really felt that. If I had, that was my experience of not wanting
327 to say where I worked if I was out and about. But as well as that I also felt quite

328 fiercely loyal because people who didn't know what we were doing, they would talk
329 about their experience and I would say well, actually, this is what happened, (pauses).
330 And so, (um, pauses). Yeah, there are a few other things that I want to touch on are
331 we ok time wise?

332 **Mandy** Yes, this is your story you just tell it.

333 **Grace** I remember a few scenarios and I can't place them timeline wise. But
334 (um), we had a scenario where someone called the [company name] claims line and
335 said, I am going to come and kill everybody in Christchurch with my shotgun,
336 (pauses). And, and there were separate, the call centre in Wellington perhaps they
337 didn't have a process in place, (laughing), shall we say or how to deal with that, so
338 they called our reception desk in our building and at that time I was kind of helping.
339 I wouldn't say necessarily managing the receptionist, but I was kind of helping them,
340 you know, overseeing them and helping to give them work and things. And so, they
341 asked me to come down and told me, (pauses). And so, we called the police and they
342 said lock down the building. But I remember feeling so, so surprised because we
343 didn't get a strong police response. Now I am sure they do their you know; they have
344 a protocol and what they actually do. But I do think that, that, and also, we had bad
345 media, I do feel that that felt really isolating. Because we were essentially locked
346 down in this building thinking probably it is not credible but just in case. There was
347 all these staff and the police just didn't show up. And we didn't hear from them, and
348 we didn't hear from them and they came about three hours later, and they had been
349 to the persons house and they had a firearm licenses and a firearm and they had
350 confiscated his gun, blah, blah, blah. But I just felt, I remember thinking, man, no one
351 actually cares what happens to us. It isn't particularly logical but that is what it felt
352 like at the time. And that especially because of the media, the stuff that was happening
353 in the press. That seemed to be the story you know, about (company name), you
354 know. We had a scenario just like that a couple of times, (um). With various threats
355 and there would always be the same sort of thing and then we would have these
356 contrasts where we have politicians, particularly when John Key (the Prime Minister
357 at the time) came through. Where the secret service would be in for hours sweeping,
358 and setting everything up and (um), and all this protocol and stuff and I thought and
359 that felt wrong to me as well because I thought you know, (um), that here I am in my
360 position as a public servant and thinking to myself at the time, I thought to myself. I

361 don't think that this is good show of leadership from our country, (um). We had lots
362 of visitors from overseas come through. I spent a lot of time with those people because
363 I would kind of do the tour around the building, just quickly, [names the second in
364 command] was bored of doing it in the end and so I would (laughing). And that (um),
365 and that, and you know, we had some really interesting experiences and had the kind
366 of reinsurance and audit people through and (um, um, pauses). We had some said
367 funny times with characters like [name] (pauses um, um) who I was a bit sad when
368 he passed away actually. He was just such a hard case in every way, but he could be
369 sweet and yeah, we had this (um), sorry I got a bit lost, (um). We had this other
370 scenario which was big for me which was when I often had to deal with claimants
371 when they come in. And this woman came in one day and she was just beside herself.
372 And had this complete melt down. I was standing and talking to her for a while and
373 tried to figure out what I could do, in terms of helping to handle her claim, because
374 she was having a problem, an issue, but I think she was also having some kind of
375 psychological episode because some of the things that she told me I don't thing could
376 necessarily have been based in fact, (um). And I remember thinking, you know, I felt
377 really terrible for her and but also felt uncertain about quite a lot of what she had. But
378 I remember thinking quite a lot of the time if I was a person that wasn't privy to any
379 of that other stuff that was happening I would probably be like that too, (um). And I
380 wished I had had more influence over some of the processie things because they just
381 seem like common sense (um). And I was in a position, sorry this is less about
382 earthquakes and more about organisations, so sorry, but (um), (the head of the
383 Christchurch operations, the man she was personal assistant to) and I had established
384 this relationship where I was essentially a sounding board for him. And so, everything
385 that happened in his office I knew about and he would tell me about things, and I
386 would act and make decisions on his behalf sometimes because he was busy, and I
387 felt very much that we were a team (um). And I always thought how hard it was,
388 especially when some of those out of town people came, when they would treat me
389 like a very nice assistant, which to be fair was my job but it was a real disconnect for
390 me in terms of my job around satisfaction going from a position where if I had said
391 something to [her boss] he would have listened to it and then to the opposite effects.
392 And reflecting on that, that was probably because a lot of people shared around the
393 (um), the relationship stuff that happened. Anyway, we eventually got [new regional

394 manager] who was our manager and he came on board and [her boss] and [new
395 regional manager] are similar in a lot of ways. And so very, very different in a lot of
396 other ways and so, I got to work with [the new regional manager] and [her old boss]
397 got a series of temps and we helped him with bits and pieces and that was a really
398 interesting experience as well. It's kind of changed my frame of reference. [The new
399 regional manager] was much more a business guy than [her old boss] has ever been.
400 In terms of the process stuff and (um), I think lots of people learnt a lot from him.
401 But he was definitely a more difficult guy, like [her old boss] was more affable, you
402 could be angry with him or he with you but still talk to him, he is a lovable rogue.
403 Whereas [the new regional manager], I had a very positive work relationship with,
404 but his language and stuff was [sic] difficult for some. So, that changed a lot about
405 the working environment and there was increasing amounts of tension. Relationships
406 in Christchurch between [her company] and in [her company], (um). Under [the new
407 regional manager] I do think there were a lot of positive things that happened and
408 there was a sort of transition from crisis management to BAU [business as usual].
409 And that kind of really was a reflection of the fact things weren't going to finished
410 quickly and so, we had to play the long game a bit better around staff being refreshed
411 and taking holidays and everyone having to take leave because everyone was getting
412 burnt out. He got people to take stock which I think was really, really positive, (um).
413 So, yeah, that was a really interesting time. I guess the good thing, that is separate
414 from [company name], (um), one of the things that I found really interesting was my
415 relationship with the city. So, I had never felt particular affinity to Christchurch, I had
416 lived here for brief time when I was about 12 (um), but my grandparents had lived
417 there for a long time and so I was very familiar with the place. But I hadn't developed
418 a deep love for it or anything like that. But what I did find was that the devastation
419 and the kind of destruction around the earthquake make me feel a lot more, sorry for
420 Christchurch, the place and the people. And they would feel more kind of, I guess,
421 loyal or engaged in, a thing which was strange and that I would never choose, or I
422 can't believe I would ever choose to move back there [she now lives in Wellington].
423 I still hope that things work out really well and they get everything working really
424 well. I always watch the memorial service each year. And this year I cried like a baby
425 when they unveiled the new memorial wall and walk. Yes, (um, pauses). I definitely
426 had quite a, almost a visceral reaction when I go back after being in Wellington and

427 I go back and see the city was still kind of stuck which I thought was really interesting
428 (um). One of the things that I struggled with a lot after I had been away, is going back
429 into this environment and everybody seemed to have not emotionally moved on at
430 all. So, it felt, pauses, a bit like it has been a long time you should have moved on and
431 through the grieving process towards healing and I always felt that the people of
432 Christchurch and their city. Like I was shocked by how, how shallow into that process
433 they were. You know, they weren't far into it and it would always be quite a jarring
434 experience emotionally. You know, so it would always be quite a jarring experience
435 to go back, you know, it was interesting, I don't feel that their resilience had been
436 regained. I talked about it with my mum who is still living there, and she hadn't, that
437 was not her experience living there. So that was interesting I thought. So, (um), I did
438 spend a long time thinking about that perhaps I had just changed so much from
439 moving away, (um). I think my earthquake stories continue after these stories; I am
440 going to keep talking a little bit, (um). So, I moved to Wellington and I found that for
441 the first probably, three or four months after I moved may be a little longer, and yes,
442 I had had some trauma happen in my personal life as well. But I felt quite traumatised
443 in a way that I didn't feel when I was in Christchurch. So, it was almost like a PTSD
444 type feeling where when someone is removed from the situation they start to deal
445 with a lot of the feelings around it. And I was, I was exhausted. It took me a really,
446 really, long time to feel like I was back on my feet and 100%. Which I ascribe to the
447 fact that I had this relationship breakdown but also that I had been working a long
448 time. I was tired, and worn out and (um), and sad that this huge period of my life,
449 which I still remember clearly and has been this big deal for me. It felt, yeah, it felt,
450 it was quite a weird sensation because I didn't feel part of it anymore and I, and that
451 was my choice, but I couldn't let it go. But eventually, you know, I got over that and
452 I geared up my life in Wellington. And then, [she almost shouts] we had Wellington
453 earthquakes and one of the things that I do think that is really relevant to my
454 earthquake story from Christchurch about this is that I had never, with the exception
455 of that June quake I talked about. I had never felt that sort of terror or unsafe feeling
456 in the Christchurch earthquakes because I had a job to do. I had something to focus
457 on and I had a different reaction here in Wellington. Like we had those first ones in
458 2014, I want to say, yes, 2013 and they really, really shocked me and I felt really
459 stressed out by them. And I remember thinking, wow I am so lucky that wasn't my

460 reaction in Christchurch. But also, you know, it was a new layer of earthquakes for
461 me, (um). For some people have had that reaction before. So, after them, my life went
462 back to normal and more earthquakes. And now I am kind of in this place where (um),
463 I do feel quite distressed by them, and I think that one of the things that does make
464 me think it was different to Christchurch was that I was in an environment where I
465 was with a lot of professionals who were excited by it in a way, you know, because
466 they were seeing cool stuff and they were (um), yeah, they had been training their
467 whole life for these events and that certainly had been my experience. And that wasn't
468 really where I was here, even though I am working in building related policy stuff in
469 my job now. But yes, what a different experience it was. And even going last year I
470 did a couple of really, intense weeks helping (um), emergency management
471 registration stuff for Port NG and thought that having a job to do when people are
472 under stress is really good for people like me. So, I really appreciated that. And I
473 thought I was tired, and I was a little bit stressed out, but it was great that I had
474 something to focus on. And also, with experience comes better self-care. And so, I
475 said to my partner [name], he doesn't get, he is not an anxiety person like me, he
476 doesn't get stressed and worried about things, he is very relaxed. And we had all these
477 chats about stuff, and I said, look I need a break from the city. Especially from our
478 apartment building because it was moving a lot. We had been evacuating and things
479 and so we went and had four days away staying with his mum. And just little things
480 like having a resource tool kit in myself around what I need to do to stay resilient. I
481 can now say directly because of the experiences I had in Christchurch and I didn't do
482 for myself for the most part, maybe because I was inexperienced, I didn't know or
483 whatever. And I think now I am older, I have got more financial resources but also, I
484 take my own mental health and self-care and wellbeing as more of a priority and so I
485 think they have not been as traumatic more upsetting but less impact on my overall
486 life. Yeah, (long pause), I kind of think that's, I think that my earthquake story.

487 **Mandy** Nothing else comes to mind.

488 **Grace** Oh. Lots of little things I guess, (um). It was a huge learning experience.
489 Bits for me around how people react under pressure. And it is certainly, I have talked
490 about a bit, (um). Learning about, I guess yourself and learning (um), and trying to
491 see what triggers different behaviours, (um). And (pauses), the importance of
492 peoples' family and friendship and intimate relationships to their mental health is

493 really interesting, (um). and I think that stuff was a lot of what I took for granted
494 because I was staying in Christchurch and my family were there and blah, blah, blah.
495 But for the people who were *flying in and outers* (um), I really saw that take a toll on
496 them. Overtime, you know, you always knew if you needed to ask something difficult
497 of anyone you would do it the day they were back fresh from their break. Because
498 that would be (pauses, um), and now I have got a huge collection of people who I
499 would if I ran into them, talk to and spend time with if I ran into them. I wouldn't
500 necessarily seek them out. But equally some people that I had enforced time with that
501 I would absolutely hope to never see again, (laughing, um), and one of the things that
502 I did think actually, which wasn't a great story for me, was that I spent a lot of time
503 facing some reasonably basic (um), misogynistic behaviours and some stuff about
504 (um). I guess about my age, and some possibly some quite minor sexual harassment.
505 That was not a big enough deal for me to do anything about it but if it happened to
506 me now I would have a very different reaction. And I feel it was these real boys will
507 be boy's kind of culture that the earthquake environment kind of infiltrated a little
508 bit. Because of the nature of, a lot of the industry is male dominated. That work hard,
509 play hard stuff, (um). There were guys who had, you know, their wife's in Australia
510 or Auckland or wherever and thought, wouldn't it be funny to say sexually
511 inappropriate things to the 25-year-old assistant (um), and there were lots of people
512 having affairs and (um). And one thing that I always tell people now when we talk
513 about earthquakes preparedness is that, I say to people that, (um), I had seen
514 earthquake actually bring people together and whether that was appropriate or not I
515 said that if they were trying actively not to have children they should consider using
516 prophylactics (laughing). And I mean, I laugh about that stuff now, but I do think that
517 the kind of, that (um), that kind of environment, work hard, play hard environment,
518 was so strongly a reaction to what was happening and the environment that people
519 were in. And so, yeah, so interesting, interesting behaviours, (um, pauses). I think
520 (pauses, um), so, (pauses) I feel that that earthquake story for most of the people I
521 know in Christchurch is still going. And mine as I said earlier I feel finished since I
522 left Christchurch, but I do feel now what is wrapped up in a lot of that is (um), yeah,
523 in 2015, my grandfather who had worked and lived there, passed away. And he had
524 got cancer and went into quite rapid decline (um), and we wanted to spend time with
525 him to be with him in the hospice and that was the last time I spent any real amount

526 of time in Christchurch. And that coincided with my 30th birthday like (um), he died
527 (um) a day after my birthday and to go and have this party that my grandfather had
528 planned to go to, in Akaroa. Was certainly (um), going to this place that, like, I have
529 always loved Akaroa and have always ended up spending time there. But going to
530 this place that was touched by the earthquake but certainly in a different way to
531 Christchurch, not as badly. And then coming back into the city after like that was
532 again trauma related but focused away from earthquakes and onto a person that I
533 loved. You know, it was around family relations, that was quite interesting, I would
534 say that was when my emotions around Christchurch wrapped up because I didn't
535 feel, that although it was very sad, the earthquakes are not my primary memories
536 anymore because they had moved to a different association, (pauses) [a thought came
537 to mind while transcribing – what is the difference in the experience of Christchurch
538 for people born and raised there and those who are more transient and of course those
539 who arrive after the big earthquakes? A few times I have heard people say that they
540 couldn't leave and just badly those who did, and others say they did or would leave
541 if they had an option to]. But it is a weird, it is a weird place to go, but I thought (um),
542 after I had moved (um), I felt like a fish out of water. You know like at a party or
543 something. And I one bought one of those prints that this artist was doing that
544 Christchurch shall rise⁶⁴, like the baking powder slogan, a play on words. And it was
545 so like absolutely nothing like my other taste in art, so I have not put it, but I have
546 kept it because I still feel that kind of sentiment behind it. I think that is me, (pauses).

547 **Mandy** Thank you so much for sharing your story.

548 **Sub-Session 2.**

549 **Mandy** Thank you so much for sharing your story and waiting while I thought
550 about what you said. So many things to think about. I would like to follow up so
551 much, but time is limited. So, I am going to ask you some questions on only some of

⁶⁴ The Baking Powder Artwork, Christchurch Sure to Rise Grace is referring to:



552 what you said. I'll start with the early part of what you said and then carry on from
553 there. At the end, I'll ask you if you have any further points that you would like to
554 raise with me, perhaps on things that you have mentioned already, but feel you would
555 still like to clarify more. and how you feel about the interview. I have some questions
556 as I explained before we started. Are you ok to continue?

557 **Grace** Yes I am fine.

558 **Mandy** Thank you. You said that you felt overwhelmed can you say any more about
559 that.

560 **Grace** (Um), was this at work?

561 **Mandy** You said you bolted to the door can you recall any more detail?

562 **Grace** (Um), yes, I remember a lot about that. And so, I (um), the feeling of
563 those earthquakes for me was that I felt uncertain of whether they were going to stop.
564 And I was concerned about when were they going to stop? And so, the feeling of their
565 being a huge earthquake, then there would be an aftershock and then there would be
566 a short break or two and then another aftershock and then a short break or two and
567 then it kept going and it kept going for what felt like hours. And so, I felt, I hadn't
568 had a lot of sleep, in fact I hadn't had any sleep because I was still tired from the night
569 before and I was just tired and I just felt like, just for a brief minute, is this just going
570 to be our life now? Are we just going to continue to have earthquakes? [laughing].
571 And feeling overwhelmed in terms of what should we do? Like our house wasn't
572 really damaged but you could tell that there would be issues around water and so,
573 what do we do? Do we actually collect water? What about the toilet? Can we flush
574 the toilet? How do we wash our hands? Where are all our emergency things? Because
575 I absolutely didn't have an emergency kit. Before that, (um), what about the people
576 you were separated from at that time, people that you love? It was quite
577 overwhelming because your heart sort of swells with fear, but it is also a kind of
578 appreciation of relationships and you know, you just say, gosh, I just really want to
579 see this person again and I really hope they are fine, (um). But I worried for my mum,
580 by brother and my grandparents and other people what I knew were around. We used
581 to live in the house near this little collection of what were retirement homes. And the
582 people who lived in them were quite old, (um). And were probably on the last, on the
583 edge of being able to live by themselves and so, I felt quite worried for them. And so,
584 after the earthquake I felt I had better go and check on them. But yes, certainly there

585 was this feeling of being overwhelmed because initially there is this flood of
586 information, sensory overload and so you know there is physical things happening,
587 lots of mental stuff happening and also trying to figure out what do I do with this
588 person I had in the room, [laughing]. I wanted him to leave now but he couldn't really,
589 just leave. So, (laughing, um, pauses).

590 **Mandy** Is there anything else that comes to mind when you think about being
591 overwhelmed?

592 **Grace** (Um, long pause), I had like a physical reaction. So, I have always been
593 a person who is in touch with their feelings and cry really, easily at things, it is
594 something I have always done. And so, I am pretty sure that almost sure that that I
595 was quite (um), upset (um), and then then feeling a bit ridiculous for feeling upset.
596 So, I felt not necessarily guilt error response I had, I was quite upset and asked myself,
597 is this the most appropriate reaction. And I think in the situation I get quite clammy
598 and scared and then afterwards you can feel quite silly and ask yourself if this is real?
599 And in that scenario, it was real. So, even though it was quite appropriate to behave
600 that way I still felt guilty and I think (um), I always felt like I wish I had reacted
601 differently. But actually, there probably wasn't really any other way to react. So,
602 yeah.

603 **Mandy** You said, the next day we went about our lives trying to do normal things,
604 can you remember any more details or events.

605 **Grace** Yes. yes, so, we got undressed and tried to go back to sleep for a while,
606 (um), but we ended waking up really, early. So, my friend brother and his girlfriend
607 had got into their truck, an SUV, (um), because there wasn't, we don't really know
608 at that time the scope of the damage so we drove around to have a look and we made
609 some smart decisions about getting some petrol and things like that because later that
610 day we saw you know, hundreds of people waiting in their cars to fill up their tanks
611 and all that stuff, (um, pauses), and as we drove around in the car and just, it was
612 pretty, shocking, seeing the damage, seeing roads closed, all that damage to homes,
613 neighbours out in the street talking to each other, (um, pauses), seeing people like
614 (um), dazed. talking on the streets, (um). My ceiling had collapsed so I was staying
615 at my grandparents and she was cooking up everything in her freezer and we went
616 out to drop it off to people and we saw people setting up stations on the street, with
617 food and essential bits. It had that feel of real war torn. There were, (um), water pipes

618 that were cracked and broken and there was liquefaction all around their houses, (um).
619 There are people crying (pauses), there were streams of traffic that didn't seem to be
620 going anywhere. If that makes sense. It was kind of like, you almost like, just drove
621 around in circles, (um, long pause). And certainly, seeing how different and the extent
622 of what had happened and one of the things I will always remember is looking at the
623 inequity which was quite hidden before the earthquake was starkly obvious after the
624 earthquakes. So yes, there is damage to areas of those who were affluent. But the ones
625 that were really spammed were the really, low socio-economic to begin with. I just
626 felt there was a lot deeper impact on the people who don't have a lot to begin with, it
627 like they have everything taken away from them. And (um), I always do feel a little
628 bit like (um), so, obviously, there are lots of learned resilience that you get with age,
629 a kind of youthfulness of adaptability, there is something in there that makes me feel
630 less sorry for people, (laughing), I mean, children are different but you know, people
631 of my could, you know, just get on with it. But I did worry more about older people
632 (um), especially if they were by themselves, (um). I remember thinking, in those
633 situations and I always wonder, I wish I had a practical skill set. Like being a doctor
634 or a nurse or a fireman or whatever. Because I think that wanting to help and heal and
635 not knowing how to is challenging.

636 **Mandy** Anything else come to mind?

637 **Grace** (Um), no nothing particular around that immediate time.

638 **Mandy** You said, the moment the February hit I was standing under the door
639 frame. Do you recall any more about that particular moment?

640 **Grace** Yeah, (um), so. I felt (um), I felt lucky and laughing at the irony of already
641 being in the place I would have gone to when that happened and thinking that we
642 were very lucky that we didn't have a lot of glass breakage. Because we had an office
643 with two glass walls. Which would have been much more challenging for us. And
644 (um, long pause). Seeing the filing cabinet falling over, I didn't notice that until we
645 went back into the office, I didn't notice that at all. Because I was facing into the
646 main office not back into our office. I feel there was someone who was standing by
647 the side of me. But I do, we were looking out into this open office space and I
648 remember thinking that I am lucky where I am standing. We lost some glass windows
649 in the building in that earthquake and pages and pages were spread across the floor,
650 lying around (um), and some of the ceiling tiles had come down and people were

651 going out to the exit and there was a floor above us and the lifts were closed and
652 everyone was coming down (um, pauses), it was between fear and a jovial
653 atmosphere. Yes, because we just didn't have a sense of anything much at that point.
654 An earthquake that was much less scary during the day. They are still of course, scary
655 but so much more, scary at night, (laughing). It is so different being jolted awake or
656 something like that. I think we felt a little bit more in control of the situation in the
657 middle of the day, (um). There was a lot of traffic around us and lots of normal things
658 were happening around us. Some were freaking out about various things, like getting
659 to their kids, to their house or their spouse or what happened, (pauses).

660 **Mandy** You said, a big memory for you was from the February earthquake of
661 standing at the back of the Baileys building and people didn't know what to do, are
662 there any particular moments or events that you recall?

663 **Grace** (Um), yep, (eh), so, I already talked about some of that. We had a
664 container out the back and [her boss] climbed on top of it to make a staff
665 announcement. We had a sort of fire evacuation sort of cluster to check who was
666 there. All that sort of staff, I remember were waiting to get things out of the building.
667 We had engineers working with us pretty regularly at the time and we just need to
668 wait for them to give the building clearance. We were lucky (um), we didn't have to
669 wait. I remember, (pauses), seeing some of the team start to leave and I do remember
670 people starting to use their brains to figure out what had happened and I do remember
671 [her boss] leaving and he was only gone for a very, very short period of time, but for
672 me he was the person that I sort of followed around so I felt quite strange when he
673 wasn't there and I just waited out there with [other senior managers] or something,
674 (um). I remember going to one of the houses rented by three of the managers and I
675 remember seeing somebody, there were two people who were in a relationship when
676 we arrived and that relationship was not known by others and they were forced to
677 have a different interaction and a bit later they kind of had a moment to reconnect
678 and so I remember that and (um), and this kind of general air of energy, not
679 necessarily comfortable energy but the best reaction that (um) I can't think of the
680 word right now, more of a molecular reaction that you have, so yeah, it was like that.

681 **Mandy** Does anything else come to mind about that?

682 **Grace** (Um), [laughing], hugely inappropriately [her boss] blasting the song
683 Alive by, we were laughing about a song by Pearl Jam in his car, [laughing]. And I

684 can say that at that stage we can give him the benefit of the doubt that unfortunately
685 we didn't know that people have been killed and that after, and I think it was a
686 reaction to him being a bit bogan [a word used in New Zealand and Australian to
687 mean an uncouth or unsophisticated person regarded as being of low social status],
688 (um, pauses). It is a kind of a blur; I do remember Baileys people were quite reliant
689 on us for direction. So, I think they thought, well you guys know what you are doing.
690 So, they looked to us for some guidance [laughing], (um). Which potentially was
691 misguided but who knows, (eh). I remember coaching this woman on how she should
692 break into here house a few of us talked to her about it because she couldn't get her
693 keys. Because they were in the boot of her car, under the building. And said to her
694 basically, you know, that there is a window in the bathroom or whatever, to break in
695 by and they you can claim that on your insurance because you couldn't do anything
696 about that, so it is fine, (um, long pause). I think, that yeah, the main feeling that I
697 remember now that you ask me to revisit it is that people know, didn't necessarily,
698 didn't want to be there but didn't know where to go. So, needed to be told, I think,
699 and that kind of executive function that we use a little bit when we are under stress,
700 and yeah, so in saying, right, go home, if you have room in your car take other people.
701 You know, if you are going home by yourself and you are a little worried about it
702 find others to go with. You know, basic stuff that you take for granted but that people
703 needed to hear, (um). And all their reluctance to leave because when they left then
704 had to deal with it. So, you know, we had the reaction that you didn't have to deal
705 with it if you didn't leave the car park, (eh. long pause). And (eh), the kinds of reports
706 coming in and so, different channels about the amount of damage and what was going
707 on and in order for how they could be helpful and what they could do with the
708 immediate emergency response. Plus, excited talk from the geotechnical it's
709 [laughing], is all about the technical stuff, [laughs], (pauses).

710 **Mandy** You said that people were coming in from Wellington and they didn't
711 know our stories, and everyone was so fragile, do you remember any more details,
712 specific memories or incidents.

713 **Grace** Yeah, so, obviously at the same time [company name] was having to
714 ramp up their resourcing and so there was a lot of stuff that was organisation
715 development or HR happening and a lot of the stuff that in a usual work place
716 environment, we would have a lot of change management practices around which

717 there wasn't the time or space to do that. But I did remember feeling that it had been
718 dismissed without any thought. So, there was no, hey this is your job, your livelihood.
719 It was like, here are some changes to the hierarchy and the structure or whatever, it
720 wasn't like, and any discussion. Obviously, there was an Employee Assistance
721 Programme (EAP) style support but there was no, we didn't even go through a
722 consultation process. None of that, absolutely none of that, they just thought they had
723 the power to make decisions, and the mandate, and they maybe did, they maybe
724 didn't. But also, I mean, I think when I think about my experience of [company name]
725 as an organisation, the one word I would use to describe it is POWER. Because that
726 was so central, whether it was power that was being used, power over someone or
727 people who were disempowered, or whatever it was I think it was quite a central
728 theme. Certainly, it was for me working in that organisation and I really got the sense
729 that people coming in from Wellington, they felt powerful, like they were the
730 decision-makers and that kind of thing. But actually, being the plebs on the ground
731 we didn't feel like that at all. We were making the decisions from day to day and had
732 the experience. Because almost all of the people in the more senior ranks were in
733 Christchurch at that stage had been on multiple disaster recovery events, earthquake
734 or other at that stage and they did, they had the experience, unlike the people in
735 Wellington. People like there are there now who are bureaucrats [laughs] who you
736 know, I did get a sense that they were coming in to tell us how to suck eggs! (um). I
737 think that there were some personalities (eh, pauses), who, (pauses), clashed and there
738 were some strong relationships with people around, that ended when those people
739 finished, their contracts ended, and new people came in with out that relationship and
740 trust which had been built up. And, but they were expected to behave in similar ways.
741 The HR practices at that time were pretty terrible. And (um, um, pauses), I got quite
742 personally hit by this. I felt I was between a *rock and a hard place* where I knew that
743 the organisation, I understood the process, but I was essentially overlooked. And that
744 was quite (um), pauses, challenging I think, but yes, I had that feeling that I am sure
745 I have talked about before, around (um), people taking me seriously or not. I wasn't
746 the only person that I felt like I was the only person that felt that. That sort of
747 patronizing behaviour and the way that that makes you feel. It was almost like it drove
748 a kind of (um), passive, aggressive reaction in a lot of us to what was happening, (ha,
749 ha, ha), Wellington, you know. (laughs). Yeah. I think it was pretty obvious there was

750 some deeply (um, pauses, eh, pauses), oh, it was one of those political things that had
751 spilled over from Wellington that we would see the backend of, (um). Not political
752 as with the parliament of the day but with internal politics, (um). There was [sic]
753 varying amounts of respect for the actual executive team, the Wellington executive
754 team based in Christchurch that played out in some interesting ways, (um). There was
755 a lot of uncertainty about the relationships between, I felt, at least on the ground in
756 Christchurch between organisations like [company name] and Gallagher Basset [the
757 people who answered the emergency calls based in Brisbane – an emergency strategy
758 to put support off shore given it can never be known where an emergency will strike]
759 and [the New Zealand building giant which negotiated the building contracts]. People
760 knew bits and pieces but not the big story, (um). Yeah, there was some interesting
761 things. I kind of forget about [the building contractor] a lot of the time when I talk
762 about, (um), when I was talking about my earthquake story. But they were totally
763 relevant because they were going through set-up. Whereas the job at [her company
764 name] was restructure and grew at a rate they couldn't keep up with and that sort of
765 stuff and (um), and they had a very different business model. It was one that was
766 much more focused on (um), planned responses and that was a bit threatening to some
767 people at [company name] probably, (um, pauses).

768 **Mandy** Please say if you do not want to answer this question. You said, I couldn't
769 move, and people were calling you. Any memories from that moment?

770 **Grace** (Um, pauses). I am happy to talk about it. I just don't know that I can
771 remember that much. And I think part of it is I have chosen not to remember a lot of
772 that stuff. But certainly, (um), so, I remember I was standing right near the door and
773 we had these dividers that were kind of up to maybe shoulder height or something
774 and I was standing there near those and they were kind of wobbling around and I
775 thought, that's not normal. I think, that something I remember is (pauses), it was
776 almost like my brain couldn't keep up with the speed with which things were
777 happening. Because I thought to myself, the building is falling down, not necessarily
778 that we are having an earthquake and the floor is moving up. Which is actually, what
779 happened, and it would take, it almost felt like there was a lag, for a minute, for a
780 second or two. And that earthquake from what I do remember was quite (pauses)
781 [mumbles], long. But now I have said it I actually, wonder if I did experience it as
782 quick or not. But certainly, when I think of myself as being stuck and not being able

783 to move I don't, I don't remember being there for a long time, (um). And everyone
784 was kind of yelling, get under the table, or whatever, but I wasn't thinking about that.
785 It was almost like I couldn't hear it because what I was thinking about was what it
786 felt to me was like, I am getting very close to the roof and I assumed the floor was
787 coming up and thinking, no, what has happened, is the roof coming down? (um). And
788 feeling scared and sad and (um, pauses), hoping that wasn't the end of my life because
789 I was very happy in my life and wanting my live to continue very much. Worrying a
790 little bit about the others that were there, although I didn't have a lot of time. Thinking
791 about that and I could sort of hear them, (um). I do remember [a colleague] was very,
792 very scared as well, and we had to almost drag her out from under the desk that she
793 was under. So, she was quite stuck as well and my understanding of myself being at
794 that, that paralysed state. As soon as the shaking stopped I went back to my normal
795 kind of reaction although I kind of realised that it was different for me. I was more
796 scared (um), and remember may be, people, you know, maybe you lose your colour,
797 you know when people suffer that much they lose their colour, (pauses) but I don't
798 remember any more than that, (pauses).

799 **Mandy** You said, you felt the continue bashing of the media and it was
800 detrimental to your health, your mental health. Any memories of incidents or
801 particular moments that happened?

802 **Grace** I remember not a particular incident but a particular collection of Martin
803 van Beynen articles that (um), I still find disturbing to this day, (um) there was some
804 Campbell Live stuff that happened [Campbell is the 6pm TV Presenter]. I can't
805 remember the specifics, but I remember thinking in a few cases that they had got the
806 wrong end of the stick. The media focused upon the victim's story and [company
807 name] had not helped themselves by their comms strategy and their engagement and
808 the way the presented as an organisation with a whole lot of stuff because they (um),
809 were being set up to fail and not, and didn't possibly think that it was in their best
810 interests not to respond. I think that, that no response thing just made the media
811 angrier. And you know, I think they thought they thought they had to be quite careful
812 about what they say to keep their job and it was an election year. But I think that for
813 Vanessa [one of the local politicians I think] (um), at that time, who I think is still
814 around, (um), that [company name] was a very convenient place to put the blame and
815 that that possibly wasn't fair a lot of the time, (um). I remember some pretty

816 ridiculous demands that were being made. I remember one day [the CEO] had flown
817 to Christchurch you know, to spend some time with the Christchurch staff and with
818 the managers here and he was supposed to be here for a couple of days. The Minister,
819 who was in Christchurch, wanted a meeting with him, but he decided that that
820 meeting had to be back in Wellington. So, they both had to get on a plane which of
821 course, I had to arrange for them. And just thinking, [she whispers], for fuck sake,
822 [laughing] this is not in the best interests or use of the money of the New Zealand
823 taxpayer, (um). But yeah, back to the media. I think that GB [The earthquake
824 Minister] in particular, was displayed as this, (um, pauses.) I suppose it was a sort of
825 anti-hero but although he wasn't always the bad guy he had this, you know how they
826 talk about John Key (the PM at the time) being Teflon John, [nothing bad sticks to
827 him] he had a little bit of that aura to. Brownlee was in John Keys inner circle and
828 was pretty well protected. And so, I think that [her CEO] and [her boss] and the local
829 media and [company name] as an organisation carried a lot of stuff that fairly or
830 unfairly related to them but also related to the actions of insurers, of central
831 government, in terms of not just [company name] but also in terms of the Minister
832 and his decisions, by local councils, all sorts of things, (um, pauses). And I think, [her
833 boss] I know took a lot of that stuff quite hard as well. So, he did lots of interviews
834 and lots of good stuff. He had a weekly radio show for a while, you know, we were
835 doing media stuff all the time. One of the memories I have from that time is that a lot
836 of what they wrote seemed that they would get things so wrong, what they wrote was
837 so far from the truth, we would wonder if they had bothered to research it at all. It
838 was just like sweeping assumptions, heresy and (um), rumours individually most of
839 the time claimants were kind of frustrated but not frenzied which was the bit that the
840 media was conveying, (pauses).

841 **Mandy** Are you still ok to continue [I was aware we had been talking for over
842 two hours now – Grace nods and I continue]. You said there some funny times, do
843 you remember any particular incident's or examples?

844 **Grace** (Um), [laughing], so, most of them are totally inappropriate, (um). But. I
845 mean, this is an example of something that was inappropriate that now I wouldn't
846 stand for. At the time, I was a bit annoyed, but I did see the funny side, which was
847 that I (um), had been being teased for a while by [her boss and another senior
848 manager] and some of the other managers. And we would jokingly call them creepy

849 uncle [name] and creepy uncle [name] because some of the things they said or did
850 were inappropriate. But they (um), showed up to work one day and in the corner of
851 the office next to my desk they had purchased a blow-up paddling pool and had made
852 litres and litres of green jelly and had popped the green jelly into the paddling pool.
853 And then had told people going past that they had set it up as a jelly wrestling (um),
854 arena and that you know, that we were having a competition at 3 0 clock. And
855 obviously, it was so inappropriate, but I know they were trying to play hard, and I
856 certainly tried to laugh with them at the time. And I remember thinking I can't believe
857 they were so committed to this joke that they made all this jelly (laughing). And you
858 know [her boss] used to, he would joke about a lot of things. He has got a pretty sick
859 sense of humour so he would do things like, one day he had been parking in the
860 Baileys carpark. The car was so full of cars that often there would be posters put on
861 the wind screens. And one day it was for Calendar Girls [a local stripe club]. And he
862 had this flyer and he wrote on the back of it, Grace, your job interview is at 2.30pm
863 or something and then left it in the staff room. And I mean, it was obviously not real,
864 and most people could probably spot his terrible handwriting miles away but again
865 not appropriate. But a likable rogue. But again, we did laugh, (um). I can't think of
866 anything that we would laugh about under normal circumstances to be honest [she is
867 laughing quite hard now]. It was all the type of stuff that is funny when you are quite
868 hysterical because you are tired and stressed. The lovable rogue again! (um). I am
869 sure we did laugh; I certainly don't remember it all being doom and gloom by any
870 stretch of the imagination. And (um), I had yeah, I wouldn't say it was funny, but in
871 a light-hearted way, (um), a few scenarios where I was earning an administrative
872 salary, so I was definitely not earning the [company name] big money that most of
873 them were. So, they used to joke when we would go out, for lunches or dinners, that
874 (um), I was a cheapskate, or I wasn't paying as much or what have you. But then they
875 would be very generous with their money and one day we were at the pub and it had
876 a TAB [betting office] and there was horse racing or something. And they were all
877 placing a bet and [senior colleague] had said oh, look I will pay for your bet and gave
878 me ten dollars and I had gone and bet it and I won heaps of money, like three or 400
879 dollars. And, yeah it was a total fluke because I absolutely didn't know what I was
880 doing. And (um), I felt that it was his money, and so, I gave it back to him and he

881 said, “oh no you can have it”. So, there were some nice light-hearted things that I
882 would call funny. And yeah, I guess most of my memories are more serious, (pause).

883 **Mandy** Ok. Is there nothing else that comes to mind when you think of that?

884 **Grace** Oh, there were some funny out of work things. I can’t remember them
885 all. There was a party at the house. The two Julies rented a house together, a town
886 house and they had a party there one night, (um). For somebody’s birthday and they
887 had one of those exercise machines where you kind of, it was a circle and you stood
888 on it and laughing hysterically to the point of hardly being able to breath and people
889 like [colleague] and you know, and some of the guys having a go on that while they
890 were quite pissed, (um). Usually the funny memories I have are of people doing
891 stupid stuff when they were drunk. Yeah. I definitely if you didn’t pick that up, that
892 is an important element to the earthquake story was that people drank a lot. It was the
893 classic kiwi coping mechanism. And I do remember (her boss maintaining his
894 sobriety for maybe the first four months or something. He would say openly that he
895 was not going to drink and when I start, that is when things are bad, kind of thing,
896 (laughing), but I, yeah, (pauses).

897 **Mandy** Final question. At the end of your story you were talking about your
898 grandfather and you were talking about Christchurch and you said, it is a weird place
899 to go.

900 **Grace** (Long pause, um, um), so, it was a weird place to go for me because a
901 place that I had always though would be sort of transient part of my life. Like I never
902 thought that anything (um), big or important would happen to me kind of there. But
903 actually, the earthquake time has had a huge impact on my life and took up a long
904 chunk of my life. So, I now think about the earthquake and my experiences as the
905 kind of thing that you talk about, it is the kind of story that you tell our grandchildren
906 about, so they know about your life. Or, (um), yeah, scenarios like this (um), which
907 there is something exceptional about it in a way. And so, I think that for me the
908 strange thing is that I never expected this place to have that level of impact on my life
909 and so when I go back it is quite (um), there is so much to think about, there are all
910 sorts of emotions for me tied up in that place. A relationship break-up, earthquakes,
911 (um), you know, losing someone I loved [her grandfather had died during this time]
912 and also some other stuff. You know, when I first moved there I didn’t really know
913 anyone. I was quite lonely, so I think a lot of it is quite messy. It is not necessarily

914 just down to the earthquake. But there is also this fibre of a city that (um), got broken
915 to the point that (pause), the community stuff should have stopped but it didn't stop
916 because it did find a way to kind of, start up in little node across the city and that now
917 they are so deeply part of the community that there is no, and I have to caveat this by
918 saying, I have not been there in the last year, but there is no centre, no heart of the
919 city anymore and so it feels like a series of small villages rather than a city when I go
920 there. Yeah, like (um), I think that there is a whole lot of redevelopment now in the
921 city (um), it is like all of a sudden, they have jumped into the future which is great
922 and that is needed but I wondered if the (um), I have said it before, I wonder if people
923 have been stuck in that grieving process, being stuck there but the jumped to far
924 ahead. Or something, I can't quite articulate it. A feeling that there is something not
925 finished in the processing of all of that emotion and maybe what it needs to finish is
926 the rebuild. But (um), yeah, it is kind of in those late stages of grief I suppose in some
927 ways. So, for me when I go there I feel like I can feel that. and I have moved on and
928 I feel like they haven't necessarily, (um, pauses).

929 **Mandy** Grace, thank you that's been really helpful Is there anything else that you
930 to add so that I get the best understanding of you and your experiences Thank you so
931 much.

932 **After tape turned off Grace said,** "thank you it feels quite cathartic to have talked
933 about this. I was a little concerned it would make me feel bad and bring it all back".

934 **Word count = 14,15**

935

APPENDIX 14: THEMATIC ANALYSIS PROCESS

The repetition in this appendix is deliberate; the intention is to give comprehensive documentation of the TA process with illustrations, incorporating the overview given in Chapter 4.7 (adapted from Braun & Clarke, 2012.)

The TA Process includes the following six steps which have been elaborated upon in turn:

1. Read the 22 transcripts.
2. Code raw data.
3. Identify themes, refine, and identify extracts.
4. Review, refine and create TA Map.
5. Define and name themes and sub-themes.
6. Write report.

Step 1. Read the transcript

Transcribing, reading, and rereading the transcriptions helps to develop a thorough understanding of the data by searching for meanings, patterns, and themes, and noting any ideas and codes that emerge through the repetitive reading of the entire data set. This is time consuming but provides a sound foundation and is a key phase in the data transcription (Bird, 2005: 227). This process provides the bedrock of the analysis.

Although TA does not “require the same level of detail in the transcript as conversation, discourse or even narrative analysis” (Braun & Clarke, 2006: 88), a verbatim account of all verbal and non-verbal utterances, the paralinguistics, was noted in the transcripts. This was done out of interest and was not part of the objective analysis.

Initially, the NVivo software package, which is designed to help manage data analysis, was explored. Unfortunately, at the time, the university training course did

not support the use of a MacBook, and a decision was made to perform the coding manually using paper, coloured pens, Post-it Notes, and Excel spreadsheets. Illustrations of the process from the first to final attempts at coding are given here.

Nodes to use with NVivo (a software programme) were identified. The initial brainstorm of nodes was as follows: archetypes and roles, attitudes, meaning and purpose, choices or changes, emotions and feelings, events, normality, preparation (resources, ideas, problem-solving, plans made), psychological wellbeing, relationships (friends, family, community, teams, political), media and communications, stressors, leadership.

Step 2. Code the Raw Data

The next step, as per the Braun and Clarke (2012) process was to code the entire data set into meaningful groups. All coding was performed manually, although initially NVivo was explored as a means of collecting and coding such a vast amount of data. The researcher attended an NVivo training course, but it soon became evident that the course did not cater for using NVivo on a Mac computer. After a frustrating few weeks where more time was spent working on the programme rather than coding, a decision was made to conduct all coding manually using Excel. This was paper and Post-it Notes intensive but very satisfying kinaesthetically.

