

Contents

Foreword	v
Preface	ix
Acknowledgements	xi
Plan of the book	xii

Chapter 1 Introduction

I. Learning Difficulties	1
II. Conversational Method.	3
III. P-Individuals.	6
IV. Personal Construct Theory	7
A. The personal scientist	7
B. The repertory grid	9
C. A general context	11
D. The theory	13
E. Learning-centred grids	14
V. Grid Analysis	15
VI Sharing of Meaning	15

Chapter 2 The Repertory Grid As A Conversational Tool

I. The Fundamental Postulate and the Corollaries	19
II. Grid Analysis	22
III. The Computer as a Tool	24

*Chapter 3***The Programs**

I.	Introduction to the Programs	26
II.	Talk-back of a Grid on Programs.	28
III.	Plan of the Book	31
IV.	Summary of the Programs	31

*Chapter 4***FOCUS**

I.	Introduction	32
	A. Methods of grid analysis	33
II.	Algorithm and Flowchart	35
III.	Applications	40
	A. Teaching practice	40
	B. Examples of grids	41
IV.	Developments	41

*Chapter 5***PEGASUS**

I.	Introduction	48
II.	Algorithm and Flowchart	66
	A. The basic grid	66
	B. Construct match	67
	C. Element match.	68
	D. Finish?	69
	E. Review	69
	F. Alternative elicitation	70
III.	Applications	71
IV.	Developments	72

*Chapter 6***MINUS And CORE**

I.	Introduction	75
	A. The MINUS program	75
	B. The CORE program	77
II.	Algorithm and Flowchart	80

III. Applications	82
IV. Developments	84
A. Exchange grids	85

Chapter 7
SOCIOGRIDS

I. Introduction	88
II. Algorithm and Flowchart	91
A. The mode grid	92
B. Socionets	94
C. SOCIOGRIDS algorithm	94
III. Applications	94
IV. Developments	98
A. The Delphi Technique	98

Chapter 8
ARGUS

I. Introduction	100
A. Communicating P-Individuals	100
B. Differences in behaviour and perspective	101
II. Algorithm and Flowchart	102
III. Applications	105
IV. Developments	105

Chapter 9
Applications

I. Introduction	108
II. The Projects	108
A. A study with Marathon Knitwear on the identification and exchange of subjective standards in inspection	108
B. A study of P-Individuals within one person represented by role perspectives	116
C. A study with a section of ICI paints division on personal judgement in staff appraisal	128
D. A study of the personal and family relationships of two teenagers in a psychiatric adolescent unit	138

Chapter 10
Conclusion

I.	Phenomenology	148
II.	The Programs and the Corollaries	149
III.	Three Types of Conversation	150
IV.	Computer-aided Learning	151
	A. "Sitting by Nellie"	152
	B. Modern technology	152
V.	What is Structure?	153

Appendices

Appendix A.	The Psychophysics of the Repertory Grid	155
I.	Scaling of Constructs	155
	A. Ranking versus rating	155
	B. Properties of scales	156
	C. Adaptation level	157
	D. The rangefinder technique	158
II.	Correlation and Metrics	158
III.	Procedures for Assessing Matching	160
	A. Procedure I	160
	B. Procedure II	160
	C. Procedure III	161
	D. Procedure IV	162
	E. Procedure V	163
	F. Procedure VI	163
	G. Summary	164
	H. Reversing constructs	165
IV.	"Not-applicable" Ratings	165
	A. Subgrids and supergrids	166
V.	Programs Beyond the Grid	166
Appendix B.	Output from the FOCI Program	168
Appendix C.	A Run of MIN-PEGASUS	177
Appendix D.	A Run of PEGASUS	195
Appendix E.	A Run of PEGASUS-BANK	219
Appendix F.	Output from the MINUS program	233
Appendix G.	A Run of CORE	235
Appendix H.	Output from the SOCIOGRIDS program	241
Appendix I	A Run of ARGUS	279
References		309
Subject Index		317