When a code was identified from the transcript data, its line number and context was noted, and an extract taken. Each extract was cut and pasted together with other extracts with the same code, collating codes together (although not included here the 125 pages of extracts are available upon request). Many extracts were multi-coded to different codes. As Braun and Clarke (2006) have pointed out, “no data set is without contradiction and a satisfactory thematic map that you will eventually produce, an overall conceptualisation of the data patterns, and relationships between them does not have to smooth out or ignore tensions and inconsistencies within and across data items” (ibid: 89).

Enough of the surrounding data in the extract was captured to ensure context could be established (Bryman, 2001:11). The researcher later reflected, however, that her

familiarity with the data and its context may have been more obvious to the researcher than others and further adjustments for context were made.

Thematic Analysis - List of 181 Codes

In the first draft of coding using the recursive and iterative process of TA, 181 codes were extracted from the 22 transcripts. The original work is shown in a photograph below alongside a clear typed version.

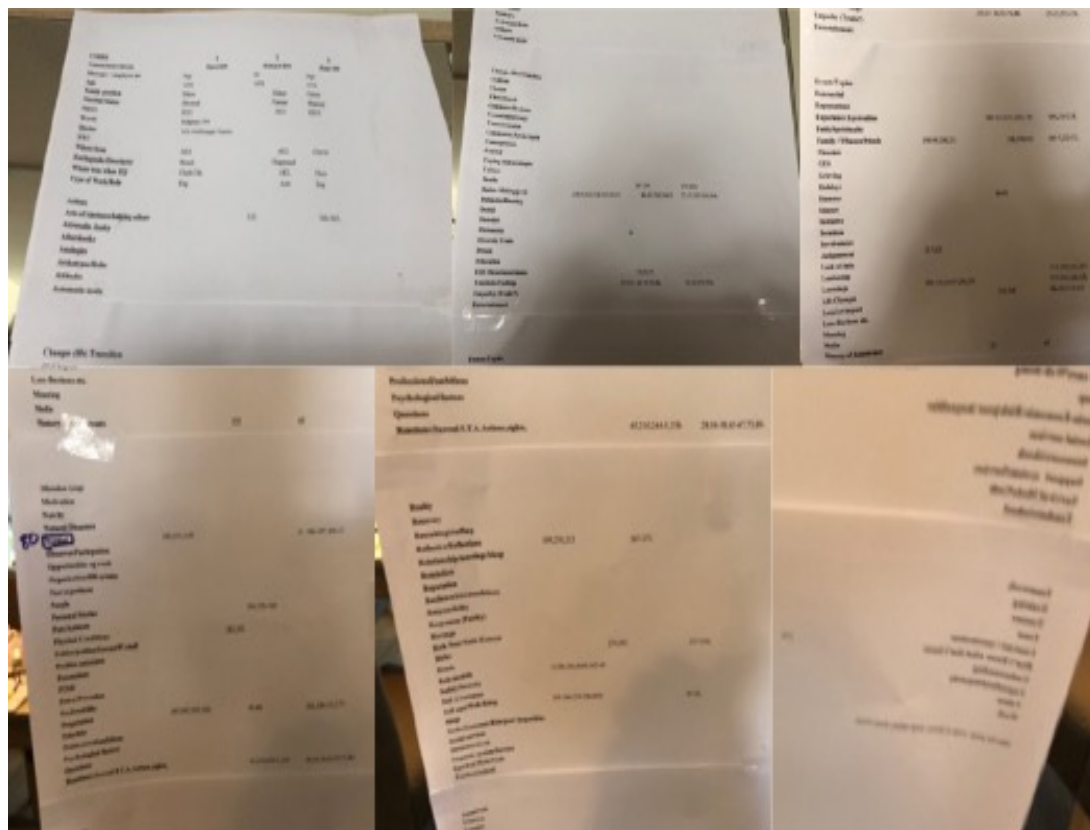


Figure 15: The first coding iteration. Using an Excel spreadsheet to capture 181 Codes from all 22 Transcripts.

For clarity what Table 3 is a clear typed version of the 181 codes extracted

1. Name of Interviewee	47. Disbelief	93. Meaning	139. Resilience
2. Manager	48. Dishonesty	94. Media	140. Resourcefulness
3. Employee	49. Diversity	95. Memory of dates	141. Responsibility
4. Age	50. Divorce	96. Memories	142. Response
5. Family Position	51. Dreams	97. Mistakes	143. Revenge
6. Marital Status	52. Education	98. Motivation	144. Risks
7. MBTI	53. Earthquake company	99. Myths	145. Roads
8. Words	54. Emotions/ Feelings	100. Naivety	146. Roles
9. Quotes	55. Empathy	101. Normal	147. Role models

10. NVC	56. Entertainment	102. Normality	148. Safety
11. Where from?	57. Events/Topics	103. Observer	149. Schools
12. Earthquake descriptor	58. Existential	104. Opportunities - work	150. Security
13. Where when EQ	59. Expectations	105. Opportunities = social	151. Self-awareness
14. Type of Work	60. Experience of earthquakes	106. Organisational	152. Self-care
15. Type of Role	61. Faith/Spirituality	107. Participation	153. Shock
16. Actions	62. Family (Whanau)	108. Past experiences	154. Sights
17. Acts of Kindness	63. Finances	109. People	155. Sleep
18. Adjustment	64. Friends	110. Personal stories	156. Social
19. Adrenalin junky	65. Good Enough Survivor	111. Pets	157. Social services
20. Aftershocks	66. Government	112. Psychological conditions	158. Socio-economic
21. Ambitions	67. Grieving	113. Politically correct	159. Staffing
22. Animals	68. Guilt	114. Politics/politics	160. Strategies: Physical.
23. Analogies	69. Helping Others	115. Poor	161. Strategies: Psychological
24. Archetypes	70. Holidays	116. Positive outcomes	162. Stressors
25. Attitudes	71. Human resources	117. Possible outcomes	163. Support systems
26. Automatic mode	72. Humour	118. Possessions	164. Support services
27. Blaming	73. Individual	119. PTSD	165. Surreal
28. Breaks	74. Inequalities	120. Power	166. Survival mode
29. Changes chosen	75. Impact	121. Powerlessness	167. Teachers
30. Changes imposed	76. Initiative	122. Predictability	168. Teamwork
31. Children	77. Insurance claims	123. Preparation	169. Transitions
32. Choices	78. Intuition	124. Priorities	170. Training
33. Christchurch	79. Involvement	125. Problems	171. Traits
34. Collective	80. Judgemental	126. Psychological factors	172. Trauma
35. Commerce (Business)	81. Lack of information	127. Psychological wellbeing	173. Trust
36. Commitment	82. Leadership	128. Public spirit	174. Unaware
37. Communication	83. Learnings	129. Questions	175. Unconscious
38. Community	84. Legends	130. Reactions	176. Do not know
39. Consequences	85. Live changes	131. Reality	177. Understanding
40. Control	86. Local or out of town	132. Recovery	178. Unpredictable
41. Coping Skills	87. Loss of family/friends	133. Recruiting	179. Values
42. Culture	88. Loss of job	134. Reflections	180. Wellbeing
43. Deaths	89. Loss of business	135. Reflective	181. Work
44. Decision-making	90. Loss of home	136. Relationships	
45. Defensive	91. Loss of personal belongings	137. Reminders	
46. Denial	92. Marriage breakups	138. Reputation	

Table 3: A clear typed version of the 181 codes extracted.

The Second Iteration Identified the Following Codes:

Age, role, family position, marital status and education were captured as well as the categories of actions, adjustment, attitudes, changes, collective, collective trauma,

communication, community, coping strategies, emotions, employee, events, expectations, individuals, leadership, manager, normality, organisations, preparation, psychological wellbeing, reactions, recovery, relationships, responsibility, social, stressors, unconscious, values. See below the original document created on an Excel spreadsheet. This second coding using an Excel spreadsheet and colours can be seen in Figure 16. Presented for illustration only.

The image shows a screenshot of an Excel spreadsheet with a grid of approximately 28 columns and 30 rows. The top row contains column headers labeled with numbers 1 through 28. The first few rows contain text-based data, likely representing different categories or codes. The majority of the spreadsheet is filled with a dense grid of small text, which is color-coded. The colors used include red, green, yellow, and white. The red and green colors appear to be used for highlighting specific rows or columns, while yellow is used for other sections. The overall appearance is that of a complex data analysis or coding scheme, where different colors represent different levels of abstraction or coding stages. The text within the cells is too small to be read, but the layout suggests a structured and detailed process of data organization and analysis.

Figure 16: An excel spreadsheet of the process of the second coding. The spreadsheet is shown here to illustrate the process in broad terms only. It is acknowledged it is unreadable. The original raw data is available upon request.

The Third Coding Iteration

As the coding become more manageable, a Post-it Note process was undertaken (see original below). With each iteration the themes became clearer and more concise.



Figure 17: The third coding iteration.

Five themes were eventually identified after several iterations, and the transcripts were reviewed again for each theme.

The first theme was Collective Trauma and examples were extracted to substantiate or refute this. The same process was applied to the other four themes: Normality, Reactions, Coping Strategies and Preparation, looking also for psychological wellbeing, conscious, unconscious, individual, organisational, and social examples throughout.

Step 3. Search for Themes, Refine Themes and Identify Extracts

Themes are patterns of meaning and issues of potential interest and are broader than codes. The themes were predominately data-driven rather than driven by any prior theory. All data from the 22 transcripts was coded and collated. This is where the interpretation of the data occurred, sorting into themes. Through this iterative process, codes were combined to form what eventually became the overarching themes. Mind-maps, Post-it Notes, coloured felt tip pens, coloured paper, and Excel spreadsheets were used to help create numerous pictorial representations and brief descriptions.

Time and again the transcripts were reread, the extracts were reviewed, clarified and recreated and the coding and themes refined. Many attempts were made at a TA Map which can be seen in Figures 10 and 11 (see Chapter 4) these help to illustrate the data at different phases in the process, as well as give examples of the processes undertaken. By the end of Step 3, the themes, sub-themes, and associated extracts had all been identified.

The themes identified stem from patterns of meanings or issues of potential interest which are refined from the initial 181 codes. All data extracts from the 22 transcripts were coded as above and now in this step collated into themes.

3.1. An early attempt at capturing the coding and collating into themes, a linear list and a mind-mapping process, can be seen below:

Once again, extracts were reviewed in detail, and any themes which did not have sufficient data to support them as themes, or those that did not have a clear and identifiable distinction between them, were re-coded. With the initial 181 codes, it was inevitable this would need to be refined and on closer examination it was possible to code the themes more specifically.

After this step in the process, a break was taken from the data to allow a period of digestion and distance from the data. Returning to the data after a two-day break, the extracts in each theme were again reviewed to ensure they painted a coherent pattern before creating the next and then the final TA map. This entailed looking again at the entire data set to see whether the thematic map accurately reflected the meaning(s) evident to the researcher in the dataset as a whole.

Coding and theming are an on-going organic process and how the researcher codes and themes the data and which extracts are identified will be influenced by any theoretical and analytical approaches, irrespective of how rigorous the researcher and the processes used attempt to be. By the end of Step 4, a good idea of the different themes, the interconnections and the overall story the data was telling the researcher had been reached.

Step 4. Review, Refine and Create Thematic Analysis Map

Figure 20 shows the initial attempts at mapping the data into a cohesive picture: A table was created with columns for the themes and sub-themes and the data added. Slowly a coherent picture of the data interpretation begins to emerge.

THEMATIC ANALYSIS MAP - Initial Attempt					Primary Themes	Sub-Themes
Collective Trauma	Known Normality	Concious and Unconcious Reactions Consequences / Impacts: Archetypes, Automatic mode, Dreams, Existential, Flashbacks, Memories, Meaning, Past experiences of trauma, Risks, Spirituality, Survivor mode / guilt, Understanding	Coping Strategies	Evolving Normality	Strategies for Preparation	
Events	Expectations and Changes	Individual	Organisation	Normality Adjustments	Awareness	
Aftershocks Christchurch Deaths Earthquakes Natural disasters Realities Physical Conditions	Chosen Imposed Changes in Known Normality Media attention Claims / insurance Finance Loss of business Loss of community Loss of home Loss of finances Loss of people Loss of possessions Loss of relationships Lack of services Personal stressors School closures Unpredictability	Emotions / Feelings Disbelief Grieving Humour Empathy Attitudes / Values Acts of kindness Awareness Blaming Choices Control Denial Defensive Diversity (valuing) Experiences Helpful / Helpless Judgement Local / import Possessions Power / powerless Risky Adrenaline junky Spirituality / faith Survivor Mode Trust Communications Analogies Lack of information Lack of Services Media Observer / Participant Questions Social media	Leadership Ambitions Commercial Communications Decision making HR Systems Humour Managing change Media Mistakes Motivations Teamwork Performance Politics Problem solving Processes / System Professional experience Recruitment / staffing Risk taking Role model Understanding	People reframe their expectations moving into coping strategies with a new normal Awareness is the link... If you are concious of the changes then you can choose to adjust	Renewing Expectations and Awareness of Choices Assimilating Changes of Normality GBS Individual / Organisations PWB Attitudes Traits Values Courage Valuing diversity Empathy Honesty Initiative Self-awareness Self-care	
		Social Acts of kindness Helpful / helpless Involvement Media Resilience Community Community spirit Politics School / Teachers Social Services Socioeconomic Relationships Colleagues Commitments Family Friends Intimate People Responsibilities Children Commitments Family / Friends Pets / Animals Work	What people did / tried Restoring stability Physical actions Facing reality Financial Economic Government PWB Awareness Valuing diversity Education Holidays Humour Plan Preparation Questions Reflection Resilience Risk management Self-awareness / Self-care Spirituality / faith Sleep Training			

Figure 20 The Initial attempt at mapping the data into a cohesive picture. A table was created with columns for the themes and sub-themes.

THEMATIC ANALYSIS MAP – First draft.				
1. Collective Trauma	2. Normality Known + Evolving	3. Conscious and Unconscious Reactions	4. Coping Strategies	
Event(s)	Expectations/Changes: Chosen or Imposed	Consequences/Impacts		
		Individual	Social	
<ul style="list-style-type: none"> • Earthquakes • Aftershocks • Deaths • Overwhelming Emotions • Communications/Media. 	<ul style="list-style-type: none"> • Day-to-day living impacted: <ul style="list-style-type: none"> ✓ Loss of Community ✓ Loss of Homes ✓ Loss of Possessions ✓ Lack of Services ✓ School closures • Unpredictability of physical and practical needs. • Routines disrupted. • Personal and Relationship stressors: on-going responsibilities. • Loss of businesses and livelihoods. • Financial concerns and insurance/EQC claims. • Other Stressors 	<p>Individual</p> <p>Basic Needs/Physical</p> <p>Actions</p> <ul style="list-style-type: none"> Shelter Utilities Food/Drink Safety/Security <p>Emotions/Feelings</p> <ul style="list-style-type: none"> Disbelief Grieving Humour Empathy <p>Attitudes/Values</p> <ul style="list-style-type: none"> Acts of Kindness Awareness Blaming Choices Control Denial Defensive Diversity(valuing) Experiences Helpful/helpless Judgement Local/Import Possessions Power/less Resilience Risks-Adrenaline junky Spirituality/faith Survivor Mode Trust <p>Communications</p> <ul style="list-style-type: none"> Analogies Lack of Information / Services Media/ Social media Observer and/or Participant. Questions asked. Don't know what to do. 	<p>Organisation</p> <p>Leadership</p> <ul style="list-style-type: none"> Ambitions Commercial Communications/Media Decision-making Humour Managing change Mistakes Motivations Teamwork Performance 'politics' Problem-solving Processes Systems Professional experience Recruit/staffing Risk taking Role model Understanding <p>HR</p> <ul style="list-style-type: none"> Processes Systems Support Training/development 	<p>Social</p> <p>Community</p> <ul style="list-style-type: none"> Acts of Kindness Community Spirit Involvement Media Politics School/Teachers Social Services Socio/economic <p>Relationships</p> <ul style="list-style-type: none"> Acts of Kindness Colleagues Family Friends Intimate People Responsibilities Children Commitments Family/Friends Helpful/less Pets/Animals Work
		<p>Physical and Psychological Adjustments and Actions</p> <p>People reframe their expectations moving into coping strategies with a new normal.</p> <p>Actions Taken</p> <ul style="list-style-type: none"> What people did/tried to Restore normality Restoring stability Physical and Practical Financially/Economically Politically/Government <p>Self Care</p> <ul style="list-style-type: none"> Awareness Breaks/Holidays Diet/Fitness Education Facing reality Humour Plan Questions Reality faced Reflection Resilience Risk mgmt. Self-Awareness Self-care Spirituality/faith Sleep Training Valuing diversity 	<p>Physical Preparation + Practical Tips</p> <ul style="list-style-type: none"> Food Water Fuel Back up cell phone battery Services Crisis management plans/drills <p>Psychological Preparation</p> <ul style="list-style-type: none"> Awareness Breaks/Holiday Diet/fitness Family Friends Networks Training/education <p>Organisational Preparation</p> <ul style="list-style-type: none"> Is there a need for Prep? 	
			<p>Primary Themes</p> <p>5. Preparation</p>	<p>Undertaken or Thought about</p>

Figure 20: Initial attempts to create a clear picture of Themes and Sub-Themes

Step 5. Define and Name Themes and Sub-Themes

The themes have been defined and coded in Step 4. The process once again recommends a stepping back from the data and TA process. Returning fresh to the data two days later, the essence of each theme and sub-theme was clear to the researcher although a significant amount of time was still spent reviewing and reworking, particularly attempting to reduce what was seen by the researcher as a high number of sub-themes.

It was now possible to identify what was important or interesting about each theme and why. Each theme needed a detailed analysis to clarify what story each tells, to define what the themes are and what they are not, and to ensure the themes fit together into a broader overall story in relation to the research question.

Braun and Clarke (2006) have suggested that theme names need to be concise and punchy to ensure that the reader has a sense of what they are about. This was a fun, creative activity, and great fun was had creating punch lines for the themes. In the end, however, more succinct one or two descriptive words were settled upon, as these more accurately defined the themes for the researcher.

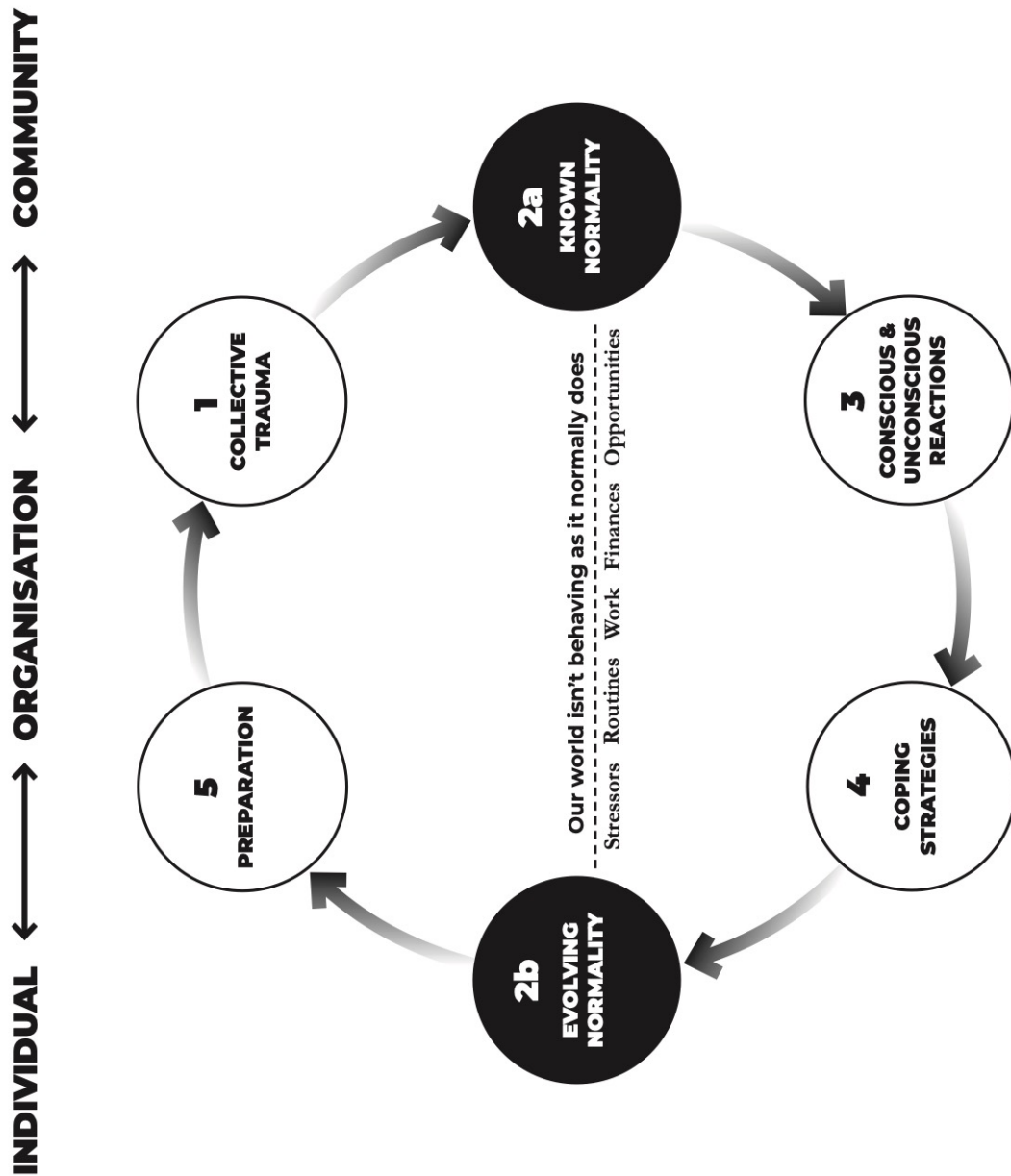


Figure 10: The TA Map. The final version showing the five themes in a visual representation to capture the essence of the data set and the analysis (see also Chapter 4). Figure 11 is the TA Map showing all sub-themes.

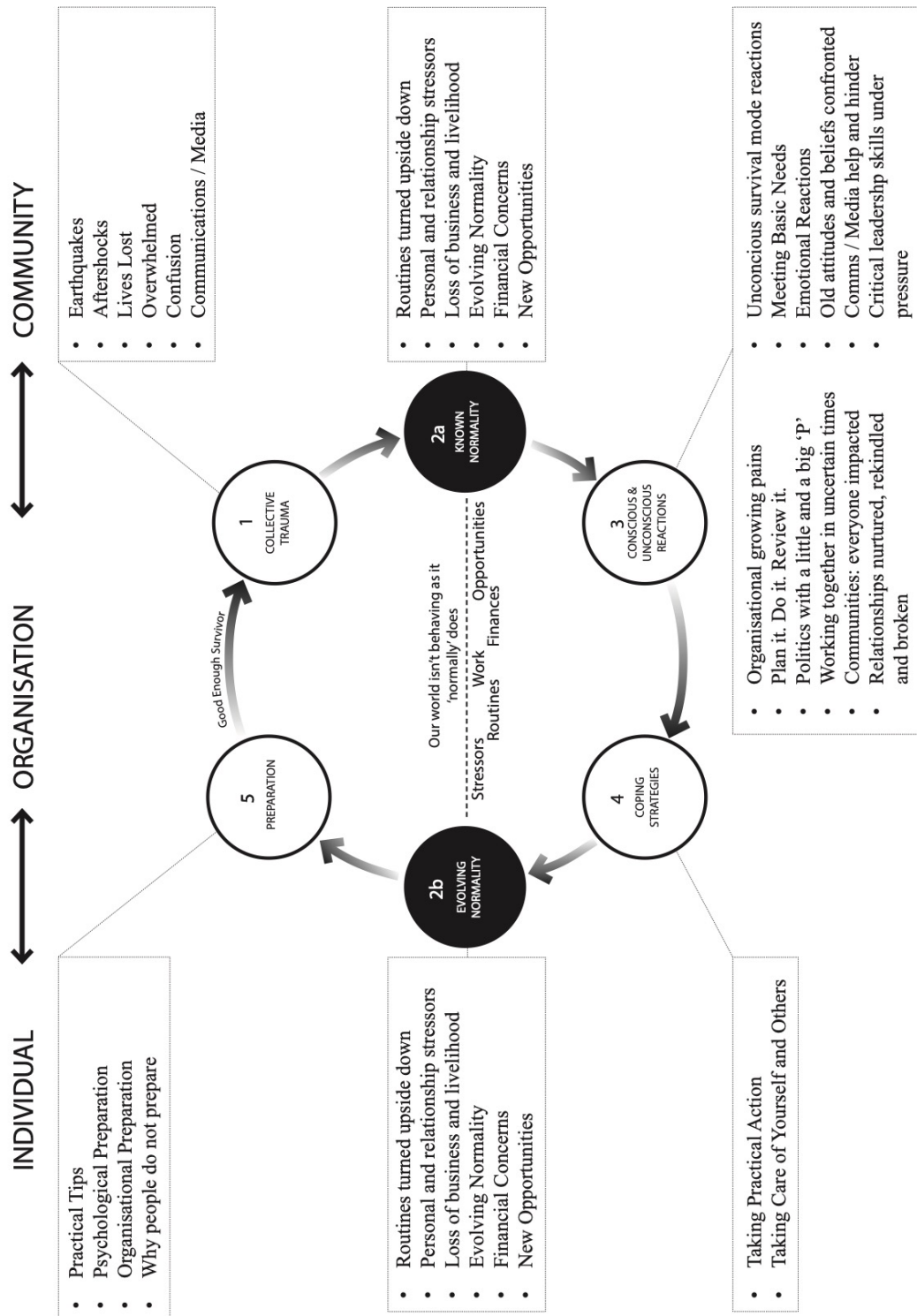


Figure 11: The Thematic Analysis Map With sub-themes (see also Chapter 4).

Step 6. Write a Report

Be concise, coherent, and logical: “Tell the complicated story of your data in a way which convinces the reader of the merit and validity of your analysis. Include any extra data” (Braun & Clarke, 2006: 93). Extracts have been cited in Chapter 4 to demonstrate the relevance of the themes chosen, arguing beyond the description of the themes to answer the research question.

Having built up a broad view of the themes from the total data set of 22 transcripts, two transcripts then underwent the more in-depth BNIM interpretation process.

APPENDIX 15: BIOGRAPHIC-NARRATIVE INTERPRETIVE METHOD (BNIM)

The repetition in this appendix is deliberate; the intention is to give comprehensive documentation of the process with illustrations, incorporating the overview given in Chapter 4 and adapted from Wengraf, 2001 to 2018.

Introduction

What follows is an extensive overview and map of the BNIM process used in this thesis. The objective of this overview is to facilitate replication by giving the reader a step-by-step guide to the key steps of the BNIM, outlining the process used in this thesis, which is covered briefly in Chapter 4.

The BNIM used in this thesis represents the researcher's understanding of the process after attending training by a major proponent of the method, Wengraf, in 2014. The post-training coaching and support from Wengraf was extensive and gratefully received. The BNIM process is constantly being reviewed and updated by Wengraf (2013) and has been used in several studies, for example, Moen (2018) and Wengraf (2001).

The *BNIM* Twin Track Interpretation Map outlined in Figure 12 in Chapter 4.8 and shown below is an attempt to outline and aid understanding of this complex process (adapted from the work of Wengraf, 2001 to 2018).

The *BNIM* Twin Track Interpretation Map started with the *BNIM* free association interview method; 22 interviews were undertaken, which were then transcribed, and a twin track analysis began (adapted from the work of Wengraf, 2001 to 2018).

Fundamental to the BNIM process is the identification of CRQ. For this thesis the CRQ became, "the conscious and unconscious strategies for psychological wellbeing in preparation for a natural disaster". This was derived from the research question for this thesis, *The Good Enough Survivor: Strategies for Preparing Organisations and Employees for Collective Trauma*.

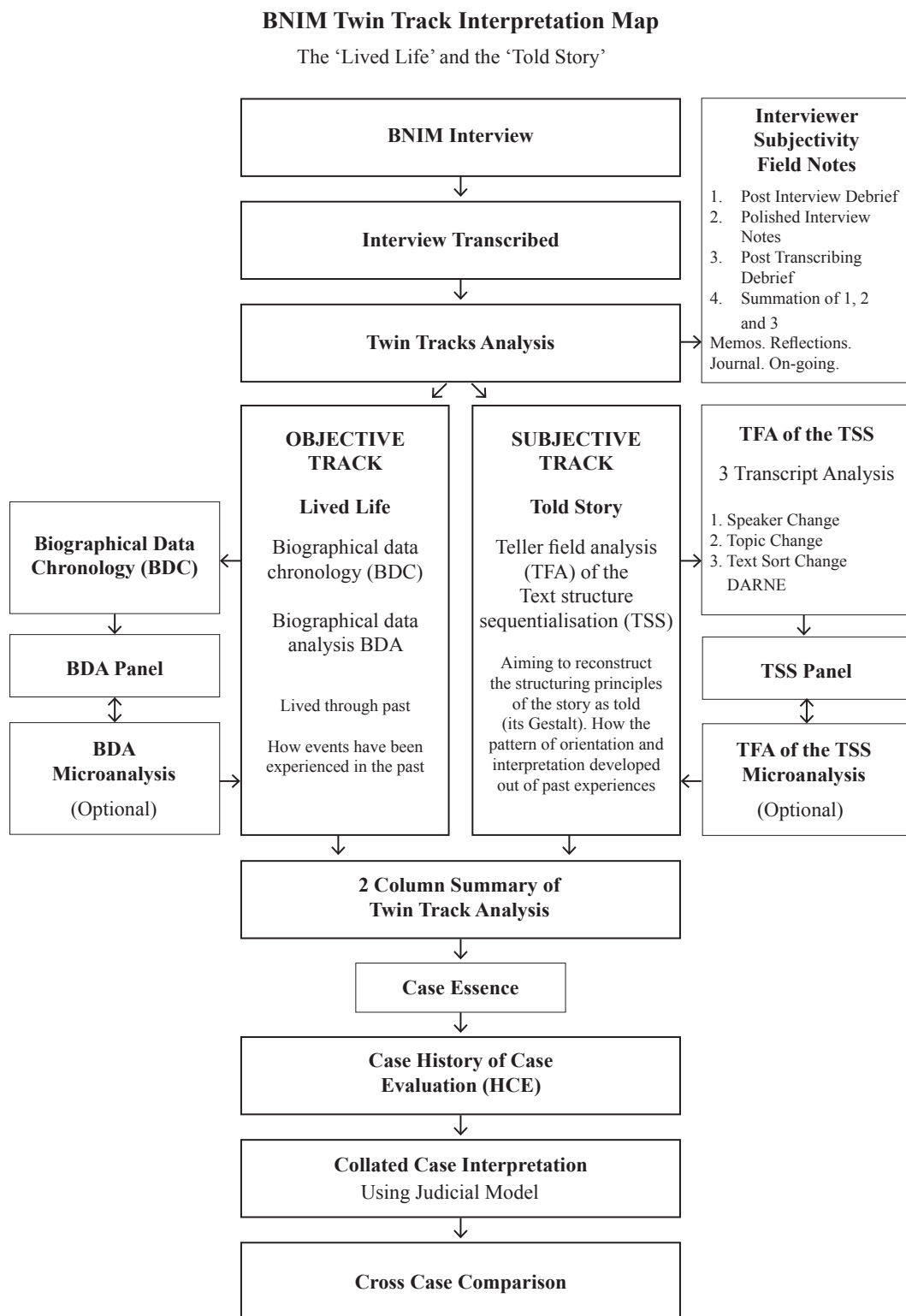


Figure 12: The Biographic-Narrative Interpretive Method Twin Track Interpretation Map (adapted from Wengraf, 2001-2018).

The next step was to establish a SQUIN, “to create a space in which the storyteller is free to fill, to structure their own creation, a unique gestalt” (Wengraf, 2001: 239). The SQUIN used in this research was asked in the following way, a prescriptive part of the BNIM process. The following was read to all interviewees, the SQUIN is highlighted in bold:

We are going to start the interview in a moment, before starting, I just want to say that, while the interview is going on, if a question comes up that you don't want to reply to, just tell me that you would prefer not to respond, and that is fine. I also want to say that, at the end of the interview, we will have a space in which you can think and decide whether there's anything you'd like to add. If that's OK, are you prepared to start?

As you know I am interested in preparation for natural disasters, so, **can you please tell me your personal story about the earthquakes? All those events and experiences that were important for you, personally.**

I will listen, I will not interrupt. Take as long as you want, I will just take some notes in case I have any questions for after you've finished. Please take your time. Please begin wherever you like, any way you tell your story is fine.

For consistency, this statement was read to each interviewee prior to the interview. No questions were asked by any of the interviewees at this point, and the interview started at the end of the reading.

Data Collection: The BNIM Free Associative Interviewing

(see Chapter 4: Data Collection)

The BNIM free associative interview method has two parts, referred to as SS1 and SS2, and for ease of understanding, the process has been broken down into six steps: 1. SS1, part one of the interview process; 2. The interlude; 3. SS2, part two of the interview process; 4. SS3, optional; 5. Transcription of interviews; 6. Recording the

interviewers' subjective states. However, before the steps are followed there is some preparatory work.

Pre-Interview Preparation – Ethics. Participant Information. Consent Form.

The ethics process at Essex University and the approval given are available upon request. Chapter 4 outlines the process undertaken, including examples of the information given to interviewees and a copy of the consent form interviewees were asked to sign prior to the interview (see Appendix 8 which includes the participant information sheets and a blank consent form to ensure confidentiality for the interviewees). The aim was to ensure that the interviewee had the information available to be able to decide if they wanted to participate and to know that at any time they could withdraw from the study.

Every care was taken to manage sensitivities and potential vulnerabilities in selection and interviewing. The appropriate local support and referral process was explained and readily available. All participants were contacted by email. All those available for interview were interviewed. The researcher sent 35 emails and received 23 responses and interviewed them all. As mentioned elsewhere, the recording of the interview with the 13th participant was faulty and was withdrawn from the study.

We turn now to the two parts of the BNIM free associative interview method, referred to as SS1 and SS2, with an optional third sub-session discussed below.

Step 1. Sub-Session 1: Part One of the Interview Process

BNIM interviewing draws upon both the free associative interview technique and the Gestalt principle which “requires the spontaneous pattern of the speaker to complete itself fully and so be fully exposed for analysis” (Wengraf, 2001: 113). By providing the space for an uninterrupted telling of the told story, the individual’s story is a way of “grasping the evolving subjectivity of the interviewee and the discursive context in which it is embedded, the mutual consistency of the psycho and the social” (Moen, 2018: 56).

The interviews, timed to be convenient for the interviewees, were conducted at a slow and relaxed pace in a safe and containing environment of their choosing, their office, their home, or an agreed private meeting place. This allowed interviewees to tell their stories in their own words and at their own pace (Jack & Anderson, 1991: 11). The form and duration of the process were fully explained. The length of the interviews ranged from 20 minutes to three hours.

Given the nature of the topic, it was important to be aware that questions could trigger emotional responses and to watch for non-verbal as well as verbal cues. The interviewer was alert to the countertransference, the possibility of experiencing similar symptoms and emotions, for example, powerlessness (Krog, 1999: 55), and supervision was undertaken.

The free associative interview process allows the interviewees to tell their stories in their own way without any prompts from the interviewer. The interview was electronically recorded for future transcription. The interviewer listens to the story, the situation, how it happened, the events, the incidents, the occasion and the timing of elements of the story, referred to as the SHEIOT. Significant phrases, thoughts or feelings observed during the interview were noted as PINs. “BNIM continuously takes steps to get as close as possible to the situated subjectivity, the experiences of the interviewee in particular situations, by focusing on the PINs” (Moen, 2018: 49). The Coda refers to any signs of the storytellers ending their stories and are responded to by checking that they have indeed finished. The interviewer will ask, for example, “can you remember anything more?”

The BNIM emphasises the importance of only posing one question (the SQUIN), insisting upon no interruptions until the storyteller is finished. This facilitates the understanding of how an individual perceives, organises, finds meaning, expresses themselves, and understands their world. The BNIM protocol challenges both the researcher to ask one question and do little more than minimal encourages (um) and the interviewee who can at times look for more direction, “Is this the type of thing you are looking for?” and the researcher answering, “This is your story, tell it how you want to tell it.”

By providing the space for an uninterrupted telling of the told story, the individual's story is a way of

grasping the evolving subjectivity of the interviewee and the discursive context in which it is embedded, the mutual consistency of the psycho and the social. The in-depth exploration both rests with the space and suggestion for telling of the narratives, as it gives space for the interviewee's discourse to surface in a more intuitive way than in an interview marked by interviewees probing questions. (Moen, 2018: 49)

Step 2. The Interlude

Once the Coda has been used and it is clear the storyteller has finished, a short break is taken while the interviewer prepares narrative seeking questions for SS2 by looking at any key phrases or PINs in the sequence words or statements collected to maintain the gestalt. To facilitate this, the narrative questions are asked in the order the word or phrase was narrated and always in the same way: "You said xyz (insert cue-words, or key-phrase from researcher notes), can you remember (anything, any more detail) about that particular incident and how all that happened?"

Step 3. Sub-Session 2: Part Two of the Interview Process

As the meaning of what is said is believed to depend on when and where in the interview it is said, it is important to adhere to the order in which the words were said; if a word or phrase is missed it is never returned to; this avoids "the risk of cracking the gestalt" (Wengraf, 2015: 277). Starting with an early statement and working through in the order narrated to maintain the gestalt, a narrative seeking question, something like the following was asked: "You said xyz (insert their cue-words, or key-phrase from your notes). Can you remember (anything, more, any more detail) about that particular incident and how all that happened?" (unless this last phase makes no sense, of course).

In SS2, interviewees were encouraged to answer questions in their own way, in their own time, and all interviews were conducted in English. The questions were simple

and short with no technical jargon or acronyms, looking for factual information such as demographics or points of clarification. Closed questions requiring short, factual answers, such as date of birth or ethnicity, were asked only in SS3. Leading questions as well as complex, academic, jargon-filled, or abstract questions were also avoided.

Pushing for PINs is core to the BNIM interviewing method and forms the basis of the data for SS2. The BNIM iteration process highlights prominent words and cue phrases identified in the narration elicited from the told story to guide the researcher in seeking depth in the exploration of particular incidents.

Step 4. Sub-Session 3

This session is optional and is available as a backup for information which might be required or for clarification using closed questions requiring short, factual answers, such as date of birth or ethnicity. It can be conducted in person, by telephone, or email. A SS3 was not deemed necessary in either of the BNIM interviews.

Step 5. Transcription of Interviews

The interview recordings have been labelled with the title of the project, name of interviewee, contact details, date, place, and duration of the interview, and backed up and stored digitally in a safe, password protected, and dry place. A complete verbatim transcript of each of the 22 interviews was made by this researcher and, although time-consuming, this was valuable (see Appendix 11 for overview of 20 of the transcripts which are available upon request and Appendix 12 for the transcript of Ross #10 and Appendix 13 for the transcript of Grace #23). Back-up versions rather than the original copies were used during the analysis phase to prevent loss or damage.

The electronic recording of the interview was transcribed, including paralinguistic and non-verbal communication (NVC) analysis. Written words were used to describe the sounds, expressions, and words spoken by the interviewees. Nonverbal communication and the mode of the interview dialogue were included in the written transcript. This acknowledged that everything that is said must be said in some way, in some tone of voice, at some rate of speed, with some intonation or loudness. The

researcher, therefore, has included pauses in the telling, and the researcher's nonverbal responses like um, and words in capitals denoting a raising or intensifying of the narrator's voice. All have been bracketed to highlight them in the text: Square brackets were used to denote any actions taken or reflections or clarifications by the interviewer. There are, of course, many "signals by which we interpret each other's meaning and decide what we think of each other's comments" (Tannen, 1992: 27), not all of which can or have been captured.

A total recreation of all the nuisances of what occurred is not possible and given nobody speaks as they would write, a totally accurate transcription of what occurred is impossible. No context or meaning-free interpretations can be made, and the "problem of the interpretation of paralinguistic cues is a very severe one" (Labov & Fansell, 1977). Any judgement or inferences about "inner states of thought and feeling" are the responsibility of the researcher, the cues and clues are indicative only. "Any representation of a complex event such as an interview interaction will be less complex and more selective/simplified than the event" (Labov & Fansell, 1977: 222). Hence, it is important to look beyond the words and acknowledge how the words can be interpreted in quite different ways.

Step 6. Recording the Interviewer's Subjective States

The BNIM methodology does not assume transparency in self-awareness and acknowledges how unconscious defences may motivate not knowing. Self-reflection is a key component of the BNIM, emphasising the practice of instant subjective debriefing, becoming the reflective practitioner (Schon, 1983: 136). Encouraging a systematic approach to being cognisant of individual prejudices, emotions, purpose, cultural biases, desires, and ideas entails recording what comes to mind moment to moment by writing debriefings, memos, and journaling. A review of one's conscious and unconscious interest in the field of study is also a way of manufacturing distance and creating a space in which the data of the research project can take issue with the quasi-unconscious assumptions and ideologies of one's research purposes (Wengraf, 2001: 94).

Consistent with the BNIM to capture researcher subjectivity, for each interview a collection of free associative fieldnotes were written by the researcher to capture at each step the subjective thoughts and feelings of the researcher. The researcher continuously reflected upon and captured how her presence, her prejudices, her preconceived ideas, her professional status, her experience of the interview and the interviewee, and any interrelational dynamics and anything which may have affected her reaction to the transcript, and which, therefore, may influence the analysis.

Notes were written during SS1 to aid the gathering of questions for the SS2 and any facts needed in a SS3. After the interview and after transcribing, fieldnotes were written by the researcher to capture the evolving thinking around each transcript. These original fieldnotes were often hard to read as they were written in situ. Consequently, they were rewritten, and a polished version was created. Finally, these field notes were summarised and captured together with any memos, reflections, and journaling the researcher had undertaken (see Appendices 12 and 13 for the interviewer subjective notes for two of the 22 interviews; all 22 are available upon request).

Initial thoughts and insights often grew as the process continued, and taking time to work through mountains of detail helped illuminate the researcher's successive shifts in understanding of the material. During the entire process, any random thoughts were captured in the form of memos, and a process of constant journaling was undertaken. This resulted in 14 notebooks journaling the journey: events, challenges faced, successes, reactions, people, encounters, and a wealth of subjective interviewer data, including the researcher's personal earthquake story (all available upon request).

Subjectivity is understood as "the way the events and actions were experienced as well as are presently being understood, at the point of the interview, by the interviewee" (Wengraf, 2001: 239). It also requires engaging the verbatim transcript in a way that extracts meaning and makes visible elements that highlight the particular subjectivity suggested in a told story. A key step in the analysis is to capture at each step the subjective thoughts and feelings of the researcher,

continuously reflecting on how her presence, her prejudices, her preconceived ideas, her professional status, any interrelational dynamics, and her experience of the interview and the interviewee affected her reaction to the transcript and thus potentially influenced the analysis. It is important to acknowledge that another researcher may have analysed the narrative completely differently.

The BNIM reflective processes included the following field notes and as mentioned above, recommends constant memo-ising and journaling. The following field notes are available for all 22 transcripts upon request:

1. *Interviewer post-interview free-associative debrief field notes.* To free associate immediately after the interview to capture and maximise what is remembered before the short-term memory fades. Any details that come to mind, not just what they said but their posture, their emotions, any thoughts or feelings that come to mind.
2. *Polished field notes taken during the interview.*
3. *Interviewer post-transcribing free-associative debrief field notes.*
4. *Reflective summary of all of the above field notes.*

For both BNIM transcripts these subjective field notes are integrated into the analysis where applicable. The process of writing field notes during the interview (referred to here as unpolished notes) included rewriting them to make them more legible. This was done immediately after transcribing the interview, followed by reflection on all of the above. Often interpretive reflections would point towards draft conclusions to the research questions. These were held and returned to later.

Supervision and psychotherapeutic support have been a part of this subjective process. Finally, it should be acknowledged again that another researcher will analyse the narrative completely differently, such is the richness of the data.

A Twin Track Analysis: Interpretation Process - Steps 1 to 7

The BNIM interpretation involved a twin track process. The BNIM process used for two selected transcripts was rigorous, complex, and time consuming (see also Chapter 4). Each transcript was interpreted twice: first, to understand the pattern suggested by how the person lived his or her life and second, to understand the pattern suggested by how, in the interview, their stories are told. These lead to a third question about the relationship between the structure of the lived life and the told story. This analysis of the relation between the parts and the whole lead towards building this researcher's understanding of the situated subjectivity (Moen, 2018: 78-80).

Step 1. The Objective Track: The living of the lived life.

The analysis of the objective track seeks to understand the structure and evolution of the lived life of the interviewee in order that the researcher could understand the pattern suggested by how the interviewee told their story in the interview. Biographical data chronology (BDC) and a biographical data analysis (BDA) panel are part of the biographical data analysis (see examples in the two case dossiers for Ross, Appendix 16, and Grace, Appendix 17).

The raw biographical chronology was interpreted to construct a chronological picture of the lived life of the interviewee. This used neutral, objective language and factual material, with no subjectivity. It included all events known about the interviewee regardless of where the information came from. This data can include details about birth, family, school, working life, medical history, and other events in life. "The analysis of biographical data aims to reconstruct the societal, generational, age, family and contexts that an individual has lived through. Furthermore, the biographical data analysis gives an insight into the possibilities that were inherent in the social contexts and those chosen, or ignored, or rejected by the actor" (Breckner, 1998: 99).

The raw data for the biographical data analysis was collected together with the original recording, transcription, field notes written by the interviewer immediately after the interview, and any relevant memos of the interviewer (Wengraf, 2001: 236).

Step 2. The Subjective Track: The Telling of the Told Story.

There is a plethora of ways a story can be told and retold. The question is “Why is the storyteller presenting that or those particular experience(s) of the earthquake(s),” together with why they use particular words, expressions, and silences, to tell the story. This second track analysis is the subjectivity of the telling of the told story. The TSS helps progress the process of analysis by taking the analysis of changes observed in the told stories and grouping them into themes. From this data the chunks of data used for the panel are then taken and referred to as the TFA of the TSS.

Interpreting the succession of chunks of the sequentialised telling of the told story looks at a point in the storyteller’s life and asks why the story was told in this way particular way. The sequence, the order in which they are said, and how the interviewee is feeling in the moment, describes the narrative history of the interview.

The TFA of the TSS involves reconstructing the storyteller’s system of knowledge, the interpretations of his or her life, and their classification of experiences into thematic fields. The aim is to “reconstruct the interactional significance of the storyteller’s actions, the underlying structure of the subject’s interpretations of his or her own life, which may be beyond the subject’s own intentions” (Rosenthal, 1993: 61).

The TSS is analysed by multiplying and then retrospectively verifying thematic field hypotheses, looking for themes. The TSS describes the types of changes in the transcript. When a person’s told story is analysed, the way in which those events and actions were experienced is addressed and are then understood from the perspective of the interviewee. “We are attempting to understand the state of subjectivity and intersubjectivity that produces the flow of account-giving decisions that the completed text represents” (Wengraf, 2001: 276).

There are three sequences of transcript analysis undertaken to create the TSS. The first are changes or overlaps where paralinguistic analysis is used to identify all pauses, hesitations derived from the inner state of the interviewee. The second are topic changes when the interviewee changed topics unprompted. The third are text

sort change which recognises the manner in which the interviewee spoke about his or her experiences.

This sequentialisation of the manner in which interviewees spoke about their experiences was facilitated by using the descriptive, argumentation, report, narrative and evaluate (DARNE) technique. Wengraf (2001) derived the DARNE text sort from literary theory (Breckner, 1998: 99). A rough target would be three pages of verbatim transcript condensed into one page of the TSS with 20-25 structural segments for the SS1 phase of the interview.

The five DARNE categories are empirical judgement categories: They exist on a spectrum where there are many mixed cases (Wengraf, 2001: 245). The typology of the DARNE text sort helps in the development and verification of hypotheses in the TSS. The assertion with DARNE is that certain entities have certain properties but in a timeless and non-historical way. DARNE can be understood as follows:

D = Description: No attempt is made at story telling or narration, “the decisive feature distinguishing descriptions from narratives is that descriptions present static structures” (Kallmeyer & Schutze, 1997 in Wengraf, 2001: 174), like a still photograph.

A = Argumentation: The development of argument, theorising, and position-taking, present time perspective. This involves lines of reasoning, arguments, and general and particular evaluations. This shows the speaker’s general orientation and what they think of themselves and of the world.

R = Report: Events, experiences and actions are recounted, all are experience thin in the telling.

N = Narrative: The telling of a story by which event Y followed event X, and event Z followed event Y, either for causal reasons or just because they did, not thin but rich in detail.

E = Evaluation: The moral of the story.

The following offers additional help when looking at the DARNE Typology outcome: A Report is a thin Narrative; a Narrative is rich Report. An Argument is an expanded Evaluation; an Evaluation is a condensed Argument. A Description is a de-historicised moment of a possible Narrative. A Narrative is a re-historicised combination of Descriptive and describable moments.

The core questions to be posed for the DARNE sequentialisation are 1. In which thematic field is the single sequence embedded; 2. What if any, is the hidden agenda?; 3. Why is the interviewee using the specific sort of text to present the experience or the topic?; 4. Which text sort or change of speaker or topic will occur next, if any of the above hypotheses are true?; 5. What hypotheses about the whole or the current thematic field are suggested at this stage (based on Breckner 1998: 99).

Steps 3a.and 3b. Biographical Data Analysis and Teller Flow Analysis Panel

Panels provide a space to explore the researcher biases, acknowledging that “researchers are part of what they study, not separate from it” (Charmaz, 2006: 178). Life is lived future blind: We can guess but never know what will happen next. All panels use the future blind hypothesis and together with counter and tangential hypothesis all aim to challenge the researcher’s assumptions. What becomes apparent through a panel discussion is a multitude of possible subjective responses to the same situation, thus ensuring that the researcher’s initial hypotheses are challenged (or confirmed), and her subjectivity (and that of the panel members) elicited.

It was important to make the chunks (the words used for the excerpts used in Panels) small enough to work with yet big enough to make progress during the panel. Page numbers, line numbers, text sort analysis, and summary were noted for referencing and the text presented remained true to the original statement. These chunks were then printed onto A4 paper and written on a single sheet of flip-chart paper for use in the panel (see Figure 21 for an example).

The BNIM requires the systematic use of panels for each of the two interpretative tracks, namely the life is lived (drawing upon the biographical data and speculating on different outcomes for the chunk identified) and the told story (drawing on the teller [thematic] field analysis of the TSS). These panels involve a two-stage constant comparative method developed by Glaser and Strauss (1967). The first stage is to identify multiple hypotheses about a given piece of data selected by the researcher, exhausting the knowledge and imagination of the researcher and panel members.

Four people were gathered together to take part in a future blind interpretive panel, that is, they only knew each chunk as it was presented to them, with no idea of what came next in the lived life they were analysing. For the first panel on lived life, ten chunks were taken from the transcript; in a three-hour panel it is unlikely the entire transcript will be covered. The focus was to get more depth of analysis, a sense of how the subject experienced and improvised his or her doing.

The biographical data analysis panel was presented with the earliest chronological datum of the life, and the participants were invited to call out any hypotheses they might have about 1. what the significance might be for the experiencing subject and 2. what might follow next or later in the series if that were true. These were all written on flipchart paper and put up on the wall of the room as a visual record. No criticising was involved, just the multitude of alternatives given. Then the next chunk was put up and past hypothesising was reviewed; then new hypotheses were generated; and the process was repeated for the next chunk.

Chunk 1

**And then this earthquake happened... And this earthquake kept happening...
Getting dressed as ran... Terribly embarrassing...**

(lines 28. 32 Nar/Eva)

Examples of Actual Charts

Experiencing Hypothesis (EA)
- how the person is experiencing these events

Follow Hypothesis (FH)
- what is going to happen next (that would appear on a subsequent chunk)

structural Hypothesis (SH)
- what is the structure/pattern of their life (where possible)

Chunk 1

- ① FEAR
- ② Excitement
- ③ Surprised
- ④ ANXIOUS
- ⑤ Overwhelmed
- ⑥ Disappointed
- ⑦ Worried

Chunk 2

- ① Control / calmness / grounded
- ② Shock
- ③ Calm
- ④ Same

EH1	Fear
FH1	I want to leave (get out of here)
FH2	I need to find out if my family, friends, colleagues, home are alright
FH3	I am going to die
FH4	Screams
FH5	Freezes

EH2	Excitement
FH1	Makes text or phone calls - tells everyone
FH2	Doesn't have to go to work / school
FH3	Realises will get insurance claim and can now renovate house
FH4	I have a plan
FH5	I like the adrenalin Rush

EH3	Surprise
FH1	I don't know what to do
FH2	I wasn't expecting an earthquake in Christchurch, I am not prepared for this
FH3	I didn't realise earthquakes just kept going how long do aftershocks last?

EH3	Anxious / Worried
FH1	I have lost everything
FH2	Christchurch is destroyed
FH3	Nothing will ever be the same again
FH4	I have to look calm in front of the others
FH5	Can I help others, how are my neighbours, the old and disabled?

EH3	Overwhelmed
FH1	I am going to die
FH2	I can't cope with this right now
FH3	I don't know what to do
FH4	Feels anxious, everything is out of control
FH5	A family member dies

EH6	Instability
FH1	Will lose her job
FH2	Nowhere to live now
FH3	Runs out of cash

Figure 21: An example of a chunk used in a BDA panel as shown in Chapter 4.

The first part of this process was to ask for the experiencing hypothesis (EH): For each chunk, the panel was asked first for an EH: How was the person was experiencing the events, what was the person experiencing? This generated different

hypotheses from which a counter and possibly a tangential hypothesis were generated.

The objective was to get the biggest possible range of ideas but with a minimum of three. It was important to remember it could be both in the past, when the events were happening, and also at the time of the interview. These are referred to as the Now EHs and Then EHs.

The next question asked was, What is going to happen next?, the following hypothesis (FH). Again, these were only hypotheses of what could happen next, what could appear on a subsequent chunk. How could it contribute to the shaping of the lived life? What are they going to say next, how will they speak next including non-verbal cues such as laughter, asking a question, and pauses? The hypothesis was later refuted or confirmed when the next chunk was introduced.

Finally, the panel was asked to hypothesise, “What is the structure of the story/life?”, the structural hypothesis (SH). What events and actions might be expected to follow next or later in life if those experiential or shaping hypotheses were correct? This involved always checking back with previous hypotheses for confirmations or refutation. Each panel participant was asked to spend the last 15 minutes with other members of the panel writing a summary on patterns, the structure of the hypothesised lived life.

The sequence of EH, FH, and SH was followed in the same way for both panels; differences in hypotheses, counter hypotheses and tangential hypotheses were made. When a new chunk was introduced, the previous hypotheses were again either confirmed or refuted.

The researcher then recorded flip charts and summarised the pattern/structure of lived life. A written summary of patterns of the lived life, the overall structure of the lived life, a summary of the biographical data analysis was then produced.

Step 4. Successive States of Subjectivity (SSS) and the Two Column Summary.
(see Case Dossiers in Appendices 16 and 17)

The BNIM process of interpretation then returned to the transcript to identify any quotes that alluded to an earlier phase of subjectivity. These were then ordered chronologically, arranged into phases, and each phase was given a title and rough age of the storyteller at the time. Any discontinuities were alerts to a new subjective state. With such a short period of the lived life, the SSS was not extensive in either of the cases studies.

The TFA of the TSS panel looks at the way in which the story was told. This is the structure of the sequence of the text and the structural principle, the underlying principle of text production, “the gestalt generating the text structure sequentialisation” (Wengraf, 2001: 274).

The questions to be asked about the sequentialisation are different from biographical data analysis given that, in this panel, the analysis is of a “short history of a textual production in an interview rather than the long history of a lived life... why is the biographer presenting this experience or topic now and why is he or she using this specific sort of text to present it?” (ibid: 275).

The TFA future blind panel was conducted with four participants. This followed the procedure for the first panel above, segmenting the transcript into a sequence of chunks. A new chunk was deemed to start when 1. the speaker changed, 2. the topic changed, or 3. there was a change in the way in which a topic was being spoken about. These changes in TSS were then subject to analysis by panels of co-researchers in the future blind panel, the same process used for the BDA panel.

Step 5. Comparing analyses

The next step of the BNIM analytic process was to bring the two analyses above together so that this researcher could gain insight into why the interviewee who lived his or her life in the pattern suggested in the BDA panel came to tell their story about a particular subject (Christchurch earthquakes) in the pattern suggested in the TFA over the life period of successive states of subjectivity. The two-column summary is

used when only a part of the entire lived life, a particular period, in this instance the earthquake period, is being researched (for examples, see Appendices 8 and 9).

One page was used to capture the following columns: Column 1. BDA the objective lived life is a chronology of extracted objective facts: all biographical no subjectivity; Column 2. Thematic field analysis, the subjective track, of how the interviewee is feeling in the moment; the right-hand column describes the narrative history of the interview, the telling of the told story. This is the subjective track.

The biographical data analysis and teller flow analysis were first transcribed into two column summaries. Then any reflections from these two columns allowed this researcher to investigate further particular segments of text by conducting a microanalysis panel (see Appendix 16 Ross #10 and Appendix 17 Grace #23).

In the event that the CRQ is interested only in a short period as is the case in this research which covers just before the first earthquake up to the 2016 interview, the SSS does not need to go back to the beginning of the life period. Wengraf (2017 and updated on 24.03.2018) confirmed that it is fully legitimate to use the two-column version “where whole-life interviews with adults is not the primary concern. This will have less historical dynamics prior to the present period but the study in depth of that present period, (the first earthquake and after) will be deeper and more detailed”. The two cases using BNIM investigated a short critical moment in the period up to 2016 in great complexity and needed only a sketch in the pre-earthquake SSS.

Step 6. Microanalysis Panels.

The relationship of the lived life to the told story can be teased out further by doing a micro-analysis of selected segments of the verbatim, highlighting the significance of the way the speaker said this instead or that, illuminating his or her choices, and refining any hypotheses undertaken. Two micro-analysis panels were conducted in this research to gain further insight and clarity. Micro-analysis (optional) of any puzzling text segments can be conducted using another panel to help clarify any

competing interpretations or bits of strange and uncertain expression in the verbatim transcript.

The analysis can also be said to be limited by the size and nature of the panels. In principle, however, the production of the BDC and the TSS leave little to the variability of the researcher except for the degree of detail chosen by the broad brush (ibid: 245-251).

Step 7. Case History.

Once the objective track and the subjective track are completed, the scope of the method of BNIM analysis ends. The final step is to see if the CRQ can be answered from the analysis (see Chapter 6). Further analysis and revisiting of the interview text, the BDA, or TSS may be warranted if answers to these questions remains uncertain.

The case history and accompanying case dossier aims to finalise the interview analysis and bring all elements of the analysis into context.

The History of the Case Evolution (HCE).

This is a narrative constructed about the evolution of the case, including both the objective and subjective tracks and representing an account of present and past perspectives as they emerged in the course of the life (Wengraf, 2001: 289). This is a discussion of the inter-relations between the life history and the life story, contrasting the two, aiming at formulating a structural hypothesis about the principle of connection between the lived life and the told story. This is known as identifying the case structure (Wengraf 2001: 299). If, however, the researcher assumes that they have arrived at the best version of the case-history and case-structure, then this, together with earlier materials and analysis, helps to provide an answer to the CRQ.

The Case Essence.

An image of the case taken holistically was then created which captures the structure of the case and summarises “possible told stories” in one-line descriptors, for instance, a story of heroism or a story of untold pain. The pictures chosen to capture the case essence for both Grace #23 and Ross #10 can be seen in the case dossier in Appendices 13 and 14.

The Collated Case Interpretation.

A judicial review was then conducted on the answers generated to the CRQ. The judicial review was an adaptation by Wengraf (2001): 1. What was the problem and question at issue?, 2. What relevant evidence was there?, 3. How else might sense be made of the data?, and 4. How was the data obtained? (ibid: 228).

What does the transcript tell about the subjective world and strategy of the storyteller? Wengraf (2001) pointed out that:

It is important to bear in mind that the way people talk on a particular occasion may be part of their ‘presentation of self; in a very special context. Consequently, the interview needs to be read to check that the hypothesis that the self and the world presented in the discourse is the ‘real’ subjective world and self of the interviewee. Should I as a researcher feel that the self-presentation should be considered with any caution?...a lot of fencing and self-promotion may go on in interviews involving sensitive subjects. (ibid: 27)

The production of the biographical data chronology and the TSS leave, in principle, relatively little to the variability of the researcher except for the degree of detail chosen by the broad-brush and fine brush choices (ibid: 245-251). The analysis of the two dossiers and their elaboration by the panel into a particular BDA and a particular TFA is dependent upon the experience and the imagination of the particular panel chosen. For this reason, it is useful to have a comparatively large panel and one including both people psychologically and culturally similar to the case being studied and others who are as different as possible. Finally,

The construction of a principle of connection between the lived life and the told story is always an uncertain task, but one where individual idiosyncrasy is subject to challenge by the panel and by fellow researchers with access to the raw data and the biographical data analysis and the text structure sequentialisation processed - data documentation. (Wengraf 2001: 300)

Other cases could be compared once the previous steps have been completed, looking for similarities and difference. Due to the time and space restriction for this thesis, only two of the 22 transcripts could be analysed using the BNIM.

The Case Dossier.

Finally, the case dossier includes all relevant analyses and documentation associated with the case from conception to case history. The full table of contents for the case dossier for each of the two cases analysed is detailed in Appendices 13 and 14 and includes the following:

1. Interview raw data transcript, including paralinguistics (recording available upon request).
 - a. Signed consent forms (available upon request).
 - b. *Transcripts*, including paralinguistic, non-verbal communications (see Appendix 12 for Ross #10 transcript, the recording is available upon request).
2. Field notes of this interviewer's subjective reflections:
 - a. Interviewer post-interview free-associative debrief field notes.
 - b. Polished field notes of notes taken during the interview.
 - c. Post-transcription field notes.
 - d. Constant memo-ising and journaling and self-reflections.
 - e. Integrated summary and expanded field notes of the above reflections.
3. The objective track addressing the factual data:
 - a. Biographical Data Chronology (BDC).
 - b. Biographical Data Analysis (BDA) Panel asking for: experiencing hypotheses (EH), following hypotheses (FH), and structural hypotheses (SH).

- c. Biographical data analysis (BDA).
 - d. Summary of the results of the BDA into column one of the two-column summary.
4. The subjective track, addressing the way in which events were experienced. Three sequences of the transcript analysed were followed for the teller (thematic) field analysis (TFA) of text structure sequentialisation (TSS):
 - a. Speaker change.
 - b. Topic change.
 - c. DARNE text sort analysis.
 - d. TSS Panel: again, asking for examples of experiencing hypotheses (EH), following hypotheses (FH), and structural hypotheses (SH).
5. Micro-analysis Panel of text segments which were perceived as needing more clarity.
6. Successive states of subjectivity (SSS), a summary of subjectivity, perspectives in one page of selected quotations.
7. Two column summaries of the twin-track analysis.
8. A case diagram visual summary or a case image.
9. Case history of the case evolution (HCE), a professional account of what the researcher believed to be the best way of representing the case-phases of the evolution over the period of the situated subjectivity under study.
10. Collated Case Interpretation using a judicial model and potential answers to the CRQ.

APPENDIX 16: THE CASE DOSSIER FOR ROSS #10

(The original documents are available upon request)

In Ross' Case Dossier all relevant analyses and documentation associated with his case from conception to the case history are included in summary. The references appear as shown in this example: (Ross #10: 123-456). This refers to Ross, a pseudonym and his allocated identifying number, followed by transcript line number(s). The contents of the Case Dossier are outlined below:

1. Interview raw data:

- 1.1 **Consent form** signed.
- 1.2 **Transcript** including paralinguistics, non-verbal communications (see Appendix 12 for Ross #10 transcript).

2. Field notes of the interviewer's subjective reflections:

- 2.1 **Interviewer post-interview** free-associative debrief field notes.
- 2.2 **Polished field notes** of notes taken during the interview.
- 2.3 **Post-transcription field notes.**
- 2.4 **Constant memo-ising and journaling and self-reflections.**

The above four reflection processes (2.1 to 2.4) are summarised in 2.5.

2.5 An integrated summary and expanded field notes of the above reflections.

This summary captures reflections from 2.1 to 2.5 above over a six-year period. A reflective summary of the evolution of this researcher's subjectivity through these four successive practices were collected in field notes and journals. All were written in the first person given the nature of the self-reflection process.

Ross told an amazing story, reflecting that collective trauma has a number of dimensions in the way in which it is experienced: individual, organisational,

community, and short- and long-term, and the type and the way in which the trauma is experienced.

I felt it was an enormous privilege to have Ross, the man who played such a significant role in the recovery operations in Christchurch from 2010 to 2012, being so very open and candid with me. When he later talked of how he had closed down through lack of trust, I reflected on how much he seems to trust me, having been so open and honest. I also reflected that I had role modelled what he later spoke of learning to do, building relationships before an event.

I left the interview tired and with compassion for Ross, which continued to grow over the period of writing my various field notes. Could he have done things differently and better? Certainly. As he later acknowledged he lacked empathy at times, failed to look for diversity in his people, closed down when attacked, and left himself open to the criticism of playing favourites and nepotism.

Much of his story, as he told it seemed to take him deeper into reflecting and acknowledging, sometimes for the first time it seemed, how he felt and learnings he could take from his experience. He was certainly wounded by the experience and had been very defended when he withdrew into his group later in 2012 when under media and community attack.

He looked and sounded mature. When I think back to the larger-than-life ex-senior inspector who shone with confidence when I first met him in 2008, I recognise he had become like a man who had seen too much, heard too much, and hurt too much and had yet to come to terms with it all. He certainly acknowledged the size of his and other egos at the time, reflecting on the large egos at play in the beginning and how things may have played out quite differently in the end had this not been the case. He believed they had needed more insight, self-awareness, and leadership back up.

There were three themes running through his story: 1. the initial lack of leadership, and later, when it did arrive, the often interfering or inappropriate leadership; 2. listening, or more accurately, of not listening and not being listened too (Ross

reflected on what being listened to would have meant, what a difference it could have made. He also reflected on how much he had learnt and could have learnt from listening more and speaking less.); and 3. trust, an underlying issue throughout. He was trusting me with so much, yet he felt trusted very little; he had trusted too much, lost trust, gained trust.

There were an enormous number of ponderous pauses, silences, times of reflection, and times of thinking, which all felt significant. At times I felt he was going deeper, challenging his usual told story and re-evaluating his thoughts and responses, for example, “(um), [sighs] (long pause), [looks reflective] ... (long pause). Amazing, (tuts, pause. um, long, long, pause) ... [sighs and shifts in his chair] ... (um), What would I change Mandy?” (Ross #10: 404-407).

Out of all the interviewees to date, a couple of things really stood out for me. When asked about his earthquake story, his story had very little personal detail of where he was in February, where his family were, how he felt, what he saw, who he saw, what he heard. His focus stayed pretty much on the job he had to do.

Much of what Ross reflected evoked vivid images for me. From my perspective, my personal observations, and my experience of working with and in his organisation during that time, I believe Ross gave a fair assessment of what was happening around and to him. He did not seem to whitewash his failings or what he could have done differently, and he did give credit where credit was due.

I believe Ross had started to move on; he had learnt some hard lessons but had not become bitter. However, he did appear deeply saddened and realistic as he reflected back on his experiences. He admitted, at times, that he missed the adrenaline rush of the crisis and recognised this. The mistakes made seemed to weigh heavier than the energy, passion, and intent of those early days. Many of the small initiatives became hidden or forgotten. One of the most amazing and troubling things to hear from Ross was that, five years on, many have talked about lessons learnt, yet no one had asked the man who was sent into set up the response, who worked for four years after the earthquakes, for his learnings. He sounded bemused by this, and I have to agree to

some extent. I find myself assuming this is due to the damage done to the relationships around him.

The underlying politics with a little and a big P were for me looming large in this interview. There were genuine attempts at doing the right thing, yet mistakes were made and not acknowledged, trust was eroded, and doors were closed. More than this there were egos, and power games were played out. Sadly, it is not just Ross but the company he worked for in Christchurch, which became synonymous with bad, untrustworthy, cowboys, and incompetent crooks. This was juxtaposed to the unprecedented situation(s) they were up-against, and the unreasonable demands made upon them by the government, the community, and the media. For me this does not sit well. When I recall those early days when everyone I came across in the company and supporting organisations were working very long hours dealing with angst, abuse, and the thanklessness from people around them, and yet they so often tried to show compassion and understanding. So many people that I spoke with in these organisations that I was talking to were saying they were there because they wanted to help the people of Christchurch get it back on their feet. Lack of information, lack of real time, lack of a clear, focus, and lack of communication with mounting real, unpredictable, or unprepared for issues, led very quickly to mistrust and eroded in some cases to downright hatred.

Ross' career had been negatively impacted, and whether deserved or not, much of what he and his family were subjected to was and could never be justifiable. I did not believe at the time, nor do I since, that Ross was a bad man. He was an exhausted man with little or no real leadership experience above managing small groups of highly trained specialists. I felt at times he was left to sink or swim and was fodder for the blame, a scapegoat. I felt very proud of the way he handled himself in the interview. He was very much someone not to plaster over those cracks but to dig them out, get back to the bare wall again, learn where the vulnerabilities are, and rebuild for a more sustainable future given the opportunity to do so.

Organisations and the immediate impact

Ross gave little detail of his personal or other individual reactions. The constant demands from Wellington and the changes driven by government made an already complex situation more and more complicated. He talked extensively about the lack of planning for the first event and the continued lack of leadership and support he received, of how each organisation needs to prepare and should have emergency response procedures (and many do) with trained employees to ensure their functionality. These need to include procedures to accommodate physical and emotional trauma to their employees. Regular training, and practice are essential.

Allowing people to just keep going is in the short-term often expedient but in the longer term leads to problems of morale, motivation, and health. Acknowledging that survivors will be in various stages of grieving, a much-needed process for integrating and moving on, is important. Regular opportunities for rest and recuperation were not enforced.

Considering the context

My last thought here is to ponder my concreteness, pragmatism, and action orientation, being accustomed to using the 80-20 rule. I am conscious of my desire for a deeper understanding. What is happening unconsciously at such times? This is why I chose to look to Jungian theory. The idea of the collective unconscious, psychological types, and individuation were all concepts touched upon in this thesis (see Chapters 3 and 7).

A detailed review of SS1

In SS1 Ross' first word was "Jeepers" (Ross #10: 8). Does this tell me he is overwhelmed? And there is the direction from Wellington, "just go and set it up... the starting instruction" (Ross #10: 22-23). Ross recalled this ironically, pulling at the humour of its unreasonableness.

As he talked of being “up at 5 o’clock in the morning and go walk the streets” (Ross #10: 29-30) capturing the primal response, wondering around trying to decide what needed to be done, putting huge effort into getting it right, pressured to do it now. As he told his story I find myself imagining the people and places he referred to. In Brooklands (a suburb badly hit by an earthquake), there was a call from the boss in Wellington and being told, “We were expected to be out on the street writing cheques by Friday” (Ross #10: 35-36). These were the first signs of inconsistent expectations between what was needed versus what was resourced and possible.

Ross painted a vivid picture of his day to day routine in those early days. The personal responsibility to the details, to “pick those guys up [contractors arriving by plane] about 1am or 2am, take them back to the hotel and then start all over again the next day... for three months” (Ross #10: 66-69), a huge commitment, and above and beyond his role. Within minimal evidence of self-care, the adrenalin was pumping, and any personal needs were perhaps ignored. All too often, no one was thinking about resourcing at the strategic level. From an organisational point of view, Ross was doing the operational management effectively, but where was the executive thinking going on? Wellington?

When the army was brought in to take a look and offer help, they were surprised there was no HR infrastructure. Ross embraced their help, but when they could not come and practically help for another two weeks, knowing now what was needed, he went ahead and created an HR roster. This fell short of what the army, I believe, meant by an HR infrastructure, but it was certainly a step in the right direction: “We built our own HR roster for 1200 people” (Ross #10: 81-82). This sounded like an example of once he knew what to do, Ross did a fantastic job getting everything done so quickly with no planning ahead of time. The army were right about the lack of infrastructure, he was not defensive, and he embraced their ideas.

A question that could be raised throughout a lot of Ross’ story is, Was this his responsibility? The role of [company name] and of Ross leading the event response was unclear. Ross had talked of his role as being “managing some expectations around town I suppose” (Ross #10: 90-91). This raised the question of who in the

Christchurch community was managing the expectations; Was it Ross' job, the head office in Wellington, or someone in the political arena?

“We didn't get a visit from anyone from Wellington for about, in any shape or form, for about three or four weeks” (Ross #10: 91-93,). He gave the example of doing “7000 (claims) in Gisborne... a system that worked... wasn't going to work in Christchurch” (Ross #10: 99-101). Here perhaps was the first realisation of the scale of incompatibility. [company name] had systems for small events but not large. Perhaps the critical mistake in the early days was not to understand this and its implications. One thing I said at the time and still believe was that [company name] had a role to educate the public on what they could and could not do and why; [company name] was never established to manage a major event.

Ross was outraged by the Australian agency sending a chicken farmer and a crocodile hunter. It was good for a story to tell but unacceptable. He had the added issue of not hiring local people although there was local pressure to do so; he was “resistant to recruiting Christchurch people” (Ross #10: 128). It made sense that local people could be traumatised, but there was also the issue of fraud. Even Ross, as he related this said it could sound bad, but it was seen as human nature to perhaps be more empathetic if you too had a damaged house. This issue was eventually overcome for practical reasons. There just were not enough skilled people to use as loss adjusters and building assessors, and local people were eventually used. It would be interesting to know how these issues were overcome.

Interestingly, the second time around they did spend time planning; “Spent three weeks planning” (after February earthquake) (Ross #10: 166). I felt this was good learning as no planning happened after the September event. “Masses and masses of changes” (Ross #10: 168), “we had been making good money going away on tour, having a few beers for a while and (um) I think there was some grief for a lot of us about that ending” (Ross #10: 171-173). I am not sure how much senior management and strategic planning was involved in the planning. Although there was definitely a change in the hierarchy, there was still a lack of leadership out of Wellington around how that was managed. Very late in the event, leadership was still lacking and when it did arrive it seemed to be heavy handed and judgmental.

“Lost a lot trust in the community” (Ross #10: 192), changed processes and systems led the community to start to think that these guys [company name] were trying to hide something. My sense was that the expectations on [company name] were enormous and [company name] were not communicating with their customers well so in that void mythologies appeared that created more and more issues for the team in Christchurch. “I think that was the start of (pause, sigh), our organisation starting to (erh), put up the shutters... the shutters went up. And, again that is when we started to get some pretty poor media coverage” (Ross #10: 195-200). This is an understandable way of behaving when feeling under attack. It was counterproductive in that it exasperated the situation, but these people and their customers were all exhausted by now.

Ross was “really proud of... [name of a programme he instigated] that we ran” (Ross #10: 207-208). Ross was able to hold on to things that he was proud of. He took many good initiatives but again in a vacuum, so they were open to reinterpretation and misunderstandings. He was also very clear that there was “no communication strategy” (Ross #10: 226-227). If you look at the achievements versus the criticisms, it seems to me that the teams accomplished a fantastic amount of what they had to do in terms of work but failed completely to manage the stakeholder expectations.

“There was a real focus on changing our language from Claimant to Customer” (Ross #10: 240-241). At some levels this sounds pedantic, but Ross saw the power of this and embraced it. Too little too late is the feeling though:

We don't reflect on it very often... So probably three, four, maybe five of us (um), really tightened up particularly around the (um), media when, when the public perception of the organisation, and us personally started to change. We really contracted into this really tight, tight group (um), and in some ways I think that was really, really good and in other ways I think it might have been detrimental (um), cartel is not the right word but perhaps it portrayed a clique, a privileged clique of people (um), and probably added to some of the nepotism stuff that was floating around at the time” (Ross #10: 255-264).

Lots in here part rationalization for some of the behaviour (nepotism) and explanation for why the local operations team became so closed. Some evidence of reflection on the negative impact, no evidence of integration. When [regional manager] came in, we made a real mistake (um), we had an

opportunity to really (um), portray to the public, (um) the press wanted to write a story on us, because our staff were being confronted in supermarkets and fish and chip shops if they had anything with an [company name] sign on it. (Ross #10: 264-268)

There are some very rich observations in the above quotes about organisational responses under stress and the degree of care that the leadership was expressing. If I apply the grief cycle, this was the phase where we saw a lot of anger in Christchurch. Customers were abusing [company name] staff; there were several incidents of attacks and intimidation.

“We didn’t turn off delivering the result, but we turned off the City and the people” (Ross #10: 279-280). I got the impression he was thinking this through and confirming to himself again that this was correct. “We tightened up it sort of became (um) I wouldn’t say what is the word, an abnormal environment” (Ross #10: 284-285). Ross paints a picture of being under siege.

“Not all the time but often (um), you know, what do you do when you are stressed, when you are under pressure? You go well, let’s have a wine (eh), and talk about it. And lots of alcohol and lots of false lifestyle” (Ross #10: 287-289). Psychological escape to safety in alcohol? Sadly, there was no leadership to confront this behaviour.

“They were probably symptoms of an organisation that probably didn’t value its staff... it doesn’t matter what money you make, you still got to have a staff or workforce that is, feels as though it is valued and that they have a visible leadership team” (Ross #10: 293-298).

There is some really great material in here about organisational and leadership psychological wellbeing, and the interesting thing is how it was eroded essentially by the feeling of not being valued by either the people they were trying to help or the people they were working for.

“Me standing on containers (um), in carparks and trying to get around and talk to the guys I don’t think there was any leadership out of Wellington” (Ross #10: 299-301). This is an important fact here and perhaps contributed to the loss of PWB. He

sounded proud of this and it was certainly one of the things many remember. It was a highly charged, emotional time, and he took the leadership when no one else would. “[CEO] did a fabulous job of saving us from double digit (um), mortgage rates”, (Ross #10: 301-302). [CEO] was the boss in Wellington who was never there for Ross, yet Ross was magnanimous enough to give credit where credit was due.

“So, no one is getting paid today and we are all going home” (Ross #10: 308). This was an appalling loss of leadership backup, and it happened three weeks in a row. This fuelled the perception that he was alone, and nobody really understood what he was up against; a huge lack again of leadership support. In contrast, the engineering company were excellent in this regard. They had at least one senior manager visiting Christchurch per week, and they were available by telephone at all times.

“I think maybe the valuing of the staff started there... There was, there has been a price to pay for that, (um), and again like that is reflected again in job opportunities or, or job opportunities I have missed since I left” (Ross #10: 312-319). He was clearly hurt by this and really had been left out to dry, as they say. He had been left to be the scapegoat, the cowboy that so many in Christchurch hated. I read through the newspaper announcement of his [company name] leaving in the press and online news sites.

Ross suggested [company name] use the national television to communicate the unprecedented scope of the task and what they were trying to achieve and how. “(um), and they laughed at me” (Ross #10: 328-329). He saw that failure to listen to the people at the front line and lack of confidence in the front-line management was a sure way to disillusion your staff.

“We set up an email address for MPs because we realised that constituent MPs were getting; they were going to deal with some of the most vulnerable people in the community and we built enough trust with them that we knew they would separating the wheat from the chuffs, that the stuff they sent through was going to be worthwhile doing” (Ross #10: 362-367). Again, this was another good initiative to tap into the MPs’ channels of communication.

“I rang (Wellington head office) looking for permission to go and speak at a public meeting because the [engineering company] were going to be there... they said, ‘oh, no you can’t possibly do that’... so, we did lots of that stuff behind the bike sheds because no one else would do it. And again, like I think that if you are going to respond properly you have to have that stuff in place up front” (Ross #10: 332-341). Ross was giving some good ideas for preparation and also showing part of his *modus operandi*, if you don’t get permission, do it “behind the bike sheds” (Ross #10: 339). In my opinion he did the right thing by supporting the local politicians to help their constituents understand what was happening, however how he felt he needed to go about this was underhanded and perpetuated an us-and-them feeling with the head office in Wellington.

“I think there is a school of thought within the organisation and even when we were there (um), that there was an inflex, we weren’t flexible enough to try new things, but nothing could be further from the truth. We tried lots of different strategies” (Ross #10: 356-259). The front-line management spoke from experience and the role of Wellington was to have more of a helicopter view. Trust, communication and energy were depleted which made this inevitable. This disconnect between the front-line management and the executive management is a common problem.

“We were really too quick to rush off onto the streets to write cheques. If we had taken another ten days, (pause), just to, (pause), to draw breath and put in place a coherent plan and actually train some people to process it, train some people, I think it would have been completely different” (Ross #10: 408-412). Again, some good insights and ideas for preparation.

“We put in place the flying squad which was targeting vulnerable customers on day one. Well it wasn’t day one, but it was certainly in the first early weeks” (Ross #10: 360-362). It was a good idea, with a great name that and he was clearly proud of this. Sadly, these ideas may well be lost given the overriding negativity felt around Ross and [company name] in Christchurch. What was needed was an independent party to listen to lessons learnt without political intervention with a big or a little P in order to capture what went well, what could have been done differently, and what is needed to prepare the organisation for the future.

“We (um), think that schools have been such a focus for recovery and normality, but they have not done it, they are not doing it, (um), which is interesting. I think (um), I don’t think they have learnt any lessons. Like, before Christchurch we never had, any time we had a debrief it always had to be a positive debrief” (Ross #10: 433-438). The organisation’s culture at play which would benefit from being challenged and addressed.

“Still not looking at, and they certainly went wrong, how, how do you develop and train your people so that when the next one goes off (pause)? ...So, you can’t have, you can’t have, five people on a comms [communications] team twiddling their thumbs waiting but actually you can have found five really passionate people around and lots of other government agencies and bring them for a week or two, every [sic] to review the plans, to do scenario planning” (Ross #10: 439-445). Some good reflections on what communication is about, including building and maintaining trust.

“We didn’t have any relationships with other government agencies... My real concern is that we don’t have those relationships now” (Ross #10: 416-422). This is very interesting. Emergency management preparation often involves extensive and deep relationships with all of the local services, making it easier when the incidents happen. This again highlights the need for a lesson learnt or post-project review, with no limitations of the type of feedback is allowed.

“Do you need HR? No, you don’t? Just bring in a contractor that when the balloon goes up” (Ross #10: 445-446). Ross raised a good question to ask and find solutions to. “The other thing they have got to do is (um), they have got to decide what their role is” (Ross #10: 452-453). This was an excellent point. Part of the issue with communications was the expectations that people had of [company name]; and this was because their role was not clear to all.

“Maybe it is because we had lived it so long, you know, that it seemed like it is normal, and it is absolutely not normal” (Ross #10: 528-530). There is little context for most people who have never had to react to and then proactively manage a crisis.

Most people just have no idea of the stresses involved or the buzz or the passion that is needed. Perhaps when thinking and analysing Ross' interview, it would be worth reflecting on the reasons for his disillusion; what are the factors and the lessons learned that would have helped maintain his psychological wellbeing? Ross seems like an example of someone in a leadership capacity who was able to maintain it for a time but not into the long term. This also seems to imply that a collective traumatic event needs to be considered over the long term. Yes, there are some immediate impacts to psychological wellbeing, but there are also long-term impacts which are just as important. I reflect that this interview is really interesting and so rich in substance.

“You know, now it is interesting for me trying to set up in a role in a normal organisation and I think I said years ago that I really worried about when it is over, and about what we would do because we were all so used to that adrenaline rush that you are almost like ADHD⁶⁵ kids” (Ross #10: 530-533). In my opinion he was right to be worried. This type of work and way of living can become addictive. Others referred to this in their interviews.

“Since I left I have deliberately stayed away from people, and that is not because I don't like the people I worked with. But there are a couple in particular, that when you talk to them they just drag you down a black hole” (Ross #10: 545-547). Were these memories about events and the exposure to personal vulnerability? I sensed a sadness and some anger in Ross when he said this. He had already related that it had cost him two or three good relationships.

“I am not sure it does you any good to be fair” (Ross #10: 561-562). Hard management decisions always take their toll, especially when done under duress. He was a good leader and probably just didn't have the luxury of time to roll out change in a more measured pace. However, this also is giving me insight into values he has or had integrated. “Was I prepared personally? No. not even close to it really” (Ross #10: 564). A critical point for my research: No one could be prepared for an event of

⁶⁵ ADHD - attention deficit hyperactivity disorder, a medical condition which affects a person's attention, ability to sit still and self-control.

this scale, but it would be fascinating to know what would have prepared him and I didn't ask him! At the time of the interview, I felt he was in flow and didn't want to interrupt him and later I felt I had asked him enough and had the answers I needed.

“We (um), it was, it was a boy's own adventure! Boys and Girls own adventure” (Ross #10: 564-565). This is where the adrenalin comes from; he started with boys own and added girls which seemed a genuine rather than politically correct inclusion. “The pressure came one time in the bar, you know, lots of money in your hand, really unhealthy” (Ross #10: (566-567). [He moves and looks very uncomfortable]. He knew I would probably know that he left his wife during this period and was having an affair with a young woman.

“This body would have collapsed, (um) you know, I can remember the night I broke the wagon. And it, we just went straight back into those old traps of bloody out for dinner, lots of wine, chasing women” (Ross #10: 572-573). He was reflecting on what happened and justifications. He mentioned his physical body collapsing, and at the time you could visibly see the impact. “I think if I recall that (um), before I got myself in trouble, that we actually talked about (um), putting something, something in place for relationships, can you remember?” (Ross #10: 576-578). (Here is an example of intent versus action and Jung's theory of opposites; see Chapter 3.4.4). “I am much better now. I was always good in a crisis, but I am much better now because the thinking is much broader” (Ross #10: 589-590). Ross seemed to be integrating these insights.

“As I said before it is about building a toolbox that that you carry with you when the balloon goes up. Not trying to build one halfway through. I think that is really important, yes that is what it is, it is diversity” (Ross #10: 593-595). This is something Ross had mentioned off tape when he was talking to me as he arrived, about the Master of Administration he had taken. He had learnt about strategic thinking and in particular about the need for diversity. This is interesting and insightful.

“Then I think diversity of the people would be one of the important things” (Ross #10: 611-612). This was a good point and I agreed. Understandably, he went for his comfort zone, ex-policemen, but this gave him only one string to his bow. “I was left

on my todd a lot carrying a whole lot of stuff. I should not have had to have carried” (Ross #10: 621-622). He was lamenting the lack of senior leadership again. I sensed sadness; he was reflective.

“How do you recruit those people; how do you find them? How do you get your key people into the right positions? ... do you have to test them? ... do you identify your leaders in each group?...Do you bring them in and test to make sure they have not had some bloody catastrophic event in their life that makes them unable to perform in this role whenever it happens?” (Ross #10: 659-664)? These are all good, valid questions that could be part of preparing an organisation.

“I guess what I am trying to say, it is about people, people, people. You have got to find the right people up front” (Ross #10: 696-698). This linked back to his comments on diversity too. “But you also have to have a real degree of resilience and, and so, for me it is the ability, and I am quite an emotional person, so, at times it was hard for me because I quite like people but don’t tell anyone that as it will ruin my reputation!” (Ross #10: 706-709). As always Ross was playful. He made a good point about resilience but had not defined what he meant. Resilience is a concept that is currently very popular in organisations in New Zealand.

“That ability to walk out of a house and flick a switch and say let’s go for a coffee because if you carry them with you every day you will go nuts, as you know, and that might be where the humour, you know, like the fire service and police stuff. So, a fair chunk of empathy, got to be resilient I don’t think I have much more of that” (Ross #10: 709-713). A good insight into himself about how people who have training and practice maintain psychological wellbeing under stress. This momentarily reminded me of my master’s thesis in which I had studied stress in the London Fire brigade.

The key issues seem to have been recognised on the ground very quickly, but the resource requirement was not, that is, the response to the key issues should have been planning if possible. “Dare I say it, was the first piece of leadership and possibly the last piece of leadership in the organisation that they actually saw!” (Ross #10: 802-803). A good point and well-made. “It was about attitude. You know, like, why do

we have to do it this way? We have always done it that way. That kind of thing, like we have been here five days and we have 85,000 claims, how are we going to get through them if we don't try different things, [big intake of breath, um], yeah, so a bit of that (um, sighs). I think it was a, it was a bit broader than an induction, but it was a belief that because you had a contract with the [company name] you were automatically capable of assuming a leadership position, (um) and that is just not the case. So, (um), and I think we really struggled with that early on, like some of our guys, yes, they were capable of leadership (um, tut), but was it the right leadership at the right time?" (Ross #10: 811-820). Possibly not. This piece talks to the organisational complexity of the situation and of the difficulty of tackling this with limited resources and little time for planning and thinking. I have also a confession to make. This question was partly driven by my ego. I was part of the induction programme; I delivered my session weekly at first then daily as the numbers rose. I wanted insight from Ross on whether my part was useful but stopped short of going down that ego driven route. His response, despite my reasons for asking the question, are very valid.

"So, we were pushing people around all the time and I know it caused a huge amount of grief, a huge amount" (Ross #10: 823-825). Perhaps here he was admitting his shadow side? (see Chapter 3.3.2). He still thought he did the right thing. I would caution that what he did was probably correct, however, the way he did it was not. There was one comment made in another interview referring to this, a meeting one morning where, as people came into the room, Ross had laughingly said, "beware of the door hitting you on the arse, as some of you will be flying out of here," referring to some not going to have their contract renewed that day.

"The communications team was completely driven and managed out of Wellington. So, (sighs, pauses), we just didn't have enough people in those senior roles living on the ground in Christchurch" (Ross #10: 926-929). The Wellington and Christchurch differences are interesting because of not only locational differences but also tensions. Could it be that there were slightly different agendas and objectives between the cities that were not being acknowledged?

We had all these new people coming in so, particularly at the senior level, so [colleague] came in as the Risk and Insurance guy for three weeks and walked. [Colleague] came in from Treasury as the Strategy and Policy Manager and none of them knew anyone and even at [CEO] top table (erh, sighs), [colleague] was just bloody hopeless he had been here for 22 years and he could pay people. So, there was just no trust in the middle, (um) because there was not trust in relationships between people (um), there was disconnect between Wellington and the people, what are they doing coming in and changing all the stuff that we had in place that was working. (um) it didn't seem to be and thinking back now we were probably wrong in some respects (um) I think it goes to diversity, they didn't know what we knew, so we were the experts in the delivery of the stuff and these people weren't. So (um), right from day one there was this divide between Christchurch and Wellington about how this would operate, (um), and it just failed miserably. Is it working now? It got better towards the end because we built some relationships... there was just a lack of maturity, lack of trust, lack of a game plan. (Ross #10: 987-1004)

This issue of trust appears to be at the root of many of the problems. Ross, in closing “(Ah), it was a hell of an adventure Mandy... I have never been through this before, so it has been quite an interesting experience, (um)...So, we were so deep in it and now pleased to be out of it, and trying to stay out of it, that I am not sure now when you talk about it whether you get all the detail and the depth or that what people are looking for. So, no that was cool. Thank you” (Ross #10: 1018-1028).

During the interview it was important, I feel, to emphasise that Ross took many deep breaths. I was so struck by the pace that Ross used in this respect that I calculated the paralinguistics, in particular, 17 deep intakes of breath, 54 sighs, 24 pauses, and 10 long pauses. I believe this indicated his story was not an easy story to tell and it was not a well-rehearsed story that he had told many times.

3. The Objective Track

3.a. Biographical data chronology of Ross. (This chronology is a timeline of Ross' life from the details obtained. Some identifying details have been deleted to maintain confidentiality.)

1966 Ross was born in the North Island of New Zealand. Both his parents are still alive and are third generation New Zealanders. Ross and his parents

identify as European New Zealanders or Pakeha. He is the eldest of two children; he has a younger brother who is married and lives in the South Island.

- 1969 His younger brother is born.
- 1971 He starts school.
- 1982 He leaves school with high school certificate.
- 1982-83 He joins the NZ Police force.
- 1990 He marries [wife's name] from the same town.
- 1992 His son is born.
- 1995 His daughter is born.
- 2001 He leaves the NZ police force having reached a high rank.
- 2001 He becomes a Loss Adjuster.
- 2006 He becomes a contract Loss Adjuster.
- 2010 September: After the 4th September earthquake, Ross starts a work contract in Christchurch.
- 2010 September: The company is running almost daily induction programmes for new staff; he is in Kaipoi then Bexley arranging mapping.
- 2010 October: There are no visits from Wellington leadership for the first three to four weeks.
- 2010 October: He is involved in public meetings for highly effected areas.
- 2010 October: He calls manager in Wellington responsible for accommodation in Christchurch and he is out playing golf.
- 2010 November: After three months he has his first weekend off.
- 2010 November: Army come in to help and note there is no HR Infrastructure.
- 2010 Early December: Ross and his team have developed an HR Roster.
- 2010 December Ross starts drinking after three months off alcohol.
- 2010 HR manager creates laminated list of instructions for what to do if another earthquake occurs and puts into all employee's cars.
- 2010 Verifact are sending ex-police to help: resistant to hiring local people
- 2011 February 22nd: Second earthquake happens. His office building is unsafe.
- 2011 600 strong work force sent home to free up hotels and car rentals for the emergency service and recovery staff.
- 2011 February: He notes there are lots of stressed, anxious staff and needs more than an Employee Assistance Programme.

- 2011 March: It is now desperate for staff that locals are employed.
- 2011 His family moves to Christchurch: they buy a home.
- 2011 There is increasingly bad press [company name]. Media find examples of unhappy claimants.
- 2011 There are quality issues with Fletchers work (building contractors).
- 2011 September: New COO for [company name] was appointed. 2012.
- 2013 His daughter heads off to university.
- 2014 Ross starts a part-time master's.
- 2015 April: Ross leaves [company name].
- 2015 July: He starts his own insurance consultancy company. Around this time, he is contacted by a friend about some work but is rejected by ex-[company name] employee he had fired, the reason given was he is not a team player.

3.b Biographical data analysis panel. April 2018 panel members MF/KH/CJ/FF. What follows is an example of the output from one of the chunks generated by the panel with responses listed and subsequent panel structural analysis. The full output of chunks is available upon request.

Chunk 2

1982 Joins the New Zealand Police Force

EH1 Confused

FH1 Doesn't know what to do with his career

FH2 Not sure who to turn to for help or advise

FH3 Not sure he wants to stay in the Police force

EH2 Arrogant

FH1 Has big ego, puts others down

FH2 Makes jokes inappropriately

FH3 He is overconfident gets offside with others

EH3 Happy

FH1 He loves the police force

FH2 He feels he is doing a meaningful job

FH3 Loves working as part of a team

EH4 Burnout and Exhausted

- FH1** Finds it hard to sleep
- FH2** Very angry all the time
- FH3** Not sure who to turn to for help/ advice
- EH5 Macho**
- FH1** Loves the chase
- FH2** Is a man's man always with the boys
- FH3** Makes lots of sexist remarks
- EH6 Exploited**
- FH1** Working long hours, pay not good
- FH2** Unreasonable demands of job
- FH3** Sick of working weekends

STRUCTURAL HYPOTHESIS

The Structural Themes Emerging in the BDA:

Is more practical than academic.

Boys own adventure, action man, a doer.

Avoids feelings, they are for women and the weak.

It's a man's world – childhood no sister.

Has chip on his shoulder about not having a degree and then does a master's.

He has the courage of his convictions.

Loyalty is important to him.

Has narrow view of the world, has not travelled much.

Police force burnt him out, made him cynical.

Drink gives him the excuse to behave badly.

He takes his responsibilities seriously.

He was fully committed to finishing the job.

Family man.

Rebel with a cause.

3.c Biographical data analysis narrative summary. The case phases identified aim was to show more clearly different BDC moments in Ross' life during the earthquake period of 2010-2016. A brief overview of Ross' life before the earthquake in

September 2010 is given, and an overview of the nine identified phases identified are summarised in the case dossier and in the first column of the two-column summary.

4. The subjective track. This addresses the way in which events were experienced and is summarised in the case dossier. Three sequences of the analysed transcript were followed for the teller (thematic) field analysis (TFA) of text structure sequentialisation (TSS):

a. Speaker changes: Paralinguistic analysis goes beyond the words, pauses, hesitations, and laughter and suggests movement from text to the attributions of inner states of the interaction flow as registered in the text.

b. Topic change analysis

c. Text sort analysis: Five different types of text sort are noted: Description Argumentation Report Narration and Evaluation (DARNE).

d. TSS Panel: This asked for examples of experiencing hypothesis (EH), following hypotheses (FH), and structural hypotheses (SH).

4.a. Speaker Changes including paralinguistics. The speaker is predominately Ross in SS1: except for the process questions which are listed below. This is consistent with the nature of the interview process of free association, with no interruptions after the first question.

This researcher began by asking a SQUIN, as per the BNIM process. For the next 81 lines Ross told his story. At this point he asked the researcher if she knew a particular person; she responded no. Ross then continued with his narrative until line 253 when he indicated that was the end of his story. The researcher, consistent with the BNIM process, then asked whether anything else came to mind and Ross continued. Ross continued in his narrative until line 579 when he asked the researcher another question, asking if she remembered something. The researcher responded, yes, and Ross continued with his narrative until line 732 when he again said he had finished his story. In line 734, the researcher asked if there is anymore and Ross responded no. A break was taken as the researcher prepared the PINs questions to ask.

Ross' Text Structure Sequentialisation: Paralinguistics:

A brief section of the paralinguistics analysis illustrates the process. The full analysis is available upon request.

Transcript Page/Line #	Paralinguistic NVC	Paralinguistics Comments
25-27	Long pause. Clears his throat	He sounds overwhelmed
29	.hhhh (Intake of breath) long pause). He chuckles and breathes in heavily. hhhh makes a sound like tut, long pause	Lots of big sighs indicate sadness
39	Um	He is in his familiar work zone now. Go set up, he has done this before.
39	Um	The tone is confident.
49-50	Um he sits back and pauses	He sounds defensive and incredulous.
54	Um shivers	He has decided and acted upon a strategy
60	Um	He is still working through his narrative and is ponderous as he recalls
68	Pride in his voice	He sounds a little mischievous because he and I both know he got into drinking and womanising after that.
70-73	Um sighs and moves in his chair, um	He is in hero mode here. I sacrificed my day off to help the needy.
73	big breath in and sighs	More self-sacrifice and hero work.
80-81	Um	He sounds proud of his resilience
81-88	Sounds proud	Shows is receptive to help (perhaps not all help)
93	Um	He is proud of what he and his team were achieving

4.b Topic Changes Analysis Summary -Text Structure Sequentialisation (TSS).

This denotes when what was being talked about changed, ideally including 20-25 structural segments.

SSI.

- Topic 1: Brother calls at 5.15am re September earthquake.
- Topic 2: Tries to ring Boss – unavailable. Issue with daughter’s school.
- Topic 3: Leaves for Christchurch. Sets up in Rydges Hotel with two colleagues.
- Topic 4: Wellington say start writing cheques by Friday. We had no staff, computers.
- Topic 5: Started in Kaipoi.
- Topic 6: I didn’t drink for first three months.
- Topic 7: Contacted by MP re Bexley does public meetings.
- Topic 8: For 5 weeks NR and I had breakfast every day.
- Topic 9: First day off in 3 months.
- Topic 10: Army comes in to give advice. We never had a HR Roster.
- Topic 11: Leadership challenges. Told had till 31st March 2010 to access the claims.
Didn’t get visit from Wellington in first three-four weeks Manager in Wellington not available off playing golf. Felt set up to fail by Wellington.
- Topic 12: Recruitment: We didn’t have a lot of leadership experience in the team, looked for women. Verifact Australia recruiting lots of cops for us... and chicken farmers, resistant to hiring local people.
- Topic 13: Feb earthquake. Send 600 home frees up hotels and rental cars. Spends three weeks planning. Lot changes – structure, anxious staff.
- Topic 14: Lost trust in community due to changes and communications. Media damning. Quality issues found with Fletchers (the builders). Give story in café of people saying ok to attacking [company name] staff. His leadership team tighten up in reaction to Media negativity. He and his team turn off from Christchurch but not from delivering results.
- Topic 15: No Leadership back up and support.
- Topic 16: Communications and Working in abnormal environment.
- Topic 17: We should have built relationships in advance with key agencies.
- Topic 18: Presents idea of Minister.
- Topic 19: Reflective – What would I change?
- Topic 20: We assume for recovery and normality school have been a focus.
- Topic 21: A small organisation had to quickly grow. Only an organisation of 22. We should have looked for more diversity and suggests profile.
- Topic 22: Sad for lost relationships deliberately stays away now.

Topic 23: Would I do it again?

Topic 24: Normal Abnormal. Trying to get a role in a normal organisation.

Adrenaline rush – Boys own adventure. Perhaps my life different to anyone's – few years in police.

Topic 25: I was not prepared personally. Need to get out of town regularly.

Topic 26: Study broadens thinking from pure operational.

Topic 27: Diversity.

Topic 28: Bruce new manager says should have cut Christchurch off.

4.c Summary of DARNE Text Sort Changes:

Worthy of note in Ross' narrative DARNE was that from line 364 to 647 he was almost solely using Argumentation which was about development of argument, theorising, and position-taking in a present time perspective. Another interesting factor was the 14 times he drew a moral from the story. Below is a sample of the table of the DARNE analysis. The full data is available upon request.

Description = 0
 Argumentation = 32
 Report = 2
 Narration = 32
 Evaluation = 14

no. in Transcript	Summary of Structure DARNE - Text Analysis	Brief indication of content The gist Text summary	Ordinary language Hypothesises about meaning of observables I terms of attributed inner states
p.1.25-27	Narration	Jeepers. Mine starts at 5.15am. Brother calls.	I feel concerned I am reopening old wounds.
p.1. 29	Narration	Tries to ring boss. Takes till 11am next day. Says will come to his home Saturday night. Then rings and says go to Christchurch. Ross has to visit daughters' school first. You are going to set up in Christchurch,	Presented as a critic of the Leadership. Humour used is sarcastic
p.2. 39	Narration	Goes to Christchurch. Sets up Sets up in Rydges Hotel with two colleagues	He sounds confident and in control. Committed to what he needs to do.
p.2.	Narration	For two weeks up at 5am walking streets mapping damage	He is walking me through the familiar steps.

p.2. 49-50	Narration/ Argumentation/ Narration	Told by head office to be out on the streets writing claims cheques by Friday. We had no staff, computers. So that was the start of Christchurch.	His realism starting to show up in the ironic tone of his narration
p.2. 54	Narration	Starts in Kaipoi because small Until gets a call from MP	Shows he is willing and able to respond to changes in direction and needs identified

The following is a short section of the Coded Transcript analysis using DARNE.

The full transcript analysis is available upon request.

Description. Argumentation. Report. Narrative. Evaluation.

D = Description: The assertion that certain entities have certain properties but in a timeless and non-historical way. No attempt is made at story telling or narration.

A = Argumentations: Development of argument, theorizing, position-taking – present time perspective.

R = Report: Events, experiences and actions are recounted. It is experience thin.

N = Narrative The telling of a story by which event Y followed event X, and event Z followed event Y, either for causal reasons or just because they did. Not thin, rich in detail.

E = Evaluation - moral of the story.

Pseudonym: Ross #10

Date Interviewed: 31.10.2016

Ross Jeepers Long pause. So, clears his throat. *(I feel concerned I am reopening old wounds)*. Mine starts at 5.15 on Sept, what day in Sept was it, laughs. On the 4th September at 4.45 am when my brother rang me from Kaipoi to say that

4.d TSS Panel Ross #10 Panel. Panel members: MF/CL/KH. This was the panel on telling of the told story following the procedure for the BDA panel (3.b above) segmenting the transcript into a sequence of chunks. Once again the panel was looking under the surface of what was said. A new chunk started when (i) the speaker changed; (ii) the topic changed; or (iii) there was a change in the way in which a topic was being spoken about. This researcher constructed this sequentialisation, the TSS. The panel brainstormed examples of experiencing hypotheses (EH), then following hypotheses and finally (FH) and finally, structural hypotheses (SH).

What follows is an example of one of the chunks of the panel:

Chunk 1

On the 4th September at 4.45 am when my brother rang me from Kaipoi to say that there had been a massive earthquake and his house was full of liquefaction (Line 26-28 Rep).

EH1 Panic

FH1 Big event, what do I do

FH2 Fear of death

FH3 Primitive state, visceral in body

FH4 Physical distance makes a difference -where is his brother? Close by?

EH2 Anxious

FH1 Worried about himself

FH2 Worried about his brother

FH3 Worried about his family

EH3 Helplessness

FH1 Shocked

FH2 Huge event

FH3 Overwhelmed, don't know what to do, bit stuck

EH4 Blurry

FH1 An early wake up, reality not hit yet

FH2 No fully awake doesn't register massive size of earthquake

EH5 Annoyed

FH1 Doesn't like his brother

FH2 Thinks it might be a joke

FH3 Angry he is bothered as brother has mental health issues and often calls late

EH6 Confused

FH1 Brother has dementia

FH2 Not like his brother to ask for help

STRUCTURAL THEMES emerging – TSS Panel on Ross #10

- Committed
- Ethical – good morals

- Sensing
- Resilient – does not run home
- A thinker
- A sense not worrying about his family here
- Realistic
- Proud
- Assertive
- A fighter
- Tenacious – sticks with it
- Falls back on his own resources.
- He is aware of when out of balance he can self-regulate, he is stable
- Psychologically self-wise
- Tired and needs comfort
- Wants time out to get some normality – self-care – falling back on inner child-reflexive. Reflective
- Bruised hurt and worn out
- Talk to be listened to and tell your story
- Strong stickler strong person will protect his family he may fight and leave with family
- The shadow of the collective, projected on to him and he introjected, soaked it up
- He didn't fight back
- He was very trusting of me, relational – got depth because trusted me
- Empathy, involved in community (no, withdrew from Christchurch back to Palmerston North).

5. Micro Analysis Panel – Ross #10. Panel members MF/KH/CB/FF. What follows is an example of the chunks used on the microanalysis panels with responses listed. All Chunks are available upon request. The hypotheses found to be false are marked in red.

Chunk 2:

We didn't get a visit from anyone from Wellington for about, in any shape or form, for about three or four weeks. (Line. 99-100)

EH1 Disappointed

FH1 Would have liked some support

FH2 Didn't feel valued

FH3 Wanted more recognition

EH2 Bemused

FH1 Don't they like me?

FH2 Is there a problem?

FH3 Don't they know what we are up against

EH3 Indifferent

FH1 We don't need them

FH2 They would only get in the way

FH3 *Does nothing.*

EH4 Resentful

FH1 Ok for them, up there playing golf

FH2 They get paid more and do less

FH3 *It is about time the boss did some work.*

EH5 Frustrated

FH1 What am I supposed to do?

FH2 We need more resources

FH3 He/they need to come and see for themselves

EH6 Arrogant

FH1 *I don't even bother to answer their calls*

FH2 Disbelief others not moving.

FH3 *Having to lead and he is only young – scary.*

Structural Themes emerging:

- Loves to play the game
- Egotistical and expects others to be
- Likes to be seen as the hero
- Forgets that relationships are key
- Maturity growing
- Learning was fundamental for some of his changes

- Cynical
- Lonely
- Arrogant
- Hurt
- Abandoned
- Unable to maintain relationships.
- Loved the power play
- Misread the situation

6.Successive States of Subjectivity (SSS).

This is a summary of subjectivity perspectives in one page of selected quotations.
(Available upon request)

7.Two Column Summaries of the Twin-Track Analysis – Ross #10

Column 1. Objective facts: BDA, the Lived Life. A chronology extracted from the interview data, all biographical no subjectivity, is captured in the left-hand column.

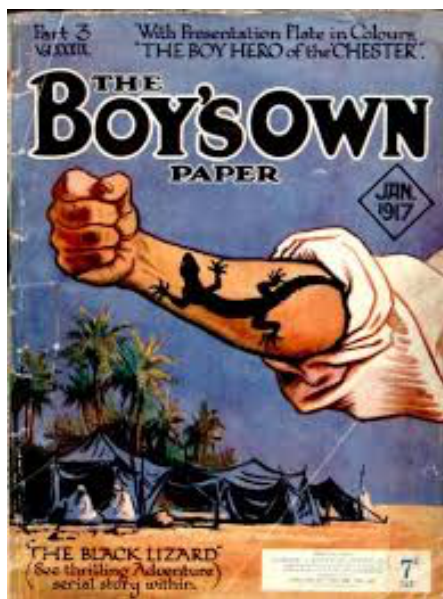
Column 2 Subjective data: TA, the feeling in the moment, describing the narrative history of the interview, the telling of the told story, is captured in the right-hand column.

Two Column Summaries – Grace #23	
Biographical Data Analysis (BDA) Summary: Phases of lived life over the lived period of 1966 – 2016	Teller Field Analysis (TFA) Summary Teller Flow phases over the (SS1) Over the telling period 1.11.2016.
<p>1966 Born Palmerston North. Grows up there. 1969 Brother is born. 1971 Starts school in Palmerston North. 1982 Leaves school with high school certificate. 1982 Joins NZ force. 1990 Gets married. 1992 His son is born. 1995 His daughter is born. 2001 Leaves the NZ police force as Senior Inspector. 2001 Joins McLarens Young becomes Loss Adjuster. 2006 Becomes contracted Loss Adjuster. 2010 September 5th appointed Canterbury Event Manager. 2010 September no plan, lots of recruiting and inductions. 2010 September Kaipoi, Bexley mapping and public meetings. 2010 Wellington leadership absent. 2010 October Wellington gives deadline of 31st March for claims to be finished. 2010 November first weekend off in 3 months, visits Taupo. 2010 November Army advise HR infrastructure. Ross' team develops HR roster. 2010 December Ross drinking again after three months. 2010 December HR manager creates earthquake instructions puts in all cars. 2010 Recruiting sending ex-police from Australia resistant to local hires. 2010 Ross is seen as the voice of Canterbury. Wellington leadership very absent. 2011 February 22nd earthquake. Moves Company to Hotel. 2011 Sends 600 workers home to free up hotels and cars. 2011 Takes three weeks to plan response. 2011 February starts to hire local people. 2011 Family moves to Christchurch, buys a house. 2011 Appointed National Operations Manager. 2011 Discovers quality issues with building contractors. 2011 September new COO. A new boss for Ross. 2012 Media negative accused in NZ press of nepotism, his son working at his company. 2012 Ross and his team stop giving public appearances or talking to the press. 2013 Appointed Manager of Canterbury Home Repairs. 2013 Daughter leaves for university. 2014 November – March 2015 Newstalk chat show. 2014 Starts a part-time Masters. in Public Administration. 2015 In April Ross leaves [company name]. 2015 In July starts insurance consultancy company. 2015 9th September creates building consultancy. 2016 June joins the Ministry of Education as Infrastructure Manager.</p>	<p>Phase 1: Pre-earthquakes. Little is known about Ross pre-earthquake in 2010. He grew up in Palmerston North, has one brother and started the police force and leaves 20 years later burnt out. He strikes me as very much of the macho police culture and refers to this at time. He leaves the police and trains as a loss adjuster and eventually contracts, which pays very well and is very flexible.</p> <p>Phase 2: September 2010 to November 2016 Jeepers captures his response to the size of the question for him which starts with a lack of planning and a lack of leadership. He is confident setting up a team and an office but comes to appreciate the overwhelming task. He looks for leadership and gets none. The media and public want answers, and Ross tries to answer them. The scale of the disaster meant a lot of the news was not good news. Ross tries with local MPs and radio to help, is seen as the voice of Christchurch but eventually not trusted.</p> <ul style="list-style-type: none"> • Through help from the Army he realises needs HR systems and EAP for his staff. Recruitment agency in Australia contracted to send staff and sent lots of good ex-policemen but also chicken farmers. By Feb 2011 decided to hire locals. • After the second earthquake things changed, people were exhausted, trust was getting lower and the media fuelling the negativity. Staff were being abused and attacked. Ross and his team stop engaging with the press or the community. They feel they are under siege. Communication continued to be a problem. The organisation feels abnormal, the culture is one of work hard during the day and drink and womanise in the evening. He reflects it is like the police force culture. • Leadership from Wellington continues to be a problem with examples of not valuing staff until in September a new COO is appointed which is good news. He likes him and learns from him. • He completes a master's while working for company name and learns the need to listen, build relationships before the events and the value of diversity. He also reflects it is important to stop, think and plan before racing in. • After just under five years he leaves under a cloud and sets up two of his own businesses. • By 2016 he is working for the Ministry of Education as a Regional Manager for risk assessment. He already seems bored with it and laments the lack of adrenalin rush.

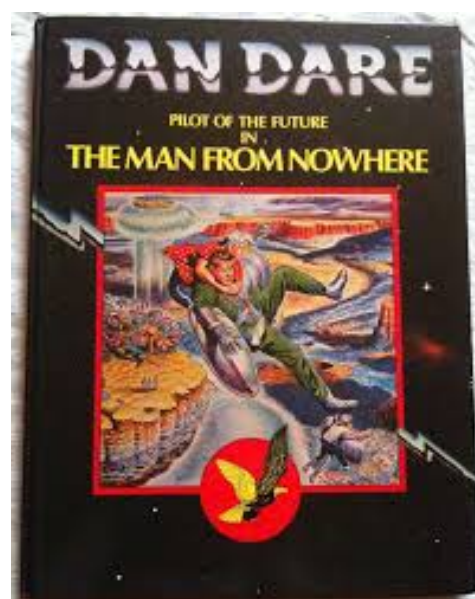
8. A Case Diagram Visual Summary: A Case Image.

One major image from Ross' narrative was the idea of the 'boys own adventure' and Biggles, the hero delivering the goods. Biggles seemed to reflect Ross' personality and aspirations. Another character in the same vein would be Dan Dare, a rebel. All are illustrated in the following comic book covers.

Ross - The (fallen) hero.



Or the Rebel, Dan Dare



9. History of the Case Evolution for a Two Column Version – Ross.

The history of the case evolution (HCE) involves bringing together the objective track of the BDA and the subjective track of the TFA into an inter-woven case-history. The TFA of a current situation, the Christchurch earthquakes, and the situated subjectivity were interpreted by systematic discussion of the interview process. The case phases identified aim was to show more clearly different BDC moments in Ross' life during the earthquake period of 2010-2016.

A brief overview of Ross' life before the earthquake in September 2010: The objective track, the lived life of Ross reviewed during the earthquake period under study has nine phases defined as follows: Phase 1: covered life before the September 2010 earthquakes. Phase 2: the period from when he was appointed Canterbury Event Manager Christchurch for [company name]. Phase 3: events within and outside the organisation and the help offered by the NZ Army. Phase 4: the period after the second earthquake and the impact on Ross and [company name]. Phase 5: events in his organisation as he was appointed National Operations Manager Christchurch for [company name] recognising the enormous scope of the job now. Phase 6: the major change when a new COO was appointed, and Ross finally has good leadership. Phase 7: the major problems Ross and his team experienced due to media attacks for nepotism when Ross employed his son and he and his team stopped talking to the press or giving any public appearances. Phase 8: covers the period when Ross started a part-time Master of Public Administration and reflected on his learnings and Phase 9: Ross the period when Ross leaves [company name] starts two of his own firms for a year, and then takes a job with the Ministry of Education.

The TFA summary of the teller (Ross) flow during the 109-minute interview in November 2016. At the start of the pre-earthquake phase, Ross' situated subjectivity seemed settled into a life of contracting when natural disasters occurred in New Zealand, enjoying the adrenal rush but without the permanence of the police force.

At the end of the earthquake period under inspection the situated subjectivity had matured showing reflection on what he could have and would have done differently. He, however, did seem to be somewhat stuck as indicated by the amount of

Argumentation (in the text sort analysis) in the negative outcomes he experienced at and post [company name].

The following history of the case evaluation interweaves the lived life and the told story in the hope of seeing not only the breadth but also the depth of Ross' earthquake experiences, particularly from a leadership and organisation perspective.

The Start-State of the given historical evolution, pre-earthquake phase. The story of Ross was a story of someone socialized in Palmerstone North, North Island, New Zealand. There was no detailed information given about his mother or father, but from comments he made it could be assumed they were still alive. From the first paragraph of his narrative it was known that he had a brother who appeared to have the same mischievous, ironical sense of humour as Ross and who rang Ross (his older brother) at 5am in the morning and said, "there had been a massive earthquake and his house was full of liquefaction" (Ross #10: 10-12).

Ross married around 1990 his son was born in 1992, and his daughter in 1995. I saw Ross on many occasions with his family, and he appeared as a devoted husband and father. He was always respectful of his wife and was very pleased when she agreed to move their home to Christchurch. The children, already teenagers moved with them, his son ready to start work. His daughter found it hard to settle, having been moved from her school. Being uprooted at the age of 16 years was hard on her and she struggled to make friends. This was something that Ross was deeply troubled by and asked many to aid him in helping his daughter. I recall recommending a colleague undertake some career management work with her. Ross was delighted. She eventually got her confidence back and thrived in Christchurch.

His development through to young adulthood was assumed to parallel a normal kiwi life, (no details of trauma were mentioned) and continued as he started his career in the NZ Police Force where he remained for nearly 20 years. He left the police force for the life of a contracting loss adjuster after five years of training and working with an insurance company. It was quite normal for Ross to be called to a natural disaster. He lived in the north island of New Zealand, so he was not personally affected by the earthquake in Christchurch in February 2010. His family and his home were safe.

Furthermore, for Ross a natural disaster meant work, money, and time with men he had worked with over the years. The call he received in the early hours of the morning from his brother was good news.

2. The Phase on the Day of the Earthquake and After. The life-period since the earthquake was represented as one state of situated subjectivity. The changes and oscillations in the different BDC in the BDA are best seen as oscillations within a single state of situated subjectivity.

The first story Ross told was about the early hours of the morning of 4th September 2010. The earthquake had struck Christchurch at 4.35am and Ross' brother who lived in Kaipoi a suburb of Christchurch, rang Ross to alert him to the earthquake. A little later, Ross tried to contact his boss at [company name] who lived locally. It took him until 11am to be able to contact his boss, and his boss said he would come to his home that evening. That evening he received a call from his boss saying he was too tired to come, and that Ross should just fly down to Christchurch to set things up.

Ross was deployed to Christchurch post-earthquake in September 2010. He was 44 years old and ready for action. His earthquake story was one of working for an organisation as the face of Christchurch for the [company name]. Very little of Ross' narrative was about his personal life; any feelings he mentioned seemed to be linked to his experiences of frustration, disappointment, and exasperation, mostly aimed at the lack of support and leadership from the [company name] headquarters in Wellington.

Ross was an experienced loss adjuster and had no trouble in getting to Christchurch and setting up an office initially in Ridges Hotel with two experienced colleagues. He quickly started to work with the senior geotechnical engineer from the consultant engineers aligned to [company name] for any natural disaster. They had worked together before, and their relationship was friendly and cooperative. Whilst working together, walking the streets, and mapping the damage, they were called into a conference call where they were told they must be writing claims cheques by Friday. They both appeared to see this as not the best course of action but complied and began to work to this agenda. They had to increase their resources rapidly and

decided to start work in the small district of Kaipoi. It dawned on me that his brother lived in Kaipoi, a suburb out of the centre of Christchurch. This was where Ross decided to centre the start of the [company name] assessments, ostensibly because it was a small place to start. I wonder whether consciously or unconsciously he was taking care of his brother too. If this is true then it also links into when he said he didn't employ locals because of trust issues, because they may be too generous to the locals. Perhaps he is judging others by his own standards?

Within days Ross and the lead engineer were alerted by the local MP that there was a huge need for mapping to begin in Bexley. The MP asked them to be part of a public meeting they were arranging. Ross agreed to this despite Wellington management telling him not to do so. Subsequently the mapping focus was switched from Kaipoi leaving one man to continue working alone in Kaipoi for the next three years.

What is interesting is how initially the role of managing the [company name] response to the Christchurch earthquake in September was good for Ross, his wallet, and his career. However, as time went on he lost a lot of respect and ultimately his career was negatively impacted. Whether this loss of respect was deserved or not is a matter of very differing opinions. The reality, however, could be seen in the comments made in the press and online when he announced he was leaving Christchurch. The comments rang out with statements like "good riddance".

Ross gave no details of his personal reaction. His office building was unsafe, and he moved operations to Rydges hotel. The next day, on 23rd February, Ross sent home his 600 strong work force to free up hotels and car rentals for the emergency service and recovery staff. After the earthquake at the end of February and the beginning of March, he spent three weeks with his team planning for dealing with more claims. By the end of March [company name] needed more staff than the Australian recruitment contractor could supply and [company name] changed policy and took staff from locals in Christchurch.

One of the saving graces for Ross was perhaps taking of a Master of Administration in 2014. It not only gave him better insight, knowledge and skills to manage such a

disaster more strategically but also showed potential employees he had developed and had learnt many good lessons from the experience. Ross throughout his interview returned to these learnings: a lack of leadership support, a lack of planning for growth, the need to build relationships with key agencies before events, the need to listen and digest, and the value of diversity in the resources you recruit. He had started off well taking care of himself, but when the pressure hit he resorted to old behaviours. This was potentially devastating to his family life, but Ross only alluded to this. The interview was clearly from a more professional rather than personal standpoint.

This is not to say Ross was not open, honest, and, in fact, very candid with this researcher. I believe he did then and does now trust the researcher. We had done what he talked about and built a good relationship before the earthquakes.

When Ross started to recall the culture that he was part of, the predominant influencer in many ways, he told me that he didn't drink for the first three months. I felt he was telling me he tried but was unable to continue as the pressures built up around him and with the continued lack of support from the Wellington leadership. On five occasions, he referred in some way to succeeding in his role and on two occasions mentioned he was set up to fail by Wellington. On both occasions this was not portrayed as a malicious intent, more an unconscious failing through lack of leadership.

It was three months before he finally got a weekend off, and whilst away from Christchurch, he was contacted by a colleague. He was asked if he was interested in the Army coming in to take a look and advise what they think might help. He embraced the idea, perhaps thirsty for some support.

The army were surprised by the lack of an HR infrastructure, and hearing this Ross within two weeks implemented an HR plan. At this stage of the interview it appeared that he was using HR infrastructure to mean peoples' work rosters and rotation. It was much later that he also talked about the Employee Assistance Programme (EAP), which was in his eyes inadequate to support his staff after the second major earthquake. He recognised the need for staff support never mentioning that he needed

it or indeed would use the support if it were available. Ross did tend to present himself as bullet-proof, never directly asking for support for himself, which might be why he had little contact from Wellington.

To continue his story, which is really about the [company name] organisation and challenges he met, he started to talk about the issues of resources and recruitment. He referred to the Australian company Verifact, who were on a long-term contract in the event of a natural disaster in New Zealand. They were initially able to source appropriate, predominately ex-policemen, resources, but as the scale of the event became more apparent they were resorting to chicken farmers and crocodile hunters. The problems of managing a constantly rotating workforce were huge, and the training needs grew as the task evolved.

Ross recognised he needed more diversity in his team which initially meant women in his leadership team. He recruited an old colleague from his police days. He referred to this hiring in his interview and said that today he may not make the same hire. I hypothesise this was because he found her hard to manage; she was very assertive and self-opinionated, as was he. They clashed on many occasions, and although they had been used to the culture in the police force, it must have been exhausting for them both given the already thwarted environment they were working within.

Ross also went to some lengths to explain to me why they did not want to hire locally; “We were really resistant to recruiting Christchurch people (um) and there were a couple of reasons for that. The first is that um actually they were really traumatised by the event, they were too emotionally involved um in that (pause) they had, god this is going to sound terrible, they gave stuff away. So, if they went to a house, it didn’t matter what they saw it was earthquake damage because they had all been through it” (Ross #10 narration: 128-133). I refer back to my comments earlier around nepotism and lack of trust. To me Ross was judging others from his own value system, this is what he would do in the same situation. Later he had to be more pragmatic. They needed the resources, so he allowed local hires and learned that this just needed leadership and management systems to make it work.

All was going well, and though everyone was working very hard, they could see a light at the end of the tunnel. Ross and his team were on target to exceed the [company name] and government deadline of claims dealt with before the 31st March 2011; they were on target for the end of February. Everyone was running to the finish line, planning holidays and next steps for work and family. Then on the 22nd February 2011 there was the devastating earthquake in the centre of Christchurch at mid-day killing 185 people and destroying the centre of town and surrounding suburbs. There was shock and horror of the event and of the realisation that all their work since September 2010 was undone.

Ross, good in a crisis, organised his 600 strong work force to head home to free up hotels and rental cars for the emergency and recovery services. This time he took time out, three weeks in fact, for planning. The task was enormous, notwithstanding that the entire workforce, who had been working towards finishing, could now look into the future and see years of more of the same exhausting work. Lots of changes were made, some imposed from Wellington. Many of the predominately female claims staff were anxious, being in a three storied building, and EAP were not enough to help him support his staff.

If the second and subsequent earthquakes, which constantly extended the workload, had not happened, there might have been a very different, and more positive outcome for Ross. However, the earthquakes kept coming, and the pressures internally and externally grew.

Ross' role was now the National Operations Manager Christchurch for [company name]. He continued to give public meetings despite being told "no" by Wellington. The Media and the community were angry and unhappy that claimants were telling their stories to the press. [Company name] Christchurch discovered quality issues with Fletchers rebuild work as the [company name] appointed building contractors. To aid speeding up the claims in March, Ross presented the idea of Rapid Assessment Teams to the Minister of Earthquakes. The Minister agreed and within two weeks the Minister was asking the Rapid Assessment Teams to slow down.

There were quality issues emerging from the building programme [company name] had altruistically tried to spare the communities in Christchurch the risk from cowboy builders and had instigated a building programme. Sadly, the standards were poor, in many instances leading to the need to completely redo a lot of the work undertaken. Furthermore, [company name] workers were coming under attack from the community, receiving both verbal and physical abuse. I recall conducting briefings on the grief cycle for example, trying to put into context for some very young, inexperienced geotechnical engineers, why, when they went to a home to try and make an assessment, to try to help, they would be met with “fuck off”. People were tired, they were angry, and they were uninformed or ill-informed of what was happening.

Ross bitterly related a story of being in a café for lunch with his wife and overhearing a professional couple talking about [company name] employees and them saying, “what do they expect” when discussing attacks on his staff (Ross #10: 271-278). Ross was outraged but contained his rage, giving this as an example of how the normality was shifting. It was incredible to think that in a quiet conservative place like Christchurch people could think and act like this. As I write I can understand at a deeper level that feeling of being set up to fail that Ross referred.

It was not surprising to me then that Ross and his team came under further on-slaughter from the media and the community, he and his management team started to “tighten up”...“So probably three, four, maybe five of us um really tightened up particularly around the um media when, when the public perception of the organisation and us personally started to change we really contracted into this really tight, tight group” (Ross #10 Narrative 257-260).

Ross became more reflective as he pondered his statement of “probably didn’t valuing its staff” (Ross #10 294), making a good personal insight that he liked the level he was working at and being the voice of Canterbury (Ross #10 Evaluation: 315-316). Again, he referred to there being no leadership back up or support from Wellington: “more I think about it the more (his boss) was absent” (Ross #10 Evaluation, 320-321).

It was from this point in the interview that Ross moved from using Narrative text sort to predominantly using Argumentation, developing his argument, and/or taking a position on what he was saying. When he theorised, I heard this coming from his recent studies in a Master of Administration. Ross was very openly, candidly in fact, needing his views to be heard, telling me and showing his general orientation in the world, what he thought about himself and his world. On no less than 14 occasions he completed his Argumentation with an evaluation, telling me his moral of the story he has told.

On page 9 of his transcript he asked me, “How do you communicate with 450,000 customers?” I heard this as a rhetorical question as he launched in to telling me the story of how he tried to get Wellington to agree to using national TV to help. Wellington laughed at the idea and Ross seemed to fall back on his own resources more and more. He chuckled and said, “We did a lot of things behind the bike sheds” (Ross #10 Narration: 338-339), meaning out of sight and without permission from Wellington, a rebel with a cause. He certainly showed the courage of his convictions on many occasions and in particular when he was the only one to step up and go it alone, presenting the idea of rapid response teams to accelerate the claims process.

“What would I change?” (Ross #10 Argumentation: 352) his question was again rhetorical, and he really pondered his response. He acknowledged that “we were too quick to rush off on to the street writing cheques.” I noted he was talking using we, not I, and reflected that he was telling me his analysis of the [company name] organisation not his own personal experience of the earthquakes.

Working now for the Ministry of Education as a Regional Manager for risk assessment, it was not surprising to me that he gave the example of how schools had been used in the recovery process to help return to normality. He had insight into this not being the case or where it had not necessarily gone well. He did not elaborate further on why and I forgot to ask later in SS2, so I was left to make assumptions that it may have been a resource, training, attitude or some other problem.

Ross was in full Argumentation mode for a huge chunk of the interview. Being struck by that, I did a brief analysis only to find the Narrative and Argumentation are equally

used at 32 times each. However, what was striking was that the argumentation predominantly was chunked from the middle to the end. It was as though Ross had told me the story line for the organisation, and he was ending with his ideas of what was done well, what was not done well and what could be done differently in the future and how.

It was in Topic 22 of 28 topics that Ross told me some of the impact on him personally: “look I am still really, sad about that, it cost me, (um), two or three really strong relationships that I had. There are several of the guys that I have not spoken to now for three years” (Ross #10 Evaluation: 412-414). He not only told me how he was feeling but showed me with tears in his eyes and a sad softer tone in his voice. He seemed to quickly pull himself together though, and continued talking about people having to handle change or get out: “That is really callous but actually we ended up being a big corporate and that was the way it was to be fair”. He was sounding confident and tough, like this was sport for him. I think to myself, having worked in some big corporations, that he was making an interesting assumption about big corporations. He seemed to believe that the big corporate entities in some way were giving permission to do some things without compassion and perhaps even ethics. This was certainly not my experience, but this was what was often portrayed in the media. My experience was that organisations were made up of individuals, some good, some bad. The policies in larger corporates, however, are often well thought out and aim to do what is right, further aided by government policy on care of the employee.

Growing ever more reflective Ross again posed a rhetorical question, this time; “Would I do it again?” (Ross #10 Evaluation: 423). His paralinguistics were fascinating to watch as he pondered this question: “a (long, long silence), he shuffles in his seat and starts to tap the arm of the chair several times, he continues to shuffle as though uncomfortable with what he is thinking then he (pauses, ponders, um, long pause)” and finally decided what he wanted to say: “I have never had a debrief for lesson learnt with anyone, you are the first person” (Ross #10 Evaluation: 431). I heard that he would like to be asked by [company name], having his experience and his opinion valued. He had learnt a lot and could apply this learning and was sad to not be able to. However, probably unconsciously by his attitude and behaviour in the

past, he had burnt too many bridges. He wanted to be part of something he had been so attached to for so long and was sad to see how it was now. Forgiveness does not seem to be on the cards, and the CEO of [company name] had just left the organisation.

He looked at [company name] and saw its problems. For me there were parallels with Ross: “They just don’t want to be wrong” (Ross #10 Argumentation: 444), and neither does Ross. He was learning he could have been wrong but then wanted someone to at least acknowledge he and his team did some good work.

He acknowledged that his work environment was abnormal and invited me to question whether this was just him having an abnormal life. By this, he seemed to mean outside the normal 9am to 5pm, low stress work environment. He learnt that listening to other people’s ideas, not just pushing his own ideas, would have possibly helped to build more key relationships. He also suggested that such relationships really needed to be embedded prior to any disaster situation to ensure they were enveloped in trust and mutual agendas. He talked of being accused of not being flexible. He gives me another example of his flexibility in the *flying squad team* they implemented to fly around checking on the most vulnerable claimants.

It was not until Topic 25 that Ross actually mentioned his preparation: “Was I prepared personally? No, not even close to it really” (Ross #10 Argumentation: 496). This was interesting given the roles he had played and was yet another example of someone not preparing, begging the question of why do we not prepare, and if we do what do we prepare?

He talked about the pressure and how this led to some “boys own adventure” behaviour, “the pressure came out in the bar, you know. Lots of money in your hand, really unhealthy” (Ross #10 Argumentation: 499-500). He was very uncomfortable as he said this, fidgeting in his chair, not making eye contact. I assumed he was reflecting on a very difficult time in his life, when he left his wife for a time for a much younger woman. He assumed that I knew that he left his wife during this period and was having an affair with a young woman.

He still did not mention his personal life in any great detail; it was only alluded to. Having said this, he was keen to remind me that “as I said, I was lucky because I had given up drinking. I didn’t have a drink for three months, which was huge, huge for me. Like the rest of the guys were getting on the grog. I was too busy, and I would have had a bloody breakdown. This body would have collapsed” (Ross #10 Argumentation: 502-505). Ross was still visibly uncomfortable, not making any eye contact and fidgeting. I smile inwardly to myself as I reflect that he forgot to mention this being “off the grog” was only for the first three months and it certainly showed in his body particularly his face and his weight once he started drinking heavily. What he said was interesting because I think the episode above was part of that breakdown. He lost his way. He had a buddy who was quite a womanizer and Ross, not naturally this way inclined, followed suit.

He went on to tell me about why he “fell off the wagon”... “you know, I can remember the night I broke the wagon. And it, we just went straight back into those old traps of bloody, out for dinner, lots of wine, chasing women, (er), it was almost the police services mentality”, (Ross #10 Argumentation: 505-507). Ross was still visibly distressed by what he was narrating. I recalled Ross had asked me around this time whether there was anything we could put in place around relationships. I did not know then but do now that this was just before anything actually happened for him. We had talked and implemented some initiatives together, but he had no energy or resources at this time, and I felt he was giving only lip services to what we were working on.

[Company name] in Christchurch was a challenging environment where many were flying in for a three-week tour of duty and then home for three weeks. Ross however resolved this for him and his family by moving them all down to Christchurch. He told me that he believed that you can plan for an event like Christchurch, but his belief was that you can never overcome human nature. I didn’t challenge Ross at this point given the nature of the BNIM process; this was his story not a dialogue about his story.

However, my thought processes continued. I could agree that it was easy to capture this behaviour as human nature but fundamentally disagreed with the inherent

passivity and victimhood that statement holds. He and others had a choice, though admittedly they were very tired, exhausted in fact, and their normal resistances might have been impaired. These cannot be excuses but they can be warning signs and can help with preparation and what preparation can be useful for.

Ross spoke to me about his career back in 2012. Conscious that he did not have a degree, he chose to head straight into the police force from school. He believed that this would disadvantage him getting into more senior levels in the future and wanted to do something about it. He was keen at that time to try and get work with the United Nations (UN) when he finished his work in Christchurch. We talked about him applying to do a master's and at which universities in New Zealand. He eventually settled on doing a Master of Administration at Victoria University in Wellington. The study seems to have broadened his thinking which was evidenced on various occasions during the interview and is certainly one of the good things he felt he got out of his experience at [company name].

He told me he learnt to be more than just operationally focused; "What my study did was just broaden my thinking so, it became still operationally focused but much more holistic and I actually think in a roundabout way" (Ross #10 Argumentation: 519-520). I felt he was now someone I could follow in a crisis, more rounded and empathetic. He reflected this when he said: "I was always good in a crisis, but I am much better now because the thinking is much broader. It is not as narrow as right follow me lets charge off into battle" (Ross #10 Argumentation: 521). As he said this I noticed his energy seemed to be up again after a dip into sadness and the heavy weight of some of his story. He was sitting higher in his seat and let out a big sigh. It was as though he was more confident again, out of his personal feeling zone and back in to work zone. It struck me that there are parallels with Grace; she was more comfortable in work mode, away from the confusion of her feelings.

Ross continued to tell me about his learnings and insights from his studies: "It is about building a toolbox that that you carry with you when the balloon goes up" (Ross #10 Argumentation: 524). This is pragmatic and helpful for my work on preparation. He then talked about not trying to build one (toolbox) halfway through I agreed with him. One thing in this toolbox is the right people: "The diversity of the

people that you take with you is really critical” (Ross #10 Argumentation: 526-527). He added to this the need to be clear with your people about what you are trying to achieve and why. I pondered that perhaps some of his learnings were coming from role models of what not to do.

He felt that the public perception of him moving to Christchurch to live with his family was really good. Some valued his sacrifice, yet others saw him as a profiteer: damned if you do and damned if you don't.

Ross added to his profile of what people need in order to work well in [company name] under such circumstances: “But you also have to a real degree of resilience... that ability to walk out of a house and flick a switch...that might be where the humour, you know like the fire service and police stuff” (Ross #10 Argumentation: 623). I reflected that Ross had hopped back into familiar territory and appeared confident and self-assured again. His comments flicked me back to my master's dissertation on the London Fire Brigade where I had found that humour was indeed a coping mechanism although this only really worked short term.

In July he started his own insurance consultancy company called Consilium (Active) Respondeo (Response) Limited. Around this time, he was contacted by a friend about some work but was rejected by an ex- [company name] employee he had fired, the reason given was he is not a team player. He also created a building consultancy service called Consec (Latin for cut to pieces or prunes) Solutions. Later in June 2016 he joined the Ministry of Education and was appointed to the position of Infrastructure Manager, Bay of Plenty-Waiariki, North Island New Zealand.

Ross never mentioned the Wellington earthquake on the 14th November 2016. He was personally unaffected as his home was too far away, and he no longer worked at [company name].

Ross ended his story where he began. He had come full circle, with lack of leadership being the core issue for him: “It was the lack of leadership for me, and the lack of communications that brought this into play and that actually exposes someone who is actually doing a pretty good job, to the shit that he got. I suppose (um), It's an

interesting thing when you are lacking in leadership isn't it" (Ross #10 Argumentation: 643-646).

Ross had been incredibly open and honest; he was very trusting of me and I believe he went deeper with his story than ever before because he trusted me and felt safe.

Concluding Remarks

His story showed that he was fully committed to the success of his role but felt let down and betrayed by his organisation. I have enormous empathy for the place he is in now in 2017. As he stated his ego got in the way at times, and today he would do things differently. However, the damage to his reputation and his career were done. The rivers seem to run very deep on how Ross handled the job in Christchurch. There was always the retort that he earned a lot of money; others talked of earning enough to pay off their mortgage. However, this cannot be used as an antidote to bad leadership and the support he didn't get, nor the immaturity and huge ego with which he tackled the task.

The telling of the told story in the interview showed Ross maturing over the intervening five years. He began telling a story which focused upon what others did not do, [company name] had no plan and his bosses were not available or visiting. For almost half of his narrative he used Argumentation, putting forward his thoughts (and feelings) to make his points felt about what happened at [company name]. As the interview progressed he was learning to integrate his thinking and take at least some of the responsibility. His Master of Administration seemed to have helped him gain good insight into what he could have done differently.

Ross gave excellent insight into working within an organisation under enormous pressure. He highlighted many of the things that would have aided his leadership and his teams functioning. The event was unprecedented, the organisation needed to grow its resources beyond what anyone had imagined, and all this was happening in the lead up to an election in New Zealand. [Company name] was a government owned entity; therefore, how [company name] managed the insurance claims was of great interest to the government and the newly appointed Earthquake Minister.

Collated Case Interpretation: Two Columns Summaries Version - Ross #10

The format is one of questions (Q) and answers (A). The questions have been generated by this researcher as questions which the research has raised and which are believed worthy of exploration.

Q. The thesis title in question format, the CRQ, is:

How can organisations and individuals prepare for collective trauma with strategies for the restoration of psychological well-being?

A. There appears to be sufficient evidence in the Ross interview for both conscious and unconscious preparation. As Hollway and Jefferson (2011) suggested, through our unconscious motivations we can all be “defended subjects” and it is through life stories that we can get some insight into what is being defended (see Chapter 4). Ross was defended against any inadequacy he might have had in doing the mammoth job he was asked to do, often projecting his short comings on lack of leadership (something his staff also lamented), lack of planning and lack of relationship building to pick just a few.

Ross related none of his earthquake experiences except how they impacted his work. His earthquake story was one of working for an organisation as the face of Christchurch for the [company name]. Very little of Ross’ narrative was about his personal life; any feelings he mentioned seemed to be linked to his experiences of frustration, disappointment, and exasperation mostly aimed at the lack of support, leadership, and planning from the [company name] headquarters in Wellington. This was juxtaposed to his feelings of self-worth and pride in leading the [company name] response in the early days and achieving a great deal without significant leadership support from his management in Wellington.

Working as a contractor for [company name], Ross enjoyed the project nature of the work and the adrenaline rush of being called upon whenever there was a natural disaster.

At the start of the pre-earthquake phase, Ross' situated subjectivity seemed grounded in his self-belief and experience: "I am good in a crisis", (Ross #10: 468); "We were all so used to that adrenaline rush that you are almost like ADHD kids, you know. Like do you remember the old (um), what bloody ad was it where the kid goes, I walk fast, I talk fast, I do everything fast. It is almost like that. I see it in my role now, people go, I have got to do this, and I just say, it's not that hard mate, just go and do it, it seems to take them to take two or three days. when you can pick up the phone and have it done in half an hour. And I think again that's normal or perhaps we are abnormal where we have lived in the environment every day, you just had to get it done. You didn't have a choice, you just had to get it done" (Ross #10: 493-500).

This indicated that Ross never questioned his ability to get things done, always believing that it was just a matter of will-power and hard work that would overcome all. It was this self-belief which revealed that in the face of an event of such magnitude and complexity, which he was unprepared for, he attempted to operate at a level of competence which he was not equipped for, leading to being overwhelmed in his management capacity but unaware of what and how this happened. This was evidenced by his criticism of Wellington leadership, his frustrations, and his inability to manage this particular aspect of his job, a broader dimension to his role than he was accustomed to.

Ross was very confident, some would say arrogant, someone who saw himself as more able than he was in this circumstance. On the other hand, he stepped up when others did not, for example, jumping on to the top of a container in the [company name] offices carpark to address hundreds of his staff waiting to know what to do after the February earthquake and the time he was the only one with what seemed the courage to take the idea of a rapid response team to the Earthquake Minister. A hero perhaps, a rebel willing to break the rules "behind the bike sheds" as he called it; "behind the bike sheds" to do what he saw. He was critical of both the Wellington leadership and the media and took any steps he could to confront this initially. Later he closed ranks with his management team, creating a wall of silence.

Ross was becoming more reflective as he pondered his statement of Wellington "not valuing staff" (Ross #10: 268-269). He was making a good personal insight that he

liked the level he was working at and “being the voice of Canterbury” (Ross #10 Evaluation: 270-271). Again, he referred to there being no leadership back up or support from Wellington: “more I think about it the more (his boss) was absent” (Ross #10 Evaluation: 274-275). Ross was feeling abandoned by his bosses and became cynical and lonely. As one of the micro-panellists pointed out that this lack of contact from his bosses in Wellington could also have been interpreted as a vote of confidence, that they trusted him to do what was needed and gave him the freedom to do so. The panellist also pointed out that loneliness may be experienced and there would be no one lightening his workload; leadership is often a lonely role. Under pressure this sense of loneliness may be aggravated by senior managers both giving responsibility and withholding support, as they in their turn were also unprepared for the magnitude and complexity of the situation they found themselves in with enormous political, commercial, and management challenges.

Ross had a mischievous, rebellious streak which led him into situations that have not played out well for him long-term. His sense of black humour, which he often referred to as the police culture, was not always appreciated nor understood in the new corporate, political, and Political environment. Ross was not PC, (politically correct) and was a bit of a bull in a china shop at times, but he was focused on getting the job done and in those first six months almost achieved the impossible, completing the claims from the 4th September by the end of February. This objective, of course, was derailed by the unimaginable, another earthquake, and this time, one that killed 185 people.

Ross recalls sitting in a café hearing two people talking about the abuse and attacks being made on [company name] staff and some members of the public saying they thought this was deserved. Ross was outraged but contained. This fuelled his dislike of Christchurch which eventually led him to become very insular and not involved in the community. Just knowing these are possibilities perhaps can aid psychological well-being post-trauma, being aware that extraordinary things continue to happen, that there is a new normal, and that there are things that will happen, things we could or would never imagine happening.

Ross and his wife moved to Christchurch and bought a house. Ross projected that local people would see this as positive because he was more committed than those just flying in and out of Christchurch earning a lot of money. Sadly, this was not always the case, as many saw him profiting from the demise of Christchurch where properties were cheaper and there was money to be made. I was aware this was part of Ross' thinking, as he had once mentioned to me it was crazy not to make such a good investment. Christchurch was never going to be his permanent home.

Ross, when I interviewed him in 2016, certainly showed signs of development PTG (Jungian individuation, *CW* 5, para 459). At the start of the pre-earthquake phase, Ross' situated subjectivity seemed grounded in his self-belief and experience: I am good in a crisis. I like the adrenalin rush. I was conscious of how much trust he had lost in others and quite comforted by his continued trust in me. He had grown through his experience, as painful as it had turned out to be. He, as a leader, could identify what he could do differently.

Q. Is returning to normal a realistic objective for an organisation and their employees after a collective trauma?

A. This question as answered from Ross' perspective is still, no. Unlike Grace, initially life was normal for Ross. Natural disaster environments were much more Ross' normality, as this is what he did for a living, what he had experience of, and what he was prepared for. He did not have to make the adaptation being asked of those living and working in Christchurch affected personally by the earthquakes.

Ross' normality was derailed as he became overwhelmed with the complexity of the enormous scale of the disaster. He did not notice or realise this was happening and failed to invest or adapt to his new normal. He kept expecting for example, leadership to be given from Wellington; he lamented the lack of planning. The new normal was overwhelming, the complexity and scale were outside of his normal experience, and he didn't know how to adapt well to the evolving situation. He complained, blamed, rebelled, and continued to focus on the operational details and, less so, on the bigger picture. This is juxtaposed to his feelings of self-worth and pride in leading the

[company name] response in the early days and achieving a great deal without significant leadership support from his management in Wellington.

Embracing, or at least being aware that there is a new normal that needs to be adapted to, can be paramount: This entails working with who you are and what you have, knowing your strengths and weaknesses, playing to your strengths, taking care of your weaknesses. Self-care needs self-knowledge, and this too can be thought about in advance of a crisis and developed. It is hypothesised that this awareness can play an important part of being a GES.

Reflecting upon the above paragraph, the researcher wondered if for some, the non-adaptation might be survivors losing track of themselves to all the pressures around them. I could also argue the point that they may not know themselves to start with. This links to the idea that awareness of what is your normal, to know who you are, to understand your limitations and responsibilities, is part of preparation and would involve being mature enough to admit when you are out of your depth.

Ross' life was disrupted more as time went on, but after the first earthquake his family and home were not affected. Eventually, he moved his family to Christchurch and over the next four years he experienced a number of internal and external earthquakes. His family nearly broke apart, and his health suffered from the pressure and excessive alcohol. He alienated many, either directly by his arrogant behaviour or indirectly by the nature of the role. It was through his process of undertaking a master's degree in 2014 that he began to grow and understand his experience from different perspectives. Links can be seen here with PTG and with Jung's theory of individuation (*CW* 5, para 459).

For Ross, as already mentioned, the problem was that he failed to see that his normal had shifted, and although he did try to adapt at times he also acknowledged that he blocked the changes. One insight he shared was when he talked of listening and learning, saying that it would have been better to have listened than to have dismissed what others were saying, acknowledging that he might have learnt something and would certainly have built better relationships with other agencies. "In hindsight if

we had actually just let them talk and we had listened instead of talking back we would probably have much stronger relationships” (Ross #10: 373-375).

Ross referred to himself and his environment as abnormal, linking this to the police culture he had worked in for nearly 20 years. Ross painted a picture of his normal day, or should I say abnormal in terms of the mammoth amount he covered, and I recalled the pushing of my own boundaries here. Sleep was difficult in those early days because the aftershocks could be disturbing, and once awake with your adrenaline running it was hard to get back to sleep. Yet, the next day you expected yourself to get back on that some old treadmill. I recall at the time of the interview buying into Ross’ claim that the police were a good cohort to gather resources from. I now reflect that this perpetuated a normal environment for Ross which he felt in control of and, as he later reflected, he missed the opportunity to tap into diversity. Diversity of resources would, I believe, have helped, but I still wonder if at the time he and some of his team would not have been able to embrace it.

Like so many of my clients and interviewees, Ross talked about what was and what wasn’t normal. He talked less from his personal normality, except for his personal working ethos. He talked of organisations and the abnormal and normal behaviour he expected there. Again, Jung puts this into context for me with his idea that normality is collectively objective and individually subjective.

If so many people talk about normality in so many different ways, then it is my belief that whether it can be defined accurately or not, it is still something that is worthy of acknowledgement at the individual level at least. In this research, a big obstacle that people seemed to have in being prepared for a collective trauma is that they did not fully know how wedded they were to some notion of normality. Hence, when this normality disappeared, they had little idea of what they had lost or where to turn in order to recreate it. For Ross, the normal was somewhat different to a normal job in New Zealand. He was a contractor who was retained for natural disasters. By definition, we have no idea when a collective trauma will happen, so Ross was used to changing his day to day normal at the drop of a hat.

Organisations, like individuals, need to invest in adapting to the new normal that faces them rather than attempting to recreate the old. Unlike individuals, the need for this adaptation is so visible and obvious that it is largely conscious, and both leaders and employees know they must change to adapt. Nonetheless, the leaders and employees will find that their work behaviours require some element of modification to cope with the additional stresses associated with organisational change.

Much can be learnt from Ross' experience alone of what is needed in a leader and an organisation during times of trauma. He experienced lack of planning, lack of leadership, lack of relationships with key agencies, lack of resources, and lack of processes and systems capable of growing with the unpredictability of the task. All these aspects need to be and can be prepared for in advance with people trained in the using of the plan, networks built with other agencies and services, and everyone having an identified role to play.

Q. What are the specific psychological pressures on leaders and employees during times of collective trauma?

A. The interview indicated there was a lack of leadership on several levels: planning in many forms had not been done; relationships and support networks had not been built and trust had not been gained; few human resources (HR) processes had been developed particularly dealing with boundaries, work pressures, and breaks; communications and media management had not been anticipated; and the leadership role model was lacking.

Trauma management and media training would benefit leaders. The media, in this instance, were looking for a story, often a bad news story which was experienced by Ross as unfair since he was working hard to help the people of Christchurch: "There was almost a feeling at that time of the world being against us" (Ross #10: 201-202). It was discussed and hypothesised during the micro-analysis that he was hurt; after all of his and his team's hard work, why didn't Christchurch and the media appreciate them?

“I suppose (um). It’s an interesting thing when you are lacking in leadership isn’t it” (Ross #10 Argumentation: 730-731). Once again, he came back to his police experience to justify his views. This is normal; he has a core set of beliefs about the right way to do things, and his beliefs are grounded in how the police did things.

Q. How might employees and leaders be better prepared psychologically for the consequences of a natural disaster in the organisational setting?

Leaders and staff were dealing with a multitude of new challenges at the time of the trauma, and everyone was to some degree left to fend for themselves. It was not that there was a lack of compassion, caring, or desire to help. It was that there were so many challenges on the strained, limited, and exhausted resources, and prioritising was something much easier to do when fresh and able to think clearly. To think clearly was not easy when your internal and external world was shaking around you, both literally and metaphorically. We need to both think and feel, having planned and drilled before the extraordinary happens. Planning provides the basis for action in the moment when the unexpected happens. It prescribes a set of actions which have been agreed, resourced for, and understood, all of which relieve the strain of having to make decisions under extraordinary circumstances.

It is not until Topic 25 that Ross actually mentioned his preparation: “Was I prepared personally? No. Not even close to it really” (Ross #10 Argumentation: 564). This was interesting given the roles he had played, and was yet another example of someone not preparing, begging the question of why we do not prepare. I hypothesise that Ross would have possibly unconsciously assumed he was prepared psychologically and that he was armed with the appropriate operational background to tackle the job, but he admitted in the quote above that he was not. This also begs the question of which element of his experience, maturity or resilience, was not up to the task.

My suspicion is that his experience was lacking in strategic thinking, substantiated by his learnings from the master’s degree he took later. Also, psychologically he did not seem to see the signs of being overwhelmed by events. Confusion followed and, under stress, he, like so many around him, turned to doing what was familiar, and

normal. In Ross' case, this was to focus on operational matters and keeping a closed team (mirroring perhaps his experience in the police force). All this leading to him believing in himself, in what he did. His arrogance, perhaps, was the only way for him to stay safe in an increasingly and impossibly complex, and ever shifting landscape.

He acknowledged that his work environment was abnormal and invited me to question if it was just him, as he had always had an abnormal life. By this he seemed to mean outside the normal 9am to 5pm low stress work environment. He learned that listening to other people's ideas, not just pushing your own ideas, would have possibly helped to build more key relationships.

Q. What psychological strategies do people need to use to cope at work during and following a natural disaster?

A. By understanding how you react in times of stress and knowing your trigger points and warning signs, you are more able to create ways of dealing with overwhelming stress levels. Ross, throughout his interview, talked of what he felt could have been done differently, often presenting a model of what not to do. For example, he had a lack of leadership support and a lack of planning for growth; he saw the need to build relationships with key agencies before events, the need to listen and digest, and the value of diversity in the resources you recruit. He had started well, taking care of himself, but when the pressure hit, he resorted to old behaviours. This was potentially devastating to his family life, but Ross only alluded to this.

Ross learnt the need to listen through not listening and experiencing its consequences. He also learnt that the organisation's culture, HR and recruitment policies are important, particularly when there is a need for rapid growth. Ross continued to tell me about his learnings and insights from his studies: "It is about building a toolbox that that you carry with you when the balloon goes up" (Ross #10 Argumentation: 593-594). One thing in this toolbox is the right people: "The diversity of the people that you take with you is really critical" (Ross #10 Argumentation: 595-596). He added to this the need to be clear with your people, telling them what you are trying to achieve and why.

I ponder whether some of his learnings have come from role models of what not to do. I reflect here that he may have been telling me about building a toolbox of psychological experience and maturity as well as organisational and management skills. I also want to add that all of the above was done in an extraordinary environment where people were exhausted through lack of sleep, the aftershocks continually waking them. Added to this was the constant need to make decisions without all the information available and with, at times, the attacking nature of the media coverage. It was a corrosive cocktail of pressures which would attack the psyche of all but the most capable and mature leaders.

Q. Being responsible for an organisation and all its employees in a time of collective trauma may require special training. What are some of the needs of someone having to lead an organisation at such times?

A. The specific training needs seen through Ross' eyes as necessary to address were strategic and tactical leadership, communication; relationship development with relevant key agencies and the media in advance, diversity in resources, adaptability, open dialogue with others with regard to ideas and management planning, and focus on planning for the unexpected and the unimaginable.

In addition to the above, be aware that in a collective trauma, a leader will potentially be faced with quite a volume of decisions with which he or she is not accustomed and will be very likely to experience a high level of stress, while being expected to perform well in such an extraordinary environment. One of the many potential issues, for example, could be the need to have clear boundaries to ensure staff do not over commit and burn out. It is necessary to plan, follow the plan you have prepared, and be aware of where you can get help, resources, information, and support. Extraordinary measures may be required, so know what your role is, what being a leader in a crisis entails; even just being there is important.

In Summary

Ross started by telling me he had no support; his boss and the Wellington leadership were focused elsewhere. He was left alone to deal with an enormous event, unprecedented in insurance world-wide. He talked on several occasions of there being no planning and certainly took his own medicine when he took three weeks to plan after the second earthquake.

The telling of the told story in the interview showed Ross maturing over the intervening five years. He began telling a story which focused upon what others did not do, [company name] had no plan, and his bosses were not available or visiting. For almost half of his narrative he used Argumentation, putting forward his thoughts (and feelings) to make his points felt about what happened at [company name]. As the interview evolved he was learning to integrate his thinking and take at least some of the responsibility. His master's seemed to have helped him gain good insight into what he could have done differently and how he could have approached the role differently.

Ross gave some excellent insights into working within an organisation under enormous pressure. He highlighted many of the things that would have aided his leadership and his team's functioning. Through the experience Ross conveyed a man who began ready for action, became overwhelmed, but then learned from his limitations, growing, and maturing over the earthquake period. As someone who remained committed to Christchurch, he showed enormous resilience when many would have run home. He, a realist, a fighter with a tenacious streak constantly having to fall back on his own resources, was proud of what he and his team did. He had become more of a loner, born out of hurt and trust issues. He had become more aware of when he was out of balance and could self-regulate; he was more stable and psychologically wiser. He needed time out from [company name] to experience some normality. Overall, he remained bruised and hurt but no longer worn out. It could be hypothesised that the shadow of the collective had been projected upon him and to some extent he had introjected it and soaked it up without not fighting back (see Chapter 3.3.2).

Ross was incredibly open and honest. He was very trusting of me, and I believe he went deeper with his story than ever before because he trusted me and felt safe.

APPENDIX 17: THE CASE DOSSIER FOR GRACE #23

A list of contents of the Case Dossier are outlined in Appendix 16 (due to the volume of data the two dossiers are presented in 1.5 line spacing). In Grace's Case Dossier all relevant analyses and documentation associated with his case from conception to the case history are include in summary (the full data set is available upon request). The references appear as follows: (Grace #23: 123-124). This refers to Grace, a pseudonym, and her allocated identifying number followed by the line number(s).

1. Interview raw data:

1.1 *Consent form* signed (available upon request).

1.2 *Transcript* including paralinguistics. non-verbal communications (see Appendix 13 for Grace #23 transcript, the recording is available upon request).

2. Field notes of the Interviewers subjective reflections:

2.1 *Interviewer post-interview free-associative debrief field notes.*

2.2 *Polished field notes of notes taken during the interview.*

2.3 *Post-transcription field notes.*

2.4 *Constant memo-ising and journaling and self-reflections.*

The above four reflection processes (2.1 to 2.4) are summarised in 2.5.

2.5 *An integrated summary and expanded field notes of the above reflections.* This summary captures reflections from 2.1 to 2.4 above over a six-year period. A reflective summary of the evolution of this researcher's subjectivity through these four successive practices was collected in field notes and journals. *The originals are available upon request. All were written in the first person given the nature of the self-reflection process.*

I am aware it was late at night when we finished, and I was too stimulated to sleep immediately, and so I wrote about the interview. I felt excited and pleased with the outcome of the interview. When we started, it took a few minutes, but I could hear in Graces voice that she was starting to relax. She started talking in a little girls voice

and I recall thinking she was nervous. Gradually she became more and more relaxed and seemed to be chatting confidently quite soon.

Grace's final comment about initially having been concerned about revisiting the earthquakes and then she had found the experience cathartic was quite a relief for me too. She talked about feeling she was gaining new insight. I had been concerned a number of times during the interview about how visibly upset she became. At each of these points I checked if it was ok to continue, but she always wanted to go on. I was also left with a feeling of incredulity about the power of opposites. On the one hand, she was telling me she was now very conscious and afraid of earthquakes, and, on the other she and her partner were planning to build a house in Wellington. Wellington, New Zealand is thought of as THE place overdue for a BIG earthquake. I found myself on a number of occasions distracted by my thoughts of why she was building in Wellington. I wanted her to get out, to not subject herself to more earthquakes, which she acknowledged are a real possibility. She was terrified, devastated by the 2016 Wellington earthquakes and had enough knowledge to know of the future possibilities, yet she chose to stay. Then I reflected that I had moved to Italy where there are earthquakes there, too. Denial is a great comforter!

It is this coping mechanism that I am picking away at when I pursued my research topic of Preparation. Why prepare for something that may never happen? One good reason is that 97% of human beings will experience at least one trauma in our lifetime. Now for me the question is more one of, Why we should not prepare? Why not take the very best care of ourselves and our loved ones? I have taken to using the analogy of antenatal classes. I have never met a woman who wanted to sit through videos of the birthing process. I have had three children, and the first time I was pregnant, I took the it-will-be-fine-on-the-night, denial, approach to giving birth. After my first child, I became a great advocate of preparation of both mind and body. By knowing what will probably happen and what might never happen but could, I found my mind and body were able to assimilate the information and make better informed choices. The trauma was lessened, not eliminated.

One last reflection from that first field note exercise was on the method of the interview Grace was my only Skyped interview. As I explain elsewhere she had been

homeless after the Wellington earthquake which happened the night before our interview in New Zealand was scheduled. We agreed to reschedule the interview for when Grace was ready. That agreement was made in November 2016, and the interview finally took place in March 2017. I was in France; she was in New Zealand. Our connection was good. I could see her clearly and was able to pick up facial and bodily cues, for example, when she was visibly upset, cold, laughing. However, there is something special about being in a room with someone when interviewing and I want to acknowledge that as rich as this interview was, I think the experience for both of us would have been enriched by being in person. I recall enjoying her storytelling and her candidness about some embarrassing and horrific experiences. I reflect as I write that I was holding this away from me, sounding empathetic but not allowing the earthquake stories to get inside me.

Only when I reread my notes post-interview was I reminded of the trigger of her freezing to memories of my experience of freezing when a man, nicknamed locally as Mac the Knife, came through my bedroom window when I was 12 years old. I had felt from that point in my life for many years that when in danger, I would not be able to scream, I would freeze. It was only through therapy years later that I was able to make sense of what happened and allowed myself to go back to that place and scream; that was therapeutic for me. The experience of freezing is not only dangerous in the moment but can have longer term implications. Grace had indicated post interview that she had sought help after experiencing the earthquakes.

I recall thinking how composed Grace had always seemed when I had any interactions at work with her during that time. She was young and yet was more able than many of those around her to contain her anxiety or at least to keep it out of sight. At what cost, I wondered?

Intuitively at the time, I wrote about the richness of her reflections; my reading and rereading has certainly substantiated my intuition. Yet at the time, I struggled to really pinpoint how or why her reflections felt so rich. At the time, I was conscious of thinking she trusted me and was being very open and candid. This felt good. As I have reread, I see it was almost like she was in a confessional at times, the one-night stand, the strange story of the boss leaving his wife for an affair with her, yet she had

never had any relationship with him other than as her boss as a temporary employee. I reflect on how beautiful Grace was and, perhaps, how naive she may have been. There was certainly, at times, a sense of her relief, of cleansing, of coming to terms with and moving on.

Part of the evolution of my transcripts as I would expect, is starting to show more depth of interpretation. For example, when I wrote that Grace would often suddenly jump to another topic and then come back to a previous topic, I had a feeling of being part of her journey, which moved backwards and forwards as an incident or memory struck her. I now want to explore those jumps to understand what triggered the change of topic, the change in emotion. Was she distracted, was she avoiding going further, perhaps deeper? I cannot know for sure what the answer is; for my purposes I can, however, conclude that self-awareness, being willing and open to reflecting upon traumatic experiences, can be part of being a GES.

Her words were so descriptive that, at times, I felt I was back in Christchurch observing the queues of traffic or the long lines for water. So often what she said was so vivid a description that I was back in the car park seeing the Baileys building, recalling the Calendar Girls logo! The power of the shared experience confirms to me that my having been there will enhance the output from this research.

My reaction to her talking about worrying about neighbours and the elderly leads me to think about those people needing help. This brings to mind for me a story that hit the news in those early days post the February 2012 earthquake, of a large Māori family trying to take over the homeless centre where there was free food, clothing, and care. They were shown to have been intimidating other people at the shelter. Society was outraged, and the police had been called and they had been removed. This was a shocking story of how some people took advantage of a crisis, seeing kindness as weakness perhaps.

Grace talked of being single with no children and indicated that this gave her more freedom. Then she talked of being very conscious of not liking it when her boss wasn't there for a while. I did not pick this up in the SS2: Her desire for a father figure, the loss she felt, at losing her father, and the security she felt when her boss

was around, the loss she felt when he was absent. Linking this to Grace's BDC, her mother and father divorced and remarried, her father replacing her with another daughter and son. When she talked of both her parents there was a sense of distance, of holding them at arm's length.

Grace talked later of when the new manager arrived and implemented restorative time, insisting people took leave, much needed breaks. Another good father figure for Grace, she was open to learning from him and took this idea on board and used it. After the 2016 November earthquake, she immediately noted her need for restorative time; she had learnt to make self-care a priority.

This idea of restorative time also leads me to recalling just how exhausted I became over the two years. I knew how to take care of myself. I was just classically overcommitted. I felt indestructible and indispensable, both big mistakes for wellbeing. My work felt important; I was seduced into feeling indispensable, not wanting to let the others down. Others could keep going, so could I. I was encouraging others to take care, to take breaks, to watch for differences in theirs and others' behaviour, but, I was not practicing what I preached, well, not enough anyway. My reflection is that this is an area that needs to be amplified for the GES, the hidden risks of trauma perhaps.

I marvel post-earthquake at not having seen so many of the images of Christchurch in those early days. Of course, we had no electricity, so it was understandable. Now I believe it was this lack of sensationalism that helped me cope. The media would always look for the worst cases. I was in the thick of it and getting a much more balanced view which included the good, the bad, and the very ugly.

It was the experiences Grace related about the media and its impact that has prompted me to write a section on Media in Chapter 2. There are things to be learnt from how media can help and how media can hinder the GES.

I reflect at how this process of review and revisiting is so powerful. Look at what I wrote back then, post-interview, when Grace narrated, "We kind of looked at each other, ran back to the office [laughing] and organising the evacuations and that kind

of stuff' (Grace #23: 289-290). I wrote about how I felt, my reaction to what she said: I was jolted back to seeing my earthquake wave. I am aware my mouth is dry, and my heart is racing. I make a conscious effort to refocus on Grace.

When Grace talked about the "classic milling around not knowing what to do" (Grace #23: 290-291), I recall this after the first 2010 earthquake. I tried to go to the emergency centres to help, but no one without police clearance was allowed in. Even though I had been working for the past five years for Lifeline (the New Zealand equivalent of the Samaritans) and had police clearance for that, it was not enough. This led to my completing a course to become part of Victim Support to ensure if another disaster was to happen, I would have the ability to help. Little was I to know, we had a bigger earthquake coming.

I had totally forgotten this recollection, and yet it was preparing me for further trauma! Post training with Victim Support, my first call out was for a cyclist who had been killed in a freak accident. I was to go to the hospital and meet his wife; she did not yet know he was dead. We visited his body together. I will never forget her sense of despair yet wonder. She stripped her husband bare. She wanted to really know he was gone. Powerful images for me to recall, this was also a powerful reminder of how much of life can prepare us.

I remain alert to Grace's potential for PTSD. She thought she would die, not once but twice: once perhaps unconsciously, when she froze and then, consciously, in Wellington when the earthquake struck.

Like so many of my clients and interviewees, Grace said, "Life went pretty much back to normal after that" (Grace #23: 315), almost as a full stop to that part of the trauma story. I have had many debates whilst writing this thesis about normality and that there is no such thing as normal. And yes, my literature review corroborates that, normality is what people desire. Jung puts this in context for me with his idea that normality is collectively objective and individually subjective. If so many people talk about normality in so many different ways, then it is my belief that whether it can be defined accurately or not, it is still something that is worthy of acknowledgement at the individual level at least.

In this research, a big obstacle that people seemed to have in being prepared for a collective trauma was that they did not fully know how wedded they were to some notion of normality. Hence, when this normality disappeared, they had little idea of what they had lost or where to turn in order to recreate it.

Grace talked of purchasing a piece of artwork called *Christchurch Rising*. I did not recall this in my reflections initially, which is interesting because it feels significant now. It was her unconscious desire to see life back to normal perhaps, to see, Christchurch rise again, a powerful image tied to a traditional image in New Zealand of the household flour packaging.

I recall the stories Grace told, including one of a man threatening to shoot [company name] employees and other stories. They were told in a very matter of fact manner, yet they were not normal everyday occurrences. They, like the earthquakes are extraordinary events. It is important to be aware that extraordinary things continue to happen, things we could or would never imagine happening, and to acknowledge that there is a new normal rather than having our head full of old expectations, we could or would never imagine happening. Just knowing these are possibilities can aid our psychological wellbeing post-trauma.

Grace acknowledged that some of the funny things she related would not be funny in normal times and, I note, “most are totally inappropriate... but now I wouldn’t stand for. At the time I was a bit annoyed” (Grace #23: 863-865). I reflect on the dangers of humour and the use of black humour in times of crisis, and I feel I understand her dilemma. I recall my undergraduate dissertation on Stress in the London Fire Brigade and how the firemen would use words to distance themselves from the confronting reality, for example, dead bodies were called *stiffs*. Reframing, like humour, are at the very best short-term coping mechanisms and need to be addressed to aid our psychological wellbeing in recovery.

Having reviewed the polished notes I was quite surprised at just how well my intuition (and probably good BNIM training for the interview) managed to pinpoint a lot of what I pursued as PINs. I recall feeling it was late and I did not want to push

too hard, given how terribly upset she had been already at times during the interview. Yet she had pushed herself hard at times and the depth of the interview shines through.

I was struck by her comments on her anxiety: “I remember just feeling that real sense of no control, which is a very familiar feeling for people that suffer with anxiety” (Grace #23: 32-34). Being out of control was a familiar feeling from her experiences of anxiety attacks in the past. I was left wondering whether this helped or exasperated her situation. Later she reflected that a “lot of things outside my work life felt out of control but at work I felt very much in control, most of the time” (Grace #23: 62-63). She even talked about being “a bit bossy” (Grace #23: 166), another way of her staying in control.

I write about my reflections that the organisation went straight into action, a common mistake in a crisis. Rather, it is important to take time to assess the situation, bring together very senior management, devise a plan (in advance), and activate the plan. Reflecting on organisational life, Grace was telling me about organisational life as a family unit; some would have felt this, others definitely not. Is this something to foster as part of the strategies?

The theme of having something to do, a role to play or not, during a crisis appeared in a number of the interviews and its impact was interesting. I certainly felt that myself, after the first earthquake, as I was sitting at home twiddling my thumbs for the first couple of days. Any help I offered I was not accepted because I was not known to the right associations. This led, as I said earlier, to my training with Victim Support. After the first earthquake, this was no longer a problem for me. I was very busy and involved in the recovery process. I reflected that perhaps keeping people busy after the event keeps them grounded and gives a much-needed sense of purpose. Perhaps each of us thinking about what we can add in a recovery situation prior to a disaster could lead to more help available whilst fulfilling that perceived need of doing something aiding our own personal recovery. An example is that of crisis management training, which involves drills which explicitly put people into roles so that when a crisis strikes they know their role, regardless of the nature of the crisis.

Grace's interview was one that stood out for me. She gave a great description of the complexities and burden of working and managing personal issues during and after a collective trauma. She felt secure at work, where it was organised and rational, yet "the work was never, ever ending. We would have this weight of trying to help on your shoulders and this trauma that you had been through in your own life and trying to compartmentalise those sometimes was challenging" (Grace #23: 196-199). I now see a lot of what Grace talked about was compartmentalising work and personal life and how, towards the end of the interview, she was integrating her experience more. I find myself constantly moving between Grace's insights and my reaction to them and/or my own experience. There is a sense of both my and Grace's self-awareness becoming more conscious, growing during this process.

Later she talked of the connection to the place, the people, and the community, putting something back, part of themselves, a common bond. She reflected that some in Christchurch were stuck in the grieving cycle and had not emotionally moved on, intimating she had. Some people may not have coped well emotionally, and their level of emotional maturity may have actually worsened. The point she went on to make about "better self-care" (Grace #23: 485) may happen with some people, experience, but the opposite or nothing at all may happen to other people. This is another aspect to reflect on using in the strategies for the GES.

The difference in the experiences might be due to whether or not people had children, gender, education, mental health issues, past experiences of earthquakes, socio-economic circumstances, different income brackets etc. All these and other distinctions are all worthy of exploration.

These field notes certainly gave a lot of insight into the subjective experiencing of Grace and me and introduced thinking about organisations and their challenges. These are in more depth and provide with more insights than the previous two sets of field notes. Together with what was summarised above of the previous reflections, I want to turn to my latest reflections. One powerful reflection is how Grace moved from compartmentalising her life and her experience to sounding more integrated. For example, "with experience comes better self-care" (Grace #23: 485), and her comment at the end of the interview. I saw this in Grace: She was integrating her

experience of earthquakes; her descriptions moved from “happening” to “hitting” to “we had”, in a tone that seem fatalistic. I note too how I had not picked up on her reflections of the power dynamics and how this impacts organisations, the community, the individual and our unconscious acceptance of its presence.

I wonder if Grace is ok. The Wellington earthquakes in 2016 had certainly had a big impact on her sense of safety. Plus, as I said earlier she had on two separate occasions thought she might die. I also reflected on the level of Grace’s education, something I was not aware of before. I admit to myself I had seen her as the PA of the head of operations, and unconsciously, I had made some assumptions about her ability. Five years on, I feel I am talking to a much more mature young woman than the slightly arrogant, keen to prove herself 25-year-old I met five years ago.

Although initially embarrassed about her one-night stand, she was able to laugh about it and recognise how we never know when disaster will strike. I recall thinking during the interview of my mother’s expression and judgement of a nice girl (they don’t have one-night stands). Back in 2010, Grace would have failed my mother’s judgements, and this possibly influenced me in some unconscious way.

The more I read Grace’s accounts of the bad boy bosses behaviour, the more I reflect on how this is part of what I am researching: the need to know this is a risk when high levels of stress are mixed with drinking and ensure there are boundaries and places to take these issues.

The need to clarify normal life, the need to return to what was known and ordinary, continued to be raised as a theme for me. This is the idea that there is a need to return from our stress zone to our comfort zone, perhaps by noting the ordinary life’s challenges of a disaster, many of which are narrated in Grace’s story.

Her story highlighted that those not born in Christchurch found it much easier to leave. Those born and bred there often commented on not deserting a sinking ship. It was as though Grace had a foot in both camps. She had spent a lot of her childhood there because her grandparents lived there, but she didn’t feel wedded to the place.

She was able to leave and had no real desire to return. It also highlighted that for many, leaving was not an option.

Grace was telling me as much about her inner as her outer quake, that, for example, feelings are better not felt as she could get lost in them. She also expressed that she did not understand men and they were hard to be in control of. Jung might caution against being judgmental or labelling: She had not yet had the awakening of her soul/her psyche, in a disorganized/disassociated way (not in clinical sense) but more of a splitting off, not knowing yet. Some patterns observed were that others were in shock, but she was not. "I am an anxious person" but good in a crisis". A crisis helped her to associate and regulate her body and her feelings. She was often, dealing with the tensions of two conflicts (Jung's opposites see Chapter 3.4.4), rational and anxious, for example, and that relationships were important and yet so many were dysfunctional. Elements of attachment also became apparent in her feelings of being less safe when her boss was not around, and in the lack of attachment to Christchurch that she talked about.

Finally, I want to reflect on any specific or inferred references to preparation, the topic of this thesis. Within the first 75 lines of the transcript Grace talked of "going to check on neighbours and figuring out what we should do about water and all that sort of stuff". These are all good practical things to do and know about in advance, allowing for the potential to feel more in control while doing as much as possible for ourselves and others. Less obvious were her reflections on "workers who probably weren't on regular wages". Money, income, and finances, and how to get them when companies and bank are closed can and will impact our wellbeing.

I am interested in archetypes and will also attempt to identify here any apparent archetypal influences, for example, the heroes that go back into the building or the nurturing mother feeding the hungry children and taking care of others.

Much of the story Grace narrated is, perhaps, not yet fully processed or integrated, still unconscious. Grace's awareness and her confidence shone through as did key relationships, finding meaning and purpose, and the desire to return to a normality that we are unable to clearly define but so desire.

3. The Objective Track

3.a Biographical Data Chronology of Grace.

(A chronology – timeline of Grace’s life from the details obtained)

- 1957 Dad was born. Works as a Communications Manager in Wellington (2017).
Dad lives with his new wife and family of one girl and one boy in Wellington.
- 1959 Mum was born. Worked as a Communications Manager in Dunedin. Now lives in Christchurch. She lives with her new husband and his children.
Her mother has one more child, a boy.
- 1985 Grace was born on 29th July 1985 in Dunedin. Both her parents were 4th generation New Zealanders. Grace and her parents identify as European New Zealanders or Pakeha (the Māori name for European/New Zealanders). She is the only child for her mother. Her father has more children, but she is the first born.
- 1985 She grows up in Queenstown.
- 1988 Mum and Dad divorce.
- 1990 Dad remarries and has one child, a half-brother for Grace. His new wife has one daughter who becomes Grace’s stepsister.
- 1997 At the age of 12 Grace moves to Christchurch with her mother where her mother’s parents (Grace’s grandparents) live.
- 2003 She starts a degree at Otago University in Dunedin, NZ, in comparative religious history.
- 2005 She has a long history of anxiety, first occurrence not known, in 2005 she starts therapy and small doses of medical interventions, how she refers to the drugs she was given, and mentions she is uncomfortable with taking them.
- 2006 Starts a second degree at Canterbury University, Christchurch, in Anthropology, Psychology, Classics, and Sociology.
- 2008 She meets a man she then is in a relationship with for four years.

- 2009 Grace left to spend one year living and working overseas in the UK with her NZ boyfriend. They split up and she returns to NZ.
- 2009 Dec 9: [company name] appoints new CEO.
- 2010 Aug Grace returns to NZ and moves to Christchurch to live with her mother. Grace takes temporary work. She takes a flat with her best friend, her brother, and his girlfriend.
- 2010 Sep 3: Grace is 25, she goes to an office party and takes home a young man.
- 2010 Sep 4: At 4 am the first earthquake hits. The young man leaves that morning.
- 2010 Sep 5 Grace drives around town to look at the damage and get water, petrol, and food.
- 2010 Sep Temporary boss rings her and say he has left his wife and they can have an affair now. She and ex-boyfriend get back together.
- 2010 Sep Grace leaves the temporary job and has one day off.
- 2010 Sep Grace starts as a claims officer at the [company name].
- 2010 Oct Grace is headhunted into the role of PA to the head of [name of company] Operations.
- 2010 Oct-Feb Her old relationships ends. Her best friend moves to England. She continues to live in a flat with her best friend's brother and his girlfriend. Work is very busy as [company name] grows rapidly from 22 people to 1,800 eventually.
- 2011 Feb 22 A Tuesday at 12.51 pm. a magnitude 6.3 earthquake caused severe damage in Christchurch and Lyttleton, killing 185 people.
- 2011 Feb 22 Grace is still working in the Baileys Building, working for [company name], and her boss is still the head of the Christchurch operation.
- 2011 Feb 22 Two to three hours after the earthquake she makes lunch for all senior managers at one of the manager's homes.
- 2011 Feb 22: She return home in the early evening. Her flat was a mess from the earthquake damage. She went to stay with her grandparents for a few nights.

- 2011 Feb 22 Late evening Grace helps to set up temporary offices for the Head of [company name] Operations and the Team. She is offered a room and stays at the hotel, where she works and lives in the hotel for about a week.
- 2011 Mar 2 A man rings [company name] claims line and threatens to shoot people, “I am going to come and kill everybody in Christchurch with my shotgun”. She takes the call. She organises a lock down at the office. She is very disappointed in the lack of rapid response from the police.
- 2011 Mar 18 Prime Minister John Key visits Christchurch lots of security and police presence.
- 2011 As part of her development programme at [company name], Grace completes the Myers-Briggs Type Indicator: ENTJ – Extraverted, Intuitive, Thinker, and Judgement.
- 2011 The two operation bosses fill a paddling pool by her desk and fill it with green edible jelly as a joke. Grace returns to ex-boyfriend. Graces boss leaves his wife and is having an affair with a young woman at the office. The team at work are drinking a lot after work every day now.
- 2011 Jun 13: At 14:20pm a 6.3 magnitude earthquake hits. Grace is in the [company name] building.
- 2011 Oct: There is new management in Wellington and new manager appointed in Christchurch. Her boss reports to him and is happy to do so. Grace changes jobs and works for the new boss. He is much more management focused.
- 2012 The CEO of [company name] arrived in Christchurch. The Minister of Earthquakes and CEO fly back to Wellington earlier than planned.
- 2012 Grace’s four-year on-off relationship ends in Christchurch.
- 2012 Aug: She moves to Wellington. Starts job at government.
- 2012 Oct: She meets new partner in Wellington.
- 2013 Dec: She completes a Certificate in Management at Victoria University Wellington. Grace joins government policy department.
- 2015 July: She visits Christchurch a lot because her grandfather has cancer. He dies on the 15th July. She goes to Akaroa (near Christchurch) to celebrate her 30th birthday with family. She visits Christchurch.
- 2016 Nov14: At 12:02 am a 7.8 magnitude earthquake struck centred in Kaikoura rocks Wellington. Graces apartment building is evacuated.

- 2016 Nov 14: At 12.30 pm Grace calls Mandy (this researcher) to postpone her interview for this project scheduled for the next day.
- 2016 Nov 15: She and her partner leave Wellington and the many aftershocks for four days to visit his mother in Blenheim. This is closer to the centre of the recent earthquake but not directly hit.
- 2017 Mar: The interview for this project took place over skype. Grace is working as Senior Adviser in the Policy Team in the Ministry of Business in Innovation and Employment and is currently on secondment working on a diversity strategy.
- 2017 She is completing a Master of Public Management this year. The master's includes management, leadership, and strategic HR management studies at Victoria University Wellington.
- 2017 The day prior to the Skype interview she exchanges emails with core members of her [company name] team.
- 2017 April 9: 8pm. Grace is interviewed via Skype. She is now 31 years old.
- 2017 Mar: In a de facto relationship, Grace has been living with her boyfriend for four and a half years in Wellington.

3.b Biographical data analysis panel. September 2017 Grace: Panel Members MF/KH/FF/CB. As with Ross, the BDA panel was asked to create the following EH, FH, FH. What follows is an example of the output from one of the chunks generated by the panel with responses listed and subsequent panel structural analysis. The full output of chunks is available upon request.

Chunk 5

2010 Earthquake strikes at 4.35am. She is having a one-night stand.

EH1 Frightened

FH1 What do I/we do – runs to doorway

FH2 What is it, why is this happening?

FH3 Screams, cries

FH4 Becomes hysterical

EH2 Exhilarated

FH1 Adrenaline pumping feels bullet proof

FH2 Exciting, dangerous, fun

EH3 Embarrassed

FH1 Flat mates don't know she has man in her room

FH2 She screams and cries and he doesn't like it

FH3 She has never had a one-night stand before

FH4 He is really frightened and screaming

EH4 Ashamed

FH1 Never had one-night stand before and got caught!

FH2 Everyone will think she is a slut now

FH3 She thinks she has overreacted to the earthquake

EH5 Terrified

FH1 She has no experience of earthquakes

FH2 Feels the earthquake will never stop

FH3 She thinks she and/or her family and friends will die

EH6 Overwhelmed

FH1 Can't think what to do

FH2 Everything is moving, breaking, shaking

FH3 No one really there to look after her

FH4 She has to be responsible for everyone

FH5 How will she pay for all this damage

EH7 In Control

FH1 She jumps up getting dressed and hides under the table

FH2 She yells to everyone to get cover

FH3 She runs to help neighbours / others

EH8 Prepared

FH1 She was glad she had insurance

FH2 She had a medical kit on hand

FH3 She had never thought about what to do or what she would need

FH4 She wished she had filled her car and had lots of water

STRUCTURAL HYPOTHESIS - Structural Themes Emerging in BDA

- External earthquakes are nothing compared to my inner quaking world.

- Men are not to be taken seriously, confusing, leave, are unreliable: one-night stand, boss wanting an affair, long term relationship ending. Looking for a father figure: both bosses.
- Relationships important. Many relationships dysfunctional, family, friends, work.
- Transient: Looking for home. Born in Dunedin, grew up in Queenstown, moves to Christchurch, goes to UK, returns to Christchurch, moves to Wellington.
- Education and career are important.
- Stays safe by doing, being involved, having a place, helping others.
- Control and Anxiety –Keeps in control by being organised and “bossy”. Achieving, wants to be in the action, a doer, her survival/coping mechanism.

3.c Biographical data analysis narrative summary. The case phases identified aim to show more clearly different BDC moments in Grace’s life during the earthquake period of 2010-2016. A brief overview of Graces’ life before the earthquake in September 2010 is given, and an overview of the ten phases identified are summarised in the case dossier and in the first column of the two-column summary.

1. Returning to Christchurch –the pre- earthquake period. Grace was born in 1985 to fourth generation New Zealanders, her mother was 26 years old and her father was 28 years old. Her parents both worked in communications within organisations. In 1988 her parents divorced and in 1990 her father remarried and has one child, a half-brother to Grace. Grace and her mother remained in Queenstown until 1997 when Grace was twelve in 1997. Around this time, they move to Christchurch, the home of her maternal grandparents, and her mother remarried a man with a young son and Grace gained a stepbrother.

In 2003 Grace leaves her home in Christchurch and starts a degree in comparative religious history at Otago University in Dunedin, New Zealand. The sequence of events is unclear but at the age of 20, in 2005, she seeks help with what she refers to as a long-term problem with anxiety. In 2006 she heads to Christchurch and starts a second degree, this time in anthropology, psychology and sociology.

In 2008 she met a young man, and in 2009, on finishing her degree, they left to work and live together in the UK. In 2009 the relationship ended in the UK and Grace returned to Christchurch. She was 25 years old, and took a flat with her best friend, her brother and his partner. She took a temporary job in August 2010 in Christchurch.

2. *First earthquake 4th September 2010* - during the earthquake. At a company party she met a young man and took him home. It was while they were “getting acquainted” that the first earthquake “happened” at 4am on September 4th, 2004.

3. *After the First Earthquake.* The young man left that morning, and Grace, with her best friend, drove around town to look at the damage and get water, petrol, and food.

A few days later, Grace got a call from her temporary job boss. He said he had left his wife so that he was now free to have an affair with her. The Human Resources Department told the manager to never contact her again. Grace left the temporary job that day and had the next day off work.

The very next day, the temporary agency found her a new job and she started as a claims officer at the [company name]. She returned to a relationship with her ex-boyfriend. One month later in October, Grace was headhunted into the role of PA to the head of [company name] Operations. Sometime between October and February she again splits with her ex-boyfriend and her best friend moves to England. She continues to live in a flat with her best friend’s brother and his girlfriend. Work was very busy as [company name] grew rapidly from 22 to well over 1,000 employees.

4. *A second earthquake 22nd February 2011* - during the earthquake. At 12.51 p.m. on, 22nd February 2011 a magnitude 6.3 earthquake caused severe damage in Christchurch and Lyttleton, killing 185 people. Grace was working in the Baileys Building for [company name]. At 12.51pm she was in the park at lunch with one of the managers from the geotechnical engineers that work for [company name]. Grace’s boss was still the head of the Christchurch operation. She helped evacuate the building into the car park at the back of the building. Her boss left to check on his family and returned twenty minutes later. Grace helped a woman solve the

problem of her keys being stuck in the damaged building. She gave advice on insurance policies. She rang the CEO of the [company name] to tell him what had happened.

5. *After the Second Earthquake.* Two hours later Grace cooked lunch for all the senior managers. Her flat was uninhabitable. She went to stay with her grandparents for a few nights. She had called her grandparents whose home had not been damaged in the earthquake to take in some homeless people from work. That night Grace helped to set up temporary offices for the Head of Operations and the management team at [company name], at a local hotel. She was offered a room by the old owner who went to school with her grandfather. She took the room and worked and lived in the hotel for about a week.

In March a man rang [company name] claims line and threatened to shoot everybody in [company name] Christchurch. She took the call. She organised a lock down at the office. The police were slow to respond. Later that month on the 18th March, the Prime Minister John Key visited [company name] with his heavy police and security presence. During this time, as part of her development programme at [company name] Grace completed MBTI with a profile of ENTJ – Extraverted, Intuitive, Thinker and Judgement.

The two operation bosses played many inappropriate practical jokes on her. Grace returned again to her ex-boyfriend. Graces boss left his wife and was having an affair with a young woman at the office. The team at work were drinking a lot after work every day now.

6. *A Third Earthquake 13th June 2011-* during the earthquake. At 14:20 pm on the 13th June 2011, a 6.3 magnitude earthquake hit. Grace was in the [company name] building. She experienced freezing and was unable to move. Later she asked two men to re-enter the building to get items for her and others.

7. *After the Third Earthquake.* By November 2011 new management had been appointed in Christchurch. She changed bosses, leaving her old boss with a series of temporary PA's. The CEO of [company name] flew to Christchurch to visit

[company name]. The Minister of earthquakes and CEO flew back to Wellington earlier than planned. Grace booked their flights.

During this time there was negative press about [company name]. Within a year the old four-year relationship that had rekindled after the September earthquake and after many break ups ended in Christchurch.

8. Left [company name,] moved to Wellington in 2012. In August 2012, Grace moved to Wellington and started a new job with the central government policy department and enrolled at Victoria University, Wellington. She completed her certificate in management in December 2013. She met a new partner in Wellington, and they rented an apartment together in a multi-storey building in the centre of town together. For a few months she was visiting Christchurch a lot from Wellington because her grandfather had cancer, he dies on the 15th July. Later that month she went to Akaroa (near Christchurch) to celebrate her 30th birthday with family and she visited Christchurch.

9. Wellington Earthquake 14th November 2016 - On the 14th November 2016, at 12:02am a 7.8 magnitude earthquake struck; centred in Kaikoura, it rocked Wellington, which is close to the centre of the recent earthquake but not directly hit. Grace's apartment was in a high rise building which was shaking and they are evacuated. At 12.30 pm Grace called Mandy (this researcher) to postpone her scheduled interview for this project scheduled for the next day. Later that morning, he and her partner left Wellington and the many aftershocks, later that morning, for a four-day break and to visit his mother in Blenheim.

10. Post Wellington Earthquake 2016-2017. The interview for this project took place over Skype at 8 pm on the 9th April 2017 at 8pm in New Zealand. Grace was then 31 years old. The day prior to the Skype interview, Grace exchanged emails with core members of her [company name] team who keep in touch. Grace was now working as Senior Adviser in the Policy Team in the Ministry of Business in Innovation and Employment.

4. The Subjective Track. This addresses the way in which events were experienced and are summarised in this case dossier. Three sequences of the analysed transcript were followed for the TFA of TSS:

- a. Speaker changes: paralinguistic analysis going beyond the words, pauses, hesitations, and laughter and suggests movement from text to the attributions of inner states of the interaction flow, as registered in the text.
- b. Topic change analysis.
- c. Text sort analysis noting five different types of text sort: Description, Argumentation, Report, Narration, and Evaluation (DARNE).
- d. TSS Panel: asking for examples of experiencing hypotheses (EH), following hypotheses (FH), and structural hypotheses (SH).

4.a Speaker changes including paralinguistics. The speaker was predominately Grace predominately in SS1: except for process questions which are listed below. This is consistent with the nature of the interview process of free association, with no interruptions after the first question. Paralinguistic analysis goes beyond the words and notes, for example, pauses, hesitations, and laughter (Wengraf: 216-219, 223), moving from the text to attributions of inner states of the interaction flow as noted in the text.

Summary of Grace's Speaker Changes: In the SS1. Free Association SQUIN Session there were 10 speaker changes: two times asking about the process, "Is it confidential?" "Are we okay for time?"; three times there were "um" and "huh" and minimal encourages when it seemed important; three times asking about the interviewee's wellbeing; one time "Does anything else come to mind?"; and one time "thank you" at the end of SS1. In the SS2 question and answer session there were 14 speaker changes. All interventions were either to ask questions, give continuity, or to check on the wellbeing of Grace.

Grace Text Structure Sequentialisation: Paralinguistics:

A brief section of the paralinguistics analysis illustrates the process. The full analysis is available upon request.

Page/Line #	Paralinguistic NVC	Paralinguistics Commentary
30/31	um, um. voice becomes high pitched	She is hesitant and fiddles with her fingers crossing and re crossing her legs. I sense her going red.
35/36	um	She is smiling, sounding both embarrassed and resolved
39/40	pause fidgeting	Slower pace of her speech and lowered tone
40-43	pause, um, um	She looks and sounds reticent and embarrassed
47-48	no fidgeting no pauses	Calmer now completely still
50	no overt cues	Confident self-right now
55	pause	She sits up a little and adjusts to being more 'balanced'.
67	um	The tone is final. Like a full stop. I dealt with this and now I have moved on.
101-102	um, pause	She is punctuating, ponderous

4.b Topic changes analysis summary: Text structure sequentialisation. This denotes when what was being talked about changed, ideally including 20-25 structural segments.

In Grace's transcript the topic changed 29 times:

Sub-session 1.

Topic 1: September 2010 Earthquake: One Night Stand.

Topic 2: History of Anxiety.

Topic 3: Returning to Normality.

Topic 4: Temporary Boss wants Affair.

Topic 5: Working for [company name].

Topic 6: Self-Reflection.

Topic 7: Preparation Ideas.

Topic 8: February 2011 Earthquake.

Topic 9: June 2011 Earthquake.

Topic 10: Taking Control.

Topic 11: Grandparents Help.

Topic 12: Personal Details.

Topic 13: Cooks Lunch for Managers

Topic 14: Sets Up Emergency Offices in Hotel for [company name].

Topic 15: Murder/Suicide.

Topic 16: Impact of Media.

Topic 17: Work Hard. Play Hard.

Topic 18: Compartmentalising.

Topic 19: Resilience.

Topic 20: Relationships.

Topic 21: Managers and Leadership.

Topic 22: Masculine Behaviour.

Topic 23: Incidents at [company name].

Topic 24: Visitors to [company name].

Topic 25: Lots of funny times.

Topic 26: New Management. New Boss.

Topic 27: Christchurch and Grace.

Topic 28: Moves to Wellington

Topic 29: November 2016 Kaikoura/Wellington Earthquake

What follows is a small sample of the Topic change analysis process:

GRACE #23 TOPIC CHANGE ANALYSIS:		
Noting 5 different types of text sort: DARNE = Description Argumentation Report Narration Evaluation		
Line #	Summary of Structure	Brief indication of content
TOPIC 1: September 2010 Earthquake - One-night stand.		
30/31	Narration	This earthquake happened. And this earthquake kept happening. One-night stand.
35/36	Narration/Evaluation	Getting dressed as ran. Embarrassing. Shocks pretty intense.
39/40	Narration/Evaluation	Thing I really remember is they (EQs) kept coming. Overwhelmed
47-48	Narration/ Argumentation	Just knowing they kept coming (EQs) but feeling safe in 80-year-old villa
50	Argumentation	Lots of noise but no big drama
101-102	Report	I have crystal clear memories of actual day. Checking on neighbours. Water. Fuel.
TOPIC 2: Always suffered from Anxiety		
40	Report	Always had bit of a problem with Anxiety. Had drugs. Had therapy.
TOPIC 3: Normal		
55	Narration	Went about our day doing normal things
67	Narration	I kind of just got on with my life -after boss declares left wife she leaves job and threatens police
287	Narration	And so, eventually got back to our building, I got back to my house and cleaned it up
334	Narration	So, life continued, and relationships were starting to get more strained.
445	Report	Life went pretty much back to normal after that

4.c Summary of DARNE Text sort change.

A flow analysis of the DARNE text sort (see the diagram below).

Description	=	17
Argumentation	=	39
Report	=	38
Narration	=	52

Evaluation = 16



The above is a flow analysis of the DARNE analysis for Grace #23. This shows the colourful process of analysis. She was predominately using narrative backed with a high level of argumentation.

The following is a short section of the Coded Transcript analysis using DARNE: (The full transcript analysis is available upon request).

DARNE = **Description.** **Argumentation.** **Report.** **Narrative.** **Evaluation.**

D = Description: The assertion that certain entities have certain properties but in a timeless and non-historical way. No attempt is made at story telling or narration.

A = Argumentations: Development of argument and theorising and position-taking – present time perspective.

R = Report: Events, experiences and actions are recounted. It is experience thin.

N = Narrative

The telling of a story by which event Y followed event X, and event Z followed event Y, either for causal reasons or just because they did. Not thin, rich in detail.

E = Evaluation - moral of the story.

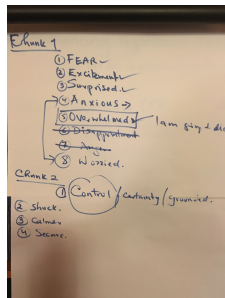
Grace (0.3) Okay. (0.4) Um, Eh, So (0.1) Alright, so. hhh, my earthquake story, I think, (0/3) starts for me on (0.) the (0.1) day um (0.1) um (0.1) probably the day of the first earthquake in September. Um (0.1) I had been in this work place and none of that crazy stuff had happened yet ((referring to the earthquakes)) and we had Um a staff Christmas do. Or something. ((it was September so unlikely to be a Christmas do)) We had a staff happening. Um And we had gone to that restaurant, that Greek restaurant by that (chuckles) river and so we had had this big night and, ((she pauses and sounds a little uncomfortable)) (0.3) Um we had gone out afterwards and I had um (0.1), I can't remember exactly how old I was then I must have been about 25. ((her voice becomes higher pitched and she sounds more 'little girl like')) And so, I

4.d. Text Structure Sequentialisation: Panel. Panel members MF/FF/KH/CB. This was the panel on telling of the told story following the procedure for the BDA panel (3.b above) segmenting the transcript into a sequence of chunks. Once again the panel was looking under the surface of what was said. A new chunk started when the speaker changed, the topic changed, or there was a change in the way in which a topic was being spoken about. This researcher constructed this sequentialisation, the TSS. The panel brainstormed examples of experiencing hypotheses (EH), then following hypotheses (FH) and finally, structural hypotheses (SH).

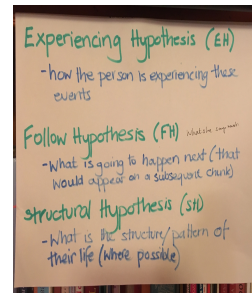
What follows is an example of one of the chunks of the panel:

CHUNK 1

**And then this earthquake happened... And this earthquake kept happening... Getting dressed as ran...
Terribly embarrassing...**



**Photographic examples
of Actual Charts**



<p>EH1 Fear</p> <p>FH1 I want to leave (get out of here)</p> <p>FH2 I need to find out if my family, friends, colleagues, home are alright</p> <p>FH3 I am going to die</p> <p>FH4 Screams</p> <p>FH5 Freezes</p>	<p>EH2 Excitement</p> <p>FH1 Makes text or calls – tells everyone</p> <p>FH2 Realises this will mean doesn't have to go to work/school</p> <p>FH3 Realises will get insurance claim and can now renovated house</p> <p>FH4 I have a plan</p> <p>FH5 I like the adrenalin rush</p>
<p>EH3 Surprise</p> <p>FH1 I don't know what to do</p> <p>FH2 I wasn't expecting an earthquake in Christchurch I am not prepared for this</p> <p>FH3 I didn't realise earthquakes just kept going how long do aftershocks last?</p>	<p>EH4 Anxious/worried</p> <p>FH1 I have lost everything</p> <p>FH2 Christchurch is destroyed</p> <p>FH3 Nothing will ever be the same again</p> <p>FH4 I have to look calm in front the others</p> <p>FH5 Can I help others, how are my neighbours, how are the old and disabled?</p>
<p>EH5 Overwhelmed</p> <p>FH1 I am going to die</p> <p>FH2 I can't cope with this right now</p> <p>FH3 I don't know what to do</p> <p>FH4 Feels anxious everything is out of control</p> <p>FH5 A family member dies</p>	<p>EH6 Instability</p> <p>FH1 Will lose her job</p> <p>FH2 Nowhere to live now</p> <p>FH3 Runs out of cash</p>

Structural Themes Emerging: TSS Panel

- A pattern, a story, about her external and her inner earthquakes.
- Compartmentalising: chaotic when emotions around, keeps feelings separate, work and professional life, relationships, men, family, work relationships. Crisis and normal life. Others shocked, I am not.

- Control and anxiety keep in control by being organised and bossy. Achieving, wants to be in the action, a doer, her survival, coping mechanism. She feels secure at work where it is organised and rational. Keeps her feelings separate and under control at work, in personal life she feels chaotic.
- Relationships important. Many relationships are dysfunctional, family, friends, work colleagues.
- Maturity – immature, naïve and grows through the experience.
- Caring – empathetic to others not to herself initially but learns to take more self-care.

5. Micro Analysis Panel – Grace #23. Panel members MF/FF/CB/JH. What follows is an example of the chunks used on the microanalysis panels with responses listed. All chunks are available upon request. The following chunk is an example of comments made during the interview which the interviewer needed more clarity upon. Notes in red are checking for refutation. Again, only one chunk is shown here for illustration, but all chunks are available upon request.

Chunk 3

Pressure cooker situation.... (Line 248 Argumentation)

EH1 Enjoying

- FH1** The challenge.
- FH2** Energised by the pressure.
- FH3** Stimulated mentally.
- FH4** Contribution is valued.

EH2 Stressed (Burnt Out)

- FH1** On the edge.
- FH2** Tired and exhausted.
- FH3** Feels under attack.
- FH4** Not sleeping.
- FH5** Never ending pressure.
- FH6** Mentally stressed.

- FH7** Out of depth.
EH5 Defensive
FH1 **Won't listen to offers for help.**
FH2 Indestructible.
FH3 Indispensable.
FH4 Not or can't listen.
EH6 Aggressive.
FH1 **Arrogant.**
FH2 Angry, not listened to.
FH3 Others incompetence driving you crazy.
FH4 Righteous.

6.Successive states of subjectivity - Grace #23. This is a summary of subjectivity perspectives in one page of selected quotations:

Normality

- 49 "And the next day we went about our lives trying to sort of do some normal coping things".
 74 "there were normal hours at first and they increasingly became really high-pressured".
 402 "life went pretty much to back normal after that".
 582 "so, after them, my life went back normal and more earthquakes".
 809 "there was a lot of traffic around us and lots of normal things were happening around us".
 946 "and I thought, that's not normal".
 968 "as soon as the shaking stopped I went back to my normal kind of reaction".
 1046 "I can't think of anything that I would laugh about under normal circumstances to be honest".

Anxiety and Control

- 38 "I have always had a bit of a problem with anxiety".
 43 "I remember just feeling that real sense of no control, which is a very familiar feeling for people that suffer with anxiety".

80 “lot of things outside my work life felt out of control but at work I felt very much in control, most of the time”.

Compartmentalising Work and Personal life – links to 2. Above.

257 “the work was never, ever ending. We would have this weight of trying to help on your shoulders”.

258 “this trauma that you had been through in your own life and trying to compartmentalise those sometimes was challenging”.

Earthquakes

20 “And then this earthquake happened. And this earthquake KEPT happening” (voice high pitched).

102 “and the moment that the February earthquake hit I was standing (speaking rapidly now, she gulps) amazingly under the door frame”.

384 “And we were in there and I remember this second earthquake hit” (June earthquake).

Preparation

89 “going to check on neighbours and figuring out what we should do about water and all that sort of stuff”.

Relationships and Attachment

75. “I was establishing my work relationships with these people”

297 “relationships were starting to get more strained”.

301 “relationships were breaking down at work, people were feeling stressed”.

516 “there was an increasing amount of tensions”.

617 “The importance of peoples’ family and friendship and intimate relationships to their mental health is really interesting”.

712 “Also, a kind of appreciation for relationships and you think, you just say, gosh, I just really want to see this person again and I really hope they are fine”.

903 “some personalities who clashed and there were some strong relationships with people around and that ended when those people had finished their contracts”.

924 “there was a lot of uncertainty about the relationships between (different organisations)”.

Self-care

263 “for most people that was just their personal life and for their work life they did something else”.

7. Two column summaries of the twin-track analysis

Column One: Biographical Data Analysis (BDA) Summary: The Lived Life:

Column Two: Thematic Field Analysis (TFA) Summary: The Telling of the Told Story:

BNIM Two Column Summary – Grace #23	
Phases of Lived life over the (life) period 2010 - 2016	Teller Flow phases over the (SS1) telling period 9th March 2017
<p>1985 Born Dunedin. Grows up in Queens town. 1988 Parents' divorce. 1990 Father remarried new wife has daughter. 1991 Father has son with new wife. 1997 Moves to Christchurch with mother. 2003 Starts degree Otago University in Dunedin in religious history – leaves after one year. 2005 Starts therapy to address long term anxiety. 2006 Starts second degree at Canterbury Uni. in Anthropology, Psychology and Classics. 2009 Moves to UK with NZ boyfriend for work. 2010 Relationship ends. Returns to Christchurch. 2010 August. Starts temporary work. 2010 Boss leaves wife want affair with Grace. 2010 September 3rd into 4th has one-night stand. 2010 September 4th 4 am earthquake. 2010 September 4th views damage, buys supplies. 2010 Starts working in Claims department. 2010 October head hunted to be managers PA. 2010 EQC grows from 22 people to 1800. 2011 February 22nd 12.51pm earthquake. 2011 Man threatens to shoot EQC employees. 2011 Completes MBTI results = ENTJ. 2011 Manager puts paddling pool full of jelly in her office for 'mud wrestling' as a joke. 2011 Media very negative about EQC. 2011 June earthquake she experiences freezing. 2012 Leaves four-year relationship again. 2012 Leaves EQC. Moves to Wellington. 2012 Starts study again. 2012 Meets new partner and start to live together. 2013 Completes certificate in Management at Victoria University Wellington. 2015 July Grandfather dies. Few days later celebrates 30th birthday in Akaroa. 2016 Nov 7.8 earthquake struck Kikakoura 2016 Nov 14 12.01am evacuated from her multi-story apartment 2016 Nov 15 leaves Wellington with partner to four days at in-laws' home.</p>	<p>Phase 1: Pre-earthquakes A description of her early life, quite transient, divorced parents. School no information. University lacks direction does two undergraduate degrees. Often speaks at work and in the interview in a little girl's voice.</p> <p>Phase 2: The day of the earthquake and thereafter</p> <ul style="list-style-type: none"> • Her inner world in chaos, her outer world in control, she seems unaccustomed to revealing her personal life. Her ability to manage her outer world, to be good in a crisis, a way to focus her energy and a coincident way to avoid her feelings. • The recurring theme of wanting to return to normal as a metaphor (a full stop) to avoid her feelings and facing up to them. • Enjoys working at centre of things as a personal PA with a father figure to both look up to and to protect her. She is an achiever, a performer who wants to be in the action, a doer, her survival mechanism. • Her kindness and care for others comes through as she became the centre of attention, developing her abilities to be good in a crisis, liking to be liked and wanting to be wanted. • Relationships are important /dysfunctional. • Her insecurity in accepting bad behaviour at work but that over time, and with maturity, a realisation that she would not now put up with such things. • Her frustration with the media, politics, politicians and senior management confront her values and sense of fair play is being violated. • Growing understanding of what keeps her safe, what she wants from life, how to look after herself. Leaves Company moves to Wellington and forms a long-term relationship. Despite this, she exposes herself to future chaos (earthquakes) by living in Wellington, being unprepared, perhaps a deliberate, albeit unconscious way to maintain vulnerability and expose herself to future crisis where she can be 'good in a crisis?'
<p>In Brief: Only child. Parents' divorce. Instability. Relationships break up, develop and/or dysfunctional. Three degrees attempted, two gained. Working full time building a career now. Disappointed with politicians, the media and some senior managers.</p>	<p>She is maturing into a very competent strong woman (use of argumentation) who although still suffers with anxiety has found ways to cope with it. She now has a career, a committed relationship and is finishing formal education. Terrified of earthquakes recognising her need for self-care, acknowledging her feelings and more conscious of her need to be more prepared. She seems to have created her normality.</p>

8. A Case Diagram: Visual Summary or a Case Image. The essence of Graces case is captured in four images of different stages of her life:

- 1. Little girl lost.** A vulnerable little girl who learns to keep feelings at arm's length: a small damsel in distress reaching for love and for the father she lost to divorce and a new marriage and more children.



- 2. The bossy little ring master,** playful ring master likes to be in the centre, in control, giving orders but entertaining and likable.



- 3. Care giver and rescuer:** Tends to want to save others and loses focus on herself and looks to what others needs over what she needs.



- 4. A powerful woman learning to be vulnerable.** She is maturing, less anxious today and hopeful of the future. She is in a loving relationship; has a career she likes and is valued in and is planning to have children and build a home.



9. Case history of the case evolution for Two Column Version of BNIM. This is a professional account of what the researcher believes to be the best way of representing the case-phases of the evolution over the period of the situated subjectivity under study.

The history of the case evolution involves bringing together the objective track of the BDA and the subjective track of the TFA into an inter-woven case-history. In the case of Grace, the pre and the post-earthquake periods are the two case phases in question. The objective track is the lived life of Grace from 1985 to 2017; The phases of the subjective track, Grace's told story, is the period covering the New Zealand earthquakes of 2010, 2011, and 2016, with the thematic field analysis summary of the teller (Grace) flow phases and insights during the 113-minute interview in 2017.

The Phase-model

The Start-State of the given historical evolution, the pre-earthquake phase, includes her normal development through young adulthood, and the trials and tribulations of relationships, and finding a partner to settle down with and a career she wants to pursue. However, her world was disrupted by a series of earthquakes which aided in her developing an understanding of her need for better self-care.

At the start of the pre-earthquake phase, Grace's situated subjectivity seemed organised around certain contradictions in herself and between herself and the situation: "I have always had a bit of a problem with anxiety" (Grace #23: 29) and "I am good in a crisis" (Grace #23: 86-87). She had been in transition, moving first to England, then back to Christchurch, and then moves on to Wellington where she settled in a home, had a committed relationship, and was building a career in government policy. She was lonely, a two-year relationship having just ended, and she was shocked by a man she was working for as a temporary administrator when he decided to leave his wife to pursue a relationship with Grace. She was experiencing a variety of relationship challenges and was quickly (within 24 hours) is forced to change her job. She relates this part of her story in a very matter of fact, unemotional way, which was done consistently throughout her interview. She kept

her emotions in check, under her control. We can assume she was having a tough time in this period being alone and unsure of her future in relationships and her career.

However, work was where she functioned; her inner world was in chaos but not at work and within one month she had been promoted. She did well, working in the centre of [company name] Christchurch as personal assistant (PA) to the head of operations. She was the focus of a number of inappropriate practical jokes and despite her constant desire for returning to her normality, she seemed more to be able to adjust to what was the current very different norm around her. Emotions are what overwhelmed her. Claiming her personal life was out of control and her inner world in chaos, her outer world helped to regulate her.

Her kindness to others was apparent but juxtaposed to her lack of kindness to herself. She thought of what others needed and even helps them to meet those needs. It was not until the Wellington earthquake five years on that she focused on self-care. She learned that having a focus during times of trauma aided her coping, which shows links to Tedeschi and Calhoun's work on post-traumatic growth (PTG).

She remained true to her value of loyalty, to a manager who was a "likable rogue" (Grace #23:884) and in the interview talked of how she would now handle the inappropriate behaviour differently. She had learnt to manage her boundaries and was now willing to protect what had been until very recently were very permeable boundaries. When these boundaries were pushed and others safety were involved, as in the case of the threatened shooting of employees at [company name], she accepted her unofficial role of locking down the office and calming the waters.

Despite Grace's obvious maturation as she reflected back on her earthquake stories, her now stable relationships, a job to a career in government policy and taking better care of herself, she moved from one earthquake zone to another in the centre of New Zealand which is purported to have the highest risk zone for future earthquakes and still she did not prepare. Perhaps she believed her ability to be good in a crisis is enough? She has managed to create her new normal but had not, perhaps reflected upon what she could do differently in the future in any great detail.

Looking to the end state, of the period under inspection, the earthquake period of 2010 to 2016 and ignoring the transition between the two, Grace portrayed greater maturity in the subjectivity with more stable personal and work relations. She was more reflective and keener to take better care of herself.

From a Jungian perspective it is important to note the mystery, the paradox in what is happening, what can happen and what is denied. Primarily, even experienced survivors seem to deny themselves preparation. Could this be a denial of the need or a fear of facing the possibility? Secondly, predominately people want to return to normal and achieve it by returning to an unacknowledged new normal. Thirdly, having a role to play helps people cope during a collective trauma. All of the above are predicated on the assumption that organisations and individuals can and should have a plan and ensure that plan becomes automatically actionable.

What we can see from the case study of Grace is that although she changed her perspective on organisational culture, at the start outwardly accepting a predominately male culture and taking care of herself and not just others. Both appear to be deep, profound, reflective learnings, neither of which lead to her to taking action to prepare despite her perspective changing on there being a need. She does, however, learn to integrate her feelings.

In Summary, it is possible to observe the way in which Grace changed from the point when the earthquakes occurred, when her inner life, her emotional life was in chaos. It appears that being because she was so busy during the post-earthquake period allowed her to channel her energy into work and her emotions into caring for others. Her focus was consistently to return to normal, as ill-defined as this might have been, without noticing the normal she was returning to is in fact a new normal. It was only after she had moved away from Christchurch that she begins to reflect on her experiences and her inner world begins to stabilise. At the point at which I interviewed her there was a level of maturity and understanding of her then current situation was, that, yes, she was terrified by the latest earthquake in Wellington and yet she was nonetheless capable of taking steps to care for herself and her inner world. An anomaly was her choosing to stay in an earthquake zone and not to prepare exclaiming, "I absolutely didn't have an emergency kit" (Grace #23: 588).

The Case Structure: Grace #23

At the end of each of the panels (BDA, TFA and Micro analysis) a structural hypothesis was developed. These are incorporated here, and this work was then integrated into the collated case interpretation using the Wengraf adaptation of a judicial review (Wengraf, 2001: 297).

The experience of a series of earthquakes in Grace's case, structured her strategy of being in control, a defence mechanism against her overwhelming feelings of anxiety. She talked of having had a long history of anxiety, having sought therapy and medication at times. She added that she was good in a crisis, which she intimated she felt was inconsistent with her normal anxiety.

The problem of the case is the belief which Grace had that it was possible to return to normal. She could manage her external world she can manage, appearing competent and in control. Her inner life was chaotic, in turmoil. She was dealing with earthquakes both internally and externally.

Her response to the problem was related to her understanding of herself and her anxiety and her "good in a crisis" split. External earthquakes were nothing compared to her inner quaking world. She lived in her head and kept her emotions inside where, it appears, they broke out in her personal life. She saw herself very much as an enabler at times and bystander, observer at others. There was also a deeply unconscious belief that we can automatically return to normal and thus we do not need to prepare, after all she was "good in a crisis".

Her perception of the problem(s) was related to the conflict she felt at being more competent than her role/title would indicate. She was critical of both the media and dysfunctional behaviour around her but felt powerless to change anything. There was a sense that she was emotionally attached to her boss, (understandable perhaps after her parents' divorce and her father replacing her with a stepdaughter and son) but was also being tolerant of "a lovable rogue" (Grace #23: 888), which she talked of

later as “quite minor sexual harassment” (Grace #23: 515-516). Men, starting with her father, were disappointing her.

The imagery that this case evoked for me was that of a little girl being the centre of attention (a solo child in her early years) a place she coveted in the organisation she joined. Often, she took centre stage, directing people, taking leadership, being a bit bossy and running meetings. She was thirsty for attention and sensitive to how she was perceived and misperceived. She took a role as a PA and then lamented when not treated as her general manager’s equal; she was treated this way by him at times but not by others.

This picture evolves into the image of a little girl playing at being the ring master. She was bossy and wanted to take control but like a little girl in the circus ring, she needed approval and support from her father figure, her boss.

I have tried to pictorially represent as a visual summary of Graces’ narrative (see 8.1 to 8.4 of Appendix 17) from the little girl losing her father and looking for love, to playing the little girl ring master, orchestrating things at work, to being “a little bit bossy” (Grace #23: 166), acknowledging that she has feelings. “I am a person that feels a lot of emotions” (Grace #23: 263), and she seemed to channel this into taking care of others, being the super woman, “trying to sort out those immediate fires” (Grace #23: 128-129). There was an evolution from broken relationships, temporary jobs, frequent moves, a transient life, and part-time education to a permanent job and a committed relationship with talk of buying a home, staying in Wellington, and having children.

Grace became more and more reflexive particularly towards the end of the interview. She gave an example of her learning the need for restorative care and exercised self-care after the 2016 earthquake. She had separated herself from Christchurch and had been looking back at Christchurch, judging and its people, as being stuck and only slowly moving on. I had seen this was perhaps projection: Grace too was stuck and only moving on slowly. Then the 2016 earthquake happened, and Grace was thrown back to her earthquake world, the one she had hoped she had left, yet unconsciously perhaps, she moved to the most vulnerable area in New Zealand for earthquakes.

I am left with a feeling that she likes a crisis; she was good in a crisis, she felt alive. The contrast with the Wellington earthquake was that she had no one there who had had her depth and breadth of experience, and there she was not working in the thick, of it, so she has no role. She reflected that it is good for everyone to have a role. I heard this and noted this as part of the strategies for preparation perhaps.

The other insight Grace shared which resonates with this thesis's topic of preparation was after having told many stories of mostly dysfunctional relationships that were strained, inappropriately intimate, or uncertain, she then clearly advocated that, "it (trauma) was also (leads to) a kind of appreciation for relationships" (Grace #23: 590-591).

In this rich interview, the various forms of BNIM analysis indicated the important role in her earthquake story. There was preparation at the physical, action level but not at the psychological. The organisational life she had experienced in [company name] and the presence of negative media had impacted her and others' wellbeing. There was impact from the dysfunctional life in both work and personal relationships where attitudes, choices, emotions, and expectations were all under pressure.

1. Collated Case Interpretation

Q. The Thesis Title in question format – a CRQ:

How can organisations and individuals prepare for collective trauma with strategies for the restoration of psychological wellbeing?

A. There appears to be sufficient evidence in the Grace interview for both conscious and unconscious preparation. As Hollway and Jefferson (2011) suggested, through unconscious motivations we can all be defended subjects and it is through life stories that we can get some insight into what is being defended.

The experience of a series of earthquakes in Grace's case, structured her strategy of being in control, a defence mechanism against her overwhelming feelings of anxiety. She talked of having had a long history of anxiety, of trying therapy and medication

at times. She added that she was good in a crisis, which she intimated was inconsistent with her normal anxiety.

Grace believed that it was possible to return to normal. She could manage her external world, appearing competent and in control. External earthquakes were nothing compared to her inner quaking world. Her inner life was chaotic, in turmoil. She was dealing with earthquakes both internally and externally. Her response to the problem is related to her understanding of herself and her anxiety and “good in a crisis” (Grace #23: 87) split. External earthquakes are nothing compared to her inner quaking world. She lived in her head and kept her emotions inside where it appears they broke out in her personal life. There was also a deeply unconscious belief that she could automatically return to normal and thus perhaps she did not need to prepare, after all she was “good in a crisis”.

She saw herself very much as an enabler at times, a bystander, observer of others. Her perception of her problem(s) was related to the conflict she felt at being more competent than her role and job title would indicate. She was critical of both the media and dysfunctional behaviour around her but felt powerless to change anything.

There was a sense that she was emotionally attached to her boss, (understandable perhaps after her parents’ divorce and her father replacing her with a stepdaughter and son) but was also being tolerant of “a lovable rogue” (Grace #23: 411), which she talks of later as “quite minor sexual harassment” (Grace #23: 515-516). Men, starting with her father, were disappointing her. Grace was outwardly accommodating, perhaps unconscious of her inner feelings of resentment, disappointment and disgust when recalling examples of the pranks she called minor sexual harassment, the inappropriate jokes played at her expense and the way she felt discounted when the boss would use her as a confidant, a person to bounce his ideas with but then, when bosses from Wellington turn up, treat her as the tea girl.

Grace grew through the experience of several earthquakes, developing strategies for better self-care. She became more aware and expectant when she lived in Christchurch, acutely aware of earthquakes and their aftermath. When she moved to

Wellington, she no longer expected earthquakes although she was aware of the possibility; she was no longer living in that all too consuming world.

However, in Wellington, she was psychologically unprepared for the possibility of another earthquake, perhaps unconsciously hoping her being good in a crisis would be enough. Hence during the 2016 earthquake she was dealing with the reality of a life-threatening situation, the shock that it had happened again and the disbelief that she “I absolutely didn’t have an emergency kit” (Grace #23: 588). She knew better, she knew what she could do to take away some of the psychological pressure, but she at some level chose not to. Of course, as with antenatal classes and childbirth, you can only be prepared for what you are aware might or might not happen; however, feeling you have done as much as possible to mitigate any problems gives confidence, lessens guilt, and aids recovery.

At the time of the interview, I was conscious of thinking she trusted me and was being very open and candid; this felt good. As I have reread, I see it was almost as though she was in a confessional at times: the one-night stand and the strange story of the boss leaving his wife for an affair with her though her only relationship with him had been as boss and temporary employee. Again, I reflect on how beautiful Grace was and perhaps how naive she may have been. There was certainly at times a sense of her relief, of cleansing, of coming to terms with and moving on to her new normal.

Grace would often suddenly jump to another topic and then go back to a previous topic. I had a feeling of being part of her journey which moved backwards and forwards as an incident or memory struck her. It is interesting to explore those jumps to understand what might have triggered the change of topic. Was she distracted? Was she avoiding going further or perhaps deeper? I cannot know for sure what the answer is; for my purposes I can, however, conclude that self-awareness and being willing and open to reflecting upon traumatic experience can be part of being a GES. The GES is part of what I was looking to develop strategies for.

Experience may well have an impact on preparation for trauma. Grace showed evidence of learning from her experience, for example, the need for rest and

recuperation, a break from the traumatic environment for a few days. She also showed evidence of how knowing potentially what could happen to impair her in the moment, based on her experience of freezing during the earthquake. Telling stories and sharing experiences may build awareness and help to make sense of what occurred.

Building awareness, learning lessons from the experience, and investing in the new world, the new normal, may aid survivors in their recovery, in getting back to normal. Integrating the reality and learning from the experience was often avoided unconsciously if not consciously. People may feel it would be too traumatic to face the reality that they may experience another trauma. As Grace pointed out, “there were all these people who just didn’t know what to do because of (um), that sense” (Grace #23: 96-97). People were looking for answers, direction, decisions and help, having not thought in advance what they might do if an earthquake happened. Insights might be gained into the need for preparation for trauma by identifying the underlying perception of the stresses and strains of the earthquakes. This may be achieved to an extent through understanding how you as an individual cope with stress, what are the triggers, and what was your experience. Initially, Grace was not conscious of what would help her get back into balance, but by the fifth earthquake her self-awareness had grown to such an extent she was able to put some aspects of self-care into practice. For example, she and her partner immediately left for a break, getting out of town, away from the constant reminders of aftershocks.

Grace gave some good examples of things to think about from things she did post-earthquake: check on neighbours, being aware of the old and less able and offering help, having a store of water, have petrol in the car and food for a few days; cook and share what is in your freezer because without electricity and it will spoil; calling to check on family; and utilise known resources, in her case for example, her grandparent’s spare rooms.

While transcribing, a thought came to mind while transcribing about what is the difference in the experiences in Christchurch for people born and raised there, and those who were more transient, and of course, those who arrived after the big earthquakes? On a number of occasions, I have heard people say that they couldn’t

leave Christchurch and judged negatively those who did, yet others say they would leave if they had an option to. “But it is a weird, it is a weird place to go, but I thought (um), after I had moved (um), I felt like a fish out of water” (Grace #23: 553-554). When the context changed and the sense of place within that context, the activity, the care, and one’s identity, also changed. This distinction between the born-and-raised and the non-locals, those with responsibility for children, and those without the means to take care of themselves are all part of the complexities involved in the difficult decision making at a time when normality is already so challenged.

Other important differences include gender, ethnicity, education level, college, previous mental health issues, finances, previous earthquake experience and so on. For example, Grace so cleverly portrayed the inequities of the rich and the poorer in such collective traumas: “Certainly, seeing how different and the extent of what had happened and one of the things I will always remember is looking at the inequity which was quite hidden before the earthquake was starkly obvious after the earthquakes” (Grace #23: 634-637). This sub-theme of finances, the economics may relate back to Grace’s up-bringing and what she either experienced or observed.

Grace’s learnings from her experience about “better self-care” (Grace #23: 485) may also happen with in people's experiences, but, of course, the opposite, or nothing at all may happen, too.

The story she told of a man threatening to shoot [company name] employees was not a normal everyday occurrence, like the earthquakes, an extraordinary event. To be aware that extraordinary things continue to happen, that there will be a new normal, that there are things that will happen that we never could imagine happening can aid our psychological wellbeing post-trauma.

Grace purchased of a piece of artwork of Christchurch Rising. I did not recall her thoughts in my reflections initially, which was interesting as it feels somewhat significant now. Perhaps this signified her unconscious desire to see life back to normal, to see Christchurch Rise again, a powerful image tied to a traditional image in New Zealand of the household flour packaging.

It was suggested that her attitudes and action around preparation are revealed in the psychology of this earthquake survivor as shown in the TFA and in the struggle to interpret correctly her contradictory and ambivalent psychology pre-crisis, during crisis, between crises, during the second earthquake round, and after.

Grace, in telling her story, showed patterns of her life, about her external and her inner earthquakes. For each earthquake, she was not prepared. She knew what to do to prepare but did not want to think or feel about it. Besides, she was good in a crisis (Grace #23: 87); she had experience but had lost her comfort blanket of the geoscience experts. She felt secure at work where it was organised and rational. There were tensions of two conflicts, (Jung's theory of opposites see Chapter 3.4.4) rational and anxious, talking about her outer quakes and inner quakes, in control at work but her inner world in chaos. This was seen by statements of Argumentation leading to an Evaluation: "So I was in this position where a lot of things outside my work life felt out of control out of my control, but I felt I was very much in control, most of the time in my work place which made me feel quite good and obviously secure" (Grace #23: 62-64). Crisis helped her associate and regulate her feelings and body. In Evaluation, she stated: "I am quite good in a crisis" (Grace #23: 87).

Education and career were important, evidenced by two degrees and a master's. She continued perusing education throughout her 31 years perhaps holding on to the rational world of her head to help at times regulate her inner turmoil and feelings.

The imagery this case evoked for me was that of a little girl being the centre of attention, a solo child in her early years, a place she coveted in the organisation she joined. From the little girl losing her father and looking for love, to playing the little girl ring master, orchestrating things at work, to being "a little bit bossy" (Grace #23: 166), acknowledging that she has feelings, "I am a person that feels a lot of emotions" (Grace #23: 263). She took centre stage, directing people, taking leadership, being a bit bossy and running meetings. She was bossy and wanted to take control, but like a little girl in the circus ring, she needed approval and support from her father figure, her boss. She was thirsty for attention and sensitive to how she was perceived and misperceived. She took a role as a PA and then lamented when not treated as her general manager's equal, she was treated this way by him at times but not by others.

Grace seemed to channel her energy in times of crisis into taking care of others, being the super woman, “trying to sort out those immediate fires” (Grace #23: 128-129), perhaps a rescuer, certainly at times a care giver” and denier of her own needs, “everyone was kind of shocked” (Grace #23, Narrative: 147), yet she was functional enough to realise the executive team had not had lunch and then cooked them a lunch.

There was an evolution from broken relationships, temporary jobs, frequent moves, a transient life, and part-time education to a permanent job and a committed relationship with talk of buying a home, staying in Wellington, and having children. Grace became more and more reflexive, particularly towards the end of the interview. She gave an example of her learning the need for restorative care and exercised self-care after the 2016 earthquake. She had separated herself from Christchurch and had been looking back at Christchurch, judging its people as being stuck and only slowly moving on. I had questioned that perhaps this was a projection, Grace too was stuck and only slowly moving on.

Then the 2016 earthquake happened, and Grace was thrown back into the earthquake world, the one she had hoped she had left, yet unconsciously perhaps, she had moved to the most vulnerable area in New Zealand for earthquakes. I am left with a feeling that she likes a crisis; she is good in a crisis, she feels alive. The contrast with the Wellington earthquake is that she had no one there who had had her depth and breadth of experience, and that she was not working in the thick of it, so she had no role. She reflected that it was good for everyone to have a role. I heard this and noted this was part of the strategies for preparation perhaps.

In this research, a big obstacle that people seemed to have in preparing for a collective trauma was that they did not fully know how wedded they were to some notion of normality. Hence, when this normality disappeared, they had little idea of what they had lost or where to turn in order to recreate it. They did not recognise that their old normality had gone and there was a need to invest their energy in adapting to new realities.

Grace had matured into a very competent woman who, although still suffering with anxiety, had found ways to cope well with it. She had a career and a committed relationship and was finishing formal education. She was staying in one place, practicing more self-care, and growing up. Though terrified of earthquakes, she recognised her need for self-care, acknowledged her feelings, and became more conscious of preparation. There was a clear transition, a significant change in subjectivity from when she first arrived in Wellington: “I felt quite traumatised in a way that I didn’t feel when I was in Christchurch. So, it was almost like a, you know, a PTSD type feeling where when someone is removed from the situation they start to deal with a lot of the feelings around it. And I was, I was exhausted” (Grace #23: 452-455). She gradually created a new life in Wellington: She was about to complete her master’s, she had built a career in government policy, and she was planning to build a house and have a baby with her partner of four and a half years. She had become more reflective, without the need for that little girl voice, showing signs of integrating her experiences, allowing herself to feel, to self-care, and to make her wellbeing her priority. However, she took no further steps to be prepared. When talking of how she perceived Christchurch stuck and unable to move through the grief cycle, I wondered if this was paralleled internally for Grace.

Individually there is a need to take responsibility, to be willing to face the reality that there will be crisis in your life. We prepare for other things in life like antenatal classes and even explicitly we prepare earthquakes. If you shout “earthquake” in a NZ classroom, even pre-schoolers, as mentioned in Chapter 5.2.5, will do *the turtle, Drop, Cover and Hold* looking like a sleeping turtle.⁶⁶ Preparation is done by making what we need to do part of daily life, drilled and prioritised, so that it becomes automatic.

Grace’s conscious and unconscious reflections and learning can be shared, and their benefits understood by others. Getting back to normal is not a realistic goal but getting back to a new normal is. There is a need for relationships but also a risk to

⁶⁶ There is even a catchy song that tells you not only what to do but that “you must practice what you do and you will get through” (the carton is worth a peak on <https://getthru.govt.nz/preschool-resources-lang=arhttp://getthru.govt.nz/downloads/preschool-resources/>).

relationships. There is a need for the rest and restoration. Work with who you are and what you have, knowing your strengths and weakness; playing to your strengths and take care of your weaknesses. Self-care needs self-knowledge, and this too we can think about in advance of a crisis and prepare. It is hypothesised at this point that the above can play an important part of being the GES.

Other Research Questions:

Q. Is returning to normal a realistic objective for an organisation and their employees after a collective trauma?

A. No, because life is never the same again, individuals are never the same, and the normal is not a realistic objective against which to measure life expectations. After experiencing a traumatic event, it is impossible to return exactly to how things were in the past; and your environment will be changed forever (Bartlett, 2011), perhaps not in ways we can freely observe but in our unconscious motivations and expectations. For many, for example, mother earth is no longer equated with terra firma but more with a woman capable of both nurturing and destroying our lives and the lives of those around us (Jung 1927, *CW* 10, para 103).

We need to hold the tension, the grief and the pain, to be still and grounded enough to be willing and able to reconnect with our roots in Mother Earth, and to embrace the fear. Mother Earth nourishes and nurtures, grounding and containing the totality of the psyche, represented by the archetype of the Self. When we connect to the sacred centre, the earth, “the deep-seated origins that existed thousands of years before us bring healing at a profound mystical level” (Harris, 2001 p.76). Jung (1927) wrote, “He who is rooted in the soil endures....Alienation from the unconscious and from its historical condition’s spells rootlessness” (*CW* 10, para 103). Of course, many writers might be useful, for example in ecology, but the focus here is Jungian and depth psychology.

Returning to normality was a constant theme throughout Grace’s interview. Yet what Grace described was not normal although it does have some normal elements to it,

for example, stocking up with water, baking food for the Eastern Suburbs, and cooking lunch for shocked managers (Report 89-90; Narration 201, 756). Normality at work and in her personal life was desired, pursued, and lamented, and finally a new normal was accepted. Grace was using the statement about normality as a metaphor for regular activity: When the world is familiar, when she is busy, she feels in control, validated, normal.

Each time Grace was in her story (Narration text style) she seemed engrossed, emotions flowing, and then she would suddenly, often quite sharply, talk of returning to normal. It was as though she used this as a form of a full-stop on her emotions, moving from the heart felt narration of her story to a cold factual report: Life went pretty much back to normal after that” (Grace #23, Narrative: 402). She referred to periods between the earthquakes as normal life, forgetting the detail of life during those periods. One hypothesis might be that with no crisis and no dramas for her to cope with, everyday living was easy to forget in any great detail.

In this interview alone, there seemed to be a considerable amount of evidence to suggest that getting back to normal was not possible. Returning to normal was not an option, but returning to a new normal was.

There was, however, an alternative hypothesis that returning to normal is possible: fully, partially or in one or another dimension. These will be taken in turn. Fully: Examples of the data so far do not support this hypothesis. Partially: Grace did state and therefore we can assume that she experienced the sensation that she then got on with her normal life. Under scrutiny however, she referred to the physical day to day items rather than psychological lives lived as they had been before. However, as the data here suggests, her life at times did reach an equilibrium and we are beginning to see an integration of her traumatic experience. In this sense, I would again propose that what we are seeing is a life returning to a new normal, a new acceptable comfort zone. Looking at the data for these points it appears that physical life can return to that which was before, but it must be recognised that the mental attributes and psyche of individuals and organisations is changed despite the appearance of physical normalities.

My literature review corroborates that there is no such thing as normal. However, it was what people desired. As mentioned earlier, Jung seemed to put it in context for me with his idea that normality is collectively objective and individually subjective. If so many people talk about normality in so many different ways then it is my belief that whether it can be defined accurately or not, it is still something that is worthy of acknowledgement at the individual level at least.

Grace talked of both her outer quakes and inner quakes. She was telling me that the external earthquakes were nothing compared to her inner quaking world. Her external world she could manage, appearing competent and in control. Her inner life was chaotic, in turmoil. A pattern emerged highlighting how the external earthquakes helped regulate her inner earthquakes. She told me how life was for her: “and so I was in this position where a lot of things outside my work life felt out of my control, but I felt I was very much in control, most of the time in my work place which made me feel quite good and obviously secure” (Grace #23, Argumentation and Evaluation: 62-64). She was in control at work, but her inner world was in chaos. She liked to have a role, to take control, to be a little bit bossy and get organised. She reflected that she was pragmatic and liked to be organised, stating that, “I have always been anal around organising”, ((Grace #23, Evaluation: 59-60), however, she did not seem to plan in her personal life. She was an achiever, a performer who wanted to be part of the action, a doer, those were her survival mechanism. She was organised but does not plan in her personal life, she was chaotic when emotions were around and compartmentalised (Grace #23, Argumentation: 199). She reflected that she was a “bit bossy” (Grace #23, Argumentation: 166).

She talked of returning to normal as a form of a full-stop on her emotions, moving from Narration of her story to Report: “Life went pretty much back to normal after that” (Grace #23: 315). Relationships were important and often dysfunctional, “relationships were starting to get more strained” (Grace #23: 227-228). Media and politics played a huge role in the stresses and strains of the earthquake.

The theme of having something to do, a role to play or not, during a crisis appeared in a number of the interviews and the impact of this was interesting in the context of the GES. I reflected that perhaps keeping people busy after the event keeps them

grounded and gives a much-needed sense of purpose, perhaps encouraging people to do things they know how to do, that is, normal things. Perhaps each of us thinking about what we can add in a recovery situation prior to a disaster, could lead to both more actual help available whilst fulfilling that perceived need of doing something aiding our own personal recovery whilst also aiding the collective. An example is that of crisis management training which involves drills which explicitly put people into roles so that when a crisis strikes, they know their role regardless of the nature of the crisis.

One hypothesis emerging from the data is that crisis confronts our comfort zone, often referred to as our normal life. For many, their normal life has not had the opportunity to equip them for crisis. In microanalysis, it was suggested that the normal life archetype is not equipped for crisis because it was not formed by a crisis and thus has no coping strategies, so, normal life, life as we knew it, breaks down. Perhaps Grace, for example, she was better in a crisis because somewhere along her life's journey she had experienced adversity. It could be hypothesised that being an only child and having her parents' divorce might have been enough to develop some form(s) of coping with adversity. Of course, this point risks making an over interpretation; we cannot assume that she was not surrounded by other family members such as grandparents. However, she certainly would have experienced dealing with something coming out of the left field, surprising her, shocking her, and causing a ripple to run through her world. Further research could perhaps compare this with people living with regular natural disasters or long-term, and fairly predictable patterns of war.

The organisation Grace was part of also showed evidence of slowly moving towards a new more functional and culturally more acceptable (less bullying/inappropriate humour) organisation as its internal and external processes stabilized to face new challenges. Organisations, like individuals, need to invest in adapting to the new normal that faces them rather than attempting to recreate the old. Unlike individuals, the need for this adaptation is so visible and obvious that it is largely conscious and both leaders and employees know they must change to adapt. Nonetheless, the leaders and employees may find that their work behaviours require some element of modification to cope with the additional stresses associated with organisational

change. Much can be learnt from Grace's experience alone of what is needed in a leader and an organisation during times of trauma. She observed lack of planning, lack of resources, and lack of processes and systems capable of growing with the unpredictability of the task. All these aspects need to be prepared for in advance, people trained in the using of the plan, networks built with other agencies and services and everyone having identified a role to play. As Grace found out when the earthquake hits in Wellington one of the things that helped her in Christchurch was that she had had a role to play, she had something to do that felt meaningful.

Q. What are the specific psychological pressures on leaders and employees during times of trauma?

A. The interview indicated there was a lack of a crisis management planning, support networks, HR, boundaries (work pressures and no breaks), relationships with other agencies, communications, media management, leadership, and a role model. There was a lot in this interview which points to specific stressors related to the trauma. These examples can be drawn upon to help develop specific strategies to enhance the leadership needed in times of trauma. A crisis management plan that was well rehearsed was key to foreshadow some of the mistakes and to avoid issues with new growth, new roles, and a challenging and often negative media. What is needed, for example, are leaders acting as good role models, who give recognition, maintaining boundaries, and provide constant communication and relationship management. The leader's ability to make clear, rational decisions and to stand back and weigh up the options, will be considerably enhanced by a sound foundation of preparation for the unexpected, as will investing the time to build relationships with key agencies prior to an event so that the groundwork for collaboration has been laid.

Grace talked later of the new manager implementing restorative time, insisting people took leave and much needed breaks. He was another good father figure for Grace perhaps, as she was open to learning from him and took this idea on board and used it. After the 2016 November earthquake she immediately noted her need for restorative time; she had learnt to make self-care a priority.

Trauma management and media training would benefit leaders. The media in this instance were looking for a story, usually a bad news story, which was experienced as unfair by Grace who was working hard to help the people of Christchurch.

Q. How might employees and leaders be better prepared psychologically for the consequences of a natural disaster in the organisational setting?

A. From an organisational perspective more could have been done to support Grace. by imposing safe, secure, and reasonable boundaries around time, workload, and harassment (even if it was said with humour). All organisations in New Zealand have a legal requirement for duty of care.

Grace acknowledged that some of the funny things she related are not funny in normal times and, I note, “most of them are totally inappropriate, (um)...that now I wouldn’t stand for. At the time I was a bit annoyed” (Grace #23: 863-865). I reflected on the dangers of humour and the use of black humour in times of crisis, and feel I understand her dilemma.

Leaders and staff are deal with a multitude of new challenges at times of trauma and everyone was to some degree left to fend for themselves, to fight for their corner. It is not that there is lack of compassion, caring, or desire to help. It was that there are so many challenges on the strained, limited, and exhausted resources and prioritising is something much easier to do when we are fresh and able to think clearly. To be fresh and think clearly is not easy when your internal and external world is shaking around you, both literally and metaphorically. We need to both think and feel, having planned and drilled before the extraordinary happens.

Since Graces experience may lead to adaptability; it appears that being aware of the possibility of a natural disaster in itself can to some extent prepare people. Awareness alone will not be enough. Memories fade over time, and it is important to take what has been learnt and create a plan that is so well worn it becomes an automatic reaction when disaster strikes.

For an organisation, there is often the crisis management plan although in Grace's organisation there was not one that was followed or had been developed for this possibility. The scale was far in excess of anything imagined. The unthinkable also needs a pre-plan, a possible scenario plan, to help deal with beyond belief situations. There rarely seemed to be the equivalent of an individual crisis management plan and this may be something to explore as part of the strategies, for example, the need to have a family plan of where to go, where to meet, and how and who to contact. Such an individual crisis management plan could be designed to help the individual to both survive and thrive during and post a traumatic event.

Q. What psychological strategies do people need to use to cope at work during and following a natural disaster?

A. Understanding what is involved in psychological wellbeing and the need for self-awareness can lead to better preparation. Listening to survivors' stories of other events can help build awareness. Personal planning is crucial as is the awareness that the unimaginable can happen here. Know the principles of self-care for yourself, your family and your colleagues. Invest in the new normal, let go of the past, take only what will aid your moving on. What can make a difference is both individual and varied. For some having a role, something to do, or a responsibility gives meaning and a purpose. As social animals we need connection, we need to communicate with family, friends and colleagues, and we need to belong in our community. Of course, the basic needs of food, drink, and sleep need to be adequately met.

Set realistic objectives, making sure they are specific, measurable, achievable, results oriented, and targeted (SMART). A model more fitted to the need to be fast and agile, set goals using CLEAR: Collaborative, working together; Limited in both scope and duration; Emotional, connected, tapping into the teams energy and passion; Appreciable, broken down in to digestible chunks so things can be accomplished quickly and celebrated before moving on to; and Refinable, if the situation changes or more information is gathered, the goal can evolve, change, or be enhanced. Whatever model you use, set a goal, have a plan, and learn how to best and most effectively execute it.

Q. Being responsible for an organisation and all its employees in a time of collective trauma may require special training. What are the specific needs of someone having to lead an organisation at such times?

A. The response will focus on special training for specific needs, adaptability, and management planning, planning for the unexpected and the unimaginable. Be aware that in a collective trauma, a leader will potentially be faced with quite a volume of decisions with which he or she is not accustomed and will be very likely to experience a high level of stress while being expected to perform well in such an extraordinary environment. One of the many potential issues, for example, could be the need to have clear boundaries to ensure staff do not over commit and burn out. Other important facets include the need to take breaks, spend time manpower planning, and ensure leaders are role modelling appropriate behaviours, for example, not drinking excessively. Also build support networks. Bringing awareness of what could potentially happen and be needed into consciousness ahead of the event will invariably equip a leader to be not only a GES but also a good enough leader. Preparation must be done ahead of time, not in the moment. Be aware that in a collective trauma, as a leader you will be called upon to face a volume of decisions you are unaccustomed to making and to experience a level of excess stress at the same time. Make a plan, follow the plan you have prepared, and be aware of where you can get help, resources, information and support from. Extraordinary measures may be required, so know what your role is and what being a leader in a crisis entails; even just being there is important.

I want again to reiterate these are tentative conclusions from this one case. Looking at further data sources, which will also be qualitative and therefore subjective, suggests that there are varying interpretations of the data source; however, only comparisons over multiple interviews strongly supporting the conclusions drawn will be used.

In Conclusion

The BNIM approach and this adapted judicial review aids the interpretation of the data and the risk of researcher bias. It can never control for all such events of course,

but it can help minimise the impact. With this initial BNIM completed, the second will be undertaken next. There was predominately affirmation of the higher level, across the transcript findings from the TA. Of course, there can and always will be alternative interpretations, though I hope here to have shown here why I conclude as I do. My views are based on evidence from the following sources: one (soon to be two) BNIM case study and a TA of all 22 transcripts.

From all data collected and analysed, the concept of normality continues to be addressed. I believe there is sufficient evidence to eliminate any suggestion that normality isn't important. On the philosophical basis of whether there is a normality or not, I believe, as I understand Jung had once suggested, that although a collective norm is hard to pin down, the fact that people talk about and desire normality suggests that at least at the individual level there is something that people believe exists or no longer exists but is aspired to.

There are, however, the alternative hypotheses that returning to normal is possible: fully, partially or in one or another dimension. Taking these in turn, there are no examples gathered of interviewees fully returning to normal. With regard to partial, a number of people interviewed experienced the sensation that they then got on with their normal life. However, under scrutiny, they referred to physical day to day items rather than psychological lives lived as they had before, for example, "we went about doing normal coping things" (Grace #23: 40). There in fact seems very little that is normal about the coping things Grace referred to. Some did experience a sense that their life became normal again in that the children went back to school and they went back to work, albeit in a different building with constant aftershocks. I again would contend that this was not returning to normal as much as returning to a new normal, an adaptation of the old normal which can become a comfort zone at a future time.

However, as the data suggests, many do achieve an equilibrium in their lives after integrating their traumatic experience. In this sense, life returns to a new normal. Looking at the data for these points it appears that physical life can return to that which was before to some extent, but it must be recognised that the mental attributes and psyche of individuals and organisations are changed despite the appearance of physical normalities.

The attaining of the data and the processes of analysis can always be open to different and further interpretation and I invite this. However, every attempt was made to pursue a rigorous interview process and subsequent analysis. When I play devil's advocate with my processes, I too can see that the data sources, which are qualitative and therefore subjective, are open to other interpretations. However, comparisons over multiple interviews strongly support the conclusions drawn.

APPENDIX 18: A KNIGHT IN SHINING ARMOUR

See Chapter 6.3 and footnote on Messianic hope, which refers to the hope of a Messiah, a better life, someone to rescue the people and the situation, a knight in shining armour, this imagery being used in the newspaper post the 2011 earthquakes. The imagery below was used in the Press newspaper in 2011, depicting Roger Sutton as the saviour when he is called in to be the head of the Canterbury Earthquake Recovery Authority (CERA).



Figure 22: A Knight in shining armour.

The article appeared in The Press Your Weekend Magazine entitled HOPE: Roger Sutton takes charge of Christchurch. When interviewed he insightfully reflects that he “does not expect to be nearly as popular in a year’s time because not everyone is going to be happy. We’re not going to meet everyone’s expectations”.

The image above has subsequently removed from the internet, the above is a personal copy of the original article. However, this article is referred to in *Sutton’s Performance as Cera Chief Praised* (Stylianou, 2014).

APPENDIX 19: A DEVELOPMENT TOOLBOX FOR BECOMING THE GES*Introduction*

The purpose of this development toolbox is to propose a selection of approaches to stimulate thinking about what is needed in any particular organisation to develop the GES. The development toolbox contains potential models, processes and tools which can be used in a customised manner to suit the individual and organisational development.

There are a number of basic learning tools available that give the individual some structure, models, ways of thinking and understanding about how to develop more self-awareness. Models familiar to many organisations are outlined briefly here as part of a suggested foundation to support the development of the GES: the competency model, the learning styles questionnaire, the JoHari window feedback model, the crisis response and recovery cycle (CRRC) and the Grief Cycle, including Feeling Feelings.

As mentioned in Chapter 3.3.4, this thesis draws upon the work of Hooker and McAdams' (2003) framework for Six Foci of Personality and Seligman's (2011) research on PERMA. The characteristics and the "efforts to create multi-item, multi-dimensional measures of the features of flourishing are currently underway for the five features corresponding to PERMA" (Butler & Kern, 2016: 855). Additionally, Kiel's (2015) work on leadership characteristics, Return on Character (ROC), together with a vast array of other possible interventions have been selected from what is currently available and are explored further in Chapter 7. To gain more depth the work of Schaverien (1991) using Jungian principles in art therapy has been a valuable addition (see Chapter 7.5)

All development tools are intended to link back to the idea of limiting the impact of loss of normality on the psyche.

4 Rs & 4 As Model

(see Chapter 7.2 and Figure 13)

The 4 As, the principles of Assessment, Awareness, Action and Adaptation, are presented as a psychological framework to complement the NZ Emergency Management Strategy which advocates utilising the 4 Rs of Risk reduction, Readiness, Response, and Recovery (MCDEM, 2019). Figure 13 outlines the 4 Rs of physical Risk reduction, Readiness, Response, and Recovery and the 4As of psychological Assessment, Awareness, Action, and Adaptation. Employees are encouraged to prepare and to acknowledge the realities of collective trauma by using the 4 Rs from a practical perspective and the 4 As from a psychological perspective.

The 4 As of psychological preparation are intended to be an integrative approach, a way of forming new habit laden behaviours with prompts and commitment to action, taking deliberate steps to becoming a GES. Using preparation with hindsight and foresight, smarter choices can be made for times of crisis. The GES, whether an organisation or individual, can build internal knowledge, as suggested by Dave (see Dave #7, 2016: 369; Chapter 6.2), by using the 4 As:

The four dimensions of Assessment, Awareness, Actions, and Adaptation of the 4 As encourage preparation to cope with the immediate shock of the collective trauma, preparation to build sufficient internal knowledge for survival in the moment, preparation to be functional in the aftermath of a collective trauma, and preparation to understand how to adapt to the evolving new normal post-collective trauma.

Art Therapy

(See Chapter 1.4 and Chapter 7.5)

Using the work of Schaverien (1991) in art therapy and acknowledging the importance of creativity in transfer of learning. Art therapy has many applications including the following:

Fostering self-awareness and self-esteem

Cultivating emotional resilience

Promoting insight

Enhancing social skills

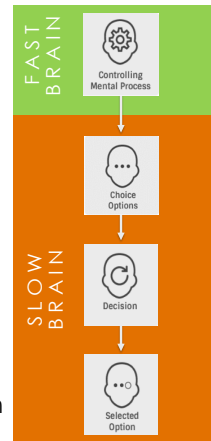
Brain: Fast and Slow – Kahneman (2011)

(See Chapter 6.2.4 outlining Kahneman’s research and its application).

Fast Brain/Slow Brain:

Optimal operation for decision making

- 1 Emotional markers from fast brain serve up hunches (intuition) to slow brain
- 2 Slow brain weighs broad range of facts
- 3 Slow brain considers multiple perspectives & contexts to reveal options & outcomes
- 4 Slow brain balances options against underlying motivational drives to arrive at decision



How the Fast Brain Works

Biased Little or no effort
 to Making unconscious choices
 believe Automatic, quick
 No sense of voluntary control
 Impulsive and intuitive Believing
 Gullible Generates complex patterns of ideas
 Free-wheeling impulses

Always on. Constantly responding. Source of habit, craving, and emotion, not accuracy

How the Slow Brain Works

Main function -to monitor and control thoughts and actions from the fast brain

When you have to pay attention
 Constructs thoughts in orderly series of steps
 Accuracy Focused
 Unbelieving Concentration
 In charge of self-control
 Doubting Has beliefs
 Effortful mental activities
 Making deliberate choices

Conscious processes. Infrequently active. Forms analytical conclusions.

Competency Model

To use the Competency Model, a GES would be willing and able to move from being unconsciously incompetent, from “I do not know what I do not know”, to thinking about it and becoming aware and eventually unconsciously competent. While the origins of the model are unclear, Curtiss and Warren wrote about the model in 1973 in *The Dynamics of Life Skills Coaching*.

The Conscious Competence Learning Model

The way we acquire a new skill

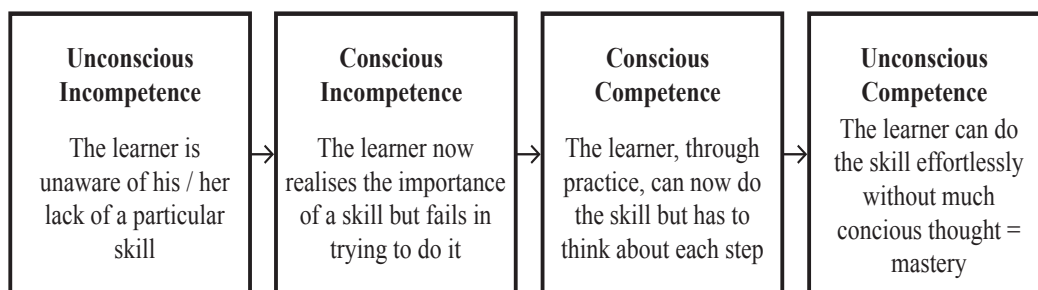


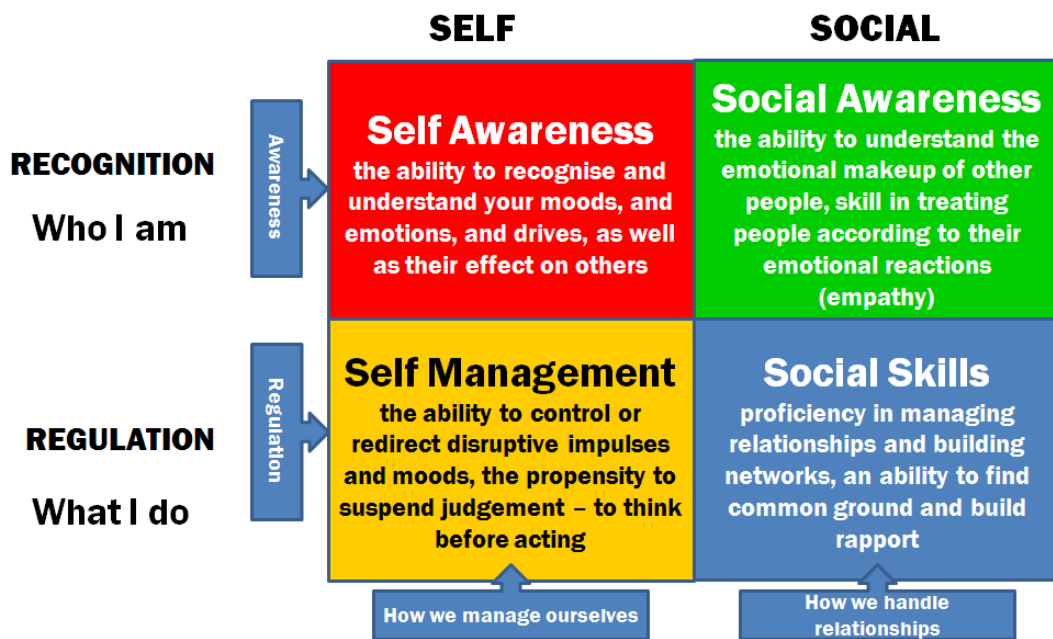
Figure 23: The Conscious Competence Learning Model

One way to understand this model is to reflect upon the process of learning and skills acquisition such as learning to drive a car. Learners can feel uncomfortable during the conscious incompetence and conscious competence phases. These uncomfortable feelings are good because they mean the learners are no longer in their comfort zone but on the learning journey to their desired state. Sometimes learners need to be reminded of this to help dampen any feeling of despair. Unconscious competence can only be achieved through practise, practise and practise (at the conscious competence stage). Once arriving at this ultimate desired destination, any feelings of discomfort simply fade away.

Emotional Intelligence: Daniel Goleman

Presentations on emotional intelligence created by this researcher have been given to organisations have been created over several years.

Emotional Intelligence



Goal Setting

There are a number of goal setting models, and many of these are useful for GESs who may need to have an actionable model of how to prepare and to get things done when a trauma occurs. One model for goal setting is to ensure that objectives are specific, measurable, achievable, results, targeted (SMART). Another model more fitted to the need to be fast and agile is CLEAR: collaborative, involving working together; limited in both scope and duration; emotional and connected, tapping into the teams energy and passion; appreciable, broken down in to digestible chunks so things can be accomplished quickly and celebrated before moving on; and setting goals that can evolve, change, and be enhanced when and if the situation changes or more information is gathered. Whatever model individuals select to use, the principle is for them to set a goal, have a plan and learn how to best and most effectively execute it.

It would be a rare thing to find in the midst of trauma survivors talking about their goals. It is very common though to hear survivors lament that the trauma was a wakeup call, resolving to live a different life with different priorities. After a few months the resolve may wane, and they may retreat right back into the same old rat race. It is, therefore, important not only to write down this new resolve (goal) but to do something, take action to make the changes a reality. “Brand new goals require considerable environmental scaffolding” (Hooker & McAdams 2003: 301).

Learning to be a GES and for it to become a way of being, a habit, will take effort, a support network, successes and failures plus organisational backing and infrastructure.

Grief Cycle and the Crisis Response and Recovery Cycle

The Grief Cycle and the Crisis Response and Recovery Cycle (CRRC) are a description of how people typically respond to and recover from a crisis. It is the mind's way of coping with an intense level of stimulation and demand: shock, disbelief, gradual realisation, non-emotional survival state. A model that many in organisations will be familiar with is the Grief Cycle and this parallels quite closely the CRRC. The Recovery cycle shows perhaps why people and organisations find it hard to accept the evolving normality. In business when failing to recognise that the world has changed, an outdated business model can lead to business failure; witness Sears recently with digital shopping.

The Grief Cycle

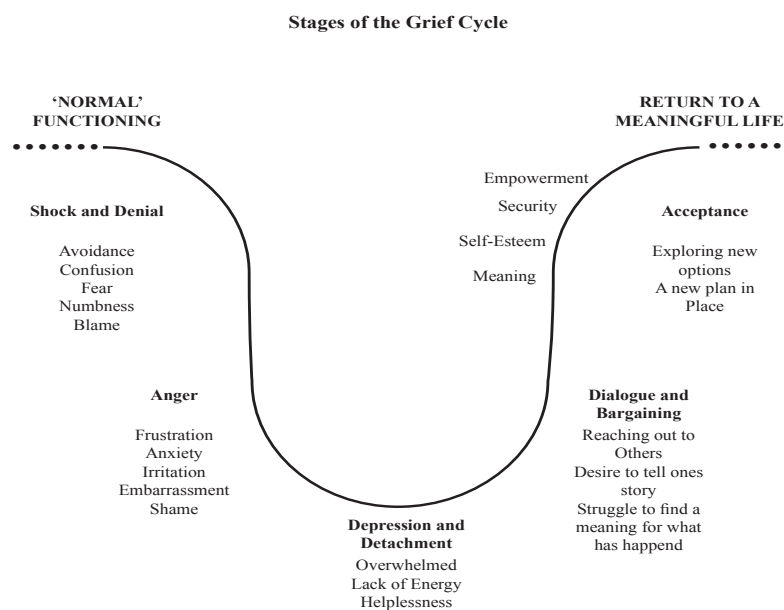


Figure 24: The Grief Cycle - Kubler-Ross and Kessler (2014). Adapted

The five stages, denial, anger, bargaining, depression, and acceptance are a part of the framework that makes up our learning to live with loss. Grief is a process rather than a state, so time is an important part of this process, and it is not a simple linear path. Not everyone follows the same journey or the same time frames, each person develops their own unique path. It is important to remember that people experience grief in different intensities and for different lengths of time, and the model is meant as a guide not a rigid process to follow (ibid: 53).

Hope

Hope is optimism embedded in a general belief system that things will work out. Hope is interpersonal; a sense that we are all in it together (Hopper, 2012: 266). Winnicott (1965) believed that hope represents a self-healing return to the point where psychological growth was suspended (Winnicott, 1965: 157); and Kohut's (1977) notion was that hope is expressed in the patient's journey to find what was missing from his or her early development (Hopper, 2012: 267). Hope can be open to being destroyed thereby threatening the self. A sentiment expressed by Nietzsche through the voice of Yalom (1992) in *When Nietzsche Wept* is that hope is worse because it protracts the torment (ibid: 65). Indeed, there are examples in the case studies reviewed in Chapter 5 of how suspicion and lack of communication can overwhelm the self with feelings of defeat. After trauma, the restoration and reshaping of hope occur in a context of interpersonal validation and empathic support through individuals and groups. making things better both for oneself and for others, including the next generation (Hopper, 2012: 268).

JoHari Window Model of Feedback

In an attempt to avoid learning too introspectively, the skill of asking for and receiving feedback is also of value. The JoHari Window was created by two men with a sense of humour, Jo, Joseph Luft and Hari, Harrington Ingham (1955). The model helps both to evaluate or assess personal feedback on behaviour plus advocates the value of remaining open to feedback from other people and being open to changes in one's behaviour. Before managing personal change of any kind, it is important to understand the foundations that change will be built upon and plus what and why the changes are needed. Feedback from others, can help create a fuller picture; what others see that you do well and what you could do differently, can help create a fuller picture and building both confidence and competence.

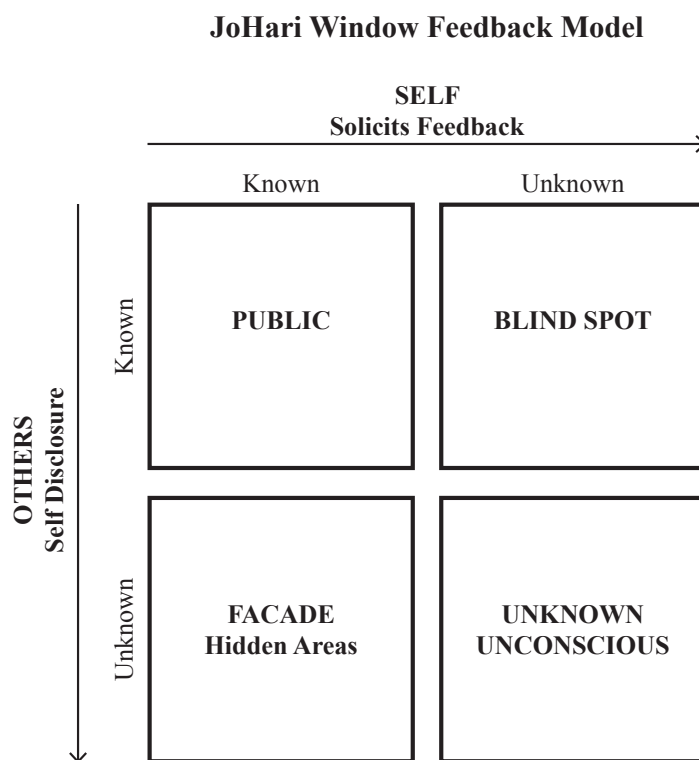


Figure 25: The JoHari Window Feedback from Self and Others

The model also acknowledges there is an unknown zone of unknown size that is outside of conscious awareness, yet offers self-disclosure and soliciting feedback as a way to bring the unknown into the known.

Leadership: A ROC Playbook - Kiel (2015)

What is presented below is part of a presentation that has already been tested on corporate audiences in NZ and is given as a starting pointing for using Kiel’s work on character and leadership and building what Kiel refers to as a playbook (see Chapter 3.4.5 and Figure 8).



Character Habits

1. Habits, by definition, operate below conscious awareness
2. Habits can be strengthened and replaced
3. How you engage or connect with others is a matter of habit

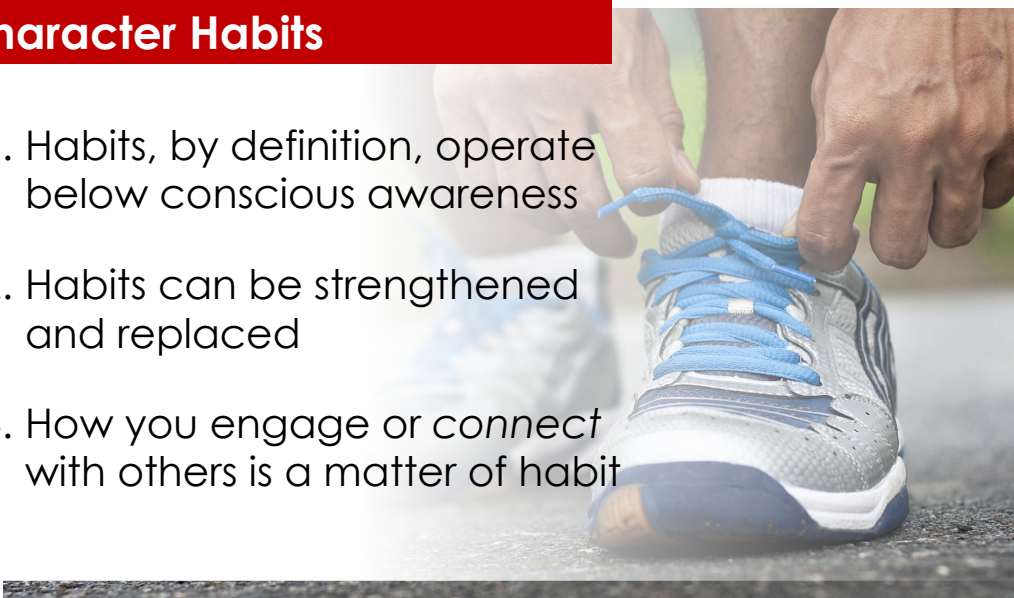


Figure 8: A presentation introducing Kiel (2015) Return on Character Leadership Playbook

Learning Styles

Honey and Mumford's (1982) Learning Styles Questionnaire (LSQ), a means by which to understand individual learning preferences and which highlights the need to be an all-round learner, is offered here as another good foundation skill and a tool available to the GES. The questionnaire is built upon the original work of Kolb's Learning Styles Inventory which had asked people directly, "How do you learn?"

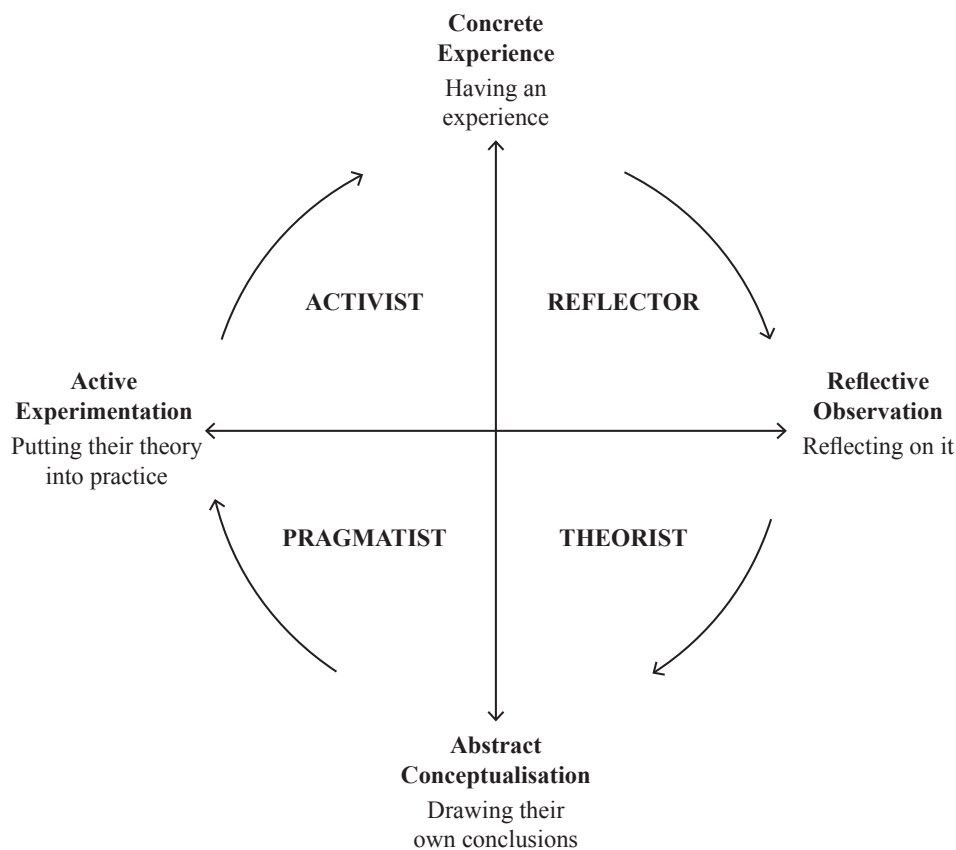


Figure 26: Learning Styles - Honey and Mumford (1982).

Honey and Mumford (1982) improved the face validity of Kolb's questionnaire by creating a tool which probes general behavioural tendencies. This helped learners understand more about how they might learn. The process of learning often takes the learners out of what is comfortable, their comfort zone, during the conscious incompetence and conscious incompetence phases. These uncomfortable feelings challenge what is known, and some new learning may ensue.

Mindfulness

Mindfulness, currently practiced by many individuals in organisations, is the basic human ability to be fully present, aware of where we are and what we are doing and not overly reactive or overwhelmed by what is going on around us (Donaldson, Dollwet & Rao, 2014: 8).

PERMA: A Model of Psychological Wellbeing

Positive feelings, Engagement, Relationships, Meaning, Accomplishment.

(see Chapters 3.4.4 and 7.5)

The objective here is to synthesise and evolve a tried and tested model, adapting the use of PERMA from post trauma, and to make the PERMA principles and the underlying principles of Ryff’s (1989) early work (see Chapter 3.4) available to all employees and their organisations in NZ. The recommendation to use this model of awareness of psychological wellbeing is seen by this researcher as one of the first steps to applying the idea of preparation to daily life, a longitudinal approach to preparation. Figure 28 is a simplified adaptation of how PERMA can be used pre- and post-trauma.

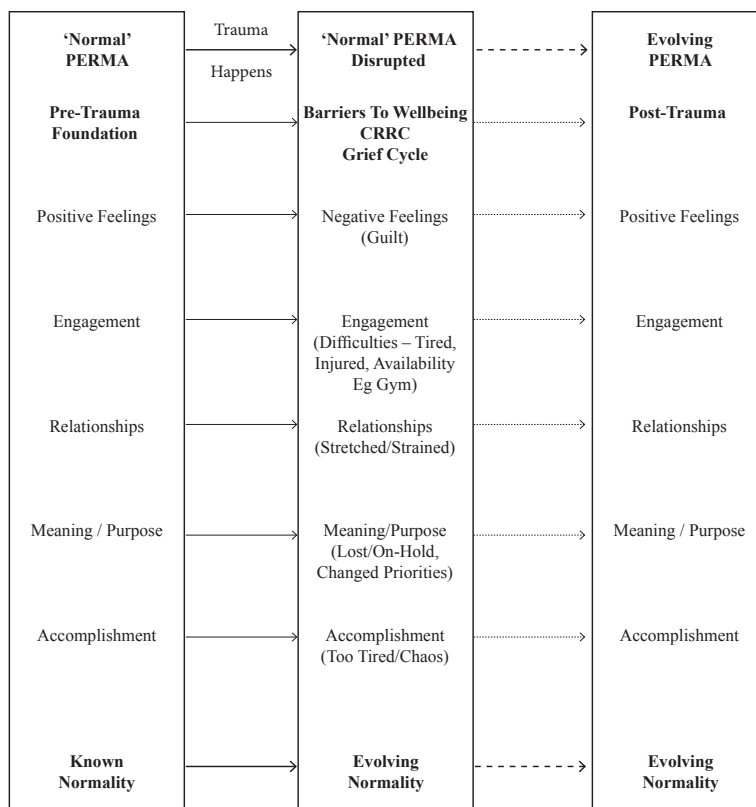


Figure 27: PERMA (adapted from Seligman 2001).

Figure 28 takes the wealth of expertise and research of PERMA and suggests re-evaluation and support for adaptation post-trauma (see Chapter 3.4. in particular 3.4.4. for further details of PERMA).

These five facets of wellbeing collated into the acronym PERMA are “the best approximation of what humans pursue for their own sake” (Seligman, 2011: 97). Seligman (2001) and his team of researchers⁶⁷ continue to develop the PERMA approach to psychological wellbeing. PERMA is seen by this researcher as an excellent model to build upon as a benchmark of pre-trauma psychological wellbeing. The PERMA model has been adapted for post-trauma awareness of an individual’s psychological wellbeing.

The use of the PERMA has a practical application in the event of collective trauma. This researcher suggests that by gaining an awareness of individual measures of psychological wellbeing prior to a collective trauma it is then possible to monitor changes in psychological wellbeing before and after collective trauma and identify areas which may need to be addressed.

The PERMA work profiler questionnaire is suggested as part of the foundation of the GES guidelines.

The PERMA Worker Profile Questionnaire is suggested as part of the preparation for the GES (Butler & Kern, 2016: 1) to bid an individual’s understanding and development of psychological wellbeing. The questionnaire, free of charge, asks a series of questions each with a score from 0 to 10. Scores over 8 suggest that “you are feeling great and functioning well”. Scores between 5 and 8 suggest a normal level of functioning at work. However, scores below 5 indicate struggling at work.⁶⁸

Once completed, the website gives the option to review other resources available at www.permahsurvey.com. with on-going support to develop knowledge of individual psychological wellbeing. This self-assessment process is one dimension to aiding self-knowledge both before and after a collective trauma, giving a benchmark of psychological wellbeing prior to a traumatic event.

⁶⁷ The team at the University of Pennsylvania, Department of Psychology.

⁶⁸ <https://www.authentic happiness.sas.upenn.edu/questionnaires/>

Personality: Six Foci and Myers-Briggs Type Indicator

The Six Foci of Personality and the MBTI are presented for individuals in organisations to use as a structured approach towards a foundation of self-knowledge for a GES. This researcher suggests that knowing as much as possible about who we are and our individual strengths and weaknesses provides a good foundation for preparation for collective trauma. Awareness of self and others is one step to becoming the GES, as is awareness of what is normal before crisis strikes in order to help understand what has been lost and learn to embrace an evolving new normal. Life will not return to the old, known normal, and precious time can be wasted staying wedded to the old normality (see Chapter 3.4.4 and Chapter 6.2.6 for details).

The Six Foci of Personality



The Six Foci of Personality

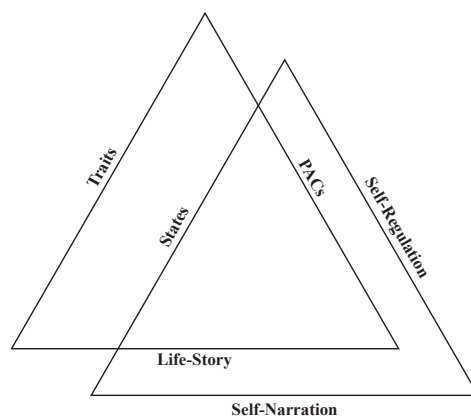
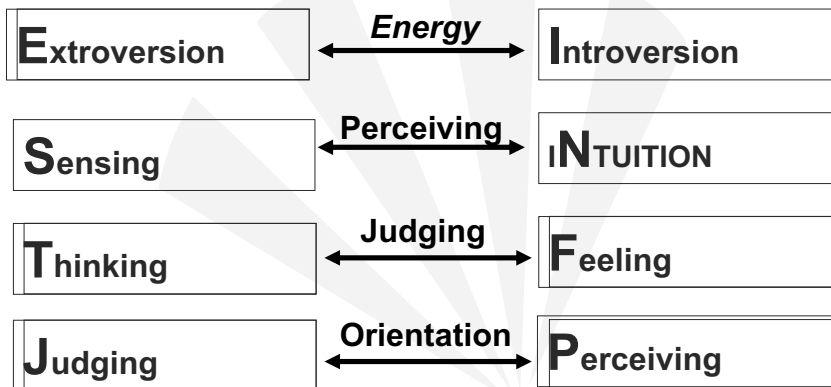


Figure 7. The Six Foci of Personality Framework (adapted from McAdams et al., 2006).

Myers-Briggs Type Indicator A full presentation to present MBTI in organisations is available upon request.

**Step 1:
Your Personality Type**
(A combination of four preferences)



**Step II:
'Facets' of Your personality**

Extraversion (E)	Introversion (I)	Sensing (S)	Intuition (N)
Initiating	Receiving	Concrete	Abstract
Expressive	Contained	Realistic	Imaginative
Gregarious	Intimate	Practical	Conceptual
Active	Reflective	Experiential	Theoretical
Enthusiastic	Quiet	Traditional	Original
Thinking (T)	Feeling (F)	Judging (J)	Perceiving (P)
Logical	Empathetic	Systematic	Casual
Reasonable	Compassionate	Planful	Open-ended
Questioning	Accommodating	Early Starting	Pressure-prompted
Critical	Accepting	Scheduled	Spontaneous
Tough	Tender	Methodical	Emergent

The Big Five trait taxonomy (OCEAN) “provides an initial sketch of human individuality” (Costa & McCrae, 1992: 654). The Big Five traits have their foundation in Cattell’s 16 personality factors. In recent years, personality theorists and researchers worldwide have agreed that human beings are born with a genetically determined set point on five personality dimensions, known as the Big Five (ibid: 654). The Big Five are broad individual differences organised into “five factor-analytically-derived categories and are commonly labelled extraversion versus introversion, neuroticism (negative affectivity), conscientiousness, agreeableness, and openness to experience, often recalled using the acronym OCEAN. Everyone lies somewhere between the two extremes on each dimension” (Robertson & Cooper, 2011: 9).

PFA Principles

(See Chapter 3.1.4)

This psychodynamic and psychosocial approach. PFA is not a formal treatment but a programme of practices that can help individuals cope with the stresses of everyday life. The key elements of the PFA are includes restoring a sense of order and control; protecting survivors from further harm; providing comfort for survivors and counteracting a sense of helplessness. Together with allowing the voluntary expression of feelings, it is providing accurate information, for example, about what has happened, what is happening and what is going to happen. Whenever possible, it is important to reunite natural groups, for example, families or teams of colleagues, and identify at-risk persons who are likely to require professional help.

Resilience Building

(See Chapter 3.1.5)

As mentioned in Chapter 1, Rosenfeld et al. (2005) suggest psychological immunisation or stress inoculation preparation training to minimise the psychological impact of collective trauma (ibid: 227). Whether using traditional training methods or employing drills to simulate real-life situations with actor victims or virtual reality simulations, psychological immunisation is the process of learning to manage stress levels and build resilience, or psychological antibodies, to prepare for collective trauma (ibid: 228).

Aligning with the work on Resilience in New Zealand the following three resilience models are put forward. Which model is the most appropriate can then be decided by the individual and the organisation, depending on the context and organisation?

One model, the Herringbone Model (see Figure 29) has been developed to encapsulate the concepts of the other three models. “The herringbone recognises that an organisation possesses a substantial range of **capabilities** and undertakes a range of **activities (what the organisation ‘does’)** that will contribute towards improved resilience. Furthermore, the organisation also exhibits a number of characteristics (‘how’ the organisation operates), that will affect the effectiveness of the capabilities and activities and help to enhance the organisation’s resilience” (Gibson & Tarrant, 2010: 6-12).

One way to consider the GES organisation is to take the work of Gibson and Tarrant (2010) on resilience as a starting point for each organisation (see Chapter 3.1.5). In summary, this work suggests the need for a range of resilience capabilities and strategies which are understood, monitored, and can address a wide range of possible scenarios and the responses (ibid: 13). Gibson and Tarrant go on to talk about the capabilities, activities and characteristics that are critical to daily organisational life. For example, acuity, ambiguity tolerance, creativity and agility, coping with stress,

learnability. As discussed earlier in this thesis, this links with the idea of creating good habits (Gibson & Tarrant, 2010: 6-12).

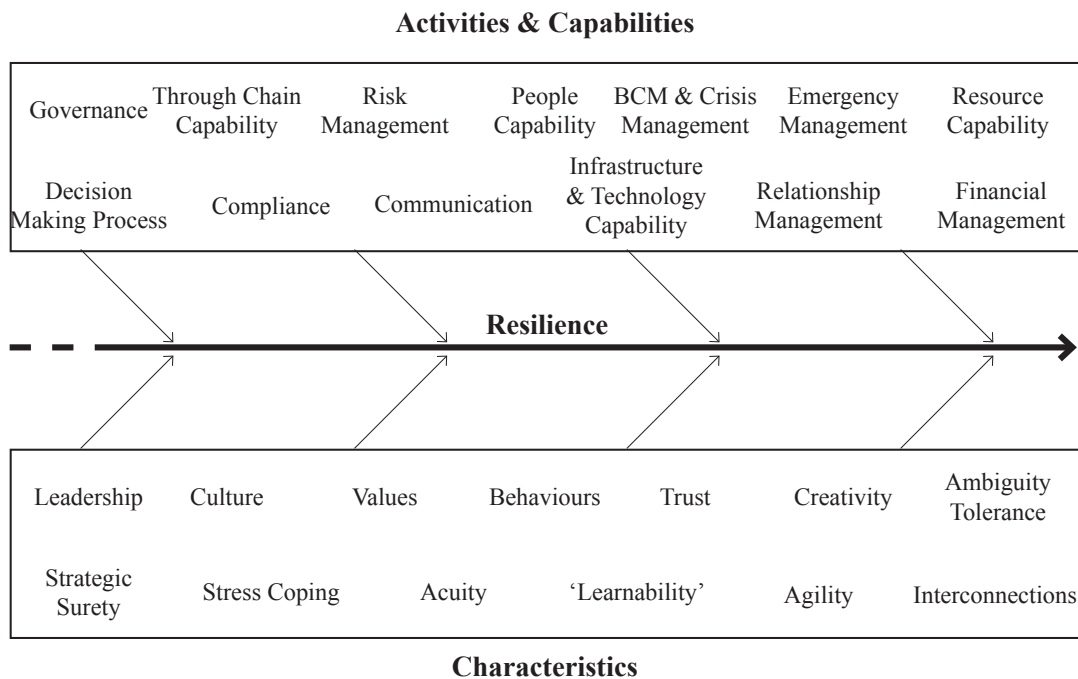


Figure 28: Herringbone Resilience Model, Gibson and Tarrant (2010).

Another model concerning organisational resilience is the triangle model, which also encourages organisations to review, assess and adapt so as to ensure they are fit for purpose and have sufficient capacity, tenacity and flexibility. Having a measure of such capabilities can aid the knowledge needed to ensure resilience is not downgraded in times of trauma.

Whatever the model used, the objective is to be equipped and able to adapt for purpose. Gibson and Tarrant (2010), advocate different strategies for different purposes: resistance strategies to build hardiness; reliability strategies to ensure critical capabilities and infrastructure are developed and implemented; redundancy strategies which focus on the day-to-day needs of the organisation post crisis and flexibility strategies designed for extreme circumstances including decision making in a vacuum, for example.

The Resilience Triangle Model

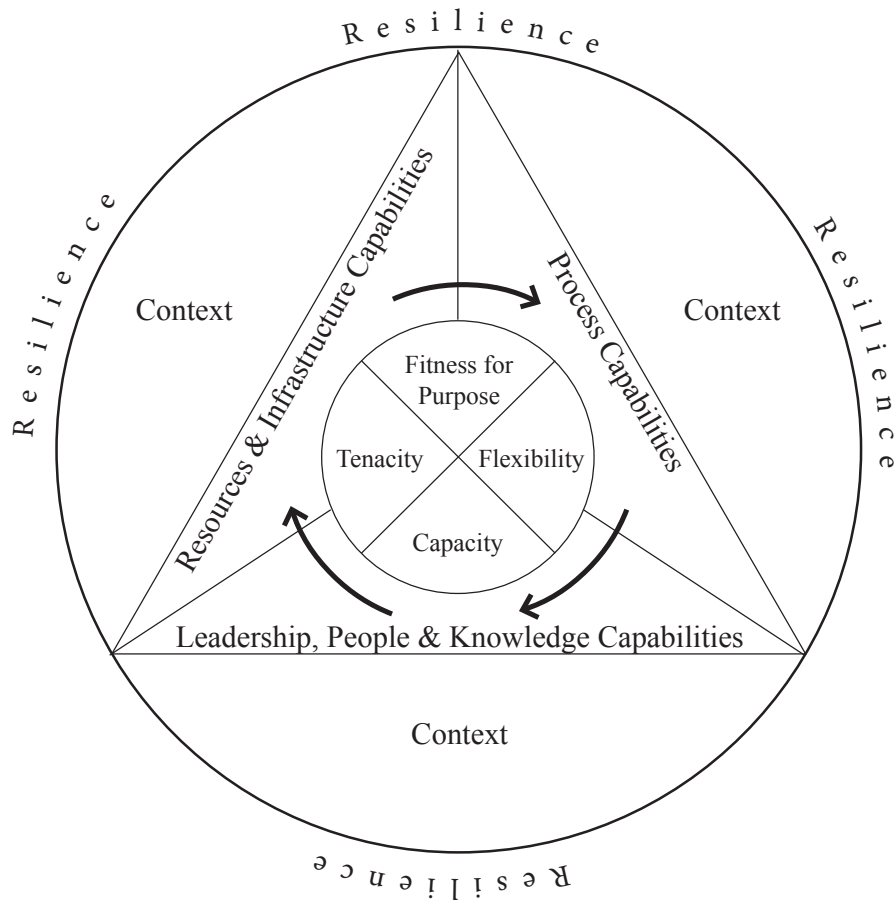


Figure 29: The Resilience Triangle Model.

An Organisational Resilience Survey Tool is being developed in New Zealand specifically to help organisations measure their gaps in resilience. The researchers advocate that “organisational and community resilience are interrelated and interdependent” (Lee, Vargo & Seville, 2013)⁶⁹.

⁶⁹ <https://www.resorgs.org.nz/publications/developing-tool-measure-compare-organizations-resilience/>

Ripple Effect

(See Chapter 3.2.2 and Figure 4)

The ripple effect was referred to specifically by two of the 2010-2012 interviewees after the 2012 earthquake and implicitly by others: “It is a disturbing event that ripples for a long time” (Frank #20, 2016: 164). The researcher created the illustration in see Figure 4 to capture this idea to use in workshops, helping to brainstorm what some of the effects might be.

Spirituality

Spirituality in a broad sense is a connection to something greater than the individual, a search for meaning in life. Jung (1963) in *Memories, Dreams, Reflections* wrote that

in my effort to depict the limitations of the psyche I do not mean to imply that only [Jung's italics] the psyche exists. It is merely that, so far as perception and cognition are concerned, we cannot see beyond the psyche ... For lack of empirical data, I have neither knowledge nor understanding of such forms of being which are commonly called spiritual. From the point of view of science, it is immaterial what I may believe [Jung's italics] on that score and I must accept my ignorance. (Jung, 1963: 384-386).

A sense of meaning and purpose was identified as playing a key role in PWB. Spirituality means many things to many people and needs to be acknowledged as part of preparation.

Therapeutic Witnessing

Therapeutic witnessing “being therapeutic” in more naturalistic settings that are dictated by the specific circumstances of working with refugees and other adversity survivors, is a form of ordinary communication within an overall therapeutic intention and direction (Papadopoulos & Gionakis, 2018: 10).

Trauma Grid

This framework is discussed in Chapter 3.2.4. on collective trauma and could perhaps be adapted for use in preparation for the GES.

A good place to start is to be aware of how you and others may react. In his work with refugees, Papadopoulos (2007) advocated never assuming psychological damage and has developed the “Trauma Grid” to assess damage to the “psychological immune system” (ibid: 27, 302). He encouraged awareness of the pain, disorientation and vulnerability of refugees as well as of their inherent resilience as individuals, families, groups, and communities (see also Chapter 3.2.4). Survivors are to be treated not as victims of trauma, but as survivors, to avoid such negative outcomes as learned helplessness. Rather than assuming psychological damage, one should first assess the damage to a survivors’ psychological immune system (ibid: 302).

Papadopoulos (2007) has constructed the Trauma Grid (see Figure 6) to “systematise the variety of responses to adversity” (ibid: 27). The framework allows for the gathering of the three possible reactions to adversity: neutral, positive, or negative. The advantage of the Trauma Grid is that it gives a more comprehensive picture of a survivor’s reactions and serves to keep the therapist aware of avoiding the pitfalls of the classic rescuer of the traumatised survivor. The Trauma Grid also allow survivors to see themselves as more than victims of trauma (ibid: 312).

Levels	Negative			Neutral	Positive
	Injury Wound				Adversity Activated Development (AAD)
	Psychiatric Disorders, PTSD	Distressful Psychological Reactions	Ordinary Human Suffering	Resilience	
Individual					
Family					
Community					
Society/ Culture					

Figure 6. The Trauma Grid, Papadopoulos (2007).

Tuning in to Feelings

When crisis strikes, emotions can be overwhelming, and many may struggle to distinguish feelings from thoughts. Feeling feelings does not mean you have to think or act upon any associated (negative) thoughts. As part of the foundation for developing as a GES, this exercise is designed to help the GES become familiar with their feelings.

Over a week note down every couple of hours what you are thinking and feeling. At any given time, you are feeling something, even when it seems otherwise. Sometimes the feelings are not easily apparent; and looking to muscle tension, physical discomfort, low mood, boredom, dizziness, or any urges to over-eat, spend, exercise, drinking alcohol, use drugs or self-harming are all indicators worth noting.

The good news is that a particular feeling will not last forever. No matter what you are feeling, eventually it will fade, and another emotion will take its place. When you feel a strong emotion, you do not have to act upon it, just recognise it, note it down and above all, feel it. Feelings are neither good nor bad, right nor wrong feelings just are, they exist. You need not and should not, judge yourself negatively just because you have or do not have a particular feeling.

APPENDIX 20: KAIKOURA SURVEY RESULTS 2016

The synchronicity of a huge earthquake happening in Kaikoura, 200 miles north of Christchurch, while the researcher was in New Zealand gathering research data in 2016, led to the creation of this survey. This earthquake released 180 times the energy of the deadly February 2011 earthquake. One month later the survey was sent to all 22 interviewees, 21 of whom responded (one interviewee had no Internet access). Although nothing in the survey appeared to present new or contradictory information, due to time constraints for this thesis, the data has not been fully analysed and is indicative only.

The survey asked nine questions:

1. What is it like to have a 7.8 happen now, five to six years on?
2. Did what happened last time prepare you for this?
3. Did your previous experience make this earthquake worse?
4. Did your interview with me in anyway make a difference? If so, how?
5. What (if anything) has your company done differently after this earthquake?
6. What (if anything) has your local authority done differently after this earthquake?
7. What (if anything) have you done differently after this earthquake?
8. How do you feel being in this situation now?
9. Is there anything else you would like to add about preparing for earthquakes or traumatic experiences in general?

The responses confirm the results of the TA and BNIM analysis that experience of prior earthquakes was seen to make a difference to the way in which people prepare for and respond to an earthquake. Some thought it was worse but did not specify how or why. In general, most treated this new earthquake as a familiar, albeit unwelcome and tragic event, and, in this sense, respondents did not have the same degree of shock and focus on returning to normal as they had five years previously. The effect of longer time periods between earthquakes may lead to these reactions fading, but further research would be need here to determine to what extent.

Organisations showed some evidence of learnings and preparation, with some examples of changes to their preparedness, but this was not universal. An interesting point was raised about changes in responsibility and how this can affect survivors' reactions, highlighting experience and the need to learn, as important factors. Some reacted with what they did practically, with examples of learnt self-care and some existential questions raised. Others raised questions about their life choices while some continued to procrastinate.

Organisationally, comments were made which inferred learnings about how the adrenaline rush can lead to both heroic and stupid behaviour. The response to compare natural disasters and decide who is worse off was interesting. The researcher recalls the Japanese Tsunami happening and a couple of clients lamenting that now the world would not care about Christchurch. Some made reflections of what next; "it's only a matter of time till the next!". Others gave advice from their past experience and learnings about insurance, communications and practical needs, or addressed the question of whether you can prepare and the need for training.

The survey, while not exhaustive, indicated that respondents had experience on which to draw, had thought about self-care and physical preparation, and were better prepared to accept the new reality of another earthquake. The survey provided another source of rich data which in no way contradicted the data from the TA or the BNIM. "It was cathartic, talking about my earthquake story at length, and vindicating to have someone else listen and relate to it and reinforce that all these feelings are normal". What follows are extracts from the responses.

Q1 What is it like to have a 7.8 happen now, 5-6 years on?

The responses ranged from how they felt; devastating, frustrating, a long marathon, not good at all, re-traumatising for a lot of people, shocking and frustrating, will this ever end? To what they thought: You can't ever be ready for such events, your prior experience helps you to navigate through such events and prioritise what is important at that point in time, family and wellbeing.

Once again experience was seen to make a difference; “It feels like something that we can handle due to past experience”. Some went as far as to predict what could happen in the future: “Big one yet to happen”. While the researcher was not in the Kaikoura region at the time, it has created some concern that the "big quakes" are not over and seem to be moving up the island. If this trend continues, the next logical spot is Wellington and, given this is one of New Zealand's larger cities and a commercial and government hub, the effects would be devastating. On a personal level, the November earthquakes were worrying as I was overseas from my home and family at the time and couldn't contact some family friends'. “It was worse. much worse (or at least felt like it) than the original ones because I thought we were over that period of my life - I had even moved cities. It was long and violent, and very scary”.

Q.2. Did your experiences during the last earthquakes prepare you for this? If yes, please confirm how.

Sixteen responded. “yes” (76.19%), four responded. “no” (19.05%) and one responded don’t know (4.76%). Some thought it was worse this time though but did not specify how or why.

Q3. Did your previous experience make this earthquake worse?

Five responded “yes” (23.81%), fifteen responded “no” (71.43%) and one responded don’t know (4.76%). Once again, the majority of survivors responding that experience does typically have a positive impact.

Q4 Did your interview with me in anyway make a difference? If so, how?

Ten responded “yes” (50%), eight responded “no” (40%) and two responded don’t know (10%). Inconclusive.

Q5. What (if anything) has your company done differently after this earthquake?

The responses highlighted again that past experience as recent as five years did lead to some changes and enhancements in reactions. The effect of longer time periods may lead to these reactions fading, however, although there is no evidence for this either way. Organisations showed some evidence of learnings and preparation; reacted faster to staff and clients, put in emergency plans for staff, responded more thoughtfully rather than rushing in straight away in all directions, created a survival kit and sleep over facilities at work.

Q6 What (if anything) has your local authority done differently after this earthquake?

This question did show some examples of changes and preparation; got organised more quickly, raised civil defence tsunami warnings due to being near the coast. This last point turned into a negative when the alarm was allowed to sound all night. Interestingly the questions of communication came up here again. There may have been things that were done but nothing I am aware of; I don't know of anything.

Another interesting point was raised about changes in responsibility and how this can affect the reactions highlighting experience and the need to learn, as an important factor again; “Different authorities to last time, Wellington authorities didn't have the past experience and seem not to have learnt much from the Christchurch experience...more learning and sharing is required!”, “still made some of the same silly mistakes re expectation around quick fixes, they have been much more proactive in communication”.

Q7. What (if anything) have you done differently after this earthquake?

Some reacted with what they did practically; “Nothing, except have a better home survival pack now”, “More organised, photos of everything damaged, bought more water”, “We now have water in the garage, and straight after the event I filled our car with petrol as I knew that the north supply routes were down”.

Others reacted with examples of learnt self-care; “Tried to keep work in perspective”, “take every day in my stride”, “we have ensured that all of our policies are all up to date”, “We have been very vigilant about our emergency get away kits, we live in a tsunami zone”, “We have stocked more water and food in the house”, “We revisited our family plan to meet up and communicate afterwards”, “this time, we also took a mini break away from the region, for three days, to get some rest and sleep away from aftershocks. It was very worthwhile”.

The earthquake also raised more existential questions; We continually ask ourselves if this is where we want to live in the future. We know the changes to the building sector will enhance these properties in the future and Christchurch once again will be a fantastic and safe place to live. Meanwhile where is it safe to live in New Zealand?

Organisationally, comments were made which inferred learnings about how the adrenaline rush can lead to both heroic and stupid behaviour; “Started watching more closely for idiots not considering health and safety”. Reflections on reactions and learnings; “Because of my role this time, I feel more alert to people's needs, but still made mistakes”. One person succinctly captured their answer to the question with, “Everything”.

Q8 How do you feel being in this situation now?

The self-reflection and learnings from past experience comes through again; Familiar, much more able to play a role, vulnerable though with some control more ready, resigned, a bit angry and weary mostly, satisfied that we tried our best to help, feel pretty relaxed - again maybe a false sense of security, there is an underlying sense of background stress and hyper-vigilance.

Some continued to question their life choices, and some continued to procrastinate; After every subsequent event, it does pass your mind should we move then it disappears as we have pretty much lived in Christchurch all our lives and our family and friends are still here as well, “sad and confused! at the thought of being in another earthquake...no thanks! I have spent far too long playing with nature (the sea) and I

know that there is only ever one winner...we delude ourselves thinking we can safely live in these earthquake zones...when Wellington goes off...many, many lives will be lost, and the economic impact is unthinkable (my opinion only of course)...I choose to live in the volcano city...doh!", "It's just part of living here and you need to make sure you look after yourself and family first", "mildly stressed, most of the time. My current home environment is very different from where I was living in Christchurch. I felt safer there, physically, in my home. I'm in a tall apartment building now which is in the Tsunami zone, and the combination of height and worry about the water makes it scary".

The response to compare natural disasters and decide who is worse off is interesting. I recall the Japanese Tsunami happening on the 4th March 2011 just ten days after Christchurch's second earthquake and a couple of clients lamenting that now the world would not care about Christchurch; "Feel pretty sorry for the people affected but now we have floods which are even worse in some ways".

Q9 Is there anything else you would like to add about preparing for earthquakes or traumatic experiences in general?

A Some gave reflections of what next; "it's only a matter of time till the next!" Others gave advice from their past experience and learnings about insurance, communications and practical needs; "Have good insurance & resolve your life and relationships issues with people now, life is too short to carry all that burden, you are mindful that these events can occur at any time, you are subconsciously aware at all times where the exits are. Where you park your vehicle etcetera. Being mindful", "The climate and geophysical seem to be changing rapidly, so we are more prepared now for what happens during and afterwards", "take photos of everything you own, you will have to justify it".

Document everything and keep a record of all communications for later. "Don't trust that agencies, particularly insurance ones, will help you and be honest! Terrible really. Be self-sufficient for at least a week with ability to cook and heat, have a plan where to meet if it happens and you can't get to everyone. Have a stash

of cash and a fully charged phone and full tank of gas. I am sure there is more”, “don't rush to reinvent the wheel. Don't rush to make promises or deadlines based on previous experiences”, “need to make sure the Quotable Valuation for our properties is realistic as if they are red zoned that amount is all you get. As well we are probably over insured now to be certain we would be covered”, “Keep yourself in best daily shape to deal with the unexpected, diet, fitness, friends, etcetera.”

Others addressed the question of whether you can prepare and the need for training; “I am still not sure how you can really prepare for that, don't be complacent - imagine the worst then double it...that way you will have a degree of preparation. Also...the human brain is built to forget the bad and remember the good...our ancestors had scary legends drummed into children - we have lost that...we are no longer well prepared by design”. Pre-emptive training for dealing with trauma to me would be valuable so that when it happens, you are somewhat prepared and function in logical steps. Or at least to the best of your ability, allowing for the emotion to kick in.

The survey provided another source of incredibly rich data and in no way contradicted the data from the TA or BNIM. “It was cathartic, talking about my earthquake story at length, and vindicating to have someone else listen and relate to it and reinforce that all these feelings are normal” (respondent to Q.4).

The survey raw data conducted using Survey Monkey is available upon request.

APPENDIX 22: DISSEMINATION OF THE RESEARCH FINDINGS

The objective of dissemination of this research is to make sure the findings of the research are made available to the primary audience of New Zealand organisations and any other interested parties. To maximise the benefits of the research the findings will be communicated in plain, jargon free English.

Two major organisations very kindly gave permission to interview their employees and have stayed informed of the research. With the research participants' approval, a percentage of interview tapes will be securely archived for further research. Recommendations arising from the research that pertain to setting priorities for embedding and drawing upon research findings to build organisational psychological preparation capacity as well as to advocate for improvements to psychological crisis preparedness planning throughout New Zealand.

The Mayor of Christchurch has been very supportive, and the intent is, with her support and that of Professor Samuels, to lobby the NZ Government to support a nationwide drive to build organisations with an abundance of GES.

The approach will be built alongside organisations, customised to their needs. Alignment will be sought with the 2019 NZ Government National Disaster Resilience Strategy; the intention is one of collaboration and integration.

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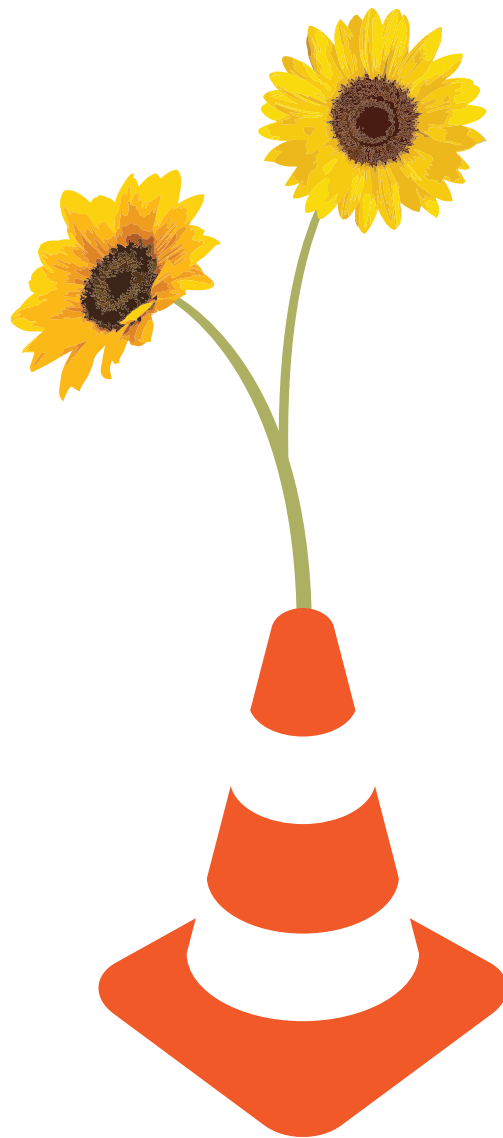


Figure 30: The road cone as a symbol

The road cone became a symbol of the Christchurch recovery, a symbol of frustration and then a symbol of the spirit of Christchurch - where people started to put flowers in them. The sunflower is to acknowledge Italy as the place this thesis was written.

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